

OXFORD

OXFORD INSIGHT HISTORY

FOR NSW

STAGE 5

SECOND EDITION

BRUCE DENNETT
BERNIE HOWITT
EMILY SHANAHAN



OXFORD

OXFORD INSIGHT HISTORY

FOR NSW

STAGE 5

SECOND EDITION

BRUCE DENNETT
BERNIE HOWITT
EMILY SHANAHAN

OXFORD
UNIVERSITY PRESS

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trademark of Oxford University Press in the UK and in certain other countries.

Published in Australia by
Oxford University Press
Level 8, 737 Bourke Street, Docklands, Victoria 3008, Australia.
© Bruce Dennett, Bernie Howitt, Emily Shanahan 2021
The moral rights of the authors have been asserted
First published 2013
Second edition 2021

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence, or under terms agreed with the reprographics rights organisation. Enquiries concerning reproduction outside the scope of the above should be sent to the Rights Department, Oxford University Press, at the address above.

You must not circulate this work in any other form and you must impose this same condition on any acquirer.



A catalogue record for this book is available from the National Library of Australia

ISBN 978190327637

Reproduction and communication for educational purposes

The Australian *Copyright Act 1968* (the Act) allows educational institutions that are covered by remuneration arrangements with Copyright Agency to reproduce and communicate certain material for educational purposes. For more information, see copyright.com.au.



Edited by Natasha Broadstock and Thalia Kalkipsakis
Typeset by Integra Software Services Pvt. Ltd.
Proofread by Vanessa Lanaway and Carolyn Leslie
Indexed by Max McMaster
Printed in China by Sheck Wah Tong Printing Press Ltd

The authors and publisher of *Oxford Insight History* would like to thank Dr Lynette Riley, Senior Lecturer, Indigenous Studies and Aboriginal Education, University of Sydney, for her review of content concerning Indigenous peoples of Australia.

Disclaimer

Indigenous Australians and Torres Strait Islanders are advised that this publication may include images or names of people now deceased.

Links to third party websites are provided by Oxford in good faith and for information only.
Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work.

CONTENTS

Using *Oxford Insight History* vi

NSW Syllabus for the Australian Curriculum: History Stage 5 – Scope and sequence x

THE MAKING OF THE MODERN WORLD

THE HISTORIAN'S TOOLKIT: CONCEPTS AND SKILLS 2

PART A MAKING A BETTER WORLD? AN OVERVIEW 18

DEPTH STUDY 1: MAKING A BETTER WORLD

CHAPTER 1 THE INDUSTRIAL REVOLUTION 32

The Industrial Revolution – a timeline 34

1A What conditions and new technologies influenced the industrialisation of Britain and Australia? 36

1B What were the experiences of men, women and children during the Industrial Revolution? 56

1C What were the short- and long-term impacts of the Industrial Revolution? 64

CHAPTER 2 MOVEMENT OF PEOPLES 78

Movement of peoples – a timeline 80

2A How did the Industrial Revolution influence the movement of peoples? 82

2B What were the experiences of slaves, convicts and free settlers on their journeys? 94

2C How did life change for people who moved to Australia? 105

2D What were the short- and long-term impacts of the movement of peoples? 120

CHAPTER 3 PROGRESSIVE IDEAS AND MOVEMENTS: CAPITALISM 128

obook-only chapter

Progressive ideas and movements – a timeline

3A What was the nature of key ideas that developed between 1750 and 1918, and how did they emerge?

3B What is capitalism and how did it develop?

3C What were the short- and long-term impacts of capitalism on Australia and the world?



PART B AUSTRALIA AND ASIA: AN OVERVIEW 130

DEPTH STUDY 2: AUSTRALIA AND ASIA

CHAPTER 4 MAKING A NATION 146

Making a nation – a timeline 148

4A Where did Europeans settle in Australia and what were the effects of contact with Indigenous peoples? 150

4B What were the experiences and contributions of non-Europeans in Australia before 1900? 172

4C What were living and working conditions like in Australia around 1900? 178

4D What key events and ideas led to the development of Australian self-government and democracy? 190

CHAPTER 5 ASIA AND THE WORLD: CHINA 206

obook-only chapter

Asia and the world: China – a timeline

5A What were the key features of Chinese society around 1750?

5B To what extent did Chinese society change as a result of contact with Europeans?

PART C AUSTRALIANS AT WAR (WORLD WARS I AND II): AN OVERVIEW 208

DEPTH STUDY 3: AUSTRALIANS AT WAR (WORLD WARS I AND II)

CHAPTER 6 AUSTRALIANS AT WAR (WORLD WARS I AND II) 216

Australians at war (World War I) – a timeline 218

Australians at war (World War II) – a timeline 220

6A What were the causes, scope and nature of World War I? 222

6B What were the impacts of World War I on Australia? 244

6C What were the causes, scope and nature of World War II? 252

6D What were the impacts of World War II on Australia? 284

6E What was the significance of the wars to Australia? 290

6F How are the wars commemorated? 299

THE MODERN WORLD AND AUSTRALIA

PART D RIGHTS AND FREEDOMS 306

DEPTH STUDY 4: RIGHTS AND FREEDOMS

CHAPTER 7 RIGHTS AND FREEDOMS 330

Rights and freedoms – a timeline 332

7A What were the origins and significance of the Universal Declaration of Human Rights? 334

7B How did the struggle for Indigenous rights and freedoms develop prior to 1945? 340

7C How did the US civil rights movement influence Australian campaigns and lead to significant achievements? 351

7D How do activists continue to struggle for civil rights and freedoms? 374

OXFORD UNIVERSITY PRESS

PART E THE GLOBALISING WORLD: AN OVERVIEW 382

DEPTH STUDY 5: THE GLOBALISING WORLD

CHAPTER 8 POPULAR CULTURE 388

Popular culture – a timeline 390

8A What was the nature of popular culture in Australia at the end of World War II? 392

8B What developments occurred in popular culture and how did they impact Australian society? 402

8C How have the music, film and television industries changed in Australia since World War II? 415

8D What has Australia contributed to international popular culture? 429

8E What beliefs and values have influenced the Australian way of life? 439

CHAPTER 9 THE ENVIRONMENT MOVEMENT 446

obook-only chapter

The environment movement – a timeline

9A What threats to the environment led to environmental awareness and activism?

9B What developments and events intensified environmental issues in the twentieth century?

9C What key events and policies led to the growth of the environment movement?

9D How have governments responded to environmental threats?

CHAPTER 10 MIGRATION EXPERIENCES 448

Migration experiences – a timeline 450

10A How have world events influenced migration to Australia since World War II? 452

10B How have government policies influenced migration to Australia? 464

10C How did the Vietnam War affect migration to Australia? 475

10D How has migration shaped Australia's identity and international relationships? 491

PART F SCHOOL-DEVELOPED TOPIC 502

DEPTH STUDY 6: SCHOOL-DEVELOPED TOPIC

CHAPTER 11 AUSTRALIA IN THE VIETNAM WAR ERA 504

Australia in the Vietnam War era – a timeline 506

11A Why was Australia involved in the Vietnam War? 508

11B What was the nature of Australia's involvement in the Vietnam War? 530

11C What were the differing viewpoints in Australia during the Vietnam War era? 542

11D What was the impact of the Vietnam War? 552

CHAPTER 12 THE HOLOCAUST 564

obook-only chapter

The Holocaust – a timeline

12A What features shaped the historical context of the Holocaust?

12B What was the role of Nazi ideology in contributing to the Holocaust?

12C How did persecution continue during the war years?

12D Was there liberation and life after the Holocaust?

Index 566

Acknowledgements 580

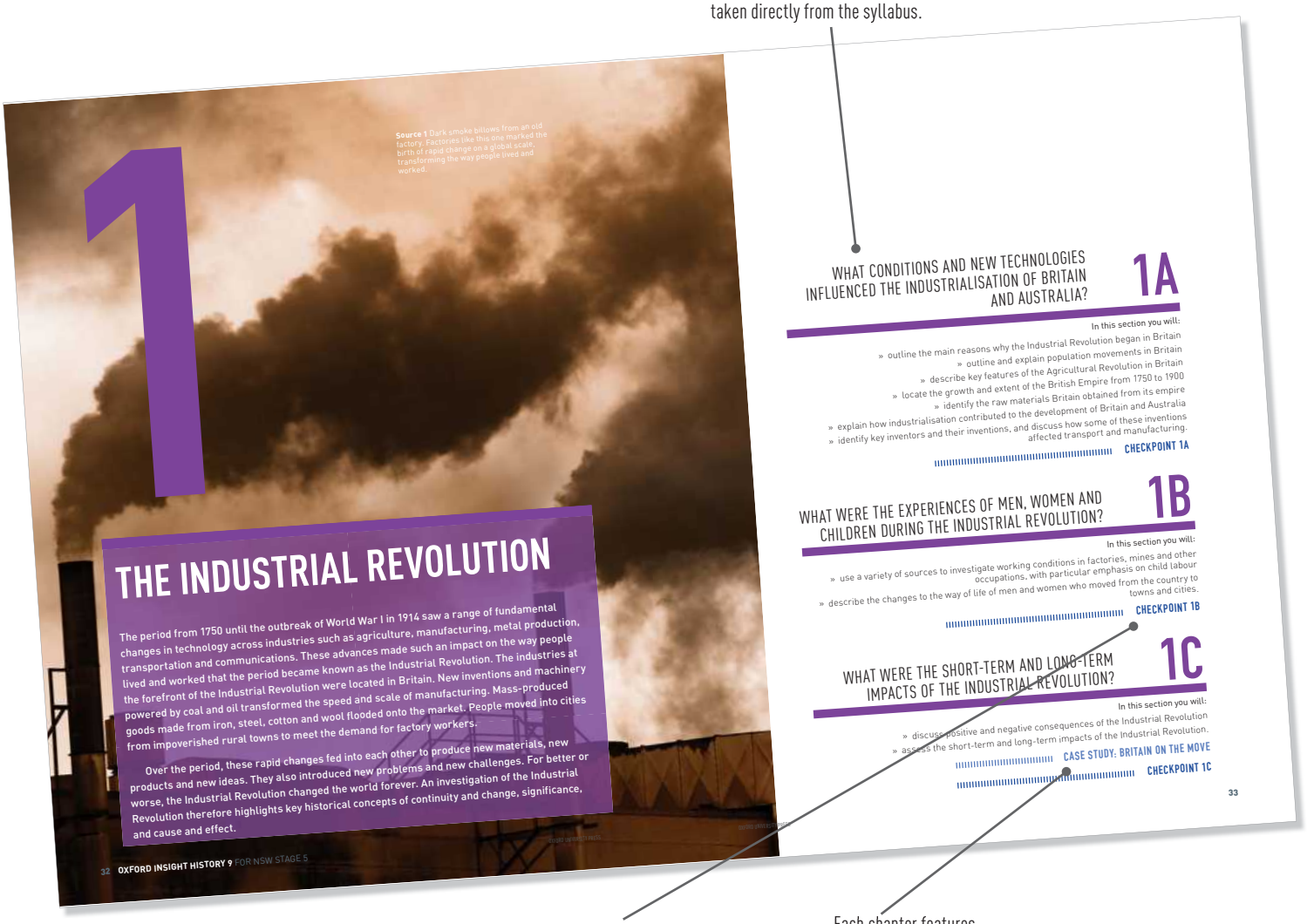
USING *OXFORD INSIGHT HISTORY*

Oxford Insight History has been developed and written by a team of experienced NSW teachers and educators to meet the requirements of the NSW syllabus for the Australian Curriculum: History. *Insight History* comprehensively covers all syllabus content in order to help students successfully meet all the required outcomes.

KEY FEATURES OF THE STUDENT BOOK

Each chapter of *Oxford Insight History* is sequenced according to the NSW History syllabus and structured around a number of key inquiry questions. Content dot points clearly map the learning sequence for students.

Each topic covered in the Student Book is supported by primary and secondary source materials designed to engage and challenge a range of students. Source materials such as artefacts, historical illustrations, photographs, text extracts, timelines and maps provide rich learning opportunities and encourage students to develop deep understandings and transferable skills.



Chapter content is organised into numbered topics to support teaching and learning.

Syllabus content dot points are clearly indicated for each topic.

Spotlight features highlight historical skills and concepts relevant to the text.

Questions and tasks for each topic are grouped together in a numbered **Check Your Learning** panel at the end of each topic. A range of activities suit different abilities and learning styles, and include a combination of **Review and understand**, **Apply and analyse, Evaluate and create** or **Go deeper** questions.

Source study activities expose students to a range of primary and secondary sources designed to bring the past to life. **Interpret** questions challenge students to develop their historical skills while engaging with the sources.

On-page glossary definitions occur at the point of learning.

Strange but true boxes present a range of weird and wonderful historical facts to entertain and provoke discussion.

Visible thinking prompts encourage students to develop their critical thinking and analysis skills.

Each **Checkpoint** is supported by a set of three separate student worksheets (available digitally as part of the Teacher ebook). These worksheets are graded to **support, consolidate** or **extend** students of differing abilities, allowing you to personalise learning in your class. Like the Checkpoint questions, the worksheets are linked to content dot points and skills from the syllabus, with the goal of providing tailored support to ensure better results.

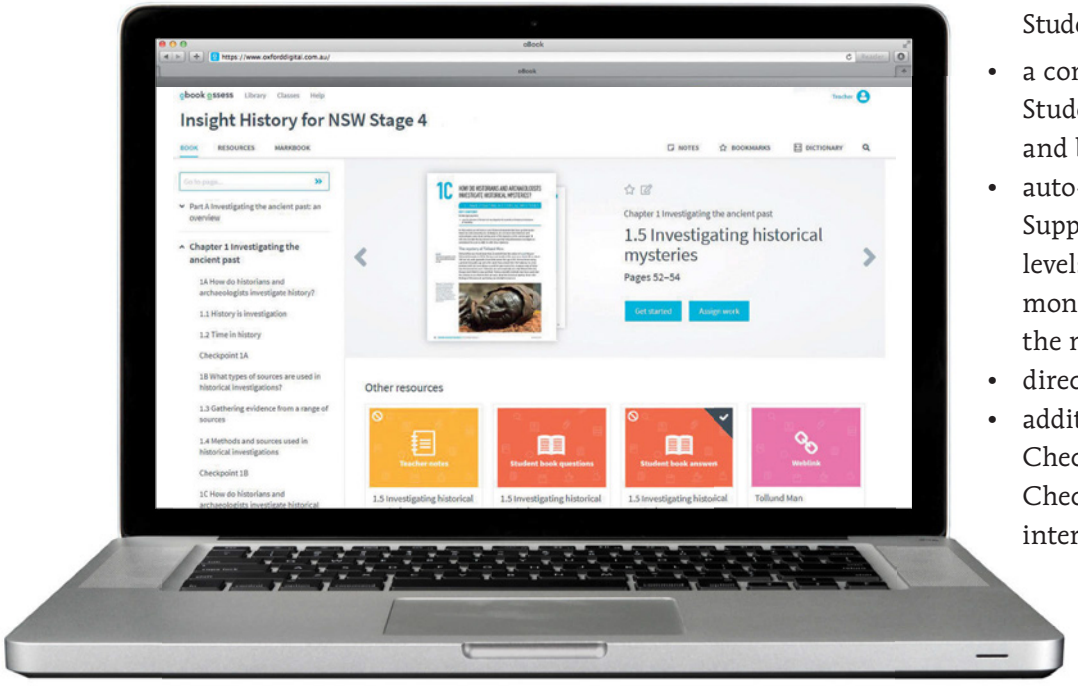
Checkpoint questions appear at the end of every section within a chapter. They are linked to a content dot point in the NSW History syllabus and are designed to help the teacher identify areas of weakness in student understanding. They can be used flexibly – completed orally in class (to support formative assessment) or set as written tests (to support summative assessment).

INTEGRATED TEACHING AND LEARNING SUPPORT

Oxford Insight History for NSW is supported by a range of engaging and relevant digital resources provided via obook assess – Oxford's award-winning digital platform.

STUDENT OBOOK ASSESS

Student obook assess provides a fully interactive digital experience for students that is compatible with laptops, iPads, tablets and IWBs. Access to content is available online and offline.



Students receive:

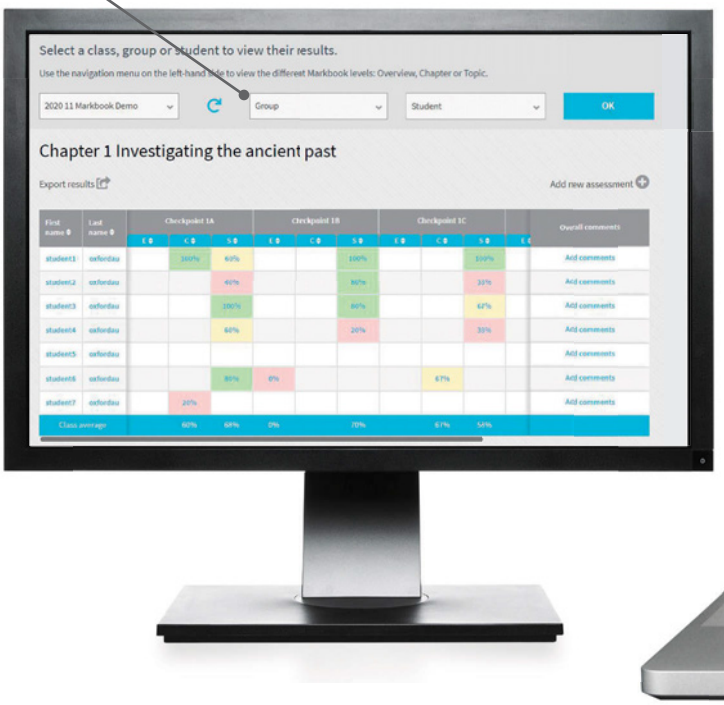
- a complete digital version of the Student book with notetaking and bookmarking functionality
- auto-correcting quizzes at Support, Consolidate and Extend levels to assess understanding, monitor progress and feed into the markbook
- direct access to Quizlet
- additional resources such as Check Your Learning and Checkpoint question worksheets, interactives and weblinks.

TEACHER OBOOK ASSESS

Teacher obook assess supports teachers with a range of additional resources and functionality, including:

- access to all student resources
- detailed course planners, teaching programs and teacher notes
- answers to every question in the Student book
- access to markbook, where they can:
  - filter online quiz results by class or group
  - add custom results from self-administered assessments
  - view student progress reports in HTML or PDF
  - export class reports as .cvs files
- direct access to Quizlet
- additional resources such as answers to every Student book question, differentiated Checkpoint worksheets and rich tasks.

Markbook enables teachers to view student results by class



Markbook enables teachers to view individual student results and track them against the class average



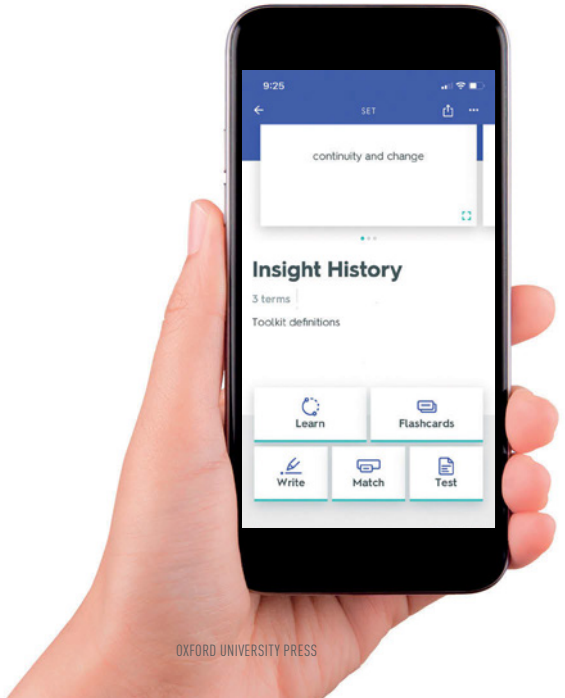
Quizlet

Each chapter of *Oxford Insight History for NSW* is supported by expert-authored content on Quizlet. By accessing Quizlet via a web browser or the Quizlet app, students have access to different interactive learning tools, including:

- interactive flashcards to help students learn key terminology
- multiple-choice questions to test students on their knowledge

Quizlet also provides students with fun revision games to support their learning, including:

- Quizlet Live, where students battle in teams or individually against other members of their class
- 'Match' card game, where students match the correct term to its definition
- 'Gravity' timed test, where students test their knowledge against the clock



Instructions for teachers launching a game of Quizlet Live

1 When prompted in the Student book, log onto Oxford Digital and launch the Quizlet website.
2 Follow the prompts to set up a game to host for your students, including how you would like them to compete:
   - individually
   - in teams.
3 Your game is now set up and ready for students to join. They can join by opening Quizlet on a web browser or the app and either:
   - entering the six-digit code that has now appeared on your screen
   - scanning the QR code that has now appeared on your screen.
4 Once all students are ready, click the large 'Create game' button and a summary of the students playing will appear. Click 'Start game'.
5 As the teacher, your screen will display a leader board that updates in live time as students answer questions.

NSW SYLLABUS FOR THE AUSTRALIAN CURRICULUM: HISTORY STAGE 5 – SCOPE AND SEQUENCE

STAGE 5: THE ANCIENT WORLD TO THE MODERN WORLD

FOCUS OF STAGE 5

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945).

The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context, follows. The twentieth century became a critical period in Australia's social, cultural, economic and political development.

The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

KEY INQUIRY QUESTIONS

YEAR 9
THE MAKING OF THE MODERN WORLD
[50 HOURS MINIMUM TEACHING TIME]

Key inquiry questions for The making of the modern world depth studies are:

- What were the changing features of the movement of peoples from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World Wars I and II?

YEAR 10
THE MODERN WORLD AND AUSTRALIA
[50 HOURS MINIMUM TEACHING TIME]

Key inquiry questions for The modern world and Australia depth studies are:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

OVERVIEWS

YEAR 9

In Stage 5, four (4) of the six (6) depth studies are to be studied. Depth Study 3 and Depth Study 4 are Core Studies, to be studied by all students. The remaining four (4) depth studies offer internal electives. ONE elective will be studied in detail from each of the chosen depth studies. Depth study content can be integrated with the overview content and/or with other depth study electives.

Students briefly outline:

- the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia
- the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)
- the extent of European imperial expansion and different responses, including in the Asian region
- the emergence and nature of significant economic, social and political ideas in the period, including nationalism
- the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression.

YEAR 10

The following three (3) depth studies focus on the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

Students briefly outline:

- continuing efforts post–World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping
- the major movements for rights and freedoms in the world and the achievement of independence by former colonies
- the nature of the Cold War and Australia's involvement in Cold War and post–Cold War conflicts (Korea, Vietnam, the Gulf Wars and Afghanistan), including the rising influence of Asian nations since the end of the Cold War
- developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability.

DEPTH STUDIES

DEPTH STUDY 1

Making a better world? ONE of the following to be studied:
Topic 1a › The Industrial Revolution
Topic 1b › Movement of peoples
Topic 1c › Progressive ideas and movements

DEPTH STUDY 2

Australia and Asia. ONE of the following to be studied:
Topic 2a › Making a nation
Topic 2b › Asia and the world

DEPTH STUDY 3

Australians at war (World Wars I and II).

Core study – mandatory for all students

DEPTH STUDY 4

Rights and freedoms.
Core study – mandatory for all students

DEPTH STUDY 5

The globalising world. ONE of the following to be studied:
Topic 5a › Popular culture
Topic 5b › The environment movement
Topic 5c › Migration experiences

DEPTH STUDY 6

School-developed topic from either of the Stage 5 Overviews. Students investigate in depth ONE school-developed topic drawn from the content presented in the Stage 5 overviews, The Making of the Modern World or The Modern World and Australia, for example:

- The Roaring Twenties
- The Great Depression
- The Holocaust
- The Cold War
- Australia in the Vietnam War era
- A decade study
- Women's history
- The history of workers' rights
- The United Nations
- UN peacekeeping
- The Gulf Wars and the war in Afghanistan
- The rising influence of China and India since the end of the Cold War
- Developments in twentieth and twenty-first century technology
- Other topic drawn from the two overviews.

HISTORICAL CONCEPTS

Continuity and change: some aspects of a society, event or development change over time and others remain the same, e.g. features of life during the Industrial Revolution which changed or remained the same; features of an Asian society which changed or remained the same after contact with European powers.

Cause and effect: events, decisions and developments in the past that produce later actions, results or effects, e.g. reasons for the outbreak of World War I and the effects of this conflict; the reasons for and impact of the struggle for rights and freedoms of Aboriginal and Torres Strait Islander peoples.

Perspectives: people from the past may have had different views and experiences, e.g. the landing at Gallipoli would be viewed differently by Australian and Turkish soldiers; nuclear testing in the Pacific would be viewed differently from an Australian and a French government point of view.

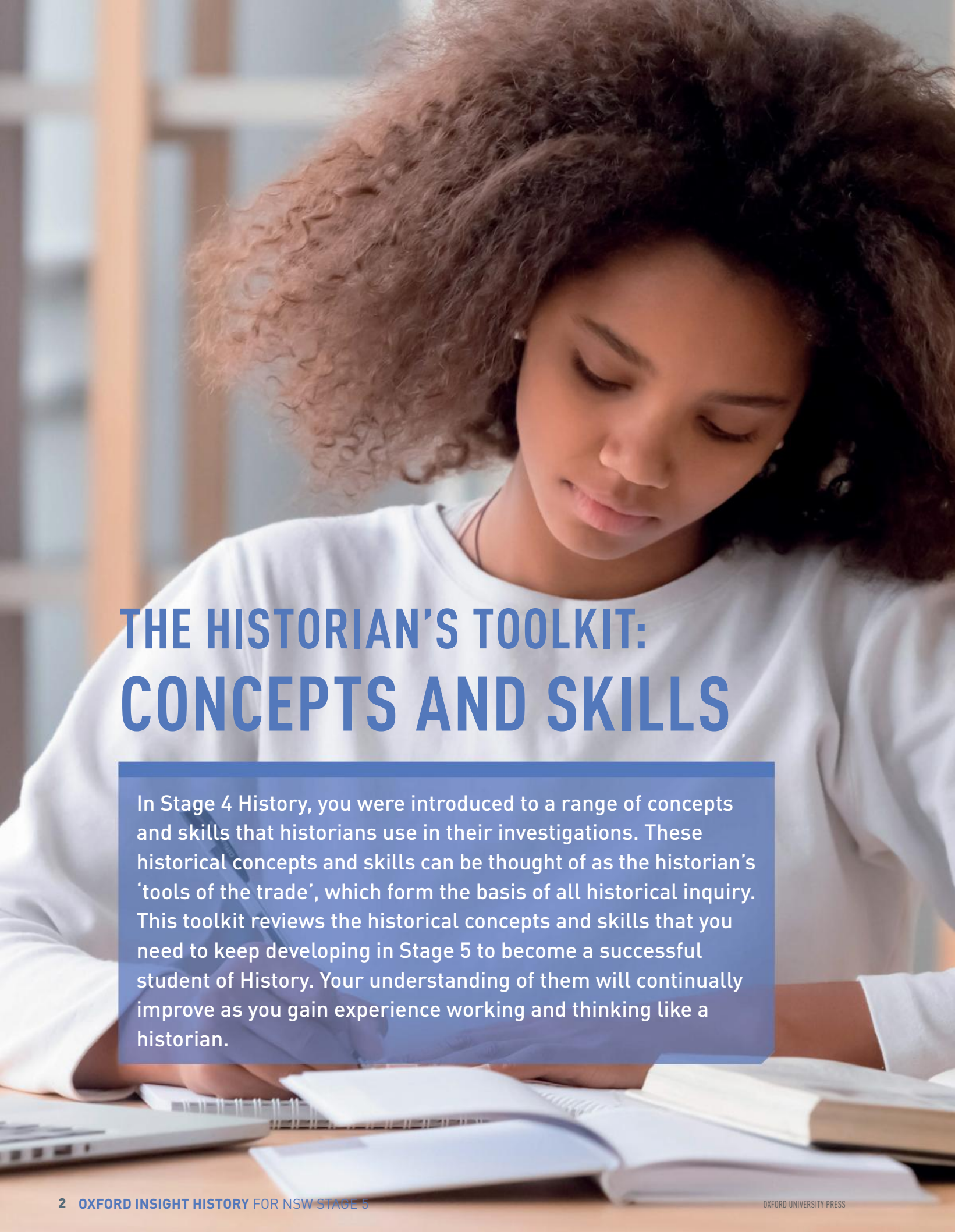
Empathetic understanding: the ability to understand another's point of view, way of life and decisions made in a different period of time or society, e.g. understanding the reasons why migrant groups made the decision to come to Australia and the difficulties they faced; understanding the viewpoints and actions of environmentalists in opposing developments such as the damming of Tasmania's Gordon River.

Significance: the importance of an event, development, group or individual and their impact on their times and/or later periods, e.g. the importance of the changes brought about by the Industrial Revolution; the importance of World War II on Australia's relations with other countries.

Contestability: how historians may dispute a particular interpretation of an historical source, event or issue, e.g. that the Gallipoli campaign 'gave birth to our nation'; whether Australia was justified in taking part in the Vietnam War.

HISTORICAL SKILLS

Comprehension: chronology, terms and concepts	• read and understand historical texts • use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183) • sequence historical events to demonstrate the relationship between different periods, people and places (ACHHS164, ACHHS182)
Analysis and use of sources	• identify different types of sources • identify the origin, content, context and purpose of primary and secondary sources (ACHHS169, ACHHS187) • process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188) • evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry (ACHHS171, ACHHS189)
Perspectives and interpretations	• identify and analyse the reasons for different perspectives in a particular historical context (ACHHS172, ACHHS173, ACHHS190, ACHHS191) • recognise that historians may interpret events and developments differently (ACHHS173, ACHHS191)
Empathetic understanding	• interpret history within the context of the actions, values, attitudes and motives of people in the context of the past (ACHHS172, ACHHS173, ACHHS190, ACHHS191)
Research	• ask and evaluate different kinds of questions about the past to inform an historical inquiry (ACHHS166, ACHHS167, ACHHS184, ACHHS185) • plan historical research to suit the purpose of an investigation • identify, locate, select and organise information from a variety of sources, including ICT and other methods (ACHHS168, ACHHS186)
Explanation and communication	• develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS174, ACHHS188, ACHHS192) • select and use a range of communication forms, such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes (ACHHS175, ACHHS193)



THE HISTORIAN'S TOOLKIT: CONCEPTS AND SKILLS

In Stage 4 History, you were introduced to a range of concepts and skills that historians use in their investigations. These historical concepts and skills can be thought of as the historian's 'tools of the trade', which form the basis of all historical inquiry. This toolkit reviews the historical concepts and skills that you need to keep developing in Stage 5 to become a successful student of History. Your understanding of them will continually improve as you gain experience working and thinking like a historian.



HISTORICAL CONCEPTS YOU WILL LEARN ABOUT IN STAGE 5

Continuity and change: some aspects of a society, event or development change over time and others remain the same, e.g. features of life during the Industrial Revolution which changed or remained the same; features of an Asian society which changed or remained the same after contact with European powers.

Cause and effect: events, decisions and developments in the past that produce later actions, results or effects, e.g. reasons for the outbreak of World War I and the effects of this conflict; the reasons for and impact of the struggle for rights and freedoms of Aboriginal and Torres Strait Islander peoples.

Perspectives: people from the past may have had different views and experiences, e.g. the landing at Gallipoli would be viewed differently by Australian and Turkish soldiers; nuclear testing in the Pacific would be viewed differently from an Australian and a French government point of view.

Empathetic understanding: the ability to understand another's point of view, way of life and decisions made in a different period of time or society, e.g. understanding the reasons why migrant groups made the decision to come to Australia and the difficulties they faced; understanding the viewpoints and actions of environmentalists in opposing developments such as the damming of Tasmania's Gordon River.

Significance: the importance of an event, development, group or individual and their impact on their times and/or later periods, e.g. the importance of the changes brought about by the Industrial Revolution; the importance of World War II on Australia's relations with other countries.

Contestability: how historians may dispute a particular interpretation of an historical source, historical event or issue, e.g. that the Gallipoli campaign 'gave birth to our nation'; whether Australia was justified in taking part in the Vietnam War.

HISTORICAL SKILLS YOU WILL LEARN ABOUT IN STAGE 5

Comprehension: chronology, terms and concepts

- Read and understand historical texts.
- Use historical terms and concepts in appropriate contexts.
- Sequence historical events to demonstrate the relationship between different periods, people and places.

Analysis and use of sources

- Identify different types of sources.
- Identify the origin, content and purpose of primary and secondary sources.
- Process and synthesise information from a range of sources as evidence in an historical argument.
- Evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry.

Perspectives and interpretations

- Identify and analyse the reasons for different perspectives in a particular historical context.
- Recognise that historians may interpret events and developments differently.

Empathetic understanding

- Interpret history within the context of the actions, values, attitudes and motives of people in the context of the past.

Research

- Ask and evaluate different kinds of questions about the past to inform an historical inquiry.
- Plan historical research to suit the purpose of an investigation.
- Identify, locate, select and organise information from a variety of sources, including ICT and other methods.

Explanation and communication

- Develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources.
- Select and use a range of communication forms, such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes.

INTRODUCTION

History is not simply a timeline or a list of names and dates; it is about thinking, investigating and forming judgments. We are not just looking at the story of what happened. The word 'history' comes from the Greek *historia*, which means not 'story', but 'inquiry'. Historians are involved in investigations of the past based on traces of verifiable evidence. History is a problem-solving discipline. It is about asking questions.

Let's begin by focusing on the question: 'What is history?' Consider the ideas put forward by the historian E.H. Carr, and his answer to that question. He wrote:

> [I]t is a continuous process of interaction between the historian and his facts, an unending dialogue between the present and the past.

In his view, judgments about the past depend on who is investigating and when the investigation is being conducted. That is, everything depends on *context*. This is true for the historical accounts that you read, the history that you are taught and the sources of evidence that you use. Even in the words Carr uses – '*his* facts' – there is an important example of context. When Carr was writing in 1961, there were very few female academic historians.

Carr's position can be further broken down as follows:

- *Studying and writing history is a continuous process* – our understanding of the past is always being updated. Accounts of the past change based on new research and new evidence.
- *There is always a relationship between the person undertaking the research and producing the history, and the topic being considered* – the researcher's interests, instincts, talents and expertise will influence the kinds of history that they study and the types of historical accounts that they produce.
- *There is a connection or 'dialogue' between the past and the present*, and that connection has always existed and will always exist – what we think is important today influences how we look at the past.

objective
based on facts and not influenced by personal beliefs or feelings

Carr believed that we could not be **objective** about the past. He did argue, however, that if we acknowledged our own context and always considered the context of our sources, we could better understand accounts of the past and better understand the past itself.

Historians use an inquiry approach in their investigations. They:

- develop an inquiry question to clearly identify the problem or question
- form theories or **hypotheses** – stating what they think the likely answer might be
- conduct research to gather evidence from a range of sources
- evaluate the usefulness of the sources and analyse the evidence gathered from them
- confirm or modify their hypotheses on the basis of this evidence.

hypothesis
a considered opinion, theory or statement, based on research and evidence, about something that has not been proven



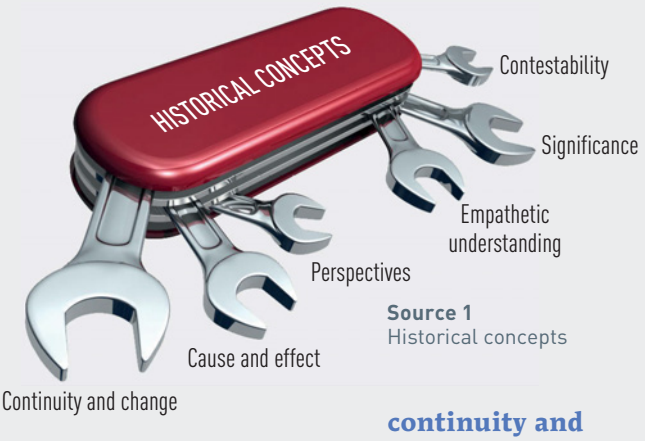
Source 1 An engraving by Pietro Giannnone (1676–1748) of an Italian historian in the fortress of Turin – perhaps working on a hypothesis?

STRANGE BUT TRUE

In an interview Carr conducted with former US President Jimmy Carter, the President said that he had read more history during his time as president than ever before, because he needed a better understanding of the modern world and its challenges.

HT.1 HISTORICAL CONCEPTS

You should already be familiar with the six key historical concepts shown in Source 1. Using these concepts correctly is at the heart of all historical inquiry. Historians often consider a combination of historical concepts in their inquiries; for example, an understanding of continuity and change, perspectives and significance can provide a deeper understanding of cause and effect.



Source 1
Historical concepts

Continuity and change

Historians use the concept of **continuity and change** to help them understand the impact of events and developments on human societies. Those features that remain largely unchanged over time are referred to as *continuities*, while those that change are known as *changes*. Throughout Stage 4 History, you would have practised identifying a number of continuities and changes over time. In Stage 5 History, you will also have to start considering the causes of the continuities and changes you identify.

continuity and change
an appreciation of the fact that while some aspects of a society stay the same over time (continuity), others will develop and transform (change)

Example of continuity and change

During World War I, the introduction of **conscription** was twice put to a **referendum** – in 1916 and 1917. If it was passed, men of military age would be forced to join the armed forces and serve overseas. The debate leading up to each referendum divided the country, and both times, the government's proposal was defeated. With the main battlegrounds far away in Europe and the Middle East, the Prime Minister, Billy Hughes, failed to convince the public that Australia was at risk.

In World War II, conscription for military service overseas was introduced in 1943, although this was limited to an area south of the equator, which included islands then held by the Japanese. This form of conscription was passed by the governing Labor Party with little opposition in the Australian community. Both the government and the public now felt that the threat of Japanese invasion was real, particularly after the Fall of Singapore and the bombing of Darwin in early 1942.

During the Vietnam War (1955–75), differing viewpoints about Australia's involvement in the war, and the sending of conscripts – called National Servicemen – to Vietnam, bitterly divided Australian society. Over 60 000 National Servicemen were conscripted into the army, and over 15 000 served in Vietnam.

conscription
the compulsory enlistment of people to serve in the armed forces

referendum
a national vote of the people on actions proposed by the government



Source 2 A moratorium march in protest against conscription and Australia's involvement in the Vietnam war, Brisbane, 1970; at the time, these marches were the largest public demonstrations in Australian history. Journalist Peter McCutcheon described them as a 'clash of ideas during a war that defined a generation'.

OXFORD UNIVERSITY PRESS

communism
an economic system in which the means of production (e.g. factories, farms and machinery) are publicly owned (by the state) and goods are distributed equally according to need

moratorium
the stopping of an activity for a period of time

cause and effect
the link between what causes an action and the outcome of that action; an appreciation of the fact that events that take place (both short-term and long-term) are linked and can have impacts on people and places for many years to come

The government and its supporters believed that Australia's involvement in Vietnam was necessary to help fight the spread of **communism** and to protect Australia, but growing opposition to conscription during the war came from a range of people in Australian society. Tens of thousands took part in **moratorium** marches in protest against both conscription and Australia's involvement in the war.

The elements of continuity and change associated with conscription can only really be understood in relation to the times and the people involved.

Cause and effect

Cause and effect is a critical concept in historical understanding. It is used by historians to identify the events or developments that have led to particular actions or results.

It is rare that there is a single, straightforward *cause* of an event or a result. Generally, there are many complex causes, or reasons. The *effects* can also be complex – there may be many effects or outcomes, both intended and unintended. Effects can usefully be divided into long-term and short-term. Long-term effects are likely to be more significant.

Historians consider both causes and effects in terms of their importance; for example, causes are divided into:

- *primary causes* – these are the most important causes, without which the event being studied would not have taken place.
- *secondary causes* – these causes contributed to the timing and nature of the event, but without them, the event might still have taken place.

Examples of cause and effect

Examples of primary causes can be seen in the start and finish of conflict in the Pacific War (December 1941 to August 1945):

- The primary cause for the start of conflict was the Japanese attack on the US naval base at Pearl Harbor. Without that attack, it is unlikely that the US would have entered World War II as a combatant.
- The primary cause for the end of conflict was the US decision to drop two atomic bombs on Japan. Without those bombs, the war would not have ended when it did.

In terms of effects, historians often argue about their significance, and these debates are examples of *contestability* (discussed later in this section).

Perspectives

perspective
a point of view about an event or issue; a person's perspective is often influenced by their experiences, knowledge, culture, social position, religion, values and beliefs

People bring their own personal **perspective** to any event or issue. Historical sources usually reflect each participant's or commentator's perspective, so it is critical that you learn to identify not only different perspectives, but also why these perspectives are held. This will often depend upon *historical context* – the time in which an event takes place.

Just like anyone else, historians have perspectives that may influence their interpretation of the past and the way in which they write about it. Regardless of their own perspectives, and what they may think about something personally, historians must try to understand the different values and beliefs that shaped and affected the lives of people who lived in the past, and endeavour to follow the evidence and be fair.

Example of perspectives

The Fall of Saigon marked the end of the Vietnam War in 1975. The Government of South Vietnam (supported by the United States, Australia and other anti-communist countries) was defeated by North Vietnam (supported by the USSR and other communist countries).

The end of the war led to the reunification of North and South Vietnam under a communist government. Vietnamese people in the south who had supported US and Australian troops were regarded as traitors by the new government. In the years after the war, millions were captured and sent to 're-education camps', where they were tortured or abused. It is estimated that around 165 000 people died in these camps.

From 1975 onwards, well over 1 million **refugees** fled Vietnam. Many escaped on foot to neighbouring countries, where they were housed in refugee camps. Others sought to escape by boat, attempting a dangerous sea crossing to reach safety. Such refugees were known as 'boat people'. The first 'boat people' from Vietnam to arrive in Australia landed in Darwin in April 1976.

The concept of perspectives is very useful when interpreting complex issues such as the mass **migration** of Vietnamese people by boat after the war.

- From the perspective of the 'boat people' themselves, there was no other option but to leave. The risks of travelling by boat to other countries presented better odds of survival than staying in Vietnam.
- From the perspective of those refugees waiting in camps, 'boat people' were often seen as 'queue jumpers', who refused to apply for **asylum** through the proper legal channels.
- From the perspective of the Australian Government at the time, Vietnamese refugees were seen as a responsibility. Because of the role Australia had played in the conflict, the government (and large sections of the Australian public) felt obliged to help.

Empathetic understanding

Empathetic understanding requires you to understand the actions, values, attitudes and motives of people who lived in an earlier time within the context of their time and their **society**. It is important to understand that the reasons why people in the past made decisions or acted in a certain way cannot be judged in accordance with today's attitudes and values.

One way to look at this is to accept that what happened in the past is not necessarily better or worse, but different. It can be very difficult to apply empathetic understanding to slavery, for example, but that is the challenge a historian must meet.

refugee
a person who has been forced to leave their country to escape war, persecution or natural disaster

migration
the movement of people from one place to another

asylum
the protection or safety granted by a government to someone who has been forced to leave their home country

empathetic understanding
the ability to understand another person's point of view, way of life or decisions by taking their circumstances and values into consideration

society
a community of people living in a particular area who have shared cultures, customs and laws

Source 3 'Boat people' fleeing Vietnam after the Fall of Saigon and the end of the Vietnam War



Example of empathetic understanding

Reserve
a settlement established in Australia to move Aboriginal people away from European-occupied areas, and to assimilate them into European culture and beliefs

Mission
a settlement established (usually by Christian missionaries) to convert Indigenous people to Christianity and assimilate them into European culture and beliefs

Many mixed-race and Indigenous children across Australia were forcibly removed from their families by government agencies between the late 1800s and the 1970s and placed under the care of state-run institutions – such as **Reserves** and **Missions** (see Source 4) – or given to white families. These children are now referred to as the 'Stolen Generations'. It is not difficult to empathise with the victims of these policies. Just imagine how terrifying and upsetting it would be to be suddenly taken from your home, and never see your family again.

The concept of empathetic understanding, however, encourages us to view events from all sides, and not to judge past events by today's standards. It requires us to look at the attitudes and social norms that were common during the period being studied in order to understand the motives and actions of the different people involved. It may not come naturally, but the concept of empathetic understanding requires you to put yourself in the position of the victims affected by these laws, and the politicians and government officials who enforced these policies.

There were many reasons given at the time to justify the actions of the government and the people who supported those actions. White Australians at this time believed that their customs, language and laws were far superior to those of Indigenous Australian peoples. Many Anglo Australians discriminated against Indigenous Australians on the basis of race, and did not recognise them as citizens. By removing Indigenous children from their families, excluding them from their cultures and languages, teaching them English, exposing them to Christianity and providing access to schools, many thought they were giving them a better chance at a successful, assimilated life in Australia.

Empathising does not excuse the actions of people from the past, but it can help us to understand the factors that motivated them. In 2008, Prime Minister Kevin Rudd delivered an official apology to members of the Stolen Generations who suffered as a result of government policies. The apology came about because of a broad change in attitude towards Indigenous Australians and a growing respect for their traditional cultures and customs; however, much work remains to be done in the areas of Indigenous rights, equity and freedoms.



Source 4 Indigenous Australian children at Mona Mona Mission, Queensland, 1914

Significance

significance
the importance given to a particular historical event, person, development or issue

The concept of **significance** relates to the importance that historians assign to aspects of the past, such as events, developments and movements, individuals or groups, discoveries and historical sites. Historians continually make judgments regarding the significance of such aspects. A consideration of the effects of an aspect of the past often determines its significance – if there has been little to no effect, then it is assumed that it cannot have been significant.

It is important to understand that significance is a concept that is not static – it constantly changes. Consideration of significance relies on interpretations that often change several times over the years.

To determine if an aspect of the past is historically significant, historians may ask:

- How important was this to people who lived at that time?
- How many people were affected?
- To what degree were people's lives affected?
- How widespread and long-lasting were the effects?
- Can the effects still be felt today?

Example of significance

When thinking about events that are historically significant, it can be tempting to choose global incidents – such as world wars – that involved many countries and resulted in wide-scale death and destruction. There is no denying that these types of events are of major significance – in only a few short years they can change the course of history forever.

However, a range of other events can be just as significant, even though they may take place over a much longer period of time and be less obvious. Take the arrival of television in Australia. The first mainstream television broadcast in Australia took place on 16 September 1956 in Sydney. At this time, less than 10 per cent of the population had a television in their home. By 1978, 64 per cent of homes in Melbourne and 70 per cent of homes in Sydney had a television. By 2000, 99 per cent of all Australian homes had a television – with most having more than one.

Increasing rates of television viewing since 1956 have had many wide-ranging impacts on Australian society. For example, the spread of television led to a massive increase in the cultural influence of the United States in the second half of the twentieth century. For the first time, people across Australia were exposed to – and influenced by – American cultures, views and attitudes on a nightly basis. In the early 1960s, at least 80 per cent of all Australian television content was sourced from the United States, and these programs consistently topped the ratings.

Regulations were later brought in to ensure a certain level of Australian content on television, and today Australian law requires commercial free-to-air channels to broadcast at least 55 per cent Australian programming between 6 a.m. and midnight. The majority of the remaining 45 per cent continues to be produced in the United States. Popular American shows are now fast-tracked from the United States so that Australians can watch them on free-to-air television only hours after they have screened there, or at the same time on streaming services, such as Netflix. Unlike television networks, streaming services do not have requirements for Australian content, allowing more accessibility to international productions. These programs continue to have a significant impact on Australian popular culture and identity, influencing everything from language and music to politics and law.

Source 5 An early television set in an Australian family home



Contestability

contestability
an appreciation of the fact that some historians may challenge or dispute particular interpretations of historical sources, events or issues put forward by other historians

colonisation
the process of setting up outposts or settlements in other lands by a country, kingdom or empire, often for reasons of trade or defence

contest
to argue against an idea or theory because of new evidence, or because of a different interpretation of existing evidence

When you listen to a song, watch a movie or play a game, you respond to it in your own way, and develop your own interpretation. Someone else may do the same thing and respond differently. Neither view would automatically be right or wrong. It is the same with the study of history. Two historians may examine the same sources and come to completely different conclusions. Alternatively, they may study different sources in isolation from each other and reach conclusions that could change as more sources are examined.

The concept of **contestability** explains why history is not about absolute or objective truth; rather, it needs to be seen as 'historical truth'. It is about logical argument and conclusions that can be supported by evidence. As the evidence changes (for example, to include First Nation peoples' stories), so too do the interpretations or old beliefs, creating more and more contestability. The best conclusion is the one with the strongest evidence and the most logical argument. This may create issues for peoples who have not traditionally been represented in this evidence.

Example of contestability

There is an ongoing public debate in Australia about how to interpret and represent Australian history since British **colonisation**, particularly with reference to its impact on Indigenous Australian peoples.



Source 6 The Australian Bicentenary 'celebrations' in 1988 – which marked 200 years of colonisation – attracted protests from both Indigenous and non-Indigenous Australians who wanted the negative aspects of colonisation recognised.

The growth of the Indigenous Civil Rights Movement since the 1970s prompted a new wave of historians to argue that 'official' Australian history since British colonisation had largely ignored the stories of hundreds of thousands of Indigenous Australians who had suffered as a result. Historians such as Henry Reynolds wanted to correct the imbalance in the history books and acknowledge the murders, injustices and racial policies that had dominated the relationship between Europeans and Indigenous Australians since colonisation.

Other historians resisted this approach to Australian history, arguing that it was too negative and obscured the achievements of 'white Australia'. Historians such as Geoffrey Blainey called it a 'black armband' view of history, while the conservative writer Keith Windschuttle has **contested** the extent of the harm inflicted on Indigenous Australians by white settlers. This question has been so contested that it is referred to as 'the History Wars'.

HT.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 In your own words, define the concept of perspectives. Why is it a useful tool for historians?

APPLY AND ANALYSE

2 Explain why different people had different perspectives on the arrival of Vietnamese 'boat people' in the 1970s.

3 Explain how the historical concept of empathetic understanding is useful when conducting a historical inquiry into the Stolen Generations.

4 Identify an example of contestability, taken from any Depth Study topic. Outline the differing interpretations of your example, and the sources of evidence used. Share your example in a class discussion.

GO DEEPER

5 In groups, research the conscription debates during World War I, World War II and the Vietnam War. Select and explain one aspect that helps you demonstrate the concept of continuity and change, and share it with the class.

HT.2 HISTORICAL SKILLS

Historians work by conducting historical inquiries or investigations. To successfully complete these, they apply a range of skills. You have already had some experience applying the skills shown in Source 7. The tasks in your Depth Studies will ask you to apply a single skill, or you may need to combine a range of skills to complete a more extensive investigation.



Source 7 Historical skills

Comprehension: Chronology, terms and concepts

When we comprehend something, this means we understand it. The comprehension of chronology, as well as historical terms and concepts, will help you to understand historical material.

Chronology

Chronology is the skill of sequencing historical events in the order in which they occurred. **Timelines** are the most effective method of organising material in **chronological order**, and the method you would be most familiar with. You should be able to understand the value of chronology in helping you to comprehend relationships such as cause and effect.

Terms and concepts

Like all subjects, History has its own vocabulary. These are the terms and concepts that allow you to understand historical material. In Stage 4, you were introduced to:

- terms and concepts related to historical time, such as BCE and CE
- terms and concepts related to **sources**, such as **evidence**
- the key historical concepts (see also HT.1 'Historical concepts') that you will learn to apply with increasing complexity in Stage 5
- specific terms from your Depth Study topics that should form part of your vocabulary when you are creating responses to historical questions.

Your Stage 5 Depth Studies will require you to add specific terms to your historical vocabulary.

Analysis and use of sources

The key points to remember when working with sources are to make sure that you:

- identify the type, origin, content, context and purpose of the source
- process the information from the source to use as evidence in a historical argument
- evaluate the reliability and usefulness of the source for a specific historical inquiry.

Remember too that the language we use in history is often changing. For example, Black Americans during the twentieth-century civil rights campaigns were often referred to using terms that are now regarded as derogatory. As #BlackLivesMatter showed in 2020, the term 'Black' is now widely accepted.

chronology
a record of events in the order they took place

timeline
a visual representation of time showing a sequence of related historical events in chronological order

chronological order
the order in which events took place

BCE
Before the Common Era; used to indicate any time before the birth of Christ

CE
Common Era; used to indicate any time after the birth of Christ

source
any item (e.g. artefact, building, document) that has been left behind from the past; historical sources can be divided into two categories depending on when they were created: primary sources and secondary sources

evidence
the information or clues gathered from a historical source; evidence can be used to support a hypothesis (theory) or prove it wrong

SPOTLIGHT

CHRONOLOGY

The terms 'BCE' (Before the Common Era) and 'CE' (Common Era) have largely replaced 'BC' (Before Christ) and 'AD' (*Anno Domini* – 'in the year of our Lord') respectively, because they are culturally neutral.

Identifying the type of source

Sources can be written, visual, oral or archaeological. They can be in physical or digital formats. As you have previously learnt, when you analyse sources you should keep in mind whether they are primary or secondary:

- **primary sources** date from the time being studied, or very soon afterwards
- **secondary sources** often use or refer to primary sources, and present a particular interpretation of them.

Identifying the type of source makes it easier to interpret and draw evidence from it.

It is also important to recognise that different societies created different types of sources. Some societies had a largely oral tradition. Oral traditions are in no way inferior to information passed on in written form. Historians need to make sure they do not make value judgments based on the type of sources they are using, and their own cultural or religious backgrounds.

primary source
a source that existed or was made at the time being studied

secondary source
a source created after the time being studied

literate
able to read or write

oral tradition
the way histories are passed down through generations by storytelling, narratives, songs, dances and art

illiterate
unable to read or write

bias
a prejudicial view or attitude towards someone or something that is not altered by the presentation of facts and evidence to the contrary

Identifying origin, content, context and purpose in sources

Making sure you know where a source *originated* is an important first step in source analysis. In your earlier studies in History, you would have become aware of the different perspectives you might gain from, for example, the written account of a **literate** person, or an **oral tradition** passed down by **illiterate** peoples. If two countries are in conflict, the origin of a source is essential information that you need to check for possible **bias**.

Identifying the *content* of a source requires you to check what the source is saying and verify the information using another source.

Identifying the *context* of a source means looking at when and under what circumstances a source was produced. Is a source more or less reliable if the author was paid for it, or if it was testimony produced under torture, for example?

Purpose is also critical in source analysis. Is the source trying to persuade, or simply relate information? Was it the result of personal involvement or gain? These are all important questions to consider about any source you are planning to use.

Example: Wikipedia

Source 8 Julian Assange, founder of WikiLeaks



Wikipedia is a free internet encyclopaedia that is written and edited by its users. It has become a much relied-upon source for millions of people around the world. It is reviewed by a committed community of online users, who check that non-factual material is highlighted, commented on, and ideally removed. However, there is no guarantee of this.

While Wikipedia has emerged as a widely used historical source, the information about origin and content it provides is often contested, and reliance on Wikipedia is regarded by many historians as controversial.

Wikipedia features entries on a vast range of topics. In recent years, an entry was added on WikiLeaks – an organisation that is challenging established rules about what information is private and what is public. The following source study looks at a Wikipedia entry about WikiLeaks, accompanied by commentary that identifies the origin, content, context and purpose of the source.

OXFORD UNIVERSITY PRESS

HT.2 SOURCE STUDY

Wikipedia entry: WikiLeaks

Source 9

> WikiLeaks is an international non-profit organisation that publishes news leaks[5] and classified media provided by anonymous sources.[6] Its website, initiated in 2006 in Iceland by the organisation Sunshine Press,[7] claimed in 2015 to have released online 10 million documents in its first 10 years.[8] Julian Assange, an Australian Internet activist, is generally described as its founder and director.[9] Since September 2018, Kristinn Hrafnsson has served as its editor-in-chief.[10] [11]
>
> *Opening paragraph of the Wikipedia entry on WikiLeaks: en.wikipedia.org/wiki/WikiLeaks*

Origin – the URL is shown.

Content – the entry is made up of largely factual information about the organisation WikiLeaks.

Context – the entry is open to widespread analysis for accuracy and impartiality.

Purpose – its purpose is to give the reader basic information about the organisation WikiLeaks.

INTERPRET

1. Can you identify any non-factual material in this source?
2. What does the existence of footnotes in the article (shown by the numbers in square brackets) indicate about the integrity of the article as a secondary source?
3. In what circumstances would this be a useful source?

Processing information from a range of sources as evidence in a historical argument

If you are looking for evidence to support a historical argument, it is vital that you never rely on a single source. It is also important to include a source even if it does not support your argument. You have to allow your argument to fit the evidence – not just look for evidence to support your argument or point of view. Ask questions about your source to make sure you are able to extract the evidence you require.

Assessing the value of a source

A source is valuable if it is relevant to the topic and reliable. You have to check its **provenance** – you should be able to trace a source from its origin to the form in which you are accessing it. In the digital age, manipulation of visual sources represents real challenges for establishing the reliability and provenance of sources.

provenance
the origin of something; the history of the ownership of a source or artefact, especially when authenticated and documented

A source's value depends on the purpose for which you are using it. A soldier's account of the events during a night patrol would be extremely useful for a historical inquiry into the nature of Australian operations in Vietnam, but not as useful for an inquiry into the decision to mount a patrol in that location, which would have been made at a much higher level. The view of a Vietnamese person from this time would add another layer of historical representation.

Perspectives and interpretations

An essential part of historical research is to understand that different people have different perspectives on a wide range of events. These may include personal, social, political, economic or religious points of view. Historians can also interpret the same evidence very differently because of the perspectives they bring to their work.

Empathetic understanding

As discussed earlier, empathetic understanding requires that you interpret history through the actions, values, attitudes and motives of people from the past. Do not base your interpretations and historical understanding on what you personally think is right or wrong; instead consider historical actions within the context of their particular time and place. You must also learn how your own particular experiences may influence your understanding.

Research

Research is a critical process for historians and students of history, allowing them to draw conclusions if carried out properly.

Getting started

Research usually starts with a broad field of inquiry that is made more specific by posing specific questions linked to the field of study. Asking questions and evaluating their usefulness allows historians to develop a clear focus to frame their research. For example, if you were told to conduct research about Australia at war, it would be necessary to ask a range of questions to develop a clear focus. These questions might include:

- *What is meant by 'Australia'?*
  Does it include involvement of colonies before Federation? This is a useful question because it helps you establish limits on the **time period** you have to research.
- *Can I focus on only one war?*
  This is a very useful question in a classroom situation. A historian would know where they want to place their focus, but a student may have to ask the teacher for clarification.
- *Can I make the focus a personal one?*
  This is a useful question if you have access to family history or sources.
- *Does the research have to include primary sources?*
  This question will help you clarify your approach to the research and the sources that will help you come to a conclusion.

time period
a block of time in history



Source 10 Australian soldiers march through Sydney, before leaving for Vietnam, 1966. How would you approach a question on Australia at war?

Planning

Planning is an important part of the research process. It is vital that you have a plan that suits the purposes of your investigation, and is realistic in terms of what you can achieve. For example, if you plan to focus on primary sources you should first make sure you have direct access to them. The digital storage of information has made many sources easier to access, but realistic planning about available time and accessibility remains a crucial part of successful research.

Identifying, locating, selecting and organising information

The hard work in research comes in the process of gathering information. Professional historians can spend years conducting research and writing a book. You will have significantly less time to complete your research tasks, but you will go through a similar process.

Identifying and locating information often means starting with an online search. As with all research, it is important that you ask the right questions. A search engine cannot think for you, and will only search using the information you give it. It is therefore vital that you be as specific as possible when setting the limits of your search, and then only select the most appropriate information once you have located it. Refer to Source 12 as a guide to some of the most common types of websites and their reliability as sources for research.



Source 11 A website identifying itself as 'BBC News' falsely reported the death of pop singer Britney Spears in 2001. How will you ensure that the websites you use for research are valid?

Source 12 Guidelines for determining the reliability of websites

Domain name	Description
.edu	• The site is linked to an educational institution such as a university or school. • These sites are generally very reliable.
.gov	• The site is linked to a government institution. • These sites are generally very reliable.
.net	• This site is linked to a commercial organisation or network provider. Anyone is able to purchase this domain name and generally there is no one to regulate the information posted on the site. • As a result, these sites may be unreliable.
.org	• This site is linked to an organisation. Generally, these organisations are not-for-profit (e.g. Greenpeace, World Vision International, British Museum). If the organisation is reputable and can be contacted, this generally means that the information provided has been checked and verified by that organisation. • You need to be aware of any special interests that the organisation may represent (e.g. particular religious, commercial or political interests), as this may influence what it has to say on a particular issue. • If you are unsure about the reliability of information found on a website with this domain name, check with your teacher or librarian.
.com	• This site is linked to a commercially based operation and is likely to be promoting certain products or services. • These domain names can be purchased by anyone, so the content should be carefully checked and verified using another, more reliable source.

If you are selecting digital information, make sure you ask these questions of your source:

- What is the domain name?
- Is an author identified?
- Is it fact or opinion?
- Are there links or other bibliographical information to help with confirmation?
- Does it link to other verifiable sources?

If you feel that is still a useful source, make sure you record the URL, the date you accessed it, and brief comments about why it was useful and reliable. These will be required when you compile your annotated bibliography (with comments on each source).

Also remember that librarians are trained professionals in information storage and retrieval, and can provide valuable assistance to you.

As noted earlier, one golden rule of effective research is to never rely on one source. Always check information against another source, making sure you consider how useful and reliable it is. Another rule is to make sure that you put information in your own words, and acknowledge any direct quotes from sources. Not doing this is called plagiarism.

Organising information requires a clear understanding of how you are going to use it. There is no perfect method for organising information, but the most important thing is making sure that your notes can be understood by you, and can be retrieved when you need them. You may find that you work best by putting points under relevant headings. Another approach may be using graphic organisers to lay out your information. Yet another may involve highlighting key words, terms and concepts.

There is no magic formula, and it is important that you develop an approach that works effectively for your individual learning style.

Explanation and communication

No matter how well you have researched your topic, effectively communicating your findings is vital for success. In historical communication you are required to show your understanding, and support that understanding with specific reference to your sources. This allows the reader to see that your opinion is based on evidence, as this is what makes it valid.

Developing historical texts

Source 13 can be used as a guide to writing a historical argument that will effectively communicate the evidence from your research that supports your inquiry.

Source 13 Guidelines for writing a historical argument

Structure of a historical argument	
Introduction	• This clearly states the topic of the investigation. • It outlines the line of argument that will be followed and why that line is being taken. • The aim of the introduction is to make the line of argument you are adopting clear to the reader.
Body	• Information should be presented in paragraphs that link sequentially and logically. • Each paragraph should introduce a key point of your argument and the evidence that supports it. • All evidence and specific examples used should be analysed, explaining why they are an important part of the argument. • Each paragraph should be linked to the one that follows it. • The aim of the body is to provide the evidence and specific examples that convince the reader of the validity of your argument. It should contain a range of relevant sources that support your point of view.
Conclusion	• This provides a short and clear overview of the main ideas presented in the body. • It states a conclusion drawn from the evidence. • The aim of the conclusion is to reinforce to the reader why your argument is valid.

Selecting and using a range of communication forms

Examinations and other written assessments focus on traditional written responses. It is important that you recognise the key terms that are often used in examination and assessment questions. A full list and glossary of the terms is available from the New South Wales Education Standards Authority (NESA) website.

Other communication formats may be used in other tasks or assessments. The range of formats available to communicate your historical understanding is extremely diverse. Some common approaches include:

- *Oral* – you are required to produce an oral response. Ensure that your information is organised into key points. You will need to consider what the main thrust of your argument is, and exactly which evidence is crucial to support it. Organising information on palm cards may help you remember these during your oral presentation.
- *Visual* – you are required to present information in the form of a poster, infographic, cartoon or model. This also requires you to rearrange your research to ensure that there is a clear focus for your argument and the evidence required to support it.

- *Digital* – you are required to present information in a digital format. Do not allow all the possibilities available in digital formats to overshadow your argument.
  - Visual and written material can be effectively combined in formats such as PowerPoint and Prezi, while formats such as Twitter require you to condense your argument into its most basic form.
  - A website allows you to create links to collections of primary and secondary sources that can add depth to the evidence supporting your argument.
  - Film-making software gives you more ways to use visual material, but again, what your presentation looks like should not compromise or dominate the historical content.

Your teacher may specify the style of response required. If your teacher does not specify the communication format and asks you to choose, think carefully about which is the most appropriate format for your argument and audience. Always revisit the criteria you are being assessed by before deciding on the most effective way of presenting your research.

HT.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Find the meaning of the terms listed below. When you come across one of these terms during your Depth Studies, check to see if your understanding of its meaning changes when you see it used in a specific historical context.

assimilation	referendum
industrialisation	globalisation
fascism	immigration
nationalism	human rights
imperialism	self-determination
commemoration	Cold War
antisemitism	Holocaust
communism	White Australia Policy

APPLY AND ANALYSE

2 Explain why it is important to know the origin and purpose of every source used in an historical inquiry.

3 You have been asked to conduct research about the treatment of Indigenous Australians by government authorities. List the questions you would ask before you start researching. How would you start looking for information?

4 If you were asked to conduct research about conditions that 'boat people' faced on their journey to Australia, how would you best present your research findings? Outline the strengths and weaknesses of each of the following formats for such a presentation:

a written
b oral
c visual
d digital.

Which one would you decide on if you were presenting to your classmates, and why?

GO DEEPER

5 Choose a significant issue or event that interests you, which took place between 1788 and the present; for example:

- the experiences of Indigenous peoples, convicts or free settlers in Australia
- Australia's involvement in World Wars I and II
- the struggle for civil rights in the United States or Australia
- the introduction of television in Australia
- one of the waves of migration to Australia post-World War II.

Conduct some research and create a timeline related to your chosen issue or event.

a Your timeline should include at least six entries. Each entry must include the date and a brief description.
b Include images or video links for at least two of the entries on your timeline.
c Present your timeline electronically or as a poster.



Source 14 What does 'nationalism' mean to you?

PART A



Built during the Industrial Revolution and opened in 1864, the Clifton Suspension Bridge in Bristol, England, is a beautiful, magnificent feat of engineering – and a symbol of the types of changes that took place around the world between 1750 and 1918.



MAKING A BETTER WORLD? AN OVERVIEW

DEPTH STUDY 1: MAKING A BETTER WORLD?

STUDENTS CHOOSE FROM ONE OF THE FOLLOWING OPTIONS:

1 THE INDUSTRIAL REVOLUTION

CHAPTER

2 MOVEMENT OF PEOPLES

CHAPTER

obook-only chapter

3 PROGRESSIVE IDEAS AND MOVEMENTS: CAPITALISM

CHAPTER

MAKING A BETTER WORLD? AN OVERVIEW

Industrial Revolution
a period driven by the development of steam power where new methods of transport and production changed the way people worked and lived

History is often divided into the study of the ancient and the modern. It is therefore reasonable to ask when the period we refer to as 'ancient history' ends and 'modern history' begins.

Historians consider that the modern world (also currently known as the 'industrial world') developed from the 1750s onwards. Many of the developments that took place from this point in time are the things that we recognise and take for granted in society today, including:

- the growth of cities and the mass production of goods in factories
- mass migrations of people, as more and more moved into cities and towns to work in the new industries; it was also a time when people from Europe began to move and colonise other parts of the world, including Britain's colonisation of Australia
- the birth of democratic government, trade unions and workers' rights
- the first signs of mass, rapid transport and communications
- the introduction of organised public education and schools
- a revolution in medicine, with better surgery and drugs, leading to the development of anaesthetic and antiseptic
- growing equality for women.



Source 1 The Industrial Revolution: women inspect finished cloth in a wool mill.



Source 2 Movement of peoples: this 1875 engraving depicts the immigration of European Mormons to New York.



Source 3 Progressive ideas and movements: Lenin addresses a meeting at the Putilov Works in Petrograd, 1917.

Stage 5 History is all about the modern world and modern history. In Depth Study 1: Making a better world? you have the opportunity to learn about a number of key concepts, events and changes that took place between 1750 and 1918. These developments went on to have a direct impact on the world in which you live today, and include:

- the **Industrial Revolution**
- movement of peoples
- progressive ideas and movements.

The Industrial Revolution was a period of profound change from the 1750s to the early 1900s. New methods of farming, manufacturing, communication and transport were introduced. The impact of these changes went far beyond just altering how goods were manufactured – the way people worked and lived, and where they lived changed dramatically. Society itself was transformed, as was the environment.

The many changes associated with the Industrial Revolution are also linked to mass movements of peoples in this period – the transatlantic slave trade, growing migration to the Americas, and the transportation of convicts to Australia. Economic and social changes can also be linked to a rise in progressive ideas and political movements. These ideas and movements led to the French and American revolutions, and the development of democratic systems of government around the world.

0.1 THE INDUSTRIAL REVOLUTION

The Industrial Revolution first began in Britain, where changes in agricultural production paved the way for the country to expand its population and its production methods. These changes – now referred to as the **Agricultural Revolution** – were gradual. They began in the middle of the seventeenth century and continued through the nineteenth century.

Part of the Agricultural Revolution included fencing off many small areas of land, previously shared by the community, to create larger private farms. This process, known as the **enclosures**, benefited wealthy people who were granted these lands for their private use and profit. The enclosures led to more efficient farming, but at the expense of people who had relied on the land for their daily needs. This new system, along with innovations in crop farming and animal breeding, meant that more crops could be grown and animals could be raised by far fewer people.

While these innovations certainly led to improved livestock and crop yields, they also had consequences for a previously agricultural society. Farm workers and their families were forced from their homes, and people moved away from rural villages to towns and cities in search of work. They became a new class of workers, providing the labour force needed in the new factories and mills.

Key inventions and innovations

The first industries that were transformed by innovations in the Industrial Revolution were related to the production of iron, coal, cotton and wool. Inventions and new practices in one industry tended to affect others. For example, the development of coal-powered steam engines led to an increased demand for coal. The expansion of new and deeper coal mines required better steam engines for the pumping machines that removed water from the bottom of mines. Improved steam engines that could power hundreds of spinning and weaving machines led to what is arguably the most important 'invention' of the Industrial Revolution – the **factory system**. As steam engines developed, they also powered new modes of transport, including steam-powered trains and ships, and were later used to generate electricity.



Source 4
The use of iron as a building material transformed the design of buildings, such as Gustave Eiffel's famous tower (shown here under construction in 1889) – an iron lattice structure that remained the tallest in the world until 1930.

SPOTLIGHT

CONTINUITY AND CHANGE

In simple terms, the Agricultural Revolution is an example of change. Agriculture itself is a continuity, but the way agriculture was conducted changed throughout this period. You can show you understand this by using examples.

Agricultural Revolution
a period of agricultural development and advances in farming methods that took place in Britain from the mid-1600s until the late 1800s and paved the way for the Industrial Revolution

enclosure
the act of seizing land (especially common farming land) by putting a hedge or other barrier around it and granting ownership of it to private landowners

factory system
a system of manufacturing goods on a large scale using many workers and specialised machinery located on a single site

STRANGE BUT TRUE

John Wilkinson was a British industrialist and pioneer in the manufacture of cast iron and cast-iron products during the Industrial Revolution. He earned the nickname 'Iron-Mad Wilkinson' because he was obsessed with having everything possible made of iron. When he died in 1808, he was buried in an iron coffin.

SPOTLIGHT

EMPATHETIC UNDERSTANDING

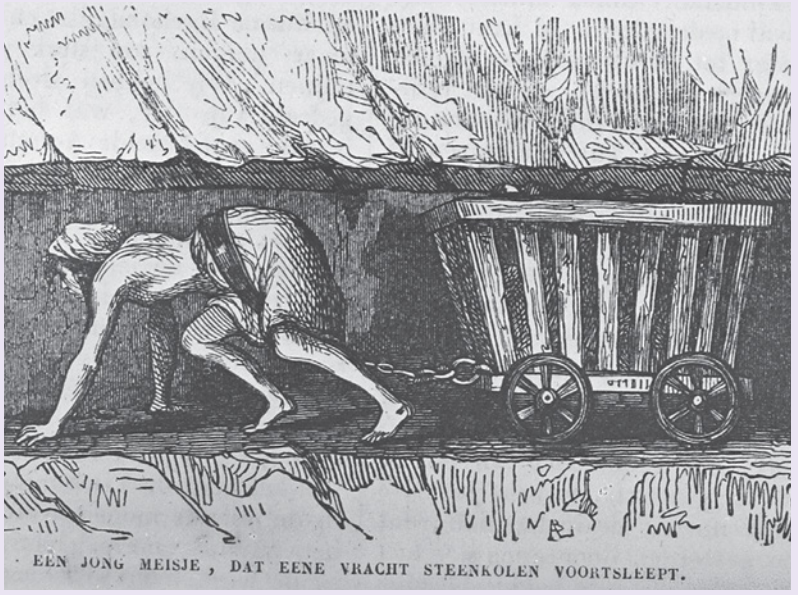
One of the most difficult things in History is to develop empathetic understanding. This requires you to understand points of view and experiences that may be very different to your own. Consider the lives of children during the Industrial Revolution, and the owners who exploited them. Both are outside your experience, but you have to be able to understand both perspectives.

Living and working conditions

Working conditions were harsh and demanding during the Industrial Revolution, particularly for British factory and mine workers. Workers were initially seen as simply another resource to be exploited. Men, women and children worked in unsafe conditions and for many hours – six days a week and up to 16 hours a day. Through the nineteenth century, demand for reforms to regulate working conditions grew louder in Britain, particularly in relation to child labour. This led to a series of government inquiries and legislation that regulated the minimum employment age and wage, and the length of the working week. By the 1870s:

- no child under 10 could be employed in factories
- education for children under 10 was compulsory
- the working day was limited to 10 hours
- in coal mines, women, girls and boys under 12 could no longer be employed underground.

Source 5 This illustration shows a girl employed as a 'hurrier' at a coal mine. Her job was to pull heavy coal carts along dark, narrow tunnels, using a harness and belt.



Source 6 Children working in factories were frequently exploited and injured.



Many workers lived in slum areas close to the factories where they were employed. Families had no choice but to live in overcrowded conditions, often with no access to fresh water or proper sewerage. Consequences of these unhygienic living conditions included regular outbreaks of disease, a short life expectancy (just 29 years in Liverpool, in 1865) and a high infant **mortality rate**.

mortality rate
a measure of the number of deaths in a particular population; it is usually expressed in the number of deaths per 1000 people, per year

Later in the period, conditions improved, as slums were torn down to be replaced by new urban settlements that provided heating, running water and sewerage systems. Other benefits of the Industrial Revolution also came to have positive impacts on the lives of urban workers:

- agricultural innovations made food more plentiful and cheaper
- mass-produced goods, such as clothing and furniture, became more affordable
- improved public transport allowed workers to live away from factories in the developing suburbs
- street lighting transformed city life at night, encouraging people to enjoy entertainment at theatres and music halls.

Impact of the Industrial Revolution in Britain

The Industrial Revolution had significant impacts for Britain and its people. It transformed Britain's economy, and Britain became (for a time) the world's leading economic and industrial power. Its population quadrupled from an estimated 6.5 million people in 1750 to more than 27.5 million in 1850, as living standards improved and mortality rates decreased.

Britain changed from an agricultural society to an urban society, and in the growing towns and cities, a 'middle class' emerged. The new middle class was made up of people who were neither landowners nor workers, and included bankers, shopkeepers and teachers. Suburbs surrounding the cities developed.

Sources 7 and 8 illustrate changes in Britain's society between 1750 and 1880.

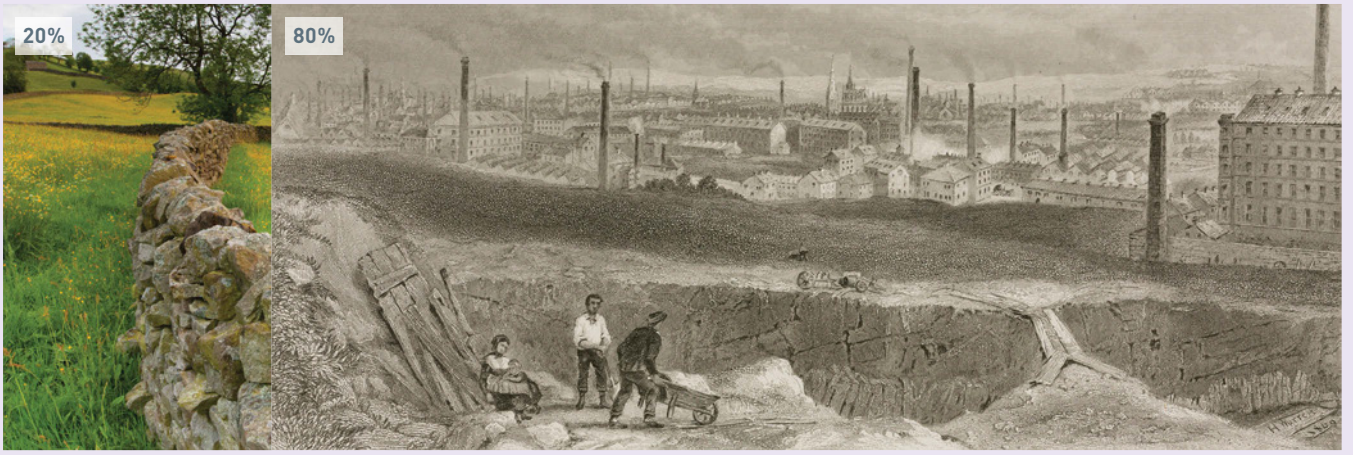
SPOTLIGHT

SIGNIFICANCE

This section makes the case that the Industrial Revolution was a significant event. It is important that you can identify examples that help make the case for its significance – they will help you to build your own argument when required.



Source 7 Britain in 1750 was an agricultural society, where 80 per cent of people worked on farms and lived in rural villages. Manufacturing was small-scale, with goods produced in homes and small workshops by skilled craftspeople. Most farm work was done through the physical efforts of people and animals. Waterwheels were the only machines; they harnessed the power of rivers to grind grain.



Source 8 Britain in 1880 was an urban society, with 80 per cent of its population now living in towns and industrial cities. Workers and their families often lived close to factory sites in appalling conditions. Steam-powered machinery led to the mass production of goods in factories and mills. Skilled labour was no longer required for many jobs; instead, men, women and children were employed to keep the machines running continuously.

Divisions between social classes became more obvious. Many writers of the time were appalled by the plight of the working poor, whose lives were cut short by poverty, disease and injury. The lifestyles of the working poor were completely dissimilar to those of the rich industrialists who employed them.

socialism
an economic and political system under which investment in, and ownership of, the means of production (e.g. factories, farms and machinery) are publicly owned and resources are allocated to the people according to need

communism
an economic system in which the means of production (e.g. factories, farms and machinery) are publicly owned (by the state) and goods are distributed equally according to need

Chartism
a British working-class movement for political reform that took place in the 1830s; a People's Charter, drawn up in 1838, called for a range of reforms to make the political system more democratic (including the right to vote for all men over the age of 21)

Social thinkers such as Karl Marx and Friedrich Engels found a following among workers, and ideas such as **socialism** and **communism** started to develop. This period also saw the formation of workers' groups, such as trade unions, along with a demand for political reform from groups such as the **Chartists**.

0.1 CHECK YOUR LEARNING

APPLY AND ANALYSE

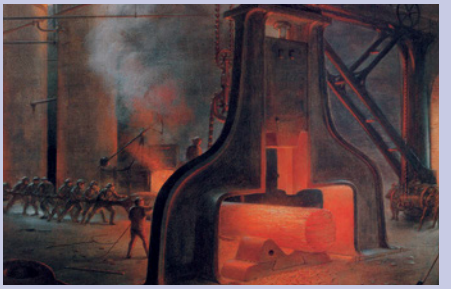
1 Working in small groups, choose one of the four industries depicted in Sources 9 to 12 that underwent great change during the Industrial Revolution. Conduct research to find out to what extent the following inventions or innovations were involved in the development of the industry you have chosen:

- the factory system
- steam power
- the internal combustion engine
- electricity.

Present your findings as a proposal to a museum on why your industry should be featured in its new exhibition.



Source 9 Textiles industry: the Spinning Jenny, invented in 1764



Source 10 Manufacturing industry: the steam hammer, invented in 1840



Source 11 Transport industry: the steam train, invented in 1801



Source 12 Communications industry: the telephone, first patented in 1876

2 In a class discussion, share your knowledge of:

a working conditions during the Industrial Revolution, particularly for children

b living conditions for workers in cities.

How do these experiences compare with living and working conditions today?

EVALUATE AND CREATE

3 Using a copy of Source 5 as the centre, create a mind map that expresses your thoughts and reactions to the contents of the source.

GO DEEPER

4 Investigate the phrase 'dark satanic mills'.

a What is the name of the person who first used this expression, and what was he referring to?

b Conduct some additional research about the experiences of men, women and children who worked in industries in nineteenth-century Britain. To what extent do you think 'dark satanic mills' is a fair description of the conditions they faced?

0.2 THE EXPANSION OF EUROPEAN EMPIRES

The Industrial Revolution was closely linked to the expansion of European empires. Without the raw materials and income from overseas colonies, the Industrial Revolution in Britain may never have taken place. From the late sixteenth century onwards, the major European powers – Britain, France, Spain and Portugal – all sought to increase their control of new territories across the globe.

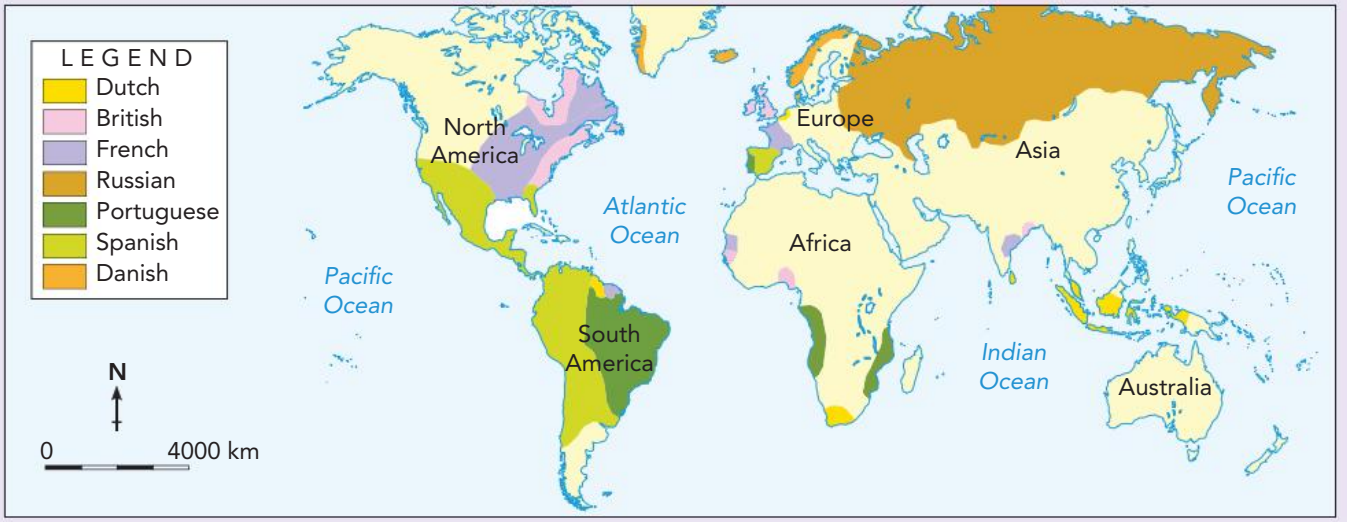
Initially, colonies were wanted for the potential wealth and power they could provide, but as the Industrial Revolution took hold, Britain's growing industries required more raw materials, such as timber, cotton and ores. These resources could be taken from Britain's expanding colonies in the Americas, Africa, Asia and the Pacific region. The colonies also provided new markets for the goods being produced in Britain in ever-increasing quantities.

THINK, PAIR, SHARE

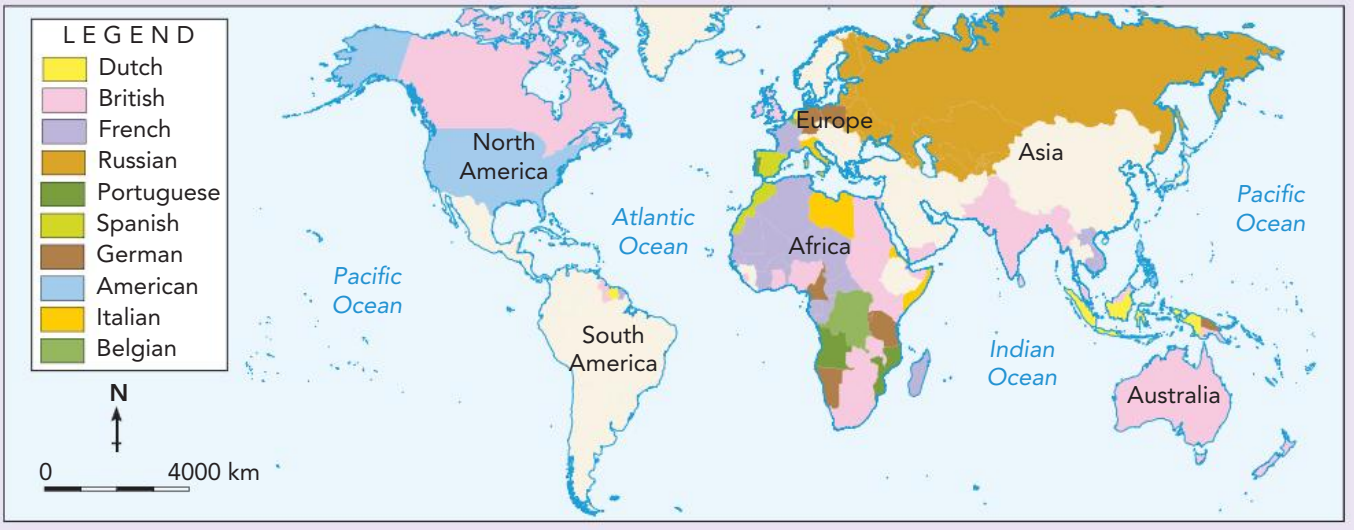
Consider what Sources 13 and 14 reveal about the period between 1750 and 1900.

Discuss your ideas with a partner.

Share your thoughts with the class.



Source 13 European empires, 1750



Source 14 European and American empires, 1900

During the nineteenth century, a number of key European countries and the United States became centres of world power. According to economic historian Paul Kennedy, the European powers' control of the global land mass increased from 35 per cent in 1800 to 67 per cent in the 1870s. By 1900, they controlled over 80 per cent of the global land mass.

The development of the steam engine and the mass production of iron, steel and machine-made tools gave these countries major economic and military advantages over the inhabitants of territories that opposed them. The Battle of Omdurman in Sudan, Africa, provides an example of Western power (see Source 15). In just a few hours on 2 September 1898, 8000 British troops crushed an opposition force of 50 000 tribesmen, killing 10 000 and wounding even more. The British were armed with rifles, artillery and machine guns, while the locals fought with spears, swords and muskets – a simple firearm. The British lost fewer than 50 men.



Source 15 *The Battle of Omdurman*, painted in 1898; this was one of the many prints commissioned by publisher G.W. Bacon & Co for sale to citizens in Britain, Australia and Canada, to give them a sense of Britain's role in Africa.

0.2 CHECK YOUR LEARNING

APPLY AND ANALYSE

1 Examine Sources 13 and 14, which show the parts of the world controlled by the European powers in 1750 and 1900.

- **a** Identify the European powers that controlled the most overseas territories in 1750.
- **b** Explain the key changes relating to the expansion of European empires that took place between 1750 and 1900.

2 Examine Source 15 carefully and answer the following questions.

- **a** What does Source 15 reveal about the reaction and response in Africa to European imperial expansion?
- **b** What is suggested about the success of the British in colonising so much of the globe in the nineteenth century?
- **c** What was the purpose of paintings like this? Do you think they would be a reliable and historically accurate representation of the British imperial wars?

0.3 THE MOVEMENT OF PEOPLES

Between 1750 and 1920, the world's population increased dramatically from 790 million to 1.86 billion. Along with this rise, the distribution of people in different parts of the world also started to change, as people moved to new lands.

There were three main reasons why people moved from one region to another at this time:

- *the forced transportation of slaves* – the practice of forcibly capturing and enslaving people in Africa and transporting them to the Americas as a source of free labour
- *the forced transportation of convicts* – the transportation of convicted prisoners to distant colonies by Britain and other European countries
- *the free movement of settlers* – events such as the gold rushes in the Americas and Australia enticed free settlers to travel around the world in search of better opportunities and wealth.

As a consequence of these movements of people, North America's population rose from 0.3 per cent of the world's population in 1750 to 5 per cent in 1900. The population in the Pacific region grew from 2 million to 6 million in the same period, as Britain's colonies in Australia and New Zealand continued to prosper.

SPOTLIGHT

CAUSE AND EFFECT

The dramatic population rise in countries such as the United States, Australia and New Zealand can be seen as a cause, but there is no information here regarding the effect it had. Historians have to conduct research to determine the effects of such a cause.

Forced transportation of slaves

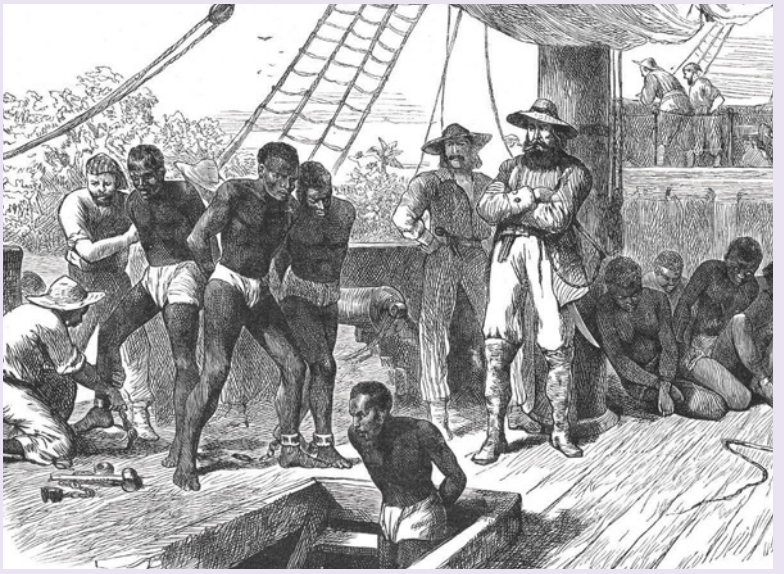
Slavery has been a part of human society since ancient times. In many societies and on many continents, including Africa, captured enemies were kept as slaves. As Source 15 illustrates, the European powers had fought to take control of African territories and exploit their resources – with human beings counted among the valuable resources to be bought and sold.

By the end of the seventeenth century, a **triangular trade** was firmly established:

- slaves who had been captured by Europeans were transported by ships across the Atlantic, from Africa to the Americas
- raw materials such as cotton, timber, tobacco and furs were shipped from the Americas to Britain and Europe
- the final leg of the triangular trade route was the return to Africa – the ships were now loaded with manufactured goods, to be sold in markets there (see Chapter 2, topic 2.1, Source 4).

Historians estimate that over 12 million Africans were transported to the slave markets of Europe and the Americas between the sixteenth and nineteenth centuries.

triangular trade
the trade of slaves, raw materials and manufactured goods that took place between the continents of Africa, North America and Europe from the sixteenth century through to the early nineteenth century



Source 16 An illustration *c.* 1835 shows captured Africans being shackled before being put in a ship's hold for transportation to the Americas.

Forced transportation of convicts

As we have seen, two consequences of **industrialisation** and the Agricultural Revolution in Britain were a rapid increase in population, and the movement of people from farms to urban areas. As people crowded into towns and cities, unhealthy living conditions became commonplace. Those who endured such conditions often sought refuge in alcohol and other drugs. Crime was everywhere in the slums of larger cities such as London, as people who were unemployed or on low wages struggled to survive.

industrialisation
a process in which a society or country transforms from an economy based primarily on agriculture and farming into one based on manufacturing and industry

Faced with overcrowded jails, British authorities started housing convicted prisoners in old, rotting ships that were kept moored in harbours and ports. These 'hulks', as they were known, were no longer considered seaworthy. As the hulks themselves became overcrowded and unsafe, another solution was found – the transportation of convicts first to North America, and then to Britain's colonies in Australia.

The First Fleet of convict ships to Australia sailed from Portsmouth in England, with 751 convicts and around 250 marines and their families on board. The ships landed in what became known as Sydney Cove on 26 January 1788. The European settlement of Australia had begun.

The British Government was to establish many other penal settlements, including Van Diemen's Land (Tasmania), Moreton Bay in Queensland, and the Swan River Colony in Western Australia. Between 1788 and the last shipment of convicts in 1868, a total of 162 000 male and female convicts were transported to Australia.

SPOTLIGHT

ANALYSIS AND USE OF SOURCES

Source 17 shows three convicts sent to Australia. Think about what an analysis of these sources could reveal, and also what the limitations are of the sources. What questions could you ask to help you gain more information from them, and make them more valuable to your research?



Source 17 The faces of three of the 162 000 people sent to Australia as convicts



Source 18 Goldminers in the Hill End area, New South Wales *c.* 1870

Free movement of settlers

The brutality associated with the forced movement of slaves and convicts tends to overshadow the stories of the free settlers. Throughout the eighteenth and nineteenth centuries, large numbers of people left their homelands in search of safety and better opportunities for their families. The 'pull factor' of the prospect of cheap or free grants of lands drew millions of immigrants away from overcrowded cities in Europe to the New World – North America, Australia, New Zealand and South Africa. There were also 'push' factors that played a role, such as a desire to escape poverty, famine or political upheaval.

The discovery of gold in California in 1848 and Australia in 1851 brought a new wave of immigrants from Europe and, for the first time, large numbers from China.

0.3 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What were some of the factors (both voluntary and involuntary) that caused people from Europe and Africa to move to the Americas and Australia?

EVALUATE AND CREATE

2 Investigate the treatment of slaves who were transported from Africa to the Americas. Use the information and sources you find to create a visual or written diary from the viewpoint of an African slave. Make sure you include a variety of perspectives.

0.4 PROGRESSIVE IDEAS AND MOVEMENTS

From the mid-seventeenth century, a number of events and new ideas emerged that challenged more established ways of thinking. Since medieval times, the religious principles and teachings of the Catholic Church had formed the foundation of societies across Europe. However, from around 1650, new ideas and theories challenged established ways of thinking and the teachings of the Church. This period is known as the **Enlightenment**.

Two great events that also helped shape the modern world were the American War of Independence (1775–83) and the French Revolution (1789–99), both of which challenged the traditions and authorities of their time, forever changing the nature of society.

All of this led to the development of a number of progressive ideas and movements, described below.

Enlightenment
a cultural, philosophical and intellectual movement that took place across Europe during the seventeenth and eighteenth centuries; during this time, thinkers and philosophers questioned beliefs about education, religion, government and society that had been accepted for centuries

Capitalism

As the Industrial Revolution changed the way goods were manufactured, private **industrialists** and **entrepreneurs**, rather than governments, took on the financial risks of new enterprises and made the profits, leading to the development of **capitalism**.

Britain was the major capitalist economy in the nineteenth century; however, industrialisation had a massive impact on the United States, and from the early twentieth century – particularly after World War I – the United States became the largest capitalist economy in the world.

industrialist
a person who owns or manages an industry

entrepreneur
a person who sets up a business and takes on financial risks in the hope of making a profit

capitalism
an economic system under which investment in, and ownership of, the means of production (e.g. factories, farms and machinery) are privately owned by individuals or corporations and run to generate profits

Socialism

An alternative viewpoint to capitalism was socialism. This economic system allowed governments (the state) to play a crucial role in the allocation of resources and the distribution of wealth. In socialism, the means of production are owned collectively, and the state manages and distributes them.

Although socialism had its origins in the eighteenth century, Karl Marx and Friedrich Engels developed the ideas of socialism as we know it now in the nineteenth century, to counteract the capitalist tendency towards overproduction and the exploitation of workers. Their socialist theories became increasingly popular, as the realities of an unrestricted capitalist economy saw growing poverty among those who only had their labour to sell.

Egalitarianism

Egalitarianism is the idea of equality among people. The word comes from the French *égal*, meaning 'equal'. As a political philosophy, egalitarianism helped to justify working-class demands for political representation. Critics of egalitarianism argued that some people are not capable of performing important roles in society; but in reality, resistance to egalitarianism was fuelled by a desire to keep the working class uneducated and uninvolved in politics and social life.

egalitarianism
a social and political theory that gained popularity in the eighteenth century, promoting the idea of equal opportunities among all people, regardless of their position in society

Nationalism

Until the eighteenth century, people in Europe usually identified themselves with their local village or ruler. The concept of a nation, as it is understood today, started emerging after the American and French revolutions, which led to strong and independent nations – and the concept of **nationalism**. During the nineteenth century, European peoples started to identify themselves as united and loyal to a particular country or state, rather than to a religion, monarch or empire.

nationalism
a sense of pride in and love of one's country; also the idea that one nation's culture and interests are superior to those of another nation

SPOTLIGHT

PERSPECTIVES

Each of these 'isms' represents a significant idea that had an impact on the way people lived their lives at this time. People both supported and challenged these ideas, and it is important that you are able to recognise the perspectives of both those that support and those that challenge when you are examining sources linked to the ideas.

Feelings of nationalism led to calls for the creation of independent nations. For example:

- From the 1880s, Irish nationalists demanded self-government or independence from Britain.
- In 1829, Greece freed itself from the Ottoman Empire.
- In 1831, Belgium won its independence from the Dutch.
- In 1848, revolutions broke out across Europe as different nations started demanding the right to exist independently. None of the 1848 revolutions were successful, but by 1871 both Italy and Germany had emerged as unified nations.
- By 1914, the drive for nationalism in the Balkans would be a key contributor to the outbreak of World War I.



Source 19 This engraving shows a scene from the February Revolution in France, one of the wave of revolutions that broke out across Europe in 1848.

Imperialism

imperialism
the process of gaining and maintaining control over other countries, regions or territories for economic or strategic (military) reasons

In basic terms, **imperialism** is the control of countries or territories by foreign powers. As we have seen, from the eighteenth to the early twentieth century European states imposed their economic, political and cultural domination over their colonies. Britain, Spain, France, Portugal, the Netherlands, Austria-Hungary and the Ottomans all claimed significant empires. New nations such as Italy and Germany were aggressive in acquiring empires, because they felt they had been left behind in the nineteenth-century race for colonies.

As the United States grew into a major economic power in the late nineteenth century, economic imperialism also emerged. Throughout the twentieth century, American products became well known globally, conquering markets without ever using a weapon.

Darwinism

Darwinism is the theory of evolution, which was brought to prominence with the publication of Charles Darwin's 1859 book *On the Origin of Species by Means of Natural Selection*. Darwin's scientific theories challenged literal interpretations of the Bible. His research showed that species evolved over time, rather than being 'created' in a moment by a divine creator (a god or other supernatural entity). He argued that the fittest species survived and that those species unable to adapt perished.

In a way that Darwin never imagined, the 'survival of the fittest' theory was applied to societies. It was used to justify the European conquest of Indigenous peoples throughout the world, and the submission of lower classes of people (this was known as **social Darwinism**). Many people regarded social Darwinism as a rationale for not interfering with what was regarded as the natural 'inferiority' of some social or racial groups.

Darwinism
the theory developed by Charles Darwin and others in the mid-1800s, which states that all species of organisms evolve through a process known as 'natural selection', in which small, inherited genetic variations increase an individual's ability to compete, survive, and pass on those variations

social Darwinism
the theory that persons, groups and races in society are subject to the same laws of natural selection as plants and animals in nature

Chartism

As industrialisation came to dominate British life, workers started to organise into groups to protect themselves. This was necessary because factory and mine owners made greater profits if they paid their workers less, and did not consider their basic health and safety in the workplace. **Trade unions** were formed in response to these conditions.

In 1838, a group with connections to trade unions demanded political representation for the working class. At this time, the right to vote was given only to men over 21 who owned property of a certain value. Membership of parliament was limited to wealthy property owners.

The followers of this group were called 'Chartists', because they proposed a Peoples' Charter. The movement itself became known as 'Chartism'. Its goal was to give all men the vote and stop the wealthy from dominating political decision making.

The Chartists and other early trade unionists were met with political repression, and several were transported to Australia as convicts, where they continued to demand equal political representation (see Source 20).

trade union
an organised group of workers formed by the workers to protect their rights and ensure that their interests are taken into account by company owners and governments



Source 20 Four of the six 'Tolpuddle Martyrs' – early trade unionists in Britain who were sentenced to seven years' transportation to New South Wales; they became popular heroes, and were pardoned and returned to England after serving two years of their sentence.

0.4 CHECK YOUR LEARNING

APPLY AND ANALYSE

1. When taken as a group, these ideas represent new approaches to organising society. Develop a historical argument with evidence that shows which ones you believe have had the most impact on the world you live in today.
2. Explain whether you think Australia benefited or suffered from having Chartists transported here.
3. Nationalism has given some peoples a sense of identity, but has also been seen to cause wars. To what extent would you argue that it has been a force for good across history?



Source 1 Dark smoke billows from an old factory. Factories like this one marked the birth of rapid change on a global scale, transforming the way people lived and worked.

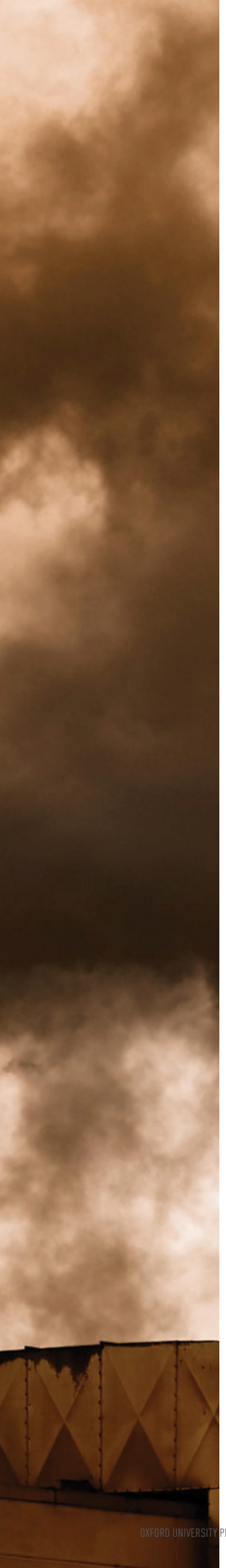
1

THE INDUSTRIAL REVOLUTION

The period from 1750 until the outbreak of World War I in 1914 saw a range of fundamental changes in technology across industries such as agriculture, manufacturing, metal production, transportation and communications. These advances made such an impact on the way people lived and worked that the period became known as the Industrial Revolution. The industries at the forefront of the Industrial Revolution were located in Britain. New inventions and machinery powered by coal and oil transformed the speed and scale of manufacturing. Mass-produced goods made from iron, steel, cotton and wool flooded onto the market. People moved into cities from impoverished rural towns to meet the demand for factory workers.

Over the period, these rapid changes fed into each other to produce new materials, new products and new ideas. They also introduced new problems and new challenges. For better or worse, the Industrial Revolution changed the world forever. An investigation of the Industrial Revolution therefore highlights key historical concepts of continuity and change, significance, and cause and effect.

OXFORD UNIVERSITY PRESS



WHAT CONDITIONS AND NEW TECHNOLOGIES INFLUENCED THE INDUSTRIALISATION OF BRITAIN AND AUSTRALIA? 1A

In this section you will:

» outline the main reasons why the Industrial Revolution began in Britain

» outline and explain population movements in Britain

» describe key features of the Agricultural Revolution in Britain

» locate the growth and extent of the British Empire from 1750 to 1900

» identify the raw materials Britain obtained from its empire

» explain how industrialisation contributed to the development of Britain and Australia

» identify key inventors and their inventions, and discuss how some of these inventions affected transport and manufacturing.

CHECKPOINT 1A

WHAT WERE THE EXPERIENCES OF MEN, WOMEN AND CHILDREN DURING THE INDUSTRIAL REVOLUTION? 1B

In this section you will:

» use a variety of sources to investigate working conditions in factories, mines and other occupations, with particular emphasis on child labour

» describe the changes to the way of life of men and women who moved from the country to towns and cities.

CHECKPOINT 1B

WHAT WERE THE SHORT-TERM AND LONG-TERM IMPACTS OF THE INDUSTRIAL REVOLUTION? 1C

In this section you will:

» discuss positive and negative consequences of the Industrial Revolution

» assess the short-term and long-term impacts of the Industrial Revolution.

CASE STUDY: BRITAIN ON THE MOVE

CHECKPOINT 1C

THE INDUSTRIAL REVOLUTION – A TIMELINE



Source 3 A nineteenth-century artist's impression of Samuel Crompton and his spinning mule

TIMELINE

1730 1740 1750 1760 1770 1780 1790 1800 1810

1733
British weaver John Kay invents the flying shuttle, which makes weaving by hand-looms more efficient.

1759
Construction starts on a system of canals across Britain, creating a new transport network.

1764
In Britain, James Hargreaves invents the Spinning Jenny, speeding up the process of spinning yarn from raw cotton.

1768
In Britain, Richard Arkwright develops the water frame, a spinning machine powered by a waterwheel.

1769
In Britain, James Watt develops a practical steam engine.

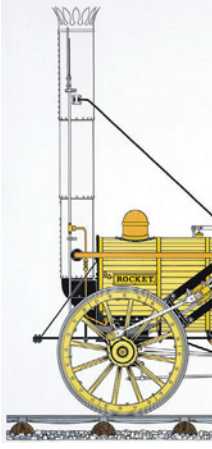
1779
In Britain, Samuel Crompton invents an improved spinning machine known as Crompton's mule that can spin different types of yarn.

1793
In the United States, Eli Whitney invents the cotton gin – a machine that makes the processing of raw cotton much faster.

1801
In Britain, Richard Trevithick uses steam to power the first steam locomotive, which initially travelled on roads.

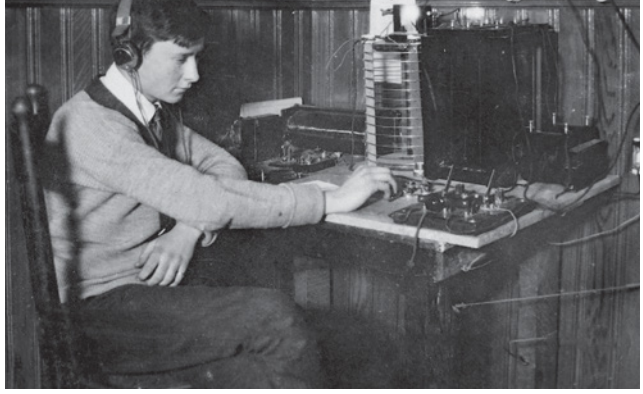


Source 2 A barge crosses the Pontcysyllte Aqueduct on the Llangollen Canal, North Wales. Industrial Revolution-era canals are still used in modern Britain.



Source 5 A diagram shows some of the intricacies of Stephenson's Rocket.





Source 4 A teenage boy communicates using a telegraph, *c.* 1915. The telegraph was a major step forward in international communication.

1825
The world's first railway is built in Britain between Darlington and Stockton.

1829
In Britain, George Stephenson builds the Rocket, regarded as the first commercially successful steam locomotive.

1831
English scientist Michael Faraday produces the first continuous flow of electrical current.

1837
In the United States, Samuel Morse develops Morse code and the first practical telegraph system.

1843
The SS *Great Britain*, the world's first iron-hulled and steam-powered ocean-going ship, built by Isambard Kingdom Brunel, is launched.

1859
In Belgium, Etienne Lenoir develops an engine that is the basis of the internal combustion engine.

1872
Australia and Britain are linked by telegraph.

1876
In the United States, Alexander Graham Bell patents the first telephone.

1879
In the United States, Thomas Edison invents the electric light.

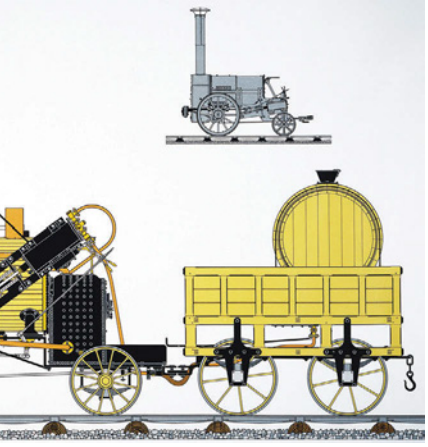
1884
In Britain, Charles Parsons develops a steam turbine to generate electricity.

1889
German engineers Gottfried Daimler and Wilhelm Maybach develop the first four-wheeled automobile.

1903
In the United States, the Wright brothers conduct the first powered flight.

1908
In the United States, Henry Ford commences production of the first Ford Model T.

1820 1830 1840 1850 1860 1870 1880 1890 1900 1910



TIMELINE: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 When was the first practical steam engine developed?

2 Arrange the following events in chronological order, from the oldest to the most recent:
- the first powered flight
- the opening of the world's first railway line
- the invention of the first four-wheeled automobile
- the invention of the first steam locomotive
- Samuel Morse sends the first commercial message by telegraph.

APPLY AND ANALYSE

3 From the timeline, which country produced the most inventions over the course of the Industrial Revolution?

1A WHAT CONDITIONS AND NEW TECHNOLOGIES INFLUENCED THE INDUSTRIALISATION OF BRITAIN AND AUSTRALIA?

1.1 THE INDUSTRIAL REVOLUTION IN BRITAIN

SPOTLIGHT

CONTINUITY AND CHANGE

This description of pre-industrial Britain illustrates historical continuity. As you consider the Industrial Revolution and its impacts, you need to be aware that you will be examining historical change that upset the previous continuity.

KEY CONTENT

In this topic you will:

- outline the main reasons why the Industrial Revolution began in Britain
- outline and explain population movements in Britain
- describe key features of the Agricultural Revolution in Britain
- locate the growth and extent of the British Empire from 1750 to 1900
- identify the raw materials Britain obtained from its empire.

Pre-industrial Britain

In the early 1700s, Britain was an agricultural society in which most people lived and worked on small farms in rural areas. The majority of farms produced just enough food from crops and livestock (sheep and cattle) to feed the local villagers. Despite this, agriculture was still the main economic activity in Britain. By comparison, manufacturing, mining and trade employed relatively few people. Manufacturing was, for the most part, small and localised. Tools used in the manufacture of most goods (such as carts, mills and looms) were basic, and were powered by people, animals or waterwheels that harnessed the power of fast-flowing rivers and streams. In most cases, the working day began at sunrise and ended at sunset. Roads were poor and most people travelled on foot or by horse. As a result, the majority of people seldom travelled far from the places where they were born and worked.

Towns and villages were small and self-contained. Illness was common because of poor hygiene and bad (or non-existent) sewerage systems. Diet was poor and average life expectancy was low. British society was divided into strict social classes based on wealth and social position. The noble or aristocratic families made up only 1 per cent of the population but controlled about 15 per cent of the nation's wealth.



Source 1 A nineteenth-century artist's impression of rural life in Britain

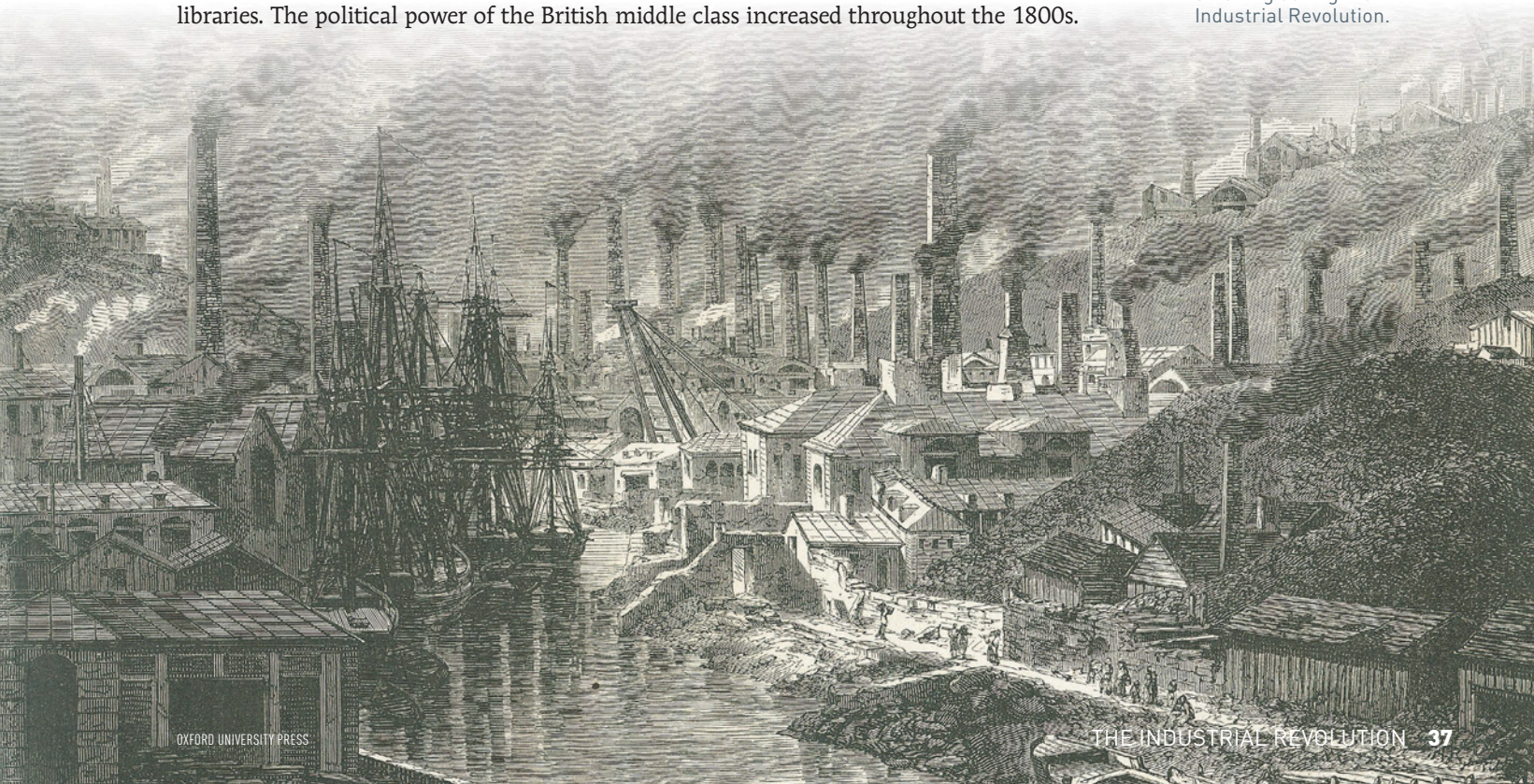
The Industrial Revolution begins

During the Industrial Revolution, Britain's population quadrupled from an estimated 6.5 million people in 1750 to more than 27.5 million in 1850 as a result of improved living standards and declining death rates. British society moved from rural to urban communities, and Britain was transformed through the development of:

- *factories and textile mills* – the introduction of the **factory system** led to thousands of new factories and mills being built across Britain. The factory system relied on large numbers of workers and machinery to manufacture vast quantities of goods in one place. The growth of factories and textile mills transformed Britain's economy and society.
- *modern towns and cities* – great industrial and commercial cities such as London and Manchester grew as people moved to towns and cities to work at the new factories, mills and metal foundries. Before the Industrial Revolution, 80 per cent of the population lived in the countryside and only 20 per cent in cities. Industrialisation reversed this pattern. By 1880, 80 per cent of people in Britain were living in a major city or town.
- *new sources of power* – the development of steam power and electricity transformed the manufacturing, agricultural, transport and communications industries, having a major impact on people's everyday lives. Supplies of coal became vital to fuel steam engines and, later, electrical power stations.
- *improved transport and communications* – as the population grew, factories, mines and towns became linked by new canals, roads and railway lines, and later by telegraph and telephone systems. As travelling conditions improved, people travelled more and lived less isolated lives.

factory system
a system of manufacturing goods on a large scale using many workers and specialised machinery located on a single site; first adopted in Britain during the Industrial Revolution

The growth of cities and industries also saw the emergence of a new social class that became known as the 'middle class'. This group of people came from a broad range of backgrounds and were neither wealthy aristocratic landowners nor impoverished factory workers. Instead, they included wealthy industrialists and merchants, as well as bankers, shopkeepers, teachers, doctors, lawyers, and an increasing number of managers, clerks and government officials. People earning middle-class salaries could afford fine clothing, furniture, ceramics and other household items. It was this class of people that drove the demand for mass-produced consumer goods. They also drove the need for more schools, universities and libraries. The political power of the British middle class increased throughout the 1800s.



Source 2 A nineteenth-century engraving of copper foundries in the city of Swansea, Wales; Swansea grew to be a world leader in copper smelting during the Industrial Revolution.

OXFORD UNIVERSITY PRESS

Agricultural Revolution
a period of agricultural development and advances in farming methods that took place in Britain from the mid-1600s until the late 1800s and paved the way for the Industrial Revolution

enclosure
the act of seizing land (especially common farming land) by putting a hedge or other barrier around it and granting ownership of it to private landowners

SPOTLIGHT

COMPREHENSION

As you come across new terms that require a glossary definition, it is important to understand their meaning in this historical context. These words should become part of your vocabulary when you are communicating your historical understanding of the topic.

The Agricultural Revolution in Britain

From the mid-1600s, agricultural changes in Britain paved the way for the Industrial Revolution. Many historians believe that, without these changes, the beginnings of industrialisation would not have been possible by 1750. The changes that took place in agriculture were brought about by demands for more food to support Britain's growing population. Collectively, these changes are referred to as the **Agricultural Revolution**.

During the Agricultural Revolution, forests were cleared, grazing pastures were turned over to crop growing, and low-lying marshes were drained to grow even more crops. Small plots of farmland were consolidated into larger, more efficient fields under the **enclosures**. As a result, over a 100-year period Britain increased its farmlands by 30 per cent.

Agriculture became a business, with the aim of producing surplus food for profit rather than just feeding the local population. Landowners began investing more money in better livestock, fences and farming equipment. They moved to growing high-yield crops such as wheat and barley. Improved farming techniques and equipment also led to increases in crop production; for example, Britain's wheat crop rose by 75 per cent between 1700 and 1800.

The enclosures

More than 4000 Enclosure Acts (laws) were passed by the British Parliament during the Agricultural Revolution. These Acts transferred areas of common land that had previously been worked by small groups of local farmers into the hands of private owners. The smaller areas of land were then joined to create large farms that were enclosed by hedges or stone walls so that local farmers could no longer graze their animals or farm the land. Other land, which until then had been known as 'waste', was also enclosed. By 1790, three-quarters of the land in Britain was owned by wealthy landlords who rented it out to tenant farmers.

The process caused a great deal of social unrest, as many poor people were forced off the land they had farmed together for generations. Many flooded into the cities and gradually became part of the new industrial working classes. This had the effect of creating a pool of cheap labour for the emerging manufacturers. Others sought new lives abroad. Between 1775 and 1850, over 25 000 Scottish farmers left for the United States or Canada. This is an illustration of the concept of continuity and change, where people from different times and places in history have decided to move in an attempt to find a better life.



Source 3 Stone walls like these were built to enclose what was once common farming and grazing land.

OXFORD UNIVERSITY PRESS

1.1A SOURCE STUDY

Consequences of enclosures

Source 4

> Their wretchedness was so great that, after pawning everything they possessed to the fishermen on the coast, [those that] had no cattle were reduced to come down from the hills in hundreds for the purpose of gathering cockles [shellfish] on the shore. Those who lived in the more remote situations [locations] ... were obliged to subsist upon broth made of nettles, thickened with a little oatmeal. Those who had cattle [resorted to] ... bleeding them and mixing the blood with oatmeal, which they afterwards cut into slices and fried.

Extract from James Loch, The Sutherland Improvements, *1820*

INTERPRET

1. Was Source 4 written at the beginning, middle or end of the period of enclosures? Does this mean the situation was likely to improve or become worse for farmers after this source was written?
2. What does this source reveal about the impact that the enclosure of farmland had on small farmers?
3. Why do you think starving farmers who still owned cattle would bleed them rather than kill them for food?

Crop rotation

Despite the hardship it caused for many poor farmers, the new commercial approach to farming brought about by the Enclosure Acts led to improved management of the crops.

For centuries, farmers had practised a process known as 'crop rotation', which involved leaving a field fallow (unused) for a period of time in order to avoid exhausting the soil. However, during the Agricultural Revolution, a landowner by the name of Charles Townshend introduced a new method of crop rotation on his farm in 1730 that became known as the 'four-field system'. He grew wheat in the first field, barley in the second, root vegetables (such as carrots and turnips) in the third, and clover in the fourth.

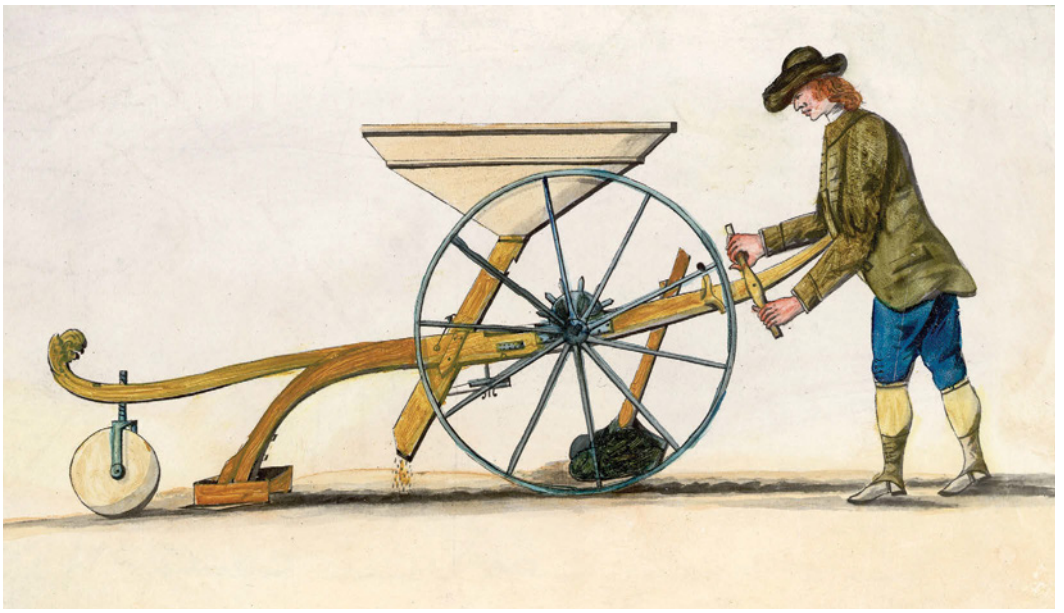
Each season, the crops were rotated (shifted over), which meant that no field was left fallow, but each field benefited from the new crop each season. Wheat and barley were harvested for humans, while the fallow period was now replaced by clover, which could be used as grazing food for animals, and also restored nitrogen to the soil.



Source 5 Charles Townshend's four-field system of crop rotation revolutionised crop production on British farms and earned him the nickname Turnip Townshend.

Improved farm machinery and methods

By the early to mid-1800s, new farming machinery was in use, including mechanical drills for seed sowing, and reaping machines for harvesting wheat and barley (see Source 6). These made farming more efficient, increasing the return from the land. Each year, the amount of land that could be prepared, farmed and harvested in a season increased. By the 1840s, fertilisers were also being widely used, once again raising the productivity of the land.



Source 6 New farming equipment, such as the seed drill invented by Jethro Tull, made sowing crops easier. Fewer seeds were wasted and the process required fewer labourers.



Source 7 An artist's impression of a New Leicester ram, 1842

Along with improvements in crop production came improvements in animal breeding. From the late 1700s onwards, the agriculturalist Robert Bakewell began the selective breeding of livestock on his property. He developed a new breed of quick-fattening sheep, with finer wool and tastier meat, called the New Leicester (see Source 7). He used native breeds, selecting fine-boned sheep with good wool. Bakewell also bred cattle for beef production. His ideas produced stronger animals that were noted for their larger size and better quality.

OXFORD UNIVERSITY PRESS

The British Empire

One of the key factors that led to the Industrial Revolution starting in Britain was its power and wealth as an empire. The expansion of the British Empire took place in two phases. The first phase was the establishment of the earliest British colonies in North America in the 1600s. Over the next 200 years, the British, French, Spanish, Dutch and Portuguese all laid claim to new territories around the world, including in the Americas, Asia, Africa and the Pacific.

The second phase was linked to a series of wars fought between the European powers in the eighteenth century and the early part of the nineteenth century. Britain's naval strength ensured that it became the dominant imperial power, despite the loss of many of its American colonies after the American War of Independence (1775–83). By 1900, the British Empire covered around a quarter of the Earth's surface and ruled over a quarter of the world's population (see Source 8). Two of the key inventions of the Industrial Revolution, the steamship and the telegraph, were important in helping Britain administer these colonies around the world.

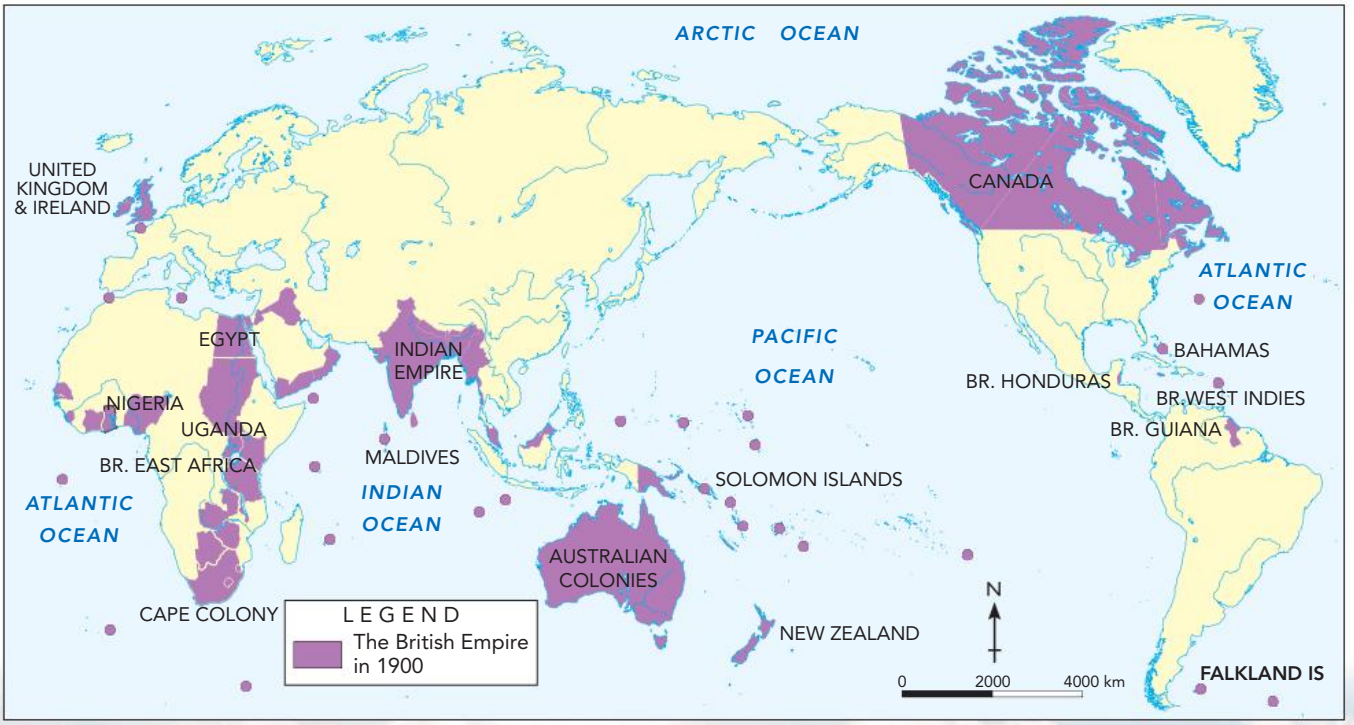
Many of Britain's colonies provided the raw materials, labour and markets needed to drive the Industrial Revolution. This also meant that financial services in England – such as banking, investment and insurance – expanded to support and protect that trade.

In many ways Britain's rise to the status of a great power was a result of its willingness to look outward. This can now be seen as a globalist approach – a readiness to look for opportunities, resources, markets and ideas on a global rather than just a national scale. Brexit – the decision by Britain to leave the European Union and return to a narrower, more inward-looking approach – means that Britain has turned its back on one of the attitudes that was significant in its rise to greatness.

SPOTLIGHT

CAUSE AND EFFECT

The argument is being made here that the power of the British Empire was a significant cause which had the effect of helping create the environment that led to the Industrial Revolution. You should look for examples to support or challenge that argument.



Source 8 The British Empire in 1900

1.1B SOURCE STUDY

Britain's access to raw materials

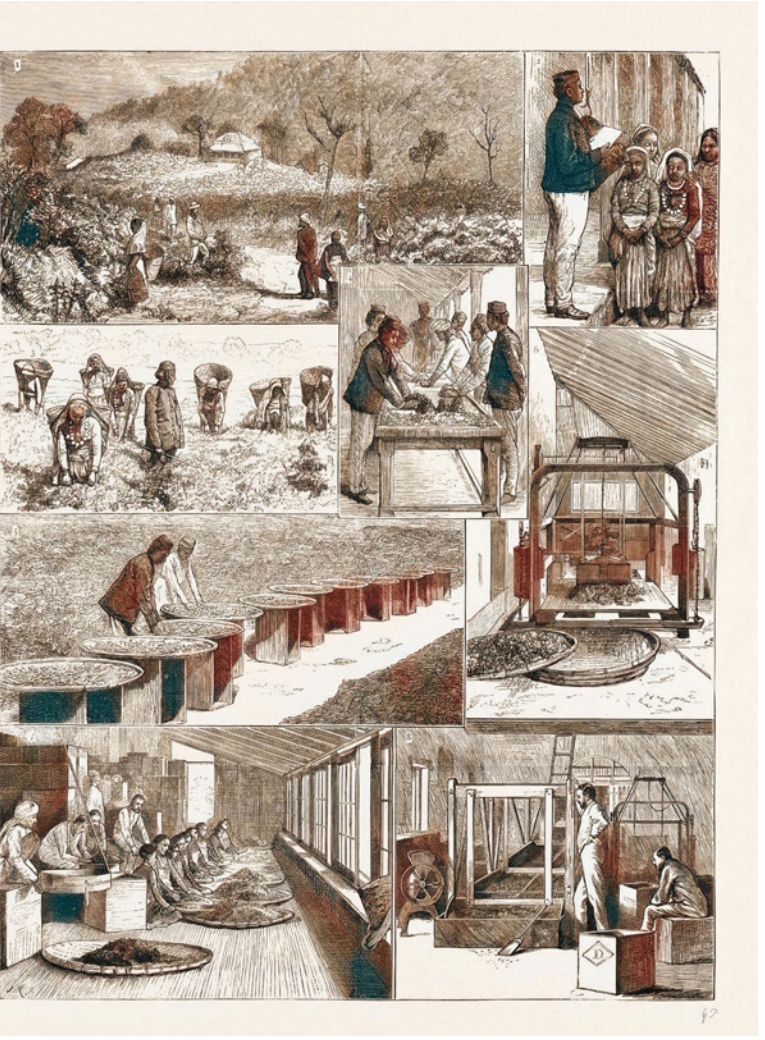
Source 9

> The plains of North America and Russia are our corn-fields ... Canada and the Baltic are our timber-forests; [Australia and New Zealand] contains our sheep-farms, and in South America are our herds of oxen; Peru sends her silver, and the gold of California and Australia flows to London; the Chinese and India grow tea for us, and our coffee, sugar, and spice plantations are in all the Indies. Spain and France are our vineyards, and the Mediterranean our fruit-garden; and our cotton-grounds, which formerly occupied the Southern United States, are now everywhere in the warm regions of the earth.
>
> *British economist William Stanley Jevons, writing in 1865*

INTERPRET

1 From Source 9, identify the raw materials that Britain obtained from its various colonies.
2 Analyse the tone of Jevons' writing. What does it suggest about British attitudes at the time?

Why the Industrial Revolution began in Britain



Source 10 Tea cultivation in British India, 1876

Historians have proposed a range of reasons why Britain was the first country to experience the Industrial Revolution and why it became the world's leading economic and industrial power for a time. They do not always agree on the significance of these reasons. The answer lies in a combination of factors related to Britain's history, geography and culture. Some of these are discussed briefly below:

- *Britain's coal supplies* – Britain was fortunate to have large supplies of coal, a vital fuel for the steam power that drove the Industrial Revolution. No other European power had such large quantities of accessible coal.
- *Access to raw materials from the British Empire* – Britain was genuinely globalist in outlook and controlled more colonies, and therefore had access to more raw materials than any other country, including sugar from Australia and the West Indies, wool from Australia and New Zealand, cotton and tea from India, rubber from Malaya, gold from Australia and South Africa, coffee from Jamaica and Africa, wheat from Australia and Canada, and timber from the vast pine forests of Canada.
- *Naval power and trading power* – as an island nation, Britain had always relied on skilled sailors, a strong navy and experienced fleets of merchant ships. Its largest merchant trading company was the East India Company. This was the world's first multinational corporation. At its peak, it rivalled many smaller European powers in terms of wealth and influence.

- *Individual freedom and the capitalist spirit* – unlike many of the other European powers, there was a greater measure of individual and intellectual freedom in Britain. These freedoms provided a fertile ground for those willing to try new methods and take risks. In other parts of Europe, government restrictions and less individual freedom limited opportunity.
- *Stable government* – before the start of the Industrial Revolution, Britain had enjoyed a prolonged period without much political or social conflict, compared to many other countries in Europe. This sense of stability and order encouraged the growth of business.
- *Superior banking system and capital for investment* – Britain's banking sector was more advanced and modern than those of other European countries. There was a ready supply of capital available at very low rates of interest. This meant that money was available to start up new businesses and pay for experiments to develop new inventions.

1.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Outline the main changes that took place across Britain between 1750 and 1850.

2 Explain how the Agricultural Revolution changed life for British farmers.

3 Identify the main developments in farm machinery and methods of farming that contributed to the Agricultural Revolution.

4 By 1900, how much of the Earth's surface and population did the British Empire cover?

5 Why were large coal deposits in Britain so significant during the Industrial Revolution?

6 Why was Britain's banking system an important contributor to the Industrial Revolution?

APPLY AND ANALYSE

7 What do Source 8 in this section and Source 14 in the Part A Overview reveal about the growth of the British Empire from 1750 to 1900?

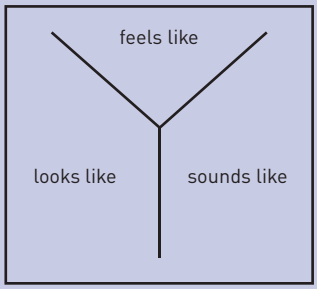
EVALUATE AND CREATE

8 Explain in your own words why the Industrial Revolution started in Britain.

9 Create a poster or diagram that shows the wealth and power of the British Empire in the early twentieth century.

GO DEEPER

10 Examine Sources 1 and 2. Copy this Y-chart into your notebook and use it to comment about what it would have felt like, sounded like and looked like to be a rural worker in Britain, or a foundry worker in a British industrial town.



11 To what extent did the development of the British Empire contribute to the Industrial Revolution? When answering a question about 'extent', a measure must be provided. Did the British Empire contribute to a large extent or only some extent? Draw up a table like the one below, listing reasons under the appropriate headings to help determine your response.

The British Empire's contributions to the Industrial Revolution	Other factors contributing to the Industrial Revolution

1.2 SPREAD OF THE INDUSTRIAL REVOLUTION

KEY CONTENT

In this topic you will:

- explain how industrialisation contributed to the development of Britain and Australia.

Although many people in Britain attempted to stop the spread of technical and industrial knowledge beyond the nation's borders, they were not successful. Ideas, machines and designs were soon copied abroad, and manufacturing spread across Europe and into other parts of the world.

STRANGE BUT TRUE

Samuel Slater – an Englishman with knowledge of English cotton mills and spinning machines – is known as the 'Father of the American Factory System'. Despite a British Government ban on the emigration of skilled engineers, Slater sailed to the United States in 1789 at the age of 21 and set up the first cotton mill in that country. In Britain, he was called 'Slater the Traitor'.

Europe

One of the first countries in Europe to be affected by industrial developments outside Britain was Belgium. Belgium was similar to Britain in many ways, with a strong textile trade and a ready supply of investors. Belgium also benefited from the availability of coal as a source of energy. France's development was slower. It largely remained an agricultural economy until much later in the 1800s; but in coastal areas such as Normandy (in the north), the textile industries modernised in reaction to competition from Britain and Belgium. Germany had large areas of coal and iron, and these were quickly exploited using the new technologies. Between 1870 and the start of World War I in 1914, Germany developed at such a rate that it outstripped British manufacturing output.

The United States

After the birth of the United States following the War of Independence (1775–83), American industry began to grow rapidly, especially in the north-east. By 1900, the United States had a larger percentage of world manufacturing than Britain. The United States was rich in natural resources, and as settlements expanded into the western regions of the country, more of these raw materials became available to American manufacturers. American inventions proved to be as important as any in Britain in moving the world into the modern era.



Source 11 An artist's impression of the first mechanical cotton mill in North America, built with the help of Samuel Slater, in Pawtucket, Rhode Island, United States

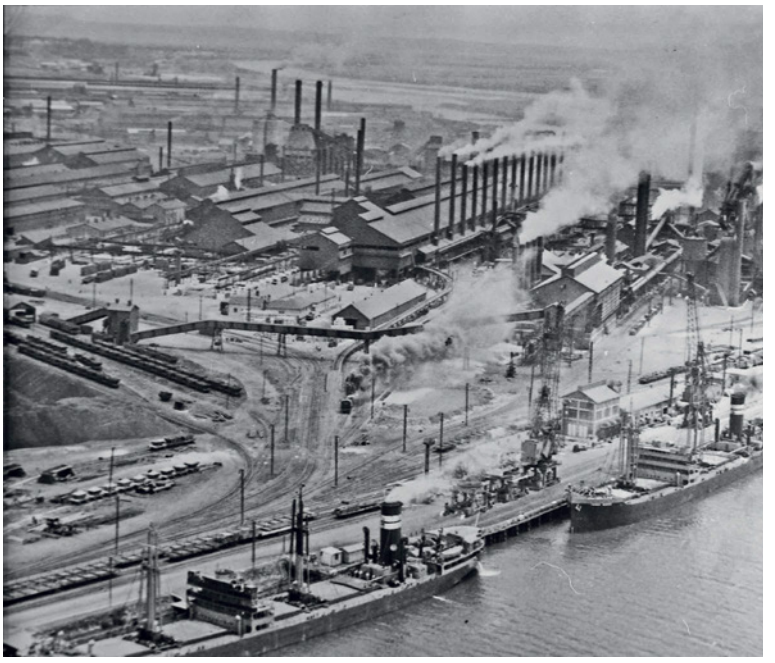
Japan

By 1868, Japan had been effectively cut off from Western influences for 260 years, ever since the shogun (military leader) closed the country's borders to all foreigners. The arrival of American warships in the 1850s led to the Meiji Restoration – a period in Japanese history when the emperor was returned to power as the figurehead of a new, modern government, and trade with the West increased dramatically. Initially, large quantities of goods were imported from Europe and the Americas. Over time, however, Japan became the first country in Asia to become industrialised, as it swiftly adopted Western ideas and inventions. Japanese goods – particularly tea, silk, cotton fabrics and buttons – became highly sought-after. Japan also imitated the West in its adoption of an aggressive policy of overseas expansion, seizing territory in China and Korea in the late nineteenth century.

Australia

The British decision to establish a penal colony in Australia in 1788 was largely an attempt to solve some of the problems faced by Britain at that time – problems that were a consequence of the Industrial Revolution. Rising prison populations were the result of rising crime in the new factory towns and among unemployed farm labourers. It was thought that this problem could be resolved by transporting criminals to a distant land. The use of convicts to start a settlement was also part of a larger scheme to ensure that Britain had a reliable source of raw materials to feed its growing factories.

By 1813, a steam mill was operating in Sydney, major roads had been constructed to transport goods to and from the seaports, and a strong pastoral (stock-raising) industry had developed inland. By the mid-1830s, Australia had also become a colonial destination for free British migrants. As other colonies were settled, the development of transport links increased. Railways were in use in Australia by the 1850s, as well as steamship travel along the coast and major rivers. Wealth from the discovery of gold gave the Australian colonies opportunities to develop new railways and take advantage of new technologies, such as the electric telegraph and electric lighting.



Source 12 The BHP steelworks in Newcastle, New South Wales, *c.* 1920; as in Britain, coal mining and steel production were key parts of the industrialisation of Australia.

Despite these advances, Australia's industrial development was in many ways hectic and unplanned. This became apparent after **Federation** in 1901, when the new country was found to have three different rail gauges, which made it impossible to transport goods across state borders without changing trains. In addition to this, the states had conflicting ideas about industry (and its development or protection), and disagreed about tariffs (taxes) and their use.

Federation
the process by which separate colonies or states form a unified nation with a central government; the Commonwealth of Australia was established in 1901 after the six colonies were joined

1.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Why was Belgium one of the first countries to industrialise?
2. Identify the event that sparked the industrial development of the United States.
3. Explain why Samuel Slater is a significant figure in the history of the Industrial Revolution.
4. Which was the first Asian country to modernise and industrialise?
5. List some of the Japanese products that became popular in the West.
6. What evidence suggests that the Industrial Revolution had reached Australia by the nineteenth century?
7. Why might historians conclude that industrial development in Australia was largely unplanned?

GO DEEPER

8. Select one major Australian industry and briefly research its history. Can its roots be traced to this period of industrial expansion in Australia? Justify your response.

1.3 KEY INVENTORS AND INVENTIONS

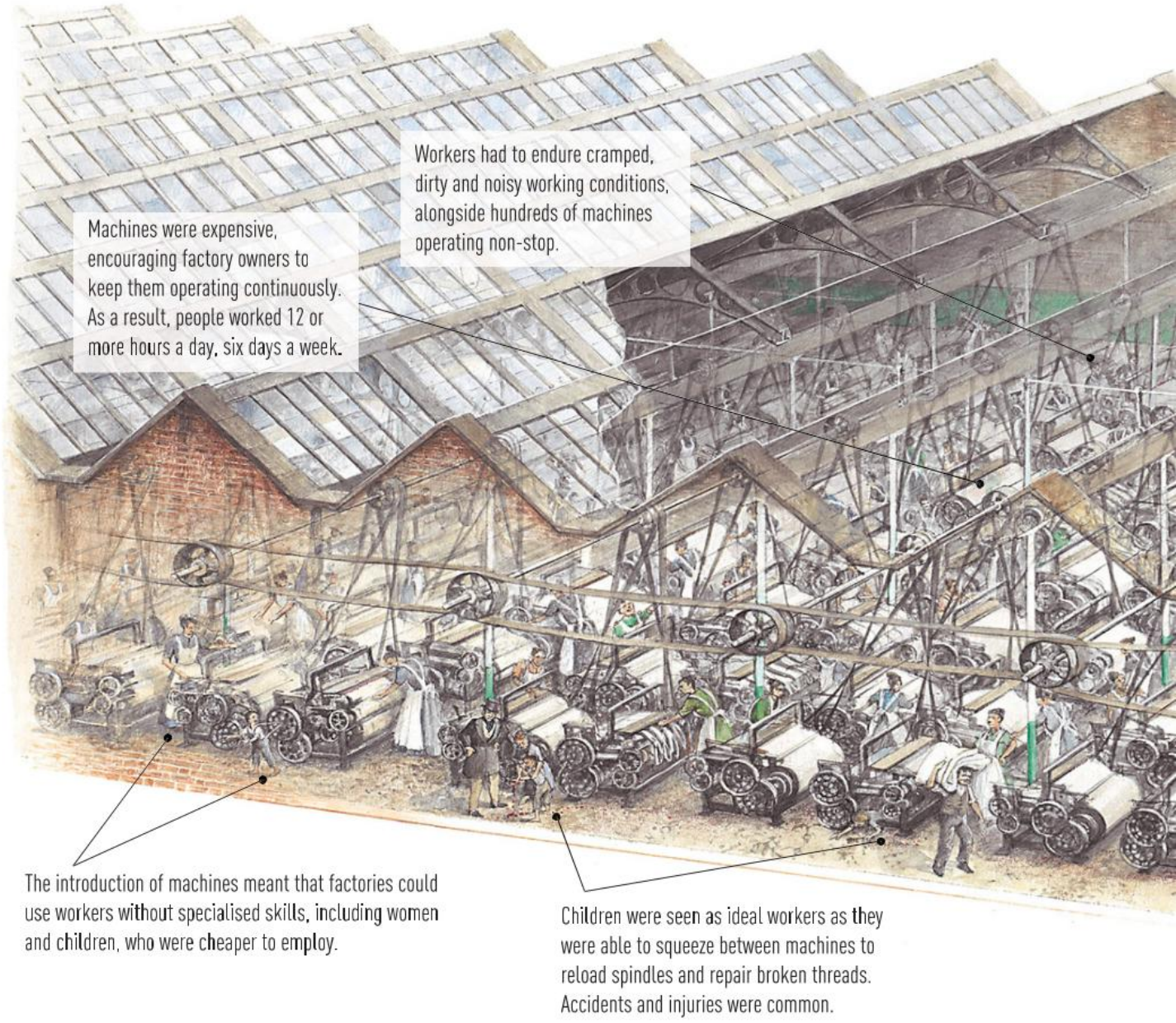
KEY CONTENT

In this topic you will:

- identify key inventors and their inventions, and discuss how some of these inventions affected transport and manufacturing.

The factory system

The most important 'invention' of the Industrial Revolution was not a single item of equipment or technology. Instead, it was a way of producing goods on a large scale using many workers and specialised machinery on one site. This method of production became known as the 'factory system'.

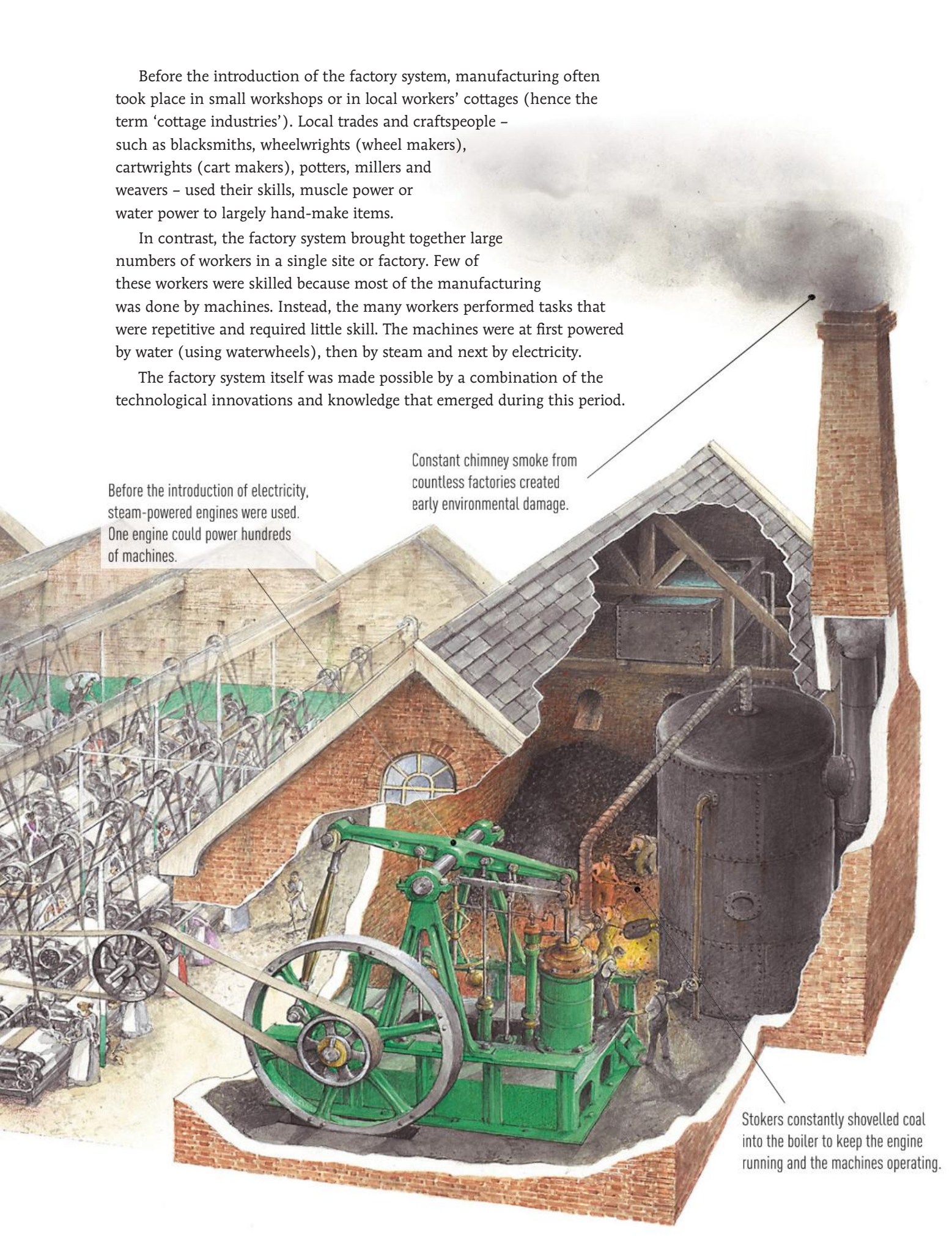


Source 13 An artist's impression of a steam-powered cotton mill

Before the introduction of the factory system, manufacturing often took place in small workshops or in local workers' cottages (hence the term 'cottage industries'). Local trades and craftspeople – such as blacksmiths, wheelwrights (wheel makers), cartwrights (cart makers), potters, millers and weavers – used their skills, muscle power or water power to largely hand-make items.

In contrast, the factory system brought together large numbers of workers in a single site or factory. Few of these workers were skilled because most of the manufacturing was done by machines. Instead, the many workers performed tasks that were repetitive and required little skill. The machines were at first powered by water (using waterwheels), then by steam and next by electricity.

The factory system itself was made possible by a combination of the technological innovations and knowledge that emerged during this period.



The textiles industry

The first factories of the Industrial Revolution were cotton mills. Inventions such as the Spinning Jenny (see Source 17), the water frame (Source 18) and Crompton's mule (Source 19) in Britain and the cotton gin in the United States paved the way for the mass production of cotton and wool. By the middle of the 1760s, Britain had become the centre of cotton production, importing raw cotton from India and the United States. The raw cotton went to the mills, where machines were used to spin it into yarn, and then to weave the yarn into cloth. The very first mills were powered by waterwheels, so they needed to be located close to strong-flowing rivers. After the development of steam power, mill owners were able to build mills much closer to the supply of workers and potential customers.

As a result of these developments, the skills of traditional spinners and weavers (see Sources 14 and 15) were no longer needed. These craftspeople were replaced by workers who were only required to feed the raw cotton or cotton yarn into machines. Many mill owners, keen for increased profits, wanted their machines running all the time. This meant long working hours – up to 16-hour working days – and shift work for labourers. Because mill workers did not need to be skilled, women and young children became part of the workforce as they were cheaper to employ.

Overall, conditions for factory workers during the first decades of the Industrial Revolution were poor; they worked brutally long hours for poor pay, in badly lit and uncomfortable conditions. However, there were also exceptions; for example, at the cotton mills operated by Robert Owen in New Lanark in Scotland (see topic 1.4), children were well cared for and educated.

STRANGE BUT TRUE

In 1813 there were 2400 power looms (mechanical looms used to weave cloth) in Britain. By 1835 there were 116 801.

1.3 SOURCE STUDY



Source 14 Before the Industrial Revolution, raw cotton was spun on a spinning wheel to create spun yarn, a single thread at a time.

Technological innovations in the cotton industry

The flying shuttle, invented by John Kay in 1733, introduced a more efficient way of weaving on hand-looms. It only required one weaver to shoot the yarn from one side of the loom to the other, which was especially useful for very wide looms. Weavers could produce cloth much more quickly, increasing the demand for spun yarn.



Source 15 Spun yarn was then woven into cloth on a hand-loom, owned and operated by weavers in small workshops or in their own homes.

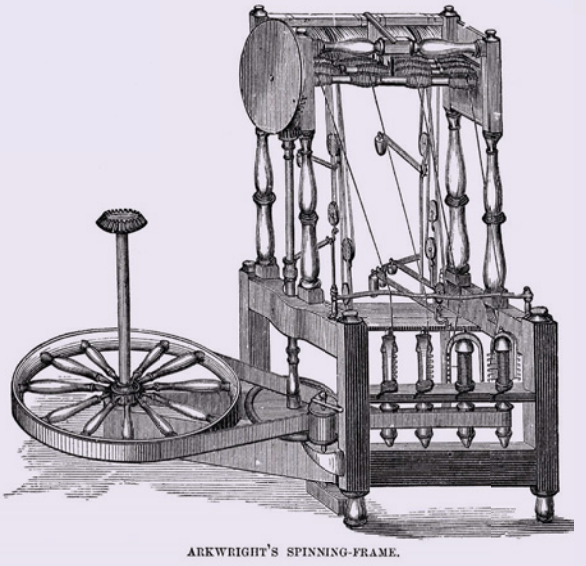
The Spinning Jenny, a machine invented by James Hargreaves in 1764, helped increase the supply of yarn. It could spin eight threads at once, whereas the traditional spinning wheel could only spin one thread at a time.



Source 16 The flying shuttle



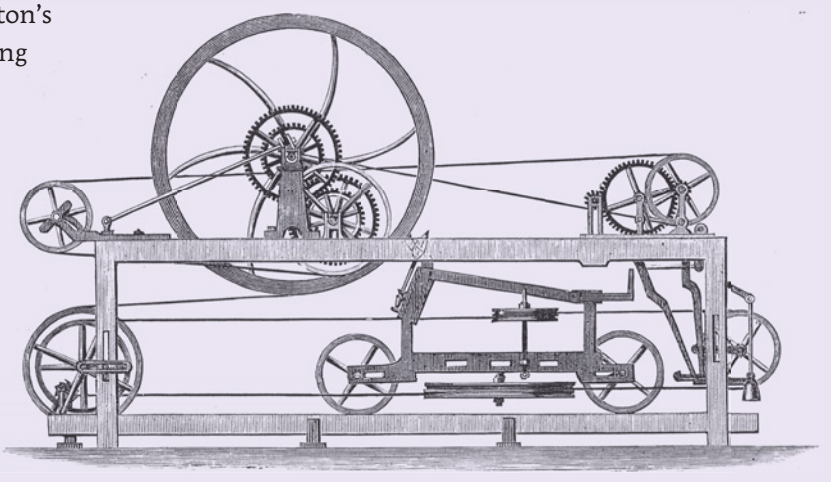
Source 17 The Spinning Jenny



Source 18 The water frame

The water frame, invented by Richard Arkwright in 1768, was a spinning frame that improved on James Hargreaves' invention, as it could be powered by a waterwheel and could produce yarns of any type.

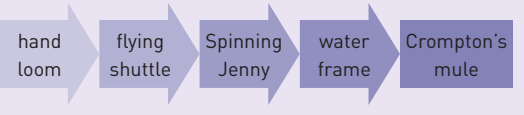
Samuel Crompton invented Crompton's mule in 1779 by combining the Spinning Jenny's carriage and the water frame's rollers. It allowed a single power source to spin multiple machines, and worked with wool or cotton yarns; however, it still required a skilled weaver to operate it. These spinning mules were later developed further so that they could be operated by unskilled workers. Still later, steam power powered the spinning mules for use in cotton-spinning factories.



Source 19 Crompton's mule

INTERPRET

1 Study Sources 16 to 19 and copy this flow chart into your notebook. Add labels to show how the development of each machine changed the production of textiles and inspired the invention of later machines.



The power of steam

The invention of the steam engine revolutionised manufacturing and transport, and was later used to generate electricity.

Steam engines

Coal supplies were vital to fuel the Industrial Revolution, and the ever-increasing demand for coal led to not only the opening of new mines, but also the deepening of older mines. Deeper mines in turn required better pumping systems to keep water from flooding the lower levels. In response to this need, two inventors – Thomas Savery (in about 1698) and Thomas Newcomen (in about 1710) – developed early steam-powered devices to pump water. These were not technically 'engines', but were often referred to as such.



Source 20 An engraving of James Watt studying his improvements to the Newcomen steam engine

Source 21 The coal-powered steamship *TSS Earnslaw* was built in the early twentieth century in New Zealand, and carried passengers, livestock and supplies around the South Island. It is still in operation as a tourist attraction.

While repairing a Newcomen steam engine, engineer James Watt realised that he could greatly increase its efficiency. In 1769 he developed an improved version that was more practical and powerful, and in 1775, he formed a partnership with Matthew Boulton to manufacture the new steam engines. Over the next 25 years, their firm manufactured almost 500 steam engines. They were used not only in the mining industry, but also in cotton-spinning factories, flour mills, breweries and sugar mills around the country.

OXFORD UNIVERSITY PRESS

Steam locomotives and the development of railways

The first steam locomotive, built by English engineer Richard Trevithick in 1801, was driven on roads rather than rails. Trevithick was also the first person to drive a steam locomotive on the rails of a tramway, in 1804.

The world's first railway was built in 1825 between the coalfields in Darlington and the seaport of Stockton, both in north-east England. It combined two innovations: rail-mounted mining trucks (formerly pulled by horses) and the steam engine (formerly used to pump water from coal mines).

The first commercially viable locomotive, and one of the most famous, was Stephenson's Rocket (see Source 4 in the Timeline). It was invented in 1829 by George Stephenson. From this point on, designs became more sophisticated, and steam locomotives became increasingly powerful and capable of reaching greater speeds.

Railways marked the beginning of a whole new phase of the Industrial Revolution. In 1830, a new track linking the Manchester cotton industry to the port of Liverpool (both in north-west England) opened to transport goods for export. This was the first railway to link two major cities. Throughout the 1830s and 1840s, industrialists made rich by earlier innovations started investing heavily in railways. The building of rail tracks and strong, iron bridges for new train routes meant that iron production doubled during this period.

In Australia, railways were operating from the 1880s and steam locomotives were still in use well into the twentieth century. The steam locomotive known as the 'Newcastle Flyer', which was in service until the 1970s, still holds the record for the fastest rail journey between Sydney and Newcastle.

STRANGE BUT TRUE

When his Rocket was first unveiled in 1829, Stephenson announced that it could reach a top speed of 45 kilometres per hour. Newspapers commented that people would not be able to survive hurtling along at such incredibly high speeds.



Source 22 The Newcastle Flyer



STRANGE BUT TRUE

Iron ships built during the Industrial Revolution were lighter than wooden ships because their hulls only needed to be 1 centimetre thick, whereas wooden hulls needed to be at least 30 centimetres thick.

Steamships

The first commercial steamship was developed by an American named Robert Fulton in 1807. Like the steam locomotive, the steamship went through many different designs and improvements over the next 100 years. For example, sturdy screw-propellers were developed to replace the easily damaged paddle-wheels of the early steamships. By 1838, ships were crossing the Atlantic Ocean purely under steam power.

In 1843, the great British engineer Isambard Kingdom Brunel launched the *SS Great Britain*, the first screw-propelled, iron-hulled steamship designed to cross oceans. Steamships began to overtake sailing ships as the preferred means of ocean-going transport. Although their cargo space was reduced by the large amount of space required for storing coal to power them, they were faster and more reliable.



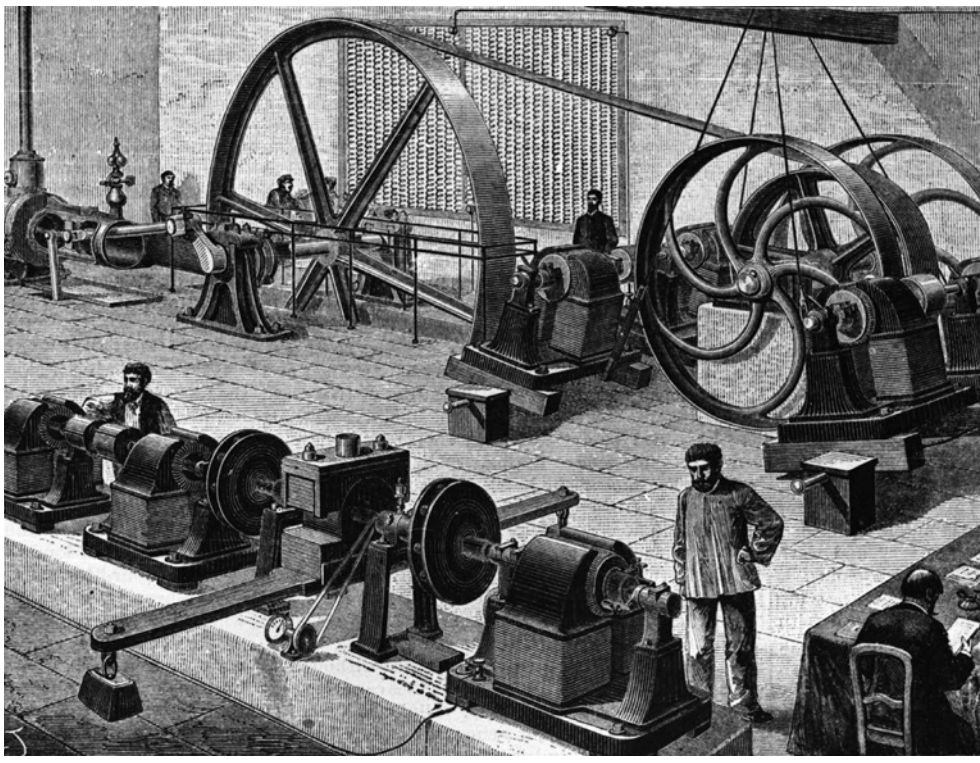
Source 23 The launch of the *SS Great Britain* in Bristol in 1843

Electricity

The discovery of electricity and the development of electrical generators was the work of many scientists and inventors from many nations:

- In 1791, Italian scientist Luigi Galvani discovered that he could make a dead frog's legs twitch if he struck them with a spark, advancing the study of electricity.
- In 1800, his fellow experimenter Alessandro Volta recognised the potential of Galvani's discovery and developed a cell, or 'battery', to store the energy ('electricity').
- In 1831, English scientist Michael Faraday produced the first continuous flow of electric current. His work in electromagnetic induction was the basis for dynamos and other electric motors.
- In the 1870s, small-scale power stations were built to provide electric lighting. Electric lights were first developed by Joseph Swan, an Englishman, and Thomas Edison, an American. Together they produced 'Ediswan' bulbs to light houses and streets, in 1883.
- In 1884, Charles Parsons, an Anglo-Irish engineer, invented the steam turbine, which allowed steam power to generate electricity. Larger electric power stations began operating in the late 1880s.

Power lines were strung around Britain to carry electrical power to factories and homes. Factories driven by electricity were cleaner and safer, as they did not require the large, moving belts used to drive steam-powered machinery. Unlike coal-powered factories, industries using the new power source could be located anywhere, as long as there were power lines. As factories moved away from coal-mining areas in northern Britain, a general movement of population followed these new industries to the south.



Source 24 An 1887 woodcut showing an early power station

1.3 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 How did the development of the factory system change the way people lived and worked?

2 Explain the term 'cottage industry'. Provide some examples of the goods produced in cottage industries before the Industrial Revolution.

3 Outline James Watt's role in the Industrial Revolution. In which sorts of factories were his products used?

4 Explain why steam locomotives were such a significant invention.

5 Outline the advantages steam-powered ships had over sailing ships.

6 Describe the experiment Luigi Galvani used to show the existence of electricity.

7 Explain why the introduction of electricity was such an improvement for industry.

APPLY AND ANALYSE

8 What evidence is there in Source 23 to suggest that the launch of the *SS Great Britain* was a significant historical event? In groups, construct a list of modern events that you believe to be equally significant. Discuss your lists as a class and decide which characteristics or impacts of events make them significant.

9 Create an illustrated flow chart that outlines the major developments in the discovery and application of electricity.

EVALUATE AND CREATE

10 Each of the following was responsible in some way for an invention that changed life during the Industrial Revolution. Select one and create a mind map that shows how the person's invention has changed, developed and impacted on the world since the Industrial Revolution. Choose from:

- James Watt
- Richard Trevithick
- Isambard Kingdom Brunel
- Alessandro Volta
- Thomas Edison.

Conclude your research with a statement, supported by specific examples, that shows why you think the invention was historically significant.

GO DEEPER

11 The Industrial Revolution resulted in many other technological advancements. Choose one area to research in more depth and develop a presentation for the class on the key innovations and their impacts on society:

- other transport, such as roads and canals
- iron production
- the internal combustion engine
- the telegraph
- the telephone.

1A

WHAT CONDITIONS AND NEW TECHNOLOGIES INFLUENCED THE INDUSTRIALISATION OF BRITAIN AND AUSTRALIA?

CHECKPOINT

» Outline the main reasons why the Industrial Revolution began in Britain

1 During the eighteenth and nineteenth centuries, immense changes took place in Britain.

- **a** List the main agricultural and industrial developments in Britain during this time. (5 marks)
- **b** Select one agricultural and one industrial development from your list and outline the impact these developments had in Britain and globally. (10 marks)
- **c** Use the list and the impacts to explain why the Industrial Revolution began in Britain. (5 marks)

» Outline and explain population movements in Britain

2 Outline and explain the main population changes and movements in Britain between 1750 and 1850. Use evidence from Source 25 to support your argument. (5 marks)

Source 25 Population increase in key manufacturing towns across Britain from 1801 to 1831

City	Population growth (%)
Glasgow	161
Manchester	151
Liverpool	138
Birmingham	90

» Describe key features of the Agricultural Revolution in Britain

3 Define the term 'Agricultural Revolution' and identify its main features through specific examples. (8 marks)

4 Discuss whether 'revolution' is an appropriate term to use to describe the changes British agriculture underwent in the eighteenth and nineteenth centuries. (10 marks)

» Locate the growth and extent of the British Empire from 1750 to 1900

5 The Industrial Revolution was a time of great change for the British Empire.

- **a** Outline the growth of the British Empire from 1750 to 1900. (10 marks)
- **b** List the countries and regions that were members of the British Empire in 1900. (5 marks)

» Identify the raw materials Britain obtained from its empire

6 The following is a list of products that Britain imported during its period of industrial and economic expansion in the nineteenth century. Identify the source of each product. (12 marks)

corn	gold	spices
wheat	tea	rubber
timber	coffee	cotton
silver	sugar	wool



Source 26 Sugar cane production and transport, Mackay, Queensland, 1883

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts, and give detailed examples to show your understanding.

» Explain how industrialisation contributed to the development of Britain and Australia

7 The factory system introduced great changes in both Britain and Australia.

- **a** Outline the impact the development of the factory system had in both countries. (5 marks)
- **b** What evidence suggests that Australia was industrialising in the nineteenth century? (5 marks)

» Identify key inventors and their inventions and discuss how some of these inventions affected transport and manufacturing

8 Between 1750 and 1900, there were massive changes in transport, manufacturing and communications. From the list below, select a specific branch from each of these areas and create a table to:

- **a** list the main inventions that led to the changes (5 marks)
- **b** identify the significant inventors of this time (5 marks)
- **c** explain how the inventions contributed to developments in that area. (10 marks)

Transport: land, water, air

Manufacturing: cotton mills, iron production, steam engine, electricity

Communications: canals, railroads, shipping, telegraph, telephone

TOTAL MARKS [/100]

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Answers
Answers to every Check Your Learning, Interpret and Checkpoint question in this section

1B WHAT WERE THE EXPERIENCES OF MEN, WOMEN AND CHILDREN DURING THE INDUSTRIAL REVOLUTION?

1.4 BRITAIN'S 'DARK SATANIC MILLS'

KEY CONTENT

In this topic you will:

- use a variety of sources to investigate working conditions in factories, mines and other occupations, with particular emphasis on child labour.

The working conditions and experiences of men, women and children during the Industrial Revolution varied from person to person, and from one occupation to another. The proportion of British people working in manufacturing in 1801 is estimated at 40 per cent, rising to 60 per cent in 1871.

Many people across Britain were still employed in agriculture, construction, domestic service or smaller workshops at this time, and their working lives remained largely unchanged. However, life was very different for those who had moved from rural areas to cities in order to seek work in the new factories and mills. These workers struggled to survive on low wages and were forced to work in harsh conditions, as owners operated for a time without any government regulation.

The phrase 'dark satanic mills' was first used by the English poet William Blake in 1808. It was frequently used in the nineteenth century to refer to the miserable working conditions of labourers in Britain.



Source 1 An artist's impression of a group of mill workers in Manchester, *London Illustrated News*, 1840

Factory and mine owners often cut corners with regard to safety and working conditions in the pursuit of higher profits. This included instituting long working hours and using cheaper labour, which could be legally obtained by employing only women and children. Such long working days took their toll on families, and children were dragged into working life with little opportunity for education.

Some of the worst working conditions during the Industrial Revolution were experienced by coal miners. Most of the work in coal mines was still done by hand with picks and shovels. The work was very physically demanding and often dangerous.

SPOTLIGHT

CONTESTABILITY

Robert Owen's approach to his factories and workers was a total contrast to that of most of his contemporaries. You should consider how this could impact on sources that cover this period. It is important for you to understand that the approaches, impacts and ideas of the Industrial Revolution were contestable.

Robert Owen and New Lanark

Although these harsh working conditions – and the employment of children – in factories and mines were common, there were exceptions. One of the most striking exceptions was the cotton mills operated by Robert Owen in New Lanark, Scotland.

Owen was an idealist, a visionary, and a pioneer of progressive ideas about social justice. During a time when other industrialists and mill owners treated their workers as little more than poorly paid wage slaves, Owen built a community around his cotton mills. He made sure that his workers had good housing, better-than-average wages, reasonable working hours, free medical care, and child care for working mothers. In New Lanark, the site of Owen's cotton mill on the Clyde River, he established the world's first infants' school and offered evening classes for his workers. In many ways, Owen was ahead of his time.



Source 2 An artist's impression of Robert Owen's cotton mill at New Lanark in 1818; note the fast-flowing river in the foreground that was used to power the mill.

Child labour

At the start of the Industrial Revolution, children were seen as ideal employees. They were small enough to fit between elements of the new machinery, they were cheap to employ (their wage was often about one-fifth or one-sixth of the adult wage), and their families were grateful for the extra income. There was no real concern about their education being affected, as education was not compulsory and most working-class families could not afford to send their children to school anyway. Children started work as young as age four or five.

In textile factories such as cotton mills, children were given jobs as piecers (tying broken threads together) or scavengers (collecting loose cotton from underneath the heavy weaving machines that ran non-stop). They worked six days a week, 12 to 16 hours a day, with very few breaks. Lack of sleep meant they were more vulnerable to mistakes and injuries.

Child labourers' duties in cotton mills are described in Source 3, and their duties in mines are described in Source 5, on the following pages.

SPOTLIGHT

EMPATHETIC UNDERSTANDING

In what way has your own life experience made it difficult to understand and accept the lives of children during the Industrial Revolution, as reflected in the sources in this topic?

1.4A SOURCE STUDY

Child labour in textile factories

Source 3

I work at Mr Wilson's mill. I think the youngest child is about 7. I daresay there are 20 under 9 years. It is about half past five by our clock at home when we go in ... We come out at seven by the mill. We never stop to take our meals, except at dinner.

William Crookes is overlooker in our room. He is cross-tempered sometimes. He does not beat me; he beats the little children if they do not do their work right ... I have sometimes seen the little children drop asleep or so, but not lately. If they are catched asleep they get the strap. They are always very tired at night ... I can read a little; I can't write. I used to go to school before I went to the mill.

Extract from evidence from a young female textile worker, Factory Inquiry Commission, Great Britain, Parliamentary Papers, 1833

INTERPRET

1. Identify the origin of this evidence about conditions for workers in the cotton mills.
2. Does the fact that the author of the source says, 'I can read a little; I can't write', have an effect on the reliability of her evidence? Discuss your response with the rest of the class.
3. What evidence from the source helps you to describe conditions in Wilson's mill?
4. According to the source, how long is a typical working day in a factory?
5. Explain why you think William Crookes 'beats the little children if they do not do their work right', but does not beat the worker giving evidence.



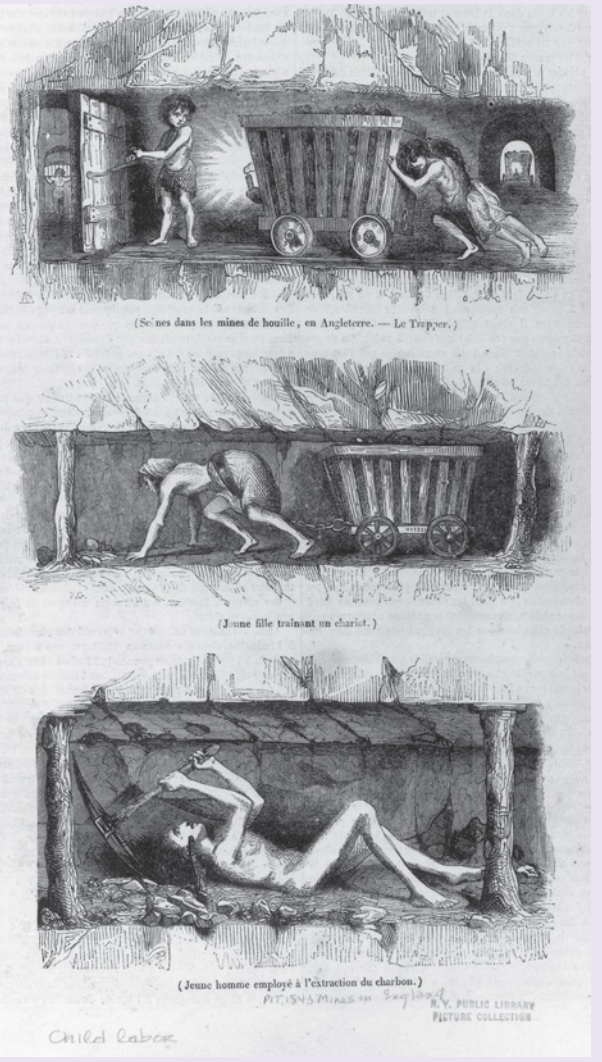
Source 4 A child worker in a textile factory, 1908

Child labour in mines

Source 5

In the coal and iron mines ... children of four, five, and seven years are employed. They are set to transporting the ore or coal loosened by the miner from its place to the horse-path or the main shaft, and to opening and shutting the doors (which separate the divisions of the mine and regulate its ventilation) for the passage of workers and material. For watching the doors the smallest children are usually employed, who thus pass twelve hours daily, in the dark, alone, sitting usually in damp passages ... The transport of coal and iron-stone, on the other hand, is very hard labour, the stuff being shoved in large tubs ... over the uneven floor of the mine; often over moist clay, or through water, and frequently up steep inclines and through paths so low-roofed that the workers are forced to creep on hands and knees. For this more wearing labour, therefore, older children and half-grown girls are employed. One man or two boys per tub are employed, according to circumstances; and, if two boys, one pushes and the other pulls. The loosening of the ore or coal, which is done by men or strong youths of sixteen years or more, is also very weary work. The usual working-day is eleven to twelve hours, often longer ...

Extract from Friedrich Engels, The Condition of the Working Class in England in 1844, *1845*



Source 6 An engraving depicting child labour in mines

Source 7

Robert North says, 'I went into the pit at 7 years of age. When I drew by the girdle and chain, the skin was broken and the blood ran down ... If we said anything, they would beat us. I have seen many draw at 6. They must do it or be beat. They cannot straighten their backs during the day. I have sometimes pulled till my hips have hurt me so that I have not known what to do with myself.'

Extract from the 7th Earl of Shaftesbury's speech to the British Parliament, 1842

INTERPRET

1. Friedrich Engels and Anthony Ashley-Cooper, the 7th Earl of Shaftesbury, were both prominent figures during the Industrial Revolution. Briefly research their viewpoints and discuss whether you feel their attitudes would make them biased sources.
2. What conclusions can you draw from these three sources about the conditions facing child labourers in the mines at this time?
3. Do you regard any one of these sources as more reliable than the others? Explain your response and compare it with those of your classmates.
4. Do Sources 5 and 7 support or contradict the evidence provided in Source 6? Justify your response by providing examples.
5. List the specific information given in these sources that could be used to argue for an improvement in the conditions in mines.
6. To what extent do these sources provide a comprehensive overview of the conditions in factories? In your answer, consider not only the value of the sources, but also the limitations.

I USED TO THINK, NOW I THINK

Reflect on what you have learnt about the life of children during the Industrial Revolution in this topic, and compare it with your own life. Then complete the following sentences.

I used to think ...

Now I think ...

What has changed in your understanding?

As writers and artists began to highlight the living conditions of the poor, wealthier members of society became more aware of the suffering around them, and began demanding reforms from factory owners and politicians. Over the course of the nineteenth century, reforms in Britain raised the minimum employment age, shortened the working day, increased wages, and introduced some form of education. In other areas, such as mining, the use of child labourers was limited or barred.

Source 8 Key reforms in Britain to regulate child labour

Year	Legislation	Details of reform
1819	Cotton Factories Regulation Act	• No children under 9 to be employed. • Work limited to 12 hours a day. • Limited practical impact.
1833	Factory Act	• No children under 9 to be employed. • Working days for children aged 9–13 limited to 9 hours a day, and children aged 13–18 limited to 12 hours a day. • 4 inspectors appointed to check laws were being enforced.
1842	Mines Act	• No women or girls to be employed underground. • No boys under 10 to be employed underground. • No clauses relating to hours of work.
1844	Factory Act	• No child under 8 to be employed. • Working days for children under 13 limited to 6 hours a day. • Hours of work for women and children aged 13–18 limited to 12 hours a day.
1847	Factory Act	• Known as the 'Ten-Hour Act', it introduced a 10-hour working day. • Established the Children's Employment Commission, a regular system of factory inspections.
1850	Coal Mines Inspection Act	• Introduced the appointment of inspectors to coal mines.
1860	Mines Regulation and Inspection Act	• Increased the number of inspectors in coal mines. • No boys under 12 to be employed underground.
1878	Factory Act	• Applied to all trades. • No child under 10 to be employed, and compulsory education for children under 10. • Children aged 10–14 could only be employed for half-days. • Women could work no more than 56 hours a week.

Note: The Factory Acts in the 1830s and 1840s applied only to textile factories.



Source 9 These child labourers worked in a coal mine at the start of the twentieth century, using hammers to separate slate rock from coal that had been mined.

OXFORD UNIVERSITY PRESS

1.4 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Explain why Britain's cotton mills were referred to as 'dark' and 'satanic'.

2 Identify the reasons why work and safety conditions were so poor in British factories and mines in the first half of the nineteenth century.

3 Explain why factory and mine owners preferred to employ children as workers.

4 Describe the working conditions revealed in Sources 3 to 7.

5 Explain how Source 8 reveals changes in working conditions during the nineteenth century.

APPLY AND ANALYSE

6 In groups, select one of the Acts mentioned in Source 8 and link it to the conditions evident in Sources 5 to 7. How effective do you think it was in dealing with the specific problems raised in the sources?

EVALUATE AND CREATE

7 **a** Create a Venn diagram that compares your life with the lives of the children you have read about in this topic. How much do you have in common?

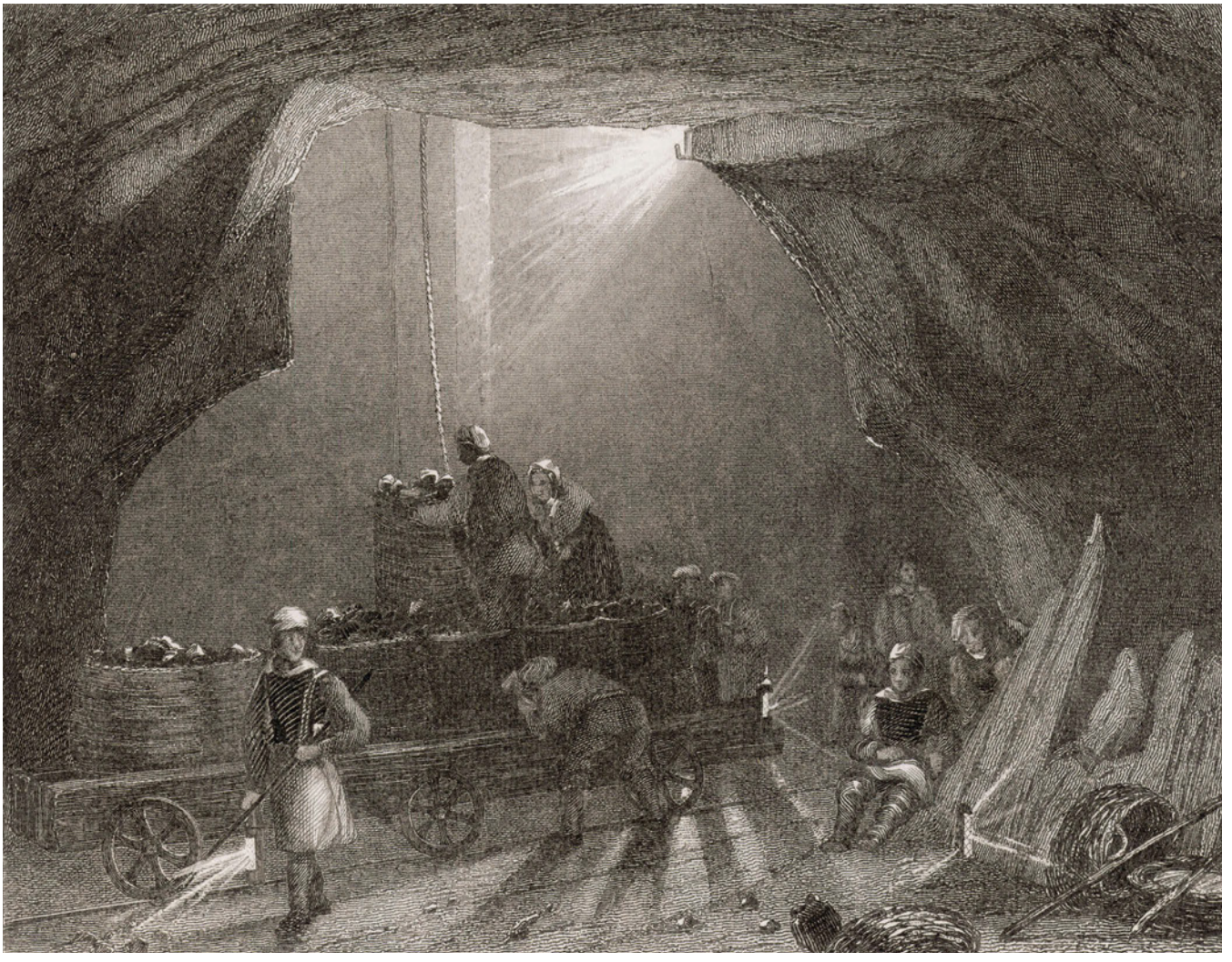
b How does your Venn diagram compare with those of the rest of the class?

c Reflect on what this activity tells you about continuity and change in history.

GO DEEPER

8 **a** Research Robert Owen and his mill at New Lanark in Scotland.

b Using your research, discuss whether Owen's approach was more or less effective than the traditional factory system.



Source 10 Women working in a mine in Northumbria, England, *c.* 1840

1.5 LIVING IN INDUSTRIAL TOWNS AND CITIES

KEY CONTENT

In this topic you will:

- **describe the changes to the way of life of men and women who moved from the country to towns and cities.**

In the 1750s, only 20 per cent of the population of Britain lived in towns and cities. By 1880, that figure had risen to 80 per cent. In the fast-growing industrial towns and cities, the new middle classes often established their homes on the outskirts, at the farther end of the new rail lines. Most unskilled workers lived closer to the factories. In Liverpool in 1865, 40 per cent of young children died in such conditions, and the average life expectancy was just 29 years. The population continued to grow because of the constant migration from the countryside.

Houses were built back-to-back to save space, and many apartment blocks were constructed quickly and cheaply to meet demand. There was no proper sewerage and no fresh water. People often turned to alcohol and other drugs as a way of coping. Crime was rife, particularly in the slums of the larger cities such as London.

1.5 SOURCE STUDY

Life for the urban poor

Source 11

> ... the social order makes family life almost impossible for the worker. In a comfortless, filthy house, hardly good enough for mere nightly shelter, ill-furnished, often neither rain-tight nor warm, a foul atmosphere filling rooms overcrowded with human beings, no domestic comfort is possible. The husband works the whole day through, perhaps the wife also and the elder children, all in different places; they meet night and morning only, all under perpetual temptation to drink; what family life is possible under such conditions?
>
> *Extract from Friedrich Engels*, The Condition of the Working Class in England in 1844, *1845*



Source 12 An 1877 photograph known as *Hookey Alf of Whitechapel*, taken at a brewery in Whitechapel, a London slum

INTERPRET

1. Explain whether the evidence provided in Source 11 supports or contradicts the evidence provided in Source 12.
2. As a class, discuss whether visual or written sources are more reliable.
3. Identify the specific examples Engels gives in Source 11 to support his assertion that 'the social order makes family life almost impossible for the worker'.

1.5 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Explain how the development of the rail road impacted on the distribution of the population.
2. Describe the typical living conditions in inner-city locations.

1B

CHECKPOINT

WHAT WERE THE EXPERIENCES OF MEN, WOMEN AND CHILDREN DURING THE INDUSTRIAL REVOLUTION?

» Use a variety of sources to investigate working conditions in factories, mines and other occupations, with particular emphasis on child labour

1 Describe the working conditions in nineteenth-century British mines and factories that forced the government to step in and take action. (10 marks)

2 Why would families consent to child labour? (5 marks)

3 Discuss how the 1860 Mines Regulation and Inspection Act and the 1878 Factory Act changed working conditions in Britain. (5 marks)

4 Explain how the lives of Robert Owens' workers differed from those of most other factory and mine workers. (5 marks)

5 Explain why conditions in factories varied. (5 marks)

6 Identify the average life expectancy in Liverpool in 1865. Explain how sources used in this section can help you to understand why life expectancy was so different from today (74.5 years for males in Liverpool in 2019). (10 marks)

7 Assess the impact of working conditions in factories on broader society. (15 marks)

» Describe the changes to the way of life of men and women who moved from the country to towns and cities

8 Using the text and sources in sections 1A and 1B, describe the major differences in the experiences of British people living in rural areas and those living in major cities during this period. (20 marks)

9 How did life for women who moved from the country to towns and cities change? (5 marks)

TOTAL MARKS [/80]

Marking guide

Questions with higher marks need answers with greater depth. For example:

» 5 marks = a paragraph

» 10 marks = 400 words

» 20 marks = 600 to 800 words.

Include historical terms and concepts, and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

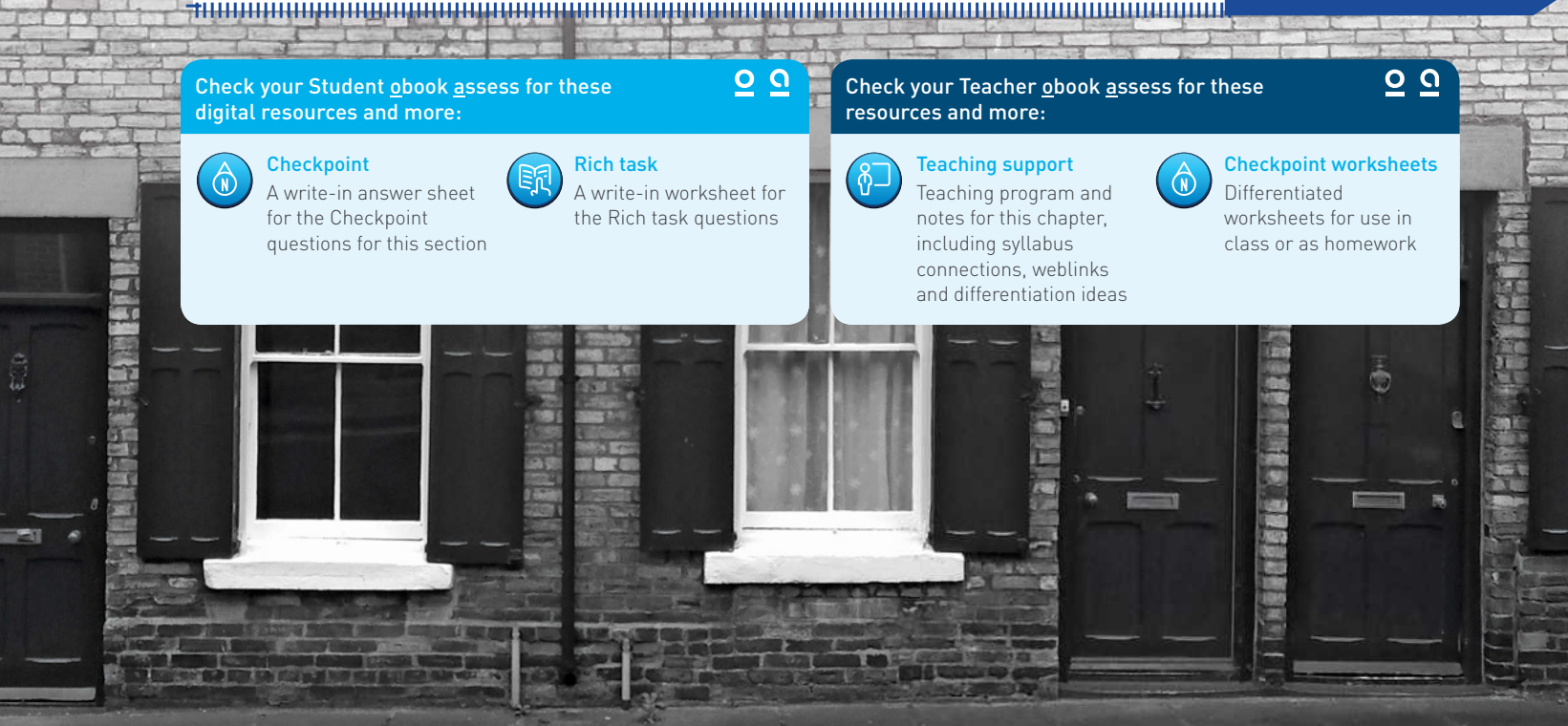
Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Rich task
A write-in worksheet for the Rich task questions

Check your Teacher obook assess for these resources and more:

Teaching support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Checkpoint worksheets
Differentiated worksheets for use in class or as homework



1C WHAT WERE THE SHORT- AND LONG-TERM IMPACTS OF THE INDUSTRIAL REVOLUTION?

1.6 SHORT-TERM IMPACTS

KEY CONTENT

In this topic you will:

- discuss positive and negative consequences of the Industrial Revolution
- assess the short-term and long-term impacts of the Industrial Revolution.

Between the 1750s and 1914, Britain, the United States and most countries in Europe transformed into industrial societies. New technologies and production methods changed societies in both positive and negative ways. The effects of the development of cities, changes in living and working conditions, and the introduction of new laws became apparent fairly quickly.

Population growth and urban planning

One of the most obvious short-term impacts of the Industrial Revolution was the dramatic increase in world population. In 1750, the population of England and Wales was around 5.5 million people. By 1900, this figure was around 32.5 million.

Furthermore, throughout Britain and the rest of Europe there was a mass movement of people from rural areas to the growing cities. In 1801, only 17 per cent of the population of Europe lived in the cities. By 1891, this had grown to 54 per cent. In Britain, the growth cities were Leeds, Manchester and Birmingham, as well as London.

urban planning
the process of planning for organised living in cities

After terrible initial problems with disease caused by poor or non-existent sanitation, city reform began with the introduction of some **urban planning**. Over time, conditions in the urban slums of factory towns and cities improved. Overcrowded rooming houses were pulled down and replaced with new urban settlements, with positive consequences for residents:

- Residents in the new housing, who previously had no running water and shared an outside toilet, now had access to running water, central heating and improved sewerage systems that included their own toilets. Health conditions improved and there were fewer outbreaks of disease.
- Planned, drained and uncluttered open spaces were created for sport and entertainment.
- Gas-powered, and then electric, street lighting helped transform the atmosphere of the cities at night, reducing the gloomy, dangerous streets and encouraging leisure activities after dark, such as visits to theatres and music halls.
- Cities began to develop suburbs (outlying communities) and new public transport systems, which allowed workers to live further away from the factories in which they worked. First there were horse-drawn trams and then came cable trams, or electric trolley systems. In 1863, the first part of London's underground railway network opened, linking suburban trains to the city centre.

There were other positive consequences of the Industrial Revolution:

- Improvements in agriculture throughout the period of the Industrial Revolution reduced the risk of famine through crop failure. Increased food production also meant that people could afford better food in larger quantities, which in turn helped them stay healthier.
- Sport was encouraged in 'leisure time' in order to keep workers healthy. Sport and recreation became more important as working hours reduced during the nineteenth century.
- Mass entertainment, such as theatres and spectator sports, developed alongside newspapers and magazines for people of all classes. Literature was no longer just for the wealthy and learned.
- The development of railways meant that travel times were speedier. It also meant that travel for leisure was affordable, even for the working classes.
- Mass-produced consumer goods, such as clothing and crockery, became more affordable.
- The use of the telegraph and telephone meant that news could quickly be reported from around the world. Industrialists, merchants and ordinary people benefited from these more immediate ways of communicating, as well as faster postal times from improved road and rail networks.

Historians and economists agree that standards of living improved in the nineteenth century, although they disagree about the timing of its benefits for the working class. For example, were large improvements in the lives of working-class people evident in the early or mid-1800s? Some studies have shown that workers' incomes grew rapidly from the 1820s. However, other studies contest whether this indicator of improvement balanced out the negative consequences of the Industrial Revolution. These negative consequences included:

- harsh working conditions
- high rents
- crowded living conditions
- pollution.



Source 1 *A Peep at the Lights in Pall Mall* is a satirical look at people's reactions to the new invention of gas-burning streetlights in London in 1807.

The emergence of trade unions and socialism

Urbanisation brought with it new social classes and social divisions. Investors and industrialists could earn vast fortunes, and their luxurious lifestyles and homes were a world removed from the poverty-stricken conditions of many of their employees.

The rapid growth of cities meant that there had been little planning, and the new cities had no defined social rules, leaving many workers feeling alienated and friendless. Some embittered workers began to demand better lifestyles, conditions and political rights. The result was a rising interest in social revolution, and social thinkers such as Karl Marx and Friedrich Engels gained a following among the working classes.

1.6 SOURCE STUDY

Social divisions and social thinkers

Source 2

The division of labour, the application of water and especially steam, and the application of machinery, are the three great levers with which manufacture, since the middle of the last century, has been busy putting the world out of joint. Manufacture, on a small scale, created the middle-class; on a large scale, it created the working-class, and raised the elect of the middle-class to the throne, but only to overthrow them the more surely when the time comes. Meanwhile, it is an undenied and easily explained fact that the numerous, petty middle-class of the 'good old times' has been annihilated by manufacture, and resolved into rich capitalists on the one hand and poor workers on the other.

Extract from Friedrich Engels, The Condition of the Working Class in England in 1844, *1845*



Source 3
A nineteenth-century cartoon comments on the indifference of London's wealthy to the poor.

INTERPRET

1. Name the two classes that Engels recognises as emerging from the Industrial Revolution. Identify the group that he argues was annihilated in this process.
2. Identify the 'three great levers' that Engels argues have been used by manufacturing to '[put] the world out of joint'. Discuss what you think he means by this.
3. Explain what Engels sees as the likely outcome of these changes, 'when the time comes'.

Chartism

In 1834, the British Parliament passed the Poor Law Amendment Act, which decreed that anyone requiring assistance, except for the old and sick, had to enter a government workhouse. These institutions often fed their residents poorly, worked them extremely hard and broke up families. Widespread discontent over the Poor Law Amendment Act reminded many people that they had little say in government. Reform bills in 1832 had extended the right to vote, but only to about 600 000 men – out of 3 million men over the age of 21 in total.

In 1838, a group of reformists published a People's Charter, demanding a better life for people through parliamentary change. **Chartism**, the movement in support of the Charter, spread through Britain. This emergence of a group calling for rights for ordinary people was a clear short-term impact of the Industrial Revolution.

The House of Commons rejected the Chartist petition, even though it had 1.2 million signatures. Supporters of Chartism clashed with police and soldiers, and over 500 Chartists had been put in prison by 1840. Second and third petitions were rejected in 1842 and 1848, and many Chartists gave up on Britain and emigrated to the United States, Italy and Australia, where they would have an impact on local politics.

Whether people regarded the emergence of activist groups like the Chartists as having positive or negative consequences depended completely on their social position. The class system in Britain ensured that there would be different perspectives. To the ruling class, any movement that challenged their privilege and power was seen as a negative consequence. For the working class, Chartism represented a positive consequence, with the potential to improve their lives. This helps explain why it is always important to look at the origin of a source when you are examining it.

Chartism
a British working-class movement for political reform that took place in the 1830s; a People's Charter, drawn up in 1838, called for a range of reforms to make the political system more democratic (including the right to vote for all men over the age of 21)

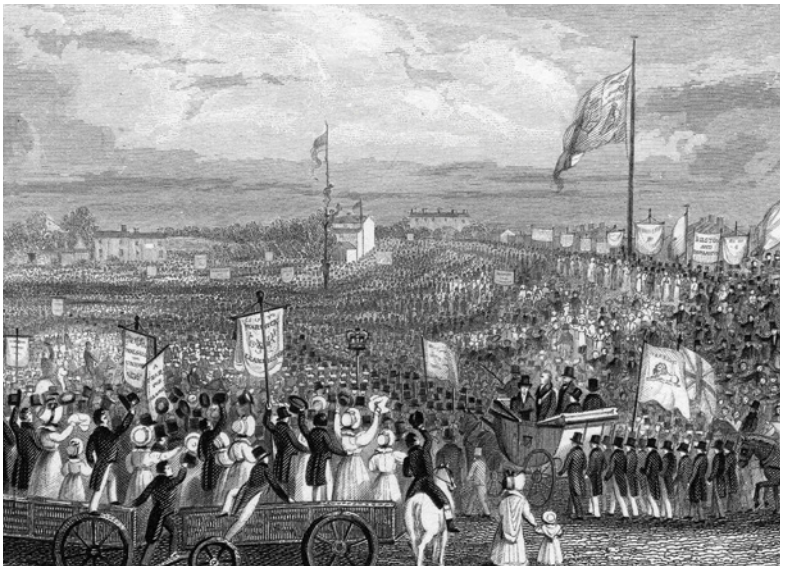
SPOTLIGHT

SIGNIFICANCE

Significance can vary depending on context and perspective. For working-class people, Chartism was a very significant movement, introducing lasting ideas that have helped shape society. For Australia its significance lay in its contribution to the shaping of political organisation and life here.

Trade unions

Skilled workers realised that they needed to provide some protection for themselves so that, in case of illness or injury, they would not become victims of the Poor Laws. They formed Friendly Societies, paying a weekly subscription that would provide them with an old-age pension, money for funerals, or a small income during illness. Some poorer people set up similar 'cooperatives' to buy goods in bulk in order to cut costs. These cooperatives often ran small grocery stores and paid members a dividend (income) from the profits.



Source 4 An engraving depicting a meeting of unions in Birmingham, 1832

Some industries developed trade clubs, which quickly developed into unions that fought for common aims, such as higher wages. A union's main weapon was the threat of a stoppage in work: a strike. The Combination Acts of 1799 and 1800 banned workers in Britain from meeting to demand increased wages or shorter working hours; and punishment for this crime was three months in jail.

After protests and debate, **trade unions** were legalised in 1825. The largest union in Britain was the Grand National Consolidated Trades Union, established in 1833 by the progressive mill owner Robert Owen. Again, the perspective on whether this development represented positive or negative change was dependent upon social class.

trade unions
an organised group of workers formed by the workers to protect their rights and ensure that their interests are taken into account by company owners and governments

SPOTLIGHT

PERSPECTIVES

The link between imperialism and the Industrial Revolution introduces very different perspectives. Wealthy British industrialists saw the exploitation of the colonies as progress, while indigenous populations who had been colonised often suffered terribly under imperialism.

SEE, THINK, WONDER

Examine Source 5.

What do you see?

What do you think?

What does it make you wonder?

The Industrial Revolution and imperialism

In the short term, the Industrial Revolution was linked closely to the push by the existing European powers to consolidate their empires. The increased production of goods meant that new markets had to be found in which to sell these goods. The new colonies offered this, as well as cheap sources of the raw materials needed for production – timber, cotton, oils and ores.

Africa, the Americas, Asia and Australia offered new sources of materials, power and trade. European nations battled to gain control over massive areas of land in Africa and divided up trading ports in China. In the early part of the Industrial Revolution, trade included the slaves who picked the raw cotton in the United States that was exported to British mills.



Source 5 The division of the African continent among the European empire builders in 1913

The British East India Company, which had essentially been governing India, handed over control of the country to the British Government in 1858. Britain ruled India for almost a century, using it as a source of raw materials and new markets. In India, the Industrial Revolution led to new transport and communication systems, built by British investors with British steel. As a result, most of the profits generated from these projects ended up back in Britain.

Most British traders and **missionaries** based in colonies did not believe that they were exploiting the locals. Rather, they thought they were working hard to bring civilisation to 'savages' through education, sanitation, Christianity and the benefits of the Industrial Revolution. Those feeling the direct impact of colonisation had a very different perspective, as they lost their independence. The impacts of imperialism on those countries that were colonised are still being felt today, meaning that a short-term impact has evolved into a long-term one.

missionary
a person sent to a foreign country or region to carry out religious or charitable work; missionaries often attempt to persuade others to adopt their religious beliefs

Many British people who had been living in difficult conditions chose to emigrate to Britain's colonies in Australia, Canada and New Zealand. Emigration increased in the 1830s and 1840s, and by the mid-1860s over 100 000 people were leaving Britain every year.

1.6 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Identify the ways in which cities began to change in the second half of the nineteenth century.
2. Explain why sport and entertainment became more popular in this period.
3. Outline the ways in which the introduction of street lighting changed people's way of life.
4. Explain why trade unions developed in the nineteenth century. Why were they so significant?
5. Explain the link between the Industrial Revolution and the consolidation of empires by European powers.
6. How did many British traders and missionaries regard their work in colonies?
7. Explain why emigration from Britain took place during the Industrial Revolution.

APPLY AND ANALYSE

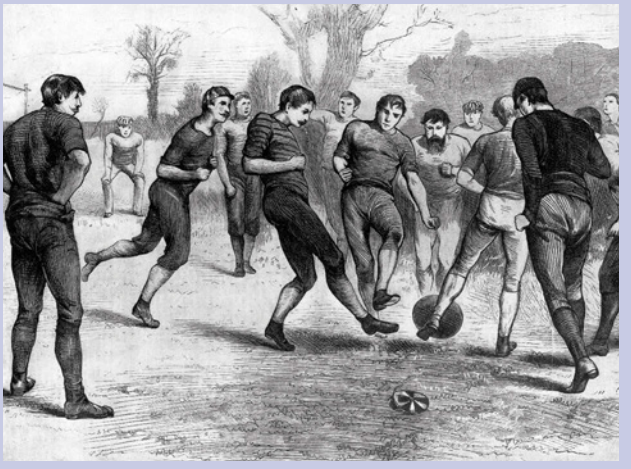
8. Explain the value of the sources in topic 1.6 for a historian studying whether people were dissatisfied with the changes brought about by the Industrial Revolution.

EVALUATE AND CREATE

9. Create a Venn diagram that explores the perceptions of the colonised peoples and the imperial invaders during the Industrial Revolution. Is there any common ground between the two sets of perceptions? What implications do your findings have for historians studying the period?

GO DEEPER

10. Create a table with two columns. List the positive and negative aspects of the Industrial Revolution for working-class British people in the nineteenth century, giving reasons for your decisions. Would you argue that the Industrial Revolution was a positive or negative historical development for working-class British people? Justify your response.



Source 6 Sport became more popular in the second half of the nineteenth century; this engraving depicts a Victorian football match in 1875.

CASE STUDY

Britain on the move

It is clear that the people of Britain were on the move throughout the nineteenth century. As the Industrial Revolution changed the way people worked, lived and travelled, the British population was moving from rural areas to the cities. More people were leaving Britain in search of greater opportunities and a better life in the United States, or British colonies such as Australia, Canada, New Zealand and South Africa.

However, it is more difficult to find completely reliable statistics to back up these observations and primary sources (such as shipping records, newspapers and industrial artefacts that show how great the movement of people was). The first official British census was held in 1801, but throughout the nineteenth century **demographers** were only able to come up with approximate figures for the distribution of the population between urban and rural areas. Keep in mind as you work through this case study that the figures given may at times represent the 'best guess' of experts.

demographer
a person who studies population statistics



Source 7 *The Emigrants* – this painting by Janet Adam Smith depicts Scottish people preparing to leave for America, with a sailing ship waiting in the distance.

Internal migration

In 1798 the English economist Thomas Malthus published a book called *An Essay on the Principle of Population in Britain*. His main argument was that the population of Britain was growing faster than food production, and, unless something was done, people would starve. The fear the book generated encouraged the government to make an official population count. This was the first British census, which was held in 1801. It attempted to obtain an accurate figure for the population of England, Scotland and Wales. Its findings are shown in Source 8.

Source 8 The 1801 British census results

	Population	Percentage
England	8 331 434	76.14
Scotland	1 599 068	14.61
Wales	541 546	4.95
British Armed Forces	324 630	2.97
British Merchant Navy	144 558	1.32
Convicts on board prison hulks	1 410	0.01
Total	**10 942 646**	**100.00**

Historians and demographers estimate that only about 30 per cent of the British population lived in urban areas in 1801. They also estimate that by the time the world entered World War I in 1914, that figure was close to 80 per cent. This major change coincided with the Industrial Revolution, and was a key element in the emergence of Britain as the major world economy and power throughout the nineteenth century. Source 9 shows evidence of this internal movement of peoples.

SPOTLIGHT

ANALYSIS AND USE OF SOURCES

Census figures are an official population record, and they are regarded as accurate and reliable in modern times. You need to consider the difficulties officials might have faced in gathering accurate information in 1801, and the impact that could have on the reliability of the evidence produced. Think how difficult it would have been to compile the estimates shown in Source 9.

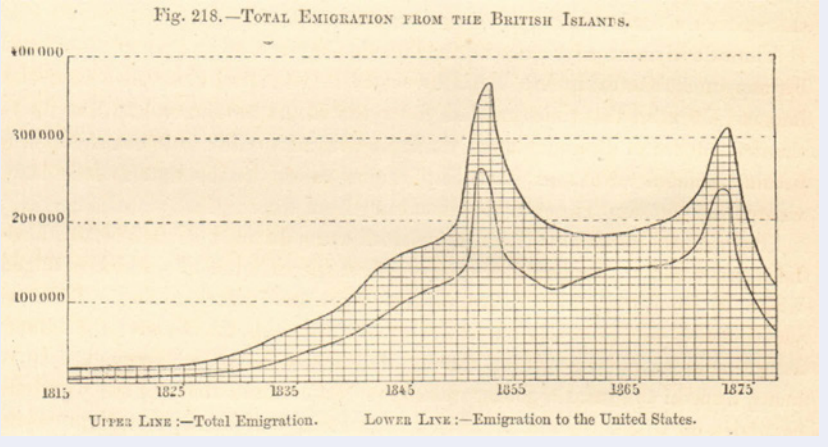
Source 9 The five largest towns in England across time, based on estimates

Rank	1086	1377	1667	1750	1801	1861	1901
1	London	London	London	London	London	London	London
2	Winchester	York	Norwich	Bristol	Manchester	Liverpool	Liverpool
3	York, Norwich and Lincoln (estimated to be equal in population)	Bristol	York	Birmingham	Liverpool	Manchester	Manchester
4		Coventry	Bristol	Liverpool	Birmingham	Birmingham	Birmingham
5		Norwich	Newcastle	Manchester	Bristol	Leeds	Leeds

Emigration from Britain

Between 1815 and 1914, approximately 10 million people emigrated from Britain; only Ireland, Norway and Italy had higher rates of emigration during this period. The vast majority – more than half – of British emigrants settled in the United States, with most of the rest going to Australia and Canada, and smaller numbers settling in New Zealand and South Africa.

World War I led to a dramatic fall in emigration.



Source 10 An 1885 graph shows emigration from Britain between 1815 and 1875.

CASE STUDY: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What is a demographer?
2 Why is it difficult to find accurate population figures?
3 Examine Source 9.
   a Which city has consistently been the most populated in Britain?
   b Which towns only appear on the most populated list once? Why might this be?
4 How many people emigrated from Britain in the century before World War I?

APPLY AND ANALYSE

5 Examine Source 10 and explain why emigration reached such a peak shortly before 1855.
6 Make a list of the questions that you have after examining the table in Source 9. As a class, discuss the questions you come up with, and possible answers to them.
7 After examining Source 9, select one city that represents continuity, and another that represents change.
8 Using your knowledge of the Industrial Revolution, explain why you think so many people emigrated from Britain in the century before World War I. Divide your reasons into 'push' factors (things that made people want to leave Britain), and 'pull' factors (things that were attractive about the destination countries, which made people want to move there).



Source 11 A night-time satellite photo of Britain and Ireland, 2012

EVALUATE AND CREATE

9 Imagine you are a demographer examining nineteenth-century Britain. List the problems you would face, and suggest possible solutions that could allow you to overcome those problems.

GO DEEPER

10 Research the work of Thomas Malthus. How valid do you think his arguments were? What evidence can you use to support your response?
11 Use a map to locate the towns mentioned in Source 9, and locate them on Source 11. How does this help you understand the concepts of continuity and change in history?

THINK, PAIR, SHARE

Think about what Source 11 reveals about modern Britain, and what you think a similar photo of Australia would look like.

Discuss your ideas with a partner and see which areas you agree on, and which you differ on.

Share your thoughts with the class.

1.7 LONG-TERM IMPACTS

KEY CONTENT

In this topic you will:

- discuss positive and negative consequences of the Industrial Revolution
- assess the short-term and long-term impacts of the Industrial Revolution.

Although it is impossible to pinpoint a date on which the Industrial Revolution came to an end, many historians agree that it coincided with the beginning of World War I in 1914. Since that time, long-term impacts of the Industrial Revolution, which were not initially obvious, have started to become apparent – some positive, and some negative. Indeed, it has been argued that we are only now beginning to see many of the long-term effects of the Industrial Revolution, such as climate change.

Change

One of the long-term impacts of the Industrial Revolution has been the increasing expectation and acceptance of change.

The Renaissance period of European history (which covered the fifteenth and sixteenth centuries) was a time of great social upheaval, but in the thousand years or so prior to that, very little changed in European society. However, once overseas exploration started, people became more open to new ideas. For most, life continued much the same as it always had; for example, it was rare for farm workers to ever travel from their local village. This changed with the start of the Industrial Revolution, when the movement of people to cities and overseas for a better life increased dramatically.



Source 12 Transport has moved from the very first steam trains to driverless trains, such as the one shown here in Dubai.

The heightened expectation and acceptance of change has become increasingly clear in the twenty-first century, as changes to the landscape – and in areas such as transport and communications, with the advent of digital technology – have led to change becoming normalised in many societies. Transport has moved from the very first steam trains to driverless trains. Within a period of 70 years in the twentieth century, the world saw the first powered flight and the moon landings. The handwritten letter rose and fell as a means of communication, as digital media created the expectation of instant communication 24/7. Indeed, the concept of '24/7' itself would have been unthinkable and meaningless prior to the Industrial Revolution.

Perspectives on whether these are positive or negative consequences very much depend upon the impact of change at a personal level.

SPOTLIGHT

CONTINUITY AND CHANGE

Considering the long-term impacts of the Industrial Revolution is clearly an examination of change. Discussions about the benefit or detriment of the changes are greatly affected by the individual perspectives of the people involved in the discussions. Those perspectives will have been shaped by their personal experiences.

Population explosion

The years since the Industrial Revolution have seen an unprecedented growth in the population of the world. This has slowed in the industrialised nations, but continues to rise sharply in the developing world. In 1801, the world's population was approximately 1 billion people. It is predicted to reach 8 billion by 2024, 8.5 billion by 2030, 9 billion by 2042, and 10 billion by 2050. If the increased population continues to impact upon the health of both people and the planet, this long-term impact will increasingly come to be seen as a negative consequence.

Changing landscapes

During the Industrial Revolution, forests were cleared in ever greater amounts – at first for fuel and building materials, then to make space for new farmlands, new factories and mills, and new housing areas where the workers could live. All over the world, industrialisation and rising populations have changed and continue to change the Earth's landscapes (see Source 13), with consequences to the natural world and long-term environmental impacts. As global warming increases, this long-term change in landscapes is being viewed as a negative impact of the Industrial Revolution.



Source 13 Sao Paulo, Brazil, is a clear example of how urbanisation has changed the landscape.

Environmental impacts

The Industrial Revolution left humanity dependent on carbon fuels such as petrol and gas, and introduced new sources of air, land and water pollution. In the mid-twentieth century, the effects of burning fuel on the Earth's atmosphere were becoming apparent to people in developed countries. Global reliance on fossil fuels such as coal and oil was highly contested policy by 2020, as the impacts of climate change became increasingly evident. This too was frequently becoming viewed as a negative impact of the Industrial Revolution.

People also came to recognise the problems caused by industrial waste. Large areas of land were damaged or poisoned by the dumping of industrial waste and by-products, including unknown chemicals, without any special care or consideration. The run-off from some of these chemicals can enter the water supply or the food chain. For example, fish and other seafood can be contaminated by chemicals such as lead and mercury that have entered waterways.

The developing world and its growing economies, particularly those of India and China, have copied the example of the industrialised nations by becoming large producers of pollution and smog in the process of increasing their own industry.

It is now widely accepted that pollution has changed the Earth's climate and could lead to further, unexpected changes. Governments worldwide are encouraging the search for greener energies through policies aimed at limiting carbon production or taxing those that produce it.

STRANGE BUT TRUE

Evidence of the effects of early environmental pollution was found when modern scientists tested hair samples from long-dead people such as Isaac Newton and Napoleon Bonaparte. They discovered high concentrations of the metallic elements antimony and mercury, and initially believed the test results indicated that these people had been poisoned.

Source 14 Agricultural run-offs (water full of fertilisers and pesticides) are dumped into the sea in southern California. Industrial waste continues to pollute the environment – a historical continuity since the Industrial Revolution.



1.7 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What is meant by the term 'globalisation'? Explain how globalisation has allowed the Industrial Revolution to continue to impact across the planet over the past century.
2. Create a population graph that covers the world's population from 1750 until the present. What trends can you identify? What impact could they have for the future?
3. Identify two growing economies that are contributing to the continuation of the Industrial Revolution's impacts.

APPLY AND ANALYSE

4. Select a specific environment in which you can identify changes that can be traced back to the Industrial Revolution. Discuss the long-term impact the Industrial Revolution has had on that specific environment.

EVALUATE AND CREATE

5. As a History student, you are uniquely placed to comment on the role of the concept of cause and effect in establishing any links between the developments of the Industrial Revolution and the current discussions about climate. Using your knowledge of the Industrial Revolution and the current environmental situation, create a paper to be read in federal parliament explaining how your study has helped you to understand cause and effect.
6. Create a list of changes you can identify from your own lifetime. Compare it with a list you develop from speaking to someone from an older generation. As a class, share your lists and discuss what they have in common. Then create flow charts to see how many of those changes can be linked back to the Industrial Revolution.



Source 15 A man wearing a hat with a card that says 'Bread or revolution' at a rally organised by the Industrial Workers of the World union, in New York City, 1914

OXFORD UNIVERSITY PRESS

WHAT WERE THE SHORT- AND LONG-TERM IMPACTS OF THE INDUSTRIAL REVOLUTION?

» Discuss positive and negative consequences of the Industrial Revolution

1 Some of the significant consequences of the Industrial Revolution are listed in the first column of this table. Create a similar table, and fill in the second and third columns to indicate the positive and negative aspects of each of these consequences. (15 marks)

Consequences of the Industrial Revolution	Positive aspects	Negative aspects
Population growth		
Mass production of goods		
Growth of cities		
New modes of transport		
Development of trade unions		
Environmental effects (changed landscapes, pollution)		

» Assess the short- and long-term impacts of the Industrial Revolution

2 Outline the major short-term impacts of the Industrial Revolution for Britain and its colonies. (15 marks)

3 Identify the major long-term impacts of the Industrial Revolution for Britain and its colonies, and assess their role in shaping the present situation in those countries. (15 marks)

4 Outline the major historical arguments for and against the suggestion that the Industrial Revolution benefited working-class people in nineteenth-century Britain. (10 marks)

5 Assess the contribution of the Industrial Revolution to:

- **a** global environmental problems (5 marks)
- **b** modern communications and transport (5 marks)
- **c** global inequalities. (5 marks)

6 Evaluate the view that the Industrial Revolution was mostly positive. (15 marks)

7 To what extent was the Industrial Revolution necessary? (15 marks)

TOTAL MARKS [/100]

1C

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- » 5 marks = a paragraph
- » 10 marks = 400 words
- » 15 marks = 500 words.

Include historical terms and concepts, and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Quizlet
Test your knowledge of this topic by working individually or in teams.

Check your Teacher obook assess for these resources and more:

Teaching support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Quizlet Live
Launch a game of Quizlet Live for your students.



Source 1 *The Emigrant Ship* was painted in the 1880s by the English artist Charles Joseph Staniland. It depicts people about to leave Britain in search of a better life – and, for many, an escape from unemployment. The painting captures the travellers' sense of excitement, and the sadness of those left behind, who are bidding farewell to their loved ones.

2

MOVEMENT OF PEOPLES

The period from 1750 to 1901 saw a large increase in the number of European people moving around the world. For the most part, these movements were directly linked to the Industrial Revolution and the expansion of many European powers into new territories.

Some of these movements were forced, while others were voluntary. The cruel practice of slavery saw Africans taken from their villages and shipped to the Americas. In Britain, as crime rates increased in crowded cities, convicts were forcibly transported to British colonies – first to North America and later to Australia.

By contrast, other movements of peoples were voluntary. North America and Australia both became popular destinations for migrants looking to improve their lives. The discovery of gold in both places accelerated this process. However, the mass migration of people to these continents came at great cost to Indigenous peoples there. In a short period of time, they were largely dispossessed of the lands that were central to their culture and way of life.



HOW DID THE INDUSTRIAL REVOLUTION INFLUENCE THE MOVEMENT OF PEOPLES? 2A

In this section you will:

» outline key features of the Industrial Revolution in Britain

» explain how the Agricultural Revolution caused British people to move from villages to towns and cities to create a cheap labour force

» outline how the Industrial Revolution influenced transportation of convicts to Australia and the migration of free settlers

» identify the movement of slaves out of Africa, and the movement of convicts and free settlers out of Britain.

CHECKPOINT 2A

WHAT WERE THE EXPERIENCES OF SLAVES, CONVICTS AND FREE SETTLERS ON THEIR JOURNEYS? 2B

In this section you will:

» investigate the main features of slavery, including transportation

» use sources to construct the experiences of a slave sent to the Americas, or a convict or a free settler who came to Australia.

CHECKPOINT 2B

HOW DID LIFE CHANGE FOR PEOPLE WHO MOVED TO AUSTRALIA? 2C

In this section you will:

» use a variety of sources to investigate and report on the changing way of life of convicts, emancipists or free settlers

» describe the impact of convicts and free settlers on Indigenous peoples of the regions occupied.

CASE STUDY: D'ARCY WENTWORTH: CONVICT OR WELL CONNECTED?

CHECKPOINT 2C

WHAT WERE THE SHORT- AND LONG-TERM IMPACTS OF THE MOVEMENT OF PEOPLES? 2D

In this section you will:

» describe both the immediate and longer-term consequences of transporting African slaves to the Americas

» assess the impact of convicts and free settlers on the development of the Australian nation.

CHECKPOINT 2D

© OXFORD UNIVERSITY PRESS

MOVEMENT OF PEOPLES – A TIMELINE



TIMELINE

c. 1650s onwards
This period involves innovations in farming methods and machinery, and becomes known as the Agricultural Revolution.

c. 1620
British convicts are transported to North America; this continues until 1776.

1788
The first British convicts arrive in Australia with Governor Phillip on the First Fleet, landing in Sydney Cove on 26 January.

1802
Pemulwuy – a leader among Indigenous peoples in the Sydney region – dies in June.

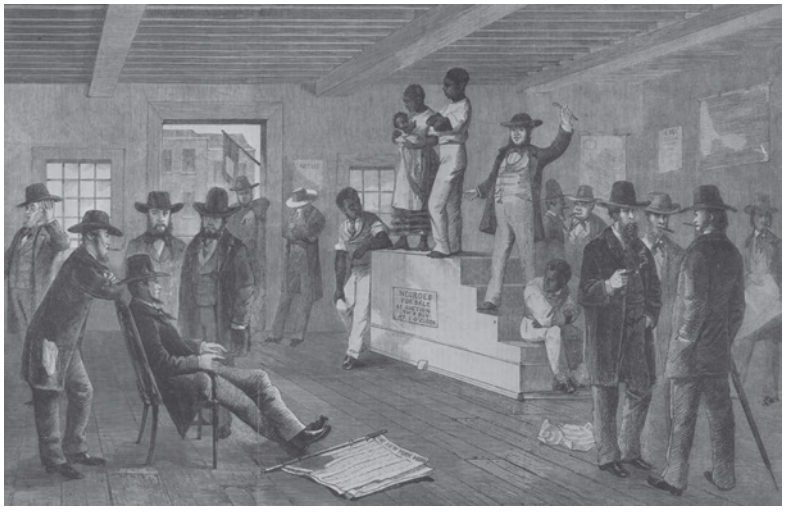
1600 1650 1700 1750 1780 1790 1800 1810

c. 1600s
The slave trade between Africa and the Americas begins.

c. 1750s onwards
This period sees both the Industrial Revolution and the expansion of British manufacturing and trade.

1789
The Second Fleet sails from England in June 1789, landing in Australia in June 1790.

1807
A British Act bans the slave trade and the United States passes a law banning the importation of slaves from Africa. Slavery continues within the United States.



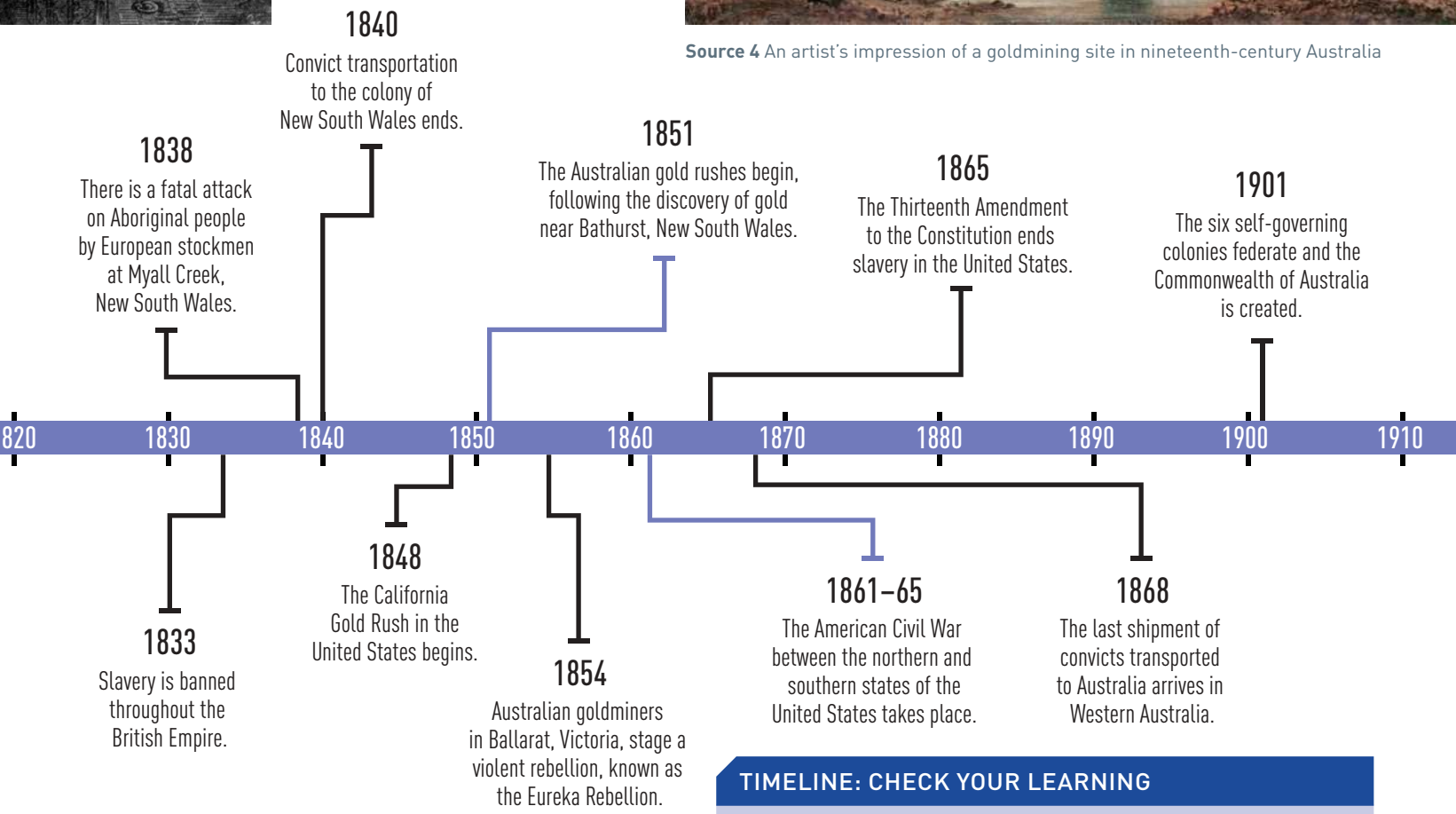
Source 2 A Black family is sold at auction in Virginia, United States, 1861.



Source 3 An engraving depicting conditions on a convict ship.



Source 4 An artist's impression of a goldmining site in nineteenth-century Australia





Source 5 This 1999 painting shows Sergeant William Carney protecting the flag during the American Civil War. He later became the first Black American to be awarded the Medal of Honor – an exception to the way Black Americans were generally treated and regarded.

TIMELINE: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. In which century did the slave trade between Africa and the Americas begin?
2. In what year did the transportation of convicts to Australia commence?
3. Place each of the following events in their correct chronological order (from the earliest to the most recent):
   - **a** the banning of slavery in the British Empire
   - **b** the last shipment of convicts to Australia
   - **c** the first transport of convicts to North America
   - **d** the United States banning the import of slaves from Africa
   - **e** the Thirteenth Amendment ending slavery in the United States.
4. Which entries on the timeline provide evidence that there was an increasing movement against slavery towards the end of the period?

2A HOW DID THE INDUSTRIAL REVOLUTION INFLUENCE THE MOVEMENT OF PEOPLES?

2.1 THE INDUSTRIAL REVOLUTION IN BRITAIN

KEY CONTENT

In this topic you will:

- outline key features of the Industrial Revolution in Britain
- explain how the Agricultural Revolution caused British people to move from villages to towns and cities to create a cheap labour force
- outline how the Industrial Revolution influenced transportation of convicts to Australia and the migration of free settlers
- identify the movement of slaves out of Africa, and the movement of convicts and free settlers out of Britain.

The Industrial Revolution was a time when technological innovations in manufacturing, mining, transportation and agriculture fundamentally changed Britain's social structure and economy. Before the mid-1750s, Britain had been an agricultural society with a mostly rural population. By 1850, most people in Britain lived in towns and cities, close to their places of work in the new factories and mills. Country towns such as Manchester and Newcastle grew rapidly, becoming great industrial and commercial cities due to **industrialisation**.

industrialisation
a process in which a society or country transforms from an economy based primarily on agriculture and farming into one based on manufacturing and industry



Source 1 A photograph from the nineteenth century shows workers at a shoe factory in Northampton, England. The introduction of the factory system and technological innovations during the Industrial Revolution led to enormous changes in Britain's society and economy.

SPOTLIGHT

SIGNIFICANCE

Understanding significance can also help you understand other historical concepts. Consider what is said about the Industrial Revolution here. The case for significance is made by establishing the role of the Industrial Revolution in causing lasting change, which leads directly to reflection on continuity and change, and cause and effect.

The Agricultural Revolution in Britain

Many different agricultural innovations and changes that took place in Britain from the mid-1600s largely paved the way for the start of the Industrial Revolution in 1750. These changes – collectively known as the **Agricultural Revolution** – continued throughout the eighteenth and nineteenth centuries.

The key advances made in farming methods during the Agricultural Revolution included:

- the clearing of land and the forced **enclosures** of common farmland to create much larger and more efficient areas for crop production
- the introduction of new farming techniques that improved crop yields and the quality of livestock, such as new methods of crop rotation and animal breeding
- the invention of new farming equipment and machines for ploughing, sowing seed and harvesting that increased the amounts of crops that could be grown and processed for sale.

New approaches to farming benefited wealthy landowners, particularly the enclosure of common land that had previously been worked by small-scale farmers to feed their families and communities. The Enclosure Acts passed by the British Parliament during the Agricultural Revolution placed this land into private ownership, and created much larger farms. Agriculture became a profitable business for landowners. These profits led to investments in new farming methods and equipment, which greatly increased crop yields and improved cattle and sheep breeds.

However, for many small farmers and their families, the Agricultural Revolution meant the end of their way of life. Thousands were displaced by enclosures – their homes were on land that was now privately owned, so they were forced out. Others were put out of work by the introduction of machinery that required fewer labourers. The result was a wave of migration. Many who had lost their homes and livelihoods flocked to the newly emerging towns and cities looking for work, or emigrated to North America and other places.

The movement of people from rural villages to towns and cities coincided with the Industrial Revolution, and provided the labour force to work in the new factories and mills – with these internal migrants being viewed as a perfect source of cheap labour.

Agricultural Revolution
a period of agricultural development and advances in farming methods that took place in Britain from the mid-1600s until the late 1800s and paved the way for the Industrial Revolution

enclosure
the act of seizing land (especially common farming land) by putting a hedge or other barrier around it and granting ownership of it to private landowners



Source 2 An artist's impression of a wheat crop being harvested with a mechanical reaping machine that was used to cut and gather grain, invented by Cyrus McCormick in 1831

STRANGE BUT TRUE

The British parliamentary inquiry released in 1845 found that in Preston – a new industrial town in the north-west of England – there were only 852 beds for a population of 2400. There were many cases in Preston where four or five people were forced to sleep in shifts, sharing a single bed. In one case, eight people were found to be sharing a bed.

Population growth

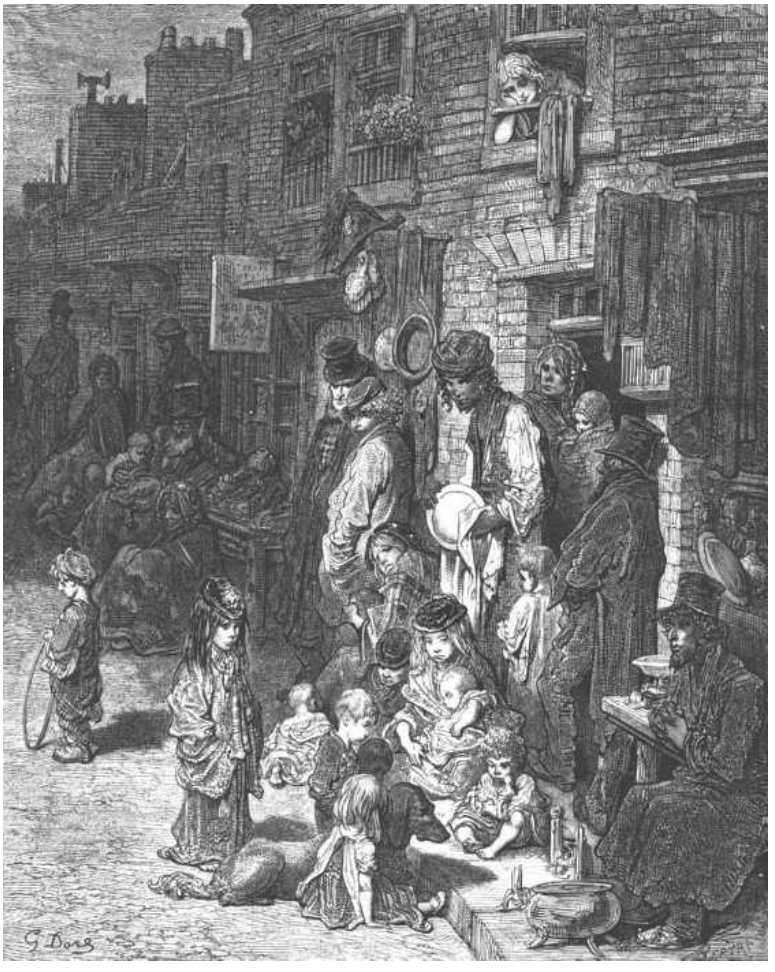
During the 1700s, improvements in food production and new discoveries in medicine and hygiene led to a significant increase in population. The birth rate was rising, fewer children were dying, and the average adult was living longer. Between 1750 and 1800, the population of Britain grew from around 6.5 million to 9 million; and by 1911, it had grown to more than 45 million. This population growth created great pressures, especially at a time when new technology on farms and in factories was reducing the number of available jobs.

Living conditions during the Industrial Revolution

The European people who moved from the country to towns and cities in search of work became the new urban working class. They lived in densely populated, polluted and unhealthy conditions. Housing for workers in these cities and towns was built by the new industrialists as cheaply and quickly as possible, to reduce costs and increase profits.

The overcrowded living conditions were worsened by the dramatic growth in Britain's population, which in turn led to the spread of disease. Calls for reform came in 1845 after a British parliamentary inquiry into the health of towns found that in many large industrial cities, such as Manchester and Liverpool, more than 30 000 people lived in houses without any toilet facilities.

Workers in factories and mills generally worked long hours, six days a week in hot, noisy and often dangerous conditions. Women and children were much cheaper to employ than men, and in the early part of the Industrial Revolution there were no laws restricting the use of child labour. Children as young as six were employed in mines and factories. In fact, they were seen as ideal employees for some jobs, as they could fit into small spaces, climb under mechanical weaving machines to retrieve scraps of cotton or wool, or pull carts full of coal or iron-stone through narrow tunnels.



Source 3 An engraving showing typical living conditions in Whitechapel, a London slum, during the Industrial Revolution

The phrase 'dark satanic mills', first used in the early nineteenth century, refers to the miserable working conditions of labourers in Britain. Many writers of the time were appalled by the day-to-day experiences of the working poor, with whole families in a seemingly endless cycle of backbreaking work and poverty.

Over time, reforms raised the minimum age of employment, shortened the working day, increased wages and introduced minimum standards of education for children.

Although the Industrial Revolution is often depicted as a period of continual progress, that view is very dependent on perspective. Industrialists would agree with it; while the workers whose labour was exploited would see the Industrial Revolution as a period of misery.

Impact of the Industrial Revolution

The movement of Europeans during this period can be linked directly to the changes brought about by the Industrial Revolution. The rise of European **imperialism** – a system in which the wealthy European powers of Portugal, Spain, the Netherlands, France and Britain established colonies in Asia, Africa and the Pacific – also greatly contributed to the movement of European peoples during this time. Some of these movements were forced, while others were voluntary.

This period of imperialism is an excellent opportunity to gain an understanding of perspectives. The colonial powers profited immensely from their imperial expansion. However, the indigenous peoples – who were the victims of exploitation, slavery, deprivation of land and murder – bring a very different and largely untold perspective.

imperialism
the process of gaining and maintaining control over other countries, regions or territories for economic or strategic (military) reasons

Convict transportation

One consequence of the hardship and poverty of life in new industrial cities was crime. Many people were forced to resort to theft to survive, and higher crime rates resulted in overcrowded jails. In order to deal with this rapid increase in the number of prisoners, successive British governments transported **convicts** away from Britain to the colonies – first to the Americas, and then to Australia. Between 1788 and 1868, over 162 000 convicted British criminals, many guilty of only minor crimes, were transported to Australian colonies.

convict
a person found guilty of a crime and sentenced by a court to serve some kind of punishment

Free settlers

The harsh conditions in cities during the Industrial Revolution also led some people to look for opportunities outside Britain. They became known as **free settlers**, and travelled to new lands in search of new opportunities. In particular, families hoped for better lives in the colonies. **Emigration** reduced competition for jobs, housing and other resources in overcrowded cities in Britain and Europe.

Other groups of people left their homelands simply to survive. These included Scots who emigrated to North America, Australia and New Zealand after being forced off their traditional lands in the highlands of Scotland by the process of enclosures known as the 'Highland Clearances'.

free settler
a person who leaves their homeland by choice to settle in a new country or colony

emigration
to leave one country or region in order to settle in another

The slave trade

The purpose of the **slave** trade was to provide a cheap labour force in British and European colonies in the Americas that could produce the raw materials needed by the growing numbers of people and factories in Europe. This process, now known as **triangular trade**, ignored the human costs. Slaves were seen as commodities or property, not as people. Triangular trade functioned in the following way:

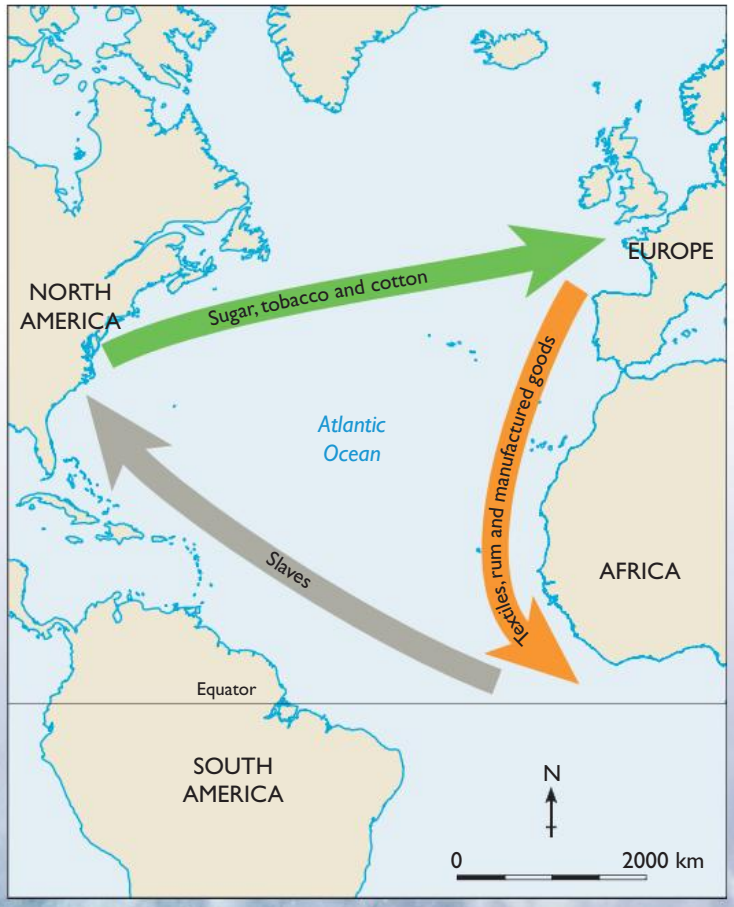
- Europeans bought slaves who had been captured in Africa, then transported them by ship to the Americas to be sold as labourers to work on sugar-cane, cotton and tobacco plantations.
- The raw materials from these plantations were then shipped back to Europe to be refined or sold in European markets.
- Some of the goods made from these raw materials (such as rum, textiles and manufactured goods) were then shipped to Africa to be sold in markets there. At this point, new slaves would be loaded and transported to the Americas again, continuing the cycle.

In Australia, the nineteenth-century practice of 'Blackbirding' — when Pacific Islanders were forcibly removed from their homes and made to work on plantations in Australia — was a form of slavery for most participants. The forced and frequently unpaid Aboriginal labour on **Missions** and white-owned properties also met contemporary understandings of slavery.

slave
a person who is the legal property of another person and who is forced to work for that person without pay

triangular trade
the trade of slaves, raw materials and manufactured goods that took place between the continents of Africa, North America and Europe from the sixteenth century through to the early nineteenth century

Mission
a settlement established (usually by Christian missionaries) to convert Indigenous people to Christianity and assimilate them into European culture and beliefs



Source 4 The triangular trade route between Europe, Africa and the Americas

2.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Define the term 'Industrial Revolution', and explain why British people started moving into towns and cities during this period.
2. Explain why living conditions in the towns built by industrialists were so poor.
3. Identify a range of working conditions that existed during the Industrial Revolution that would be regarded as unacceptable today.
4. Why did people emigrate from Britain and Europe at this time?
5. In your own words, define 'slavery'.
6. Outline the difference between a free settler, a convict and a slave.

APPLY AND ANALYSE

7. Studying the movement of people is an opportunity to explore the key concept of cause and effect in history. Use one of the examples provided or conduct research online to find out about a group of people who left Britain or Europe between 1750 and 1901. Identify the reason for (cause of) their emigration from their homeland, and investigate the impact (effect) that this may have had on their new homeland.

GO DEEPER

8. Read the sections in Chapter 1 about the key inventions and innovations of the Industrial Revolution that changed the way people worked and lived. Select one invention or innovation, and write a 200-word explanation about:
   - what it was used for and how it improved efficiency
   - how it transformed the world in which people lived.
9. Britain was not the only country that sent convicts to isolated parts of the world. France had a notorious penal colony in a place known as Devil's Island. Research the location, history and conditions for the unfortunate prisoners sent there.

OXFORD UNIVERSITY PRESS

2.2 CONVICT TRANSPORTATION FROM BRITAIN

KEY CONTENT

In this topic you will:

- identify the movement of convicts out of Britain.

As we have learnt, growing populations across Europe, and the movement of people from rural villages to rapidly developing towns and cities, resulted in a massive increase in crime rates in Britain during the seventeenth and eighteenth centuries. There was serious competition for available jobs, housing, food and services (such as access to doctors). For some, petty crime was an easy way to earn a living, while for others it was a necessity – a case of steal or starve. Most criminals were poor, unskilled and uneducated.

There was little understanding of rehabilitation, so the only response to this growth in criminal activity was punishment. In the late eighteenth century, at least 200 crimes were punishable by execution, including murder, **treason** and theft of valuable goods.

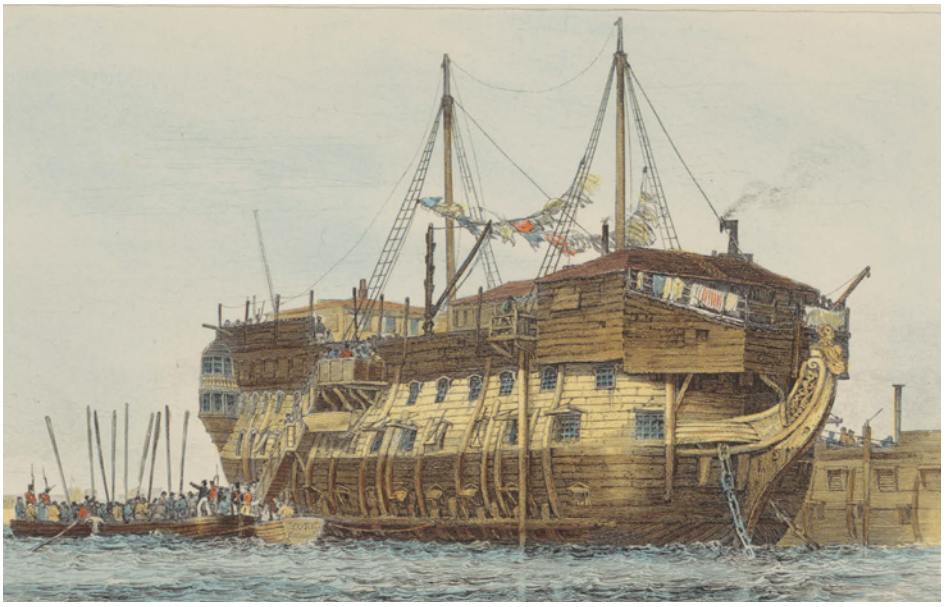
treason
the act of betraying or insulting one's own country or monarch (king or queen)

Those who escaped the death penalty were imprisoned in overcrowded jails, where conditions were far worse than even the poorest slums. When jails became so overcrowded that they could not hold any more prisoners, a new solution had to be found. Rather than building new prisons, criminals were imprisoned on ships that were no longer considered seaworthy. These 'hulks', as they were known, were moored in British harbours and filled with so many prisoners that they were even more cramped and unhealthy than the jails (see Source 5). It was also more difficult to make them secure, so riots and escapes were a constant problem.

In eighteenth-century Britain, new theories for treating and dealing with criminals became popular. One theory in particular was widely supported – that crimes could be stopped by the removal of the 'criminal class' from the wider population. In line with this theory, convicts were first sent to British colonies in North America, such as Virginia and Maryland. This continued until Britain lost control of these colonies in 1783, after the American War of Independence. It was at this time that Joseph Banks, the botanist who had sailed with James Cook to Australia and the South Pacific in 1770, suggested Botany Bay on the coast of New South Wales as a good location for a new penal colony.

STRANGE BUT TRUE

Examples of people who were executed in the late eighteenth century include an admiral killed by firing squad for 'not doing his utmost' in a battle; one man burned at the stake for forgery; and another hanged for 'playing cards with a forged ace of spades'.



Source 5 An artist's impression of prisoners being rowed out to a hulk, 1829

First Fleet
the name given to the 11 ships carrying convicts and British officers that left Britain in 1787 to establish a penal colony in New South Wales

The penal colony of New South Wales

The **First Fleet** of ships left Britain carrying over 700 convicts on the six-month journey to New South Wales in 1787 (see Source 6). Arriving at Botany Bay on 18 January 1788, it soon became clear that the area was unsuitable for colonisation, so the fleet moved on to Port Jackson (Sydney Harbour), landing at Sydney Cove on 26 January 1788.

2.2 SOURCE STUDY

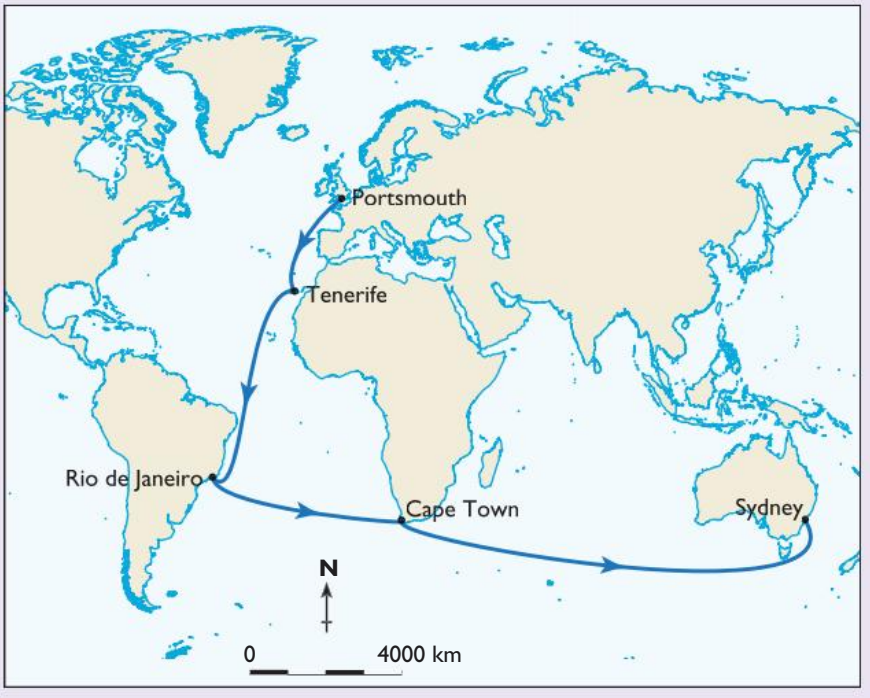
The arrival of the First Fleet



Source 6 An artist's impression of Sydney Cove, painted in 1937, shows the arrival of the First Fleet. The left-hand foreground shows part of a low-lying island that was cut off from the mainland at high tide, later called Bennelong Point. In the top-left corner, the Tank Stream flows into the cove.



Source 7 This modern photo of Sydney Cove shows the city of Sydney. In the centre is the Sydney Opera House, which was built at Bennelong Point.



Source 8 The route taken by the First Fleet from Britain to Australia

INTERPRET

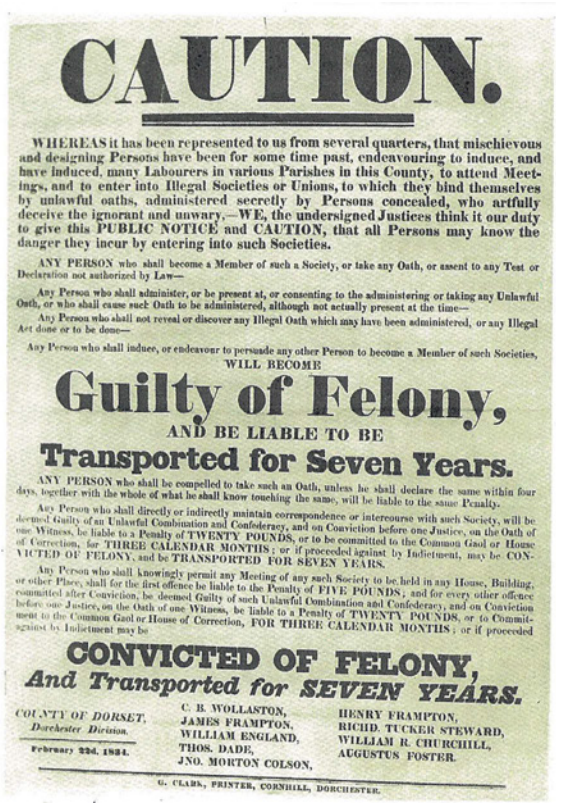
1. Examine Source 6. Identify the features that would make Sydney Cove attractive as a location for colonisation by the First Fleet. What challenges does the site present?
2. Sources 6 and 7 show the same location over 200 years apart. What are the main continuities and changes you can identify?
3. Explain how Source 8 could be used as evidence to support the hypothesis that the British knew more about the east coast of Australia than the other areas.

Other penal colonies

Other penal colonies in Australia were later established in Tasmania, at Port Phillip in Victoria, on the Swan River in Western Australia, at Moreton Bay in Queensland, and on Norfolk Island. For more than 80 years, convicts and ex-convicts provided the labour force that helped to develop these Australian colonies by building roads and houses, and clearing dense forests.

Political prisoners

A significant category of convicts transported to Australia was made up of political prisoners. These were people who had criticised the king or opposed the authority of the government in some way. Workers who formed the first **trade unions** were among those sent to the colonies. One such group – six agricultural labourers from the English village of Tolpuddle – had set up a union to bargain for wages with local landowners. They were convicted in 1834 of 'swearing a secret oath' and transported to Australia for seven years. However, the men became popular heroes, and only two years into their sentence they were pardoned and returned to England. For their sacrifice, they earned the title the 'Tolpuddle Martyrs'.



CAUTION.

WHEREAS it has been represented to us from several quarters, that mischievous and designing Persons have been for some time past, endeavouring to induce, and have induced, many Labourers in various Parishes in this County, to attend Meetings, and to enter into Illegal Societies or Unions, to which they bind themselves by unlawful oaths, administered secretly by Persons concealed, who artfully deceive the ignorant and unwary,—WE, the undersigned Justices think it our duty to give this PUBLIC NOTICE and CAUTION, that all Persons may know the danger they incur by entering into such Societies.

ANY PERSON who shall become a Member of such a Society, or take any Oath, or assent to any Test or Declaration not authorized by Law—

Any Person who shall administer, or be present at, or consenting to the administering or taking any Unlawful Oath, or who shall cause such Oath to be administered, although not actually present at the time—

Any Person who shall not reveal or discover any Illegal Oath which may have been administered, or any Illegal Act done or to be done—

Any Person who shall induce, or endeavour to persuade any other Person to become a Member of such Societies,

WILL BECOME

Guilty of Felony,

AND BE LIABLE TO BE

Transported for Seven Years.

ANY PERSON who shall be compelled to take such an Oath, unless he shall declare the same within four days, together with the whole of what he shall know touching the same, will be liable to the same Penalty.

Any Person who shall directly or indirectly maintain correspondence or intercourse with such Society, will be deemed Guilty of an Unlawful Combination and Confederacy, and on Conviction before one Justice, on the Oath of one Witness, be liable to a Penalty of TWENTY POUNDS, or to be committed to the Common Gaol or House of Correction, for THREE CALENDAR MONTHS; or if proceeded against by Indictment, may be CONVICTED OF FELONY, and be TRANSPORTED FOR SEVEN YEARS.

Any Person who shall knowingly permit any Meeting of any such Society to be held in any House, Building, or other Place, shall for the first offence be liable to the Penalty of FIVE POUNDS; and for every other offence committed after Conviction, be deemed Guilty of such Unlawful Combination and Confederacy, and on Conviction before one Justice, on the Oath of one Witness, be liable to a Penalty of TWENTY POUNDS, or to Commitment to the Common Gaol or House of Correction, FOR THREE CALENDAR MONTHS; or if proceeded against by Indictment may be

CONVICTED OF FELONY,

And Transported for SEVEN YEARS.

COUNTY OF DORSET, Dorchester Division.

February 22d, 1834.

C. B. WOLLASTON,
JAMES FRAMPTON,
WILLIAM ENGLAND,
THOS. DADE,
JNO. MORTON COLSON,
HENRY FRAMPTON,
RICHD. TUCKER STEWARD,
WILLIAM R. CHURCHILL,
AUGUSTUS FOSTER.

G. CLARK, PRINTER, CORNHILL, DORCHESTER.

Source 9 Detail from a public poster that cautioned against attending or joining unions

Other political prisoners included:

- **Luddites**
- **Chartists**, who were linked to trade unions and who proposed a People's Charter to give all men the vote and to stop the wealthy from dominating the political process. Chartists played a crucial role in the development of **representative democracy** in the Australian colonies.

Who were the convicts?

The story of Australia's convict past has often been contested by different historians, academics and everyday people, largely as a result of our uneasy relationship with how it defines us as a country today. This contestability is the result of two ideas working against each other:

- *The desire to forget or cover up the past* – Up until the 1960s, it was common for Australians with transported convict ancestors to hide the fact, because it was considered a stain on the family name. South Australia has always emphasised that, unlike the rest of Australia, it was settled as a free colony; while Van Diemen's Land – which was established as a place to send the most hardened convicts – changed its name to Tasmania in 1856 to remove the association with its past.
- *The desire to mythologise or romanticise the past* – To this day, it is common for certain convicts and settlers from Australia's past to be singled out and held up as examples of people who triumphed over adversity, such as Francis Greenway (a convicted forger who went on to become Australia's first government architect) and Isaac Nichols (a convicted thief who later set up Australia's first post office).

trade union
an organised group of workers formed by the workers to protect their rights and ensure that their interests are taken into account by company owners and governments

Luddites
a group of workers led by Ned Ludd who rioted and broke machinery from 1811 to 1818 in protest against loss of work due to the use of labour-saving machinery

Chartism
a British working-class movement for political reform that took place in the 1830s; a People's Charter, drawn up in 1838, called for a range of reforms to make the political system more democratic

representative democracy
a system of democratic government in which certain people are elected by the public to represent their interests in parliament

SPOTLIGHT

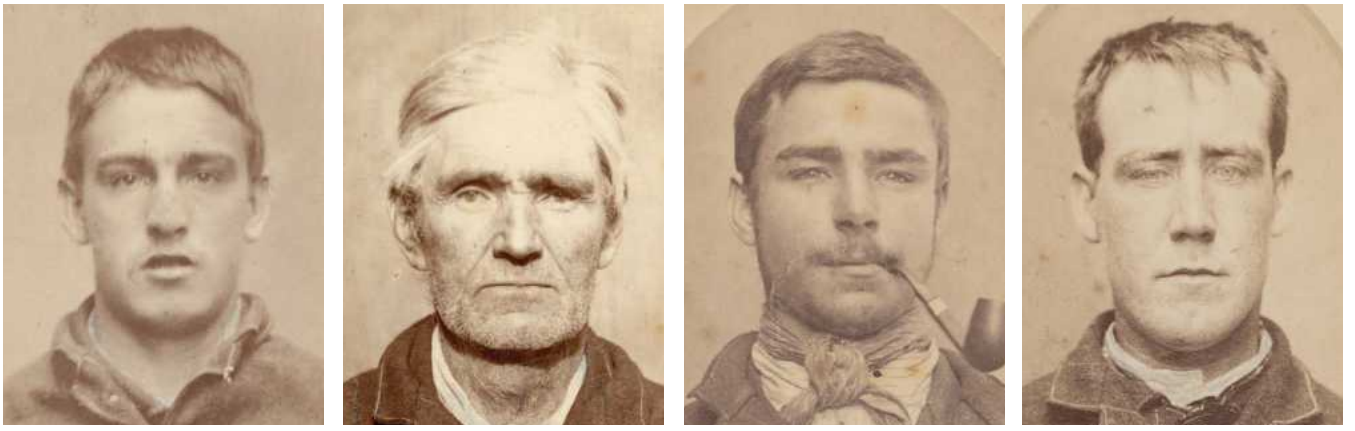
CAUSE AND EFFECT

The existence of political prisoners should make you think that there must be causes that would create the effect of people being desperate enough to oppose authority. Your role as a History student is to be alert for these types of links, and search for evidence to support your understanding of cause and effect.

Historians have differing views of the convicts and the kind of people that they were. Some argue that political prisoners protesting against corruption and unfair government policies were not criminals at all, and that the law-breakers who did commit crimes were merely the victims of poverty and harsh laws. Other historians suggest that the convicts were, in reality, hardened criminals, and that half to two-thirds of them were repeat offenders who chose a life of crime even though other work was available.

The most common offences that resulted in transportation to Australia after 1788 included pick-pocketing, sheep- and horse-stealing, highway robbery and burglary. Many convicts were from newly industrialised cities, and research has shown that 40 per cent of the convicts transported to Australia in the First and Second Fleets came from the London area.

Not all those convicted of a crime were transported. Generally, transportation was reserved for those under 50 years of age who had been convicted more than once. Statistics show that, until 1851, around 30 per cent of the convicts were under 19 years of age.



Source 10 Photographic portraits of convicts taken after their arrival in Australia

2.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Explain why crime increased in Britain during the Industrial Revolution.
2. Which policy was a result of the belief that crime in Britain was caused by a 'criminal class'?
3. Identify which Australian states hosted convict settlements.
4. Explain why political prisoners were transported to Australia. Describe the impact they had on Australia's development.
5. Discuss why the question 'Who were the convicts?' is contested by both historians and everyday people in Australia.

APPLY AND ANALYSE

6. Use research to select and investigate the lives and experiences of two convicts that show the competing historical perspectives of convicts.
   a. Select one who could be considered 'good' (that is, a respectable person who committed a minor offence) and one who could be considered 'bad' (that is, someone found guilty of a serious crime, such as murder).
   b. Create a fact file on each (including name, age, crime and punishment), and include information about what became of him or her. Add a photograph or illustration, if one is available.

EVALUATE AND CREATE

7. Design a poster that would prepare convicts for what to expect in their new home. Choose from Sydney, Norfolk Island, Hobart, Port Phillip, Moreton Bay or Swan River.

GO DEEPER

8. Research the aims and achievements of the Luddites and Chartists. Discuss what sorts of settlers they made in the countries they were sent to.

2.3 FREE SETTLERS TO THE NEW WORLD

KEY CONTENT

In this topic you will:

- identify the movement of free settlers out of Britain.

Unlike the convicts and slaves, free settlers moved willingly to start new lives. During the eighteenth and nineteenth centuries, North America, Australia, New Zealand and South Africa were seen as offering abundant land, although no consideration was given for the displacement of Indigenous peoples. In some cases, free grants of land were made. Even when land was not free, prices were usually low, and this was possibly the greatest factor that pulled new immigrants towards these places. The discovery of gold in North America and Australia also led to a dramatic shift in population.

In 1750, Europe's population was 163 million, and it grew to 408 million by 1900. Over the same period, North America's population rose rapidly from 2 million to 82 million.



Source 11 An advertisement for transport to the California goldfields, 1849

North America

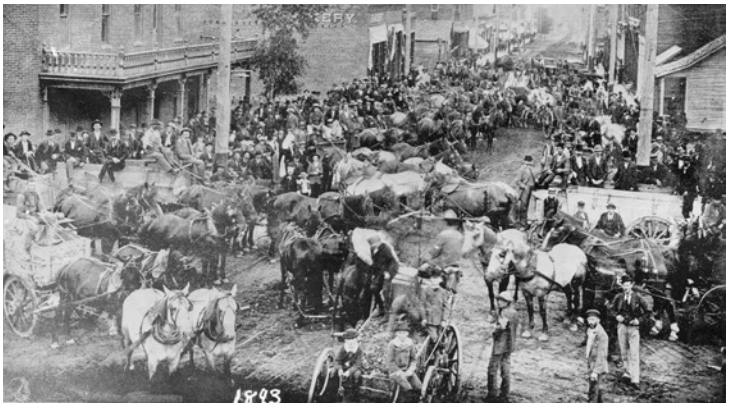
The British colonies in what we now know as the United States of America fought a war in the eighteenth century (the **American War of Independence**) to break free of British control. The chance to be a part of a new nation was a powerful 'pull' factor in drawing new immigrants. It led to a period of European expansion, as people moved west across the country, developing new settlements and trade routes. All these changes created more employment and opportunities for Europeans to own land.

American War of Independence
a revolutionary war fought between Britain and the 13 British colonies in North America (1775–83); leading ultimately to independence and the formation of the United States of America

By the late nineteenth century, Canada, also a British colony, was starting to open up. Like the United States, it had large areas of land available. To encourage development of the west, land was given free to European settlers along the route of the Canadian Pacific Railway.

In 1848, gold was discovered in California, sparking the first gold rush. People from around the world went to the west coast of North America seeking instant wealth, and settled in the new territories (which were not yet part of the United States). Around 300 000 people arrived in California over the next five years, transforming the area. This was followed by a Colorado gold rush in 1859, causing the population of the western region of North America to grow rapidly. A couple of smaller gold rushes also hit Canada around this time, ending with the big Klondike gold rush in the Yukon in 1897.

Because of these gold rushes, North America became known as a land of opportunity. The idea of a prosperous democracy was a powerful 'pull' factor for many Europeans, who had seen their lives become worse during the changes of the Industrial Revolution.



Source 12 A photograph from the nineteenth century shows a street scene in Idaho Springs, Colorado, as goldminers flocked to the area.

Australian colonies

By the 1820s, although convicts and former convicts still made up the largest segment of the population of Australia, there were growing numbers of free settlers arriving. The need for workers had increased as land exploration opened up the continent.

Some settlers were part of a new group of 'assisted migrants', whereby employers could apply for financial assistance to bring workers to Australia if they had a particular skill that was needed. This approach would also be used to boost immigrant numbers in the twentieth century.

As in the United States, the discovery of gold helped transform Australia. In 1848, mineralogist William Tipple Smith discovered gold near Bathurst in New South Wales, and the gold rush began in 1851. Between 1850 and 1860 the population of Australia almost tripled, from 405 400 to 1 145 600.

Among those who came to Australia during the gold rush era were a second wave of Chartists and other political refugees. There was a perception that, in Australia, there was a greater opportunity to think and speak freely, practise one's chosen religion and express differing political views. Many stayed to become settlers in the new nation that would emerge with Federation in 1901.

2.3 SOURCE STUDY

Encouraging emigration



Source 13 One of many posters used in Britain during the nineteenth century to encourage European people to emigrate to the New World

INTERPRET

1 Source 13 provides us with evidence about living conditions in Britain ('Here') and an unspecified destination ('There').

- **a** Examine the representation carefully and list the reasons it provides for families to consider emigration. To what extent are those reasons catered for in the 'There' section?
- **b** What, if any, evidence is there to suggest the location of the 'There' section?
- **c** What is the significance of the subtitle 'Or, Emigration a Remedy'?
- **d** Who do you think was the target audience for the source?

2.3 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Identify the key difference between the reasons free settlers emigrated and the reasons convicts emigrated.

2 Explain the 'pull' factors drawing free settlers to North America in the nineteenth century.

3 Explain the 'pull' factors drawing free settlers to Australia at the same time, and discuss the similarity between these factors in North America and Australia.

4 Explain why political prisoners and political refugees could decide to stay in Australia.

APPLY AND ANALYSE

5 Compare the population growth of Europe and North America between 1750 and 1900. Which area had the highest percentage growth? Why do you think this was the case?

EVALUATE AND CREATE

6 Create a poster designed to encourage people in Europe to emigrate to either Canada or the United States. Include a slogan and a relevant image to motivate people to make the journey.

GO DEEPER

7 Discuss the impact of the discovery of gold on the movement of European peoples in the nineteenth century. What was the impact for Indigenous peoples?

2A

CHECKPOINT

HOW DID THE INDUSTRIAL REVOLUTION INFLUENCE THE MOVEMENT OF PEOPLES?

» Outline key features of the Industrial Revolution in Britain

1 Define the periods known as the Industrial Revolution and the Agricultural Revolution in Britain, and explain why the Agricultural Revolution had to come before the Industrial Revolution. (10 marks)

2 Outline the living conditions that working people typically experienced in cities during the Industrial Revolution in Britain. (10 marks)

» Explain how the Agricultural Revolution caused British people to move from villages to towns and cities to create a cheap labour force

3 Describe the impact that the Agricultural Revolution and the Industrial Revolution had on the movement of peoples within Britain. (5 marks)

4 Explain who the major beneficiaries of the Agricultural Revolution were, and outline how these groups benefited from developments during this period. (10 marks)

» Outline how the Industrial Revolution influenced transportation of convicts to Australia and the migration of free settlers

5 Explain how the Industrial Revolution provided 'push' factors that encouraged European people to leave Britain, either as free settlers or convicts. (10 marks)

6 Outline the links between the Industrial Revolution and the political demands that saw activists coming to Australia as both convicts and free settlers. (5 marks)

7 Outline the 'pull' factors in Australia and North America that made them attractive destinations to those experiencing the Industrial Revolution in Britain and Europe. (10 marks)

» Identify the movement of slaves out of Africa, and the movement of convicts and free settlers out of Britain

8 On a blank world map, label the places of origin and the destinations of the large groups of people who moved to new lands during the period from 1750 to 1901. Use colour coding to differentiate the labels for slaves, British convicts and free settlers from Europe. (10 marks)

Total marks [/70]

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts, and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Rich task
A write-in worksheet for the Rich task questions

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Answers
Answers to every Check Your Learning, Interpret and Checkpoint question in this section

2B WHAT WERE THE EXPERIENCES OF SLAVES, CONVICTS AND FREE SETTLERS ON THEIR JOURNEYS?

2.4 THE TRANSATLANTIC SLAVE TRADE

KEY CONTENT

In this topic you will:

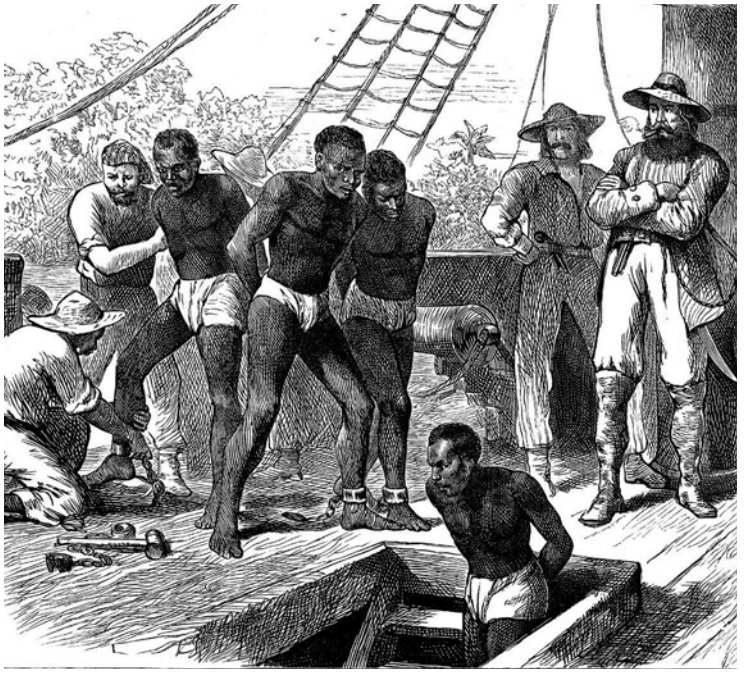
- investigate the main features of slavery, including transportation.

slavery
the practice or system of owning slaves

Slavery is as old as human history. It was a feature of life in the ancient world, and also a feature of African history even before the arrival of the Europeans. Traditionally, African tribal leaders made slaves of their captured enemies, although they stayed in their own country and could buy their way out of slavery.

From the 1600s onwards, the European powers began to exploit African resources. This meant looking to Africa for trade goods, territory, and human cargo in the form of slaves.

During the 1700s, Britain became a major player in the trade that had previously been dominated by the Portuguese and the Spanish. Britain's participation in the slave trade was driven by the profit motive – merchants were happy because their ships were full (and thus earning money) on each of the three legs of the triangular trade route (see Source 4 in topic 2.1). At the end of each leg, merchants' profits increased. The slaves they captured in Africa were sold for profit in the Americas, and raw materials such as sugar, tobacco and, later, cotton were taken on board. These were then shipped to Europe for sale. In Europe, cheap manufactured goods were loaded on board and carried back to Africa for sale at a profit.



Source 1 Shackled slaves being put in the hold of a slave ship bound for the Americas

The pursuit of profit, along with a sense of European superiority, ensured that the slave trade grew rapidly. It lasted until 1833 in the British Empire and until 1863 in the United States.

By the end of the eighteenth century, up to 12 million Africans had been taken as slaves to the West Indies, South America and Britain's American colonies. The size of the slave trade was not just the result of the desire for cheap labour, as the number of sugar, tobacco and cotton plantations increased in the Americas. It was also due to the high premature death rate among slaves. This meant that more slaves were always needed to maintain the size of the workforce.

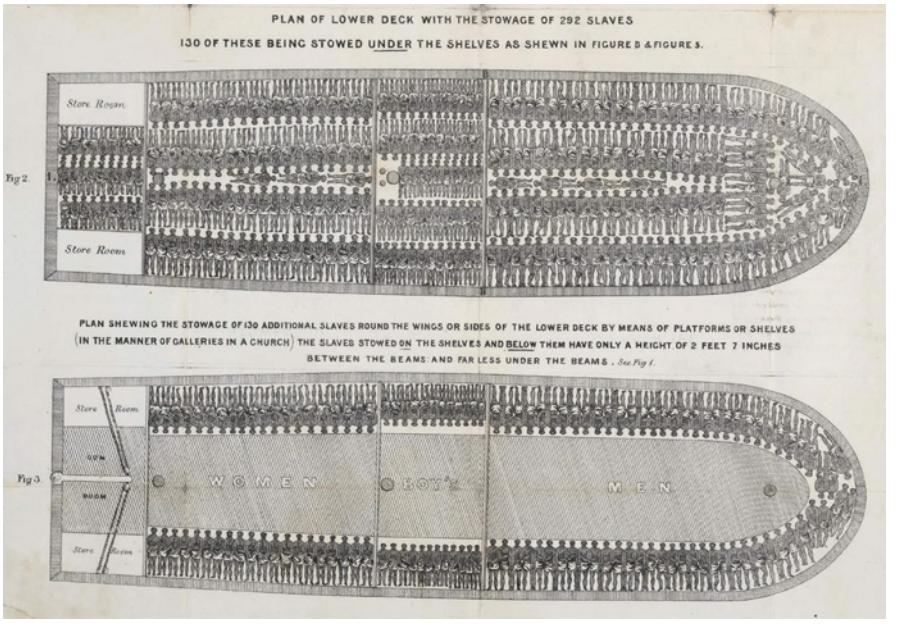
Unlike convicts, who could have opportunities in a new land after completing their sentences, slaves had very little to look forward to. Slavery usually lasted for life, and a slave's children were born into slavery. These children were often the result of European sexual abuse of women in slavery.

Transportation of slaves

Perhaps the most notorious leg of the transatlantic slave trade was the 'middle passage'. This was the section of the journey in which slaves were transported from Africa, across the Atlantic Ocean, to the Americas. The journey lasted anywhere from one to six months. Slaves were packed below deck, often in chains, where they were forced to lie side by side in cramped conditions with little headroom.

Slave ship companies went to great lengths to find the best way of 'packing' their human cargo for shipment. In terms of their business model, the 'best way' was of course the most profitable way, but there was debate about how they could achieve this. Some favoured the 'loose pack' method, arguing that by giving slaves a little more room, not as many would die from the appalling conditions. Those slaves who did survive the 'loose pack' would also arrive in better condition and fetch a higher price at the slave markets. Others favoured the 'tight pack' method, with many more slaves loaded onto a single ship. It was argued that even if some died or reached the Americas in poor health, there would still be more slaves to sell. 'Tight pack' was generally more popular, on the basis of profits.

Of course, it did not take into account the price in human suffering.



Source 2 A plan of the British slave ship *Brookes* in 1789, showing how 454 slaves were loaded in accordance with the 'tight pack' method following the Slave Regulation Act of 1788. Before the Act, the 'tight pack' method would have meant the ship carried up to 740 slaves.

2.4 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What was the triangular slave trade?
2. What was the 'middle passage' and why was it notorious?
3. What did the terms 'loose pack' and 'tight pack' mean for slave traders? Why was 'tight pack' favoured?

APPLY AND ANALYSE

4. Often, one of the most difficult things for historians and students of history to do is understand the actions and ideas of people who lived in the past. Sometimes, the things people did or thought seem incompatible with the way many people think and act today. Slavery is a good example of this.
   - **a** Use the historical concept of empathetic understanding to put yourself in the place of a slave in one of the American colonies. Write a 200-word explanation of why slavery is an unacceptable practice.
   - **b** Now put yourself in the role of the slave owner. Write a 200-word explanation justifying slavery.

THINK, PAIR, SHARE

Think about what Sources 1 and 2 tell you about the conditions and treatment of slaves.

Discuss your ideas with a partner, determining your conclusions about their treatment.

Share your thoughts with the class.

2.5 THE EXPERIENCES OF SLAVES

KEY CONTENT

In this topic you will:

- use sources to construct the experiences of a slave sent to the Americas.

Slaves were kidnapped from the north-west coast of Africa – from places such as Guinea (a French colony) or Gold Coast (a British colony). Slave catchers used rope nets to capture young Africans. Often, they were captured while they were out hunting, and their families would never have known what happened to them. They were herded into cages and then loaded onto slave ships.

The conditions under which slaves were shipped to the Americas were brutal. The quarters for the slaves below the decks were little more than leaking, ocean-going dungeons. In summer, the heat was stifling. In winter, the slaves – with little clothing and no blankets or bedding – would shiver with cold. It was almost impossible for slaves to find a comfortable position because of overcrowding and the fact that they were in chains. Much of the time, they were forced to lie in their own urine and excrement. The only relief might come when small groups were allowed briefly on deck, while still in chains, to be hosed down with sea water.

The slaves were fed the bare minimum of food required to keep them alive, in order to reduce costs and maximise profits. They also had only limited access to fresh water.

Many slaves attempted escape during the journey, or tried to end their misery by jumping overboard. Some also refused to eat. Slave-ship captains responded by ordering crew members to smash the teeth of those troublesome slaves, and force-feed them. Slavers also used a special tool, like a pair of pliers, called the *speculum oris*. The pointed ends were jabbed between the jaws of the unfortunate slave and then, with the turn of a screw, the ends opened and forced their jaws apart, sometimes breaking their teeth.

It was common for rebellious slaves to have their hands cut off, and then their heads. The severed body parts were then passed around to other slaves below deck as a warning. For some African tribes, the severing of their heads was the worst imaginable fate, as they believed that without their heads, their spirits would never find their way home.

In one terrible case, a newborn baby – whose slave mother had died in childbirth on a slave ship – was left out in the sun to die, and later thrown overboard. The captain was found not guilty of murder because there had been no 'premeditated malice'. The court ruled that he had not planned for the woman to die, and that without a mother the child would have died anyway.

SPOTLIGHT

EMPATHETIC UNDERSTANDING

Considering the perspective of different times and value systems presents challenges. A universal sense of humanity across time would ensure that the behaviour of the slave ship captain, in leaving a baby to die, would be condemned in all societies.



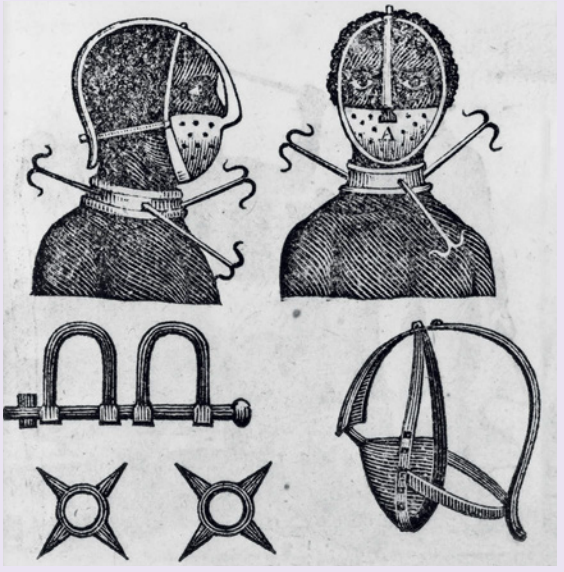
Source 3 An illustration from *The Illustrated London News*, 20 June 1857, shows how slaves were packed together on board slave ships. They were often forced into painful postures, with barely enough room to turn.

Transportation of slaves

Source 4

> I was soon put down under the decks, and there I received such a greeting in my nostrils as I had never experienced in my life; so that, with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat, nor had I the least desire to taste anything. I now wished for the last friend, death, to relieve me; but soon, to my grief, two of the white men offered me eatables; and, on my refusing to eat, one of them held me fast by the hands, and laid me across, I think, the windlass, and tied my feet, while the other flogged me severely ... The white people looked and acted, as I thought, in so savage a manner; for I had never seen among my people such instances of brutal cruelty ... The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us ... The air soon became unfit for respiration, from a variety of loathsome smells, and brought on a sickness among the slaves, of which many died ... This wretched situation was again aggravated by the ... chains, now ... unsupportable, and the filth of the necessary tubs, into which the children often fell, and were almost suffocated. The shrieks of the women, and the groans of the dying, rendered the whole a scene of horror almost inconceivable.

Extract from the autobiography of Olaudah Equiano, who was captured and sold as a slave in Benin; he wrote about his experiences in The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, *published in 1789*



Source 5 The various forms of restraint used for slaves. The three metal prongs around the neck ensured that if a slave managed to escape, he could not lie down.



Source 6 A steel slave whip used in the nineteenth century on ships transporting slaves

INTERPRET

1. Read Source 4, written by Olaudah Equiano. What does the fact that this is a written source indicate about his life after being taken from Benin? Does his slavery have any impact on the value or limitations of this as a historical source?
2. Look at the instruments shown in Sources 5 and 6.
   - **a** Outline your reaction to these instruments, and then explain why the commander of a slave ship would have had a very different reaction.
   - **b** With a partner or in small groups, discuss the motivation behind the development of such instruments.
3. Explain what Sources 4 to 6 reveal about the operation of the slave trade.

SPOTLIGHT

PERSPECTIVES

Slavery has become a rich area of historical investigation, and has consistently been a contested field of study. It was not until the 1960s that accounts detailing the realities of slavery became an accepted part of American education examining slavery. Even today there are elements of American society that choose to downplay its significance.

Arrival in the Americas

When the slave ships docked at one of the American ports, the slaves were unloaded and prepared for auction. Sores and wounds were covered with tar to make them less visible, and troublesome slaves were given laudanum (made from opium) to sedate them. The slaves were paraded like animals before the interested buyers. Potential purchasers would examine them thoroughly, look in their mouths, feel their muscles, and even comment on their ability as potential breeders of more slaves.

The entire process was dehumanising and undignified, and the slaves had no idea where they were or what was ahead of them.



Source 7 A coloured engraving depicting a slave auction in America's Deep South, *c.* 1850

The experiences of African slaves in the Americas varied according to when they were transported, what skills or physical attributes they had, where they were sent, and who bought them. The majority of slaves brought to the southern states of North America and the West Indies worked on plantations and farms. They were given new names, and usually went by the surnames of their masters. They worked long hours in the cotton, sugar or tobacco fields, and lived in simple huts with few comforts. Slaves also worked in the house, and tended animals and vegetable patches. Female slaves were often at the mercy of male members of the household, and the illegitimate children of these masters were also born into slavery.



Source 8 The scarred back of a slave – the result of a brutal series of whippings

Slaves who tried to escape were severely punished. Whipping was common for those who were caught, and repeat offenders could have their teeth filed into points so that it was obvious to all that this slave was troublesome.

Under American law slaves were always considered to be property, not human beings. For example:

- Under the law, slaves could be bought and sold by their owners, and separated from their families.
- Slaves were not allowed to own property of their own, and were not allowed to leave their master's land without permission.
- Laws were passed that made it illegal for slaves to learn to read or write.

- Slaves were not allowed to be out after dark or join with groups of other slaves, except for supervised work or church.
- Slaves were never allowed to hit or challenge a white person, but a white person could kill a slave while punishing them without breaking the law.
- The slave owners attempted to wipe out any memory the slaves had of their African heritage.

There were exceptions, however. Some slave owners taught their slaves to read and write (because it benefited them to do so). There were also slave owners who would never sell or separate families, and others who set their slaves free when the slaves reached retirement age. Many slaves managed to preserve memories of their African heritage, parts of their traditional languages and stories from their past. The music they brought with them from Africa would also survive and become a major contributor to twentieth-century American **culture**.

culture
the customs and traditions that a community, society or civilisation develops over time that are passed down from generation to generation

reparations
money paid by a government as compensation for past injustices carried out against a particular group or section of society

In the twenty-first century, an ongoing debate in American society and politics regarding **reparations** for the injustices of slavery has continued to divide Americans. This is important, as much of the American economic system and wealth was built by slaves who never got to share this wealth. Also, many slaves made great inventions throughout this period that became the property of and were patented by their owners, whose wealth was further increased at the expense of the slaves. These patents are still held by slave owners' families, and reparation has not been made to the descendants of the slaves.



Source 9 Black American music has made a major contribution to twentieth-century American culture.

2.5 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Describe the way in which African slaves were captured at the height of the African slave trade.
2. Outline the legal rights of slaves under American law during the years of the slave trade.
3. Select any one of the sources in this topic, and describe how it has helped you understand the experiences of slaves in this period.

APPLY AND ANALYSE

4. Why do you think a law was created to make it illegal to teach slaves to read and write?
5. In 1948, the United Nations adopted a Universal Declaration of Human Rights. Go to the website of the United Nations and examine this declaration. Compare the rights of slaves with what the modern world now accepts is essential for all people.

EVALUATE AND CREATE

6. Use the information in the text and Source 7 to create two 200-word descriptions of a slave auction:
   - **a** One should be from the perspective of a slave waiting to be sold.
   - **b** The other should be from the perspective of a potential buyer.
7. Use the information provided in this topic, together with your own research, to create a multimedia presentation showing what conditions were like for slaves being transported on slave ships. Your presentation should feature images, text and music, and be 3–5 minutes in length.

GO DEEPER

8. The slave ship *Zong* provides an example of the types of attitudes held by slave owners towards their slaves during this period. Research the *Zong* massacre. Prepare a 250-word response describing the events leading up to the massacre, and explaining why it is a significant historical event.

2.6 THE EXPERIENCES OF CONVICTS

KEY CONTENT

In this topic you will:

- use sources to construct the experiences of a convict who came to Australia.

Although conditions for convicts being transported during this period were not generally as cramped as they were for slaves, conditions were still extremely harsh. Like slaves, convicts spent most of the voyage restrained below deck. The majority of convicts transported on board the First Fleet were in reasonable condition when they arrived in New South Wales in 1788, although they must have been stunned at the new environment they found themselves in. The seasons were reversed and the landscape was unlike anything they had ever experienced before.

Second Fleet
the name given to the six ships carrying free settlers, convicts and supplies from Britain to the colony of New South Wales that arrived in 1789

Later convict arrivals had a worse experience on the journey over. The **Second Fleet** sailed from Britain in June 1789, and conditions for convicts in these ships were appalling. Cruel punishments carried out by captains and crew, lack of food rations, and diseases such as scurvy, dysentery and typhoid all combined to make the journey a horrendous experience. On top of this, one ship, the *Guardian*, struck an iceberg near the Cape of Good Hope and was unable to complete the journey.



Source 10 This painting depicts some of the crew of the *Guardian* escaping the stricken ship, which was in immediate danger of sinking. After making frantic repairs, the captain and remaining crew eventually managed to navigate the *Guardian* (which by now was reduced to little more than a raft) to the Cape of Good Hope – a 1900-kilometre voyage, which took nine weeks.

About 25 per cent of the 1250 male convicts in the Second Fleet died on the journey, and many died soon after arrival, compared with a less than 3 per cent death rate on the First Fleet. The only exception was the *Lady Juliana*, the first transport ship to carry only female convicts. The *Lady Juliana* was fortunate to have a competent government agent and surgeon on board. The sailors also treated the female convicts much better than male convicts, and gave them regular opportunities to exercise on deck.

On the Second Fleet's return to Britain, stories of convict suffering led to legal action against some of the seamen and contractors. This forced the authorities to review the transportation process. After this, ships were only despatched twice a year – at the end of May and the beginning of September – to avoid the dangerous southern hemisphere winter conditions. Also, independent surgeons were appointed to supervise the treatment of convicts, and a bonus was paid for their safe arrival.

STRANGE BUT TRUE

The arrival of the *Lady Juliana* into Port Jackson in 1790 – with an all-female cargo of 226 convicts on board – more than doubled the population of women in the new colony of New South Wales.

2.6 SOURCE STUDY

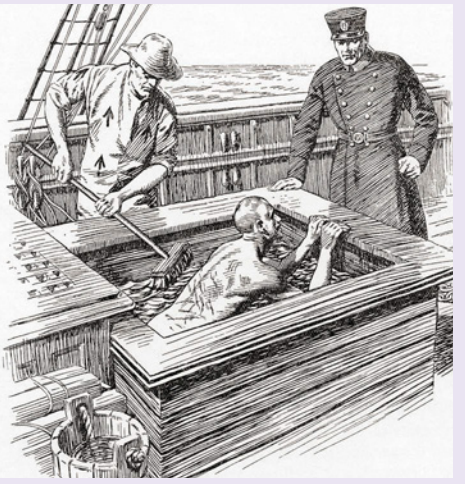
Conditions and punishments on convict ships

Source 11

> We soon found out that we had a troublesome cargo ... as I may say more noise than danger. When any of them, such as Nance Ferrel [Elizabeth Farrell] ... became very troublesome we confined them to the hold and put on the hatch ... This, we were soon convinced, had no effect as they became in turns outrageous, on purpose to be confined ... I, as steward, found it out by accident ... in the hold I came upon a hogshead [cask] of bottled porter [dark beer] with ... empty bottles in it ... We were forced to change the manner of punishing them ... I was ... to take a flour barrel and cut a hole in the top for their head and one on each side for their arms. This we called a wooden jacket. Next morning, Nance Ferrel, as usual, came to the door of the cabin and began to abuse the agent and captain ... to her mortification the jacket was produced, and ... two men ... put it on ... She could only walk or stand ... she began to get weary and begged to be released ... but in a few days was as bad as ever ... We were forced to tie her up like a man, and give her one dozen with the cat-o'-nine-tails ...
>
> *An account by John Nicol, steward on the* Lady Juliana*, in* John Nicol, Life and Adventures, 1776–1801, *Text Publishing, 1997, pp. 122–4*



Source 12 Caged: an engraving depicting conditions on a convict ship



Source 13 This nineteenth-century illustration depicts the harsh punishment given to convicts during transportation. The prisoner, who has been flogged until his back is raw, is suffering a brine (salt water) bath while his back is scrubbed with a broom.

INTERPRET

1. Explain what the three sources have in common.
2. What evidence do these sources provide about the attitude of authorities towards convicts at this time?
3. Outline the impact the treatment shown in these sources could have on the attitude of convicts when they arrived in Australia.
4. What is John Nicol's 'troublesome cargo'? What does he mean when he describes it as 'more noise than danger'?
5. Which source do you think has the most value for helping a historian understand the way convicts were treated during the trip to Australia? Explain your response.

2.6 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Compare the conditions that slaves and convicts had to endure during their transportation. What were the main similarities? What were the main differences?
2. What were the main diseases that convicts suffered from during the journey to Australia?

APPLY AND ANALYSE

3. Using the statistics provided, identify the approximate number of male convicts who died on the Second Fleet.
4. Outline the arguments for and against punishment being so severe on the convict ships.

STRANGE BUT TRUE

Over the years, the *SS Great Britain* carried more than 15 000 immigrants to Australia. On a trip from Britain to Melbourne in 1861, it took on board 550 chickens, 250 ducks, 150 sheep, 55 turkeys and geese, and 30 pigs to feed the 750 passengers and 130 crew.

2.7 THE EXPERIENCES OF FREE SETTLERS

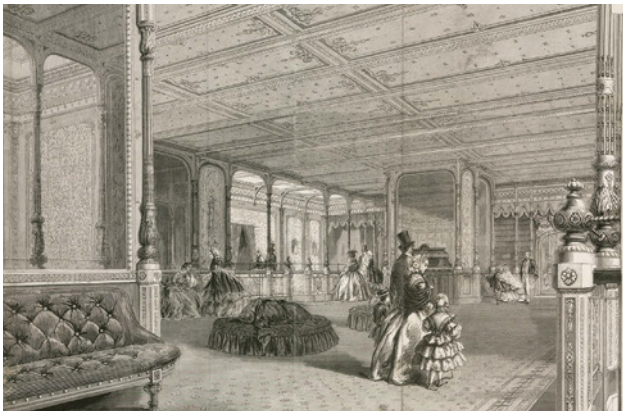
KEY CONTENT

In this topic you will:

- **use sources to construct the experiences of a free settler who came to Australia.**

Free settlers emigrating to Australia from Britain during much of the nineteenth century travelled in fast wooden sailing ships known as 'clippers'. The journey from Britain to Australia generally took four months, if winds were favourable.

Steerage passengers were those travelling on the cheapest tickets. They did not have their own cabins, but were accommodated in the areas originally designed to be cargo holds. These were usually on the lowest deck, below the water line. In these areas there was little light or ventilation. During bad weather, hatches would be closed, which meant that steerage passengers would find themselves confined below. There was no separate dining area, and meals were brought from the galley, or kitchen, to a common space (see Source 17). Under these conditions, people often became sick or even died as a result of poor hygiene and infectious diseases.



Source 14 An illustration *c.* 1859, showing a steamship's grand saloon for first-class passengers

Conditions improved for steerage passengers as new ships were built, and steam-powered, iron-hulled ships were introduced. In the late nineteenth century, ocean-going steamships carried the majority of settlers to Australia from this time. They were much more spacious than the earlier clippers, and had grand saloons for first-class passengers. Some steamships even provided cabins and dining saloons for the steerage passengers.

2.7 SOURCE STUDY

Experiences of settlers – journey and arrival

Source 15

> Of the persons embarked at Dundee, there were 79 married couples, three single men and eight single women, and 150 children of all ages. Three adults have died, one of fever, occasioned by exposure to the hot sun at St. Jago, one of malignant scarlet fever, and lately one of typhus. Twenty-three children have died of various diseases, but mostly of affections of the bowels, arising from unsuitable food ... she is an old ship, not particularly leaky ... She was the reverse of comfortable in her 'tween decks, being encumbered with luggage to such a degree, that in bad weather, when most persons were below, it was difficult to pass from one end of the ship to the other. The provisions and water were wholesome, and served in sufficient quantities. I had the usual medical comforts supplied to convict ships ... The emigrants were almost invariably quiet and orderly ... I had no other ground of complaint than their inattention to cleanliness. An insurmountable difficulty, in preserving due cleanliness and ventilation, arose from the enormous quantity of luggage they were permitted to bring on board ...
>
> *Statement by David Thompson, Esq., RN, Surgeon Superintendent of the ship* John Barry, *with emigrants from Scotland, Immigration Report of 1837 to the British Parliament*

SPOTLIGHT

ANALYSIS AND USE OF SOURCES

The analysis and use of sources always depends on context to help you work out how a source can be valuable and useful to your inquiry. Think about how the origins of Sources 15 and 16 could affect their value and use if you were investigating conditions of travel to Australia in the nineteenth century.

Source 16

This morning a little after three o'clock, one of the passengers came down and called out land and lighthouse ahead, but he called out don't get up – What an idea, to tell us to lay in bed when Australian shores were in sight, you may imagine with what light hearts we quickly dressed and went up on deck ... With what feelings I first sighted my new country I cannot describe, suffice it is to say, they were of a mingled character, joy and sadness, first of all a feeling of sadness crept over me, as when I was out of sight of Australia I felt a kind of link still binding me to the dear ones I had left behind me in Old England, but this morning I knew that our journey was almost terminated ... About 1/2 past 4 we saw the first Australian sunrise, first thing the sky was bathed in one mass of bright red and then changed to green and an endless variety of magnificent tints ... far different than in the manufacturing towns in Lancashire ...

Extract from the diary of 19-year-old Ally Heathcote, who migrated from England in 1874 (Museum Victoria, Immigration Museum); she and her family arrived in Melbourne on 16 November 1874 after a 52-day journey



Source 17 An 1870 illustration showing British emigrants in the steerage class of a wooden ship gathering for a meal

INTERPRET

1. What evidence in Source 17 suggests that steerage passengers were travelling on the cheapest tickets?
2. Examine David Thompson's account of the journey from Britain to Australia in Source 15. What does he see as the main problems facing the free settlers travelling to Australia? What solutions do you think he would recommend?
3. Read Source 16, and explain why Ally Heathcote would feel both joy and sadness as she saw the Australian coastline for the first time.
4. What evidence can you draw from these three sources to support the suggestion that the journey of free settlers to Australia was a happier experience than that of convicts?

2.7 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What advances in shipbuilding allowed free settlers travelling to Australia in the late nineteenth century to have a more pleasant journey than those who had travelled earlier?
2. Outline the major differences between the experiences of convict and steerage passengers travelling to Australia in the early part of the nineteenth century.

APPLY AND ANALYSE

3. Select two sources of evidence provided in this topic, and explain how they helped you understand the experiences of free settlers travelling to Australia in the nineteenth century. Make a judgment about how useful and reliable these sources were in helping you reach your understanding.

GO DEEPER

4. Explain the difficulties historians could face using sources to reconstruct the life of a free settler such as Ally Heathcote, or the life of a convict or a former slave mentioned in previous topics, such as Olaudah Equiano (see topic 2.5, Source 4).

2B

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words
- 15 marks = 500 words.

Include historical terms and concepts, and give detailed examples to show your understanding.

WHAT WERE THE EXPERIENCES OF SLAVES, CONVICTS AND FREE SETTLERS ON THEIR JOURNEYS?

» Investigate the main features of slavery, including transportation

1 Explain why Britain became involved in the slave trade. (5 marks)

2 Using Source 4 in topic 2.1, explain how the triangular trade worked. Outline why it made slavery a profitable venture for merchants and investors. (5 marks)

3 Describe the conditions slaves had to endure, from capture in Africa through to sale in the Americas. (10 marks)

4 Outline the restrictions slaves had placed on their lives once they arrived in the Americas. (5 marks)

» Use sources to construct the experiences of a slave sent to the Americas, or a convict or a free settler who came to Australia

5 Compare and contrast the experiences of slaves, convicts and free settlers. To organise your ideas, create a table with three columns in your notebook:

Slaves to the Americas	Convicts to Australia	Free settlers to Australia

Once you have completed your table, you will have sufficient information to summarise the elements that each list has in common, as well as the major differences. (10 marks)

6 Outline and explain the different perspectives a slave, convict and free settler would have about their experiences. Make sure your response is supported by specific references to the sources you used in the previous question. (15 marks)

Total marks [/50]

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Checkpoint worksheets
Differentiated worksheets for use in class or as homework

OXFORD UNIVERSITY PRESS

2C HOW DID LIFE CHANGE FOR PEOPLE WHO MOVED TO AUSTRALIA?

2.8 CONVICT LIFE IN A NEW LAND

KEY CONTENT

In this topic you will:

- use a variety of sources to investigate and report on the changing way of life of convicts.

Varied experiences

The experiences of convicts in Australia varied greatly. In the first decades in New South Wales, many were housed in government barracks similar to prisons and were sent out daily, often in **jail gangs**, to clear land and build roads, bridges and houses.

jail gangs groups of prisoners forced to work on public projects, and sometimes all chained together in 'chain gangs' to prevent escapes

Convicts were also assigned to work for free settlers, officials or soldiers. They worked on farms or as labourers in private businesses such as breweries, brickworks, saddleries or blacksmiths. The treatment of assigned convicts depended on the nature of their master. Most were harsh and demanding; but some showed compassion and fairness, and taught skills to assigned convicts that would assist them once they had served their terms.

For female convicts, there were institutions known as 'female factories'. These were female-only workhouses, similar to prisons. Convicts could be sent to female factories while waiting to be assigned work with a free settler, or as a punishment for any offences committed while in the colony. Female convicts who were about to give birth or who had very young children would also be housed in female factories. There they were given duties such as washing clothes in the laundry, needlework and rope making.

Source 1 An illustration of a government jail gang in Sydney, 1830



OXFORD UNIVERSITY PRESS

2.8A SOURCE STUDY

Assigned convicts

Source 2

> Mr Robert Arlack belonged to a class at that time ... who looked solely upon their assigned servants or government men as machines for getting money, and who, with this view worked them most unmercifully ... In fact, they considered convicts to be only a more expensive kind of labouring cattle ... they never thought of giving these unfortunate wretches a single ounce of any nourishment they could possibly avoid ...

Extract from James Tucker, Ralph Rashleigh*, 1845 (reprinted in 1952 by Angus & Robertson)*

Source 3

> The overseer rises at day break, and rings a bell, which is affixed to a tree, as a signal for the men to proceed to their labour ... The bell is rung again at eight o'clock, when the men assemble for breakfast, for which they are allowed one hour; they again return to their labour till one o'clock, when they have an hour for dinner, and they afterwards labour from two till sunset.

Extract describing convicts' daily routine on Dunmore Station, from John Dunmore Lang, An Historical and Statistical Account of New South Wales as a Penal Settlement and as a British Colony*, 2nd ed, Cambridge University Press, 1837*

Source 4

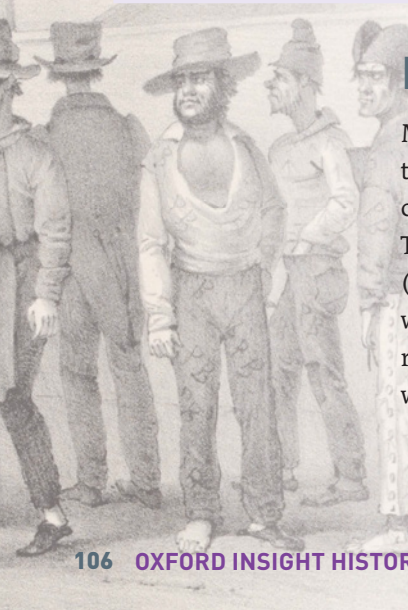
> I am happy to inform you that I am now very comfortably situated within a mile of Hobart Town ... As to my living, I find it better than ever I expected, thank God, I want for nothing in that respect. As for tea and sugar, I could almost swim in it.

Extract from a letter by convict Richard Dillingham to his parents, in Harley Forster (ed), The Dillingham Convict Letters*, Cypress Books, 1970*

INTERPRET

Look at Sources 2 to 4.

1. Account for the perspective of each of the sources provided here. On the basis of the reference information only, how reliable do you think each is?
2. What can you learn about the lives of assigned convicts from these sources?
3. What are the limitations of these sources?
4. What additional research would you need to carry out in order to gain a clearer picture of the treatment of assigned convicts?



Places of secondary punishment

Many convicts sent to the Australian colonies in the nineteenth century suffered brutal treatment from jailers and prison guards. Convicts who reoffended while serving their original sentences were dealt with severely by being sent to places of secondary punishment. The Coal River settlement (later known as Newcastle, New South Wales), Norfolk Island (in the Pacific Ocean, 1600 kilometres east of Sydney) and Macquarie Harbour (Tasmania) were all established to deal with these offenders. Norfolk Island was the harshest, and was reserved for the 'absolute worst' convicts. The degrading treatment convicts received there was designed to punish rather than reform, as a warning to convicts on the mainland.

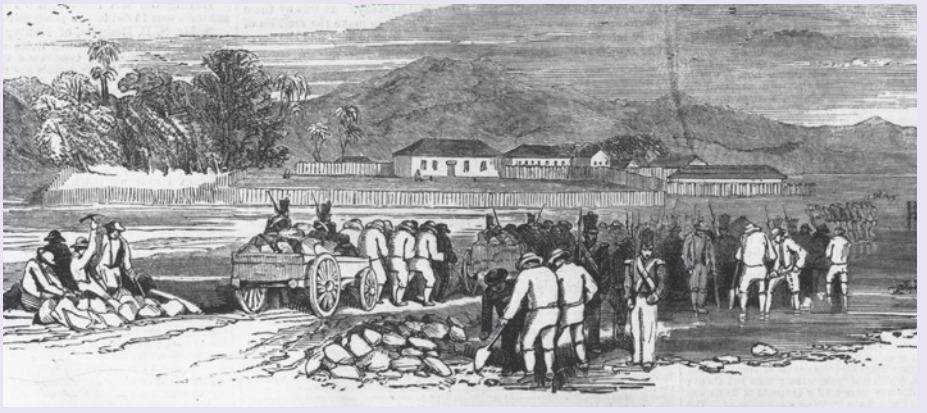
2.8B SOURCE STUDY

Convict life on Norfolk Island

Source 5

100 lashes: For saying 'O My God' while on the chain for Mutiny [rebellion]
100 lashes: Smiling while on the chain
50 lashes: Getting a light to smoke
200 lashes: Insolence to a soldier
100 lashes: Striking an overseer [work boss] who pushed him
8 months' solitary confinement, on the chain: Refusing to work
3 months' ditto: Disobedience of orders
3 months' Gaol [jail]: Being a short distance from the settlement
100 lashes before all hands in the Gaol: Insolence to a sentry [soldier]
100 lashes: A song [presumably one of the Irish 'treason songs']
50 lashes: Asking gaoler [jailer] for a chew of tobacco
100 lashes: Neglect of work

Punishment record of convict William Riley during two years in heavy irons after a convict mutiny on Norfolk Island, in Robert Hughes, The Fatal Shore, *Collins Harvill, 1987 p. 480*



Source 6 An artist's impression of convicts at work on Norfolk Island

INTERPRET

1 How many lashes did William Riley receive in total as punishment?
2 Does Source 5 or Source 6 provide the best evidence for a historian arguing that conditions on Norfolk Island were cruel and inhuman? Justify your response.

SPOTLIGHT

EXPLANATION AND COMMUNICATION

Expanding your vocabulary and using a glossary to check the meaning of new terms is an important way of improving your performance in History. Think how much stronger your response will be if you use terms such as 'emancipated' or 'expiree' (see below) correctly, rather than simply referring to everyone as 'convicts'.

Emancipated convicts and expirees

Although convicts transported to Australia were forced migrants, there were opportunities for them once they had served their sentences. Skills in such areas as building and food preparation could lead to a bright future in a colony that was establishing itself on the other side of the world.

Further, the climate, food and living conditions would have been superior to what the convicts had experienced in Britain. In addition, their new home offered real opportunities for a better life in the future, with the chance to own their own land – opportunities that were increasingly limited for poorer, working-class people in Britain.

Convicts in the Australian colonies who were good workers and did not reoffend could be rewarded in a number of ways. Those who showed that they could be trusted with some limited freedoms were granted a 'Ticket of Leave'. This allowed them to work for pay in a specified area, although they were not permitted to leave that area. Other convicts who were especially well behaved could have their sentences reduced, and be **emancipated**. These people were known as **emancipists**. Convicts who served the full term of their sentence without reoffending were also set free. These people became known as **expirees**.

emancipated; emancipist
set free; a convict who has been set free

expiree
a convict who has served the full term of their sentence without reoffending, and has been set free



Source 7 Francis Greenway

Convicts played an important role in the development of Australia. In most cases, their labour in towns and on farms went unnoticed or unacknowledged; however, some ex-convicts went on to take up significant positions in colonial society after their release. Well-known ex-convicts include Francis Greenway (architect; see Source 7), James Blackburn (engineer), William Bland (surgeon), John Davies (journalist and publisher), William Field (pastoralist and businessman), Simeon Lord (merchant and magistrate), Mary Reibey (businesswoman; see Source 8), Robert Sidaway (theatre organiser) and Samuel Terry (merchant).



Source 8 Mary Reibey

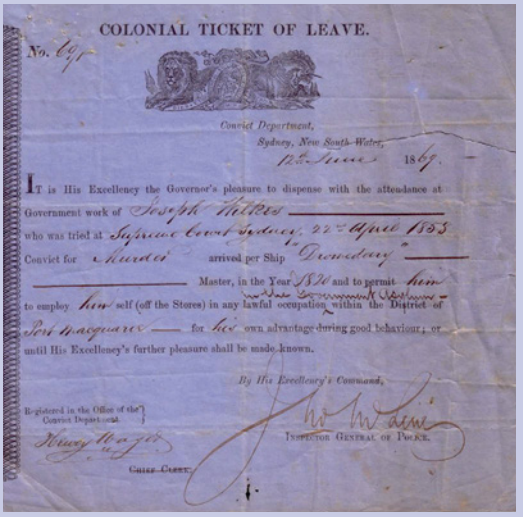
2.8 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Outline the major changes that convicts would have been forced to make when they first arrived in Australia.

2 Identify some of the tasks convicts could expect to be given when they arrived in Australia.

3 Define the terms 'Ticket of Leave', 'emancipist' and 'expiree'.



COLONIAL TICKET OF LEAVE.

No. 69

Convict Department,
Sydney, New South Wales,
12th June 1869.

IT is His Excellency the Governor's pleasure to dispense with the attendance at Government work of Joseph Wilkes
who was tried at Supreme Court Sydney, 27th April 1853
Convict for Murder arrived per Ship Dromedary
Master, in the Year 1870 and to permit him
to employ himself (off the Stores) in any lawful occupation within the District of
Port Macquarie for his own advantage during good behaviour; or
until His Excellency's further pleasure shall be made known.

By His Excellency's Command,

Registered in the Office of the Convict Department
Henry Major
Chief Clerk

Inspector General of Police

Source 9 A 'Ticket of Leave'

4 Identify the kinds of opportunities that a convict could take up after serving their sentence.

5 Name one convict, and explain how he or she benefited from transportation to Australia.

APPLY AND ANALYSE

6 Explain the term 'place of secondary punishment'. Provide the names of three places that were set up for this purpose.

7 Select one male and one female convict mentioned in the text or in the list below, and research their lives and achievements. (Useful weblinks to help you in your research into the experiences of individual convicts can be found in the obook.)

- Alexander Pearce
- Mary Wade
- John 'Red' Kelly
- William Redfern
- Mary Bryant

Write a 100-word informative text for each that describes their experiences as convicts, and how their lives changed as a result of being transported. Include relevant sources that you have evaluated for their reliability and accuracy.

EVALUATE AND CREATE

8 Create a story that describes the life of a convict, like William Riley (see Source 5), who rebels against authority on Norfolk Island. Include a backstory that explains why they are there, and describe the sort of treatment they received that led to them rebelling. You can then give them the punishment you think they deserve!

GO DEEPER

9 Discuss the similarities and differences between convicts and slaves in a 250-word written response. Use information from this chapter, together with additional research, to compare these groups of people in terms of their treatment and status.

D'Arcy Wentworth: Convict or well connected?

CASE STUDY

The Second Fleet to New South Wales was the great hope for those who had arrived on the First Fleet. The young colony was on the verge of starvation, isolated on the far side of the world. The initial movement of people had brought only convicts and their guards. It was hoped that the Second Fleet would bring healthy, skilled convicts who could contribute to building a strong and prosperous colony.

Instead, the Second Fleet would become renowned for having the highest **mortality rate** in the history of transportation to Australia.

mortality rate
a measure of the number of deaths in a particular population; it is usually expressed in the number of deaths per 1000 people, per year

The conditions on the Second Fleet were much closer to the style of transportation used for slaves from Africa to the Americas than the conditions on the First Fleet. In fact, the firm that the British Government had contracted to transport the convicts of the Second Fleet had also transported slaves to the Americas. The government looked for the cheapest ships possible, and paid for the transport of convicts, not for their safe arrival. Thus the Second Fleet used 'wet' ships, which were leaky – the timbers below deck were usually rotting from the moisture.

The convicts were kept chained below deck for most of the arduous journey. Of the 1038 convicts (including 78 females) who embarked from Portsmouth on 19 January 1790, 273 died during the voyage, and most of those who survived were sick and dying.

Arguably the worst ship to be on in the Second Fleet was the *Neptune*. It had a mortality rate of one death for every 3.1 convicts. Throughout the journey, the convicts were deliberately starved, kept chained and often refused permission to come on deck.

One of those on board the *Neptune* was D'Arcy Wentworth. He was from the Irish branch of a very well-connected upper-class British family. He had travelled from Ireland to London in the mid-1780s to begin a medical apprenticeship, and received support from his relative, the 4th Earl Fitzwilliam – which may have been of assistance when Wentworth was tried four times for highway robbery. Twice he was found not guilty, and on a third occasion he was acquitted due to lack of evidence. In his fourth trial, in 1789, he was again found not guilty, aided by the prosecutor telling the judge that Wentworth had secured an appointment as an assistant surgeon to the Second Fleet, and was shortly to depart. This was described at the time as 'voluntary transportation'.



Source 10 D'Arcy Wentworth

Wentworth's four acquittals meant that he did not travel to Australia below deck as a convict. Instead, this 28-year-old man – described in the *Australian Dictionary of Biography* as 'a handsome, tall man with blue eyes who was invariably popular with all classes and both sexes' – was assigned a convict, Catherine Crowley, who quickly became his mistress. His first son, William Charles Wentworth, was born two months after the arrival of the Second Fleet.



Source 11 This 2019 commemorative coin depicts the Rum Rebellion, in which D'Arcy Wentworth was an active participant. The rebellion overthrew the New South Wales Government in 1808. It was sparked by the notorious Governor Bligh forbidding the distribution of cheap rum among the New South Wales Corps regiment (which was also known as the 'Rum Corps').

From being a 'nearly convict', Wentworth spent the next 37 years showing just what was possible for a socially connected non-convict in this new land. Shortly after arrival, he became assistant to the hospital at Norfolk Island. He went on to become:

- Superintendent of Convicts on Norfolk Island, Parramatta and Sydney
- a major landholder
- a participant in the Rum Rebellion against Governor Bligh in 1808
- Superintendent of Police
- commissioner of a toll road between Sydney and Parramatta
- a rum importer
- one of the original builders of the first Sydney Hospital
- a director of the Bank of New South Wales in 1816.

His son, William Charles, became part of the first colonial expedition to successfully cross the Blue Mountains.

D'Arcy Wentworth died in 1827 without ever returning to Britain.

Source 12

On Monday, the remains of D'Arcy Wentworth Esquire, were removed from his residence at Home Bush, where this much respected gentleman had breathed his last, to a vault prepared for the occasion in the Church-yard of Parramatta.

At a quarter past twelve the melancholy procession began to move off along the road leading towards Parramatta. It extended nearly a mile in length, and was composed of the relatives, most of the Magistrates resident within fifty miles of Sydney, the private friends of the deceased, and others who attended from feelings of sincere respect to his memory, and of veneration for the unbending integrity and upright independence which appeared to have guided his conduct during a long and often trying period in this country.

Extract from The Australian *newspaper, 11 July 1827, p. 4*

Source 13

Despite his general popularity, comparative wealth and powerful connections at home Wentworth mixed little in non-official social life. Although he held the King's commission and had held it before coming to New South Wales, the liberal views imbibed in the Ireland of his youth, which resulted in more than usual sympathy with the convict population, the background of his trials at the Old Bailey and the circumstances of his personal life in the colony all prevented him from fully sharing in the social round. Although he did not come out as a convict, there were widespread stories of the irregularity of his early days and of his failure to accompany the First Fleet as surgeon in the *Charlotte*. Obviously these could have been lived down and, so far as the later governors of his age were concerned, were lived down, but in addition he proved as popular with the female sex as he was asserted to be with general company.

Extract from Australian Dictionary of Biography, *Melbourne University Press*

CASE STUDY: CHECK YOUR LEARNING

APPLY AND ANALYSE

1 Research the voyage and conditions of the Second Fleet. Does the Second Fleet deserve to be compared with slave ships?

2 Examine Sources 12 and 13.

- **a** Explain which is a primary source and which is a secondary source.
- **b** Do the sources support each other? Which do you find most useful in trying to understand what D'Arcy Wentworth contributed to New South Wales? Why?

3 Copy the illustration of D'Arcy Wentworth in Source 10 and use it as the centre of a mind map. On one side, include what you regard as the positive aspects of his life and achievements. On the other side, include the aspects you regard as negative. Compare mind maps among the class. Have you been able to come to a general agreement?

EVALUATE AND CREATE

4 Create a timeline for the life of D'Arcy Wentworth, based on your own research and the material given here. Explain how his life illustrates the concept of the 'movement of peoples' in the century between 1750 and 1850.

GO DEEPER

5 Research the story that suggests D'Arcy Wentworth secretly married the famous novelist Jane Austen shortly before he left for Australia. This story has been put forward by a relative of Wentworth's. Examine the research as a historian, and come to a conclusion regarding its validity. Make sure you explain the evidence you use to come to your conclusion.







Source 14 Did D'Arcy Wentworth (top left) secretly marry Jane Austen (bottom left)? Was he the inspiration for 'Fitzwilliam Darcy' in *Pride and Prejudice*, famously played by Colin Firth (right) in a television adaptation?

2.9 THE LIVES OF FREE SETTLERS IN AUSTRALIA

KEY CONTENT

In this topic you will:

- use a variety of sources to investigate and report on the changing way of life of free settlers.

Settlers, squatters and selectors

Early settlers in Australia came in search of a better life, or to make their fortune. Some settlers had agricultural backgrounds, but others, such as the military officers who were given large land grants, had no farming experience.

squatter
a person who occupied a section of Crown land for cattle and sheep grazing without purchase or lease

Crown land
land legally owned by the monarch of Britain

selector
a person granted permission from the Crown to settle sections of unsurveyed land from 1861 onwards through a process known as 'free selection'

Squatters were settlers who cleared stretches of **Crown land** and occupied them with their sheep and cattle, without official ownership. They lived on the frontiers, far away from government regulation and supplies. Squatters were often the first Europeans to explore parts of inland Australia, and chose the most fertile land to settle on. The government later gave licences to squatters, allowing them to lease the land they already occupied. Some squatters became very wealthy and were the pioneers of Australia's wool industry.

In the 1860s, the governments of the Australian colonies dispossessed Aboriginal people and sold blocks of land that they had previously leased to squatters. The new settlers who bought small areas of land to farm were known as **selectors**. Wealthy squatters purchased most of the fertile land they had cleared and worked, and selectors were often left with the poorest farming land without easy access to water.

The life of settlers in Australia could be harsh. Even with the help of convict labour and Aboriginal people who may have been able to stay on their traditional lands in return for unpaid work, it could take years to clear their land of trees, and establish their crops and livestock. Food was scarce, and settlers initially lived in basic bark shelters, or built 'wattle and daub' huts made of tree branches and clay.



Source 15 A nineteenth-century painting showing a squatter farming sheep

OXFORD UNIVERSITY PRESS

The lives of early Australian settlers

Source 16

> [T]he selector's ... stock of ready money is usually exhausted by the time he has ringed and felled a few trees upon the site of his future homestead, erected a hut of slabs and bark, furnished it with a trestle bed and blankets, a rudely-constructed table and bench, a few cooking utensils, an axe, a spade, a crosscut saw, and a supply of flour, tea and sugar ... and when he has broken up a few perches of land and put in his first crop, he is not unfrequently compelled to seek for work in the neighbourhood at fencing or road-making, in order to maintain himself until the 'kindly earth' shall have yielded him her increase [produce a crop] ... In some cases the free-selector, who is fortunate enough to be the possessor of a horse and to be quick and dextrous [skilled] in the use of the shears, sets out in the beginning of August for the woolsheds in the south of Queensland, or in the north of New South Wales, to fulfil a yearly engagement at sheep-shearing ... returning in time to gather in his own crops, and with cheques in his pocket representing at least a hundred pounds ... He is thus enabled to purchase a few head of stock or a better description of plough, to build a more commodious [spacious] hut, and to supply the wife and children, for whom he has been making a home in the bush, with such articles of wearing apparel [clothes] as they may stand in need. There is plenty of hard work and very little recreation in such a life ...

Descriptive sketch of Victoria c. *1860, in* Picturesque Atlas of Australasia*, 1886*

Source 17

> Each stockman's hut stood by itself in a clearing, leagues distant [miles away] from any other dwelling, and as far as might be from the nearest scrub, in the thickets of which the Blacks could always find an unassailable stronghold.
>
> The settler depended for safety upon the keenness of his hearing, the excellence of his carbine [rifle], and the Blacks' superstitious dread of darkness, which makes them averse to leaving their camp except on moonlight nights, or with an illumination of burning firesticks.

Extract from Rosa Praed, Australian Life: Black and White, *Chapman and Hall, 1885*

Source 18

> Then there was a garden, fenced in with hurdles, over which our tame kangaroo took his daily constitutional [walk]; but nothing grew in it except pumpkins and fat-hen [a type of weed]. Well for us that they did flourish, for we lived on pumpkins and mutton for three months, during which time the drays were delayed by flooded creeks, and the store was empty of flour, tea, sugar, and all other groceries.

Description of life on Naraigin, a sheep station 300 kilometres from Brisbane, c. 1850s, in Rosa Praed, Australian Life: Black and White, *Chapman and Hall, 1885*



Source 19 A settler family's bark house *c.* 1870, New South Wales

INTERPRET

1. Identify information in Sources 16, 17 and 18 that is confirmed in Source 19. Is there any reason to regard one source as more reliable than any others?
2. Is there evidence in any of the sources that they were created by an actual squatter? Does this affect their reliability?
3. Explain how these sources can be used to provide evidence that the life of settlers could be harsh.

The gold rush in Australia

diggings
a colloquial term for the gold rush locations in Australia and the United States, from the 1850s onwards

The discovery of gold in 1848 at a sawmill in California sparked a gold rush that led to the spectacular growth of the west coast of the United States. As people flooded to the goldfields, San Francisco was transformed from a city of 1000 people in 1848 to more than 25 000 people by the end of 1849.

Edward Hargraves was one of the hopefuls who had travelled there. He was unsuccessful at finding his fortune in California; however, after returning to Australia he took advantage of the New South Wales Government's failure to acknowledge William Tipple Smith's 1848 find near Bathurst, west of Sydney, and claimed in 1851 that he had discovered gold in the same area. This well-publicised 'discovery' sparked the gold rush in Australia.

Living conditions were hard for everyone on the Australian goldfields. In places such as Bendigo, for example, around 40 000 people lived close together in tents. Water and fresh food were scarce. Garbage piled up around the **diggings**, and toilets were simply holes dug in the ground. The unsanitary conditions and poor diet led to diseases such as dysentery and typhoid. Most 'diggers' worked from dawn until dusk, six days a week.

It is estimated that more than 80 per cent of the population on goldfields were male, as women generally remained at home with their children. Some women did brave the difficult conditions to keep the family together, but they risked death or disease from the lack of sanitation and medical care. Children under the age of five made up the majority of deaths on the goldfields.

In the early years of the gold rush, most miners were able to make reasonable returns, and 'alluvial gold', which washed up in creek and river beds, was relatively easy to find. By the 1850s, however, much of the alluvial gold had already been found, and miners had to dig mine shafts to find veins of 'reef gold', which occurred many metres underground.

All miners had to pay a licence fee, which was bitterly resented. It became one of the factors that contributed to the Eureka Rebellion in 1854 (see topic 2.12).



Source 20 *Mr E.H. Hargraves, the Gold Discoverer of Australia, 12 February 1851, Returning the Salute of the Gold Miners*, by T.T. Balcombe (1851); paintings like this one helped to create the legend of Hargraves as the discoverer of gold in Australia.

STRANGE BUT TRUE

On 3 September 2020, the New South Wales Government finally acknowledged that mineralogist William Tipple Smith had been the first person to discover gold in Australia. In 1848, the colonial secretary had disregarded Smith's claim (despite Smith carrying a gold nugget as proof), but later tried to buy the land for himself.

SPOTLIGHT

RESEARCH

When you see a widely accepted 'fact', such as gold first being discovered in Australia in 1851, research is crucial in challenging it. You must be able to provide evidence to support any assertion that the 'fact' is incorrect.

2.9 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Outline the differences between a squatter and a selector.
2. When and why did the Australian gold rush begin?
3. What made conditions on the goldfields so harsh?
4. Which group made up the majority of deaths on the goldfields?

APPLY AND ANALYSE

5. Create a table outlining the main arguments for and against making the journey to Australia as a free settler. Based on your list, do you think you would have decided to make the journey?
6. Discuss the ethics of governments selling land they had previously licensed to squatters. Do you think the Australian Government would be able to do this today? Why or why not?

2.10 THE IMPACT OF CONVICTS AND SETTLERS ON INDIGENOUS PEOPLES

KEY CONTENT

In this topic you will:

- describe the impact of convicts and free settlers on Indigenous peoples of the regions occupied.

The **colonisation** of Australia caused the clash of two very different cultures. For the Europeans, a successful living was dependent on ownership of land, cultivation of the soil, building houses and fences, and outward demonstrations of progress. The Indigenous peoples in Australia saw joint ownership and cultivation of the land through Clan and Nation boundaries, where they also had responsibilities in relation to the continuance of the land, animals and plants. They believed that they belonged to the land, and were connected to it with an elaborate culture, Kinship and spirituality.

The most important and enduring impact of the European invasion of Australia for the First Peoples of this country was dispossession. From 1788, Indigenous families were driven from their land and their homes – an action that continues to have an impact today.

SPOTLIGHT

CONTINUITY AND CHANGE

Even language experiences continuities and changes. Note the use of the term 'First Nations' to describe Indigenous Australians. This is becoming common usage, just as 'Indigenous Australian peoples' replaced 'Australian Aborigines'.

colonisation
the process of setting up outposts or settlements in other lands by a country, kingdom or empire, often for reasons of resource use, trade or defence

Impact in the early years of colonisation

In the early years of colonisation, Governor Phillip, the first Governor of New South Wales, was instructed to treat the Indigenous people kindly and to share with them all the 'benefits of white civilisation'. However, there was no recognition of Indigenous rights to the land, and little attempt to understand Indigenous culture. Well-meaning settlers gave the local people European food and clothing, but also alcohol and tobacco, which were detrimental to their health.

Indigenous peoples were forced to become dependent on European goods, as use of their languages and cultural use of land were criminalised under British rules and laws.

One of the most devastating impacts of European colonisation was disease. The Indigenous peoples in Australia had no resistance to serious diseases such as smallpox and cholera. Even illnesses such as influenza, the common cold, measles and chickenpox could prove fatal. Indigenous people were dying in their thousands, while the number of newborn babies was declining year by year.

It has been estimated that the total population of Indigenous people in Australia decreased by about 90 per cent between 1788 (the time British settlers arrived) and 1850. A key reason for this devastating decline was the spread of disease.

SPOTLIGHT

CAUSE AND EFFECT

Sometimes causes have long-term effects. Consider the historical implications of the phrase describing British actions in 1788 that 'there was no recognition of Indigenous rights to the land'. What long-term effects has this cause had in Australian society?

Pemulwuy and early resistance

A Bidjigal man known as Pemulwuy led significant resistance to early British colonisation in the Sydney region. In 1790, he speared and killed Governor Phillip's gamekeeper – a man who was employed to protect the governor's animals, but who was also known to take random shots at passing Aboriginal people.



Source 21 Detail from the only known illustration of Pemulwuy, by Samuel Neele

By 1792, Pemulwuy was leading the resistance in the Parramatta area to the west of Sydney. He would often raid British camps for food, or in retaliation for ill-treatment of the original owners of the land. In 1797, he led a raid on the government farm at Toongabbie. Settlers retaliated by sending a hunting party after Pemulwuy, and they shot him seven times. He was captured and placed in hospital, but escaped and was among a group of other Aboriginal people who met the governor's party at Botany Bay a month later. This helped create a legend that he could not be killed by bullets.



Source 22 Mangubadijarri Yanner and Donald Bob from the Gangalidda and Garawa peoples at Manchester Museum, with artefacts that are being repatriated

Pemulwuy became celebrated as a leader of resistance among First Nation people in the Sydney region. As a result, his campaign against the British was so effective that on 1 May 1801, Governor King issued an order that Aboriginal people near Parramatta, Georges River and Prospect could be shot on sight. Pemulwuy himself was shot dead the following year. His head is rumoured to have been removed and sent to Britain.

The return of Indigenous remains and cultural objects to Australia has been an ongoing issue for British and Australian governments since this time, and in November 2019, Manchester Museum returned 43 ceremonial Indigenous Australian objects – which it had held for nearly a century – to the Gangalidda people of north-west Queensland. These were the first objects to be returned from the UK under a project led by the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) in a project to mark the 250th anniversary of Cook's journey to Australia.

2.10 SOURCE STUDY

Impact of colonisation on Indigenous people



Source 23 An engraving *c.* 1820 depicting an Aboriginal family at Port Jackson



Source 24 This photo of European settlers surrounded by a group of Aboriginal people was taken on 1 January 1855. It is believed to be the first photo taken in Australia.

INTERPRET

1. Source 24 was created 35 years after Source 23. List the continuities and changes you can observe in the two sources.
2. Do you think a photo is a more or less reliable historical source than a painting? Explain your response.
3. What evidence is there of traditional Aboriginal lifestyles in these sources?
4. What is the value of these two sources? How could historians use them?

Violence on the frontier

Along with disease, the dispossession and **displacement** of Indigenous peoples from their land was a major cause of their decline. Their lifestyle appeared **nomadic** to Europeans, and this led many colonisers to believe that they could be moved from place to place with no negative consequences. This view is being challenged by a range of texts, such as Bruce Pascoe's *Dark Emu*. As the pastoralists and their livestock moved across Gippsland and the Western District of Victoria, the original owners were simply driven off their traditional lands. This often resulted in clashes and conflict with other Indigenous groups.

Indigenous peoples responded in various ways. Some decided to either work with or for the white settlers. Others strongly resisted those they saw as invaders of their land. Cut off from their traditional sources of food, they killed sheep and cattle for food, and some also attacked property that was occupied by white people. These attacks often led to retaliation by settlers.

displacement
forced removal

nomadic
a term used to describe a person (nomad) who lives their life moving from place to place, rather than staying in a fixed area

Contestability on the extent of violence

The extent of violence towards Indigenous peoples in Australia has caused considerable controversy among historians. Some argue that violence and massacres were widespread, while others suggest that these claims have been exaggerated. Studies have estimated that many thousands of First Nation people died as a result of violent attacks involving European settlers. Although the numbers are contested, it is generally accepted that considerably more Indigenous people were killed by whites than there were whites killed by the First Peoples.



Source 25 An etching *c.* 1860 entitled *Natives Attacking Shepherd's Hut*

It is difficult for historians to know the whole truth about these violent clashes. They took place in remote areas, and massacres were often denied, or the numbers of deaths were under-reported. It was illegal to attack Indigenous people, and whites found to have killed them could be tried for murder, although they usually weren't.

SPOTLIGHT

CONTESTABILITY

One of the most divisive issues in Australian history has been the question of violence against Indigenous peoples during European expansion across the continent. This question has been so contested that it is referred to as 'the History Wars'.

At Myall Creek, New South Wales, in June 1838, 12 stockmen murdered 28 Aboriginal people, many of whom were women, children and the elderly. This event has two distinctions. It is one of the worst examples of a brutal and unprovoked attack on Indigenous people in Australia. It is also the only case in which white men were found guilty and punished for violence against Indigenous people. Seven men were convicted and hanged for the events at Myall Creek.

The situation at Federation

Reserve
a settlement established in Australia to move Aboriginal people away from European-occupied areas, and to assimilate them into European culture and beliefs

Mission
a settlement established (usually by Christian missionaries) to convert Indigenous people to Christianity and assimilate them into European culture and beliefs

census
a 'head count' or audit of the number of people living in a particular place at a particular time

By 1900, the majority of people of Indigenous Australian descent were living on **Reserves**, **Missions** and Stations. In Queensland, the Northern Territory and Western Australia, some of these people were living between the two cultures – working on cattle properties but still able to access waterholes and live off their land. They were able to maintain some links to their traditional culture and way of life. There were also Indigenous peoples forced to live on the fringes of towns and cities. Many of them were made to feel that, as Aboriginal people, they were unable to belong in Australia's new social structures.

Overall, since colonisation, the Indigenous peoples in Australia have continued to have poorer health, shorter life spans, lower educational levels and a greater likelihood of imprisonment than the white population of Australia. Their place on the margins of the newly formed nation was clearly illustrated through the Constitution. The new federal government was given no power to legislate over matters concerning Indigenous people, and the First Peoples of Australia were not to be counted in the **census**. Furthermore, under the Franchise Act of 1902, they were denied the right to vote in federal elections, even though many had been able to vote in the colonies before 1900.

Waves of immigration from 1788 had helped to make Australia one of the most prosperous, free and democratic nations in the world for Europeans by 1900. Unfortunately, the country's original inhabitants were denied full participation in the benefits of this bountiful land.

2.10 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Outline the major differences between Indigenous people in Australia and European settlers in terms of their attitudes to the land and way of life.
2. What were the major things that colonisers introduced to Indigenous people in the first years of British colonisation in Australia? Explain the impact they had.
3. Who led Indigenous resistance to the British in the Sydney area in the early years of European colonisation?

APPLY AND ANALYSE

4. Outline the main consequences of Indigenous peoples in Australia being displaced from their traditional lands.
5. Explain the significance of Myall Creek as a historical site.
6. Outline the legal, political and social position of Indigenous people at the time of Federation.

EVALUATE AND CREATE

7. Using the information contained in section 2C, create flow charts that show the experience of Indigenous peoples, convicts and free settlers to Australia across the nineteenth century. To what extent do you think the experiences of each group changed across that period?

GO DEEPER

8. Find out what the total population of Indigenous people in Australia is estimated to have been in 1788. How reliable is this estimate?
9. If the total population of Indigenous people had decreased by 90 per cent in 1850, how many would there have been in that year?
10. As a class, discuss whether Pemulwuy's story supports or contests the argument that the British settlement of Australia was an example of peaceful colonisation.

2C

CHECKPOINT

HOW DID LIFE CHANGE FOR PEOPLE WHO MOVED TO AUSTRALIA?

» Use a variety of sources to investigate and report on the changing way of life of convicts, emancipists or free settlers

1 Explain the difference between a convict, an emancipist and a free settler. (3 marks)

2 Outline the differences between the ways convicts and free settlers were treated on arrival in Australia. (5 marks)

3 Identify a convict who became a successful emancipist, and evaluate their contribution to Australia. (10 marks)

4 Outline the way historical sources can help us to understand the way of life free settlers experienced on the frontier. In your response, ensure that you refer to at least three specific sources. (7 marks)

5 Explain the disadvantages of life on the goldfields for the thousands of settlers who went to seek their fortune there. (5 marks)

» Describe the impact of convicts and free settlers on Indigenous peoples of the regions occupied.

6 Describe how Indigenous people of the Sydney region were impacted by colonisers during the early years. What evidence can you use to support your answer? (10 marks)

7 Explain how the arrival of free settlers and squatters on the frontier affected Indigenous people in those areas. (5 marks)

8 Argue for or against the suggestion that the gold rush in Australia improved the lives and opportunities of Indigenous people. (5 marks)

9 Outline the situation for Indigenous peoples in Australia at the time of Federation. Discuss the positive and negative impacts convicts and free settlers had on Indigenous peoples up to that time. (10 marks)

Total marks [/60]

Marking guide

Questions with higher marks need answers with greater depth. For example:

» 5 marks = a paragraph

» 10 marks = 400 words.

Include historical terms and concepts, and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Rich task
A write-in worksheet for the Rich task questions

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

assess quiz
Interactive auto-marking multiple-choice quiz to test student comprehension

2D WHAT WERE THE SHORT- AND LONG-TERM IMPACTS OF THE MOVEMENT OF PEOPLES?

2.11 CONSEQUENCES OF THE TRANSATLANTIC SLAVE TRADE

KEY CONTENT

In this topic you will:

- describe both the immediate and longer-term consequences of transporting African slaves to the Americas.

Huge increases in the numbers of European people moving around the world between 1750 and 1901 had wide-reaching effects in both the short and long term. In the short term, the African slave trade made European and American merchants extremely rich, and helped establish the sugar, tobacco and cotton industries in North America. However, over the course of the nineteenth century, as the Industrial Revolution spread, machines did more and more of the work that had been previously done by hand. This made slave labour less important and slaves less valuable.

SPOTLIGHT

RESEARCH

Slavery has been well researched in relation to the United States, but its consequences for Caribbean and South American countries are less well known in Australian schools. Research would be essential to make valid comparisons across the different societies.

Consequences of slavery for the United States

An immediate and enduring consequence of the transportation of African slaves to the Americas is the cultural and ethnic make-up of populations in the United States, and countries across the Caribbean and South America, such as Cuba and Brazil. In each of these countries there are high percentages of people of African descent.

The American Civil War

The United States became the destination for 645 000 Africans who had literally been stolen from their homes.

By the nineteenth century, slavery had become limited to the southern states. As campaigners started to question the morality of the entire concept of slavery, it became an increasingly divisive issue in the United States. In 1860, Abraham Lincoln was elected as president on a platform of preserving the unity of the nation. He had set out his vision in his famous 'House Divided' speech two years earlier (see Source 2).

secession withdrawal

Lincoln's election led to the **secession** of 11 southern slave states from the Union. These states created a new nation – the Confederate States of America, known as 'the South'. The South fired the first shots of the civil war against 'the North' (also known as 'the Union') on 12 April 1861.

The war was fought for four years and tore the nation apart, often dividing friends and families, as well as armies and leaders. In 1863, President Lincoln issued the Emancipation Proclamation freeing all slaves in the South. When the war ended in April 1865, slaves in the middle states, which had not seceded, were also freed.

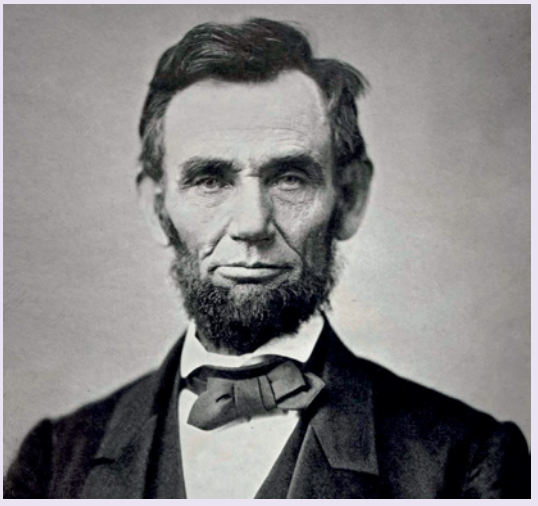
The political make-up of the modern United States was forged by what President Lincoln called the 'second American Revolution' that came with the Union victory in the civil war.



Source 1 An artist's impression of one of the bloody battles of the American Civil War

2.11 SOURCE STUDY

Slavery divides the United States



Source 3 Abraham Lincoln

Source 2

A house divided against itself cannot stand. I believe this government cannot endure, permanently, half slave and half free. I do not expect the Union to be dissolved – I do not expect the house to fall – but I do expect it will cease to be divided. It will become all one thing or all the other. Either the opponents of slavery will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its advocates will push it forward, till it shall become alike lawful in all the States, old as well as new – North as well as South.

An excerpt from Abraham Lincoln's 'House Divided' speech, delivered in 1858

INTERPRET

1 Identify Lincoln's perspective on slavery from Source 2. Give reasons for your answer.
2 What does Lincoln identify as the cause of the United States being a 'house divided'?
3 What is the purpose of this speech? What is the significance of the date of the speech?

Contribution of the descendants of African slaves

Most descendants of transported slaves continued to suffered physical and emotional damage, even after the end of slavery in 1865. Nevertheless, their contribution to the nation that was now their home was significant, both economically and culturally. Despite their low social position, by the end of the nineteenth century Black Americans were probably more important to the American economy than they had been in the slavery era. They provided much of the unskilled and semi-skilled labour force, and in most cases their pay was lower and their conditions poorer than for white workers.

Even though their access to education and other opportunities was poor, some Black Americans played leading roles in medicine, business, writing, invention and music during this period. By the turn of the twentieth century, the movements that would see Black Americans strive for equality were beginning; however, the ongoing racial inequality in America was highlighted in 2020 by the #BlackLivesMatter protests.

Consequences of slavery for Africa



Source 4 The transportation of African slaves to the Americas has had an impact on the cultural and ethnic make-up of modern societies there.

A growing number of historians argue that, in the long term, a combination of the slave trade and European colonialism contributed to the underdevelopment of many African countries. Slavery and colonialism exploited Africa, taking away both people and resources. Some of those people were potential leaders who might have made a real contribution had they been able to stay in Africa.

In some instances, Africans captured people from other tribes and then sold them as slaves to the Europeans. This weakened the trust and sense of unity within African communities, both of which are important to economic development. The slave trade was also an easy way for some African communities to become rich.

2.11 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Explain the differences between the consequences of the slave trade for:
- Africa
- Britain
- North America.

2 Outline the impact of the American Civil War on slavery in the United States.

3 Why were Black Americans important to the American economy after slavery ended?

APPLY AND ANALYSE

4 The following people were well-known Black Americans who were born in the 1800s:
- Dr Daniel Williams (surgeon)
- Frances Ellen Watkins Harper (poet and writer)
- Jan Matzeliger (inventor)
- Ida B. Wells (journalist and newspaper editor)
- Dr W.E.B. Du Bois (historian and sociologist)
- Mary McLeod Bethune (teacher).

a Conduct research on the life of one of these people, and prepare a 150-word report that outlines the key contributions and achievements he or she made to American life and society. Include a photograph if one is available.

b Do you believe this person should be remembered as a significant historical figure? Justify your response.

EVALUATE AND CREATE

5 Create a mind map that allows you to summarise the consequences of the transatlantic slave trade.

GO DEEPER

6 Research the cultural and ethnic backgrounds of the populations of the United States, Cuba and Jamaica today. What percentage of each of these populations are the descendants of African slaves?

2.12 THE DEVELOPMENT OF THE AUSTRALIAN NATION

KEY CONTENT

In this topic you will:

- assess the impact of convicts and free settlers on the development of the Australian nation.

Australia changed dramatically in the period between 1788 and 1901. It started as a tiny, struggling British colony on Sydney Harbour that by 1901 was a united and independent nation.

The convicts who were forced to come to Australia, and the free European settlers, and Chinese and other cultural groups who came voluntarily in search of new fortunes, all contributed to Australia's development as a nation. Up until the 1820s, convicts were important in building the **infrastructure** of the new colonies, and, as the colonies expanded inland, convicts increasingly worked for the growing numbers of free settlers. It appears that most convicts chose not to return to Britain after serving their sentences.

In 1840, transportation of convicts to New South Wales came to an end. By this time, the free populations of the colonies outnumbered the convicts. There had been growing demands among the free settlers for a say in local government and more political freedom. By 1850, there were six colonial settlements, and the cities of Sydney, Hobart, Brisbane, Perth, Adelaide and Melbourne had all been established.

After 1851, the gold migrants made an enormous contribution to the economic development of Australia. The gold wealth – together with the efforts of pastoralists, small farmers, merchants, manufacturers, professionals and labourers – ensured that the period from 1860 to 1890 was a time of economic boom.

The one group who suffered during this time were Indigenous Australian peoples. They found themselves on the fringes of the new society, as their lives, values and traditional attachments were all swept aside by European 'progress'. It is important to recognise their contributions to pastoral industries – including fishing, cotton and sugar cane – and other industries, such as the railroads. Whether this was through coercion or unpaid labour, rations or minimal payment, they contributed to the building of Australia as a nation.

infrastructure
bridges, roads and public buildings

STRANGE BUT TRUE

A livestock count in 1800 recorded 6124 sheep in the new colony. In the 1820s, Australia imported around 5000 merino sheep from Europe, and these imports laid the foundations of the Australian wool industry. In 2019, Australia had approximately 74 million sheep.



Source 5 A photograph of Sydney, taken *c.* 1900 from the North Shore, looking across to Sydney Cove

SEE, THINK, WONDER

Look at Source 5.

What do you see?

What do you think?

What does it make you wonder?

Developing industries

The labour and skills of Indigenous peoples, convicts and settlers cleared the land and developed Australia's agricultural industries. In particular, the wool industry became the economic backbone of the country. Australia's manufacturing industries were also developing, although by the end of this period of study in 1901, manufacturing was relatively small in scale compared to industries in Britain (see Source 6).

2.12 SOURCE STUDY

Australian industry around 1900

Source 6

The first Australian factories were based on the waterfront – repairing visiting vessels, brewing beer and making biscuits. The early industrialisation of the late 19th century led to an expansion into the fringe suburbs of the main coastal settlements, creating thousands of new jobs for boilermakers, engineers, iron founders and brickmakers. The decline in goldfields activity earlier in the century [around the 1860s] had left many English immigrants unemployed and, as was said, 'threw them into' the newly industrialised workforce and suburbs. At the end of the century, despite rapid industrialisation the manufacturing sector was still dominated by many smaller factories. Even in Victoria, the most industrialised colony, factories of more than fifty employees drew only half of the registered workforce. The older trades in small workshops, such as saddlemaking, coachbuilding and dressmaking, still outnumbered the new, expanding engineering trades developed by the burgeoning tram and railways industries.

Australian Manufacturing to Federation, *Australian Bureau of Statistics 1301.0 – Year Book Australia, 2001*



Source 7 A photograph taken *c.* 1900 of Darling Harbour, Sydney; it was a transport hub where railways brought export products such as coal and wool to the docks, and rail, ships and horse-drawn vehicles carried them away for distribution around Australia. By 1905, Darling Harbour was also the site of a gasworks and coal-fired power stations.

INTERPRET

1. Explain how Source 7 corroborates or challenges Source 6.
2. What did the earliest factories in Australia produce?
3. What evidence in Source 7 suggests that Darling Harbour was a transport hub?
4. Would a historian use Source 7 as evidence of rapid or slow change in transportation in Australia? Explain the reasons for your response.

Impact of the gold rush settlers

The discovery of gold and the consequent mass movement of people created key ingredients for the making of a modern Australia.

A major increase in population

A new wave of free settlers to Australia trebled the population in only 10 years. Although the gold migrants were still predominantly British, there were also Chinese, Muslim, German, Italian and American people who arrived during this period.

A booming economy

The added wealth and population contributed to a boom and major development in the eastern colonies. Roads, bridges, railways and impressive public buildings were a feature of the age. It was a time when Melbourne became, for a while at least, the largest city in Australia, overtaking Sydney. The gold rush also made Melbourne the financial and banking centre of Australia well into the twentieth century.



Source 8 Victorian Parliament House in Melbourne, where the federal parliament met until 1927

New political ideas

Those who came to Australia in search of gold brought with them a range of new progressive political ideas. There were Americans committed to **democracy** and **republicanism**, Irish people opposed to wealthy British landholders, and European liberals who had hopes of a better world where freedom of the press, freedom of religion and the freedom to protest were available to all. Then there were the Chartists – a working-class democratic movement that called for the vote for all men over 21 and an annually elected parliament.

The goldminers' charter, which was linked to the famous 1854 Eureka Rebellion in Ballarat, included Chartist ideas. The Eureka Rebellion was partly about unfair practices and taxes on the goldfields, but it also reflected growing concerns about political rights.

If the Eureka Rebellion had not occurred, it is possible that the constitutions drawn up by the colonies in the 1850s would not have been as democratic as they were.

Nationalism and racism

The movement of thousands of Chinese people to Australia during the gold rushes, and the resulting anti-Chinese racism, were factors that encouraged the Federation movement. It was no coincidence that the first law passed by the new Australian Parliament in 1901 was the White Australia Policy, enshrined in the Immigration Restriction Act, which banned non-whites from entering Australia.

One of the most remarkable features of Australian history has been the transition from a nation born, in part, out of racism to one that cites its multicultural society as a strength.

STRANGE BUT TRUE

By 1820, there were 36 000 non-Indigenous people living in New South Wales. Around 9000 had been born in the colony, and most of these were under the age of 12. The nickname 'currency lads and lasses' was given to these children because they were the first generation born in the colony – where paper currency other than British 'pounds sterling' was used. This distinguished them from the free settlers who had been born in Britain, who were nicknamed 'sterlings'.

democracy
a political system based around the idea that the citizens of a society should have control over the way in which they are governed

republic
a system of government in which the power lies with a group of elected officials rather than a king or queen

I USED TO THINK, NOW I THINK

Reflect on the role of racism in Australian history and complete the following sentences.

I used to think ...

Now I think ...

What has changed in your understanding?

Australia's population at Federation

In the later decades of the nineteenth century more migrants poured into the Australian colonies, and there was also a growing population of people born in Australia. At the time of Federation in 1901, over 77.2 per cent of the population count in Australia were Australian-born (2 908 303 people) and 22.8 per cent stated that they were born overseas (857 576 people). (These figures did not, of course, include Indigenous Australian peoples, who were not included in the census until 1971.)

2.12 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. When did convict transportation to New South Wales end?
2. Which was Australia's most important rural industry for much of the nineteenth century?
3. Why did Melbourne become Australia's main financial and banking centre in the second half of the nineteenth century?
4. What evidence is there that Australia was 'a nation born, in part, out of racism'?

APPLY AND ANALYSE

5. Find a modern photo showing the same area of Sydney as that shown in Source 7. What have been the major changes in the past 120 years?
6. Investigate the Eureka Rebellion. As a class, discuss your findings; for example, to what extent does it provide evidence of changing political interests in nineteenth-century Australia? What contribution did it make to Australia's national identity?

EVALUATE AND CREATE

7. In groups, create posters that show the typical life of each of the following in the late nineteenth century:
   - **a** an inner-city factory worker in Britain
   - **b** a former slave in the United States
   - **c** a migrant to the United States
   - **d** the descendant of a convict in Australia
   - **e** a free settler to Australia
   - **f** an Indigenous Australian.

   Discuss the positive and negative aspects of their life. Explain the evidence that helped you come to your conclusions.

GO DEEPER

8. Investigate the beliefs of the Chartists. What impact did they have on shaping the Australian nation that emerged in 1901?



Source 9 At the Eureka Centre in Ballarat, the Eureka flag flies at half-mast during a ceremony to commemorate the rebellion. The flag has become a political symbol, and is historically linked to nationalism, radicalism and republicanism.

WHAT WERE THE SHORT- AND LONG-TERM IMPACTS OF THE MOVEMENT OF PEOPLES?

» Describe both the immediate and longer-term consequences of transporting African slaves to the Americas

1 Identify three industries that developed rapidly as a result of slavery. Explain why slaves were so crucial to this development. (5 marks)

2 Evaluate the view that slavery and European colonisation have had long-term negative consequences for African countries. (10 marks)

3 Explain how the presence of slavery helped lead to a civil war in the United States. (10 marks)

4 Identify examples of how Black Americans made positive contributions to nineteenth-century American society. (10 marks)

» Assess the impact of convicts and free settlers on the development of the Australian nation

5 Explain how Australia changed between 1788 and 1901. Use relevant sources that support your explanation. (10 marks)

6 Evaluate the contribution of convicts and free settlers to those changes. (10 marks)

7 Identify the links between free settlers becoming more numerous than convicts and the push for political changes in Australia. (10 marks)

8 Explain why the gold rushes made such a major contribution to Australia's economic development. (10 marks)

Total marks [/75]

2D

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

» 5 marks = a paragraph

» 10 marks = 400 words.

Include historical terms and concepts, and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Quizlet
Test your knowledge of this topic by working individually or in teams.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Quizlet Live
Launch a game of Quizlet Live for your students.



Source 1 The Arc de Triomphe is one of the most famous monuments in Paris and a national icon of France. It was commissioned by Emperor Napoleon I after the end of the French Revolution – one of the key historical events that contributed to the development of a range of progressive ideas and movements.

3

PROGRESSIVE IDEAS AND MOVEMENTS: CAPITALISM

Between 1750 and 1918, many parts of the world underwent enormous social and political transformations. Systems of government that had dominated for hundreds of years were broken down, and more liberal and progressive ideas took hold. A number of such ideas and movements went on to have profound effects on the modern world – they included capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism and Chartism.

In this chapter we will briefly examine the most important progressive ideas and movements of the time before engaging in a detailed study of capitalism, and how it went on to shape economic and social systems around the world, including in Australia.

OXFORD UNIVERSITY PRESS



WHAT WAS THE NATURE OF KEY IDEAS THAT DEVELOPED BETWEEN 1750 AND 1918, AND HOW DID THEY EMERGE? 3A

In this section you will:

» sequence and annotate the time span of the following: the Enlightenment, the American War of Independence, the French Revolution and the Industrial Revolution

» identify the underlying ideas associated with the Enlightenment, the American War of Independence, the French Revolution and the Industrial Revolution

» briefly outline each of the following ideas: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism.

CHECKPOINT 3A

WHAT IS CAPITALISM AND HOW DID IT DEVELOP? 3B

In this section you will:

» outline and explain the origins of capitalism

» describe the main features of capitalism

» identify the ideas of supporters and opponents of capitalism and explain their differences

» trace changes in attitude to capitalism over the period.

CHECKPOINT 3B

WHAT WERE THE SHORT- AND LONG-TERM IMPACTS OF CAPITALISM ON AUSTRALIA AND THE WORLD? 3C

In this section you will:

» assess the short-term and long-term impacts of capitalism on Australia and the world

» discuss the relevance of capitalism today.

CASE STUDY: ARE WE MOVING TOWARDS A POST-CAPITALIST WORLD?

CHECKPOINT 3C

PROGRESSIVE IDEAS AND MOVEMENTS – A TIMELINE



Source 4 A British stamp from *c.* 1981: Darwin's investigations showed how the beaks of finches in the Galapagos Islands had adapted to the type of food they ate.

TIMELINE

c. 1650–1800
The 'Enlightenment' period influences the development of many countries, with ideas based on reason rather than religion.

1775–76
The American Revolution begins and the US Declaration of Independence is signed. This Declaration embraced egalitarian ideas.

1778
With the arrival of the First Fleet at Botany Bay, British imperialism extends to Australia.

1838–1848
The Chartist Movement calls for a series of democratic reforms, including giving all male adults the right to vote.

1789–99
French Revolution

c. 1750–1914
The Industrial Revolution

1650 1750 1760 1770 1780 1790 1800 1810 1820

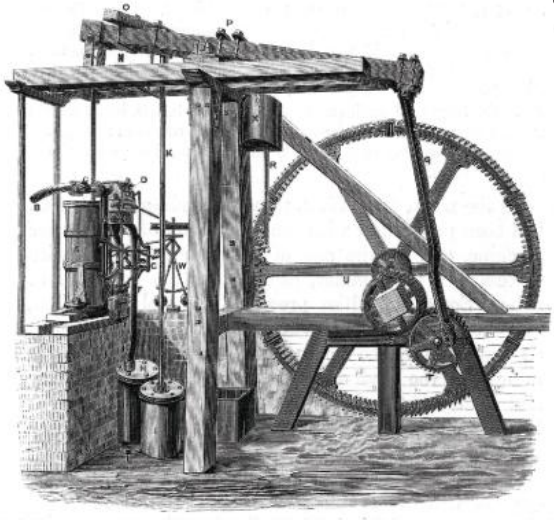
c. 1650–1800
The 'Enlightenment'

1775–83
American War of Independence

c. 1750
The Industrial Revolution begins in England, and continues into the twentieth century.

1776
Adam Smith publishes *An Inquiry into the Nature and Causes of the Wealth of Nations*, creating a foundation for some of the fundamental ideas of capitalism.

1789
The French Revolution begins, ending the rule of a centuries-old monarchy in France.



Source 2 Watt's steam engine, invented in 1776, had a significant impact on the early years of the Industrial Revolution.





Source 5 An Australian Labor Party poster, *c.* 1928



c. 1850
The Irish nationalist movement begins. An Irish Free State, separate from Britain, would eventually be formed in 1922.

1871
Germany is unified.

1904
The Australian Labor Party becomes the first socialist party in the world to be elected to government.

1922
The British Empire reaches its greatest extent.

1830 1840 1850 1860 1870 1880 1890 1900 1910 1920 1930

1848
Karl Marx and Friedrich Engels publish *The Communist Manifesto*. They are highly influential in the socialist movement.

1859
Charles Darwin publishes *On the Origin of Species*, which demonstrates that humans were created by evolution, not by God.

1861
The unification of Italy consolidates the different states of the Italian peninsula into the Kingdom of Italy. The northern Italian states separate from the Austro-Hungarian Empire.

1901
The Australian colonies federate to form a single nation.

1917
The Russian Revolution begins. The victory of the Bolsheviks in 1923 results in the world's first socialist state.



Source 3 The storming of the Bastille in 1789; the prison was a symbol of repression for the French revolutionaries.

TIMELINE: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What was the 'Enlightenment'?
2. Place the Russian, American and French Revolutions in chronological order.
3. What was the name of the first socialist party in the world to be elected to government? Where did this happen?
4. What evidence does the timeline provide to support the idea that this was a time when nations wanted to establish their independence?

3A WHAT WAS THE NATURE OF KEY IDEAS THAT DEVELOPED BETWEEN 1750 AND 1918, AND HOW DID THEY EMERGE?

SPOTLIGHT

SIGNIFICANCE

In this section you are presented with a number of people and ideas that emerged during a period of history called the 'Enlightenment'. Consider this evidence to help you come to a conclusion about the significance of the Enlightenment as a historical event.

Enlightenment
a cultural, philosophical and intellectual movement that took place across Europe during the seventeenth and eighteenth centuries

3.1 THE ENLIGHTENMENT

KEY CONTENT

In this topic you will:

- **sequence and annotate the time span of the Enlightenment**
- **identify the underlying ideas associated with the Enlightenment.**

From the mid-seventeenth century, philosophical ideas based on reason rather than religion dominated discussions about society. This period became known as the '**Enlightenment**'. The Enlightenment began around 1650 and lasted about 150 years. It was an important period in history, which led to the birth of the modern world. It started with a group of thinkers questioning ideas about science, religion, government, education and society in general that had been accepted for centuries. Enlightenment thinkers such as John Locke, Voltaire, Jean-Jacques Rousseau and Montesquieu contributed ideas that formed the foundations for how modern governments and societies are organised.

The ideas of happiness and progress

The pursuit of happiness and progress was seen as vital for many important thinkers during the Enlightenment. Voltaire saw the history of human society as a continuous ladder of progress and improvement. One of the results of this progress would be increased happiness. For John Locke, who first commented on the pursuit of happiness in 1690, happiness was linked to liberty and to the freedom of the individual. In 1776, Thomas Jefferson also saw a connection between liberty and happiness. It is for this reason that 'life, liberty and the pursuit of happiness' were protected as basic human rights in the US Declaration of Independence.



Source 1 Voltaire is shown in a box at the theatre being crowned with laurels, marking him as the epitome of the Enlightenment.

Another key belief of the Enlightenment was that people had the potential to be better. The Enlightenment therefore encouraged society to introduce reforms that could tap human potential, in an attempt to make both the individual and society better.

Ideas of government

One of the most influential Enlightenment writers was Jean-Jacques Rousseau. Rousseau introduced the idea of the 'social contract'. According to Rousseau, a social contract exists between the state (the rulers or law-makers) and people who are governed by the state. Under this contract, the state has a duty to govern well and to be fair. In return, the people give up some of their natural freedoms in order to be protected by the state. Rousseau's ideas had a major impact on the people who overthrew the **monarchy** of King Louis XVI during the French Revolution of 1789. His ideas underpin the democratic French government formed after the revolution as well as many laws in France today.

Montesquieu wrote about the **separation of powers** (see Source 3). This separation of powers was meant to prevent any one part of the government becoming too powerful. The idea became part of the US **Constitution** and is also reflected in the Australian Constitution. In Australia, power is separated into three branches: the executive (the governor-general), the legislature (parliament, where power is again split between the House of Representatives and the Senate) and the judiciary (the High Court of Australia).

The optimism about making the world a better place and the belief in human potential that were central to Enlightenment thinking were reinforced by the changes that came with the **Industrial Revolution**. People were remaking the world. At the time, the advances in medicine, science and technology suggested that Voltaire was right when he likened all of human history to the climbing of a continuous ladder of progress.

monarchy
a system, state or country ruled by a monarch (e.g. a king or queen)

separation of powers
where the power to govern is divided between the executive, the legislature and the judiciary to avoid one group having total control; each branch of government works within defined areas of responsibility and keeps checks on the actions of the other branches

constitution
the political principles on which a country or society is based and that guide its government

Industrial Revolution
a period driven by the development of steam power where new methods of transport and production changed the way people worked and lived



Source 2 The great thinkers of the Enlightenment: Locke, Voltaire, Montesquieu and Rousseau

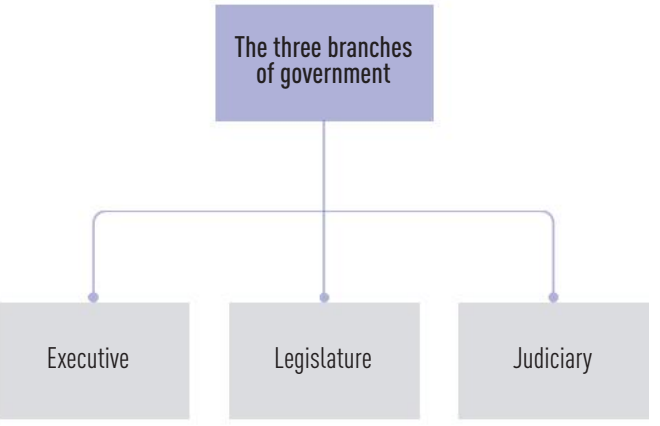
3.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Identify four significant thinkers of the Enlightenment.
2 Explain how the US Declaration of Independence, the US Constitution and the Australian Constitution were all influenced by the Enlightenment.
3 Explain what Rousseau meant by the 'social contract'.

APPLY AND ANALYSE

4 Explain how the Enlightenment and the Industrial Revolution were linked.
5 Outline how the Enlightenment changed ideas about the way people should be governed.



Source 3 Montesquieu's idea of the separation of powers in government became a feature of many governments of the modern world, including the United States and Australia.

3.2 A TIME OF REVOLUTION

KEY CONTENT

In this topic you will:

- sequence and annotate the time span of the following: the American War of Independence, the French Revolution and the Industrial Revolution
- identify the underlying ideas associated with the American War of Independence, the French Revolution and the Industrial Revolution.

There were two eighteenth-century revolutions that went on to influence the development of progressive ideas and movements: the American Revolution (1765–83) and the French Revolution (1789–99). While Americans fought to free themselves from British colonial rule, the French sought to put an end to the rule of the monarch. The principle of **egalitarianism** did not fit with the unequal distribution of wealth and power held by the British monarch (in North America), and the French monarch and **aristocracy** (in France). It served as a motivating factor in both revolutions.

egalitarianism
a social and political theory that gained popularity in the eighteenth century, promoting the idea of equal opportunities among all people, regardless of their position in society

aristocrat
a person who (through wealth or birth) belongs to the upper class of a social group or civilisation

The eighteenth century also brought with it a revolution of a different kind – the Industrial Revolution. At this time, advances in technology changed the way people worked and how society was organised. Because of the dramatic changes in working conditions and the often tense relationships between wealthy employers and their poor employees, many new and progressive ideas were introduced.

The American Revolution

The term 'American Revolution' refers to a number of events and developments, including the American War of Independence, that took place during the second half of the eighteenth century. Together, these combined to transform the 13 British colonies on the east coast of North America into a new republic named the United States of America.

Boston Tea Party

Before the American Revolution, the colonies on the east coast were part of British North America. Over time, however, the inhabitants of these 13 colonies became resentful of British rule. In particular, they were angry when the British Government made decisions that affected the colonists without consulting them.

In 1773, the British Government introduced the Tea Act, with the intention of providing financial assistance to the British East India Company, which was an extraordinarily powerful trading company. The result was to effectively lower the tax on British East India Company tea in the colonies. The colonists – including local tea smugglers, who were concerned about the effect of cheaper British tea on their profits – were resentful that their views were not represented in British Parliament.

Along with other colonists, the tea smugglers played an important role in a significant event in American history known as the Boston Tea Party. On 16 December 1773, they dressed as Mohawk warriors and dumped an entire shipment of the cheaper British East India Company tea into Boston Harbor. This was a direct challenge to British control, and became a rallying point for Americans. It publicised the American demand of 'no taxation without representation' – meaning that colonists were no longer willing to be subjected to British taxes and other regulations if they did not have a vote in the British Parliament.



Source 4 An artist's depiction of American colonists, dressed as Mohawk warriors, dumping tea into Boston Harbor in 1773

War of Independence

Britain's response to the Boston Tea Party was to impose direct British control on the colony of Massachusetts, the state in which Boston is located. When the military governor tried to seize American weapons, clashes broke out between the resisting Americans and the British army. The American response led to a Declaration of Independence on 4 July 1776, which announced the formation of the United States of America. Among the leaders and thinkers who contributed to the Declaration of Independence were Thomas Jefferson, Benjamin Franklin and John Adams.

The Declaration claimed that 'all men are created equal', and that people had certain **unalienable rights**. This was revolutionary thinking at a time when the idea of rights for all people was regarded as a philosophical concept rather than something practical.

The war continued until 1783, when a treaty between Britain and the United States formally ended the war, and recognised the United States as an independent state.

unalienable rights
rights that one is born with, which can never be taken away

STRANGE BUT TRUE

During the American War of Independence (1775–83), Benjamin Franklin was an American diplomat in France. For many French people, he came to symbolise the ideas and values of the new American republic. His image appeared on fans, brooches and all kinds of household items – even chamber pots, which were pots stored under the bed and used as toilets during the night! It was said that King Louis XVI had a chamber pot with Franklin's image on it.



Source 5 *The Battle of Princeton*, painted in 1784, shows General George Washington leading his army against the British in the American War of Independence, 3 January 1777. Washington later became the first President of the United States.

STRANGE BUT TRUE

The Bastille has become a symbol of the French Revolution around the world. It is often remembered as housing thousands of innocent people imprisoned by a corrupt and uncaring king, but at the time the fortress was stormed there were only seven prisoners inside. Four of these were common criminals charged with forgery, two were insane, and the last was an Irish lord imprisoned for debts.

The French Revolution

Shortly after the end of the American Revolution in 1783, another revolution started across the Atlantic Ocean in France. Discontent with the French royal family, and the aristocracy in general, had been growing in France during the reign of Louis XVI. In May 1789, a meeting of the Estates General took place. This body represented the three 'estates of the realm' – the nobility, the clergy and the people. Unable to agree on a power arrangement, the third estate – the people – formed a National Constituent Assembly demanding a constitution and political representation. This signalled the start of the French Revolution.

Storming of the Bastille

On 14 July 1789, as popular discontent with the political system in France simmered, an angry mob of people stormed a fortress prison in Paris known as the Bastille. This event, more than any other, became the symbolic flashpoint of the French Revolution. The Bastille, which had been a state prison, represented royal power and the *ancien régime* – the old system of government. More importantly, the Bastille contained a large store of explosives.

The date of the fall of the Bastille is a public holiday in France.



Source 6 *Storming of the Bastille, July 14th, 1789* by Jean-Pierre Houel

SPOTLIGHT

EMPATHETIC UNDERSTANDING

The Declaration of the Rights of Man and of the Citizen was a dramatic break with the traditional thinking of the time, but it still conformed to the idea of male dominance in society. It challenged the view that rulers were God's representatives, but accepted the language of male dominance. Empathetic understanding requires you to understand all points of view, even though you may accept one and reject the other.

Declaration of the Rights of Man and of the Citizen

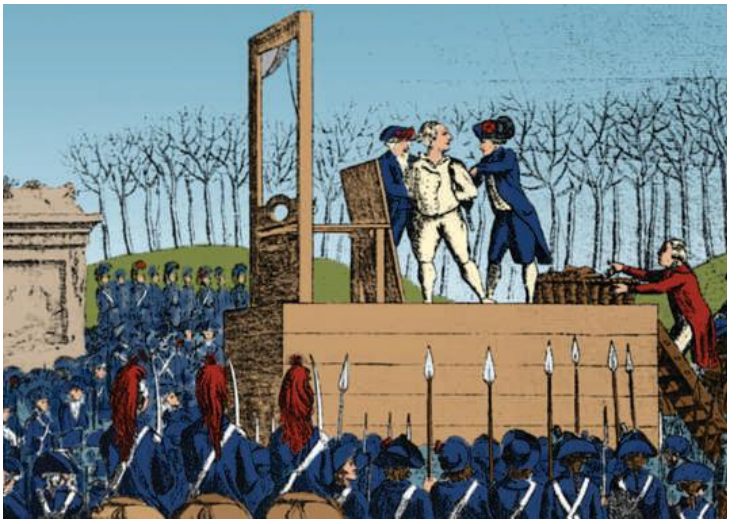
The most fundamental document of the French Revolution was the Declaration of the Rights of Man and of the Citizen. Thomas Jefferson – who had been a major contributor to the US Declaration of Independence – was ambassador to Paris in 1789, and the French revolutionaries consulted him as they framed their own document. The first version was passed by the National Constituent Assembly on 26 August 1789.

The Declaration of the Rights of Man and of the Citizen opened by claiming that all men were born free and remained equal in rights. It claimed that **sovereignty** should essentially be the responsibility of the nation. This was a direct challenge to the established belief of European monarchies that sovereignty was the responsibility of God and God's representatives on Earth – that is, kings.

sovereignty
the independent authority and right for a nation or region to govern itself without interference from external powers

The Declaration reflected the view of the influential French political thinker Jean-Jacques Rousseau that rulers only govern with the consent of the people who are governed. The separation of powers into executive, legislative and judicial branches of government (see Source 3), as advocated by the French political philosopher Montesquieu, was also included.

Although the ideas in the Declaration form the basis of most democratic governments today, at the time they were regarded as radical.



Source 7 Louis XVI was executed by guillotine in 1793.

Reign of Terror

In 1791, it was proposed that France would be run by a constitutional monarchy, with an elected government assembly limiting the king's powers (similar to the way in which Britain and Australia function today). This arrangement caused a crisis in government, and the following year the monarchy was abolished. On 21 January 1793, Louis XVI was executed on the guillotine. This sent shockwaves through the royal houses of Europe, who moved to defeat the republican French.

The French population was divided, and the revolutionary government's Committee of Public Safety assumed control of public life. It instituted a 'reign of terror' against perceived enemies of the republic, and records indicate that 16 594 prisoners were guillotined. It has been suggested the actual figure may be as high as 40 000.

The revolution ends

By 1804, Napoleon I had been crowned Emperor of France, and started a period of French territorial expansion and **imperialism**. Although it seemed as if France had again reverted to a form of monarchy, the French Revolution had introduced significant change. It showed that rulers could no longer take their subjects for granted. It has been suggested that the French Revolution laid the groundwork for the establishment of equitable systems of government across the Western world. Certainly, the American and French revolutions changed forever the relationship between governments and those they govern, and introduced the concept of rights for all people.

The Industrial Revolution

The 'Industrial Revolution' is the name given to the period of enormous social, economic and cultural changes brought about by a process of **industrialisation** that took place in Britain from around 1750, and then spread to the rest of the world. The Industrial Revolution lasted for more than 150 years, continuing until around 1914.

It changed almost every aspect of daily life and brought about profound economic changes. Manual labour and horse-drawn machinery had previously been the basis of the economy, but the spread of steam- and coal-powered machinery made agriculture, manufacturing and many other industries vastly more efficient.

The traditional economy, dominated by landowning nobility, gave way to **capitalism**. **Entrepreneurs** hired workers to make a profit for them. The emergence of factories meant that people migrated to urban areas to work, leading to the rise of cities. Average incomes increased, populations rose dramatically, and a strong middle class emerged in society.

SPOTLIGHT

CONTINUITY AND CHANGE

It takes significant force for continuity to give way to change. Reflect on whether the French Revolution can be described as change, and, if you decide it can, identify the forces that were able to overturn historical continuity.

imperialism
the process of gaining and maintaining control over other countries, regions or territories for economic or strategic (military) reasons

industrialisation
a process in which a society transforms from an economy based primarily on agriculture and farming into one based on manufacturing and industry

capitalism
an economic system under which the means of production (e.g. factories) are privately owned by individuals or corporations and run to generate profits

entrepreneur
a person who sets up a business and takes on financial risks in the hope of making a profit

3.2 SOURCE STUDY

Working conditions in the early twentieth century



Source 8 Children work in a factory in Georgia, United States, at the turn of the twentieth century.

INTERPRET

1. Examine Source 8 and identify potential health and safety risks for the child workers.
2. What does the source suggest about working conditions in the United States at the start of the twentieth century?

socialism
an economic and political system under which the means of production (e.g. factories) are publicly owned and resources are allocated to the people according to need

Chartism
a British working-class movement for political reform that took place in the 1830s; a People's Charter, drawn up in 1838, called for a range of reforms to make the political system more democratic

nationalism
a sense of pride in and love of one's country; also the idea that one nation's culture and interests are superior to those of another nation

Darwinism
the theory of biological evolution developed by Charles Darwin and others in the mid-1800s, which states that all species of organisms evolve through a process known as 'natural selection', in which small, inherited genetic variations increase an individual's ability to compete, survive, and pass on those variations

The Industrial Revolution held the great promise of improving lives; however, people did not benefit from it equally. In cities, there was a huge divide between those who had been made wealthy by the economic changes, and the masses of factory workers who lived in overcrowded slums. It was the perceived oppression of the working classes that gave rise to the ideas of **socialism**, which aspired to having all members of society share equally in the profits of their labour. **Chartism** was a movement that sought more equal rights and political representation for workers.

As the nations of the industrialised world developed, countries began to look outside their own borders for resources, land and cheap labour to increase their wealth and power. Throughout the eighteenth and nineteenth centuries, European countries expanded their influence and created great empires, dividing up Africa, Asia and other parts of the world between them. Many parts of the world came under European control as imperialism swept across the globe. Independence movements also ushered in a new era of **nationalism**, as people began to build a sense of national identity.

Furthermore, the traditional teachings of the Catholic Church were challenged by the rational thinking that was behind the ideas of the Enlightenment and new scientific discoveries. One of the most important of these new ideas was **Darwinism**, which suggested a scientific rather than a religious explanation for life on Earth.

3.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Who was the link between the American Declaration of Independence and the French Declaration of the Rights of Man and of the Citizen?
2. Identify any long-term impacts of the American and French Revolutions.
3. Explain the link between the Industrial Revolution and capitalism.

EVALUATE AND CREATE

4. Create an infographic that sequences the following events: the Enlightenment, the American Revolution, the French Revolution and the Industrial Revolution. Annotate the timeline with why each event was significant and the major ideas that inspired it. Include images of the key figures and events of each movement.

3.3 A TIME OF NEW IDEAS

KEY CONTENT

In this topic you will:

- briefly outline each of the following ideas: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism.

Since the time of Plato in ancient Greece, thinkers have argued about the best way to organise society. During medieval times in Europe, the Catholic Church dominated thinking, and most rulers drew links to God to establish legality and justify their authority. This situation changed in the eighteenth and nineteenth centuries, as a number of key events and developments challenged the way people thought and how they acted. As discussed, key among these were the American Revolution, the French Revolution and the Industrial Revolution. In response to these events, philosophers and statesmen asked key questions about why societies should be organised in the way they were. The answers to these questions gave rise to new ideas and movements that brought about change.

Sometimes this period of revolution is called the age of 'isms' because so many political, social and economic concepts developed. There were a number of 'isms' that still contribute to the way societies are organised today. Several are introduced briefly below.

Capitalism

The Industrial Revolution transformed the way society and the economy were structured. Previously, most Europeans had lived in feudal societies. Peasants 'rented' farming land from nobles or the Church, and paid for it by providing labour and a portion of their harvest. In return, nobles provided security to the peasants. The Industrial Revolution brought about the end of **feudalism**. Instead of having to be a landowning noble to gain wealth, people could now invest in machinery, hire workers, and make goods to sell for a profit. Unlike in a feudal society, however, capitalists had no sense of obligation to their workers. Capitalism became a system for running the economy that evolved with the Industrial Revolution.

feudalism
a set of legal and military customs that served to organise the society of medieval Europe and Japan; under feudalism, a lord gave a fief (parcel of land) to a person in exchange for loyalty and support



Source 9 An American cotton mill in 1912; new machinery transformed the textiles industry during the Industrial Revolution.

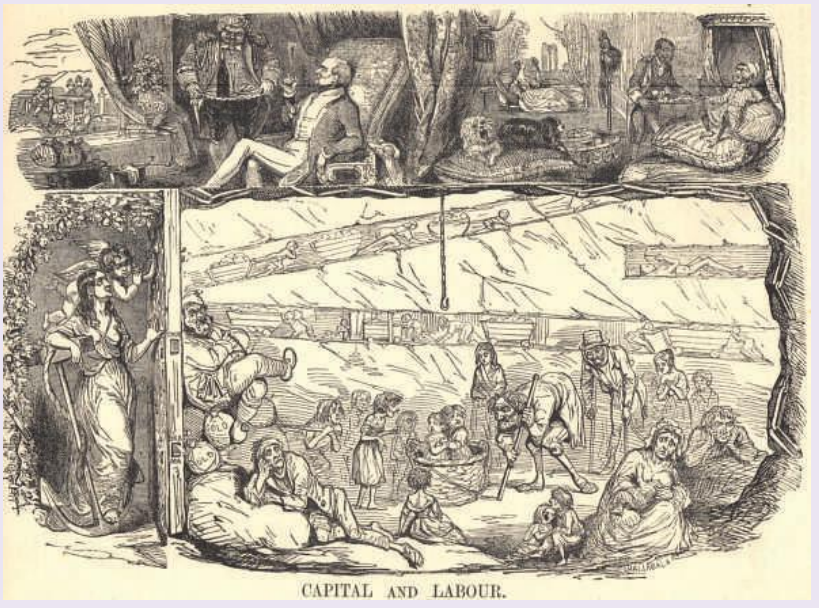
Most economists do not agree on an exact definition of capitalism, but all capitalist systems have some principles in common. Under capitalism, people work for wages; goods and services are sold for a profit; and there is competition between those who are providing the goods. Finally, the means for creating those goods (such as factories and machinery) are privately owned. Capitalism will be discussed in more depth in section 3B.

Socialism

The Industrial Revolution also created new forms of inequality. While some people became very wealthy by investing capital and managing factories, a huge class of working poor was created – people who no longer benefited from the social obligations and responsibilities of feudal lords. In order to address the inequality they saw in society, politicians and philosophers began to develop radical ideas – and socialism was one of them.

3.3A SOURCE STUDY

Capital and labour



Source 10 A satirical cartoon from 1843, entitled 'Capital and Labour'

INTERPRET

1. Identify the differences between the lives of 'capital' and 'labour' in Source 10.
2. What point is the cartoonist making about capital and labour?
3. What do you think the cartoonist's purpose was?
4. What type of publication do you think this cartoon may have originally appeared in?

communism
an economic system in which the means of production (e.g. factories) are publicly owned (by the state) and goods are distributed equally according to need

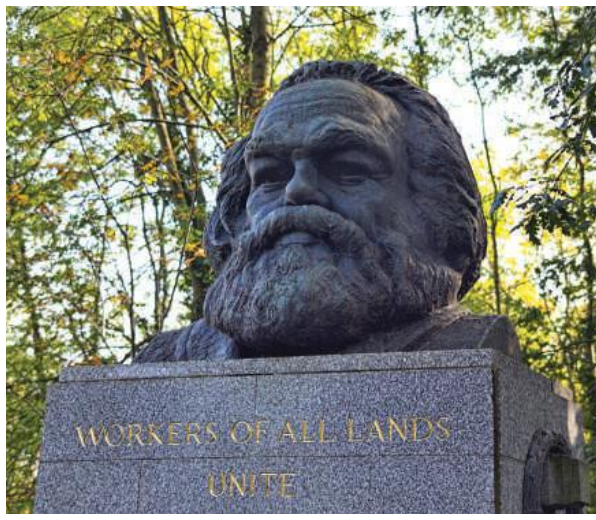
trade union
an organised group of workers formed by the workers to protect their rights and ensure that their interests are taken into account by company owners and governments

Socialism is the idea that all people in society should have equal opportunity to share in the wealth that is created in the economy. In a socialist society, the state (or government) manages and allocates resources so that they are distributed equally among citizens.

Karl Marx was an intellectual who popularised the ideals of socialism through an economic and social system called **communism**. Together with his colleague Friedrich Engels, Marx wrote *The Communist Manifesto*, a book that inspired numerous revolutions and revolts during the eighteenth century and into the modern day.

The 1800s were a turbulent time for politics in Europe and elsewhere in the world. Socialism provided a vehicle for the unhappy masses to express their discontent. In 1848, a wave of revolutions swept through Europe and Latin America, as workers and the middle classes attempted to impose socialist societies. While these revolutions ultimately failed, they showed the widespread support for socialism around the globe. Throughout industrialised countries, workers began to form **trade unions** to fight for reforms that would protect them from exploitation by their employers, and governments implemented reforms to benefit workers.

Australia has a history of powerful trade unions and socialist ideas. The first socialist government to be elected in the world was in Australia. The Australian Labor Party represented workers and protected workers' rights. Many of the institutions and policies we take for granted today are the products of socialism. These include a minimum wage, state hospitals and schools, and a social welfare system, which includes unemployment benefits, public housing and medical care.



Source 11 Karl Marx's memorial, Highgate Cemetery, London

Egalitarianism

Egalitarianism is the idea of equality among people. The word comes from the French *égal*, meaning 'equal'. Egalitarians argue that all people should be considered to have equal social status, or worth, as human beings and should be entitled to equal opportunities in society. As a political philosophy, it also helped to justify demands by the working class for the vote and direct political representation.

In 1776, during the American Revolution, the American leaders wrote a Declaration of Independence based on the principles of egalitarianism. America had previously been ruled by the British, under the assumption that kings had a divine right to rule and were superior to the rest of the population. The US Declaration of Independence included the words:

> 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.

This refuted the divine right of kings in favour of an egalitarian society, where all had rights. When the French Revolution championed 'liberty, equality and fraternity', it was also popularising the concept of egalitarianism.

However, equality at this time had its limits. The men who drafted the US Declaration of Independence had white men in mind when they suggested that 'all men are created equal'. Women did not have the same rights as men, and black slaves in the United States had almost no rights at all.

SPOTLIGHT

COMPREHENSION

Understanding the meaning of new terms such as 'egalitarianism', and being able to use them confidently in their correct context, is an important part of successful History writing. Use the glossary to ensure you can understand and apply new terms correctly.



Source 12 The signing of the US Declaration of Independence, 1776



Source 13 This postcard from 1908 is encouraging Irish national pride. The woman holds the Irish nationalist flag and the postcard reads *Erin go bragh*, meaning 'Ireland forever'.

Nationalism

Nationalism refers to a strong identification with a nation or a particular national identity. While we might think of countries such as Germany and Italy as being many centuries old, it was not until relatively recently that they actually existed as independent nations. For example, until 1861, the region that is now Italy was made up of smaller political states, each having its own monarch or ruler. Likewise, regions of what is now Germany were part of the kingdom of Prussia until 1871. Before the modern era, people tended to think of themselves as belonging to kingdoms, tribes, cities or religions, rather than to countries.

From the time of the American and French Revolutions in the late eighteenth century, the idea of the sovereignty of the people began to emerge. This idea suggests that a country is defined by its people and belongs to its people, rather than to a ruler.

The birth of nationalism was closely linked to the decline of the absolute power of monarchies and imperialism. As empires around the world began to break apart, and colonies and territories sought independence, the concept of nationalism expanded.

The birth of Irish nationalism in the mid-nineteenth century shows how nationalist ideas can change a society. At that time, Ireland had been directly ruled by England since 1603. After the widespread suffering caused by a devastating famine in the 1840s, a movement for independence began, as many felt that British rule in Ireland was responsible for their problems.

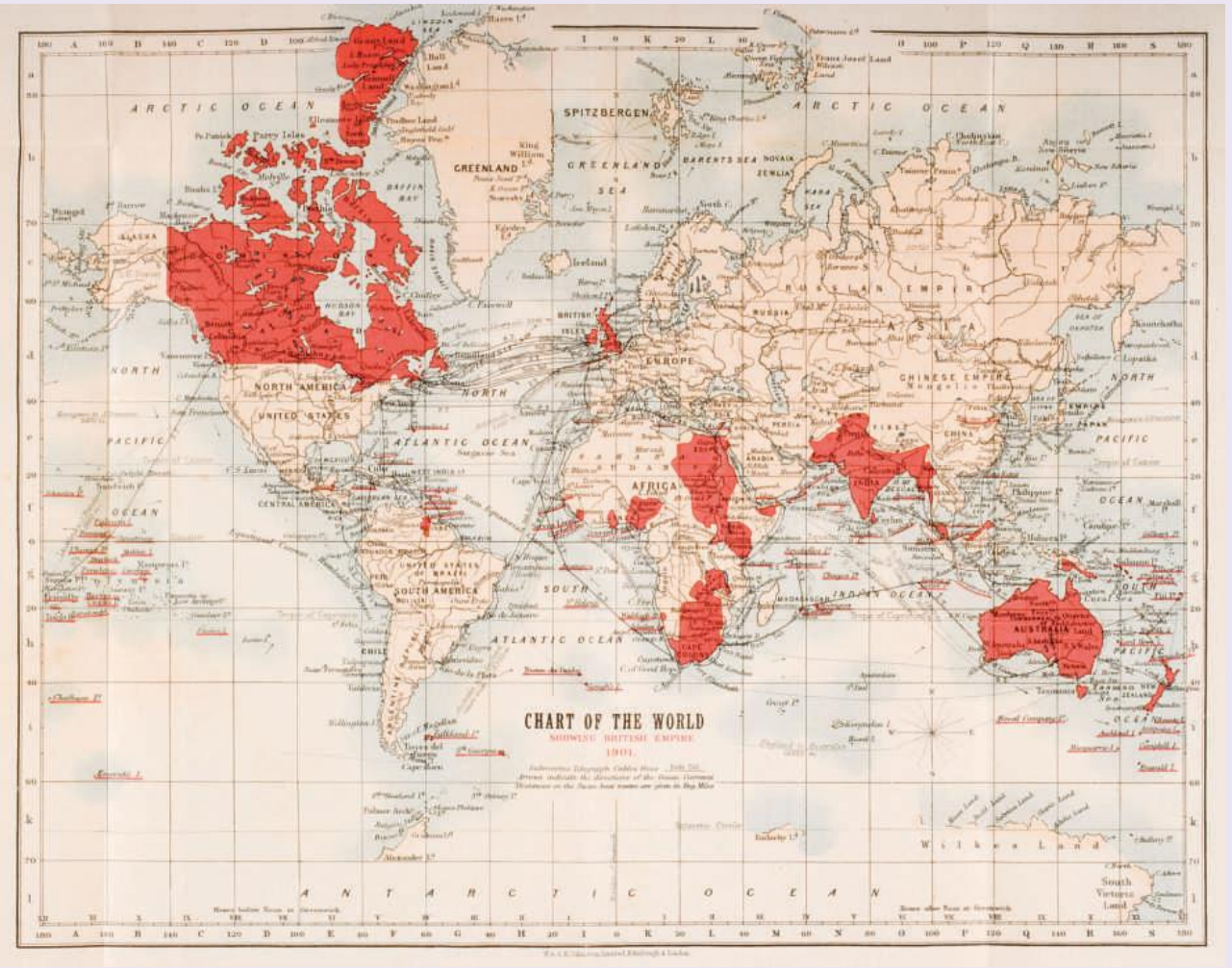
Irish nationalism arose in the call for all Irish people, both Catholic and Protestant, to work together to achieve independence. As part of the formation of national identity, Gaelic language and culture began to be revived, and in 1914 a volunteer militia was formed to fight for self-rule. The nationalism of the early twentieth century resulted in the 1916 Easter Rising in Dublin, with Irish nationalists declaring their own republic. After seven days of fighting the uprising was over, but it spurred further action. The fight for independence continued, and in 1922 the Irish Free State was formed after an agreement was reached with England. Ireland became a full republic in 1937. Northern Ireland remains part of the United Kingdom.

Imperialism

Imperialism is the geographic expansion of one state or people and the resulting domination over another. The Age of Exploration, from the early fifteenth century to the seventeenth century, opened up the world to many countries in Europe and led to the Europeans 'discovering' what they thought were new lands and shipping routes. For example, Christopher Columbus reached the Americas in the 1490s. With this greater geographic knowledge of the world, powerful European nations – including Britain, Spain, France, Portugal, the Netherlands, Austria-Hungary and the Ottoman Empire – began expanding their empires to take advantage of the resources (such as land, labour and raw materials) that other countries or regions had to offer.

By the 1890s, imperialism had created a very different world. The developed nations of Europe had expanded their territories, extending their political and military power over non-European countries and regions. European powers controlled vast areas of Africa, Asia and the Middle East, and were exploiting these territories for raw resources and labour.

The British Empire



Source 14 The extent of the British Empire in 1901 (shown in red)



Source 15 This cartoon, titled 'The Lion's Share', was published in 1876. It illustrates the wealth and power of the British Empire. The lion (representing Britain) is shown clutching the key to India. In the background, British Prime Minister Benjamin Disraeli is shown buying a large stake in the Suez Canal from an Egyptian official. The original cartoon had a caption in French, which translated to 'If you touch me, you'll regret it'.

The Suez Canal is a shipping channel that was built through Egypt in 1869, to connect Europe with Asia. Control of the Suez Canal allowed the British to cut travel times to their colonies in Africa and India dramatically, strengthening and expanding the British Empire.

INTERPRET

1 In the 1800s, it was often said that the 'sun never sets on the British Empire'. Explain how Source 14 supports this statement.
2 What does Source 15 indicate about the way in which imperialism worked?
3 What evidence do these sources provide about Britain's power at this time?

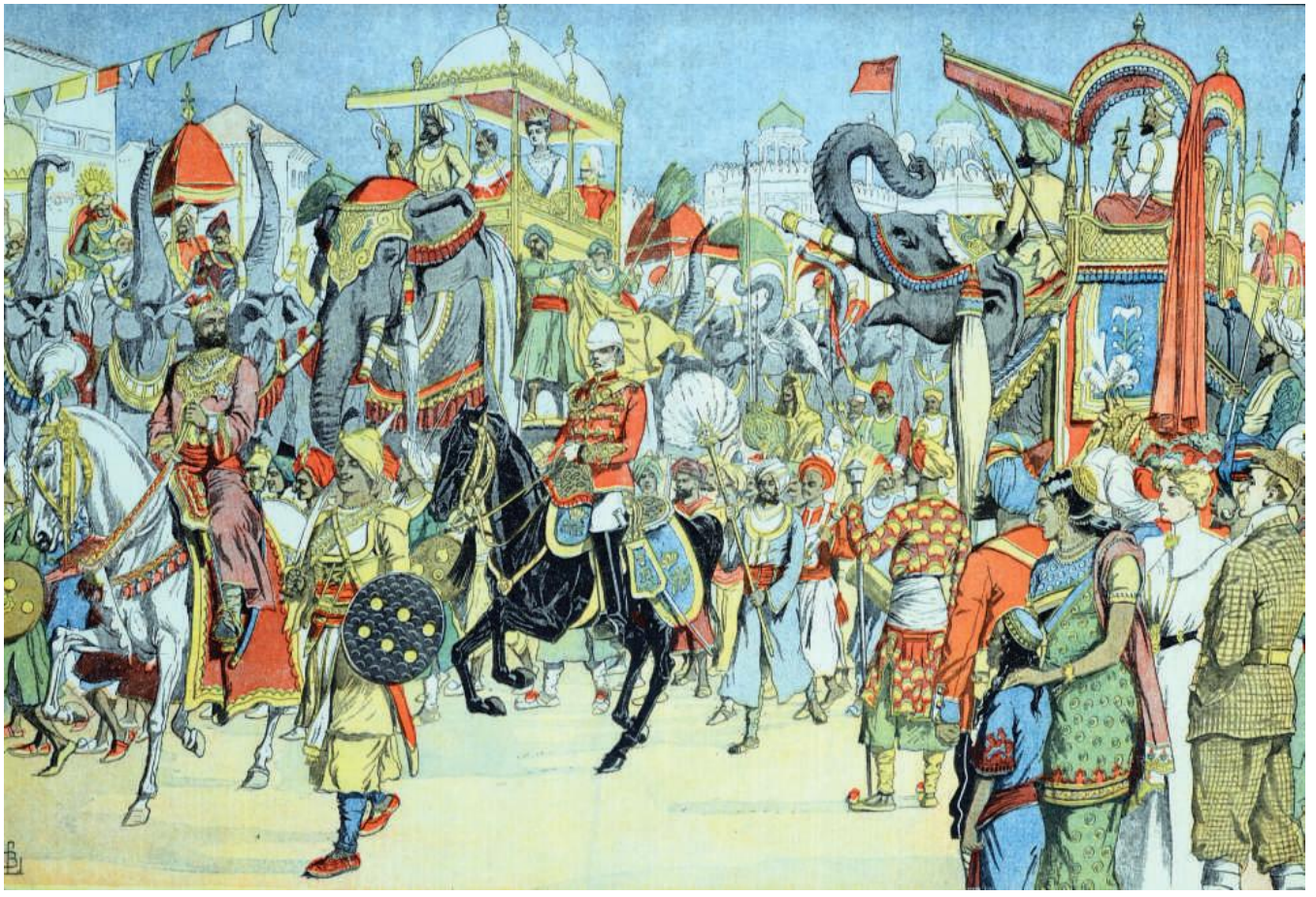
SEE, THINK, WONDER

Examine Sources 14 and 15.

What do you see?

What do they make you think?

What do you wonder?



Source 16 India was regarded as 'the jewel in the crown' of the British Empire.

There were three main reasons for the dramatic spread of imperialism in the nineteenth century. First, the 'great powers' of Europe wanted to consolidate their power, so they scrambled for global territory. The empires were in a race for global domination that continued until the beginning of World War I. Second, the Industrial Revolution spreading through Europe demanded greater resources. The 'untouched' lands beyond Europe could be cheaply exploited to fuel this expansion – particularly if precious metals such as gold could be found. Finally, explorers and early European settlers were eager to 'civilise' indigenous peoples around the world and convert them to Christianity.



Source 17 A British stamp from *c.* 1981; Darwin's investigations showed how the beaks of finches in the Galapagos Islands had adapted to the type of food they ate.

Darwinism

Darwinism is the set of ideas and concepts that explains how all plant, animal and human life on Earth began from simpler life-forms and changed over millions of years. In 1859, English naturalist Charles Darwin published a book called *On the Origin of Species*, which transformed our understanding of how complex life and the variety of species on Earth came into existence. By observing similar animals in different environments, most famously the animals of the Galapagos Islands, Darwin formulated a scientific theory called evolution.

The theory of evolution linked three related ideas that explained how complex life formed. First, there is variation within any population. Second, the traits that organisms have are hereditary, which means that they are passed on from parents to offspring. Third, the animals or plants in a population that are better suited to their environment are more likely to survive. This idea is commonly referred to as 'survival of the fittest'. Darwin concluded that traits which made an animal more likely to survive would eventually be found in most animals within a certain population. In a different environment, a different set of traits would be found. In this way, animals changed – or evolved – into different forms, leading to the variety of species we see in nature today.

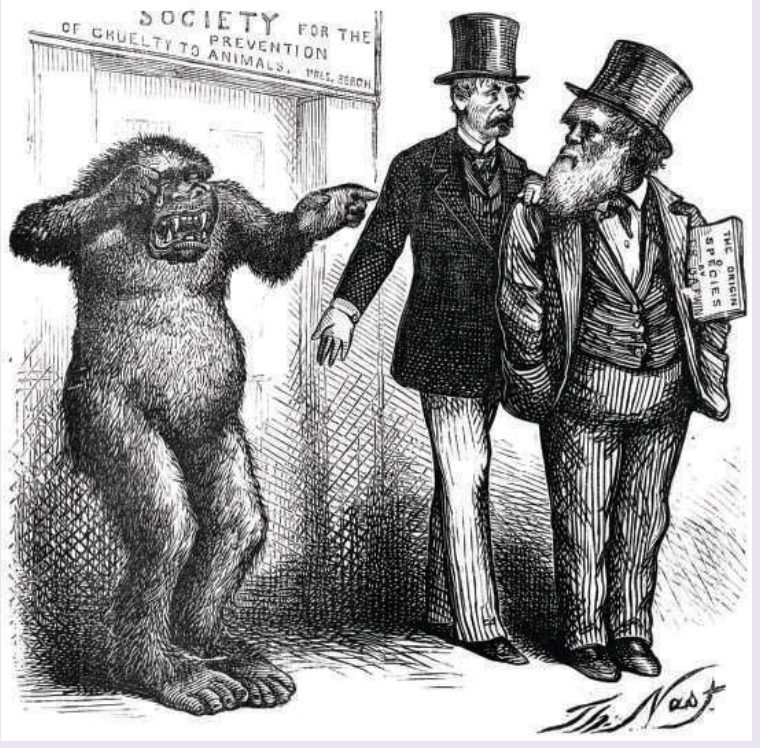
Today, Darwinism is accepted by most people as scientific fact. At the time, however, it was hugely controversial. While some heralded it as a highly influential and important work, many saw it as challenging the religious beliefs that had been held for a long time, and rejected the idea that humans had any relation to apes or other animals. They may also have feared the ever-expanding influence of science, which was now extending into areas of thought in which it had previously held little authority.

Darwin's findings also influenced ideas on roles in society, with the development of **social Darwinism** by the English philosopher Herbert Spencer. Spencer applied evolutionary theory to society, arguing that the stronger members of society would naturally dominate the weaker, as in nature. Therefore, those people were destined for wealth and power because of their strength. These ideas appealed to the wealthy industrialists of the time and provided a justification for their actions, often at the expense of the workers and larger society as a whole.

social Darwinism
the theory that persons, groups and races in society are subject to the same laws of natural selection as plants and animals in nature

3.3C SOURCE STUDY

Reactions to Darwinism



INTERPRET

1. What aspect of Darwinism is evident in Source 18?
2. Does the cartoon support or reject the theory of evolution put forward by Darwin? Justify your answer with evidence from the source.
3. What impact do you think the cartoon would have had at the time it was published, in 1871?

Source 18 This cartoon from *Harper's Weekly* in 1871 is titled 'Mr Bergh to the Rescue'. It shows Charles Darwin, confronted by a gorilla, together with Henry Bergh, who was the founder of the American Society for the Prevention of Cruelty to Animals. Darwin holds *On the Origin of Species* under his arm.

The cartoon's caption reads as follows:

The Defrauded Gorilla: 'That *Man* wants to claim my Pedigree. He says he is one of my Descendants.'

Mr Bergh: 'Now, Mr Darwin, how could you insult him so?'

SPOTLIGHT

SIGNIFICANCE

Significance can vary depending on context and perspective. To working-class people, Chartism was a very significant movement, introducing lasting ideas that have helped shape society. For Australia, its significance lay in its contribution to the shaping of political organisation and life.

Chartism

Chartism was a British working-class movement of the 1830s, calling primarily for political reform. In 1832, middle-class men were granted the vote, but working-class people continued to be excluded. In response, a group of men (made up of members of parliament and workers) published the People's Charter in 1838. Chartism wanted to give all men the vote and stop the wealthy from dominating political decision making. The Charter called for:

- votes for all men over 21 years of age
- equal constituencies, so that the same number of voters would choose a representative in each electorate
- removal of the rule that only property owners could be members of parliament
- secret ballots
- payment for members of parliament
- annual general elections.

The Charter obtained more than 1.2 million signatures before it was presented to parliament, where it was rejected. It was again rejected in 1842 when it was presented with 3 million signatures, and again in 1848. Nevertheless, by 1918 all but one of the demands (annual general elections) had been adopted.

Eureka Rebellion
a violent uprising led by gold miners in Ballarat, Victoria, in 1854 and a significant event in the development of Australian democracy; goldminers protesting against the cost of mining licences rose up against British troops, resulting in the deaths of at least 27 people

The Chartists and other early trade unionists were met with political repression, and several were transported to Australia as convicts. In Australia, they continued to demand equal political representation. At the **Eureka Rebellion**, the leaders of the revolt put forward the same demands as the People's Charter. Although the revolt was suppressed, all but one of the demands had been met within a year. As was the case in Britain, only annual general elections were not granted.

3.3 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

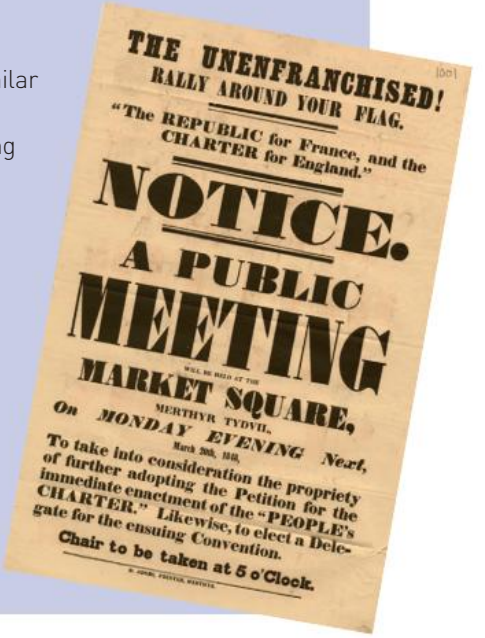
1 Identify some of the policies in Australia today that are based on socialist ideas.
2 The US Declaration of Independence did not result in equal rights for all members of society. Who was not included as being 'equal'?
3 Explain the reasons for the spread of imperialism in the nineteenth century.
4 Examine the demands of the Chartists.
   a How many of them have become part of Australia's modern political system?
   b What role did the Eureka Rebellion play in having these demands met?

APPLY AND ANALYSE

5 Why did nationalism begin to emerge in the 1770s?
6 Why was Darwinism considered to be controversial at first?
7 Explain why we can say the People's Charter was influential, even though it was never formally accepted by the British Parliament.
8 Egalitarianism was an ideal that was spoken about in Australia at the time of Federation. Conduct research to find out whether Australia in 1901 was established as an egalitarian society.

EVALUATE AND CREATE

9 Design a postcard similar to the one shown in Source 13, encouraging national pride in a federated Australia in the lead-up to Federation in 1901. Be sure to include symbols, phrases and colours that represent Australia as a nation.


THE UNENFRANCHISED!
RALLY AROUND YOUR FLAG.
"The REPUBLIC for France, and the CHARTER for England."
NOTICE.
A PUBLIC MEETING
MARKET SQUARE,
On MONDAY EVENING Next,
To take into consideration the propriety of further adopting the Petition for the immediate enactment of the "PEOPLE'S CHARTER." Likewise, to elect a Delegate for the ensuing Convention.
Chair to be taken at 5 o'Clock.

Source 19 A poster calling people to a meeting to support the Charter in 1848

WHAT WAS THE NATURE OF KEY IDEAS THAT DEVELOPED BETWEEN 1750 AND 1918, AND HOW DID THEY EMERGE?

3A

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 10 marks = 400 words
- 15 marks = 500 words
- 25 marks = 800 words.

Include historical terms and concepts, and give detailed examples to show your understanding.

» Sequence and annotate the time span of the following: the Enlightenment, the American War of Independence, the French Revolution and the Industrial Revolution

1 Outline the significance of the following events in changing the way people thought about government and life:

- the Enlightenment
- the American War of Independence
- the French Revolution
- the Industrial Revolution
- the publication of *The Communist Manifesto*. (25 marks)

» Identify the underlying ideas associated with the Enlightenment, the American War of Independence, the French Revolution and the Industrial Revolution

2 Explain the significance of each of the following concepts in shaping the world we live in today, and discuss the limitations governments placed on the interpretation of them during the period 1750–1918:

- happiness
- equality
- liberty
- sovereignty. (10 marks)

» Briefly outline each of the following ideas: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism

3 Create a glossary that explains the meaning of each of the following terms in a way that you can understand:

- capitalism
- socialism
- egalitarianism
- nationalism
- imperialism
- Darwinism
- Chartism. (15 marks)

Total marks [/50]

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Answers
Answers to every Check Your Learning, Interpret and Checkpoint question in this section

3B WHAT IS CAPITALISM AND HOW DID IT DEVELOP?

3.4 ECONOMIC SYSTEMS BEFORE CAPITALISM

KEY CONTENT

In this topic you will:

- outline and explain the origins of capitalism.

Before the rise of capitalism, feudalism was the dominant economic system across much of the Western world and parts of Asia. Under this system, society was divided between peasants (or commoners) and nobles. Wealth was not measured in money, but in land ownership. In Europe, the nobility and the Church owned practically all of the land.

Most peasants lived off the land, and had to pay the landowners for the use of it. They occasionally traded goods to obtain products that they could not make themselves. The conditions that peasants endured were often very harsh, and they had few freedoms.

Despite the dominance of the feudal system, there were still a number of different economic systems operating at the time. In the European port cities of Venice, Lisbon, Bruges and Amsterdam, governments and traders provided goods for profit and built up huge wealth. The system here was not feudal, but neither was it based on capitalism as we know it today. The trade was not competitive. Instead, governments added high **tariffs** to protect local producers, and often operated trade **monopolies**. Nevertheless, the beginnings of capitalism emerged from this system.

tariff
a tax (usually applied to goods being imported or exported)

monopoly
a situation in which a single company or organisation has complete control over a particular market for goods and services; a monopoly normally results in higher prices due to a lack of competition

Source 1 A view of Amsterdam Harbour in the eighteenth century; shipping fuelled the busy trade in the city.



OXFORD UNIVERSITY PRESS

Adam Smith and the origins of capitalism

One of the most influential thinkers in the rise of capitalism was Adam Smith. He was a Scottish philosopher who wrote many works challenging the ideas of feudalism. In 1776, Smith published *An Inquiry into the Nature and Causes of the Wealth of Nations*. To this day, it remains one of the most influential books on economics, and can be seen as the starting point of capitalism as a 'big idea'.

The Wealth of Nations, as it became known, discusses the idea that people are motivated both by self-interest and by a desire to be fairly judged by others. Smith believed that, under capitalism, people would make decisions that would benefit themselves:

> It is not from the benevolence of the butcher, the brewer, or the baker that we expect our dinner, but from their regard to their own interest.

Smith believed that a capitalist system would operate efficiently and fairly. He described an 'invisible hand' that he believed would make markets work fairly. If a product was too expensive, it would not be sold and an alternative product would enter the market. A worker who was not well paid would find another job that paid more. Capitalism would work for all members of society, because customers or employees could move elsewhere if they were not happy with the product or their employer. In addition, people would avoid making decisions that would cause them to be judged harshly by others. This meant that employers would pay fair and reasonable wages, and shoppers would not buy products that would harm people. Smith believed that people's basic motivations would ensure the system remained balanced.

Smith's ideas were very popular at the time. They coincided with the beginning of the Industrial Revolution, and governments and universities around Europe were supportive of the system he proposed. Smith may, however, have been too optimistic about human nature and the balance that would be created under a capitalist system. Later in the chapter, we will explore how twentieth- and twenty-first-century governments and societies have responded to his ideas.



Source 2 An engraving of the influential capitalist thinker Adam Smith, with cane and tricorn hat, taken from the 1853 edition of *The Wealth of Nations*

SPOTLIGHT

CONTESTABILITY

Smith's argument was that capitalism would operate 'efficiently and fairly' for all members of society. This is a belief, not a fact. The fairness of capitalism has been contested by many great thinkers across time. Even your own experience can help to contest Smith's vision for capitalism.

3.4 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Explain how feudalism determined the way the majority of people lived before the Industrial Revolution.
2. Outline the type of economic system that operated in port cities such as Venice and Amsterdam.
3. What ideas of his time did Adam Smith challenge?

APPLY AND ANALYSE

4. What factors did Smith believe influenced people's decisions?
5. Explain how the 'invisible hand' was supposed to work.

GO DEEPER

6. Analyse the basic elements of Smith's beliefs and conduct further research to answer the following questions:
   - **a** Do you think Smith's suggestion that capitalism would operate 'efficiently and fairly' was realistic?
   - **b** Do you think it has proved accurate over time?

3.5 THE CAPITALIST ECONOMY

KEY CONTENT

In this topic you will:

- describe the main features of capitalism.

Some of the most important concepts relating to capitalism – described by Adam Smith and other social philosophers and economists – are **capital**, **supply and demand**, **competition** and ***laissez-faire***. These terms are explained in further detail below. A clear understanding of these concepts will help you to appreciate the basic functions of capitalism.

capital
wealth in the form of money, property (e.g. factories, machinery and equipment), labour, knowledge or raw materials, which are owned and used by individuals, partnerships or companies to conduct their business

supply and demand
supply refers to the amount of a good or service produced that is available for sale; demand refers to the amount of that good or service that people are willing to buy at a specific price

competition
competition arises when more than one producer tries to sell the same (or similar) products to the same buyers; according to capitalist theory, competition results in innovation and more affordable prices

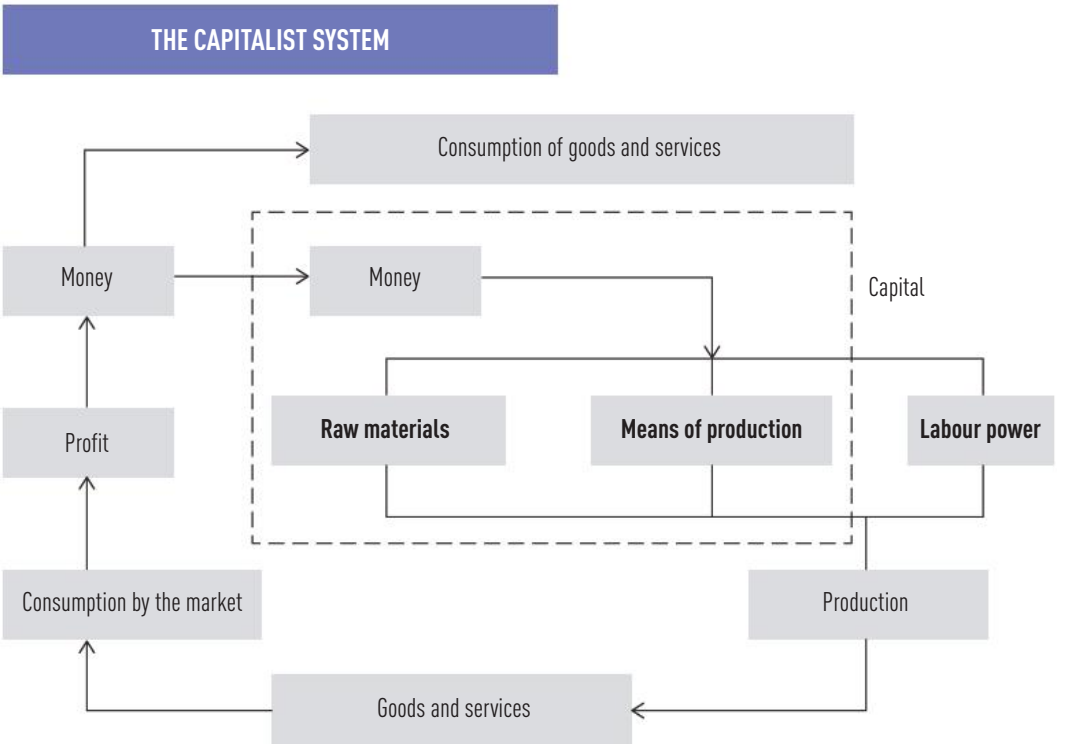
laissez-faire
the idea that all transactions that take place within an economy should be free from government regulation and interference

Capital

Capital forms the basis of the capitalist system. It can be owned or borrowed. The basic idea of capitalism is that a person can invest capital in order to create more wealth. For example, you could invest your money (or money you have borrowed) to buy a concrete mixer. You could then use that concrete mixer to make more money by selling concrete to people who are building houses.

Generally, capital is used to make consumer goods or products that will be sold to others for a profit. Capital can also be used to create services. For example, lawyers invest money and time in education to build their knowledge of the law. They can then sell legal services to clients for a profit. This means that the products of capitalism do not necessarily need to be things that can be physically perceived.

There are three major inputs for production in the capitalist system: labour, the means of production (such as land and machinery) and raw materials. All qualify as 'capital' that the producer invests in.



Source 3 The relationship between the different elements of the capitalist system

Supply and demand

Capitalism assumes that there will be balance between supply and demand, and that this balance will take care of itself. Supply and demand will be balanced by the price of goods or services. It should ensure that a supplier can demand more money for a product if more people want it and it is scarce. On the other hand, if fewer people want a product and it is plentiful, prices should go down.

Supply and demand can also be applied to wages. Capitalism assumes that workers are paid wages for labour. A person's wage is set by supply and demand. In its basic form, capitalism assumes that people will be paid wages based on their level of skill and the demand for that skill. People who are highly educated will be paid more, because there are fewer people with their level of skill. Likewise, people doing jobs that nobody else is willing to do will be paid more. But if there are plenty of unskilled workers and not much work to do, those workers will be paid less.

Competition

In capitalist systems there is competition between companies or individuals who are providing a particular product. This is supposed to create efficient markets, because if one company is selling a product that is inferior in quality or is too expensive, consumers will buy a similar product from somebody else.

Laissez-faire

One of the guiding principles of capitalism is laissez-faire. This French term, which is pronounced 'less-AY-fare', roughly translates as 'allow to do', or 'let things be'. Adam Smith's metaphor of the 'invisible hand' is in many ways similar to the concept of *laissez-faire*, though he never used the term.

Laissez-faire suggests that the capitalist economy will work best if it is left to function on its own, without government intervention. This relies on the assumption that the 'invisible hand' will ensure that workers get a fair wage, and that consumers will be able to get what they need to lead a comfortable life. If the economy is truly operating as a *laissez-faire* system, governments should not decide how much people should be paid or set prices for any goods or services. Nowadays, ideas such as **free trade** reflect the principle of *laissez-faire*.

As we will see, although pure capitalism would operate under the principle of *laissez-faire*, capitalist economies usually have some aspects of government intervention to ensure a level of fairness.





Source 4 Apple versus Samsung – competition under capitalism means that companies will compete to provide a lower price or better product.

SPOTLIGHT

RESEARCH

One of the key elements of research is asking questions. All historians ask questions of the sources they are investigating to build their understanding. You should never be afraid to admit there are things you do not understand. Be prepared to ask questions as you research topics.

free trade
an economic policy under which governments do not restrict or interfere with the trade of goods and services between states or countries by applying tariffs to imported goods or providing subsidies to protect local manufacturers

3.5 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What is the purpose of capital?
2. How does supply and demand, in combination with price, help to create a balanced system?
3. How does supply and demand influence wages?
4. Under a *laissez-faire* system, what is the government's role?

3.6 TYCOONS AND 'ROBBER BARONS'

KEY CONTENT

In this topic you will:

- identify the ideas of supporters and opponents of capitalism and explain their differences
- trace changes in attitude to capitalism over the period.

The capitalist system of the nineteenth century led to the development of great wealth for some individuals. These people differed from wealthy classes in previous generations, because they showed that it was possible to build wealth and power from nothing. People who obtained their wealth through industry were called **industrialists**.

industrialist
a person who owns or manages an industry

indentured servant
someone bound to work for another person for a set time in exchange for the costs of emigrating

Successful industrialists across the British Empire usually came from classes that owned property. Nevertheless, some middle-class individuals were also able to invest very successfully, and join the ranks of the wealthy and powerful. This was particularly true in the United States, whose class system was not as rigid as Europe's, where industrialists came from a variety of backgrounds.

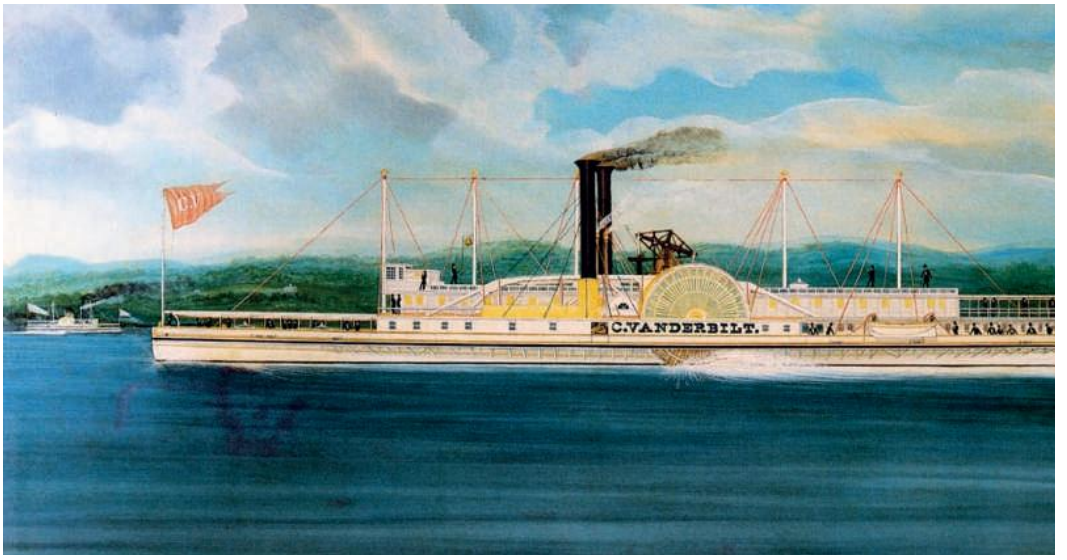
Cornelius Vanderbilt – from nothing to millionaire

One of the best examples of a successful capitalist was Cornelius Vanderbilt (1794–1877). Vanderbilt was a wealthy tycoon at the heart of nineteenth-century capitalism in the United States, who built ships and railroads. In a previous era, his story would never have been possible. He was not part of the nobility, and started his life relatively poor. Capitalism and the Industrial Revolution provided the necessary foundation for his success.

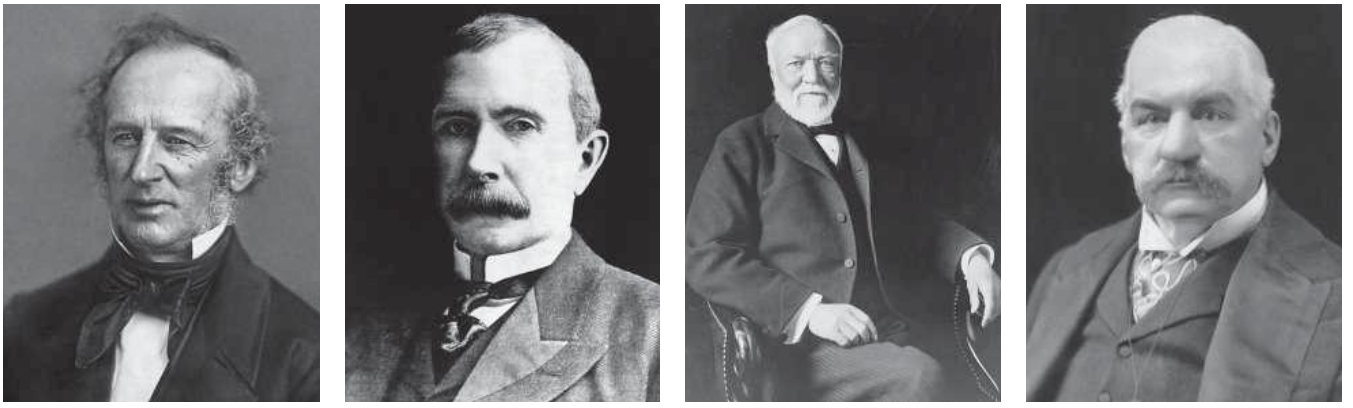
Vanderbilt's great-great-grandfather, Jan Aertson, had emigrated from Holland to North America as an **indentured servant** in the seventeenth century. In 1805, the young Cornelius started work at the age of 11 on his father's ferry. At 16 years of age, he established his own business. Over the following decades he managed and owned a wide range of transport businesses. During his career, he owned passenger ferries in New York, textile mills, railway lines and ships. Vanderbilt exploited opportunities such as the gold rush in the 1840s to expand his businesses. He was known for his heavy-handed business tactics, which he used to build his empire and defeat his competitors.

STRANGE BUT TRUE

While running passenger ferries in New York, Vanderbilt's strong competitive drive threatened the businesses of his shipping rivals. They decided together to pay him to leave the Hudson River so they could all get on with their businesses.



Source 5
The *SS C. Vanderbilt* was a steamer owned by Cornelius Vanderbilt that operated on the Hudson River in New York.



Source 6 Portraits of 'captains of industry' – from left, Cornelius Vanderbilt, John D. Rockefeller, Andrew Carnegie, J. Pierpont Morgan

By the time Vanderbilt died in 1877, he had amassed a fortune of $100 million. In today's terms, that makes Vanderbilt one of the wealthiest Americans in history. Under feudalism, such wealth would never have been possible for the descendant of a poor servant. Capitalism, however, created an environment in which a boy who left school at 11 years of age could work his way up to being one of the richest people of his time.

'Captains of industry' or 'robber barons'?

In the United States, the most famous of the wealthy industrialists included Cornelius Vanderbilt (shipping), John D. Rockefeller (oil), Andrew Carnegie (steel) and J. Pierpont Morgan (finance). These individuals were controversial and their **legacy** is still disputed. Their supporters have called them 'captains of industry' and their detractors 'robber barons'. These industrialists made huge wealth and created more efficient businesses and infrastructure. However, their wealth came at a cost to others – both those whom they put out of business and those whom they exploited. The rise of capitalism was characterised by exploitation as well as opportunity.

'Captains of industry'

The supporters of these industrialists, both at the time and afterwards, have claimed that they were 'captains of industry' who made great contributions to their country. They argue that these men brought order to the chaos of the Industrial Revolution, and that they imposed stability on businesses. Many of these industrialists are also remembered today for giving back to society through charitable works or public office.

'Robber barons'

As we saw in the example of Cornelius Vanderbilt, while individuals could use capitalism to achieve enormous wealth and power, many people suffered under the new system.

Critics of the tycoons cited their corrupt business practices, and historians who have referred to them as 'robber barons' claim that they made their huge fortunes unethically and immorally. The wealthy American industrialists also had a great influence over the media and politics, and many at the time resented this. At the turn of the century, Theodore Roosevelt ran for the presidency of the United States on a platform of being against the rich industrialists of his time. He painted these men as highly unsavoury characters and called them 'malefactors [evil-doers] of great wealth'. During the **Great Depression**, when there was public scorn for big business and the role it played in the economic crash, 'robber barons' were not regarded favourably.

legacy
something passed down or received from an ancestor or predecessor (e.g. a language or a way of doing something)

SPOTLIGHT

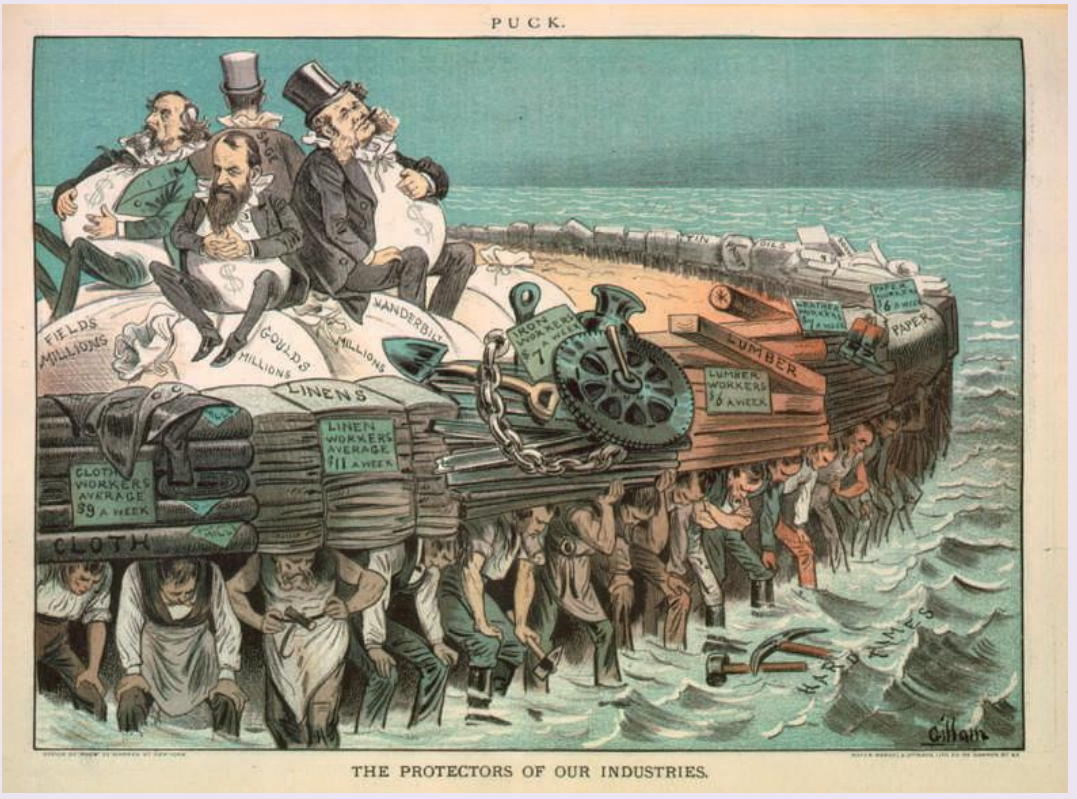
PERSPECTIVES

The 'robber barons' present a perfect opportunity to examine the concept of perspectives. To their supporters, they represented everything that was good about capitalism. For the victims they left behind in the acquisition of wealth and power, they represented unethical greed. It is important to consider the origin of all sources when investigating the 'robber barons'.

Great Depression
a period of severe economic downturn that began in the United States and quickly spread around the world during the 1930s and 1940s; it was triggered by the stock market crash in 1929

3.6A SOURCE STUDY

Portrayal of 'robber barons'



Source 7
Bernhard Gillam, 'The Protectors of Our Industries', *Puck*, 7 February 1883; this political cartoon depicts fat, wealthy capitalists being carried on the backs of their workers.

Source 8

There is not in the world a more ignoble character than the mere money-getting American, insensible to every duty, regardless of every principle, bent only on amassing a fortune, and putting his fortune only to the basest use – whether these uses be to speculate in stocks and wreck railroads himself, or to allow his son to lead a life of foolish and expensive idleness and gross debauchery, or to purchase some scoundrel of high social position, foreign or native, for his daughter.

Theodore Roosevelt criticises American Industrialists, published in Forum, *1895*

INTERPRET

1. Do these sources support or contradict each other in the perspective they present on American tycoons?
2. What point is Source 7 making? What is its likely purpose?
3. Theodore Roosevelt was a politician. Does this fact influence your assessment of the value of Source 8?

THINK, PAIR, SHARE

Think about what perspective on 'robber barons' Sources 7 and 8 give.

Discuss your ideas with a partner, and whether you think they are justified.

Share your thoughts with the class.

Wages and exploitation

Capitalism depends on labour. It is important to the employer to have a healthy and adequate labour force, but it is equally important to workers that jobs be available. Yet how fair was the wage system in the early days of capitalism?

Working conditions, particularly in factories, had a devastating impact on the quality of life of workers. Working days were up to 14 hours long in some industries, working conditions were poor, and industrial accidents were frequent. The conditions in which people worked often had dramatic effects on their health, and injuries arising from factory work were common. In addition, many people started work in the factories at a young age, so access to education was limited.

In theory, Adam Smith's 'invisible hand' should have meant that capitalism worked fairly for everyone. In practice, however, people earning low wages had few rights and limited opportunities for improvement. Because they were uneducated, they did not have many other options if they were to make a living. Workers found it difficult to defend themselves against exploitation by powerful employers.

3.6B SOURCE STUDY

Living and working conditions of workers in the nineteenth century



Source 9 *The Ironworkers' Noontime*, Thomas Anschutz, 1880



Source 10 *The Slums of London*, an engraving by Gustav Doré, depicting poverty in mid-nineteenth-century London

INTERPRET

1 Explain the views of capitalism portrayed in Sources 9 and 10.
2 Outline the ways in which these sources could be useful as evidence to a historian. Do you think they are reliable and accurate representations of the situation at the time? Justify your response.

3.6 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Why did some people refer to rich industrialists as 'robber barons'?
2 Describe what life was like for poor people living in cities during the Industrial Revolution. In what ways were factory workers affected by their jobs?
3 How did capitalism create inequality in society?

APPLY AND ANALYSE

4 Explain how effective you think the 'invisible hand' of capitalism was during this period.

GO DEEPER

5 Conduct research on the career of one of the 'captains of industry' mentioned in the text.
In a 250-word report:
- outline his achievements
- analyse the impact, both positive and negative, that these achievements had on the lives of others
- make a statement as to whether or not you believe he is a significant historical figure.

3.7 OPPOSITION TO CAPITALISM

KEY CONTENT

In this topic you will:

- identify the ideas of supporters and opponents of capitalism and explain their differences
- trace changes in attitude to capitalism over the period.

As we have seen, there was some opposition to the emerging capitalist system during the Industrial Revolution and beyond. Workers frequently felt exploited, and other members of society were disturbed by the growing inequality that resulted from the new economic structure.

The rise of socialism

SPOTLIGHT

CAUSE AND EFFECT

If socialism arose as a response to capitalism, you must be able to investigate the evidence to show this application of cause and effect. When you are arguing cause and effect in History, it is essential to find the evidence that supports your argument.

Socialism arose in response to the effect of capitalism and the Industrial Revolution on society. Socialists argued that capitalism was not the best system for effectively distributing wealth. They felt that there were better ways to organise society and take advantage of modern technology.

They pointed to a number of failings of the capitalist system, including the following:

- First, capitalism had concentrated power within a small group in society, which created its wealth through exploitation. Therefore, opportunities were not equal for everyone in society. Under capitalism, people's wealth was based not on how much they contributed to society, but on how much capital – such as land, equipment and money – they had to invest. People who already had wealth could use it to create more wealth, while those without access to capital remained poor.
- Second, capitalism did not operate in the interests of the public or of society's needs. Instead, it focused on what the market wanted, and what could be sold for a profit.

Under socialism, wealth would be distributed based on contribution to society, while resources and technology would be used to their maximum potential for the benefit of society.

In 1917, the Russian Revolution saw the overthrow of the Russian monarchy and the creation of the first socialist state.



Source 11 Marx and Engels in the pressrooms of *Rheinische Zeitung*, a socialist newspaper that they jointly edited

Marx and communism

Karl Marx and his colleague Friedrich Engels redefined the socialist movement. They suggested that the class struggle between workers and capitalists was inevitable, and that the end result would be communism. For Marx and Engels, socialism was the first stage of the process of achieving communism.

Marx and Engels outlined their ideas in their book *The Communist Manifesto*, which proved to be hugely influential. They believed that wage earners – who, broadly speaking, were the working class – would try to seek their freedom by revolting against the capitalist owners of society. Eventually, there would be a classless society with no government required to oversee it.

Communism was viewed by Marx and Engels as a higher form of society than socialism. It was the last stage that a society would reach after the workers had thrown off the restraining chains of capitalism. They believed that the socialist stage would create an economy so efficient that an abundance of goods and services would be available. Society could then move to an ideal state of communism, where there was no state, no social classes and the means of production were commonly owned.

The principle upon which communism was based was 'from each according to his ability, to each according to his need'. People were still expected to contribute as much as they were able, but goods and wealth would be distributed in society based on people's needs. Communism was seen by many as representing an ideal state of society, in which everyone was provided for and given equal opportunities.

Trade union movement

Strong trade unions arose from the mid-nineteenth century, spurred by the increasing popularity of socialist ideas.

One of the most important reforms that unions agitated for was the eight-hour working day. As we have seen, factory workers and other labourers worked extremely long days during the Industrial Revolution. Industrialist Robert Owen, who brought socialist ideals to his factory in Scotland, helped the fight for an eight-hour working day. In 1817, he created the slogan: 'Eight hours labour, eight hours recreation, eight hours rest.'

Much of the union activity in the nineteenth century related to working hours. One of the ways workers could exercise power was to go on **strike**. Reforms were slow to come for labourers, despite the activity of trade unions. For example, it was not until 1847 that women and children in Britain were granted a 10-hour working day.

strike
where workers refuse to work until their employer agrees to improve their conditions



Source 12 Workers hold up trade union banners as they march in the 1889 London dock strike.

STRANGE BUT TRUE

In 1834, a group of six farm labourers, who became known as the Tolpuddle Martyrs, were sentenced to seven years' hard labour in Australia for taking an oath together to fight for fairer wages from their employer.

3.7 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What is the central idea of socialism?
2 According to Marx and Engels, what are the differences between socialism and communism?

APPLY AND ANALYSE

3 Marx was repeatedly expelled from countries he lived in. What aspects of his ideas do you think governments at the time found dangerous?
4 The ideas of Marx and Engels were hugely popular. What do you think attracted people to their philosophy?

3B

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

» 5 marks = a paragraph

» 10 marks = 400 words.

Include historical terms and concepts, and give detailed examples to show your understanding.

WHAT IS CAPITALISM AND HOW DID IT DEVELOP?

» Outline and explain the origins of capitalism

1 Identify the origins of capitalism. (5 marks)

2 Explain why *The Wealth of Nations* could be regarded as a foundation text of capitalism. (5 marks)

3 Explain the role of the Industrial Revolution in the development of capitalism. (10 marks)

» Describe the main features of capitalism

4 In your own words, explain the role of each of the following in a capitalist system:

- capital
- supply and demand
- competition
- *laissez-faire*. (10 marks)

» Identify the ideas of supporters and opponents of capitalism and explain their differences

5 Copy and complete the following table to identify the main supporters and opponents of capitalism in both Europe and the United States. What were their main beliefs and activities? (10 marks).

	Supporters of capitalism	Opponents of capitalism
Significant individuals		
Main beliefs		
Activities		

6 Explain what the modern world might be like if trade unions had never been allowed to exist. (15 marks)

» Trace changes in attitude to capitalism over the period

7 Outline the way attitudes to capitalism changed during the eighteenth and nineteenth centuries. (15 marks)

8 Explain the birth of socialism as a 'big idea'. (5 marks)

Total marks [/75]

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Rich task
A write-in worksheet for the Rich task questions

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

assess quiz
Interactive auto-marking multiple-choice quiz to test student comprehension

OXFORD UNIVERSITY PRESS

3C WHAT WERE THE SHORT- AND LONG-TERM IMPACTS OF CAPITALISM ON AUSTRALIA AND THE WORLD?

3.8 THE GLOBAL IMPACT OF CAPITALISM

KEY CONTENT

In this topic you will:

- assess the short-term and long-term impacts of capitalism on Australia and the world
- discuss the relevance of capitalism today.

Capitalism, both as an idea and an economic system, arose at the same time as the Industrial Revolution. Both were responsible for bringing about huge changes in society. Cities grew rapidly as people moved to urban centres for work, the way people obtained goods in society changed, and social hierarchies were altered as new ways of becoming rich emerged.

As well as creating opportunities to move up the social ladder, capitalism created unprecedented opportunities to consume. People had bought goods before the Industrial Revolution, of course, but capitalism created new ways for shopkeepers and entrepreneurs to adopt **consumerism**, which encourages and promotes the endless pursuit of new goods and services.

consumerism
a social and economic theory which holds that constant increases in the numbers of goods and services being bought by consumers is good for the economy

urbanisation
the increase in the numbers of people living in urban areas versus rural areas

Urbanisation

Urbanisation across the developed world was a key outcome of capitalism. Urbanisation had some advantages for societies. Cities provided employment, particularly in the growing manufacturing industries. They also provided a mass market for goods and services. From the beginnings of the capitalist era, many believed the modern economy created an improved quality of life for all. This was because factories provided an ongoing wage, which could at least supplement earnings from farming or other work. Nevertheless, urbanisation also had negative impacts on society. As cities expanded, a new class of urban poor developed, who frequently lived in miserable conditions in growing and crowded cities. Capitalism had made industrialists and entrepreneurs rich, but it simultaneously created a large divide between rich and poor.



Source 1 People living in a nineteenth-century London slum; conditions were often crowded and unsanitary.

SPOTLIGHT

ANALYSIS AND USE OF SOURCES

When using visual sources it is always important to understand the context of the source. The caption helps you establish a context for the source, but you need to reflect on what other questions you might like to ask before feeling comfortable using it as evidence.

stigma
a set of negative and often unfair beliefs that a society has about something

Social mobility

Prior to the Industrial Revolution, well-respected upper-class men were expected to live off the rent from their land. Among the upper classes, wealth and land were inherited and passed from family to family. There were very few 'respectable' professions in which a person could earn money through work. Gentlemen could join the army, but most other professions were believed to carry a lower social status or **stigma** with them. Even physicians and lawyers were not as highly regarded as landowners, because they had to work for a living. For women, who did not generally inherit land (because it usually passed from fathers to sons), there were even fewer options. The only respectable paid work for women was to be a governess or teacher.

The Industrial Revolution created enormous changes in the way people earned money and produced food and other goods. Under capitalism, earning money (rather than inheriting land) lost its stigma. Professions such as lawyers, bankers and pharmacists, which were once poorly regarded, began to gain respect in society as the economy changed. It became possible to become extremely wealthy without inheriting money, although it was rare for this to happen.

The rise of consumerism and the department store

In Paris, in 1848, Napoleon III – the nephew of Napoleon I – was elected as the first president of the French Republic. One of the changes that he brought to Paris was to modernise it. He ripped up the medieval alleyways and built wide boulevards across the city. The new streets created enormous opportunities for entrepreneurs and businessmen. They quickly found ways to interest the growing middle class in the art of shopping.

One such entrepreneur was Aristide Boucicaut. He knew exactly how to capture the market of potential shoppers from the middle classes, and created one of the world's first department stores. He founded Le Bon Marché in 1838 after serving as a cloth merchant's apprentice for a number of years.

Boucicaut had a talent for creating products that were particularly appealing to women. Science in the nineteenth century had proposed that women should not be engaged in mental activity. As a result, many middle-class women were very bored. Boucicaut's department store offered exciting opportunities for excursions for women, and he used the press to create a fashion 'lifestyle' for females.



Source 2 Parisian streets before and after Napoleon III's modernisation

There was demand among women for entertainment, and Boucicaut supplied a product to meet that demand. Thus supply and demand, a central concept of modern capitalism, worked to create department stores and consumerism as we know them today.

In 1852, the new Le Bon Marché opened its doors. Iron and glass structures had been vastly improved during the Industrial Revolution, and in Paris they were particularly opulent. Le Bon Marché was a place to visit – where people went to pass time and to be seen. It was a huge public show of consumerism.

The store also introduced price tags, so that for the first time potential buyers could discreetly consider the price of goods on sale before making any purchases.

By the 1860s this model of shopping had spread across Europe and the United States. Boucicaut's department store relied on creating fantasies about wealth and success, which became a mainstay in European culture. Today, shopping centres remain among the most popular weekend excursion destinations around the developed world.

Department stores fuelled consumerism and the aspirations of the middle classes, but also had other effects. For example, they created opportunities of employment for women. Young women from around France were employed by Boucicaut and others to 'assist' shoppers with their purchasing. Shops also created a place for women to go, outside the home, where they could engage in the public sphere.



Source 3 The new staircase in Le Bon Marché, from *Le Monde Illustré*, *c.* 1875

Capitalism in Australia

Australia's history means that capitalism developed slightly differently here, compared with Europe and North America. This was due to both the way the country was colonised and the heavy influence of socialist ideas in Australian society and government.

Australia never had a feudal society. After it was colonised by the British in 1788, the economy operated under a mix of forced labour from convicts and agricultural capitalism. Settlers and freed convicts produced goods for a profit, assisted by the provision of government land packages. One of Australia's biggest industries in the nineteenth century was wool, which became an important **commodity** and a cultural icon.

commodity
a raw material or primary agricultural product that can be bought and sold (such as coffee, coal and gold)

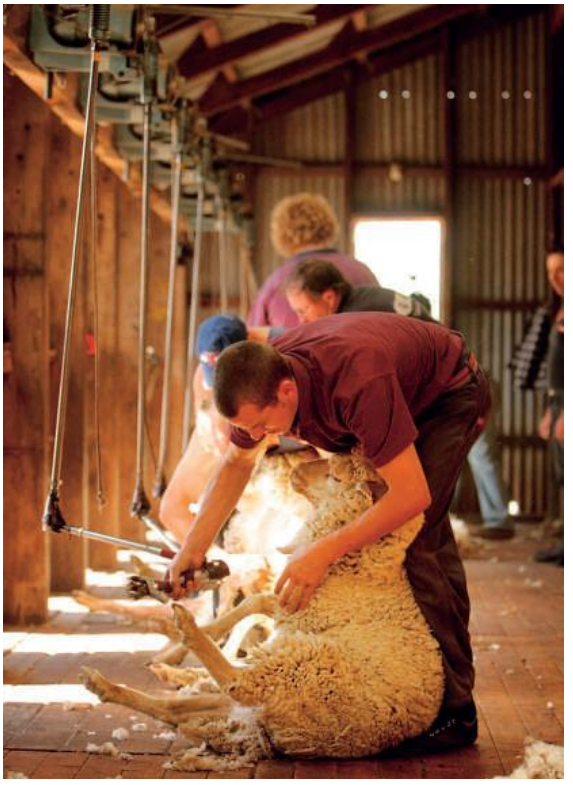
The Australian economic system was never purely capitalist. From the beginnings of colonisation, socialist ideas influenced how it developed. Governments in the states were generally very involved in the economy and society. They protected local industries by imposing heavy tariffs, and also upheld rights for workers. These rights were championed by strong unions that supported workers' rights, such as the right to strike. By the middle of the nineteenth century, various state governments had imposed an eight-hour working day and a minimum wage, which was highly progressive compared to industrialised nations elsewhere in the world.

Today, Australia's economy represents a mix of capitalist and socialist values. The basis of the economy is capitalist, with private enterprise producing goods and services for a profit. However, elements of the economy are regulated by the state in order to ensure that the system is balanced and fair. The state also provides social welfare and attempts to provide equal opportunities to all people through the provision of tax-funded health care and education, and other social policies.

Capitalism today

Most Western societies today operate capitalist economies. Goods and services are sold for profit, companies compete for customers, and many goods are provided by private companies that pay wages to their employees. However, as discussed in relation to Australia, capitalist models are accompanied by government regulations. Smith's 'invisible hand' proved ineffective in terms of protecting less powerful members of society, so capitalism has been reformed to be fairer to workers and to impose restrictions on companies and employers.

So despite some of its shortcomings, capitalism has been an extremely influential economic system that is still dominant today.



Source 4 The wool industry was one of the foundations of the Australian capitalist economy.



Source 5 The Eight Hour Day Monument in Melbourne commemorates the institution of the eight-hour work day movement, which began in Australia in 1856 following protests in Melbourne.

3.8 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What were the changes in Paris that affected the way people shopped?
2. Why was Boucicaut's department store so successful?
3. Why did capitalism enable a different group of people to become wealthy?
4. Which elements of the Australian economy in the nineteenth century were not capitalist?

APPLY AND ANALYSE

5. In what ways was the Australian economy different from Europe's during the Industrial Revolution?
6. Explain why Australia's economy today is a mix of capitalism and socialism.
7. Consider the growth of consumerism in the nineteenth century. How do your shopping habits, and those of your family and friends, resemble a similar consumerist lifestyle?

EVALUATE AND CREATE

8. Research Le Bon Marché department store in Paris, and create a shopping catalogue for its early years of operation.

Are we moving towards a post-capitalist world?

CASE STUDY

On 17 July 2015, the online *Guardian Australia* newspaper published an extract from a forthcoming book under the headline 'The end of capitalism has begun'. The book was called *Postcapitalism: A Guide to our Future*. It was written by British journalist Paul Mason, and caused huge interest and debate. An article on 30 July 2015 in the online publication *The Conversation* argued: 'Mason's book is about a seismic economic shift already underway, one that is as profound as the transformation from feudalism to capitalism.' This would suggest that, like so many of the progressive ideas that had their roots in the eighteenth century, capitalism had to change and adapt to maintain its relevance in the twenty-first century, or give way to newer progressive ideas.

As we have seen, even within capitalist countries there have always been groups that resisted the values of capitalism. Politicians and the media have often simplified ideological differences and clashes over values as 'capitalism versus socialism'. As many Western capitalist countries – such as Australia, the United States and Britain – have found, capitalism has also led to an increase in the gap between rich and poor in society.

Your study of History has prepared you for the idea that societies change, and that part of the study of History is recognising and explaining change. Mason's argument rests, in part, on recognising change. He states that:

> As with the end of feudalism 500 years ago, capitalism's replacement by postcapitalism will be accelerated by external shocks and shaped by a new kind of human being. And it has started.

In March 2020, an external shock that had the potential to challenge capitalism emerged. The global COVID-19 pandemic saw traditionally capitalist governments rapidly reshaping their economic strategies. In Australia, Prime Minister Scott Morrison reversed his traditional approach to the economy by ordering widespread government intervention, including income support and free child care. Britain guaranteed up to 80 per cent of wages for workers affected by shutdowns, and in the United States, President Trump signed a $2.2 trillion emergency aid bill. An almost instantaneous toilet paper shortage revealed the fragility of global supply chains. At a time of massive public health and economic stress, the question began to be asked: Are we witnessing the end of capitalism?

For Mason, the rapid growth in technology had prepared the way for the end of capitalism as a dominant economic model. Information is now frequently accessed through free digital platforms, and traditional jobs are disappearing, as automation replaces a human workforce. For Mason, the Global Financial Crisis (GFC) of 2008 was a major turning point, as stock markets crashed and economic growth was reversed. By 2020, however, the GFC was being seen as minor when compared to the COVID-19 pandemic.



Source 6 No toilet paper: empty supermarket shelves during the COVID-19 pandemic in 2020



Source 7 A Grim Reaper figure holds a globe pierced by the scythe of capitalism in front of the Bank of England during a protest in 2008 in London, during the GFC. The British Government had just announced a £37 billion bailout of three retail banks.

Mason speaks about a post-capitalist world. To theorists such as Mason, this process has already begun with the emergence of a digital revolution. Free, communal enterprises, such as Wikipedia, are seen as an indicator of what a post-capitalist economy could look like. The emergence of digital crypto-currencies such as Bitcoin is another glimpse into a possible post-capitalist future, as they compete against the traditional, centrally controlled currency system.

Mason has put forward a theory, just as Adam Smith and Karl Marx did in the past. As a History student, you are not in a position at this time to pass judgment. The full impact of the crisis of 2020 is still to be revealed. It may prove to be Mason's 'external shock', or it may simply allow capitalism to refocus and continue to thrive.

What you can do is examine Mason's ideas – and your own understanding of capitalism as a progressive idea – and look for yourself at the changes he identifies. As you do this, you will be gaining a deeper understanding of the relevance of capitalism today, and you will be able to contribute to a debate that will help shape the world in which you live.

I USED TO THINK, NOW I THINK

Reflect on what you have learnt about the future of capitalism in this case study, and complete the following sentences.

I used to think ...

Now I think ...

What has changed your understanding?

CASE STUDY: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What is Paul Mason's basic argument?
2 What was the 'external shock' to capitalism that emerged in 2020?
3 How did traditional capitalist countries such as Australia, the United States and Britain react to that shock?
4 What did Mason identify as the key turning point in the twenty-first century against capitalism?

APPLY AND ANALYSE

5 What does Source 7 suggest about the impact of the COVID-19 pandemic on capitalism?

EVALUATE AND CREATE

6 Create a list of jobs that no longer exist, and a list of those that you think are in danger of disappearing in the near future. Comment on how this helps you understand the argument that we are moving towards a post-capitalist society.

GO DEEPER

7 Investigate neo-liberalism and discuss how closely linked it is to traditional capitalism.

3C

CHECKPOINT

WHAT WERE THE SHORT- AND LONG-TERM IMPACTS OF CAPITALISM ON AUSTRALIA AND THE WORLD?

» Assess the short- and long-term impacts of capitalism on Australia and the world

1 Copy and complete the following table. (20 marks)

Short-term impacts of capitalism on Australia	Long-term impacts of capitalism on Australia	Short term-impacts of capitalism on the world	Long-term impacts of capitalism on the world

2 What do you think have been the most significant impacts of capitalism in Australia and internationally? (10 marks)

3 Assess the impact of capitalism on Australia and the world. Include positive and negative impacts in your response. (10 marks)

» Discuss the relevance of capitalism today

4 How did COVID-19 demonstrate that Australia is more a capitalist than a post-capitalist society? (10 marks)

5 Explain what you think the role of capitalism is in the world today. Do you think it is as relevant as it was in the nineteenth century? What is its future – locally and globally? (20 marks)

6 Explain why Australian capitalism has been described as representing 'a mix of capitalist and socialist values'. (10 marks)

7 Discuss the validity of Paul Mason's idea that we are entering a period of post-capitalism. (10 marks)

8 Outline the entrepreneurial activities of Aristide Boucicaut. Explain why he can be described as a capitalist. (10 marks)

Total marks [/100]

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 10 marks = 400 words
- 20 marks = 600 to 800 words.

Include historical terms and concepts, and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Quizlet
Test your knowledge of this topic by working individually or in teams.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Quizlet Live
Launch a game of Quizlet Live for your students.

PART B



This illustrated world map, published in London in 1851, shows Australia and much of Asia.



AUSTRALIA AND ASIA: AN OVERVIEW

DEPTH STUDY 2: AUSTRALIA AND ASIA

STUDENTS CHOOSE FROM ONE OF THE FOLLOWING OPTIONS:

4 MAKING A NATION

CHAPTER

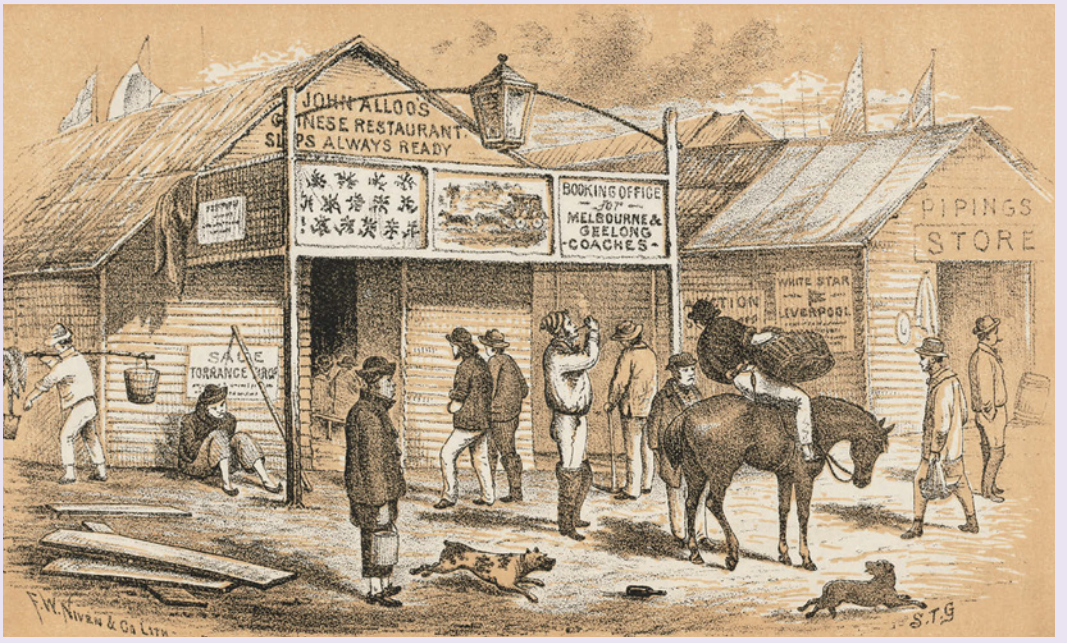
obook-only chapter

5 ASIA AND THE WORLD: CHINA

CHAPTER

AUSTRALIA AND ASIA: AN OVERVIEW

Historians understand that all historical events are interconnected. The options included in 'Depth study 2: Australia and Asia' reinforce this idea, and demonstrate that a complete understanding of our history is not possible if its study is limited by national borders.



Source 1
The Chinese were by far the largest group of non-Europeans to settle in Australia in the nineteenth century. For most, the motive was the search for gold. As we will see in Chapter 4, the Chinese were part of a mass migration of people from all over the world during this period.

This painting shows a Chinese restaurant in the heart of the Victorian goldfields. It is titled *John Alloo's Chinese Restaurant, Main Road, Ballarat*, 1855 by S.T. Gill; lithograph, National Gallery of Australia.

The options 'Making a nation' and 'Asia and the world: China' provide opportunities to:

- understand how the Australian story is linked to Europe, the United States, the Pacific and Asia
- explore the connections between ideas, people and products from all of these places, and develop an appreciation of how these things have played a part in shaping our history and our heritage
- understand the culture and history of Asian societies, particularly their responses to European **imperialism**.

imperialism
the process of gaining and maintaining control over other countries, regions or territories for economic or strategic (military) reasons



Source 2
This hand-painted Chinese bowl, made in 1820, features a panoramic view of Sydney Cove. Artefacts such as this serve as a reminder of the close links between Australia and Asia.

0.1 MAKING A NATION

'Making a nation' explores the story of Australia's transformation from a group of independent penal colonies established by the British to a united and prosperous nation.

Australia's **colonisation** by Europeans was linked to changes in British society caused by the Industrial Revolution. Convict settlements in New South Wales and other Australian colonies were seen by Britain as a solution for its overcrowded jails. These were a consequence of the mass movement of people from farming villages to the new factory towns, where harsh living conditions contributed to rising crime.

Australia's colonisation was also linked to Britain's expansion of its **empire**, at a time when European powers were competing for increasing control of the globe. Exports of wool, timber and sugar from its Australian colonies increased the wealth of the British Empire, and contributed to Australia's developing economy.

That expansion brought the British colonisers into increasing competition with the Indigenous nations that had existed in Australia for thousands of years. From the time the first British colonies in Australia were set up, the concept of ***Terra Nullius*** was generally accepted by the colonists. The actions of the colonisers had a dramatic effect on Australia's Indigenous populations. Indigenous people were dispossessed of traditional lands, killed by disease and isolated by policies of removal to Reserves and Missions. Their culture and way of life were changed forever.

The clash between British colonists and the land's original occupants was a continuing feature of nineteenth-century Australia. Contemporary Australia has struggled to accept and recognise the violence of that expansion, and this has given rise to a major historical contestation known as 'the History Wars'.



Source 3
A newspaper headline from 2016 illustrates how Australia's relationship with its colonial past has been contested.

colonisation
the process of setting up outposts or settlements in other lands by a country, kingdom or empire, often for reasons of resource use, trade or defence

SPOTLIGHT

CAUSE AND EFFECT

By establishing a clear link between changes in British society because of the Industrial Revolution and the European colonisation of Australia, the text here is arguing for cause and effect. You need to find examples that will support or challenge that argument.

empire
a group of countries and/or areas, often with different languages and having different cultures, ruled by a central power or leader (known as an emperor)

Terra Nullius
a Latin term meaning 'land belonging to no one' or 'empty land'; a concept used by the British to justify the settlement of Australia based on the idea that Indigenous peoples did not own the land or possess any claim to it

SPOTLIGHT

CONTESTABILITY

'The History Wars' are an ongoing debate among historians, commentators and the media. They are a clear example of how historical information can be contested from different perspectives. As you become more familiar with the topic, it is important to identify the perspectives of those contesting the information.

SPOTLIGHT

RESEARCH

The journeys of different nations towards independence are a rich topic for research. Such research could be for the purpose of comparison, such as to validate the assertion that Australia's journey was more peaceful than other nations. This would require accessing sources and asking historical questions to ensure that your research is clearly focused.

referendum
a national vote of the people on actions proposed by the government

Building contemporary Australia

Australia became a place where ex-convicts and free migrants found opportunities for new lives and prosperity, particularly in the boom decades after the discovery of gold in the 1850s. Convicts and settlers provided the labour that helped build a new nation. They also brought progressive political ideas, which played a crucial role in the establishment of Australia's system of government and its national identity.

Britain had established six separate colonies across the vast expanse of Australia, but they shared many common characteristics – culture, language, political systems and religion. During the second half of the nineteenth century, colonists became increasingly aware of the fact that they shared many common goals and beliefs. As a result, the idea of nationhood began to grow.

Many other nations – such as the United States, France, Italy and Germany – were formed after revolution or war. In Australia, progress towards Federation was a gradual and peaceful process, although there were internal conflicts between the colonies at this time. A series of **referendums** and colonial conventions led to the development of the Constitution of Australia in 1900. Following a positive vote from the majority of the people in each colony, the Australian nation was created in 1901.



Source 4 A view of Sydney Cove in 1794



Source 5 A view of the settlement of Sydney, *c.* 1870

0.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Name three exports from Australia that contributed to the wealth of the British Empire in the nineteenth century.
2. What term is used to describe the contested arguments over European settlement and its impact on Indigenous people's lives?
3. How is Australia's progress towards Federation described?

APPLY AND ANALYSE

4. Refer to the content in this overview and Sources 4 and 5 before completing the following tasks.
   a. Describe the continuities and changes that can be seen in these two depictions of Sydney, 76 years apart.
   b. Identify the developments and events during this period that would have contributed to these changes – particularly the growth of Australia's non-Indigenous population from an estimated 3500 in 1794 to 1.6 million in 1870.

EVALUATE AND CREATE

5. Examine Source 3, and note what the headline is arguing. Create a similar front page that gives an alternative view.

0.2 ASIA AND THE WORLD

Societies and cultures across Asia emerged and developed as powerful and unique empires over thousands of years. Some of the most significant are China, India and Japan. Many other Asian societies, such as Korea and Vietnam, lived away from European view. These societies remained largely isolated from the West until the mid-eighteenth century, when they were challenged by contacts with European powers. These contacts were made both directly (through military force and occupation) and indirectly (through trade and the exchange of ideas).

The countries that make up contemporary Asia have their own unique histories. A clear understanding of Asian nations requires an understanding of its diversity – that is, the vast differences between and within Asian societies. This overview is designed to give you a brief insight into a number of those countries in the period 1750 to 1918 – India, Japan, Korea and Vietnam – allowing you to compare and contrast. It can also help you understand the areas you will be exploring in the country you study in depth.

In Depth study 2, we have chosen to focus on China in the same period. In particular, we will be exploring China's response to contact with European powers from the 1750s onwards, as well as the impact of European imperialism on China up to the first decades of the twentieth century.

SPOTLIGHT

CONTINUITY AND CHANGE

The concepts of 'transformation' and 'change within tradition' provide a useful language and framework to examine continuity and change. When you consider examples of continuity and change, you should assess the value of applying these concepts.

Continuity and change in Asian societies

As you explore the history of Asian societies, keep in mind the key historical concept of continuity and change; that is, the idea that while some aspects of a society stay the same over time (continuity), others will develop and transform (change). In particular, the related concepts of 'transformation' and 'change within tradition' are useful lenses through which to view changes that took place in different Asian societies:

- *Transformation* – this concept relates to sweeping change that was often brought about by military action and, at times, occupation by Western powers.
- *Change within tradition* – this concept relates to situations where there have been changes in a society, but where existing leaders or traditional government, religious or cultural structures have been retained.

Source 6 Examples of transformation and change within tradition

	Transformation	Change within tradition
India	The rule of the once-mighty Mughal emperors in India was undermined by European trading companies. By 1800, the British East India Company had taken political control over most of India. In 1858, the British Government took over direct control of India.	The British Government deliberately kept some of the traditional leadership structures and practices after it took direct control of Indian territories. For example, India's princes retained their local power and the rights of traditional landlords were respected.
Japan	In 1853, Japan was forced by Western powers to open its borders to Western trade. This resulted in a change of leadership in Japan and the creation of a more Western-style government under the rule of Emperor Meiji, who was influenced by Western ideas and beliefs. This period became known as the Meiji Restoration.	During the Meiji Restoration, beginning in 1868, much of the real authority rested with the same powerful Clans that had once dominated Japan.
Korea	Korea's treaty with Japan in 1905 meant the overturning of over 500 years of stability under the Joseon Dynasty and the surrendering of Korea's future to the emerging Japanese Empire.	The Joseon Dynasty continued during the second half of the nineteenth century, despite pressure from the West and the forced opening of ports, which ended centuries of isolation. That pressure led to concessions and attempts at modernisation by King Gojong.
Vietnam	France's official takeover of Vietnam in 1887 ended a period of Vietnamese unity and independence. By becoming the colony of French Indochina, the Vietnamese lost authority over their country.	Despite surrendering their independence to France in 1887, Vietnamese rulers were still used at a local and regional level to ensure continuity.

As an example, look at Source 7. British kings and queens were called emperors and empresses of India, to remind Indians of the symbolic power of their past emperors. The British monarchs also held grand ceremonies in Delhi, called the 'Imperial Durbar', to demonstrate the wealth and strength of the British Empire. This echoed the Mughal *durbars* of earlier times, when emperors held court in great splendour.



Source 7 The British King George V and Queen Mary, attended by young Indian princes in Delhi, 1903

Key physical features of India, Japan, Korea, Vietnam



Source 8 A map of modern Asia showing the complexity of the region

It is important to realise that the Asia of 1750 was a very different place to what it is today. Most Asian nations had ignored the rise of the West until the eighteenth century, when Western imperialism led to the colonisation of many countries.

SPOTLIGHT

COMPREHENSION

It is important that you understand the context of terms that are used in textbooks. Consider what you would understand of this paragraph if you didn't know the meaning of the key terms 'imperialism' and 'colonisation'. Never be afraid to ask if you are unsure.

India

Powerful **emperors** called Mughals ruled what we know today as India, as well as parts of modern-day Pakistan, Afghanistan, Bangladesh, Sri Lanka, Nepal and Bhutan.

An area this large is naturally geographically diverse, ranging from snow-capped mountain ranges such as the Himalayas – the highest mountain range in the world – to deserts, plains, hills and plateaus. The climate ranges from equatorial in the far south, to **tundra** in the Himalayan altitudes, and parts are regarded as **monsoonal**.

emperor
someone who rules an empire

tundra
a vast, flat, treeless region

monsoon
in south Asia, the heavy rains accompanying the seasonal wind that blows from the south-west in summer

Japan

Japan is an **archipelago** on the eastern edge of Asia. There are four main islands: Hokkaido, Honshu, Shikoku and Kyushu, and nearly 4000 smaller islands. In 1750, Japan had slightly different borders from those it has today. Almost the entire population lived on the islands of Honshu, Shikoku and Kyushu. The northern island of Hokkaido was technically under Japanese rule, but most Japanese lived only on the southern tip of the island. Japan's nearest mainland neighbours are the Siberian region of Russia in the north, and Korea and China farther south.

archipelago
a large group of small islands

Korea

The Korean peninsula is bordered by China, Russia and Japan. In 1750, Korea was under the ongoing rule of the Joseon **Dynasty** that ruled the country from 1392 to 1897. There was a period of domination by Japan, and then World War II saw the division of Korea into a North and South, which continues today.

The peninsula has coastlines along the Sea of Japan and the Yellow Sea, and has coastal plains that give way to a mountainous central region.

dynasty
a period of rule by members of the same family who come to power one after the other; power is often passed from father to son

Vietnam

Vietnam is a country that runs along the western strip of South-East Asia beneath China, which controlled Vietnam for 1000 years up to CE 938. In 1750, the Viet people had extended into the south, but the country would not be totally unified for another 50 years.

Vietnam varies between monsoonal tropical lowlands, hills and densely covered mountains. The Mekong River in the south and Song Hong (Red) River in the north are the country's major arteries.

CE
Common Era; used to indicate any time after the birth of Christ

Source 9
Pushkar Holy City in Rajasthan, India, with the Aravalli mountains looming behind it



OXFORD UNIVERSITY PRESS

Structure of society

The type of social organisation in Asia has varied across both time and place. As countries clashed with each other, and the West invaded, traditional structures were pressured and at times absorbed new influences. Any general description of a society is usually a snapshot at a certain time, as social structures are dynamic.

India

caste system
a social system in which people are born into a social group (called a caste)

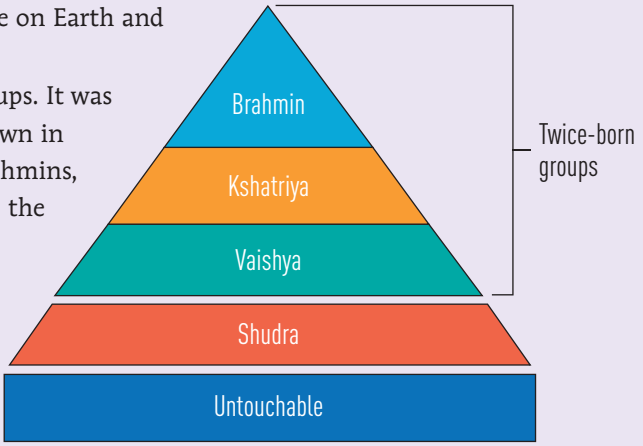
There were two distinctive elements of Indian society in 1750: the Mughal emperors and the **caste system**. The Mughal emperor was the all-powerful and absolute ruler of the empire. He had two key responsibilities for running the empire:

- to protect the state
- to expand the empire.

The Mughal emperor was also the chief administrator of the empire, the law-maker and chief dispenser of justice, and the commander-in-chief of the army. From the sixteenth century, he also became God's representative on Earth and the interpreter of Islamic law.

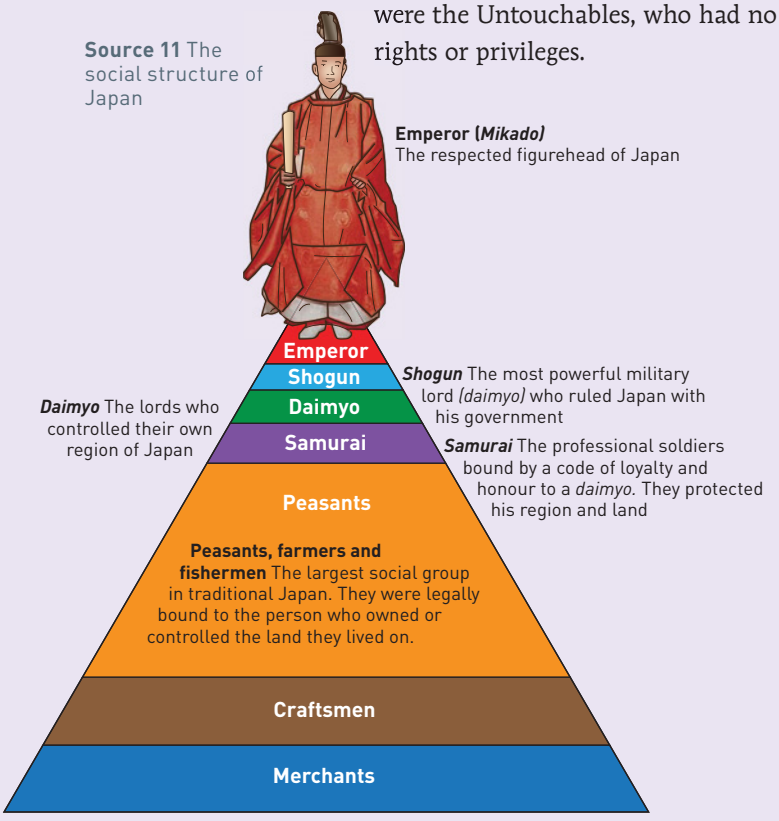
feudalism
a set of legal and military customs that served to organise the society of medieval Europe and Japan; under feudalism, a lord gave a fief (parcel of land) to a person in exchange for loyalty and support

The caste system divided society into groups. It was developed within the Hindu religion. As shown in Source 10, the first three castes were the Brahmins, Kshatriya and Vaishya. These were known as the 'twice-born' because, in addition to actually being born, they could take part in a rebirth ceremony around the age of 12, when they would spiritually come of age. The fourth caste, the Shudra, did not have this privilege. Below the other castes were the Untouchables, who had no rights or privileges.



Source 10 The caste system in India

Source 11 The social structure of Japan



Japan

Japan was a **feudal** society organised by a system of obligations among the ruler, nobles and common people. At the top of the social hierarchy sat the emperor. The emperor commanded great respect, but real power lay with his military leader, the *shogun*. Since 1603, Japan had been ruled by *shoguns* from the Tokugawa family.

The nobles – the *shogun*, other *daimyo*, or warriors, and their families – were next in the social hierarchy. The *daimyo* owed allegiance to the *shogun*, and in return he granted them the right to rule over large areas of land. The *daimyo* made their own laws and had their own military forces. The rest of Japanese society was divided into four classes – *samurai*, peasants, craftsmen and merchants (see Source 11).

Korea

Korea in 1750 was under the firm and stable control of the Joseon Dynasty. Society at this time was characterised by strict social divisions according to status and occupation, male domination, close observance of China's **Confucian** rituals such as respecting ancestors, and, after the end of the sixteenth century, self-imposed isolation from most of the outside world. As it continued to resist Western advances into the nineteenth century, Korea was given the nickname 'the hermit kingdom'.

Government-sponsored examinations were required for men to enter the state bureaucracy, and a position in the government was considered a mark of high status for an individual and his family. To sit for the exam you had to be a member of the upper social class, called *yangban*. Unlike Japan, there was no entrenched military class in Korea. Rather, Koreans looked down on military pursuits.



Source 12 A typical portrait from the Joseon period; this painting is by Yun Du-seo, in memory of his friend, Sim Deukgyeong. It is said that, upon receiving the portrait from Yun, Sim's family shed tears together, as they felt that the dead had come alive.

Confucianism
a code of behaviour established by the Chinese philosopher K'ung Ch'iu (commonly known as Confucius) in the early fifth century BCE

Vietnam

In traditional Vietnamese society people were divided into four classes that reflected a strong Chinese influence. Like Korea, they drew upon China's Confucian tradition, with scholars at the top of the hierarchy. Scholars were followed by farmers, craftsmen and merchants.

Scholars led relatively comfortable lives in respected occupations such as doctors, **mandarins** and teachers. Commoners who were not born into this class, but wanted to climb the social ladder to enter it, were able to do so by studying very hard and sitting civil service examinations, supported financially by their own families. If they were successful, they brought great honour upon themselves and their families, and even their villages, and they might be welcomed back to their villages with parties paid for by their neighbours. The royal court would award them special costumes, which distinguished them from common folk, and they could even be appointed as local mandarins. The standing of education is reflected in Vietnam establishing its first university in Hanoi in CE 1070.

mandarin
a government official or bureaucrat



Source 13 The Temple of Learning dedicated to Confucius in Hanoi, linked to Vietnam's first university; both were established in CE 1070.

Religious beliefs

missionary
a person sent to a foreign country or region to carry out religious or charitable work; missionaries often attempt to persuade others to adopt their religious beliefs

Prior to the arrival of Western **missionaries**, Asian religions showed the influence of China and India particularly. Religious ideas and artefacts could spread easily along trade routes, or as Chinese and Indian expansion brought them into contact with new societies.

India

The Mughal Empire was made up of many different religious and ethnic groups. Among those groups were Hindus, Sikhs, Jains and Buddhists. Hinduism was the most common religion practised on the Indian subcontinent, with approximately 75 per cent of the population being Hindu. The Moghuls themselves were Muslims. They ensured that Islam became a significant belief system in the region, while allowing the other beliefs to continue to prosper. That Islamic heritage is most apparent today in the neighbouring countries of Afghanistan, Bangladesh and Pakistan.

Japan

The three main influences on Japanese society during this period were the Shinto and Buddhist religions and Confucian philosophy. Shinto is Japan's native religion. Buddhism arrived in Japan in the sixth century from Korea. Over time, Shinto and Buddhist beliefs have coexisted peacefully. Today it is possible to find people who combine both Shinto and Buddhist beliefs in Japanese society. Confucian philosophy showed the influence of Chinese beliefs, and introduced a strong moral code of service to one's society.

Korea

Joseon leaders, who first came to power in CE 1392, were determined to eliminate the influence and power of Buddhism, and removed state support. In its place, Joseon kings introduced Confucianism. It became the state 'religion', although it is regarded as a philosophy and moral code rather than an accepted religion. Confucianism influenced society, particularly the upper classes. At the lower social levels, the longstanding belief in shamanism, which linked spirits and demons to the natural world, had its links as far back as Neolithic Korea.

SPOTLIGHT

CHRONOLOGY

The terms 'BCE' (Before the Common Era) and 'CE' (Common Era) have largely replaced 'BC' (Before Christ) and 'AD' (*Anno Domini* – 'in the year of our Lord') respectively, because they are culturally neutral.

Vietnam

One of the most longstanding beliefs in Vietnam is ancestor worship. Shrines to ancestors are a common feature of Vietnamese life.

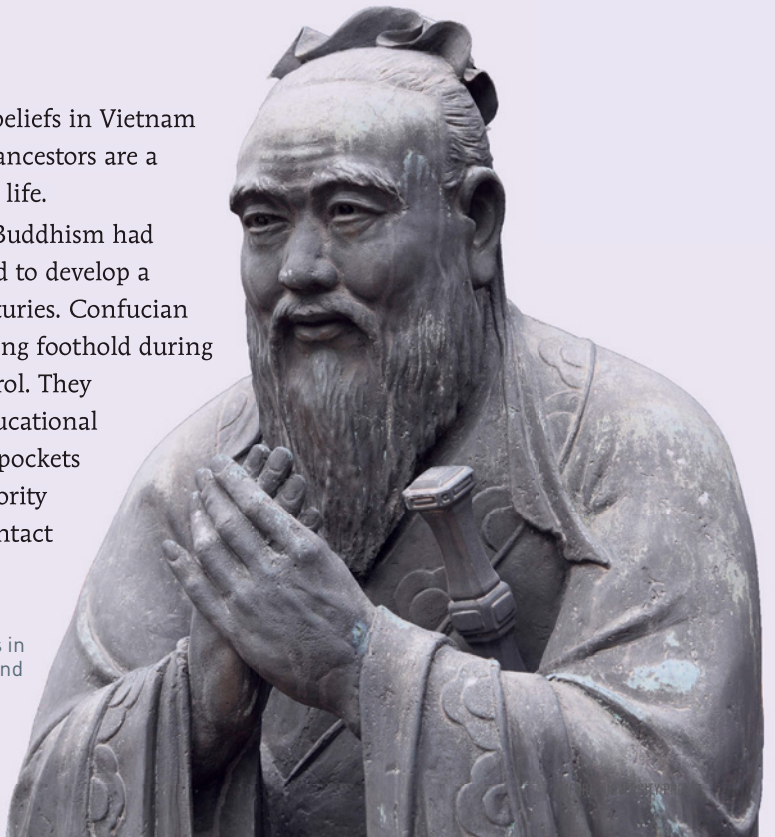
By the second century **BCE**, Buddhism had entered Vietnam, and continued to develop a strong following across the centuries. Confucian traditions also established a strong foothold during the 1000 years of Chinese control. They provided a strong moral and educational underpinning to society. Small pockets of Islam among the Cham minority in the south were a result of contact with Arab traders.

BCE
Before the Common Era; used to indicate any time before the birth of Christ

SPOTLIGHT

SIGNIFICANCE

Confucianism and Buddhism are mentioned across the countries featured here. Consider how that information could help you build an argument claiming that they were significant belief systems in Asia.



Source 14 This statue of Confucius is in Shanghai, China. Confucist beliefs, and statues, spread across Asia.



Source 15 The One Pillar pagoda in Hanoi, Vietnam, which dates back to the 11th century, illustrates the longstanding influence of Buddhism across Asia.

Asia meets the West

From the seventeenth century, Asia began to be seen as a rich prize for Western imperial powers. Rather than simple trade, Western countries wanted colonies that could be exploited for economic gain. Accompanied by military forces and Christian missionaries, they ushered in a period of domination that would change all societies they came into contact with.

India

By the mid-eighteenth century, European trading companies had been operating in India for more than 150 years. Around this time, the British East India Company had emerged as the most powerful of the trading companies in India, after an extended period of economic competition and warfare between the British, the French and the Spanish. By 1800, the Company had built up its private armies and taken political control over most of India.

After the Indian Mutiny of 1857–58 – when Indian soldiers known as *sepoys* rose up against the British East India Company – the British Government took control of all the Company's assets, territory, possessions and army in India. The Mughal emperor was deposed and a British governor-general, or viceroy, ruled India, reporting to the British Government.

As Britain exploited India's riches and population, it referred to the country as 'the brightest jewel in the imperial crown'. In 2018 the renowned economist Utsa Patnaik, after researching 200 years of British government and British East India Company documents, concluded that between 1765 and 1938 Britain drained $45 trillion from India.



Source 16 Utsa Patnaik, whose monumental research revealed that Britain drained $45 trillion from India between 1765 and 1938

STRANGE BUT TRUE

The British East India Company was given extraordinary powers by Britain's King Charles II in 1670. This powerful trading company had the right to claim territory, mint money, keep an army, declare war, sign peace treaties and rule any area it conquered.

SEE, THINK WONDER

Examine Source 16 and its caption.

What do you see?

What does it make you think?

What do you wonder?

Japan

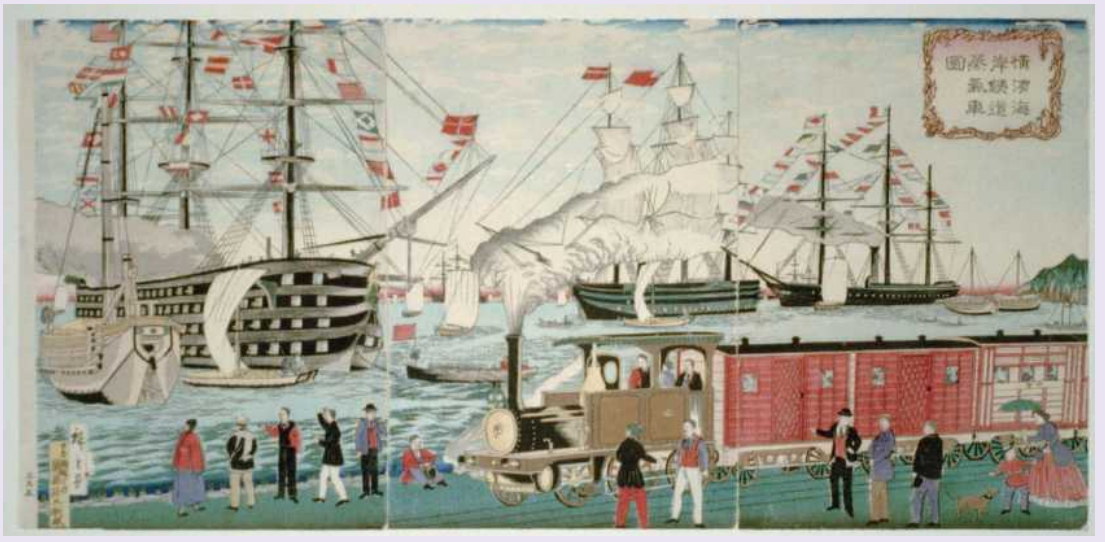
European traders had been visiting Japan since the mid-1500s. Then, in 1635, the *shogun* issued the Closure Edict, banning all European ships from entering Japanese waters (except for Dutch ships, which had limited access to islands off the mainland). The Edict was designed to stop foreign influence, particularly the influence of Christian missionaries who asked converted Japanese to give their loyalty to the Pope, a foreigner, before the *shogun*. As a result of the Edict, Japan was cut off from the influences of the outside world for more than two centuries.

One of the most dramatic changes in Japanese history came in 1853 with the arrival of a fleet of American warships led by Commodore Matthew Perry. The United States wanted Japan to open its doors to trade and, after lengthy negotiations, Japan signed the Treaty of Kanagawa in 1854, which granted some trading rights to the Americans. This signalled the beginning of the dramatic modernisation of Japan.

Ongoing resentment about Japan's weakness in its relations with Western countries surfaced in 1868. A brief rebellion by rival Clans ended 200 years of rule by the Tokugawa *shoguns*. This change of government was known as the **Meiji Restoration**, named for the Meiji Emperor – a 17-year-old who came to the throne in 1867 after the death of his father, although most of the power rested with the new emperor's advisers and officials. The Meiji Government started the process of modernising and Westernising Japan.

Meiji Restoration
a period in Japanese history from 1868 to 1912 when the last *shogun* was overthrown and the emperor regained control over Japan; during this time, Japan opened up to the West, underwent a period of rapid modernisation and formed a strong central government

Not all Japanese were happy with change. The military was opened to all classes, and this undermined the status of the *samurai* – who were insulted by a prohibition against wearing the long and short swords that symbolised a *samurai*'s honour and class. In 1877, *samurai* from the Satsuma Clan revolted, in an event known as the Satsuma Rebellion. Although they were vastly outnumbered by the Imperial Japanese Army, the *samurai* forces fought so fiercely that the war lasted for eight months before they were defeated. From a force of 15 000 *samurai* rebels, only 40 survived.



Source 17 To celebrate the signing of the 1854 Treaty of Kanagawa, the Americans and the Japanese exchanged gifts. The Americans brought champagne and whiskey, an electric telegraph system, and a working model steam train, depicted in this painting.

By 1893, Japan had negotiated an end to 'unequal treaties' with the West. While doing this, it also sought to increase its influence in Asia. In 1894, a quarrel with China over competing influence in Korea erupted into what is known as the Sino-Japanese War.



Source 18 Japanese soldiers landing in China during the Sino-Japanese War, 1894–95

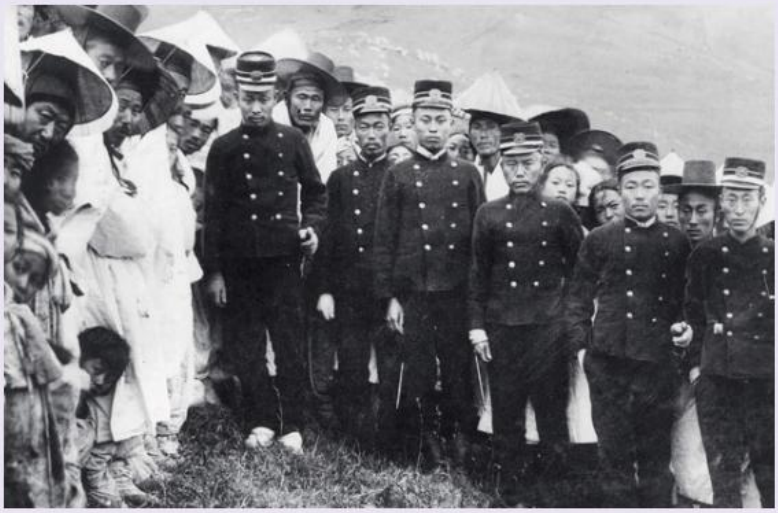
Although China was much larger, Japan's modernised army prevailed over China's antiquated forces, and in 1895, the Chinese were forced to accept defeat, signing the Treaty of Shimonoseki. China handed over control of the strategically important Taiwan and Liaodong Peninsula. China also agreed to open several ports to Japanese trade and pay vast sums as compensation for war costs.

A further war with Russia in 1904–05 again showed the emergence of Japanese military power. Their defeat of the powerful Russian navy shocked the world, and announced their arrival as a significant military power. By World War I, they would be accepted as a contributor to the war effort of the Allies. However, the treaty negotiations afterwards started to establish the resentment that helped pave the way for the Japanese aggression that culminated in World War II.

Korea

Korea's first contact with the West had been as early as 1653, when a Dutch ship was wrecked on a Korean island. The captain, Hendrick Hamel, and his surviving crew were forbidden to leave Korea, and were kept there for 13 years. Hamel wrote a book about his experiences that introduced Western audiences to Korea. This was followed by the introduction of Christian ideas through Confucian scholars and, by 1758, Catholicism had been outlawed by the king.

In the second half of the nineteenth century both France and the United States launched campaigns against Korea that placed the declining Joseon Dynasty under pressure. Korean ports were officially opened in 1876 in a treaty conducted at gunpoint by the Japanese, ending centuries of isolation.



Source 19 Japanese officers in Korea

Korea's last Joseon king, Gojong, slowly moved towards modernisation, despite internal opposition. Under pressure from Japanese interests, Gojong sought refuge from Russian diplomats in 1896, but returned to his palace a year later. Gojong became emperor of the Korean Empire when it was proclaimed in 1897, but by 1905, Korea had been forced to sign a treaty with Japan, which made it a protectorate of Japan. After Gojong abdicated in 1907, his son replaced him, but was powerless against increasing Japanese aggression. By 1910, Japan had abolished the Korean Empire, and ended 519 years of the Joseon Dynasty.

Vietnam

Vietnam proudly traces its history back as far as 25 000 BCE and, throughout its history, its people have become renowned for valuing their independence. By the sixteenth century, Vietnam was divided between the Trinh lords in the north, and the Nguyen family in the south. In 1802 the Nguyen family finally united the north and south, and moved the imperial capital to Hue, in the centre of the country.

French Jesuit missionaries had first entered the country in the seventeenth century, and trade with European nations followed in the eighteenth century. The Nguyens accepted French help in the struggle to unite Vietnam, but soon found the French an increasing threat to their own rule, and moved to limit the influence of Catholic missionaries.

The Nguyen unification of Vietnam was threatened in 1858 after a French military intervention to assist French Catholic missionaries. In the 1862 Treaty of Saigon, free practice of Catholicism was granted, along with the opening of ports, ceding of provinces to the French, and a million dollars in reparations.

By 1887, France had officially created the colony of French Indochina comprising what is today contemporary Vietnam. France continued to use local rulers to administer the colony, but authority had been surrendered to the French. In 1893, what is today Cambodia and Laos were added to the colony, and remained in French control – apart from Japanese occupation during World War II – until 1954. There were revolts as the Vietnamese fought for their independence, but it would take a further war against the West for Vietnam to finally be unified as an independent country in 1975.

SPOTLIGHT

EMPATHETIC UNDERSTANDING

Understanding other people's feelings and reactions often requires research. For example, if you were trying to gain an empathetic understanding of Vietnamese reaction to official colonisation by the French in 1887, it would be important to research the significance of independence in Vietnamese identity across thousands of years.

Source 20 Saigon today, also known as Ho Chi Minh City; it was built in a French colonial style.

OXFORD UNIVERSITY PRESS



Source 21 *Capture of Saigon by Charles Rigault de Genouilly on 18 February 1859*, painted by Antoine Morel-Fatio

0.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Which specific European impact on Asian societies could be considered 'transformation'?
2. What type of change is France's continuing use of local Vietnamese leaders after it had colonised the country?
3. Which three countries border the Korean peninsula?
4. Which Chinese philosopher had a major impact on the social organisation, education and morality of many Asian societies?
5. Which two groups normally accompanied European countries when they moved into Asian countries?
6. How much wealth did Britain remove from India between 1765 and 1938?

APPLY AND ANALYSE

7. What do Sources 14 and 15 reveal about the long-term influence of two particular countries in Asia?

EVALUATE AND CREATE

8. Choose one of the following events and create a visual presentation that conveys the impact of that event on India, Japan, Korea or Vietnam:
   - **a** the Indian Mutiny of 1857–58
   - **b** the Treaty of Kanagawa in 1854
   - **c** the 1905 treaty between Korea and Japan
   - **d** the creation of the French colony of Indochina in 1887.

GO DEEPER

9. Select one of the four countries examined in this section, and investigate the long-term effects of European and/or American imperialism on it.





Source 1 The emu is a cultural icon of Australia, and features prominently in Indigenous Australian cultural practices, Kinship and connection to Country. Bruce Pascoe's book *Dark Emu* is a re-examination of colonial accounts of Australia's First People – the nineteenth century saw a nation slowly taking shape, but the values and beliefs of the period have become increasingly contested across time.

4

MAKING A NATION

From the seventeenth century onwards, European explorers started mapping a continent they eventually named *Terra Australis* (a Latin term meaning 'southern land'). This continent later became known as Australia.

Before European colonisation, Australia was home to more than 500 separate Indigenous Nations, each with its own language, as well as shared and separate cultural practices. Starting in 1788, European people began arriving in Australia to establish colonies and explore the continent.

This chapter will explore European settlement in Australia, and analyse the impact of this on both the land and the original inhabitants. We will also examine the lives of European and non-European settlers in colonies within Australia. Finally, we will look at how and why Australia federated, and consider some of the key legislation passed by the new national government between 1901 and 1914 that helped shape contemporary Australia.

OXFORD UNIVERSITY PRESS



WHERE DID EUROPEANS SETTLE IN AUSTRALIA AND WHAT WERE THE EFFECTS OF CONTACT WITH INDIGENOUS PEOPLES? 4A

In this section you will:

» outline the expansion of European settlement on a map of Aboriginal Australia to 1900

» describe both the European impact on the landscape and how the landscape affected European settlement

» use a range of sources to describe contact experiences between European settlers and Indigenous peoples.

CHECKPOINT 4A

WHAT WERE THE EXPERIENCES AND CONTRIBUTIONS OF NON-EUROPEANS IN AUSTRALIA BEFORE 1900? 4B

In this section you will:

» explain why one of the non-European groups came to Australia

» describe how that group of non-Europeans lived and worked in Australia

» describe the contribution made by non-European workers to the development of Australia.

CASE STUDY: MAL MENINGA – FINDING YOUR PLACE IN AUSTRALIAN HISTORY

CHECKPOINT 4B

WHAT WERE LIVING AND WORKING CONDITIONS LIKE IN AUSTRALIA AROUND 1900? 4C

In this section you will:

» using a range of sources, investigate the living and working conditions of men, women and children around the turn of the twentieth century in Australia.

CHECKPOINT 4C

WHAT KEY EVENTS AND IDEAS LED TO THE DEVELOPMENT OF AUSTRALIAN SELF-GOVERNMENT AND DEMOCRACY AND KEY EARLY LEGISLATION? 4D

In this section you will:

» explain how and why Federation (1901) was achieved

» outline state and federal responsibilities under the Australian Constitution

» discuss the consequences of the introduction of the Australian Constitution for the rights of women and Aboriginal people

» identify key features of the Harvester Judgment, pensions legislation and the Immigration Restriction Act and discuss what they reveal about the kind of society the Australian government aimed to create

» assess the impact of this legislation on Australian society in this period.

CHECKPOINT 4D

MAKING A NATION – A TIMELINE



Source 2 An artist's impression of the view at the Swan River Colony in Western Australia

TIMELINE

1780 1790 1800 1810 1820 1830 1840

1788
The First Fleet arrives in Sydney Cove and establishes Britain's first Australian colony.

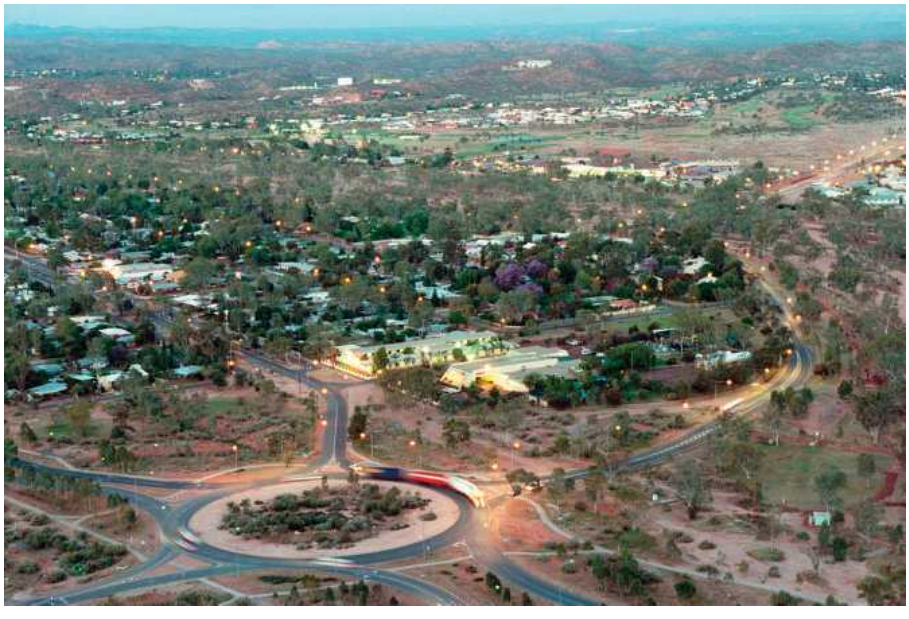
1803
A convict settlement is established in Van Diemen's Land. (This becomes a separate colony in 1825 and self-governing in 1856.)

1824
A penal colony is established on Moreton Bay, which is now the site of Brisbane. (Queensland becomes a self-governing colony in 1859.)

1829
Swan River colony is established on the banks of the Swan River, which is now the site of Perth. (Western Australia becomes a self-governing colony in 1890.)

1835
John Batman establishes a settlement on Port Phillip Bay. (After separating from New South Wales in 1851, the settlement is renamed Victoria.)

1836
The colony of South Australia is founded.



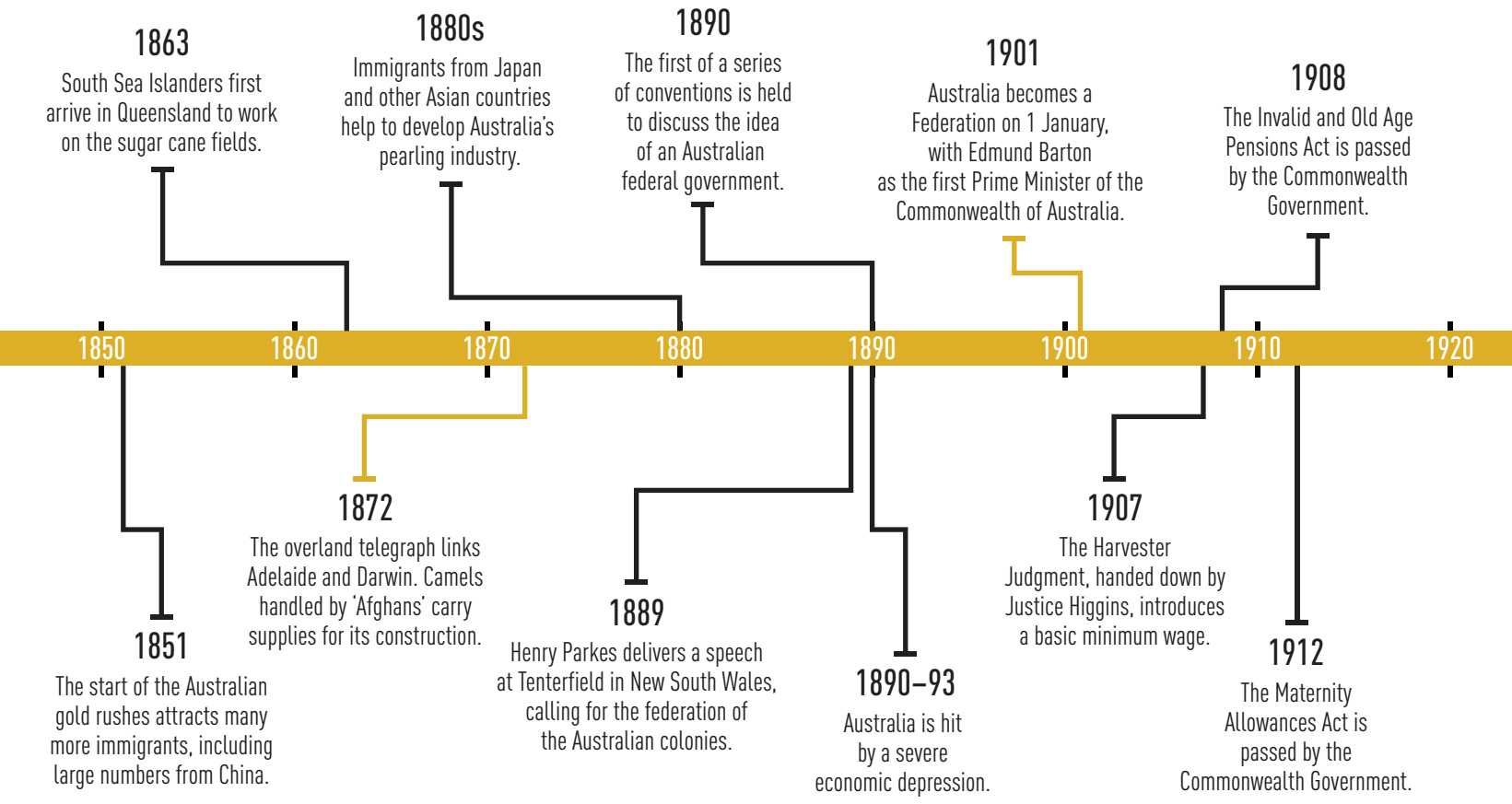
Source 3 The remote town of Alice Springs was founded in the 1870s as a staging point for the overland telegraph line. The telegraph station was near a spring, and in 1933, the town was named 'Alice', after the wife of the superintendent of telegraphs.

OXFORD UNIVERSITY PRESS





Source 4 Detail from Tom Roberts' painting of the opening of the first Commonwealth Parliament; known as *The Big Picture*, it was completed in 1903





Source 5 This image shows Bourke Street, Melbourne, in 1863, just 12 years after John Batman established a settlement on Port Phillip Bay.

TIMELINE: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. When were the colonies of New South Wales, Moreton Bay and Swan River established?
2. How many years were there between the initial settlement of Port Phillip Bay and Victoria becoming a self-governing colony?
3. Name two important pieces of legislation passed by the Commonwealth Government in the early years of Federation.

4A WHERE DID EUROPEANS SETTLE IN AUSTRALIA AND WHAT WERE THE EFFECTS OF CONTACT WITH INDIGENOUS PEOPLES?

4.1 THE ESTABLISHMENT OF EUROPEAN SETTLEMENT IN AUSTRALIA

KEY CONTENT

In this topic you will:

- outline the essential background to the topic of the making of the Australian nation.

colony
an outpost set up by a country, kingdom or empire, often for social, economic or strategic (military) reasons

Industrial Revolution
a period driven by the development of steam power where new methods of transport and production changed the way people worked and lived

The British Government established **colonies** in Australia for a range of reasons. One was to provide a place of punishment for many of the convicts in Britain's overcrowded jails. The dramatic increase in the number of criminals was largely a consequence of Britain's changing economy and society during the **Industrial Revolution**. After Britain lost control of some of its colonies following the American War of Independence in 1783, it needed a new place to send its growing convict population. In addition to this, the Australian colonies would become a great source of wealth and raw materials for British government and industry, providing timber and flax for shipbuilding, and then wool, minerals and grains later on.

The process of European settlement in Australia was gradual. The first permanent European settlement was the penal colony at Sydney Cove, established after the arrival of the First Fleet in 1788. The fleet's commander, Captain Arthur Phillip, became the governor of Britain's first colony in Australia – New South Wales. Over the next century, other colonies were established around the continent. Settlers followed explorers, and convict societies gradually developed into free settlements.

SEE, THINK, WONDER

Look at the painting in Source 1.

What do you see?

What do you think?

What does it make you wonder?



Source 1 Detail from a painting depicting the founding of the first penal colony at Sydney Cove

The arrival of the European settlers

The 11 ships of the First Fleet arrived in Sydney Cove on 26 January 1788 after an eight-month voyage. They brought over 1500 people to this 'new world', including more than 700 convicts, as well as officers, marines, ships' crew and their families.

These first settlers found survival difficult. They had arrived in the height of summer, and were unused to the climate and conditions. Most had come from urban rather than rural backgrounds. In its first two years, the colony came very close to collapsing through starvation, inadequate shelter and a lack of appropriate equipment.

The arrival of supplies with the Second Fleet in June 1790 saved the young colony, but times remained harsh.

Government farms were established in the more fertile area of Rose Hill (later renamed Parramatta), and after five years they were almost able to support the New South Wales population.



Source 2 A view of Government Farm at Rose Hill, New South Wales, 1791

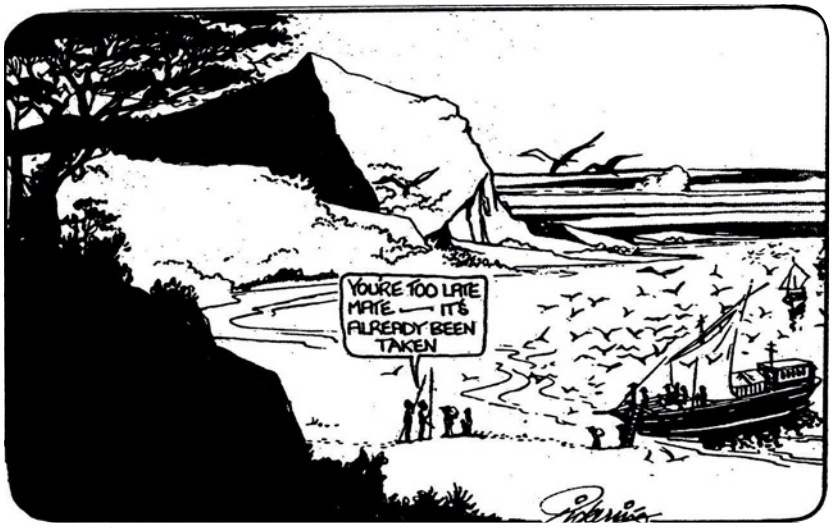
Terra Nullius

For most of the twentieth century it was generally accepted, and taught in schools, that Australia had been ***Terra Nullius*** before the arrival of Europeans. The concept of *Terra Nullius* was the belief of Europeans that, because the Indigenous peoples did not appear to have a concept of land ownership, they had no rights to the land. *Terra Nullius* was used as a justification for the colonisation of Australia. In fact, Australia had been occupied by Indigenous peoples for at least 100 000 years before the arrival of the first Europeans.

Terra Nullius
a Latin term meaning 'land belonging to no one' or 'empty land'

In the 1970s, Henry Reynolds, and then other historians, challenged or contested the traditional view that Australia had been an 'empty land', inhabited with few people, and that British colonisation had been peaceful. He pointed to the violence that had been a feature of the Australian frontier from Sydney to Perth and from Hobart to Darwin as Indigenous peoples fought to defend their homelands.

In recent times, non-Indigenous Australia has finally come to accept the fact that European Australians are the newcomers, who made their homes on land that originally belonged to someone else. This was assisted by the High Court's 1992 Mabo Decision, based on a claim made by Torres Strait Islanders, which overturned *Terra Nullius*, but confirmed Britain's sovereignty over Australia since 1788. Aboriginal and Torres Strait Islanders do not recognise this sovereignty and have never ceded their own sovereignty.



Source 3 A cartoon that reflects the reality of European settlement in Australia – the land did in fact already belong to Indigenous peoples.

SPOTLIGHT

COMPREHENSION

Understanding key terms in their context is crucial to historical understanding. Reflect on why understanding the term 'supplanting society' is necessary to understand the impact of European occupation on Indigenous peoples in Australia.

Historian David Day has described European Australians as a 'supplanting society' (see Source 4); that is, a society that takes over the lands of another and supplants or replaces them as the group in control.

The work of Indigenous Australian author Bruce Pascoe, particularly with his 2014 book *Dark Emu*, has also helped reveal the complexity of the colonial view of Indigenous Australia. By examining the accounts of the early white explorers, *Dark Emu* uncovers clear evidence of the highly developed agricultural practices of Indigenous peoples in Australia.

The ignoring of Indigenous achievement to justify the fiction of *Terra Nullius* is set to become a highly contested aspect of twenty-first-century Australian history.

4.1A SOURCE STUDY

The claim of Europeans to the Australian continent

Source 4

There are three different layers to the claim of proprietorship [ownership] that European Australians have tried to establish over the continent. The first is a legal claim ... when, for instance, a flag is run up a pole by the discoverer of a new land ... or on the basis of conquest. The second is a claim of effective proprietorship ... by the physical occupation of that land, the dispossession of its original inhabitants ... The third is a claim of moral proprietorship, which ... comes into existence, usually over an extended period of time, as the supplanting society gradually develops links to the landscape and realises there is no other place it can call 'home' ... a claim of moral proprietorship requires the descendants of the original inhabitants ... to acknowledge that the supplanting society has established a legitimate claim to the land ...

Extract from David Day, Claiming a Continent: A History of Australia, *Angus & Robertson, 1996, pp. 2–3*

INTERPRET

1. Outline the three layers to the claim of ownership that European Australians have tried to establish over the continent of Australia.
2. Do you believe these three layers make Britain's claim to Australia legitimate? What other perspectives could there be?
3. Explain which layers Sources 1 and 2 represent.

Australia's Indigenous communities

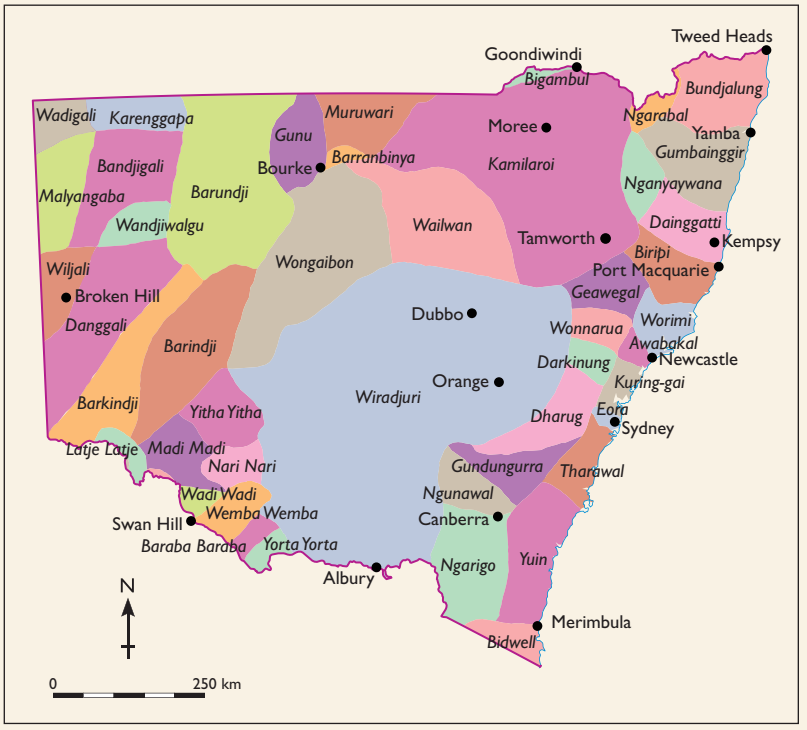
It is important to note that Australia's First Peoples did not think of themselves in terms of one unified group or nation, but rather in terms of separate but co-joined Nations. More than 500 such Nations existed before European colonisation, and each one had its own language and clearly defined territory. Source 5 shows the language groups in New South Wales.

The first Indigenous Nations faced with the British invasion and colonisation of their lands in New South Wales in 1788 were the Clan groups of the Eora, Dharug and Dharawal peoples of the Eora Nation.

Indigenous Australian peoples have a very strong bond with the land, which they see as the source of their physical, social and spiritual needs. Their relationship with the land was completely different to the Europeans' concept of land ownership, and while in some areas they had permanent dwellings, they saw no need to show possession by fencing, as boundaries were well established and recognised in the natural environment, including rivers and mountains.

4.1B SOURCE STUDY

Indigenous communities



Source 5 This map highlights the different Aboriginal Nations and their languages across New South Wales. Note that these Nations do not stop at the constructed state boundaries.



Source 6 Photos taken in the nineteenth century show people from Australia's diverse Indigenous communities.

SPOTLIGHT

PERSPECTIVES

Historians' perspectives – and indeed your own perspective – on events and ideas can be challenged and changed by access to new information. Source 5 represents a great deal of research, and has changed how historians viewed pre-European life in Australia. Reflect on how the existence of Source 5 could challenge perspectives.

INTERPRET

1 Explain how Sources 5 and 6:
   - **a** challenge the idea of *Terra Nullius*
   - **b** explain why the original inhabitants of Australia in 1788 would not have identified as 'Aboriginal'.

4.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 When did the First Fleet arrive at Sydney Cove?
2 Outline the difficulties the First Fleet faced in establishing a colony.
3 What does *Terra Nullius* mean?
4 According to the historian David Day, why can European Australians be called a 'supplanting society'?
5 Identify the evidence that shows Australia was culturally diverse before 1788.
6 Why does Bruce Pascoe argue that *Terra Nullius* was a fiction?

APPLY AND ANALYSE

7 In your own words, briefly describe some of the main reasons why Britain chose to establish colonies in Australia.
8 Outline what you think Source 1 says about British attitudes towards claiming Australia. What does it reveal about their view of the rights of Indigenous peoples? By comparison, how does Source 3 challenge these attitudes?
9 As a class, discuss the Indigenous perspective of the land compared with the European perspective. What implications did these differences have for future relations between the two groups?

4.2 THE EXPANSION OF EUROPEAN SETTLEMENT

KEY CONTENT

In this topic you will:

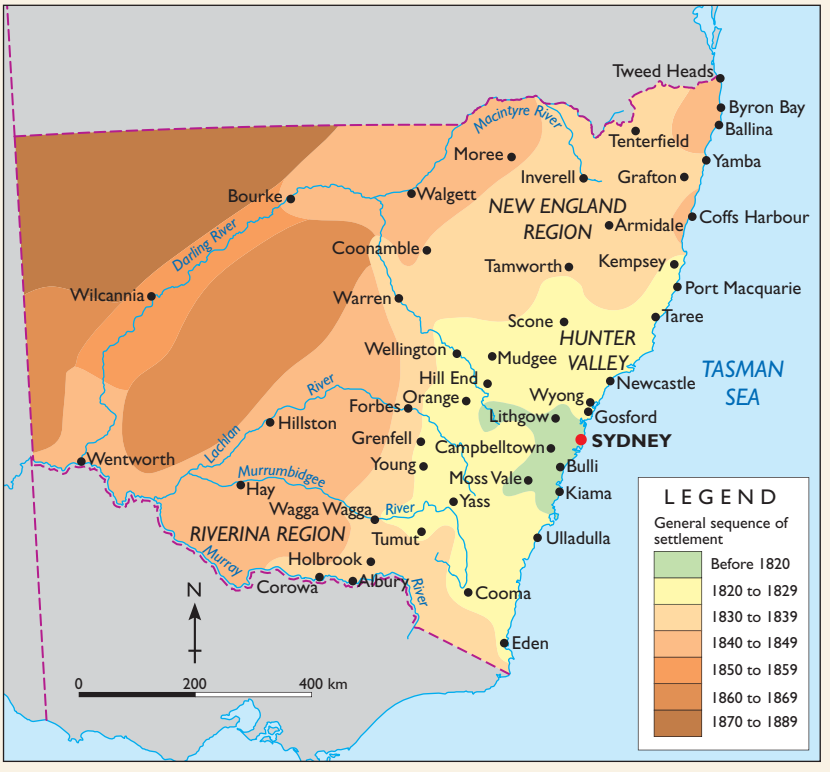
- outline the expansion of European settlement on a map of Aboriginal Australia to 1900.

New South Wales

Until about 1810, the colony of New South Wales was confined to an area not much more than 100 kilometres in any direction from Sydney. In 1813, European explorers William Wentworth, Gregory Blaxland and William Lawson crossed the Blue Mountains, guided by Aboriginal people, tracks and roads. This crossing enabled colonisation to expand inland. Other explorers followed, and by 1850 most of modern-day New South Wales had been opened up for European inhabitation. The land was cleared, and pastoral settlements and small towns were established (see Source 7).

4.2A SOURCE STUDY

Expansion of colonisation in New South Wales



Source 7 The broad sequence of the colonisation of New South Wales from 1788 to 1889

Source 8

In some districts, settlement quickly followed European exploration, as the purpose of many explorations was primarily the search for grazing land ... In such cases, initial settlement was most frequently pastoral, often illegal, and certainly running ahead of the surveyors and other government officials, at least in the earlier periods. On the other hand, many coastal areas were first settled by cedar-getters, especially in the North Coast river valleys, where such activity both harvested valuable timber and made cleared land available for grazing or agricultural uses. Other localised areas were opened for settlement by miners, as at Kiandra in the Snowy Mountains, or by agriculturalists, although the latter almost always followed graziers as a second wave of more intense settlement ...

Extract from Atlas of New South Wales

INTERPRET

1 Use Source 7 to identify the period when these New South Wales towns were established: Albury, Bourke, Grafton, Hay, Lithgow, Moree, Mudgee, Newcastle, Port Macquarie, Wagga Wagga.
2 Identify the main reasons why European colonisation expanded outwards from Sydney.
3 Explain why the north coast of New South Wales was originally colonised. Why would it have been important for these early settlements to be located on rivers?
4 What short- and long-term difficulties could there be for the government if searches for grazing land were 'often illegal, and certainly running ahead of the surveyors and other government officials'?
5 Use Sources 7 and 8 to describe how you think European settlements would have impacted on Aboriginal Australia.

Expansion of settlement in other colonies of Australia

Between 1792 and 1803, the expeditions of George Bass and Matthew Flinders mapped the coasts of Victoria, Van Diemen's Land (later named Tasmania), South Australia and Western Australia. The first European **circumnavigation** of the continent by Flinders in 1802–03 filled in the gaps in mapping Australia's coastline, and helped the British Government in planning further colonies around the continent. Flinders was guided on this expedition by an Aboriginal man named Bungaree, who introduced him to other Aboriginal Nations during the voyage.

circumnavigation the process of travelling all the way around something (e.g. an island), particularly by ship

Van Diemen's Land

The first European colony in Van Diemen's Land was at Risdon Cove on the Derwent River. In September 1803, 50 convicts arrived from New South Wales and were joined in early 1804 by over 400 colonists and convicts from the abandoned colony at Sorrento (in Victoria). The colony was soon moved to Hobart, which was to become one of the harshest of the convict settlements.

Over the next 20 years, the colony developed and prospered. Free settlers and ex-convicts helped to establish a sheep-grazing industry, sealing and whaling stations, and secondary industries such as milling, brewing and brick making. In 1825, Van Diemen's Land – which had been part of New South Wales – became a colony in its own right. It achieved the right to self-government in 1856.

Western Australia

Western Australia's first British settlement was at King George Sound in 1826, and was prompted by a fear that the French were interested in colonising the area. In 1829, the Swan River colony was established. Unlike European settlements in New South Wales, Hobart and Moreton Bay, it was to be a free settlement.

While the idea of a free settlement was appealing to immigrants, they quickly found that there was a drastic shortage of labour. Land prices were so low that most free settlers became farmers, leaving few to work for wages.

Convicts were first sent to the Swan River colony in 1850 to provide a labour force – at a time when convict transportation was being phased out in the east. Nearly 10 000 convicts, all of them male, were transported to Swan River between 1850 and 1868.

Convict labour was an important element in the economy of the west, and most convicts worked on public buildings, roads and bridges. After the convicts had gained their freedom, they provided a much-needed labour force for the free settlers.

Queensland

In 1824, a convict settlement was established on the shore of Moreton Bay, and was later moved to the banks of the Brisbane River. Over 2200 convicts, most of them hardened criminals, were sent there between 1824 and 1839.

Officially, free settlers were forbidden from moving into the area, but it became increasingly difficult to stop them. The area offered fertile soil and good grazing pastures, and was very attractive to colonists from New South Wales. In 1838, the decision was made to allow free settlers into the area, and the following year the penal settlement was closed. The area remained part of New South Wales until the colony of Queensland was officially proclaimed in 1859.



Source 9 A hand-coloured etching showing a convict being flogged at Moreton Bay in 1836

The Port Phillip District (Victoria)

The colonisation of Victoria was driven by free settlers rather than convicts. Some convicts were brought from Van Diemen's Land and New South Wales, but they were never a significant part of the population.

The first attempt to colonise what would become Victoria was made at Sorrento, near the mouth of Port Phillip Bay, in 1803. However, a lack of fresh water led to the colony's abandonment after only a few months. In 1834, the Henty brothers settled illegally in the area around Portland.

A year later, Melbourne (originally called Bearbrass) was founded. John Batman crossed Bass Strait from Van Diemen's Land and explored the area around the Yarra River. He claimed to have made a pact with the local Indigenous communities in 1835, purchasing the land from them. Aboriginal people from this area refute this claim.

From the late 1830s, assisted migrants were brought to Port Phillip to provide a labour force. Such was the opportunity offered in the colony that by 1850, one in five of these assisted migrants had become landowners. The colony grew quickly, largely through the profits from the wool industry. Many immigrants brought their flocks from Van Diemen's Land and New South Wales, and took up pastoral leases in the Western District and Gippsland.

Melbourne developed as a processing centre and port for the export of wool. By 1850, it was an impressive city of 22 000 people, with many fine streets and buildings, an art gallery, theatres, hospitals and schools, and beautiful botanical gardens.

In 1851, under the Australian Colonies Government Act, the colony of Port Phillip was separated from New South Wales and renamed Victoria after the reigning monarch. Following the discovery of gold in August 1851, Victoria was to become one of the richest and most progressive of the Australian colonies.

4.2B SOURCE STUDY

John Batman's 'treaty'



Source 10 *Batman's Treaty with the Aborigines at Merri Creek, 6th June 1835* by J.W. Burtt (painted in 1885 to mark the 50th anniversary of the treaty)

Source 11 A description of the 'treaty' by John Batman

> I purchased two large tracts of land from them – about 600 000 acres, more or less – and delivered over to them blankets, knives, looking-glasses, tomahawks, beads, scissors, flour, etc. as payment for the land, and also agreed to give them a tribute, or rent, yearly.
>
> *Extract from Michael Cannon,* Australia: Spirit of a Nation, *Currey O'Neil, 1985*

INTERPRET

1. If John Batman's description of the 'treaty' in Source 11 is accurate, what implications might this have had for the concept of *Terra Nullius*?
2. Analyse Source 10 and explain the perspectives that are presented. How reliable do you think the source is? Explain your response.
3. Explain how the High Court of Australia might be able to rely on these sources during an investigation into native title claims on Australian land.

South Australia

South Australia was established by an Act of the British Parliament in 1834, and a colony was established in 1836 on the banks of Adelaide's Torrens River. The colony was based on a plan by Edward Gibbon Wakefield to create an ideal society. It was to be free of convicts; land was to be sold at a reasonable price and the revenue was to be used to bring out emigrants who would become a labouring class.

Adelaide was one of the first towns built in the colony. Its design, with a regular grid of streets and a border of parklands surrounding the towns, means that Adelaide is one of the best-planned cities in the world.

The early economy of the new town relied primarily on sheep farming. During the 1840s, the South Australian colony spread further inland when deposits of copper were discovered at Burra in 1845. In the 1840s, the foundations of the wine industry were laid by German immigrants in the Barossa Valley and Irish settlers in the Clare Valley.

Source 12 Rundle Street, Adelaide, *c.* 1865



OXFORD UNIVERSITY PRESS



Source 13 A vineyard in the Barossa Valley; the foundations of the wine industry in this region were laid in the 1840s.

Unlike the other colonies, South Australia was not based on the doctrine of *Terra Nullius*. Britain's Colonisation Commission acknowledged the existence of the Indigenous peoples and stated that no settler could interfere with their enjoyment or use of the land. However, this was not taken into consideration by South Australia's governors when regulating land sales in the new colony.

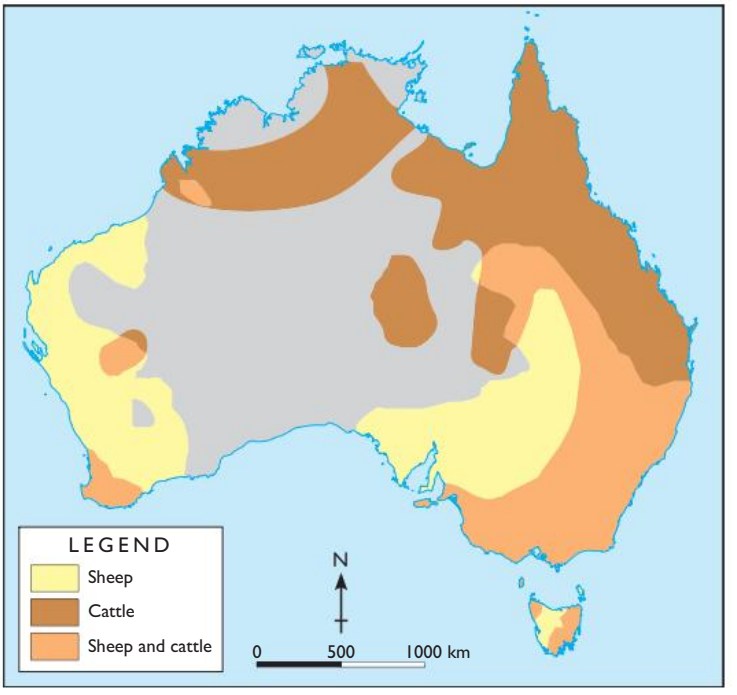
squatter
a person who occupied a section of Crown land for cattle and sheep grazing without purchase or lease

Establishing European agriculture in Australia

Bruce Pascoe's *Dark Emu* makes a compelling case that Australian agriculture was well and truly established many thousands of years before the arrival of European settlers. Pascoe cites the words of early British explorers such as Major Thomas Mitchell and Charles Sturt, who found native grasses being farmed, milled and stored by Aboriginal peoples, among large, solidly built houses. Pascoe lists a large variety of native species that were being effectively managed and used, while sustaining the environmental balance that guaranteed ongoing food supplies.

Therefore, when **squatters** – such as the Henty family in Victoria – occupied thousands of square kilometres of prime grazing land, they not only destroyed an environmentally sustainable system of land management and agricultural production, but also introduced sheep and cattle that did so much to destroy native grasslands.

In 1836 the New South Wales colonial government legitimised squatting by charging £1 per acre. This led to the development of large landholdings and the wheat and wool industry. These two major exports brought great wealth to squatters and to Australia, but destroyed the delicate balance that land management by Indigenous peoples had successfully maintained for thousands of years.



Source 14 The main sheep and cattle grazing areas of Australia; European settlement patterns were influenced by the search for new grazing lands for sheep and cattle.

4.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Which journey of exploration allowed the original colony of New South Wales to expand inland?

2 Who was the first European to circumnavigate Australia? Which Aboriginal man accompanied him? When was this? Explain why the voyage was significant.

3 Which is the only Australian state that can claim to have been founded completely by free settlers, not convicts?

4 Explain why a British colony was established in Western Australia.

5 What was a squatter? Describe the contribution that squatters made to the development of Australia.

APPLY AND ANALYSE

6 At the time of Batman's treaty, the area around Port Phillip Bay was still part of the colony of New South Wales. Discuss why the governor of New South Wales at that time dismissed Batman's treaty, even accusing him of trespassing on 'the vacant land of the Crown'.

Use the information in the text and your own knowledge or research to complete questions 7–11.

7 Label a large outline map of Australia, like the one in Source 15, to show:

- the areas first colonised in each state
- the years of initial colonisation in each state.



Source 15 Australia's state borders

8 Find the names of the Aboriginal Nations and Clan groups that lived in the areas first colonised in each state.

9 Write a brief description of the first colony and the spread of colonisation across each state, including the roles played by convicts and settlers.

10 Locate and label on the map:

- the main city in each state
- the first national capital in 1901
- the present national capital and the year it was established.

11 Create a visual timeline that shows:

- the year of first European colonisation in each state
- the year in which the original colony was established
- the year in which the colony became independent or self-governing.

For each colony, use your timeline to identify the number of years between self-government and Federation in 1901.

EVALUATE AND CREATE

12 Create an audio-visual presentation to deliver the findings of your research in questions 7–11. This can take the form of a PowerPoint presentation or a short video. Your presentation should be 2–3 minutes in length and include at least one primary and one secondary source.

GO DEEPER

13 The question of exactly who founded the city of Melbourne would appear straightforward; however, historians have different perspectives. Analyse the evidence for the claims of:

- John Batman
- John Pascoe Fawkner
- John Lancey.

In a 200-word text, explain who you think deserves the credit, citing at least two historical sources.

14 Select one of the following aspects of convict life to investigate:

- the journey to Sydney
- life in the colony of New South Wales for a convict
- life in the colony of New South Wales for a free settler.

OXFORD UNIVERSITY PRESS

4.3 AUSTRALIA'S LANDSCAPE AND EUROPEAN SETTLEMENT

KEY CONTENT

In this topic you will:

- describe both the European impact on the landscape and how the landscape affected European settlement.

The natural features of Australia's coastline were key factors in determining where colonies were first established. The main European settlements in each colony were founded at places that provided fresh water for drinking, and sheltered ports for ships bringing new settlers and supplies.

Patterns of colonisation: rivers

In coastal and inland Australia, the rivers influenced patterns of colonisation. Areas through which major rivers flowed attracted European settlement earlier (see Source 17). The rivers and their tributaries provided a water supply for settlers and livestock. They were also an essential transport route for sending produce – such as wool – to trading centres, and for sending food and other supplies inland.

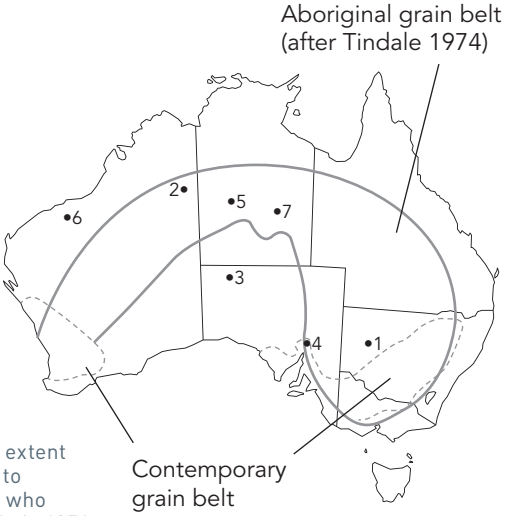
European settlements located on river mouths became centres of maritime trade, and some grew into Australia's major cities. Later, river geography influenced where railways and roads were developed, which itself influenced where towns and cities, as centres of commerce, were located.

Patterns of colonisation: new grazing lands

The location of grasslands and sparsely treed woodlands also influenced the pattern of European colonisation in Australia. Areas such as the Cumberland Plains, west of Sydney, and the Werribee Plains, west of Melbourne, were particularly attractive to graziers. Published accounts from the early nineteenth century indicate that the Werribee Plains (see Source 19), a vast expanse of natural grasslands, existed before European settlement. Regular **fire-stick burnings** by Aboriginal peoples helped to create this grassy landscape, and enabled them to establish an extensive grain production belt (see Source 16) that was much larger than the area where grain is produced today.

fire-stick burning the traditional controlled-burning techniques used by Aboriginal Australians to improve the environment and guarantee improved yields of native crops and foods; often called 'cultural burning'

John Batman and some other Europeans made note of the practices used by Aboriginal peoples to manage the environment in their territories, but many settlers may not have been aware of them. As a result the original environment has been totally altered and has become increasingly prone to destructive events such as fires and droughts.



Source 16 The 'Aboriginal grain belt' from *Dark Emu* shows the extent of the grain harvest in the early nineteenth century, compared to the contemporary one. The numbers on the map refer to those who compiled the research, including archaeologist Norman Tindale in 1974.



Source 17 The limits of colonisation and frontiers in Australia, 1840

'A land half won'

Up until the 1840s, European settlement still clung to the fertile coastal regions of the continent (see Source 17). Historian Geoffrey Blainey described the nature of colonisation in Australia up to 1901 as 'a land half won'. In other words, it was a gradual process, and Europeans took a long time to adjust to their new home. In 1901, most of the non-Indigenous people were still strangers in their new land. According to Blainey, many settlers still wanted to re-create parts of Britain in Australia. They planted European trees and brought in European animals in an attempt to turn Australia into something more familiar. In doing so, they damaged the delicate environmental balance that Indigenous peoples had always been able to maintain.

4.3 SOURCE STUDY

The Australian landscape and European settlement



Source 19 This current photo of the Werribee Plains shows how the landscape is likely to have appeared before European settlement. These parts of the Werribee Plains are 'rare relics', as most of the area is now used for agricultural or urban purposes.

Source 18

The fertility encouraged by careful husbandry of the soil was destroyed in just a few seasons. The lush yam pastures of Victoria disappeared as soon as sheep grazed upon them, as the dentition [arrangement of teeth] of sheep allowed them to eat growth right to the ground, destroying the basal leaves.

The English pastoralists weren't to know that the fertility they extolled on first entering the country was the result of careful management, and cultural myopia [short-sightedness] ensured that even as the nature of the country changed, they would never blame their own form of agriculture for that devastation.

Extract from Bruce Pascoe, Dark Emu, *2nd ed, Magabala Books, 2018, p. 11*

INTERPRET

1 Argue whether modification of the environment by Aboriginal peoples made it more or less difficult for Europeans to colonise the inland part of Australia. Make sure you support your response with evidence.

2 Do Sources 18 and 19 support or contest the view of Australia as *Terra Nullius* in 1788? Explain your point of view.

Impact of European settlement on the landscape

The agricultural practices of squatters and other settlers since 1788 had ongoing impacts on Australia's landscape and ecology. The clearing of native vegetation for agriculture, logging, and industrial and urban developments has not only changed the appearance of the landscape across Australia, it has also destroyed much of the natural habitats of native animals and plants.

According to the *State of the Environment Report* (2016), vegetation cover in Australia has dramatically changed since 1788. Approximately 44 per cent of Australian forests and woodlands have been cleared, and native grasslands have been reduced to less than 20 per cent of their original coverage. Perhaps most damning in relation to the impact of European land management in Australia is the conclusion that the removal of vegetation has resulted in major changes to the water cycle, leading to both an increase of salt and a loss of nutrients in soil.

Thus the major impact of European land management practices in much of Australia has been to reduce the health of the soil, and increase the difficulty in retaining water in the environment.

Over-grazing and over-cropping have resulted in soil erosion, and the introduction of plant and animal species from Europe has led to the decline and extinction of many native animals. Rabbits, feral horses, goats, cats and pigs are some of the introduced species that still compete with Australia's native wildlife.



Source 20 An extensively retouched photo of a 'rabbit drive' in South Australia, *c.* 1930; the hunters can be seen on horseback in the background. A small number of European rabbits were released in Australia in 1859 so they could be hunted for sport, but they are now considered to be major pests because of the extensive damage they do to the environment and native animal populations.

4.3 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Identify the main requirements for the locations of the first European settlements in Australia.
2. Explain the pattern of European colonisation in the nineteenth century.
3. Describe the impact of Indigenous peoples on the Australian environment up to 1788.
4. Describe the impact of Europeans on the environment since 1788.

APPLY AND ANALYSE

5. Why did the historian Geoffrey Blainey describe Australia in 1901 as a 'land half won'? Do you agree with this? Justify your response.
6. Define the term 'soil erosion', and find out how over-grazing and clearing contribute to this. Why is soil erosion bad for the environment?

EVALUATE AND CREATE

7. Conduct research to find out how introduced species have affected the environment, including their impact on vegetation and native animals. Use your findings to create a poster that would be effective in telling people how introduced species can harm the environment.

GO DEEPER

8. Investigate why the suburb, town or local area in which you live is located where it is. Use the types of factors discussed in this topic as the starting point for your research.
9. Investigate *Dark Emu* and describe the impact it has had on Australian history. What are the main arguments it puts forward? What criticisms have been made of it? Are they justified?

4.4 AUSTRALIA'S DEVELOPMENT FROM THE MID-NINETEENTH CENTURY

KEY CONTENT

In this topic you will:

- understand the nature of significance by examining a significant event.

Opening up the interior

By the 1860s, much of inland Australia had been mapped by explorers, and the drier inland areas were increasingly being used as pasture for cattle and sheep. The land closer to the coast was used largely for agriculture. As settlers cleared more land, small towns were established and roads to the main European settlements were built, to use for transporting wool and supplies.

The Europeans were unaware that they were benefiting from Indigenous knowledge of the areas, even while they were taking over Indigenous lands. Indigenous trails had been operating along the most accessible routes for thousands of years. Sheep farmers moved their livestock along these trails, and they often became the basis of the newly built roads.

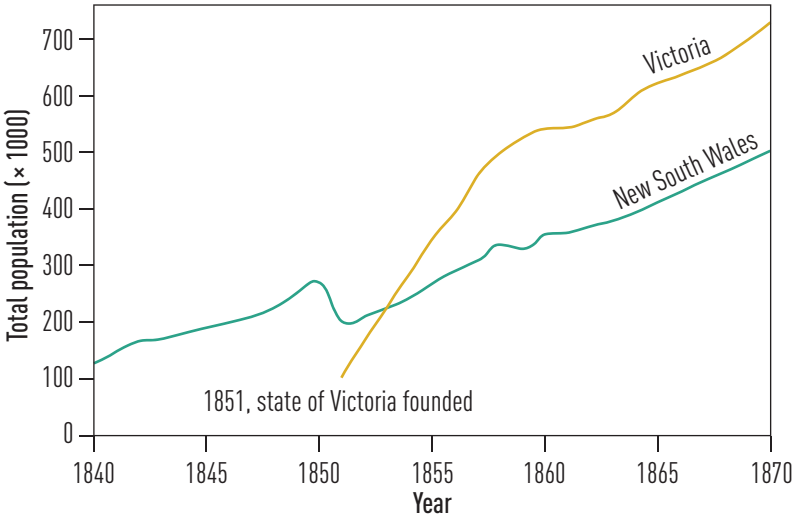
Initially, inland travel was on horseback, by stagecoach or by cattle cart. Over time, more efficient modes of transport were introduced. The first passenger railway, linking Melbourne and Sandridge (Port Melbourne), opened in September 1854. By 1860, all the colonies boasted busy ports in their capital cities, and colonists enjoyed regular communication through the network of steamships, railways and telegraph services that linked the eastern capital cities by the late 1850s.

STRANGE BUT TRUE

The gold exported from Melbourne in 1860 accounted for 5 per cent of the revenue for the entire British Empire.

The gold rushes

The population and prosperity of the Australian colonies were strongly boosted by the discovery of gold in the 1850s. Gold discoveries tripled the population of the colonies, particularly Victoria, attracting 622 000 people to Australia in the decade after 1851. Gold made Melbourne one of the richest cities in the British Empire and helped lay the foundations for the nation that was to be established in 1901.



Source 21 This graph shows the dramatic jump in the population of New South Wales and Victoria in the 20 years following the discovery of gold in Australia. Victoria's population continued to surpass the population of New South Wales until 1884.



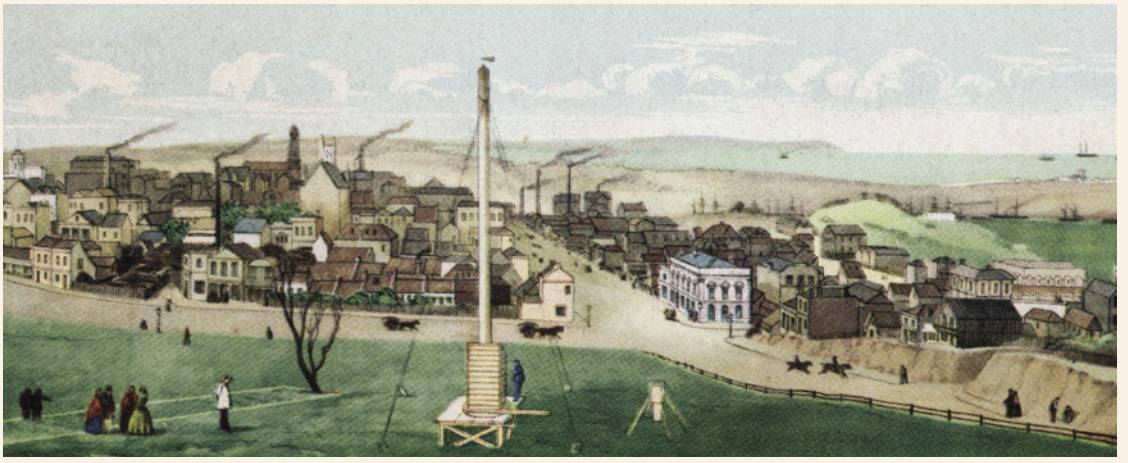
Source 22 This painting from 1851 shows a view of the goldfields in Ballarat, Victoria.

4.4 SOURCE STUDY

Impact of the gold rushes



Source 23
An illustration of Melbourne in 1838, before the gold rush



Source 24
An illustration of Melbourne in 1860, after the start of the gold rush

INTERPRET

1 Copy and complete the following table, based on your observations of these two sources.

Continuities	Changes

2 Explain how these sources provide evidence for the impact of Europeans on the Australian environment.

3 **a** What evidence do these sources present to support the suggestion that the gold rushes made Melbourne Australia's richest city?

b What are the limitations of the sources? What other evidence would be required for you to be able to come to firm historical conclusions?

4.4 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Explain the difference between pasture and agriculture.

2 Identify the means Australians had to communicate with each other by the 1850s.

3 Explain how the gold rushes changed Australia.

GO DEEPER

4 In Chapter 2, topic 2.12, read the section under the heading 'Impact of the gold rush settlers'. In a written report of about 200 words, assess the impact of the gold rushes on Australia's development in the nineteenth century.

4.5 CONTACT EXPERIENCES BETWEEN EUROPEAN SETTLERS AND INDIGENOUS PEOPLES

KEY CONTENT

In this topic you will:

- use a range of sources to describe contact experiences between European settlers and Indigenous peoples.

dispossession
to deprive a person of the possession or occupancy of land and property

THINK, PAIR, SHARE

Think about the information contained in Sources 25 to 28 on the next page.

Discuss your ideas with a partner, deciding what the sources reveal about European attitudes towards Indigenous people in the nineteenth century.

Share your ideas with the class, and see if you can come to an agreed conclusion.

Reserve
a settlement established to move Aboriginal people away from European-occupied areas, and to assimilate them into European culture and beliefs

Mission
a settlement established (usually by Christian missionaries) to move Aboriginal people away from European-occupied areas, and to assimilate them into European culture and beliefs

As the European pastoralists advanced inland with their sheep and cattle, they invaded the homelands of Indigenous peoples in all Australian states and territories. The results were violence, frontier conflict and **dispossession**.

Dispossession meant more to Indigenous peoples than just the physical loss of their ancestral lands and homes, and the loss of their livelihood. For them, it meant the destruction of a way of life and an attack on their spiritual and cultural heritage.

The response of Indigenous communities to the advancement of European settlement varied across the continent, but it is possible to identify certain stages:

1 The first stage was often shock. The Europeans had pale skin, they wore strange clothes, they brought new and unusual animals – and they had powerful weapons.
2 Initial shock often gave way to a second stage of curiosity, as some of the Indigenous peoples tried to learn more about the newcomers.
3 The third stage was almost always hostility. Violence often broke out when it became clear to the Indigenous people that the Europeans were here to stay.
4 The fourth stage was more complicated. Some dispossessed Indigenous communities simply moved away – although this meant moving on to the lands of another Indigenous community. Others tried to adapt and learnt to live with the Europeans. They managed to stay in contact with their Country by working for the Europeans.

The historian Henry Reynolds has pointed out that the success of European settlement depended on the skills of Indigenous people as trackers and guides for explorers and early settlers. Few of the vast cattle stations established in inland Australia, for example, could have succeeded without the skills and cheap or often unpaid labour of Indigenous stockmen.

Violence on the Australian frontier

During the nineteenth century, the reality of frontier violence was widely acknowledged in almost all the country's newspapers and other publications. The passage of time and the overwhelming numbers and resources of the Europeans meant that most Indigenous people had to either live on the fringes of Western society; blend in and adjust to European ways; or move to **Reserves**, **Missions** or Stations for their own safety. As a result, by 1901, the Indigenous part of the national story was neglected or dismissed as irrelevant. Australia developed a national forgetfulness about the violence that existed on its frontiers.



OXFORD UNIVERSITY PRESS

Contact experiences: violence on the frontier

Source 25

[In an article published in the *Townsville Herald* on 2 February 1907] an old pioneer, using the [false] name 'H7H', boasted of his part in a punitive expedition [to punish a group of Indigenous Australians for stealing some cattle].

'In that wild yelling rushing mob, it was hard to avoid shooting the women and babies and there were men in that mob of whites who would ruthlessly destroy anything possessing a black hide.

'It may appear cold-blooded murder to some to wipe out a whole camp for killing perhaps a couple of bullocks, but then each member of the tribe must be held equally guilty and therefore it would be impossible to discriminate.'

Extract from Henry Reynolds, Why Weren't We Told?, *Penguin, 1999, pp. 106–8*

Source 26

A rare eyewitness account of an 1840s attack on a group of Indigenous men, women and children by white squatters on Queensland's Darling Downs has been acquired by the National Library of Australia ... Believed to be the only one of its kind, the pencil drawing [see Source 28] depicts 11 squatters firing on a group of 25 Indigenous people of whom three appear to have been shot.

'Domville Taylor's documented presence in the precise area of battle and his own role as a squatter, together with the "presence" of the drawing, strongly suggest it is an eyewitness account of the attack,' Dr Ayres said. 'Eyewitness accounts of attacks by white settlers on Indigenous people are extremely rare.'

Extract from National Library of Australia, media release, 22 October 2010

Source 27

Occasionally bush-gossip let out that the 'black fellows were going to get a dose': and indeed, in more than one notorious instance, damper, well 'hocussed' with arsenic or strychnine, was laid in the way of the savages, whereby many were killed. Some attempts were made to bring to justice the perpetrators of this cowardly as well as barbarous act; but, in the bush, justice is too often deaf, dumb and lame, as well as blind. The damper indeed was analysed, and poison detected therein; but of course no White evidence could be obtained; Aboriginal testimony is by the law of the land inadmissible; the bodies of the poisoned were too far decomposed for a lucid diagnosis; and, in short, these deliberate murderers escaped the cord.

Extract from Godfrey Charles Mundy, Our Antipodes or, Residence and Rambles in the Australasian Colonies, with a Glimpse of the Goldfields, *1852*



Source 28 Thomas John Domville Taylor's drawing of the massacre of a group of Indigenous men, women and children by squatters at One Tree Hill, near the road from Moreton Bay to the Darling Downs, Queensland

INTERPRET

1. The writer Keith Windschuttle has said: 'The colonial authorities wanted to civilise and modernise the Aborigines, not exterminate them. Their intentions were not to foster violence towards Aborigines but to prevent it.' Assess this view. Do you believe that the sources here support or contradict Windschuttle's assertions?
2. What evidence do these sources provide of violence towards Indigenous people?
3. In your own words, explain what you think Source 28 shows. Does the evidence in Source 26 suggest that this was an eyewitness account?

Government policies towards Indigenous peoples

The exclusion of Indigenous peoples from Australia's national story is demonstrated by many government policies from the nineteenth century. At first, laws in all states isolated Indigenous people by moving them onto Reserves and Missions, away from European communities. Later, many Indigenous people were forced to **assimilate** into British society.

assimilation
the process by which a minority group adopts the language and customs of a dominant population

During this period, many Europeans assumed that the Indigenous people would simply die out over time and disappear from the Australian population.

Paternalism, protection and assimilation

Once British colonies were well-established, government officials began devising policies to regulate and administer the Indigenous populations in those areas. Many of these policies were based on the assumption that Europeans were superior in every way, and that Indigenous people were incapable of looking after themselves. Under this approach – known as **paternalism** – Europeans took the role of a father looking after a child. As a result, most policies took away any legal rights Indigenous people in Australia had to control their own lives, and stripped them of their traditional beliefs and customs.

paternalism
the policy controlling the actions of a country or people in a paternal ('fatherly') manner, especially by deciding their needs without allowing them rights or responsibilities

From the 1850s onwards, Indigenous people in Australia were subjected to the **Protection** Policy. Under this policy, a number of Reserves and Missions were established around Australia and many Indigenous people were forced to move and live there (see Sources 29 to 31). These areas were designed to keep Indigenous people separate from the European population and teach them the ways of a 'civilised' society.

Protection
a government policy introduced in Australia in the 1850s, designed to give the government extensive power over the lives of Indigenous people

From the 1920s onwards, criticism of protection grew, and many argued for a different approach. In the 1950s, a policy of assimilation was adopted. Assimilation was based on the idea that Indigenous Australian people should be absorbed into European-style society. In order to do this, they were required to give up their traditional beliefs, languages and cultures. Under this policy, many Indigenous Australians living on Reserves and Missions were moved into towns. Indigenous Australian children were also taken from their parents by force in order to be taught European customs and language. Almost all Australians of European descent at the time shared the view that Indigenous Australians should become Christian, give up their traditional culture and language, and blend into European society.

The last Mission for Indigenous Australians – in Queensland, on the Cape York Peninsula – closed in 1987. Though these Missions and Reserves closed, many Aboriginal people have continued to live on them as their home communities, but a number of them still lack essential services, such as running water and sewerage.

SPOTLIGHT

EMPATHETIC UNDERSTANDING

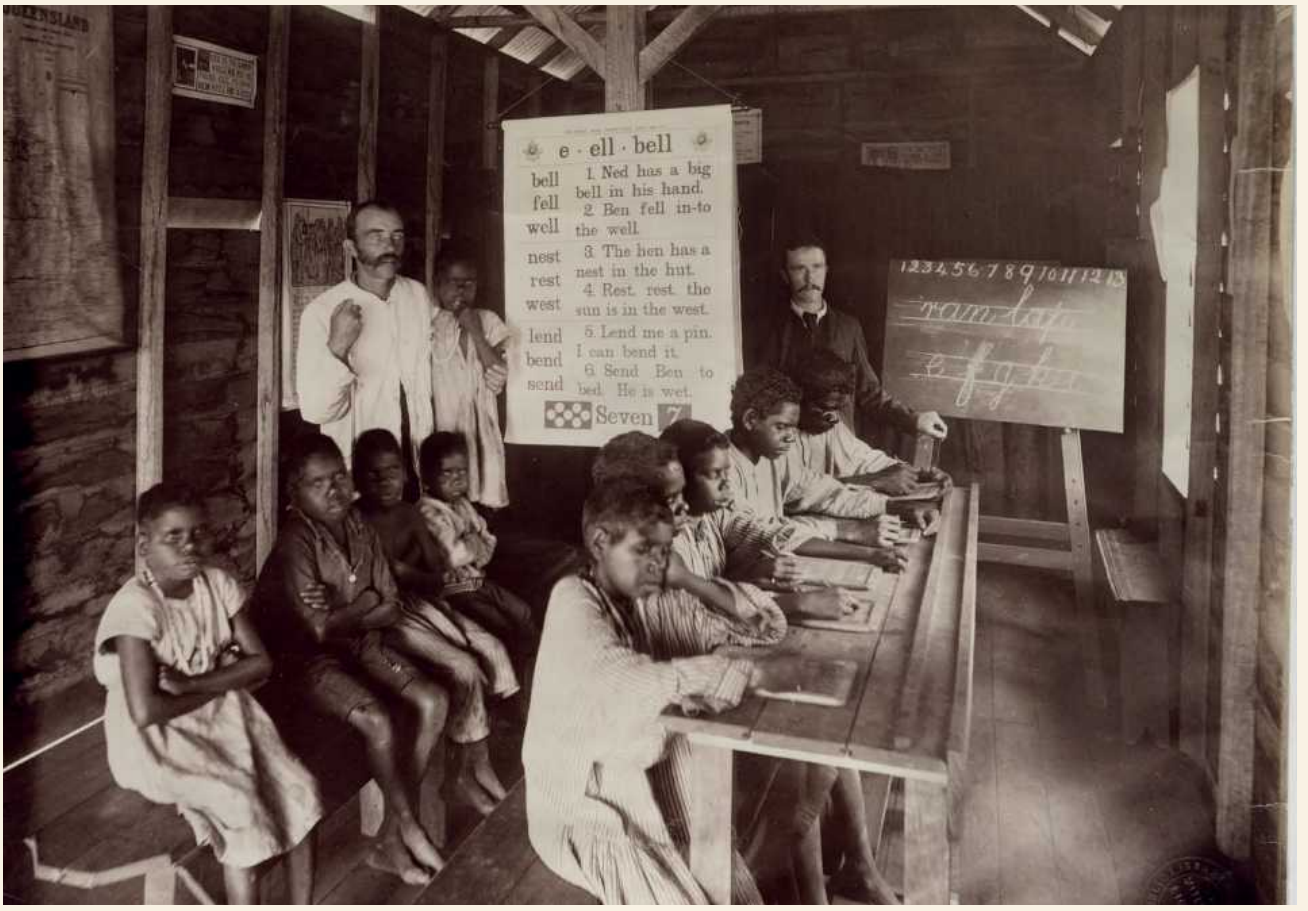
Empathetic understanding requires you to appreciate other points of view than your own. What problems exist for developing empathetic understanding of the experiences of Indigenous Australians if they have been largely excluded from Australia's national story?

4.5B SOURCE STUDY

Contact experiences: paternalism, protection and assimilation



Source 29 Food distribution at Barambah Aboriginal Settlement, 1911



Source 30 Children at school at the Mission Bay Aboriginal Reserve and Church of England Mission, 1893; many children from Indigenous families throughout Cape York and western Queensland were taken there.

INTERPRET

1. Explain how Sources 29 to 31 could be used as evidence of paternalism, protection or assimilation.
2. Discuss the value and limitations of photos such as these as historical evidence. In your discussion consider the following questions:
   - Who owned the camera?
   - Were the photos official or unofficial?
   - Were the photos posed?
   - Does the camera give a complete view?
   - What could be excluded from the photos?



Source 31 Receiving flour at Barambah Aboriginal Settlement, 1911

4.5 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What is meant by the term 'dispossession' and why did it have such a serious impact on Indigenous peoples in Australia?
2. What were the four parts to the general response of Indigenous peoples to the arrival of the Europeans?
3. With reference to the treatment of Indigenous Australians, what is meant by the terms 'paternalism' and 'protection'?

APPLY AND ANALYSE

Source 32 Key dates of conflict and resistance

Location and date	Europeans involved	Cause	Casualties
Pinjarra WA, 1834	Mounted police led by Governor Stirling	An expedition to arrest an Indigenous man for the murder of a soldier	15–35 Pinjarup were killed in open battle. One soldier was speared.
Waterloo Creek NSW, 1838	Five officers and 20 mounted police	The spearing of five stockmen who had taken prime Kamilaroi land for grazing	Five Kamilaroi were killed in an initial attack. The survivors were chased to Waterloo Creek, where 40–50 were killed as they tried to escape the armed pursuit.
Myall Creek NSW, 1838	Nine ex-convict stockmen and one Australian-born station manager	To complete the Waterloo Creek reprisals and to go 'hunting some blacks'	The resident group of 28 Kwaimbal people at Myall Station were shot and hacked to death. They were mainly women and children, and some old men.
Butcher's Creek Vic, 1841	Pastoralist Angus McMillan and his men	Retaliation for 'Aboriginal aggression'	An estimated 30–35 Indigenous Australians were shot by settlers.
Hornet Bank Qld, 1857	Billy Fraser, police and a force of armed squatters	A reprisal for the rape and murder of 11 Europeans at Hornet Station. The motive for the Indigenous Australians' attack was the rape of young Indigenous women by boys from the Fraser family.	150 Yeeman were killed over the course of a year.
Cullin-la-ringo Qld, 1861	Police	The killing of 19 white settlers: politician and pastoralist Horatio Wills, 10 other men, three women and five children.	The number of Indigenous Australians shot is unknown, but was several times higher than the number of Europeans who were originally killed.
Coniston NT, 1928	Punishing raid by police	The death of a white dingo-trapper	Constable George Murray admitted to 31 killings – 17 in an initial patrol and 14 in a patrol three weeks later. Also, two ceremonial gatherings were dispersed. Murray later bragged that the number of those first killed was 70, not 17. He was cleared of wrongdoing by a board of inquiry, which found he had acted in self-defence.

STRANGE BUT TRUE

Indigenous people were not counted in the 1901 census, and until 1967 so-called 'Aboriginal affairs' were managed under the Flora and Fauna Act – laws governing the administration of plants and animals. In the Australian War Memorial cloisters, stone carvings of Indigenous people's faces are included in the section 'Australian Native Fauna'.

4 Discuss what the information in Source 32 tells us about the pattern of contact on the Australian frontier.

5 Based on the information provided in Source 32, decide whether you think police involvement would affect the availability of evidence.

6 Use the sources in this unit as a starting point for your own investigation into the pattern of contact experiences as the European frontier expanded across Australia in the nineteenth century. What evidence is there that this contact was violent?

EVALUATE AND CREATE

7 Examine Source 30, and then script a conversation between one of the children pictured and their parents, when the parents ask: 'How was school today?'

GO DEEPER

8 Contrast the frontier history of Australia with that of the United States. There, First Nation American warrior chiefs (such as Sitting Bull, Crazy Horse and Geronimo) and warrior tribes (such as the Sioux and the Apache) are well known. Conduct research to work out why so few Indigenous Australian figures are well known in Australian frontier history.

WHERE DID EUROPEANS SETTLE IN AUSTRALIA AND WHAT WERE THE EFFECTS ON CONTACT WITH INDIGENOUS PEOPLES?

» Outline the expansion of European settlement on a map of Aboriginal Australia to 1900

1 On an outline map of Australia, mark the following towns to give an indication of how far European settlement expanded in the period between 1840 and 1900. Describe the pattern formed by this expansion. (10 marks)

- Broome (1883)
- Alice Springs (1872)
- Rockhampton (1855)
- Broken Hill (1883)
- Cairns (1876)
- Toowoomba (1852)
- Cobar (1870)
- Nyngan (1883)
- Murwillumbah (1840s)
- Lightning Ridge (1860)

2 Explain the reasons why Europeans believed that Australia was *Terra Nullius* when Captain Arthur Phillip established a settlement in Sydney Cove in 1788. (10 marks)

» Describe both the European impact on the landscape and how the landscape affected European settlement

3 Copy and complete the following table. From what you have learnt, provide examples of events or practices that demonstrate the positive and negative impacts that Indigenous and European Australians had on the environment during the nineteenth century. One example has been provided for you. (10 marks)

Event/practice	Indigenous or European	Impact
Introduction of rabbits	European	Negative (destroyed land, helped erosion)

4 Compare and contrast the views of Indigenous peoples with the views of European settlers with regard to the Australian environment in the period before 1900. (10 marks)

» Use a range of sources to describe contact experiences between European settlers and Indigenous peoples

5 How would you describe contact experiences between Indigenous peoples and European settlers on the Australian frontier in the period 1788–1900? (15 marks)

6 Explain how the sources in this section have helped in understanding the nature of contact between Indigenous peoples and Europeans on the Australian frontier. What evidence have they provided to enable a clearer conclusion about the nature of that contact? Explain your answer. (15 marks)

7 List five positive and five negative aspects of European contact and colonisation in Australia. (10 marks)

Total marks [/80]

4A

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- » 5 marks = a paragraph
- » 10 marks = 400 words
- » 20 marks = 600 to 800 words.

Include historical terms and concepts, and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Answers
Answers to every Check Your Learning, Interpret and Checkpoint question in this section

4B WHAT WERE THE EXPERIENCES AND CONTRIBUTIONS OF NON-EUROPEANS IN AUSTRALIA BEFORE 1900?

4.6 NON-EUROPEAN PEOPLES IN AUSTRALIA

KEY CONTENT

In this topic you will:

- explain why one of the non-European groups came to Australia
- describe how that group of non-Europeans lived and worked in Australia
- describe the contribution made by non-European workers to the development of Australia.

Federation
the process by which separate colonies or states form a unified nation with a central government; the Commonwealth of Australia was established in 1901 after the six colonies were joined

Australia has been a target for the dreams and aspirations of people from all over the world throughout its history. Prior to **Federation** it attracted a variety of non-European groups seeking wealth, opportunities and a place to live. These included Macassan fishermen from Indonesia, Afghan cameleers, South Sea Islander labourers, Japanese pearlers, and Chinese miners and merchants.

The focus here will be on the Chinese as an example of a non-European group, supplemented by a case study with an emphasis on South Sea Islanders.

The Chinese

By far the largest group of non-Europeans to travel to and settle in Australia were the Chinese. For most, the motive was the search for gold – during the 1950s, Australia was known to the Chinese as 'Xin Jin Shan' or the 'New Mountain of Gold'. Many were also political refugees who left China following the failed Taiping Rebellion, which involved a massive and destructive civil war that raged across China between 1850 and 1864.

By the late 1850s, there were 42 000 Chinese immigrants in Victoria. They represented 25 per cent of the miners in the state at this time. In New South Wales, 60 per cent of miners were Chinese immigrants, although goldmining communities were not as large as they were in Victoria.

The Chinese were part of a mass migration of people from all over the world during this period. Unlike the newcomers from Europe and the Americas, the Chinese were viewed by Australians as not blending in. As a result, they were regularly the victims of prejudice and racial abuse.

Anti-Chinese feeling

The main reasons for anti-Chinese feeling in Australia were:

- *Racism* – European people assumed that their own culture and religion were naturally superior. As is the case with almost all examples of racial prejudice and hatred, the Europeans did not understand the Chinese, and their ignorance fuelled fear.
- *Fear of being overrun* – Many Europeans feared that the arrival of the Chinese in ever-growing numbers might result in white people being replaced as the largest racial group.

In other words, the Europeans feared they would be dispossessed by the Chinese, just as Indigenous Australians had been dispossessed by Europeans.

- *Suspicion of an unfamiliar culture* – The Chinese stood out as a cultural group. Their language, religion and appearance meant they were often viewed with suspicion by Europeans. Because almost all Chinese immigrants on the goldfields were male, they were also seen as competition for the relatively small number of women there.
- *Jealousy* – Having been denied access to the best mining areas, the Chinese often reworked the pieces of land, or 'claims', that European miners had abandoned. They worked hard to go over the clay and soil that had already been worked, which was known as the 'tailings'. They were often successful in finding quantities of gold that had been left behind, causing anger and resentment among the European diggers.

There were a number of serious anti-Chinese riots across the Australian goldfields at Daylesford and on the Buckland River in Victoria, and at Lambing Flat near Young in New South Wales.

As the gold began to run out, many of the Chinese, just like the other miners, moved on and set up new businesses. Some became market gardeners, and others went into trade and opened shops.



Source 1 A Chinese goldminer outside a 'wattle and daub' hut on the Victorian goldfields, near Ballarat, *c.* 1900

4.6 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 List the main groups of non-European migrants to Australia in the period before 1900.

2 What did the Chinese call Australia in the 1850s, which explains a 'pull' factor for Chinese immigration to Australia? What was a 'push' factor?

APPLY AND ANALYSE

3 Investigate the methods of mining used on the Australian goldfields. In what ways was the Chinese way of mining and living different to other miners? What other work did they undertake around the fields?

4 Do you feel that any of the reasons given for anti-Chinese feeling are still present in modern-day Australia? Explain your answer.

EVALUATE AND CREATE

5 Former Australian Prime Minister Paul Keating said in a speech in 1992 regarding Australia's treatment of its Indigenous Australian population: 'We failed to ask – how would I feel if this was done to me?'

Examine the experience and contribution of the Chinese to the making of Australia in the nineteenth century, and write a response to the question Keating posed.

GO DEEPER

6 Investigate the anti-Chinese riots of the Australian goldfields in the nineteenth century. Discuss the treatment of Chinese people during the onset of the COVID-19 pandemic in 2020, and analyse whether this indicates continuity or change in Australian society.

7 Select one of the other non-European groups that arrived in Australia prior to Federation. Investigate them, and outline their contribution to the development of the country.

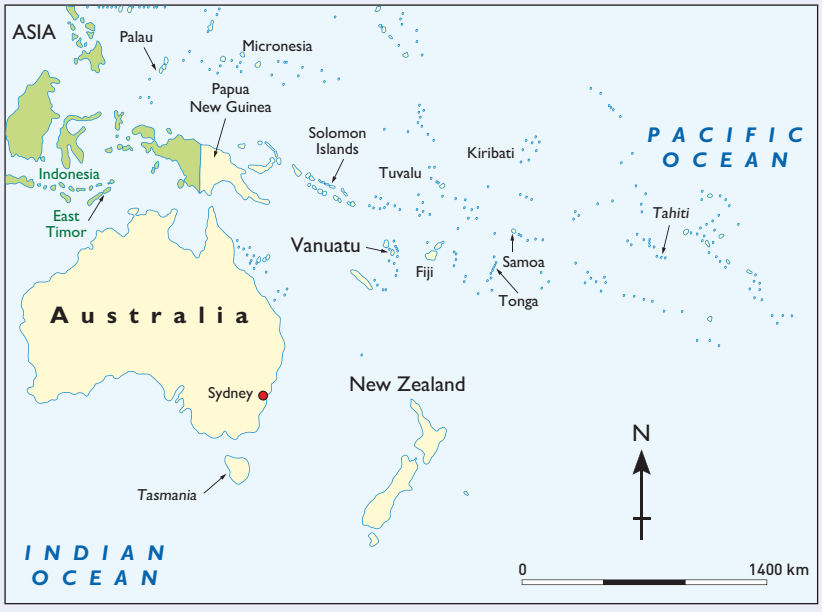
CASE STUDY

Mal Meninga – finding your place in Australian history

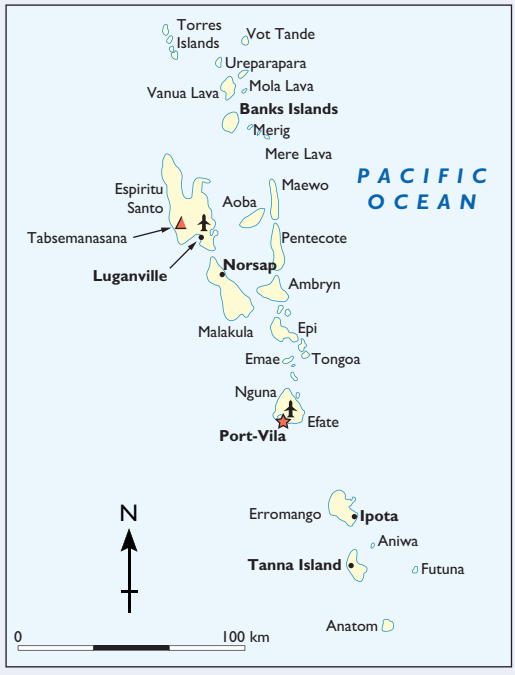
Mal Meninga is known as one of the greatest footballers in Australian Rugby League history. In 2018 he achieved the highest honour the game has to offer when he was named as the code's thirteenth 'Immortal'; that is, one of the greatest players ever. His sporting achievements have been sufficient to ensure him a place in Australian history.



Source 2 Mal Meninga in his final tour as Captain of Australia against Britain in 1994



Source 3 The location of Vanuatu in relation to Australia



Source 4 The location of Tanna Island in today's Vanuatu

Meninga is also a proud descendent of the South Sea Islanders who arrived in Australia in the nineteenth century. This heritage led to him being left out of school representative teams because, as his mother told him: 'You're too dark to be billeted.'

South Sea Islanders were brought to Australia to do the backbreaking work of establishing sugar cane plantations in the heat of tropical Queensland. By the 1890s, there were almost 50 000 South Sea Islanders – collectively called 'Kanakas' – in the country, some of whom had been kidnapped from the islands. Although many were legitimately employed in Australia, thousands of others were exploited by unscrupulous employers and worked under conditions that resembled slavery. The coercion of people to work as unpaid or poorly paid labourers in countries far from their homeland in this period was known as 'Blackbirding'.

It was through the journey of his great-grandfather Edward – who came from the Pacific island of Tanna to Queensland in 1889 – that Mal Meninga found his connection to Australian history.

Meninga searched for his roots in the SBS television program *Who Do You Think You Are?* Initially, he knew only that he was of South Sea Islander descent, probably from Tanna Island, which is now part of Vanuatu. He vaguely knew that Edward had arrived in Queensland during the notorious period of Blackbirding. He did not know if his ancestor had been captured and forced to work under inhumane conditions. All he really knew was that 'he was one of the lucky ones that got to stay here', after the Pacific Islander Act of 1906 sought to drive all South Sea Islanders from Australia.

The television program illustrated the work that historians do. Step by step, research revealed that Meninga's surname had gone through various spellings, as European officials struggled to record Islander names, which were unfamiliar to them. Edward was also recorded in passenger records under the number four, which was to be Mal's playing number.

Meninga was able to discover the name of the ship that Edward travelled on, the *Roderick Dhu*, and also a marriage certificate for Edward's marriage to an Irish woman in Maryborough, Queensland, in 1907. There was a record of a fare back to Tanna Island, but no evidence as to whether Edward had actually returned. His payment as a labourer in the cane fields was recorded at £6 a year – about a tenth of what a white worker received for doing similar work. Records also revealed the name of Edward's original village as Touwettal.

The information revealed in various historians' research led Meninga to journey to Tanna, where he discovered that the island had been waiting 120 years for a Meninga to return. After flying to Tanna, he then travelled by car, boat, and finally on foot to reach his ancestral village, which was actually called Lowital – a tiny dot on the north coast of Tanna. It was here that oral histories, personal memories and historical research enabled Meninga to continue discovering his place in Australian history. He learnt that Edward had swum to a ship anchored off the village; although after more than a hundred years it was impossible to know whether he had been tricked by the ship's captain, as the missionary records suggested, or was escaping missionary school for a life of adventure, as the ship's captain had argued.

The final riddle for Meninga to solve was why his great grandfather was able to stay after the 1901 Pacific Island Labourers Act was enacted by the new Australian Parliament. Edward's ability to resist that legislation completely changed the Meninga family's destiny and place in Australian history. Meninga was given a document which revealed that Edward's being in the country for 16 years and being of good character was insufficient reason to allow him to stay. Ultimately, it was his marriage to a white Irish bride which was the 'special circumstance' that allowed him to stay and secure his family's place in Australian history.

SPOTLIGHT

RESEARCH

This case study gives an excellent insight into the range of research historians are required to do to come to a valid historical conclusion.

Source 5

Q: How does knowing about your family history change how you see yourself and your family?

Mal: I feel very privileged and honoured that my Great Grandfather did what he done. It was ... his courage and resilience that has allowed me to prosper in life. I hope I have done him proud! I hope others in my family will identify that through this hardship, it created a better life for us.

Q: Are there any lessons that contemporary Australians could draw from your own family history and experience?



Source 6 Mal Meninga

Mal: It is virtually a story untold. The South Sea Islanders played a very important part in Queensland agricultural and transport history. They are people who aren't native to Australia but have integrated extremely well into Australian society. Without fuss or prejudice, the Australian South Sea Islanders are members that make a difference to their communities. They work hard, they don't complain, they know what's wrong and right, they are part of the solution and not the problem. I revere my heritage and its people.

Extract from an interview with Mal Meninga regarding Who Do You Think You Are?, *SBS Online, 7 October 2016*

CASE STUDY: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 View the SBS *Who Do You Think You Are?* episode on Mal Meninga. Analyse the sources that are used to allow Meninga to develop a deeper understanding of his family's history. What role do historians play in that process?

APPLY AND ANALYSE

2 Explain how Sources 2 to 6 give you a deeper understanding of the way Meninga's story contributes to Australian history and the making of Australia.

3 Why would Meninga's search on Tanna Island have to rely more on personal memories and oral histories? Are these as valid as written histories? What are the implications of your response for the study of Australian history?

EVALUATE AND CREATE

4 Analyse your thoughts about why Edward swam to the *Roderick Dhu* to travel to Australia. Discuss them in small groups, and then as a class. Is there any agreement? Do you think you have come to an emotional or historical conclusion?

GO DEEPER

5 What role do programs like *Who Do You Think You Are?* and the study of family history play in helping you develop an understanding of Australian history? Do you think you can place yourself in Australian history in the way Meninga has?

4B

CHECKPOINT

WHAT WERE THE EXPERIENCES AND CONTRIBUTIONS OF NON-EUROPEANS IN AUSTRALIA BEFORE 1900?

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts, and give detailed examples to show your understanding.

» Explain why one of the non-European groups came to Australia

1 Identify five different non-European groups that came to Australia before 1900. (5 marks)

2 Outline the reasons why the Chinese came to Australia. (5 marks)

» Describe how that group of non-Europeans lived and worked in Australia

3 Copy the following table, rearranging the entries so that the industry and the group of people involved in it are correctly matched. (5 marks)

Industry	Group
Fishing	Afghans
Cameleering	Japanese
Sugar cane	Chinese
Goldmining	South Sea Islanders
Pearling	Macassans

4 Explain why sufficient numbers of Chinese people arrived in Australia for them to be recognised as a distinct social group. (5 marks)

5 Describe:

- **a** the main work Chinese people did in Australia
- **b** where in Australia this work was carried out
- **c** the conditions under which Chinese people were expected to live and work
- **d** the reasons why European Australians did not do this work themselves (if relevant)
- **e** how European Australians treated them. (10 marks)

» Describe the contribution made by non-European workers to the development of Australia

6 List the main contributions to the development of Australia made by the Chinese before 1900. (10 marks)

Total marks [/40]

Check your Student obook assess for these digital resources and more:

- **Checkpoint** — A write-in answer sheet for the Checkpoint questions for this section
- **Rich task** — A write-in worksheet for the Rich task questions

Check your Teacher obook assess for these resources and more:

- **Teacher support** — Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas
- **Checkpoint worksheets** — Differentiated worksheets for use in class or as homework

4C WHAT WERE LIVING AND WORKING CONDITIONS LIKE IN AUSTRALIA AROUND 1900?

4.7 OVERVIEW OF AUSTRALIAN SOCIETY AROUND 1900

KEY CONTENT

In this topic you will:

- using a range of sources, investigate the living and working conditions of men, women and children around the turn of the twentieth century in Australia.

The period from 1850 to 1890 was a boom time for the Australian colonies – a time of increasing wealth for workers and increasing investment brought about by the gold rushes. However, in the years after 1890, a severe economic downturn saw an end to this period of prosperity. Banks went broke, people lost their savings and their jobs, merchants went out of business, and people on the land lost their properties and their homes.

The 1890s depression and social reform

depression
a sustained, long-term downturn in economic activity in one or more economies

In 1900, many Australians could still clearly remember the pain of hunger and the fear of poverty that came with the 1890s **depression**.

The Australian Labor Party, with its trade union connections, grew out of these conditions. When the economy gradually began to recover in 1894, many politicians in Australia were committed to reform and to building a fairer, more equitable society. This meant that there was a strong move for workers' rights, and in the first decade of the twentieth century, Australia led the world in social justice reforms.

The key social justice reforms in this period included the following:

- The Commonwealth Court of Conciliation and Arbitration was established in 1904, and could hear disputes between workers and employers.
- In the 1907 Harvester Judgment, Justice Higgins of the Commonwealth Court of Conciliation and Arbitration gave Australian workers a guaranteed basic wage – an amount considered to be enough to support 'a man and his family'.
- The Invalid and Old Age Pensions Act 1908 provided a pension for European men over 65, and financial assistance for men who were unable to work.
- The Maternity Allowances Act 1912 provided financial assistance to European mothers and families.

These reforms are explored in more detail later in this chapter, in topic 4.12.



Source 1 A poster depicting the fight for the eight-hour work day; this campaign began in the 1850s, but the eight-hour day did not become law nationally until the 1920s.

Although there were still great differences between the lives of the rich and the poor, public education and social reforms meant that poorer people in Australia could be positive. The Australian climate, and the abundance of farmland and fresh ingredients, meant that everyone's diets could include fresh meat, fruit and vegetables. As parents worked and planned for the future, they had reason to believe that things would be better for their children. This view can, however, only really be understood by appreciating the history of hunger that came with the economic hardship of the 1890s.

SPOTLIGHT

CAUSE AND EFFECT

Understanding cause and effect requires you to identify links between events and subsequent consequences. You should stay aware of the consequences of economic hardship in the 1890s as Australia federated and created a new nation.

The egalitarian spirit

As Australia was forming as a country, it was seen as an egalitarian nation in which all had an equal chance to prosper. **Egalitarianism** promotes the idea that all people should (in theory) be offered equal opportunities; but, it should be noted, it is not based on the belief that all people are equal.

egalitarianism
a social and political theory promoting the idea of equal opportunities among all people, regardless of their position in society

Unlike Britain, there was no strict class system in Australia, but class differences still existed. Large gaps remained between the wealthy, the middle class and the poor. There was also a distinction between white people of British origin and non-white people. A wealthy and successful Chinese merchant, for example, usually had less social acceptance than a white person on a low wage in an unskilled occupation. Aboriginal people had even less social acceptance in the wider community.

However, egalitarianism did mean that the children of convicts or poor immigrants might rise to positions of importance in politics, business and the arts. What counted in Australian society were hard work, risk taking, and an ability to make the most of the land's opportunities.

The egalitarian spirit also meant that people were more inclined to mix with those from other classes. Relations between bosses and workers, pastoralists and shearers, and politicians and voters were far more informal than they were in Britain.

The bush myth and suburban society

One of the most striking and distinctively Australian characteristics of society around 1900 was the development of the suburbs. Australia was becoming a suburban rather than a bush society. However, around this time Australia also began to identify itself with the bush and the outback, as part of the development of the 'bush myth' associated with the paintings of Tom Roberts, Frederick McCubbin and other members of the Heidelberg School.

The Heidelberg School, named after a Melbourne suburb, was a group of European Australian artists who specialised in painting bush scenes and the Australian landscape. Writers and poets in the late 1880s also celebrated – and romanticised – the difficult and dirty work of drovers, shearers and **selectors**.

selector
a person who was granted permission from the Crown to settle sections of unsurveyed land from 1861 onwards through a process known as free selection



Source 2 Frederick McCubbin (Australia, b. 1855, d. 1917), *On the Wallaby Track*, 1896 oil on canvas, 122 × 223.5 cm, Art Gallery of New South Wales, Purchased 1897



Source 3 A family poses in front of their suburban home, *c.* 1890

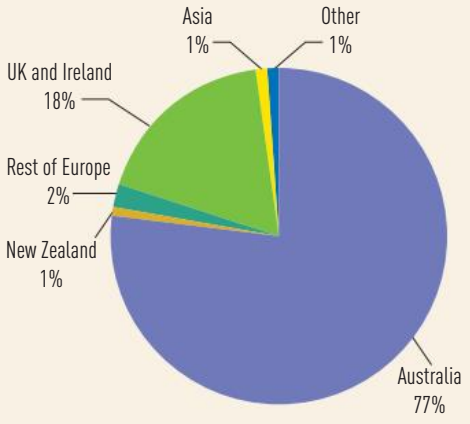
A snapshot of Australian society around 1900

Source 4 The Australian population in 1901

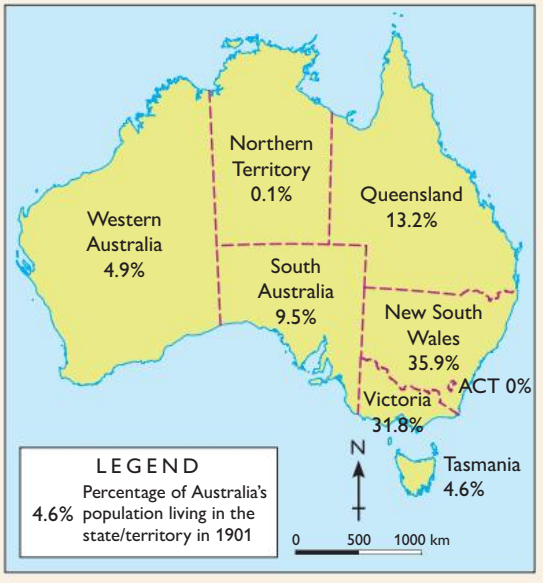
Total population	3.8 million
Indigenous population (estimated)	93 000
European fertility rate	3.8 babies per woman
European life expectancy	A girl born in 1901 – 58.8 years
	A boy born in 1901 – 55.2 years
European infant mortality rate	1 in 10 babies died in their first year of life

Source 5 Proportion of the population living in rural and urban Australia in 1901

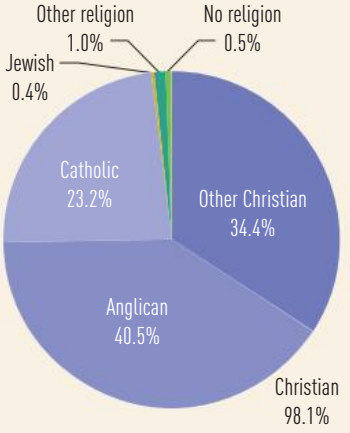
Rural	41.3%
Urban	58.7%



Source 6 Birthplace of the European Australian population in 1901



Source 8 Distribution of the European Australian population by state in 1901



Source 7 Religion of the European Australian population in 1901

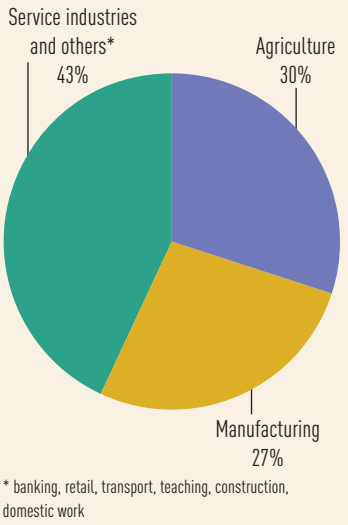
Source 9 Participation of European Australians in education by age groups in 1911

< 6	9.1%
6–11	92.5%
12–13	85.2%
14–15	31.2%
16–17	8.7%
18–19	3.3%
20 and over	0.2%

Source 10 Percentage of European Australians aged between five and 14 years who could read and write in 1901 and 1911

1901	80%
1911	90%

OXFORD UNIVERSITY PRESS



Source 11 Occupations of Australian workers in 1901

Source 12 Participation in the workforce by age and sex, 1911

Age	Males	Females
15–19	90.0%	43.5%
20–24	97.7%	40.2%
25–34	98.0%	22.9%
35–44	97.3%	16.7%
45–54	95.8%	15.5%
55–59	92.7%	14.6%
60–64	85.8%	13.1%
65 and over	55.3%	7.9%

All statistics are taken from Australian Manufacturing to Federation, *Australian Bureau of Statistics 1301.0 – Year Book Australia, 2001.*

SPOTLIGHT

ANALYSIS AND USE OF SOURCES

Historians can use official sources such as the statistics given here to provide a statistical baseline of Australia at its inception. Those sources can then be used to identify continuities and changes when used with comparable sources across time. This also helps with planning for the future.

INTERPRET

1 Use Sources 4 to 12 to create a description of Australia around 1901 that could be included in an *Encyclopaedia of the World's Nations – 1901*.
2 Explain why the Indigenous population of Australia is only estimated in Source 4. What percentage of Australia's total population in 1901 was Indigenous?
3 How would you explain any links between the information in the birthplace and religious affiliation charts (Sources 6 and 7)?
4 Where did over three-quarters of Australians live in 1901 according to Source 8? Why did no one live in the Australian Capital Territory in 1901?

4.7 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What happened to the economies of the Australian states around 1890?
2 What evidence would you use to support the assertion that, 'in the first decade of the twentieth century, Australia led the world in social justice reforms'?
3 What does 'egalitarian' mean?
4 What was the Heidelberg School? What did it contribute to Australia's sense of national identity?

APPLY AND ANALYSE

5 Compare Sources 2 and 3. Which do you think is a more accurate depiction of Australia around the time of Federation? Justify your response using evidence from both sources.

GO DEEPER

6 Investigate the economic depression of the early 1890s in Australia. Explain why the Australian economy went from boom to bust at this time, and the impact that had on working Australians. Present your findings in a 250-word report and include at least two historical sources.
7 Locate and read the following examples of Australian literature:
- 'Clancy of the Overflow', a poem by Banjo Paterson
- 'The Drover's Wife', a short story by Henry Lawson.

a In which year was each piece written?
b How is life in the Australian bush portrayed in each piece of writing? Outline their similarities and differences.

4.8 WORKING IN AUSTRALIA AROUND 1900

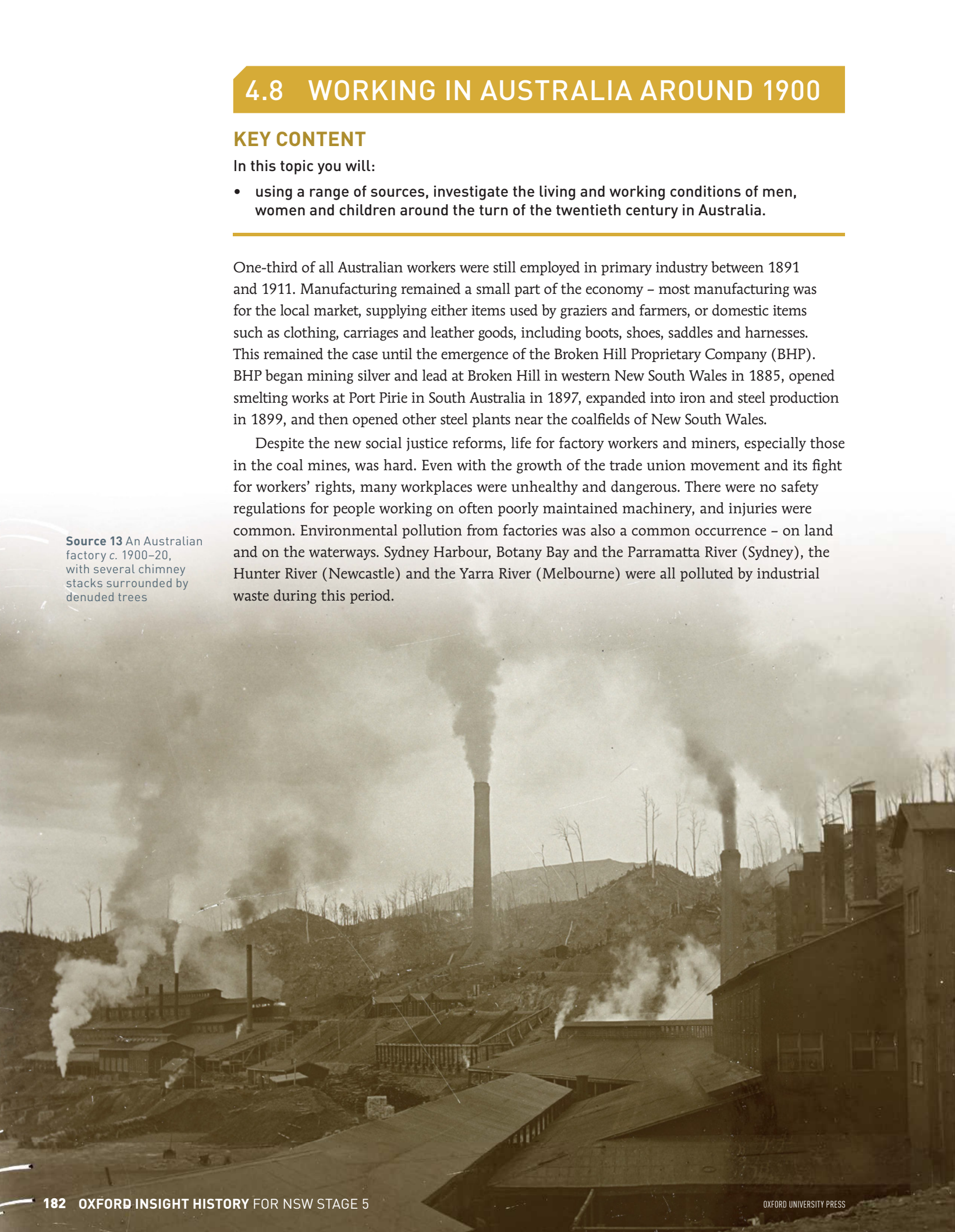
KEY CONTENT

In this topic you will:

- using a range of sources, investigate the living and working conditions of men, women and children around the turn of the twentieth century in Australia.

One-third of all Australian workers were still employed in primary industry between 1891 and 1911. Manufacturing remained a small part of the economy – most manufacturing was for the local market, supplying either items used by graziers and farmers, or domestic items such as clothing, carriages and leather goods, including boots, shoes, saddles and harnesses. This remained the case until the emergence of the Broken Hill Proprietary Company (BHP). BHP began mining silver and lead at Broken Hill in western New South Wales in 1885, opened smelting works at Port Pirie in South Australia in 1897, expanded into iron and steel production in 1899, and then opened other steel plants near the coalfields of New South Wales.

Despite the new social justice reforms, life for factory workers and miners, especially those in the coal mines, was hard. Even with the growth of the trade union movement and its fight for workers' rights, many workplaces were unhealthy and dangerous. There were no safety regulations for people working on often poorly maintained machinery, and injuries were common. Environmental pollution from factories was also a common occurrence – on land and on the waterways. Sydney Harbour, Botany Bay and the Parramatta River (Sydney), the Hunter River (Newcastle) and the Yarra River (Melbourne) were all polluted by industrial waste during this period.



Source 13 An Australian factory *c.* 1900–20, with several chimney stacks surrounded by denuded trees

OXFORD UNIVERSITY PRESS

4.8 SOURCE STUDY

Working in Australia around 1900



Source 14 A farmer harvesting a crop, *c.* 1900



Source 15 The interior of a 'grocery emporium', *c.* 1910



Source 16 Men and women working in a factory *c.* 1890–1900, feeding flax or yarn into a press



Source 17 Three domestic servants, *c.* 1890; one is peeling potatoes, one is cleaning a boot, and one appears to be using a pestle in a metal tub. Domestic work was the most common way for girls and women to make a living around this time.

INTERPRET

1. What do these sources reveal about the type of work people did in Australia at the start of the twentieth century?
2. What impression do these sources give you about working conditions at this time? Could you rely on these sources to draw conclusions about working conditions in Australia? Explain your response.
3. What conclusions can you draw about the gender division of work in Australia at this time?

4.8 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Explain why BHP is a significant company in Australia's history.
2. What impact did the emergence of mining and manufacturing have on the Australian environment around 1900?

4.9 LIVING CONDITIONS IN AUSTRALIA AROUND 1900

KEY CONTENT

In this topic you will:

- using a range of sources, investigate the living and working conditions of men, women and children around the turn of the twentieth century in Australia.

SPOTLIGHT

CONTINUITY AND CHANGE

To examine continuity and change, you require a starting point and an end point to support your analysis. Using 1900 as a starting point and today as an end point, consider continuities and changes in housing and sanitation. Use your reflection to decide how a pandemic like COVID-19 would have been treated in 1900.

Housing

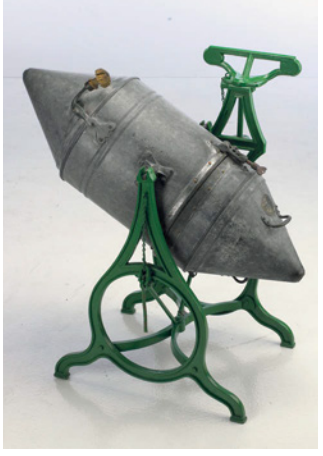
Despite egalitarian ideals, all Australians did not live equally. In the cities, the wealthy lived in large homes with beautiful gardens, and had servants to attend to their needs. Meanwhile, the working poor lived in cramped and unhealthy inner-city slums. These were frequently small terrace houses or cottages built alongside factories. Families would often sleep in one room, and buildings were usually shoddily built from cheap materials, providing little insulation.

In the late 1800s, improvements in transport and communication and an increase in the availability of land saw the development of suburban sprawl, as members of the middle class, business people and professionals moved outside the centre of capital cities and built their homes surrounded by gardens and lawns. The 'great Australian dream' was a freestanding home on a quarter-acre block of land (about 1000 square metres).

Health and sanitation

While the middle and upper classes could afford proper sewerage and plumbing in their homes, these facilities were not provided in workers' cottages. The toilet was generally a can with a seat resting on the top of it. It was situated in a small shed outdoors near a back alley. The waste would be taken away by collectors called 'nightmen'.

These poor housing conditions often led to serious illnesses among the working class. The lack of sanitation encouraged the spread of infectious diseases such as whooping cough, tuberculosis and diphtheria. These diseases often hit the young, and infant mortality rates were high.



Source 18 A washing machine from the late 1880s

The domestic scene

At the turn of the century, men were known as the 'breadwinners'. They made up the vast majority of the paid workforce and generally were not expected to take part in household tasks. Domestic work, such as cooking, cleaning and clothes washing, would have been almost exclusively the domain of the women.

In the late 1880s, innovations such as the washing machine were introduced to save time spent on domestic work, for those who could afford it.

Clothes washing was a particularly time-consuming and laborious task, taking an entire day. It involved first making a wood fire to heat up a large basin of water, known as a 'copper'.



Source 19 A Coolgardie safe *c.* 1915

Clothes were then scrubbed by hand on a wooden board, boiled in the copper and hung out to dry. The 1880s washing machine shown in Source 18 was operated by sealing dirty clothes, soap and water in the drum. The drum was then rocked from side to side, agitating the clothes against the corrugated surface inside.

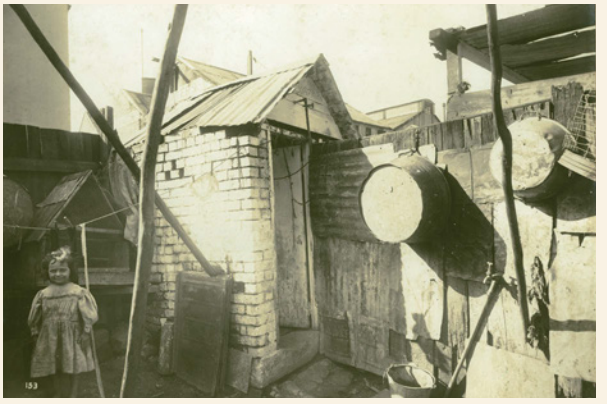
Before refrigeration, Coolgardie safes were widely used to keep perishable food fresh in summer, particularly in country areas. The safes were made of a metal or wooden frame covered in a rough fabric called hessian, and they worked on the principle of evaporation. Around 1900, households in cities or country areas that had ice works would use an ice chest in place of a Coolgardie safe. Ice chests could still be seen in households up to the 1950s, when refrigerators became a common rather than luxury item.

4.9A SOURCE STUDY

Housing and sanitation around 1900



Source 20 This photo of a poor family in Paddington, an inner Sydney suburb, shows how hard life could be for the poor. The corrugated iron shanty has no floor, no electric light and no running water.



Source 21 An outdoor lavatory in the backyard of a typical working-class home in Sydney



Source 22 Rippon Lea House in Melbourne in 1903, then the home of the Sargood family

INTERPRET

1 What do these sources indicate about the types of housing that differences in wealth had created in early twentieth-century Australia?

2 Use Sources 20 and 21 to describe living conditions for working-class Australians around 1900.

4.9B SOURCE STUDY

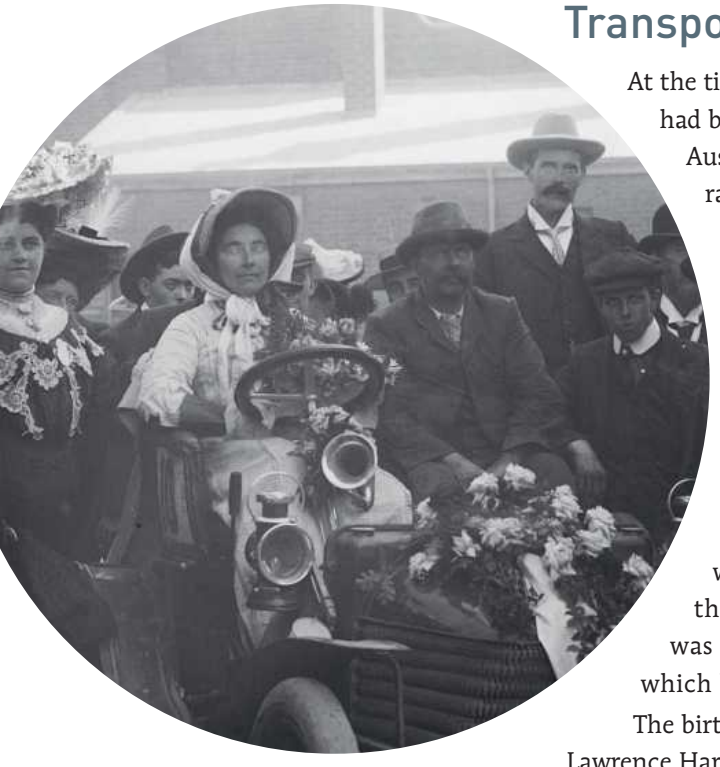
A working-class kitchen



Source 23 Frederick McCubbin, Australia, 1855–1917, *Kitchen at the Old Kind Street Bakery*, 1884, Melbourne, oil on canvas, 50.6 × 61.2 cm, M.J.M. Carter AO Collection 1992, Art Gallery of South Australia, Adelaide

INTERPRET

1. What evidence can you find in Source 23 to indicate that this is a kitchen?
2. List the continuities and changes between the kitchen shown here and your own.
3. Explain how Source 23 helps you to understand the domestic duties of working-class women in late-nineteenth-century Australia.



Source 24 Mrs Thompson, the only woman entrant in the first Motor Car Reliability Trial from Sydney to Melbourne, 21–25 February 1905, celebrates at the finishing line.

Transport and communication

At the time of Federation in 1901, more than 20 000 kilometres of track had been laid across the continent, and all states except for Western Australia were connected by rail – although not directly. As the railways had been built by the colonies independently of each other, different gauges or track widths had been used, making it impossible to transport goods across state borders without changing trains. During this period, rail services were starting to replace coastal shipping for the transport of goods and passengers, beginning the decline of the great river ports.

Railways themselves faced competition from another mode of transport from 1900, with the importation of the first motor car from Europe (a Benz). The first Australian-made motor vehicle, the Thompson steam car, was manufactured in the same year. Although motor cars were the province of the rich until the 1920s, the Australian public was fascinated by events such as the Motor Car Reliability Trials, which began in 1905.

The birth of aviation also took place in this period. Inventors such as Lawrence Hargrave were experimenting with flying models in the 1880s. This led, in time, to the first powered flights from Europe to Australia in the 1920s.

4.9C SOURCE STUDY

Transportation in Sydney around 1900

Source 25

> Even before there were motor cars, large cities had to deal with transport-related pollution. The horses that powered most of Sydney's transport vehicles produced tonnes of manure each day. On the far right of this photo of Pyrmont Bridge, Sydney, you can see a person in a white shirt sweeping the gutter. The council paid boys, nicknamed 'sparrow starvers', to collect manure because it was a marketable commodity. As late as the 1930s, horse manure was collected from Sydney's streets and sold as garden fertiliser.
>
> *Sandra McEwen*, Curatorial, *Powerhouse Museum, 2008*



Source 26 Pyrmont Bridge Rd, *c.* 1902–17, looking back towards the city



Source 27 A similar view in 2001; Pyrmont Bridge was closed to traffic in the 1980s and redeveloped as a pedestrian bridge in the Darling Harbour precinct.

INTERPRET

1. Use Sources 25 to 27 as the basis of a description of the continuities and changes Sydney has undergone during the twentieth century.
2. Closely examine Source 26 and list the features that you could use as evidence in a description of life in Sydney at this time.
3. Explain why these sources could be useful to a historian. Think carefully about what makes any source useful.
4. Look for a picture of the Pyrmont Bridge today. How has it changed since 2001?

Education around 1900

In 1901, there were 9353 schools in Australia, with a total enrolment of 887 137 pupils. Most were one-teacher state schools with between 10 and 30 students enrolled. Compulsory attendance laws for European children aged between six and 13 years were in place in all Australian colonies by 1900. However, these laws were not strictly enforced, particularly in isolated communities, and did not apply to Indigenous Australian peoples. Many children from poorer families were expected to work as soon as possible to support the family. Roman Catholic parish schools and private schools established from the 1880s were stricter in maintaining student attendance.

Children from affluent families attended private schools, where education for girls tended to focus on subjects such as literature, music and French. In addition, they were taught how to run a household. Boys were encouraged to continue with their education and to attend university to be trained in a profession.

STRANGE BUT TRUE

In 1901, Sydney and Hobart schoolboys were surveyed in relation to their height. It was found that they were taller than English boys of the same age, but had smaller chests.

4.9D SOURCE STUDY

Schooling in Australia around 1900



Source 28 The classroom of a state school in 1910, with two teachers and 35 students



Source 29 Most schools in Australia around 1900 were small, one-teacher state schools. This photo, taken *c.* 1900, shows students at the Scottsdale Public School in Tasmania posing with their awards on the school's presentation night. Awards included Curiosity, Persistence, Selfish Scholar, Quarrelsome Scholar and Tardy Scholar.

I USED TO THINK, NOW I THINK

Reflect on the nature of education revealed in Sources 28 and 29, and complete the following sentences:

I used to think ...

Now I think ...

What has changed your understanding?

INTERPRET

1. Explain how these sources could be used to provide evidence of the differences between modern-day education, and education at the start of the twentieth century.
2. Closely examine Source 28. How does it appear that lessons were conducted? Using this source as evidence, what could you infer about the style of teaching that was common over a century ago?
3. Look at the awards given out in Source 29, and check the meaning of any awards you are unfamiliar with. Are these similar to awards given out at your school assemblies or speech nights? Why or why not?
4. What are the limitations of these sources?

4.9 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What emerged as the 'great Australian dream' by the start of the twentieth century?
2. Explain what 'nightmen' did for a living. Why were they a necessary part of urban life?
3. Explain why poor and working-class people usually suffered more health problems than wealthier Australians.
4. Outline the main differences between the working lives of Australian men and women at this time.
5. What was impractical about the initial development of Australian railways?

APPLY AND ANALYSE

6. In groups, research an aspect of life in Australia around 1900. Draw on both primary and secondary sources, and include a bibliography to help other students locate your original source material if they wish to research more deeply. Choose one of these aspects of life:
   - food preparation and menus
   - leisure, sport and entertainment
   - clothing and fashion
   - education
   - health, diseases and medical treatments
   - transport and communication
   - work – both paid and unpaid
   - social differences between rich and poor.

EVALUATE AND CREATE

7. Use the research from the group work in Question 6 to create an audio-visual resource that tells the story of typical life in Australia at the start of the twentieth century. It should cover all aspects of life, and it should make it clear where you have gathered your information from.

GO DEEPER

8. Investigate the history of Sydney's railway system.
   - **a** Create a list of the areas serviced by rail before Federation in 1901.
   - **b** List the suburbs that developed as a result of these train lines.

4C

CHECKPOINT

WHAT WERE LIVING AND WORKING CONDITIONS LIKE IN AUSTRALIA AROUND 1900?

» Using a range of sources, investigate the living and working conditions of men, women and children around the turn of the twentieth century in Australia

1. Using sources, explain how the economic depression of the 1890s ultimately led to an improvement in living and working conditions in Australia in the decade after Federation. (15 marks)
2. What evidence is there to suggest that Australia was an egalitarian society in the period immediately after Federation? (10 marks)
3. Identify the role gender played in Australian education at the start of the twentieth century. (5 marks)
4. Evaluate the view that by 1910 Australia was a 'working man's paradise'. In your response consider working conditions, payments and benefits, as well as availability of jobs. (20 marks)
5. Describe typical schooling in Australia around 1900. (10 marks)
6. Outline the typical daily activities of a working-class woman at the start of the twentieth century. (10 marks)
7. Describe the difference between the housing of wealthy and poor Australians around 1900. (10 marks)

Total marks [/80]

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words
- 20 marks = 600 to 800 words.

Include historical terms and concepts, and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Rich task
Open-ended inquiry task to engage students and develop their historical skills

Source 30 Summer bathing at Bondi, *c.* 1880–90



4D WHAT KEY EVENTS AND IDEAS LED TO THE DEVELOPMENT OF AUSTRALIAN SELF-GOVERNMENT AND DEMOCRACY?

4.10 HOW AND WHY FEDERATION WAS ACHIEVED IN 1901

KEY CONTENT

In this topic you will:

- explain how and why Federation (1901) was achieved
- discuss the consequences of the introduction of the Australian Constitution for the rights of women and Aboriginal people.

Generations of Australian students have often complained that Australian history is not as exciting as the stories of other nations. The most common comparison is often with America, with its dramatic war for independence, and then civil war. Like everything in the study of history, however, the more you know about the movement to self-government and democracy in Australia, and the better you understand the people involved and what might have been, the more interesting the Australian story becomes.

Australia votes to become a nation

referendum
a national vote of the people on actions proposed by the government; any proposed changes to the Australian Constitution must be put to a vote in a referendum

On 1 January 1901, Australia became a nation when the separate, self-governing colonies set up by Britain on the Australian continent united in a process known as Federation. Federation was achieved as a result of two **referendums**, one in 1898 and another in 1899. In the second referendum, a majority of people in most of the colonies voted to support the new Constitution that would create the Commonwealth of Australia (see Source 1).

Source 1 Votes for and against Federation, Australian colonies

	First vote (1898)		Second vote (1899; 1900 in WA)	
Colony	**For**	**Against**	**For**	**Against**
NSW	71 595	66 228	107 420	82 741
Vic	100 520	22 099	152 653	9 805
SA	35 800	17 320	65 990	17 053
Tas	11 797	2 716	13 437	791
Qld	–	–	38 488	30 996
WA	–	–	44 800	19 691

Notes: The first referendum failed in New South Wales as its parliament had increased the minimum number of affirmative votes required to 80 000; Queensland and Western Australia did not take part. In the second referendum, Western Australia voted later, in 1900.

Scott Bennett, Department of the Parliamentary Library, Australian Manufacturing to Federation, *Australian Bureau of Statistics 1301.0 – Year Book Australia, 2001*

It is perhaps easy for Australians to assume that Federation was the result of a natural process that was always going to happen. In fact, the road towards Federation was not always a smooth one, and a closer look at how it was achieved reveals a story full of complications, false starts, twists and turns.

Consider, for example, the fact that there may easily have been an Eastern Australia and a Western Australia. In the preamble of the current Australian Constitution, all of the states except for Western Australia are mentioned. This is because of the initial reluctance of the Western Australian Government to support the idea of joining the Federation. By the time the people of the west voted 'Yes' in 1900, the Constitution had already been completed. Even after Western Australia had finally agreed to join the Federation, there was still a strong movement in the state in favour of leaving and forming its own country. In a special referendum in 1933, 68 per cent of voters in Western Australia supported leaving the Commonwealth of Australia. However, as the Federation was originally an Act of the British Parliament, Western Australia needed Britain's consent to leave, which Britain refused. On the same day as the referendum, Western Australia elected a Labor government that was committed to remaining in the Federation.



Source 2 The procession of the Duke and Duchess of Cornwall on the way to open the first Parliament of the Commonwealth of Australia in Melbourne, 9 May 1901, four months after the Commonwealth came into being on 1 January 1901

Consider too that there might have been an Australasia that included Australia and New Zealand in the Commonwealth. Representatives from New Zealand attended the 1890 Federation Conference and the 1891 Federation Convention, which worked to draft an Australian Constitution.

Australia's gradual movement towards self-government and democracy

The movement towards self-government for the Australian colonies was a gradual process of evolution and reform. Change came over a relatively long period of time, and the move towards self-government and democracy was gradual, unlike the revolutionary political upheavals that took place in France and the United States (see Source 3 on the next page).

Australian self-government was influenced partly by the end of convict transportation and the growing proportion of free-born members of the population. Further impetus came from many of the ideas that had inspired both the American War of Independence and the French Revolution, as well as other events and movements in Europe and America. Political convicts and the great movement of gold-rush settlers in the second half of the nineteenth century brought these ideas and values to the Australian colonies.

It is also fair to say that Britain had learned from the experiences of losing the American colonies and was not going to make the same mistakes again. In 1850, the British Parliament passed the Australian Colonies Government Act, which provided all of the Australian colonies with the right to govern themselves. Each colony could write and pass its own laws, provided that those laws did not contradict any existing British laws. From this time on, there was a growing acceptance of the principles of popular democracy.

STRANGE BUT TRUE

Six of the radial roads leading out of the centre of Canberra are named after state capitals. Another was named 'Canberra Avenue', and it leads to a suburb with a New Zealand name – Manuka. In fact, the road's proposed name was 'Wellington Avenue', as it was assumed by many Australians that New Zealand would one day become the seventh state of Australia.

1840

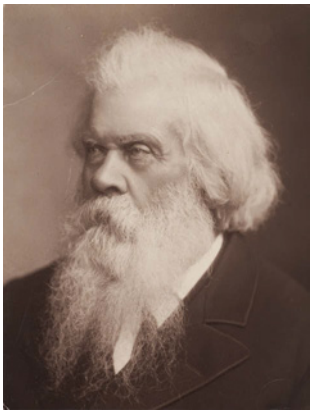
1847
Earl Grey, the British Secretary of State for War and the Colonies, proposes an informal federation of colonies.

1850
The Australian Colonies Government Act of 1850 establishes the colony of Victoria, and gives the colonial governments of Victoria, South Australia and Tasmania the right to pass their own laws (already allowed in New South Wales).

1867
An intercolonial conference is held on uniform postal issues

1850

1880
An intercolonial conference is held – the main issue discussed is Asian immigration.


Sir Henry Parkes (1815–1896)

1883
A federal council is formed to start preparing a constitution.

1870

1881
The first Australia-wide census take place across the colonies. It excludes Indigenous Australians.


Sir Samuel Griffith (1845–1920)

1880

1889
A report commissioned in Britain recommends establishing an Australian defence force. Sir Henry Parkes, Premier of New South Wales, delivers his famous speech at Tenterfield in favour of federation.

1893 onwards
Popular movements in support of federation emerge, including the 'Federation leagues'.

1891
The first Constitutional Convention meets to write a constitution. Delegates from all colonies and New Zealand attend. A draft is produced in five weeks, led by Sir Samuel Griffith, Premier of Queensland. It is opposed by New South Wales.

1890

1898
The first referendum on the Constitution is passed by Victoria, Tasmania and South Australia, and defeated by New South Wales. Queensland and Western Australia do not take part.

1897–1898
The second Constitutional Convention meets. Delegates from all colonies, except Queensland, draw up a second draft constitution and agree to put it to a referendum.



A souvenir handkerchief created for the celebration of Australian Federation

1900

1899
The second referendum is passed, following amendments to the Constitution. Western Australia does not take part.

1900
The Commonwealth of Australia Constitution Act is passed by the British Parliament on 5 July. Western Australia joins the Federation. Queen Victoria proclaims the Commonwealth on 17 September.

1901
The Commonwealth of Australia comes into being on 1 January. The first Commonwealth Parliament opens in Melbourne on 9 May.

1910

Source 3 Key events in the achievement of Federation

Why Australia federated

By the 1890s, in the minds of many Australians, federation of the colonies to form a single nation was an idea whose time had come. The example of the United States loomed large. From the mid-1800s, it had become a model for Australia's idea of itself and its future, including its constitution.

Improvements in transport and communication brought people in the colonies closer together, and the things that made Australians feel like one people began to seem more important than the things that divided them. Defence, fear of non-white races, and economic arguments were also important.

Increasing recognition of an Australian identity

By 1901, almost 80 per cent of the people in the colonies had been born in Australia. Although many of their parents still spoke of Britain as 'home', the Australian-born were more likely to identify with Australia and to feel positively about its culture, customs and way of life. In the lead-up to Federation, many appeals were made to the Australian-born to support the idea of a new nation. These appeals did not, however, include Indigenous Australians.

The White Australia ideal

The White Australia ideal was an important element in Australia's developing sense of national identity, and a key reason why Australians accepted federation was to enable a nationwide immigration policy to restrict the entry of non-white immigrants. Alfred Deakin, who became Australia's second prime minister, was one of many politicians and campaigners for federation who expressed a desire to preserve Australia as a white nation (see Source 4 on the next page).

The very first law passed by the new parliament in 1901 was the Immigration Restriction Act. This Act used a complicated 'dictation test', to ensure that only 'desirable' immigrants could enter the country.

Defence concerns

In the early 1880s, a number of European countries were adding to their **empires** in Africa and Asia, and some were interested in setting up colonies in the Pacific region. Some colonists feared that this imperialist frenzy might lead to a takeover of some Australian territory. A number of colonial leaders saw that the colonies could better defend themselves if they united.

empire
a group of countries and/or areas, often with different languages and cultures, ruled by a central power or leader

Economic influences

Many historians argue that the main driver for federation was economic. Federation would allow banks, import and export merchants, and manufacturers to develop across colonial barriers. It was also thought that one of the main obstacles to economic progress was the two different customs systems that operated between the colonies:

- In Victoria, **tariffs** were placed on all goods entering the colony from interstate or overseas in order to protect local industries. This made the imported products more expensive, and therefore 'protected' the manufacturers of locally made goods.
- In New South Wales, no extra charge was placed on imported goods. This meant that imported goods cost the same as locally produced goods.

Supporters of the New South Wales policy of **free trade** argued that it would be easier to sell goods overseas and in other colonies if tariffs on incoming goods did not exist.

tariff
a tax (usually applied to goods being imported or exported)

free trade
an economic policy under which governments do not restrict or interfere with the trade of goods and services between states or countries

Another economic influence on federation came from the 1890s depression. Many in the eastern colonies argued that a centrally managed economy could prevent future depressions, or allow them to be better managed.

Influences towards Federation

Source 4

The unity of Australia is nothing, if that does not imply a united race. A united race not only means that its members can intermix, intermarry and associate without degradation on either side, but implies one inspired by the same ideas and an aspiration towards the same ideals, of a people possessing the same general cast of character, tone of thought, the same constitutional training and traditions. Unity of race is an absolute essential to the unity of Australia.
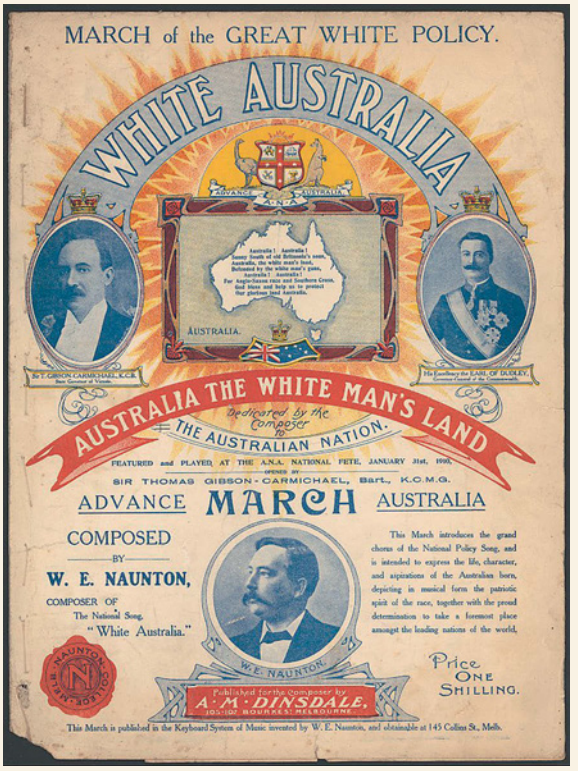
Speech by Alfred Deakin on the Immigration Restriction Bill (which later became the Immigration Restriction Act), Commonwealth Parliamentary Debates, 12 September 1901

Source 5

... Australian federation was thus partly to do with emotion, but there was also a practical side ... One of the major Australian concerns was the increase in Chinese immigration which many people saw as a threat ... Australian governments also became worried about their vulnerability to outside attack, and were also uneasy about the possibility of European nations establishing colonies close to their shores. Queensland was particularly concerned about German designs on New Guinea. On 4 April 1883 Queensland annexed eastern New Guinea, but this was disallowed by the British Government. When Germany annexed a portion of New Guinea in December 1884, this highlighted Australia's lack of independence.

Immigration and defence were not the only issues bothering the Australian colonies. Since the 1850s, trade and movement between the colonies were restricted by the existence of tariff barriers. The train trip between Sydney and Melbourne, for example, was held up by the need for passengers' luggage to be checked by customs officers at Albury.

Extract from Scott Bennett, Department of the Parliamentary Library, Australian Manufacturing to Federation, *Australian Bureau of Statistics 1301.0 – Year Book Australia, 2001*



Source 6 The front cover of the sheet music for the 'White Australia' song, first sung in 1910

Source 7

Australia! Australia!
Sunny south of Old Britannia's sons,
Australia, the white man's land,
Defended by the white man's guns,
Australia! Australia!
For Anglo Saxon race and Southern Cross,
God bless and help us to protect
Our glorious land Australia.

The opening lyrics to 'White Australia'

INTERPRET

1 Examine the lyrics in Source 7 closely. Explain how these words could help a historian to understand the values and attitudes of Australians at the time. Is there anything that helps you understand how popular the song was?
2 What arguments does Alfred Deakin advance for the Immigration Restriction Bill in 1901?
3 What arguments for federation does Scott Bennett identify in Source 5? Does his position make him qualified to comment?
4 Describe the values and attitudes that these sources suggest Australians had in common around the time of Federation.
5 Explain what makes each of these sources reliable historical sources.

SPOTLIGHT

CONTINUITY AND CHANGE

Consider Sources 6 and 7, and reflect on how they would be received today. What does that tell you about continuity and change in Australia since Federation?

Influences and arguments against federation

The main 'enemies' of federation were:

- the fears of the smaller colonies that they would be dominated by Victoria and New South Wales
- the different economic ideas of some colonies; New South Wales, for example, wanted free trade between all the colonies, while Victoria wanted to retain tariffs
- the natural conservatism of some people who just did not like change
- the petty interstate jealousies that had contributed to the colonies having different railway gauges and the dispute over the location of the federal capital. This led to the Constitution providing that a new national capital should be built at a site to be determined by federal parliament.

SPOTLIGHT

CONTESTABILITY

You have already seen how Indigenous Australians were largely removed from Australia's national story. Thus there would have been very little complaint or contesting regarding the appropriateness of Sources 6 and 7 at the time of Federation. Material such as this in contemporary Australia would be immediately contested, reflecting changing national values.

Consequences of the Constitution for women and Indigenous people

Under the Australian Constitution in 1901, many of the rights extended to citizens of the new nation were denied to its original inhabitants:

- Under section 51, the Constitution specifically stated that the federal government had no power to make laws for 'Aborigines'. This power remained in the hands of the states.
- Under section 128, 'Aboriginal people' were not to be counted in the census – this effectively denied them membership of the Australian community.

The Constitution allowed all people who already had the right to vote in their colonies to exercise this right in federal elections. In other words, the following groups had the right to vote in Australia's first federal election in March 1901:

- all men over the age of 21
- women in South Australia and Western Australia
- Indigenous Australians in New South Wales, Victoria, South Australia and Tasmania (although few exercised this right).

However, one of the earliest acts of the new parliament was the Commonwealth Franchise Act 1901, which extended the vote to all Australian women over 21 and denied the vote to all Indigenous Australians. Although women were in no way considered equal to men – for example, in terms of wages and property rights – in Australia they now had greater political rights than women in most parts of the world. Indigenous Australian peoples, on the other hand, had no federal voting rights.

It was not until 1962 that Indigenous Australians in all states were given full voting rights.

4.10 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What actually happened when Australia federated? When did this take place?
2. Which was the last state to decide to join the Federation?
3. Which other country was briefly considered to be part of the Federation?
4. What did the British Parliament's 1850 Australian Colonies Government Act do?
5. Outline the major arguments that successfully convinced Australians to federate.
6. Who were specifically excluded from citizen rights in the Federation?

APPLY AND ANALYSE

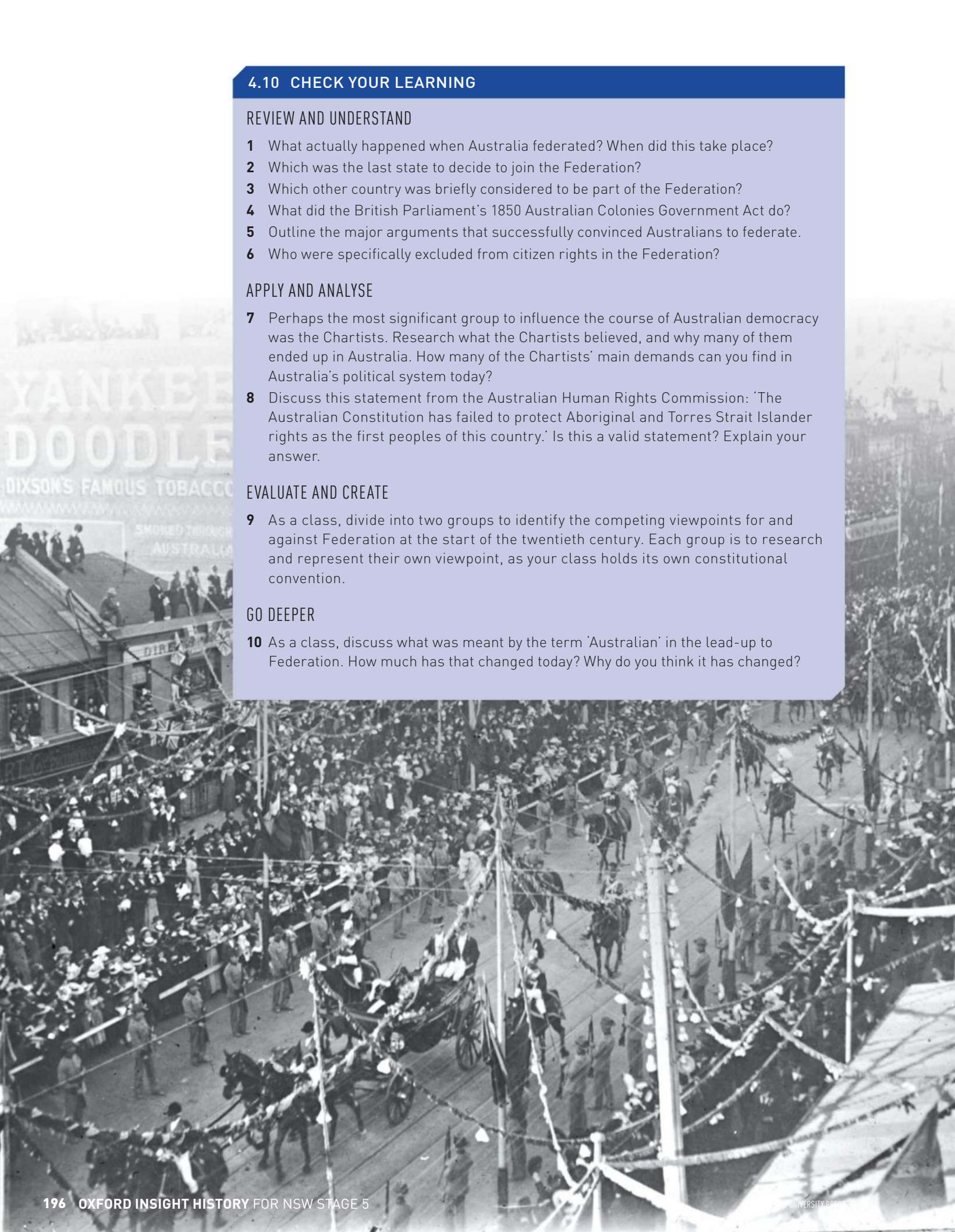
7. Perhaps the most significant group to influence the course of Australian democracy was the Chartists. Research what the Chartists believed, and why many of them ended up in Australia. How many of the Chartists' main demands can you find in Australia's political system today?
8. Discuss this statement from the Australian Human Rights Commission: 'The Australian Constitution has failed to protect Aboriginal and Torres Strait Islander rights as the first peoples of this country.' Is this a valid statement? Explain your answer.

EVALUATE AND CREATE

9. As a class, divide into two groups to identify the competing viewpoints for and against Federation at the start of the twentieth century. Each group is to research and represent their own viewpoint, as your class holds its own constitutional convention.

GO DEEPER

10. As a class, discuss what was meant by the term 'Australian' in the lead-up to Federation. How much has that changed today? Why do you think it has changed?



4.11 AUSTRALIA'S CONSTITUTION AND SYSTEM OF GOVERNMENT

KEY CONTENT

In this topic you will:

- outline state and federal responsibilities under the Australian Constitution.

SPOTLIGHT

SIGNIFICANCE

Although you may actually have very little knowledge of the Australian Constitution, it impacts on your life on a daily basis. Consider what gives this document such significance in Australian history.

Australia's Constitution

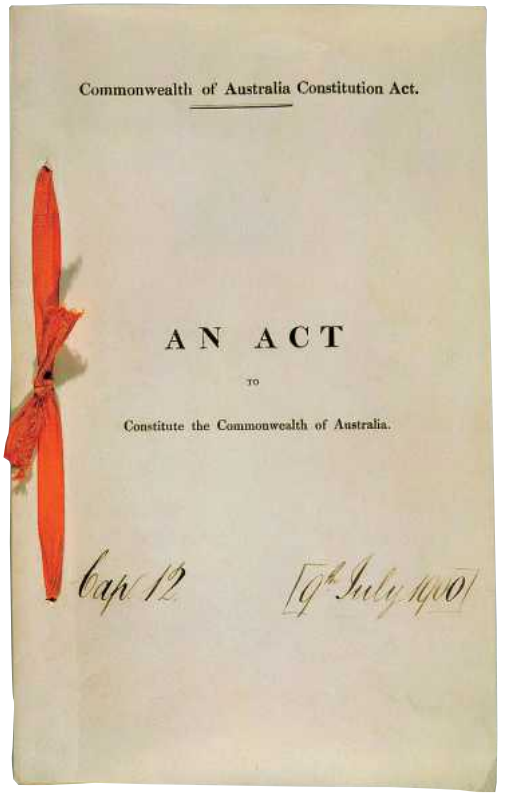
The Constitution outlined the structures through which Australia would be governed, and the roles and responsibilities of the prime minister and each state. The characteristics of the new government reflected the values of Australians at the time. Australians wanted to govern themselves. However, they still believed that they were a part of the British Empire and so retained the British style of government, the parliamentary system and the monarch.

Source 8

The Australian Constitution established the Parliament of the Commonwealth of Australia, created with a House of Representatives and a Senate. The Constitution also established the High Court of Australia, which has the power to apply and interpret the laws of Australia.

The Australian Constitution can only be changed through a special vote called a referendum. In a referendum, there needs to be a double majority for the Australian Constitution to be changed. This means that the majority of voters in a majority of states and a majority of voters across the nation must vote for the change.

Extract from the Australian Constitution


Commonwealth of Australia Constitution Act.

AN ACT

TO

Constitute the Commonwealth of Australia.

63 & 64 Vict. Cap. 12 [9th July 1900]

Source 10 The Australian Constitution

Source 9

How is the power of government controlled?

The Australian Constitution divides power between three arms of government. This is to stop one person or one group of people taking over all the power to govern Australia.

- *Legislative power:* Parliament has the power to make and change the laws. Parliament is made up of representatives who are elected by the people of Australia.
- *Executive power:* Executive power is the power to put the laws into practice. The Executive includes Australian Government ministers and the Governor-General. Each minister is responsible for one or more government departments.
- *Judicial power:* Judges have the power to interpret and apply the law. Courts and judges are independent of parliament and government.

Extract from Commonwealth of Australia, Australian Citizenship: Our Common Bond, *2012, p. 24*

Australia's federal system of government

The Australian Government is a federal system, made up of a group of states and territories – the former colonies. Each state has its own constitution and parliament. Each state and the Northern Territory are divided into local government areas, with councils responsible for planning and delivering services in their local areas. The areas of responsibility under Australia's three tiers of government are outlined in Source 11.

Source 11

The **Australian Government** is responsible for:

- taxation
- national economic management
- immigration and citizenship
- employment
- postal services and the communications network
- social security (pensions and family support)
- defence
- trade
- airports and air safety
- foreign affairs (relations with other countries).

State and territory governments are responsible for:

- hospitals and health services
- schools
- railways
- roads and road traffic control
- forestry
- police
- public transport.

Local governments (and the Australian Capital Territory Government) are responsible for:

- street signs, traffic controls
- local roads, footpaths, bridges
- drains
- parks, playgrounds, swimming pools, sports grounds
- camping grounds and caravan parks
- food and meat inspection
- noise and animal control
- rubbish collection
- local libraries, halls and community centres
- certain child-care and aged-care issues
- building permits
- social planning
- local environmental issues.

Some responsibilities are shared between the various levels of government. The Council of Australian Governments (COAG) has been set up to encourage cooperation between the levels of government.

Extract from Commonwealth of Australia, Australian Citizenship: Our Common Bond, *2012, p. 24*



Source 12 Canberra parklands around Lake Burley Griffin; parks are the responsibility of local governments.

The government was established as a bicameral system. This means it is made up of two houses of parliament: the House of Representatives and the Senate. The system of government is largely based on the British system, also known as the 'Westminster system', but the two-house system is modelled on the US Government. This was because there was some anxiety about uneven populations in the different states.

- The House of Representatives (also called the 'lower house') represents all the people of Australia. It is made up of representatives of electorates that are formed on the basis of population. The most populous state, New South Wales, has the largest number of seats in the House of Representatives, and Tasmania has the smallest.
  - The House of Representatives is responsible for the formation of the government.
  - The government is formed by the party or parties that have the majority of elected delegates.
  - The prime minister is leader of that party and is responsible for the overall governing of the nation.
- The Senate (also called the 'upper house') represents all the states that make up the Commonwealth. All of the states are given equal representation in the Senate, regardless of population, with 12 senators for each state. The Northern Territory and the Australian Capital Territory are each represented by two senators.
  - The Senate's role is to monitor and review the actions of the House of Representatives.
  - The Senate also has the right to block the proposed legislation of the government, and to send it back to the House of Representatives with suggested amendments.

4.11 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Why does Australia have a constitution?
2. How can the Constitution be changed?
3. What does it mean when Australia is described as a 'federal system'?
4. Which two countries specifically influenced our form of government?
5. Explain the difference between the Senate and the House of Representatives.

APPLY AND ANALYSE

6. Create a flow chart that shows clearly how laws are made in Australia's federal system of government. Show the interaction of the legislative, executive and judicial branches of the government. Research what happens if someone challenges a law, and include that process.

GO DEEPER

7. Australia does not have a 'Bill of Rights'. Investigate the Bill of Rights in the United States. Explain why you think Australia does not have a Bill of Rights, and provide reasons to support your argument.



4.12 LEGISLATION THAT SHAPED A NATION

KEY CONTENT

In this topic you will:

- identify key features of the Harvester Judgment, pensions legislation, and the Immigration Restriction Act and discuss what they reveal about the kind of society the Australian government aimed to create
- assess the impact of this legislation on Australian society in this period.

As we have seen, the Commonwealth Franchise Act 1901 took away the voting rights of Indigenous Australians, while extending voting rights to all non-Indigenous women for the first time. Soon after Federation, the Commonwealth Government also introduced some of the most progressive social justice and industrial legislation in the world, for the benefit of white Australians. One of its first priorities, however, was the introduction in 1901 of the Pacific Islanders Act and the Immigration Restriction Act, which defined the racial boundaries of the new nation.

The Immigration Restriction Act 1901

White Australia policy
a term used to describe a series of government policies introduced after Federation in 1901 that prevented 'non-white' immigrants from settling in Australia

The Immigration Restriction Act 1901 was the foundation of what became known as the '**White Australia policy**'. In practice, it banned all non-European immigrants from settling in Australia. Along with this new law came the Pacific Islander Labourers Act 1901, which ordered the deportation of 'non-whites' – mostly from the Pacific islands – who had been brought to Australia during the nineteenth century to work in Queensland's sugar cane fields.

The Immigration Restriction Act did not specifically state that non-white people were excluded from entering the country. It simply stated that a prospective immigrant had to pass a dictation test that could be given in any European language chosen by an immigration official. Unwanted immigrants were given the test in a language they did not understand. The result of this system was that very few non-white people were admitted to Australia and, after a few years, non-white immigrants were less and less likely to apply to enter the country. The phasing out of this policy did not begin until the 1960s.



Source 13 The Chinese community in Melbourne celebrates Federation in 1901.

However, there was still a strong Chinese presence in Australia during this period. Many were gold immigrants or their children, and some had developed successful businesses and had positive feelings about the country. At Federation, the Chinese communities in the capital cities and former gold towns enthusiastically celebrated the occasion with street arches and parades (see Source 13).

A white Australia



Source 14 Popular advertising campaigns, like this one promoting soap, represented the view that white things and white people were good, while anything else was inferior. The Indigenous Australian woman in the advertisement wears a sign that labels her as 'dirt'.

Source 15

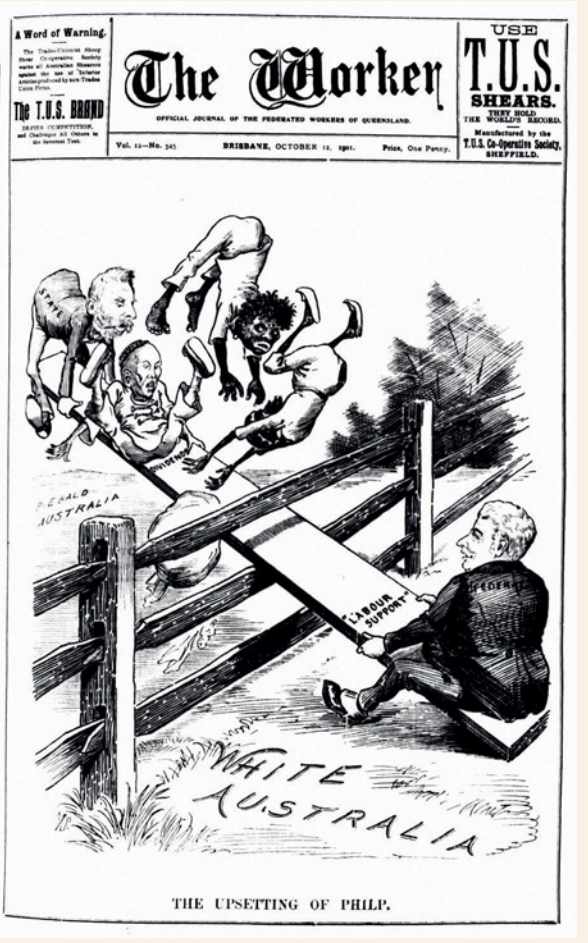
> I know that the coloured races are classed inferior races, but I must admit that I cannot see evidence of their inferiority which do not equally brand the white races of Europe and America as inferior. The notion of inferiority appears to me to be a myth sprung originally from European ignorance and nourished now by a foolish self conceit.

Bernard O'Dowd, editor of the labour newspaper Tocsin, *25 April 1901; O'Dowd was one of the few people willing to argue against the racism of the majority*

Source 16

> We must take steps to prevent any Aboriginal from acquiring the right to vote. Surely it is absolutely repugnant to the greater number of the people of the Commonwealth that an Aboriginal man or Aboriginal lubra or gin [woman] – a horrible, degraded, dirty creature – should have the same rights that we have decided to give to our wives and daughters ... The honourable gentleman [New South Wales Senator James Walker] fails to recognise that we have taken this country from the blacks, and made it a white man's country, and intend to keep it a white man's country, so that there is no earthly use in the honourable gentleman saying that 100 years ago this was a black man's country ... We are aware of the fact that it is very regrettable, and the only consolation we have is that they are gradually dying out.

Speech by Western Australian Senator Alexander Matheson, Commonwealth Parliamentary Debates, Senate, 22 May 1901, responding to New South Wales Senator James Walker's statement: 'This was a black-fellow's country before it was a white man's country'



Source 17 A cartoon from *The Worker*, Brisbane, shows what looks like an Italian, a Chinese, and two South Sea Islander people on the 'outside' of the fence and 'white Australia' on the 'inside'. It highlights arguments over immigrant workers at the time – with employers wanting access to cheap labour, but unions wanting jobs to be kept for white Australians.

SPOTLIGHT

EXPLANATION AND COMMUNICATION

As a History student you will always be facing choices about the most effective way of communicating your historical understanding. Think about how you could construct a historically valid response to Sources 14 to 17.

INTERPRET

1. Examine Sources 14 to 17 carefully. Outline how each would be received in modern Australian society. Explain how these sources help you to understand the importance of context when examining sources.
2. Using your knowledge of Australia in 1901, how do you think Source 16 would have been received?
3. What evidence can you produce that could show the success of Alexander Matheson's argument in Source 16?
4. Explain how Source 14 could be used as evidence of widespread Australian values around 1901.
5. Explain how Source 17 helps you to understand white Australian fears of foreigners in 1901.

Harvester Judgment 1907

One of the most important reforms of this time was the introduction of the principle of a 'fair and reasonable' minimum wage. This was brought to the attention of Justice Higgins in 1907. The owner of the Sunshine Harvester Company of Victoria applied to the Commonwealth Conciliation and Arbitration Court for permission to sell his farm machinery without paying the required tariff. The owner, H.V. Mackay, had to show that he was paying his workers a fair wage to avoid the tariff. The court itself had been established by the Conciliation and Arbitration Act 1904 as a forum to settle industrial disputes.

Justice Higgins investigated the amount that would be needed under normal circumstances to support a family. He deemed that a minimum weekly wage of 42 shillings a week (approximately $4.20) was enough to support a man, his wife and three or four children in basic comfort (see Source 19). This was more than the weekly wage paid by Sunshine Harvester of 36 shillings a week. The idea of setting a minimum wage based on a 'living wage' rather than a worker's output was a progressive idea at this time, anywhere in the world.

The Harvester Judgment was ruled to be unconstitutional by the High Court when Mackay appealed the decision. However, the judgment still became accepted as an example to be followed in labour relations from that point on.



Source 18 The Sunshine Harvester Works, *c.* 1910

Invalid and Old Age Pensions Act 1908

The Invalid and Old Age Pensions Act was passed in 1908, in response to the growing numbers of people aged over 65 years in the population at this time. The period 1891–1902 saw the number of elderly people increase by 60 per cent. The Act was recognition of the fact that many invalids and elderly people had no means of supporting themselves. They had worked hard to build the country, they had paid their taxes and they deserved some help in return. Indigenous peoples were excluded at this point.

Maternity Allowances Act 1912

In 1912, the Labor government introduced the Maternity Allowances Act. The aim was to reduce infant mortality rates by improving access to medical services for pregnant women. The government also agreed to pay £5 to the mother at the birth of every child. This lump sum was known as the 'baby bonus', and was designed to encourage women to have more children to build a stronger Australia with a bigger white population. Women who preferred to work rather than marry and have children were accused of selfishness and of putting their own desires before the needs of the nation.

The 'baby bonus' was not, however, available to 'Asiatic', Pacific Islander or Indigenous Australian women.

4.12 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Explain how the Immigration Restriction Act 1901 enabled Australia to keep out potential migrants from non-white countries.
2. Explain why Chinese communities in Australia would have celebrated Federation in 1901.
3. Outline what the Harvester Judgment of 1907 actually achieved.
4. Explain why the Invalid and Old Age Pensions Act was passed in 1908.

APPLY AND ANALYSE

5. Many people argue that Australia has still to accept its origins as a white nation in 1901. Discuss the statement: 'Australia began its life as a racist nation.' Is this a valid discussion to have in the twenty-first century?
6. As a class, discuss the sort of society the Australian Government appeared to be trying to create based on the legislation enacted between 1901 and 1914. How does it compare to what the government is trying to do today?

EVALUATE AND CREATE

7. Use Source 19 to help you create your own table comparing prices in 1907 with prices today. Your table should have three columns.
   - In the first column, state the minimum weekly wage and the price of the nine common goods, as shown in Source 19.
   - In the second column, put the heading '1907 prices allowing for inflation', and multiply each figure by 50.
   - In the third column put the actual prices today, including today's minimum weekly wage.

   Use this table to argue whether it was easier to live in 1907 or today.

Minimum weekly wage, adult male	**$4.20**
Loaf of bread	$0.02
Milk (1 litre)	$0.03
Rump steak	$0.15
Men's cotton shirt	$0.85
Women's shoes	$1.45
Rent of 3-bedroom house per week	$1.30
Daily newspaper	$0.01
Theatre ticket	$0.35
Game of football	$0.10

Source 19 The minimum weekly wage from 1907 and prices of common items around this time – amounts have been converted from pounds (£), shillings and pence (the currency used in Australia until 1966) to dollars ($) and cents for clarity.

GO DEEPER

8. Research the pieces of legislation mentioned in this topic, and assess how influential they have been in 'making Australia'. Do you think their influence is still being felt in today's society? Explain your answer.

4D

CHECKPOINT

WHAT KEY EVENTS AND IDEAS LED TO THE DEVELOPMENT OF AUSTRALIAN SELF-GOVERNMENT AND DEMOCRACY AND KEY EARLY LEGISLATION?

» Explain how and why Federation (1901) was achieved

1 Outline the basic arguments for and against Federation. (10 marks)

2 Argue whether Australia's progress from separate colonies to self-government to Federation was evolutionary or revolutionary. (5 marks)

3 Outline the steps Australia went through to legally become a federation. (10 marks)

4 Assess the claim that Federation introduced a new, inclusive, peace-loving, diverse and democratic country to the world. Do you believe this to be accurate? Provide reasons for your response. (5 marks)

5 Explain what the introduction of the Immigration Restriction Act 1901 – one of the first major pieces of legislation to be passed in Australia – reveals about the new country's attitude and values. (5 marks)

» Discuss the consequences of the introduction of the Australian Constitution for the rights of women and Aboriginal people

6 The Australian Human Rights Commission has said: 'The Australian Constitution was intended to unite Australia under the original and continuing agreement of the Australian people, but the first peoples of Australia were not included in this agreement.'

a Identify the sections of the Australian Constitution that this statement refers to.

b Explain how these sections of the Australian Constitution excluded Indigenous Australian peoples. (5 marks)

7 How did the introduction of the Australian Constitution affect the voting rights of women across Australia? (10 marks)

» Outline state and federal responsibilities under the Australian Constitution

8 Explain what COAG is and why it is necessary in Australia. (5 marks)

9 Copy and complete the following table by adding the level of government responsible for each activity: 'Federal', 'State' or 'Local'. (10 marks)

Activity	Level of government
Drains	
Schools	
Public transport	
Taxation	
Police	
Defence	
Hospitals	
Immigration	
Social security	
Rubbish collection	

OXFORD UNIVERSITY PRESS

» Identify key features of the Harvester Judgment, pensions legislation and the Immigration Restriction Act and discuss what they reveal about the kind of society the Australian government aimed to create

10 Copy and complete the following table, providing key facts about significant federal legislation law in the first decade of the Australian Parliament. The first example has been done for you. (10 marks)

Legislation	Date	Reason	Outcome
Immigration Restriction Act	1901	Restrict non-white entry into Australia	White Australia Policy
Commonwealth Franchise Act			
Conciliation and Arbitration Act			
Invalid and Old Age Pensions Act			
Maternity Allowances Act			

11 Explain the most important ways in which the Harvester Judgment changed Australia. (5 marks)

12 Taking into consideration all the legislation and judgements discussed in this section, describe the type of society the Australian Government seemed to be trying to create in Australia. What evidence supports your conclusion? (10 marks)

» Assess the impact of this legislation on Australian society in this period

13 How successful was the Australian Government in creating a society in which everyone could prosper before World War I? (10 marks)

Total marks [/100]

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words

Include historical terms and concepts, and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

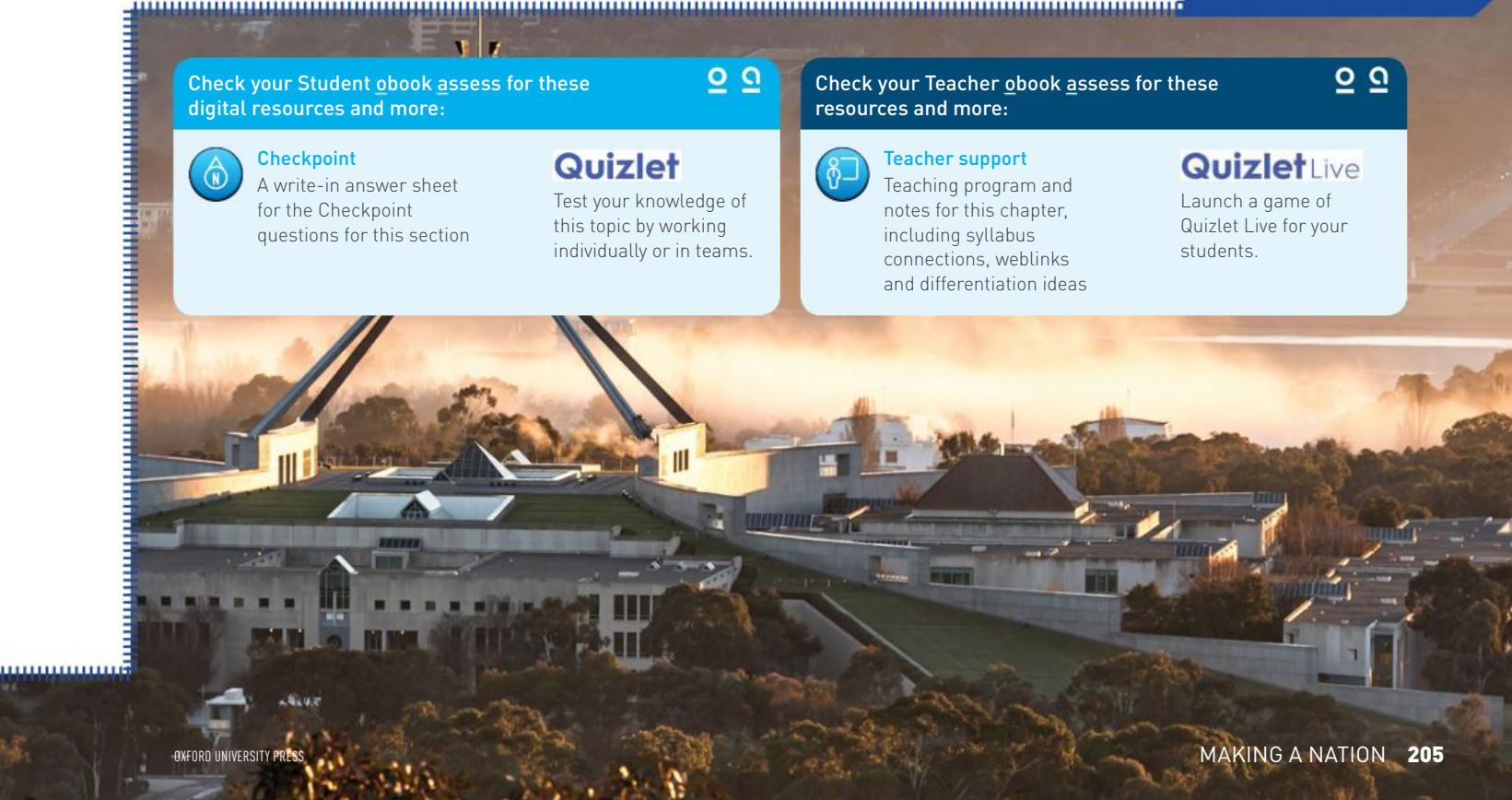
Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Quizlet
Test your knowledge of this topic by working individually or in teams.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Quizlet Live
Launch a game of Quizlet Live for your students.





Source 1 The opening ceremony for the 2008 Beijing Summer Olympics was lauded for its creativity and ingenuity, as well as its focus on the culture of ancient China.

5

ASIA AND THE WORLD: CHINA

Chinese society underwent dramatic transformations between 1750 and 1918. At the start of this period, China was a vast and powerful empire that dominated much of Asia, and Chinese society was largely cut off from the Western world. The emperor and his court saw China as a superior civilisation, with little need for interaction with foreigners. In 1760, in order to limit contact with those outside China, the emperor commanded that foreign merchants were only permitted to trade from one Chinese port.

By the end of this period, China was divided and weak. Foreign nations such as Britain, France and Japan had 'spheres of influence' within China that included key trading ports and much of the countryside. New ideas had spread into China from the West, such as the need for modernisation and the emergence of nationalist movements that challenged traditional Chinese beliefs about the right of the emperor to rule.

OXFORD UNIVERSITY PRESS



obook-only chapter

WHAT WERE THE KEY FEATURES OF CHINESE SOCIETY AROUND 1750? 5A

In this section you will:

» identify key physical features and the geographic extent of China

» describe the structure of Chinese society

» explain the role of Chinese leaders

» outline key features of the Chinese economy

» describe China's main religious beliefs and cultural features

» discuss the lives and work of men, women and children.

CHECKPOINT 5A

TO WHAT EXTENT DID CHINESE SOCIETY CHANGE AS A RESULT OF CONTACT WITH EUROPEANS? 5B

In this section you will:

» outline the nature of the contact of China with European powers

» assess the significance of a key event involving China and a European power, using sources to identify different perspectives of the event at the time

» explain how China was changed by its contact with European powers

» identify features of Chinese society that were unaffected by contact with Europeans

» discuss the positive and negative consequences of contact between China and the European powers during this period

» using a range of sources, investigate and analyse data to compare Chinese society to other nations around 1900.

CASE STUDY: THE LEADERSHIP OF HONG XIUQUAN AND THE TAIPING REBELLION, 1850–64: CONTINUITY OR CHANGE?

CHECKPOINT 5B

OXFORD UNIVERSITY PRESS

ASIA AND THE WORLD: CHINA – A TIMELINE



Source 2 A Chinese opium den

TIMELINE

1760 1770 1780 1790 1830 1840 185

1760
The Chinese emperor bans foreign merchants (including the British) from trading in all Chinese ports except Canton (modern-day Guangzhou).

1773
Britain starts producing the drug opium in India and selling it in China.

1796
China bans the import of opium.

1839–42
The First Opium War takes place between China and Britain. China suffers a humiliating defeat and is forced to hand control of Hong Kong to the British.

1850
The Taiping Rebellion begins.



Source 3 The 'Thirteen Factories' area in Canton did not house factories, but was the site of the offices, warehouses and stores of foreign merchants. This was the only legal site of most Western trade with China until 1842.

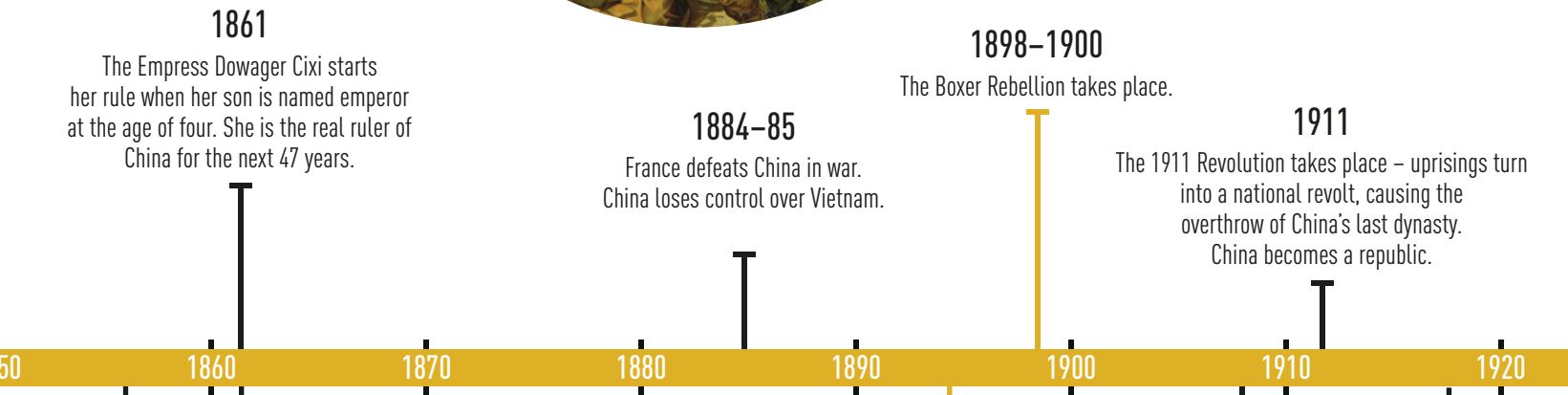


Source 4 A Japanese print from 1895 shows the surrender of Chinese admiral Ding Ruchang and his foreign advisers (right) to officers of the Japanese navy (left).

OXFORD UNIVERSITY PRESS



Source 5 Fighting between Boxers and international forces in Beijing during the Boxer Rebellion





TIMELINE: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What was Britain's first interest in China? How did China react?
2. What were the outcomes of the two Opium Wars?
3. Why is the Empress Dowager Cixi a significant individual in this period of Chinese history?
4. What was the result of the 1911 Revolution?
5. Which country did China declare war on in World War I?

5A WHAT WERE THE KEY FEATURES OF CHINESE SOCIETY AROUND 1750?

5.1 THE PHYSICAL FEATURES AND GEOGRAPHIC EXTENT OF CHINA

KEY CONTENT

In this topic you will:

- identify key physical features and the geographic extent of China.

emperor
someone who rules an empire; imperial China was ruled by a series of emperors

civilisation
a society with large-scale urban settlements, defined systems of government, social organisation, religion and technologies

empire
a group of countries and/or areas, often with different languages and having different cultures, ruled by a central power or leader

dynasty
a period of rule by members of the same family; power is often passed from father to son

In the 1700s, China was largely cut off from the rest of the world. The Chinese **emperor** and his court saw China as a superior **civilisation**, with little need of foreign contact. In 1750, the vast Chinese **Empire** stretched over 9000 kilometres from east to west, and was home to roughly a quarter of the world's population. It included many different groups of people. As well as those who thought of themselves as 'Chinese', there were Tibetans and Muslims in the west, Mongols and Manchus in the north, and Taiwanese in the east.

At this time, the Chinese Empire was ruled by the Qing **Dynasty**, which had come to power in 1644 and would rule China for the next 268 years. Under the Qing Dynasty, China became one of the largest empires in world history. It covered almost 10 per cent of the total land area on Earth.

Larger than China today, the Chinese Empire in the eighteenth and nineteenth centuries included territory that now belongs to Russia, Japan, Kyrgyzstan and Kazakhstan (see Source 1). Its coastline ran from the Eastern Sea to the Southern Sea. All of Mongolia sat within the empire, as did the Qing rulers' homeland in Manchuria.



Source 1 The extent of the Chinese Empire under the Qing Dynasty

SPOTLIGHT

EXPLANATION AND COMMUNICATION

To build historical understanding, it is important to recognise connections and relationships. Geography has an important impact on historical development, and you need to be able to communicate an understanding of how China's geography has affected its history across time.

The Qing had also conquered both Tibet and the distant western desert **provinces** of Xinjiang, a huge area of land mainly occupied by a Muslim people called the Uyghurs. In addition, the Chinese controlled many islands off the coast.

China's territories contained fertile farmland and rich river systems, particularly the Huang He (Yellow River) and the Yangtze River and their tributaries. The Yangtze is Asia's longest river, flowing across the country from Tibet to the East China Sea. Several of China's most important cities were located along its banks. These included the ancient capital of Nanjing, Wuhan, and the important seaport of Shanghai.

Farms in the Yangtze Valley provided more than a third of China's crops. Ships and riverboats distributed grain from the valley up and down the coast, and along the river. Beijing received its share of the crops via the Grand Canal – the longest artificial waterway in the world, with a length of almost 1800 kilometres (see Source 2). It connected Beijing in the north to Hangzhou in the south.



Source 2 A modern-day view of a bridge over the Grand Canal – the longest artificial waterway in the world – at Jiangsu, China

The Chinese Empire also contained some much harsher landscapes. Much of Mongolia is made up of **steppes**, while Xinjiang province is nearly all desert, with less than 10 per cent of the land area suitable for people to live on. Tibet sits on a **plateau**, with the Himalayas in the south.

province
an administrative region

steppe
a vast stretch of grassland, with poor soil and without trees, found in extreme weather conditions, e.g. in places such as Siberia and Mongolia

plateau
a high, flat area of land

5.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. How wide was the Chinese Empire from east to west in 1750?
2. When did the Qing Dynasty come to power, and in which year did its rule come to an end? How many years did it control China?
3. Which countries now control land that used to be part of China under the Qing Dynasty?
4. Identify China's two major river systems.

EVALUATE AND CREATE

5. Create a digital scrapbook of images that convey the range of landscapes found across China. Label each of these landscapes with its location and mark it on a blank map of China.



Source 3 The Huang He (Yellow River)

SPOTLIGHT

CONTINUITY AND CHANGE

The adoption by the Qing of Chinese customs is a clear example of continuity and change. Throughout its history, China has adapted and modified foreign ideas and influences, and remade them to suit Chinese traditions. There are ongoing examples of this in the twenty-first century.

hierarchy
a way of organising things (or people) from top down in order of importance or significance

BCE
Before the Common Era; used to indicate any time before the birth of Christ

Mandate of Heaven
a traditional Chinese belief based on the idea that the emperor was chosen to rule by the gods; the Mandate of Heaven also outlined the privileges and responsibilities of the emperor

5.2 KEY FEATURES OF CHINESE SOCIETY AND ECONOMY

KEY CONTENT

In this topic you will:

- describe the structure of Chinese society
- explain the role of Chinese leaders
- outline key features of the Chinese economy.

The Qing Dynasty originally came from Manchuria, in the north-east of the empire. The Manchus conquered China in 1644 in a bloody takeover, looting cities and driving out members of the then ruling Ming Dynasty. By 1750 they had been ruling for over 100 years, but some Chinese still saw them as unwelcome foreigners.

After coming to power, the Qing adopted many Chinese customs and beliefs, and they communicated in Chinese as well as Manchu. However, the Qing still thought of themselves as a separate ethnic group. They tried to protect their ethnic identity, and gave special privileges to Manchus over other Chinese people. Important government posts were reserved for Manchu people, and marriage between Manchus and Chinese was forbidden.

China's traditional social structure

Social order and harmony were highly valued in traditional Chinese society. Social status depended on your occupation, as well as other aspects – such as whether you were male or female. Generally, people accepted their place in society and the expectations of how they should behave.

China had a strict social **hierarchy**, with the emperor and the nobles of the ruling dynasty at the top. The emperor had total authority. He personally directed the army and could overrule any judgment made by any court. Next came the government officials – also known as the 'scholar-gentry' – who achieved their positions by performing well in the government examination system. Other classes, in order of wealth, were the merchants, artisans and craftsmen, and the farmers and peasants. However, in terms of the social structure, merchants were considered to be at the bottom because they did not make or produce anything and only worked for their own gain. This social order remained unchanged from the time of the first emperor of a unified China, Qin Shi Huang Di in 221 BCE, to the late 1800s.



Source 4 The Qing Dynasty Emperor Qianlong, who ruled China from 1735 to 1796

The emperor

According to Chinese tradition, the emperor ruled with a '**Mandate of Heaven**', and he was also known as the 'Son of Heaven'. Tradition stated that as long as the emperor was virtuous and ruled well, the country would prosper. But if the emperor ruled badly, the country was at risk of floods, famine and conflict. These were all thought to be signs of Heaven's unhappiness with the emperor's actions and the rule of his dynasty.



Source 5 A group of Chinese government officials, called 'mandarins' by Europeans

The wealthy nobles who supported the emperor gained their wealth and prestige from being born into noble families. They contributed part of their wealth to the emperor each year, and the emperor retained the power to remove nobility from a family.

Government officials

Beneath the emperor, trained officials looked after the day-to-day running of the empire. In theory, most males could sit the government examination to become an official, although in practice poorer men found it almost impossible to do so, because studying for the examinations meant they were not able to work. Men who were very rich could pay for a position rather than complete the examination. Women were not allowed to apply at all.

Government posts were highly sought after, and brought money and status with them. Most officials lived in the provinces and oversaw local matters, such as the maintenance of roads and bridges, new building works and tax collection. Government officials also heard legal cases and passed judgments. If an official proved to be especially talented or ambitious, he might rise to become the governor of a province, or join the imperial court in Beijing.

The examinations themselves lasted between one and three days. The examiners tested the candidates' knowledge of ancient Chinese philosophy and literature. Those sitting the examinations had to answer oral questions, quote ancient texts, and write formal essays and poetry. As a result of the examination system, China's officials, judges and governors all knew an impressive amount of 2000-year-old poetry and philosophy. However, most knew nothing about engineering, geography, foreign languages or modern science. During the nineteenth century, some Chinese began to argue that the examination system was too old-fashioned and that it was unsuitable for a modern country. Despite this, the system continued until 1905.

The Chinese word for those who passed the examinations was *guan*, but European visitors from the sixteenth century onwards referred to them as **mandarins**, from the Portuguese word *mandar*, meaning 'to command'.

Our modern system of examinations owes a great deal to this Chinese tradition. It was the foundation of government based on merit. Only the best educated and best qualified were allowed to be government officials. This system of government has been called a '**meritocracy**'.

SPOTLIGHT

CAUSE AND EFFECT

In a society as rigidly structured as China's, your social status had an enormous impact on your life chances. Thus, birth became the major decider of the course of your life. This shows that cause and effect can be applied at a personal level, as well as at broader levels.

STRANGE BUT TRUE

The government examination system was introduced in the year 605 – it was over 1000 years old by the time the Qing came to power. Competition was fierce, and by the mid-1800s, over a million candidates from all over the empire sat the examinations each year. Only 25 089 places were available.

mandarin
a government official or bureaucrat in imperial China chosen by examination

meritocracy
government based on merit

The army

banner
a military unit of 300 men that became the basis of the Qing army

The Qing emperors commanded two major military forces. The first was the original Manchu army, which was divided into a number of **banners**. In 1750, eight banners were still 'forbidden' legions, meaning they were made up entirely of soldiers – or 'bannermen' – from Manchu. In other banners, the officers were mainly Manchu, but the soldiers included Chinese.

The bannermen were an elite force, made up of professional soldiers, and were stationed in major cities all across China. Over time, the military ranks became hereditary, as the army chose to recruit the sons of existing officers.

The other major military force was the Green Standard Army, which consisted mainly of non-Manchu Chinese soldiers. The Green Standard Army was two to three times larger than the banner armies, and contributed most of the soldiers who fought during wartime. Each provincial governor had a battalion of Green Standard Army soldiers to command, and used them to maintain local law and order.

Like government officials, military officers sat examinations. The military examinations tested the same philosophical and literary knowledge as the regular government examinations; however, government scholars often looked down on the military as inferior. Military examination candidates also had to show their mastery of specific military knowledge, such as the writings of the famous sixth-century general Sun Tzu, author of *The Art of War*.

China's economy in the nineteenth century

During the nineteenth century, China was predominantly an agricultural society, with more than 90 per cent of the population living and working in rural areas. Many households boosted their income by weaving silk or cotton, or making handicrafts for sale at local markets. Other industries included growing tea and making porcelain.

SPOTLIGHT

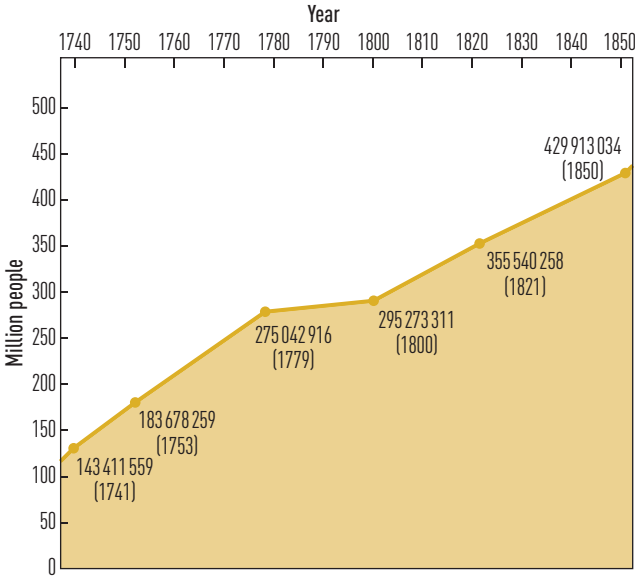
SIGNIFICANCE

We often only consider significance as applying to great events and people. Consider how significant tea was as a crop to the Chinese during this period.

China had once led the world in the arts and sciences, but by the start of the nineteenth century those days were in the distant past. When the Qing rulers first came to power in 1644, they adopted the Chinese arts and sciences, and were reluctant to change or reform anything. In fact, in the court of the Qing emperor, the accepted slogan became 'all change equals decay'. This meant that the innovation that had made China great in the past was replaced by a reluctance to try anything new.

China did not have advanced industries like Britain or the United States; however, some industrialisation did occur in the nineteenth century in large cities such as Beijing, Shanghai and Canton (modern-day Guangzhou). Basic iron foundries, for example, employed up to 3000 men in some places. By the late 1800s, a small proportion of workers could be classed as industrial workers. However, as China did not have modern, large-scale industries, a significant industrial working class did not develop in China. The majority of people throughout the period 1750–1918 remained peasant farmers.

One enormously important crop was tea, which was grown by peasants and bought by tea merchants, who shipped it to other countries. By 1800, Britain in particular was buying huge amounts of tea from China in exchange for millions of pounds worth of silver every year. Most of this, though, went to the merchants – very little of it made it back to the farmers who grew the leaves.



Source 6 China's population growth from 143 million in 1741 to 430 million in 1850; population pressure put increasing demand on production and China's ability to feed its people.

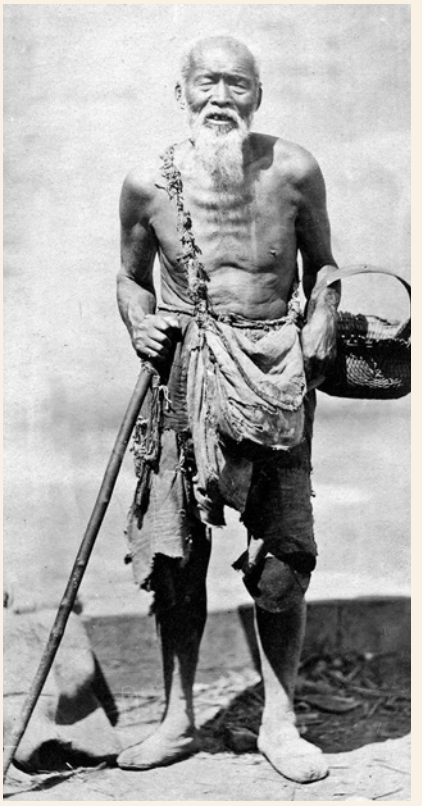
China struggled economically in the second half of the nineteenth century. Its population more than doubled, swelling to over 400 million between 1750 and 1850. This increase, together with a lack of new ideas, meant that China's food production was only just keeping up with the needs of the population. Large numbers of destitute people began to move around the country in search of work and food.

5.2 SOURCE STUDY

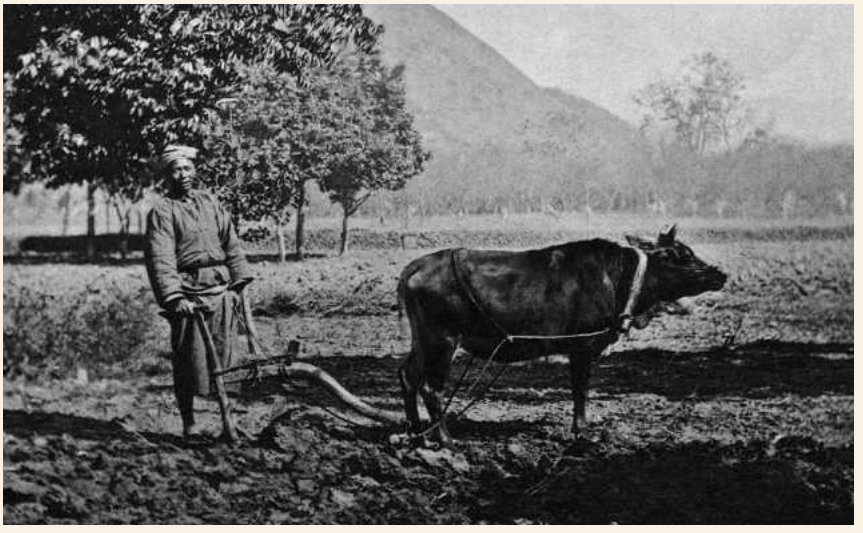
China's economy in the late nineteenth century



Source 7 Workers processing tea in Canton in the late nineteenth century



Source 8 Destitute people in China were forced to move around the country looking for food and work.



Source 9 A farmer with his ox and plough, *c.* 1870s

INTERPRET

1. What do Sources 7 and 9 suggest about China's economy?
2. What does Source 7 reveal about the impact of the Industrial Revolution on China in the nineteenth century? What are the risks of relying only on this single source to come to any conclusion?
3. Look at the caption that has been given to Source 8. Does it influence the way you interpret the source? What caption would you give to the source to describe the way you interpret it?

THINK, PAIR, SHARE

Think about Sources 7 to 9 and what they reveal about life in China during the nineteenth century.

Discuss your ideas with a partner, and talk about how valuable sources such as this are in allowing you to build an understanding of life in nineteenth-century China.

Share your thoughts with the class.

Reforms from the 1860s

From the mid-1860s, after military and naval defeats by Britain and France, the Qing government realised that China needed to improve its armed forces. The banners and the Green Standard Army were weak and disorganised compared to foreign military forces. They used outdated weapons and training methods. Just as importantly, countries such as Britain and France had far better navies. Their fleets of steam-powered and metal-hulled ships with powerful guns totally outclassed China's old-fashioned wooden boats.



Source 10 A silk factory in Shanghai, *c.* 1900

In this period, known as the 'Self-Strengthening Movement', China started buying modern ships from Europe and also experimented with building its own. Early trials yielded mixed results. In 1862, General Zeng Guofan reported that Chinese workers had managed to build a steamboat without foreign assistance, but that it was 'very slow'.

China also needed to build up its industry if it wanted to compete with the West. In the 1870s, the Chinese began to build modern factories. In 1875, a factory in the city of Jiangnan began producing modern rifles, initially 12 a day. In 1877, the first steam engine was used to power a wool mill. Other industries included silk, shipyards and coal mines.

Self-strengthening projects were only partially successful in modernising the nation. Foreigners were still needed to run many factories, as the government could not find Chinese people who knew enough about modern science or engineering to do so.

Government under the Qing Dynasty

To govern such an enormous and varied empire, the Qing developed a complex political system. At the very top of the system sat the emperor, who ruled with absolute authority. The emperor had the final say in all matters of government.

Below the emperor there were the government officials known as the 'Grand Council'. They kept the emperor informed about important events and helped him to make significant decisions. Reporting to the Grand Council were six groups, known as boards, who took responsibility for different tasks within the government: the Board of Civil Appointments, the Board of Finance, the Board of Rites, the Board of War, the Board of Punishments and the Board of Works.

Beyond the capital, Beijing, China was divided into 18 provinces. Eight powerful men – called governors-general, or viceroys – ruled over these provinces, and also reported to the Grand Council. Under the viceroys, there was a military official and a non-military governor for each province. The provinces were then further divided into smaller areas of land called prefectures, sub-prefectures and counties, where local government officials reported to the province's governor. Local officials were responsible for collecting taxes from the people, passing judgments and managing building projects.

The emperor ruled from his palace in Beijing, which was known as the **Forbidden City**. The Grand Council also met there, as did some other important officials. The palace contained 980 separate buildings, as well as gardens, courtyards and an artificial river.

STRANGE BUT TRUE

When responding to letters or writing down his decisions, the emperor used vermilion ink. This colour, similar to scarlet, was forbidden to all others.

Forbidden City
the Chinese imperial palace in Beijing, China, that served as home to the emperor and the centre of Chinese government for almost 500 years during the rule of the Ming and Qing Dynasties

As the name suggests, entry to the Forbidden City was highly restricted. Nobody was allowed to come or go without the emperor's permission. Visitors to the palace were met by high walls surrounded by a moat. They entered through a gate studded with golden nails, and crossed bridges, squares and more gates before reaching the emperor's throne room. Guests were received by the emperor in a richly decorated hall. Anyone coming into the presence of the emperor had to perform a ritual known as the *kowtow*. This was a sign of respect that involved kneeling and bowing very low, then touching one's head to the ground nine times. To perform the full *kowtow*, a visitor repeated this action three times.

5.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Why was it an advantage to be a Manchu if you wanted a position in government?
2 Who had ultimate power in both social and political organisations in Qing Dynasty China? What was the source of this power?
3 Explain why government posts were highly sought-after.
4 What were the main knowledge areas tested in the examination system?
5 Name the two separate military forces that existed during the Qing Dynasty.
6 How much of China's population was involved in agriculture in the nineteenth century?

APPLY AND ANALYSE

7 Create a diagram that shows China's traditional social structure. How does it compare with the social structure of Australian society today?

EVALUATE AND CREATE

8 Create a diagram or infographic that explains the government system developed under the Qing Dynasty.

GO DEEPER

9 Sporting coaches have been known to quote Sun Tzu's *The Art of War* to their players. Research the book and explain why the writings of a sixth-century Chinese general can be useful in modern-day sport.

SPOTLIGHT

RESEARCH

An important part of studying History is being prepared to research terms such as *kowtow*. Here, you have been introduced to the term in the context of nineteenth-century China, so you are able to understand its origin. If you had come across it in a modern context, research would have been necessary to find where it had come from.

Source 11 The Forbidden City was the centre of power for the empire.



5.3 RELIGIOUS BELIEFS AND CULTURAL FEATURES

KEY CONTENT

In this topic you will:

- describe China's main religious beliefs and cultural features.

Confucianism
a code of behaviour established by the Chinese philosopher K'ung Ch'iu (commonly known as Confucius) in the early fifth century BCE

Chinese beliefs and practices in the nineteenth century

Three main religions or philosophies existed together in Chinese society from ancient times: Confucianism, Daoism and Buddhism. At different periods in China's history, they varied in their influence and popularity, often depending on the ruling dynasty's attitude or preferences towards them. Chinese people frequently combined elements of these different religions and philosophies in their daily lives, rather than committing to one set of beliefs.



Source 12 The teachings of Confucius continue to influence modern Chinese society to this day.

Confucianism

The main belief system in China during the Qing Dynasty was **Confucianism**. Confucianism is not a religion, but rather a set of guidelines that influence how people conduct themselves in daily life.

Confucius was a philosopher and teacher who lived from 551 to 479 BCE in eastern China. He argued that people should live virtuous lives. They should respect their elders and rulers, and do their best to fulfil their given roles in society. Proper rules governed what people of different classes should or should not do in particular circumstances, and how they should behave towards their superiors. Confucius taught that if everyone followed these rules, society would be harmonious as a result. A person should also try to treat others well and kindly, to act nobly, and to learn to distinguish right from wrong.

Confucianism encouraged 'ancestor worship'. On important days such as weddings, holidays or anniversaries of deaths, male descendants offered gifts to their ancestors. The names of dead family members were shown on stone or clay tablets. During the ritual, the men entered the family hall to lay offerings before these tablets and pay their respects to the dead. Women could not perform these rites.

Daoism and Buddhism

Daoism is said to have begun with the teachings of the Chinese philosopher Laozi (600–531 BCE). In contrast to Confucianists, Daoists value the spiritual links with nature. They believe they must become one with the life force (the Dao, or 'the Way') and balance the yin (female) and yang (male) forces that control everything in the world. Meditation is one way to help in the struggle for spiritual balance.

Buddhism is based on the teachings of Gautama Buddha, who was born in India in the sixth century BCE. Buddha taught that life is characterised by suffering and that all people are trapped in a cycle of birth and rebirth, or reincarnation. To escape this cycle, an individual has to achieve enlightenment, or freedom from desire.

Daoism
a set of principles and religious beliefs that heavily influenced the development of Chinese society

Buddhism
a major world religion that originated in India; it encompasses a variety of traditions, beliefs and spiritual practices

Arts under the Qing Dynasty

Chinese porcelain

Porcelain was one of China's most important exports. Chinese ceramics were so highly regarded that 'china' actually became the English word for porcelain. Buyers from all over the world sought high-quality porcelain made by Chinese artisans, including European kings and nobles, who ordered their own heraldic shields or house mottos to be painted onto Chinese vases and plates.

By the end of the eighteenth century, however, porcelain trade was in decline. Europeans, particularly the Dutch, learnt to reproduce Chinese porcelain-making techniques and set up their own factories. At first they imitated Chinese designs and even imported Chinese clay. But soon they developed their own style of china, which appealed to changing European tastes. Another factor in the decline of Chinese porcelain was the growth of the trade in Chinese tea. By 1800, exporting tea was so profitable that cargo space in ships was given to tea rather than porcelain.



Source 13 This close-up view of a porcelain vase from the Qing Dynasty shows children and their schoolteacher.

Architecture: the Summer Palace

The grandest building project of the Qing emperors was the construction of the Summer Palace in Beijing. The palace served as a mark of the wealth and taste of the Manchu rulers. They arranged its landscapes and many buildings according to traditional principles of Chinese garden design. All aspects of the palace and its grounds contributed to an overall sense of harmony. The elements of water, hills, trees, temples, walkways and palace buildings were placed carefully in relation to each other to create a single impression of completeness.

The Qianlong Emperor began the building project in 1749 by expanding existing gardens to create a summer retreat. There was already a small lake at the location, but the Qianlong Emperor ordered his workers to vastly extend it. Between 1750 and 1764, thousands of labourers dug out the lake, using the rubble to shape the nearby landscape. The finished Summer Palace covered roughly three square kilometres. Only a quarter of this was land. A new artificial lake known as Kunming Lake covered the rest of it. The lake's islands, bridges and side-streams deliberately echoed the landscape of the famous West Lake near the city of Hangzhou in the south. In this way, the Qianlong Emperor's garden demonstrated a connection between northern and southern China.

The Summer Palace was destroyed twice during the next 151 years by invading armies. Each time it was rebuilt at great expense by the Qing emperors.



Source 14 A sense of harmony: an engraving of the Summer Palace gardens from 1867

Source 15 This modern-day photo shows people riding on the frozen Kunming Lake at the Summer Palace.



Literature

The Qing emperors encouraged literature, as long as it supported their rule. The Qianlong Emperor ordered Chinese scholars to collect thousands of masterpieces of Chinese literature, which he published in a collection called *The Complete Book of the Four Treasuries*. The collection was meant to be an official version of China's greatest literary works, but the Qianlong Emperor ordered his scholars to carefully read every book they encountered. If a book or poem contained any negative views of the Manchu, he demanded that all copies be destroyed. As a result, the censors destroyed over 2000 literary works forever.

Despite this, writers continued to produce new works during this time. Probably the most famous authors of the period were Yuan Mei (1716–98) and Cao Xueqin (*c.* 1715–63). Cao Xueqin wrote the 120-chapter novel *Dream of the Red Chamber*, first published after the author's death in 1791. Historians describe the novel as one of China's greatest literary works. It tells the story of a wealthy eighteenth-century family that breaks apart when its members deceive one another. *Dream of the Red Chamber* was especially notable because it showed scenes in which government officials made less than perfect decisions.



Source 16 A scene from the Chinese opera *Farewell My Concubine*, a story from 200 BCE, which is still performed in modern times

Chinese opera

Between 1790 and the 1840s, the distinctive 'Beijing opera' style evolved. Beijing opera was mainly a court entertainment, though it became popular with the wider public in the later nineteenth century. Its performers wore striking make-up and bright costumes to show the personalities and status of their characters. Rather than acting 'realistically', Beijing opera performers used graceful, symbolic movements. Audience members knew that certain gestures were meant to show a particular emotion (for example, a sudden backward somersault expressed the despair a person feels upon losing a loved one), or that a specific movement indicated an action (for example, lifting a foot meant entering a house).

5.3 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Identify the three main religions or philosophies that underpinned Chinese society.
2. Outline the ways in which the Summer Palace reflected the emperor's dominance.
3. Identify how Beijing opera performers conveyed emotion or indicated an action.

APPLY AND ANALYSE

4. What evidence is there that Chinese porcelain was highly regarded in Europe? Why did it lose popularity? What evidence supports this loss in popularity?
5. Explain how culture was used to support tradition under the Qing Dynasty.

GO DEEPER

6. Investigate the philosophies of Confucius. Suggest how his teachings and beliefs influence the Chinese way of life to this day.

5.4 TRADITION IN DAILY LIFE

KEY CONTENT

In this topic you will:

- discuss the lives and work of men, women and children.

For most people in China during the Qing Dynasty, daily life depended on ancient traditions and beliefs. The majority worshipped their ancestors, farmed the land and used simple technology. Things changed little over the generations.

Life on farms and rural villages

Only around 6 per cent of the population lived in cities with more than 50 000 people. The rest lived in small farming villages or towns. Most people were peasants who farmed the land. As well as growing crops, poorer peasant families often made extra money by spinning or weaving cotton or silk, or making other handicrafts for sale at local markets. Poorer families would also rent their land from wealthier landowners, and had to give them up to 50 per cent of what they grew.

Craftsmen and peasant farmers still used simple technology in their day-to-day lives. People and animals, rather than machines, did nearly all the physical work. Farmers used tools such as ploughs, and carts for transporting goods. Weavers used spinning wheels or hand spindles to make silk or cotton thread, and porcelain makers used the same hand-moulding techniques that had been used for centuries.

SPOTLIGHT

CONTINUITY AND CHANGE

Source 17 presents the argument that China is an example of historical continuity at this point in time. It will be important for you to be alert to examples that both support and challenge this argument as you study China across the period 1750–1918.

5.4A SOURCE STUDY

Tradition in daily life

Source 17

Could one gaze backward through a vista of five hundred years he would probably see little more and little less than he sees today. [The Chinese] are doing just what their ancestors did, no more no less, no other. They cultivate the same fields in the same way (albeit a few of the crops are modern); they go to the same markets in the same invariable order; buy, sell, and wear the same articles; marry and are given in marriage according to the same pattern.

American missionary Arthur Smith, writing about China in 1899



Source 18 A painting from the nineteenth century depicting the manufacturing of porcelain in China using hand-moulding techniques



Source 19 Chinese peasants in Southern China planting rice, an activity that required the labour of peasant men, women and children

INTERPRET

1. Explain how these sources help you understand continuity and change as a historical concept.
2. Outline what these three sources have in common.
3. Explain how a historian would use these sources.

The extended family

Typically, Chinese extended families lived together in the same home. Confucian tradition stated that the ideal situation was for five generations to live together under the same roof. How people actually managed this depended a great deal on how wealthy they were. Affluent families could afford to build large homes with high walls – inside, family members lived in separate buildings arranged around one or more central courtyards. Poorer families often shared a single building.

A household normally included the male head of the household, his wife, his sons and their wives and children, and any unmarried daughters. When one of the daughters married, she would go to live with the family of her new husband. Marriage was an important economic exchange for families. Poorer families sometimes had to pay a **bride-price** to find wives for their sons, while the sons of rich families, on the other hand, expected their new wife to come with a **dowry**. When the male head of the family died, his sons divided the property equally among themselves.

bride-price
a sum of money paid by the groom's family to the bride's family

dowry
a sum of money paid by the bride's father to the groom's family

The lives of women in Qing Dynasty China

Women in Chinese society occupied a much lower position than men. They could not inherit property, and depended on their fathers or husbands for their livelihood. A virtuous woman was expected to be loyal and obedient to her father or husband.

Source 20 This eighteenth-century illustration shows an idealised domestic scene in a wealthy family. The woman is arranging flowers for the home.



Women generally took responsibility for domestic arrangements within the home – they cooked, cleaned and raised children. A wealthy woman might direct servants in this work, but poorer women had to do it themselves. Many farming women also worked in the fields, or helped make handicrafts for extra income.

Daughters were not considered to be of much worth within Chinese families. Instead, most parents hoped for the birth of sons rather than daughters. As a result, new born girls were frequently killed.

Women faced many restrictions on their activities. They were discouraged from interacting freely with men. They were also barred from holding government positions, and were not allowed to sit the government examinations. Very few were educated.

Men were free to seek the company of **concubines**, even while they were married. They were also able to remarry as soon as their wives died. Women, by contrast, were expected to be completely faithful to their husbands. Many people in Chinese society even believed that widows should commit suicide rather than remarry if their husbands died.

Foot binding

Foot binding was a widespread practice that affected millions of girls and women in China during the Qing Dynasty. Both men and women saw small feet as a sign of beauty, and many families regarded bound feet as essential when arranging marriages between their children. The women, however, paid a high price for this 'beauty' – foot binding had crippling results.

Foot binding started at around the age of five. The mothers (or female relatives) would wrap cloth strips tightly around the feet of the children. For the next 10 years these girls wore the strips all day and night. As they grew older, the strips were bound tighter, slowly changing the shape of their feet. The four minor toes were bent around until they sat completely under the sole of the foot. The bindings also shortened both the length and width of the foot.

By the time these girls reached the age of 15, their feet had been transformed into 'golden lilies' – feet about 10 centimetres long.

Foot binding was an agonising process. It completely deformed the bones of the feet. Girls often had trouble sleeping at night because of the pain, and would ask their mothers to sleep on top of their feet to make them go numb. At the same time, they had to make sure the bindings did not cut off the circulation to their feet entirely – this could cause **gangrene**. They had to wash their 'golden lilies' carefully so they would not smell. They also had to watch out for pus caused by infections. Girls and women with bound feet walked with difficulty. As a consequence, their leg muscles also often wasted away from lack of use.

Interestingly, the very high and the very low in society were the most likely to avoid foot binding. Manchu women did not bind their feet, nor did many girls from peasant families, as this would have prevented them from working in the fields.

Chinese women continued to have their feet bound well into the twentieth century.



Source 22 An elderly woman shows her bound feet, 2017

concubine
a woman kept for the entertainment and pleasure of man, particularly a ruler



Source 21 A wealthy woman's 'golden lilies', *c.* 1900

gangrene
the death of tissue in extreme parts of the body, e.g. hands and feet

SEE, THINK, WONDER

Look at the photos in Sources 21 and 22.

What do you see?

What do you think?

What do they make you wonder?

SPOTLIGHT

EMPATHETIC UNDERSTANDING

It is not always easy to understand other points of view when you confront behaviours and values that might conflict with your own. What barriers exist that could challenge your empathetic understanding of the lives of women in Qing Dynasty China?

Growing up in Qing Dynasty China

Source 23 A group of elite schoolboys from China who learnt English and were taken to study in the United States in 1872, as part of a Chinese government program



Children of peasant farmers were required to work long hours alongside their parents. Boys and girls tended to livestock, and took part in planting and harvesting crops; while girls would also learn household tasks, such as cooking and weaving cloth. Girls were not usually formally educated, although schools in Buddhist temples did teach boys and girls the basics of reading and writing.

Schools for boys were established throughout China's provinces. There was no such thing as compulsory education. However, if families could spare their sons from work, they were often willing to pay the school tuition so their sons could sit the government examination. The school year generally ran from the end of January to the middle of December, with a break in the summer if the teacher himself went away to sit the government examinations.

The school room was occupied by boys aged from six to 17, all studying individually. As well as learning the Chinese characters by rote, students learnt to recite and analyse the writings of Confucius and other classics. They wrote literary essays and poetry. Science and mathematics were not taught.

Many women in wealthy households studied at home, and were literate. However, there were differing views about educating women during the Qing Dynasty. Some scholars viewed education for women as necessary only if it was to help educate their sons or manage household finances.

5.4B SOURCE STUDY

Education during the Qing Dynasty

Source 24

Preparation for the exams was protracted and arduous. It is said to have begun with pre-natal conditioning: A pregnant woman wishing for a gifted son would sit erect; would avoid clashing colours and strange food; and would hear poetry and the classics read aloud. Boys age 3 began learning characters at home, and began the study of the classics at school at age 8. By age 15, boys learned and memorized the Confucian classics, in preparation for the exams. They also practised writing poems and **eight-legged essays**, and calligraphy. From ancient times, many poems were composed on the theme, 'If you study while young, you will get ahead.' Here is [a portion of] one written by a Song emperor:

To enrich your family, no need to buy good land:

Books hold a thousand measures of grain

For an easy life, no need to build a mansion:

In books are found houses of gold

A boy who wants to become a somebody

Devotes himself to the classics, faces the window, and reads.

Extract from Insup Taylor and M Martin Taylor, Writing and Literacy in Chinese, Korean and Japanese, *John Benjamins Publishing Company, 1995, p. 150*

eight-legged essay
a style of Chinese essay written by candidates to pass the Imperial exams in the Ming and Qing Dynasties

INTERPRET

1. How does this source help you describe the Chinese attitude to education?
2. How is this source limited? What does it not tell historians about education?
3. Using this source and your own experience, compare the Chinese experience of education with your own.

Qing Dynasty fashion

The Qing rulers established a dress code for the imperial court, to distinguish the ruling elite and government from the general population. Court robes worn by the imperial family displayed round dragon medallions. The dragon symbolised the emperor, and permission to wear this style of robe could only be given by him. Civil and military officials displayed square court insignia badges on their robes with the appropriate bird or animal to identify their rank. The robes were made out of expensive fabrics such as silks, satins, fine wool and furs. They would often be further adorned with jewels. Women dressed according to the rank of their husbands. There were also laws governing what commoners wore. Servants, actors and labourers were only allowed to wear clothes made of cheap materials, such as hemp cloth and sheepskin.



Source 25 A tapestry medallion with a five-clawed dragon, late seventeenth century

When the Shunzhi Emperor first conquered China in 1644 and established Qing rule in China, he decreed that all Chinese men should wear their hair in the Manchu style to show their obedience to their new rulers. They shaved the front of their head and wore a long **queue** at the back. Anyone who refused to change his hairstyle could be hunted down and killed. In the city of Jiangyin alone, the Qing army killed 100 000 men who continued to wear their hair as they had before. As a consequence, by 1750, all Chinese men except priests and monks wore their hair in the Manchu style. Growing one's hair long at the front or cutting off one's queue were seen as symbols of rebellion against the Qing.

queue
a plaited ponytail

This hairstyle lasted until the fall of the Qing Dynasty in 1912, when many men were safely able to cut off their queues (see Source 26).



Source 26 Men having their queues cut off after the fall of the Qing Dynasty

5.4 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Identify ways in which Chinese peasants could make money.
2. Outline the differences between the housing conditions of rich and poor Chinese.
3. Why did Chinese men shave the front of their heads?

APPLY AND ANALYSE

4. Explain the ways in which women had fewer opportunities in Chinese society than men.
5. Consider what you have learnt about foot binding. Write a personal reaction to the practice. Do you think we have any similar practices in our society today?

EVALUATE AND CREATE

6. Create an illustrated guide to Qing Dynasty fashion. How practical would these fashions be today?

GO DEEPER

7. Research Qing Dynasty education, and compare and contrast it to your own education.

5A

CHECKPOINT

WHAT WERE THE KEY FEATURES OF CHINESE SOCIETY AROUND 1750?

» Identify key physical features and the geographic extent of China

1 Copy the map below and label the following features:

- the main countries bordering China in the period 1750–1918
- the Huang He and the Yangtze River
- the Mongolian Steppe
- Xinjiang desert
- the Himalayas. (10 marks)

2 Use the scale on the map to identify the approximate length and breadth of China during the nineteenth century. (2 marks)



» Describe the structure of Chinese society

» Explain the role of Chinese leaders

3 Copy and complete the following table to explain the roles of the different groups in Chinese society. (15 marks)

Position	Role
Emperor	
Nobles	
Government officials	
Military officials	
Merchants	
Artisans and craftsmen	
Peasant farmers	

» Outline key features of the Chinese economy

4 Describe China's economy during the Qing Dynasty. Outline the major problems it was facing. (15 marks)

» Describe China's main religious beliefs and cultural features

5 Identify the main religious and philosophical belief systems followed in China. Briefly describe each belief system. (10 marks)

6 Select two of the following aspects of Chinese culture from this period, and explain the role they played in Chinese life:

- literature
- opera
- foot binding. (8 marks)

» Discuss the lives and work of men, women and children

7 Describe the lives of each of the following groups in Qing Dynasty China, showing the differences between rich and poor:

- men
- women
- children. (20 marks)

Total marks [/80]

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words
- 20 marks = 600 to 800 words.

Include historical terms and concepts, and give detailed examples to show your understanding.



Source 27 Qing Dynasty bannermen, late eighteenth century; the bannermen were an elite military force, made up of professional soldiers.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Answers
Answers to every Check Your Learning, Interpret and Checkpoint question in this section

5B TO WHAT EXTENT DID CHINESE SOCIETY CHANGE AS A RESULT OF CONTACT WITH EUROPEANS?

5.5 THE NATURE OF CONTACT BETWEEN CHINA AND THE EUROPEAN POWERS

KEY CONTENT

In this topic you will:

- outline the nature of the contact of China with European powers
- explain how China was changed by its contact with European powers
- identify features of Chinese society that were unaffected by contact with Europeans
- discuss the positive and negative consequences of contact between China and the European powers during this period.

SPOTLIGHT

PERSPECTIVES

Consider the difficulties historians might face when dealing with official Chinese sources if these sources reflect the perspective of Qing emperors that China was superior to other nations.

For most of the eighteenth century, the Qing emperors claimed that China was superior to other nations. They maintained that China was the centre of civilisation and had little need of foreign technology, learning or goods. In other words, they had become too inward looking, and had turned away from what we would refer to today as the advantages of globalism. By the close of the eighteenth century, however, European powers were demanding more trade and access to a greater number of Chinese trading ports. Over the next 100 years, the Qing emperors saw their empire rapidly lose power, as the Chinese lost important wars with foreign nations.

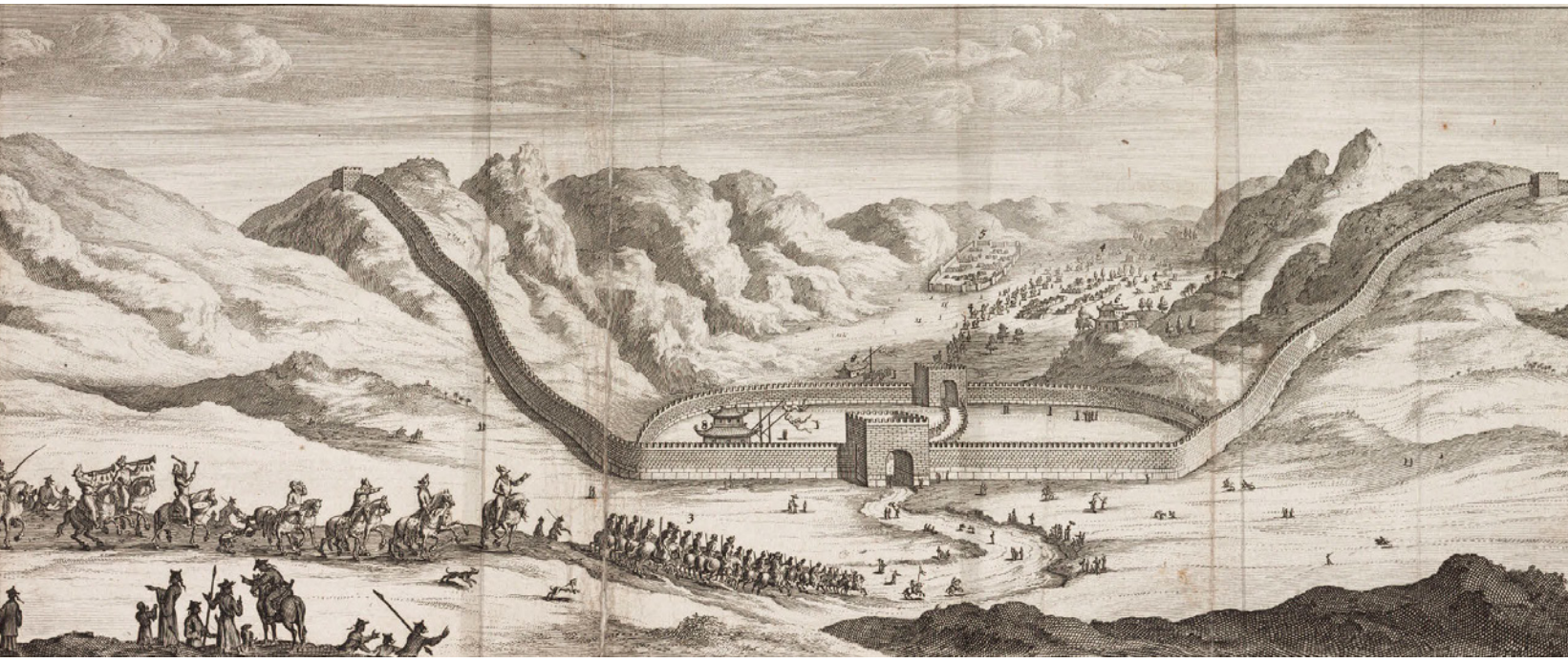
Early encounters with the West

STRANGE BUT TRUE

In 1807, Englishman Robert Morrison established the first Protestant mission in Canton. It took seven years for the first Chinese people to convert to Christianity. During this time, Morrison started writing the first Chinese–English dictionary.

Most of what we know in the West about early Chinese encounters with Europeans is based on European sources, and many of these were written to reinforce the idea of Western and 'white' superiority. Europeans had been trading with the Chinese by sea since the 1500s. Early traders included the Portuguese and the Dutch, who set up a trading port in Taiwan in 1624. The British arrived soon afterwards, but foreign trade slowed under the Qing emperors. From 1760, foreign traders were allowed to bring their ships into Canton, in the south, where they were only permitted contact with the *cohong* – a small group of Chinese merchants authorised by the government to trade with the foreign merchants.

Christian missionaries had been in China since the seventeenth century. The Chinese emperors distrusted Christianity. They saw it as a challenge to Confucian values, and disliked foreign missionaries moving around their country. Government officials also saw Christian missionaries as potential rivals to their own systems of beliefs and education. From 1800 onwards, however, missionaries began to arrive in greater numbers and continued to spread throughout the country, starting schools and hospitals.



Source 1 This engraving (*c.* 1700) shows the Russian ambassador to China heading towards a gate in the Great Wall of China. The Great Wall was originally built to prevent invasion from the north.

Relations between China and the West at the start of the nineteenth century

As we have seen, because China had refused to engage with the wider world, it had fallen behind other nations technologically by the beginning of the nineteenth century, and its economy was struggling even to feed its own population. Even so, the Qing emperors continued to follow the old traditions. They were reluctant to change because China regarded itself as the *zhong guo* – or centre of the world – and wanted to deal with foreigners within the age-old tribute system. Under this system, anyone who wanted to trade with China had to acknowledge the superiority of the emperor. This was done ceremonially: members of foreign missions were required to *kowtow* when meeting the emperor (see topic 5.2).

Britain's first envoy to China

China's restriction of trade with foreigners to the Canton and the *cohong* merchants, and their insistence that Westerners pay for goods only in silver, did not suit the British. Britain was the most powerful trading nation at the time, but the tea-drinking craze that swept Britain in the eighteenth century had resulted in an enormous **trade surplus** to China. By the end of the eighteenth century, Britain was buying almost £4 million of tea a year from the Chinese – three times as much as it made by selling British goods to China.

In 1793, the British Government sent an ambassador, Earl Macartney, to ask the Chinese emperor for more trading rights. The **envoy** was a failure, largely because of Macartney's refusal to perform the traditional *kowtow* before the emperor. Instead, he simply knelt on one knee. As a result, the emperor denied all of Macartney's requests. Macartney was ordered to leave Beijing within two days, taking with him an **edict** from the emperor to King George III refusing to increase trade.

trade surplus
where a country sells more products to another country than it can buy from that country

envoy
diplomatic mission

edict
an official order from a person in authority

Britain's first envoy to China



Source 2
A caricature published after the return of Britain's failed envoy to China shows Earl Macartney declining to *kowtow* before the Emperor Qianlong, unlike the men behind him.

Source 3

Macartney brought back an edict from the Qianlong Emperor for King George III. '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.'

But the most devastating thing about Qianlong's edict was that it had been drafted even before Macartney's mission arrived in China. The sad truth is that the ambassador never really stood a chance.

Extract from the BBC Four program Getting Our Way, *Episode 2: 'Prosperity'*

Source 4

You can't conceive of them saying Yes to Macartney's demands. After all, what did he want? He wanted not only trading posts, [but also] possibly an island as a base for trade, and above all, he wanted diplomatic relations on an equal footing, and this was quite unthinkable to the Chinese. After all, there could only be one sun in the sky, and that, of course, was China.

Extract from Sir Percy Cradock, Ambassador to China, 1978–83, in the BBC Four program Getting Our Way, *Episode 2: 'Prosperity'*

I USED TO THINK, NOW I THINK

Reflect on what Sources 2 to 4 tell you about the perspectives of the British and Chinese leadership at the time of Macartney's visit and complete the following sentences.

I used to think ...

Now I think ...

What has changed your understanding?

INTERPRET

1. Explain how these sources support or contradict the following statement: 'For most of the eighteenth century the Qing emperors claimed that China was superior to other nations.'
2. Examine Source 2 and identify the elements that show you that this is a British source. What impression does it convey about China?
3. Use Sources 3 and 4 to list the Chinese and British perspectives of Earl Macartney's mission to China.

The opium trade

British merchants finally found the solution to the trade imbalance in the drug **opium**. Opium is a powerful and highly addictive drug, better known today as an ingredient in morphine and heroin. Opium had been used in China mainly for medicinal purposes, as it dulls the senses and gives a temporary feeling of wellbeing. The practice of smoking it with tobacco had been introduced by Europeans in the seventeenth century, but had been relatively rare.

opium
a drug made from the opium poppy



Source 5 In Britain in the nineteenth century, opium was used in medicines such as 'Mrs Winslow's Soothing Syrup' for teething children. This particular syrup was not withdrawn from sale until 1930.

monopoly
a situation in which a single company or organisation has complete control over a particular market for goods and services; a monopoly normally results in higher prices due to a lack of competition

balance of trade
the balance established between two countries when they trade; it can be relatively even, with both countries buying and selling the same value of goods, or it can be unbalanced, when one country buys more and sells less

Opium Wars
two wars fought between China and European powers over trading rights, including the illegal importation of opium from India by British merchants

The British East India Company – the world's first truly multinational company – held a **monopoly** over the production and sale of opium. In 1773, the opium trade to China started, and English ships loaded with opium from India soon flooded China with the drug. In 1790, British traders shipped 4000 chests of opium a year into China. By 1822, this had risen to 18 766 chests.

The Qing government passed a series of edicts against the trade, but the flow of opium into China continued. By the early 1800s, the **balance of trade** had changed completely. Instead of China being paid silver for their goods, the enormous quantities of opium flooding into the country meant that China's trade goods could no longer cover the cost and now China had to pay silver in addition to the trade goods. The economic impact, the widespread social problem from the growing number of Chinese addicts and the death of the emperor's own son from an overdose caused the emperor to act. He attempted to ban the massive imports of opium. This decision triggered the **Opium Wars** between China and the European powers.



Source 6 *Nemesis Destroying Chinese Junks in Anson's Bay*, 1841, by English painter Edward Duncan, shows a battle taking place during the First Opium War. The Chinese junks were a type of sailing ship that were no match for British warships.

5.5B SOURCE STUDY

The opium trade



Source 8 Two Chinese labourers smoke opium together, *c.* 1880



Source 9 A nineteenth-century cartoon provides a commentary on the British opium trade in China.

Source 7

We find your country is sixty or seventy thousand *li* [one *li* equals approximately 500 metres] from China ... Yet there are barbarian ships that strive to come here for trade for the purpose of making a great profit. The wealth of China is used to profit the barbarians ... By what right do they then in return use the poisonous drug to injure the Chinese people? ... Let us ask, where is your conscience? 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 to do harm to your own country, then even less should you let it be passed on to the harm of other countries ... Of all that China exports to foreign countries, there is not a single thing which is not beneficial to people: they are of benefit when eaten, or of benefit when used, or of benefit when resold: all are beneficial. Is there a single article from China which has done any harm to foreign countries?

Extract from by Lin Zexu, Chinese Commissioner in Canton, 'Letter of Advice to Queen Victoria', before the outbreak of the Opium Wars; there remains some question as to whether Queen Victoria ever read the letter

INTERPRET

1. Examine Source 8. Explain how it either confirms or challenges the suggestion in Source 7 that smoking opium is harmful.
2. Explain what Lin Zexu is asking of Queen Victoria. On what grounds does he base his request?
3. What does Source 9 suggest about the relationship between Britain and China in the nineteenth century?

The Opium Wars

tael
a unit of currency in imperial China

concession
a territory inside one country that is governed by another country

The First Opium War was fought between Britain and China between 1839 and 1842, and the Second Opium War was fought by Britain and France against China from 1856 to 1860. In both wars, the ruling Qing government suffered humiliating defeats, and the European victories allowed foreigners to gain many commercial and strategic advantages in China. The Europeans occupied Chinese port cities and seized territory, and after each war, China was forced to pay millions of silver ***taels*** in compensation to the victors. In addition, the British took control of Hong Kong and opened up five ports to British trade, including Canton and Shanghai. Other European powers were granted '**concessions**'. Russia seized parts of northern China and built a port at Vladivostok on the Pacific coast.

‘Self-Strengthening Movement’ and further conflicts with foreign powers

Following its defeat in the Second Opium War, the Qing government attempted to modernise China. This involved the series of reforms between 1861 and 1895 known as the ‘Self-Strengthening Movement’. There were reforms of government administration, increased industrialisation, and modernisation of the army and the navy. During this period, the need for modernisation was repeatedly made clear to the Qing, as their weakness was further exposed by more disastrous military defeats.

From 1884 to 1885, China and France fought for control of Vietnam, a separate kingdom that paid tribute to China and acknowledged the Chinese emperor as the supreme ruler. Once again, the conflict was about trade, as French traders hoped to use the Red River in Vietnam to reach China. French army and navy forces clashed with local troops in Vietnam and attacked Chinese territory. At the end of this war, the French had gained control over northern Vietnam, which became part of French Indo-China (see Source 10).

China and Japan also fought over their influence in Korea between 1894 and 1895. In 1894, a naval battle near the Chinese-Korean border ended in a humiliating defeat for China, even though China had built up its navy in the years leading up to the battle. As a result, Japan seized Taiwan, as well as Chinese naval bases on the mainland.



Source 10 Territories previously part of the Chinese Empire that were controlled by foreign powers by 1900

5.5 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Explain why the Chinese emperors distrusted Christianity.
2. How did the British justify their demand to sell more goods to the Chinese?
3. Define the ‘Self-Strengthening Movement’ and outline its purpose. Explain why it was necessary.

APPLY AND ANALYSE

4. What role did opium play in contact between China and the European powers? How did China’s position with other powers change with the Opium Wars?
5. List the ways in which China was changed by contact with Europeans during the 1800s. Did any aspects of Chinese society remain unaffected?

EVALUATE AND CREATE

6. Create two newspaper stories reporting on Earl Macartney’s visit to Beijing to increase trade (see Sources 2 to 4). One should be written from a Chinese perspective, and the other from a British perspective. Each story should contain a headline, an illustration, a report on what happened, and some commentary on the events.

GO DEEPER

7. Investigate the role of missionaries in China. What did they think they were contributing to China? How might the Chinese perspective on their work differ?

CASE STUDY

The leadership of Hong Xiuquan and the Taiping Rebellion, 1850–64: continuity or change?



Source 11 A contemporary drawing of Hong Xiuquan from *c.* 1860

Hong Xiuquan was born in 1814 as Hong Huoxiu. He was Hakka Chinese – a descendant of an ethnic group that had moved from northern to southern China in the thirteenth century. He showed academic promise as a child, but by 1843 he had failed the imperial examinations four times. He had already suffered a breakdown in 1837 after his third failure. His path to government service was blocked. For Hong, this meant he would be unable to participate in a major continuity of Chinese life, in following a path that drew on the traditions of Confucius.

Hong's 1837 breakdown had led to a series of visions, where he saw a heavenly family as well as his earthly family. It was his heavenly father who suggested the name of Xiuquan rather than Huoxiu. After his final examination failure in 1843, he studied Christian leaflets he had been given years earlier. These helped him understand his previous visions more clearly. The father he had seen was God the Father, and the older brother was Jesus Christ. His visions had also shown Confucius being punished by God for leading the Chinese people astray.

This experience of Christianity meshing with the continuity of traditional Chinese learning would take Hong on a revolutionary path. He began working to purge China of Confucius and his teachings, and to bring his version of Christianity to China, as he believed his heavenly father wished. However, Hong's understanding of Christianity was always limited by problems of translation, and his main reference point was a vengeful Old Testament God.

Confucian tablets stones carved with the names of the scholars who had passed the examinations for public service, or illustrious past scholars; they were traditionally placed at the entrance to Confucian temples

He lost his job as a schoolteacher after destroying his village's **Confucian tablets**. By 1847 he was leader of a secret society: the God Worshipping Society. The God Worshipping Society transformed into a fanatical group of armed followers, and Hong began a rebellion against the Qing Dynasty, which he saw as God's enemy. He believed that, as God's self-proclaimed son, only he could help China move forward. On his birthday in 1851, the God Worshipping Society proclaimed the Taiping Heavenly Kingdom, launching what the West came to call the Taiping Rebellion.

Hong established his base at Nanjing, and proceeded to create a society based on his interpretation of God's word. He challenged traditional Chinese authority. He demanded that only married couples engage in sexual relations, while maintaining a large harem of concubines for his personal use. He faced increasing challenges from within his own ranks, as his closest supporters also claimed to have divine visions, and responded by killing anyone he regarded as a potential threat.

By 1864, Nanjing was besieged by Qing forces. Hong had refused to prepare for a siege, proclaiming that God would guide him forward. It is contested whether Hong died from eating poison weeds or committed suicide, but he died on 1 June 1864 and was succeeded by his 14-year-old son, Hong Tianguifu. Hong Tianguifu lacked his father's prestige, and Hong Xiuquan's revolution was over within months of his death. The Qing had restored their control, and continuity returned to those who had been swept along by the rapid change.



Source 12 An 1884 painting of the Battle of Anqing, where the God Worshipping Society lost to Qing troops in 1861

The Taiping Rebellion was one of the bloodiest wars in human history, and the largest conflict of the nineteenth century. Estimates of the final death toll rise as high as 20–30 million people, many of whom fell victim to plague and famine.

In a Christian country, Hong Xiuquan's adoption of Christianity might be seen as conformity and continuity. In nineteenth-century Chinese society, however, Christianity was a dramatic change from 2000 years of Confucian continuity. Hong's challenge to Confucianism – and portrayal of himself as a son of God and brother of Jesus Christ – marked a major change in Chinese society. His failure to make that change endure for a longer period of time meant that continuities asserted themselves, while his change was ultimately brief and ineffectual.

Nonetheless, a review of the key ideas associated with the Taiping Rebellion shows clear links to the peasant rebellion that ultimately brought Mao Zedong to power in China as the leader of the Communist Revolution in 1949. Viewed from this perspective, there is evidence of continuity in terms of the role of the peasants in Chinese history and the willingness of both Hong Xiuquan and Mao Zedong to adapt Western ideas to Chinese needs. Hong borrowed and amended Christianity, and Mao borrowed and amended Marxism.

Source 13

> In every circle of twenty-five families, all young boys must go to church every day, where the sergeant is to teach them to read the Old Testament and the New Testament, as well as the book of proclamations of the true ordained Sovereign. Every Sabbath the corporals must lead the men and women to the church, where the males and females are to sit in separate rows. There they will listen to sermons, sing praises, and offer sacrifices to our Heavenly Father, the Supreme Lord and Great God ...
>
> *Extract from* The Land System of the Heavenly Kingdom, *the key document of the Taiping Heavenly Kingdom, 1853*

CASE STUDY: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Develop a timeline of Hong Xiuquan's life, including significant events.

APPLY AND ANALYSE

2 Explain what evidence from Sources 11 and 13 reveal about the leadership and significance of Hong Xiuquan in Chinese history.

EVALUATE AND CREATE

3 Investigate Hong Xiuquan's visions, and create an illustrated story book that could explain them to his followers.

GO DEEPER

4 Explain why you think Hong Xiuquan's leadership represented either continuity or change in Chinese history.

5.6 THE SIGNIFICANCE OF THE BOXER REBELLION

KEY CONTENT

In this topic you will:

- assess the significance of a key event involving China and a European power, using sources to identify different perspectives of the event at the time.

Boxer Rebellion
a series of violent uprisings against foreigners in northern China that took place between 1898 and 1901

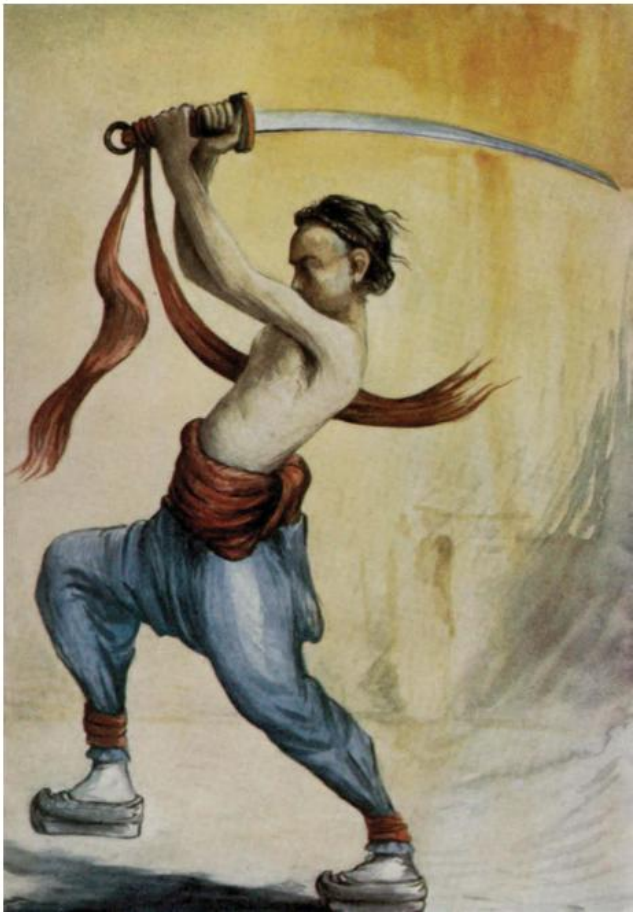
The **Boxer Rebellion** was initiated by a group called *yì hé tuán* – the Righteous and Harmonious Fists. It was not a rebellion against the Qing rulers, but against European traders, merchants and Christian missionaries.

The Righteous and Harmonious Fists

The Righteous and Harmonious Fists was a group made up largely of peasants which, because of the name, became known to Europeans as 'the Boxers'. The Boxers rose up in support of the Qing and its traditional ways, and fought against the influence of foreigners in China. They blamed the foreigners for China's weakness, and began attacking foreign missionaries and any Chinese people who had converted to Christianity. They held semi-religious ideas, and protested under the slogan: 'Support the Qing; Destroy the Foreigners'.



Source 14 The areas of northern China directly affected by the Boxer Rebellion



Source 15 A Boxer exercising to a war song, *c.* 1899; the Boxers believed that their martial arts training and mystical religious powers would eventually make them resistant to foreign bullets.

The Boxers quickly gained the support of people in the provinces of northern China, where peasants had suffered decades of great hardship through flood, famine, poverty and increasing banditry and lawlessness.

Source 16

> [The people] strip off the bark of trees and dig up the grass roots for food.
>
> The glowing sun is in the sky and the locusts cover the ground. There is no green grass in the fields and no smoke of cooking from the houses. They caught rats, or spread their nets for birds, or ground the wheat-stalks into powder, or kneaded the dry grass into cakes. Alas! What food was this for men!

Extract from The Famine in China, *a British pamphlet produced by the Committee of the China Famine Relief Fund during the 1876–79 famine; the famine claimed at least 9.5 million lives*

The Boxers' siege of foreign headquarters in Beijing

The most famous event of the Boxer Rebellion took place in 1900, when Boxers besieged the headquarters of the foreign powers in Beijing from June to August. After three months, the rebellion was finally crushed by the military superiority of the foreign powers, with reinforcements sent from eight countries – Austria-Hungary, France, Germany, Britain, Italy, Japan, Russia and the United States – known as 'the Eight-Nation Alliance'. Britain's force included Sikh soldiers from India, and sailors and soldiers from New South Wales, Victoria and South Australia.

5.6A SOURCE STUDY

The end of the Boxer Rebellion



Source 17 US troops marching in the Forbidden City in 1900 after the rescue of the foreign diplomats and ambassadors from their headquarters in Beijing



Source 18 Japanese troops, part of the international force, with the bodies of executed Boxer prisoners

INTERPRET

1. Explain how these sources provide evidence that, by the time of the Boxer Rebellion, China had become dominated by foreign powers.
2. Do these sources appear to be natural or posed photographs? Does this have any impact on their value as historical evidence?

The Boxer Rebellion – contestability

One aspect of the Boxer Rebellion that is contested among historians is whether the Boxers were purely a peasant uprising or whether they had the support of the government. In particular, the involvement of the Empress Dowager Cixi is debated.

The Empress Dowager Cixi had come to power in 1861, when her son was named emperor at the age of four; and she remained the real ruler of China for the next 47 years. Some historians argue that she encouraged the Boxers and hoped that they would drive the foreigners out of China, although she initially condemned the Boxers' actions. The idea was that if the Boxers succeeded, then she would take the credit; but if they failed, they would take the blame.

In 1900, however, the Empress Dowager openly supported the Boxers' attack on the headquarters of the foreign powers in Beijing. When foreign military forces defeated the Boxers and government troops in the capital, the Empress Dowager and members of the imperial court disguised themselves in peasant clothing and fled.

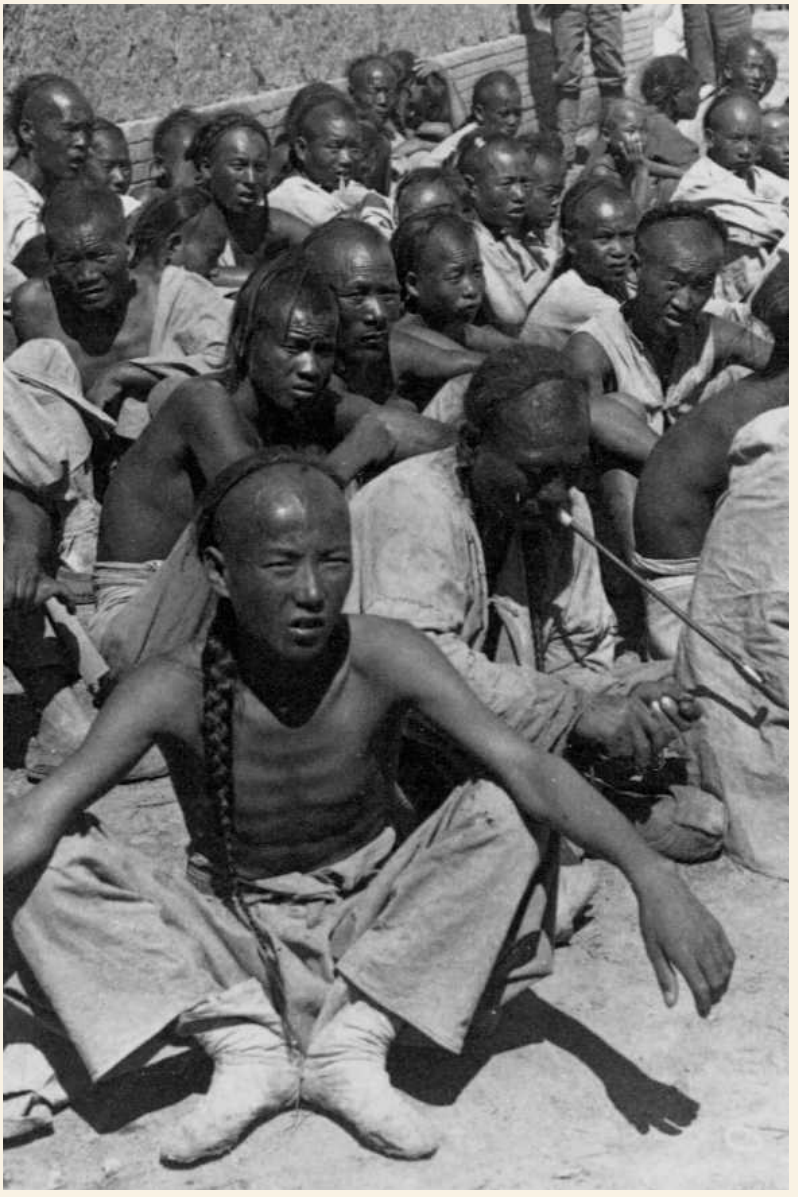
Source 19

> The present situation is becoming daily more difficult. The various Powers cast upon us looks of tiger-like voracity, hustling each other to be first to seize our innermost territories ... Should the strong enemies become aggressive and press us to consent to things we can never accept, we have no alternative but to rely upon the justice of our cause ... If our hundreds of millions of inhabitants would prove their loyalty to their emperor and love of their country, what is there to fear from any invader? Let us not think about making peace.
>
> *Extract from an imperial message from the Empress Dowager Cixi to all the Chinese provinces*



Source 20 The Empress Dowager Cixi (seated), *c.* 1903–05

Perspectives on the Boxer Rebellion



Source 22 Boxer rebels captured by the US 6th Cavalry, 1900

Source 21

When we took up Spirit Boxing, we were first told to write down on a piece of red paper our names, home villages, and how many we were. The six of us then kneeled down and burned incense ... We requested the gods to attach themselves to our bodies. When they had done so, we became Spirit Boxers, after which we were invulnerable to swords and spears, our courage was enhanced, and in fighting we were unafraid to die and dared to charge straight ahead ...

Extract from an account of a 'possession ritual' by a former Boxer, from an oral history collection in China in the 1950s and 1960s: Paul A. Cohen, China Unbound, Evolving Perspectives on the Chinese Past, *Routledge, 2003, p. 94*

Source 23

Attention: all people in markets and villages of all provinces in China

– now, owing to the fact that Catholics and Protestants have vilified our gods and sages, have deceived our emperors and ministers above, and oppressed the Chinese people below, both our gods and people are angry at them, yet we have to keep silent. This forces us to practise the ***I-ho* magic boxing** so as to protect our country, expel the foreign bandits and kill Christian converts, in order to save our people from miserable suffering.

Extract from a Boxer notice, in S. Teng and J. Fairbank, China's Response to the West, *Harvard University Press, 1968, p. 190*

***I-ho* magic boxing**
the practice of spiritual and martial acts that the Boxers believed would make them invulnerable to bullets

Source 24

If the Chinese had reached ... the last frail trenches of sand and gravel in sacks made of old curtains, then for all who were left there would have been horrible torture to the sound of music and laughter, horrible dismemberment – nails torn off, feet torn off, disembowelling, and finally the head carried through the streets at the end of a pole. They were attacked from all sides and in every possible manner, often at the most unexpected hours of the night. It usually began with cries and the sudden noise of trumpets and tom-toms; around them thousands of howling men would appear ... Each day, they felt that Chinese torture and death were closing in upon them. They began to lack for the essentials of life. It was necessary to economize in everything, particularly in ammunition ... when they captured any Boxers, instead of shooting them they broke their skulls with a revolver. One day their ears ... distinguished a continued deep, heavy cannonade ... Peking [Beijing] was being bombarded! It could only be by the armies of Europe come to their assistance.

Pierre Loti, a French novelist and naval officer who was part of the international force sent to combat the Boxers, describing attacks by Boxers during their siege of foreign compounds in Beijing



Source 25 Pierre Loti

INTERPRET

1. What evidence do these sources provide regarding the reasons why the Chinese felt the need to rebel, and the strategy they used? Identify the sources that enable you to draw these conclusions.
2. Explain how Source 24 gives insight into the attitude of the foreigners trapped in Beijing by the Boxers.
3. Is there any evidence in these sources to indicate that the Boxer Rebellion was driven by the Chinese peasants?
4. What are the limitations of these sources?

5.6 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Who were the Boxers? Identify the origin of their name.
2. What was the most significant success of the Boxers during their rebellion?
3. Where did the forces that defeated the Boxers in Beijing come from?

APPLY AND ANALYSE

4. Explain how the Boxer Rebellion revealed the weaknesses in Chinese government and society.

5.7 CHINA AND OTHER NATIONS AFTER 1900

KEY CONTENT

In this topic you will:

- discuss the positive and negative consequences of contact between China and the European powers during this period
- using a range of sources, investigate and analyse data to compare Chinese society to other nations around 1900.

Boxer Protocol
a document signed on 7 September 1901 after the Boxer Rebellion between the Qing Empire and the Eight-Nation Alliance; it imposed penalties and fines on China

nationalism
a sense of pride in, and love of, one's country; also the idea that one nation's culture and interests are superior to those of another nation

Consequences of the Boxer Rebellion for China

Despite attempts by Qing officials to lay all blame for the Boxer Rebellion on the Boxers, in 1901 the foreign powers imposed a harsh settlement on the Chinese Government known as the **Boxer Protocol**. China had to pay damages of 450 million silver *taels* – one for every Chinese subject. This was an astronomical amount of money, roughly equivalent to AU$56 billion today.

Over the next two decades, some of the money paid by the Chinese was redirected by foreign powers to be spent in China. They used it to set up banks, and build railways and bridges, in a form of compulsory modernisation.

After the Boxer Rebellion, the Empress Dowager Cixi realised that she had to make some attempts to modernise the government. She agreed to a wide range of reforms, including the abolition of the government examination system in 1905. But other possible reforms, such as the introduction of a genuinely democratic form of government, were not implemented.

The emergence of Chinese nationalism

Some historians have suggested that the Boxer Rebellion was the first sign of modern Chinese **nationalism** – a growing awareness that China was a 'nation'. This was quite different from the traditional belief that China was an empire made up of different lands and ethnic groups, with loyalty shown to an emperor or a dynasty. Nationalists believed that the Chinese people should have a say in running their own country. They also believed it should be governed for the people's benefit.

Pro-nationalist and anti-Qing movements had first emerged after the humiliation of the Opium Wars and the defeat at the hands of Japan in the 1890s. These movements grew stronger after the Boxer Rebellion and the harsh terms of the Boxer Protocol. Sun Yat-sen was a key leader of the nationalist cause.

A nationalist revolutionary: Sun Yat-sen

The Boxer Rebellion showed that many Chinese wanted foreign interference in their country to stop. On the other hand, Chinese people were also being influenced by foreign ideas. Thousands were travelling overseas to study in Western countries and Japan. Some returned to China with newly adopted customs and beliefs, as well as ideas about how government could run differently. One such individual was the revolutionary Sun Yat-sen.

Sun led a Revolutionary Alliance of groups that were devoted to expelling the Manchus and restoring control of a unified China to the Chinese. The son of a farmer, Sun left China in his youth and studied in Hawaii. He was baptised as a Christian in Hong Kong. Exiled from China after a failed coup attempt in 1895, he spent 16 years organising a revolutionary movement abroad.

Source 26

- *Nationalism* – unity of ethnic groups, including the 'Han' Chinese, Muslims, Tibetans and many other ethnic groups such as the Hakka, Mian and Mongols.
- *Democracy* – representation of those groups in a democratically elected assembly.
- *Welfare* – quality of life for those groups, recognising basic rights to food, clothing, transportation, education, rights.

Sun Yat-sen, Three Principles of the People

The 1911 Revolution and the end of imperial rule

The Empress Dowager Cixi died in 1908. The new emperor, Puyi, was only two years and 10 months old. Nationalists seized the opportunity and began to call for the end of Manchu rule. They suggested that the Manchus – like the Europeans, Americans and Japanese – were unwelcome foreigners. They claimed that China could only be truly reformed under Chinese control.

In 1911, government authorities announced the appointment of a 13-man cabinet to advise the emperor, as part of the reforms. However, nine of the officials were Manchus, and eight were members of the imperial family – a sure sign that little was likely to change.

The Revolutionary Alliance attempted several revolts in the years leading up to 1911, which were all put down by Qing troops. Then, in October 1911, a local dispute in the western province of Sichuan and an army mutiny in Wuchang turned into a national revolt. In Sichuan, the Qing government had proposed the nationalisation of a privately owned railway to pay debts left over from the Boxer Protocol. Outraged provincial officials organised mass demonstrations that quickly turned violent. The Qing government, fearing further uprisings, tried to send in troops from the neighbouring province of Hubei. Many of the soldiers, though, were sympathetic to the protesters. The army units in Hubei encouraged provincial officials to declare their independence from the empire. They did so, and province after province followed suit in a series of uprisings against Qing provincial governors between October and December 1911.

Source 27 An artist's impression of Marshal Li recovering the city of Nanjing during the 1911 Revolution



5.7A SOURCE STUDY

The 1911 Revolution



Source 28 Imperial officials flee from Tianjin during the Chinese Revolution in 1911.



Source 29 A soldier of the revolutionary army cuts off the queue of a revolutionary in 1911. The queue was a symbol of the Qing Dynasty.

INTERPRET

1 Explain how these sources provide insight into the emergence of the movement against the Qing Dynasty.

2 How does the caption work with the image in Source 29 to give an understanding of Chinese feelings towards the Qing Dynasty? Would the photograph have been as useful without the caption? Justify your response.

The early republic

Sun Yat-sen was in the United States on a fundraising tour when the revolution broke out. Reading about it in the newspaper, he hurried back to China to help organise a new republican government, after revolutionaries captured the ancient capital of Nanjing. By December 1911, he was provisional president of the new country. China was to be a republic – committed to modernisation and based on Western ideas. The traditional way of education was abandoned, replaced by new educational models from Europe, the United States and Japan.

Despite Sun becoming provisional president, there was still no single government for the Republic of China. Warlords controlled some areas independently, and a rival administration in Beijing, led by General Yuan Shikai, opposed Sun's government. Sun offered to resign as president in favour of Yuan, if Yuan persuaded the emperor to abdicate. Yuan negotiated the emperor's abdication and became president in March 1912.



Source 30 Sun Yat-sen (1866–1925)

Yuan's agreement with the last emperor of China, Puyi, is considered by many historians to be a generous one. Puyi was granted several 'articles of favourable treatment'. He was allowed to live in the Summer Palace and was offered 4 million *taels* a year as income. Additionally, Manchu princes and nobility kept their titles and land.

In the aftermath of the revolution, however, several massacres of Manchus took place. In the city of Xi'an, 2000 were killed in a period of three weeks.

Of the foreign powers, the United States was the most supportive of the new republican government. It was among the first to acknowledge and establish diplomatic relations with the Republic of China. Britain, Japan, Russia and others soon followed.

Treaty of Versailles
the treaty that ended World War I; it forced Germany to accept responsibility for starting the war and to pay reparations

reparations
money paid by a government as compensation for past injustices

Allies
the coalition of countries in opposition to the Central Powers in World War I; they included Britain, the Commonwealth, France and Russia, which were joined by the United States in 1917

China and World War I

When World War I broke out, Japan invaded Chinese territory by attacking the Shandong Peninsula – territories that had been under German control since the Boxer Rebellion.

As a neutral country, China sent 140 000 labourers to France and Belgium as paid volunteers, and 100 000 of these served near the front lines in Flanders. They dug trenches, carried ammunition and worked in docks, railway yards and arms factories.

China entered World War I in 1917 after declaring war on Germany. It had come out in support of the Allies on the condition that control over the Shandong Peninsula would be returned to China.

However, China was to gain little from its status as an ally. The **Treaty of Versailles**, which was negotiated at the Paris Peace Conference in 1919, imposed harsh conditions on Germany. These included a massive **reparations** bill and the dividing of German colonies between the **Allies**. Article 156 gave Japan control of Germany's colonial territories in China. One of the few rewards given to China was the return of astronomical instruments that had been taken by German troops after the Boxer Rebellion.

5.7B SOURCE STUDY

China's treatment under the Treaty of Versailles

Source 31

Article 131

Germany undertakes to restore to China within twelve months from the coming into force of the present Treaty all the astronomical instruments which her troops in 1900–1901 carried away from China, and to defray all expenses which may be incurred in effecting such restoration, including the expenses of dismounting, packing, transporting, insurance and installation in Peking [Beijing].

Article 156

Germany renounces, in favour of Japan, all her rights, title and privileges – particularly those concerning the territory of Kiaochow [Jiaozhou], railways, mines and submarine cables which she acquired in virtue of the Treaty concluded by her with China on March 6, 1898, and of all other arrangements relative to the Province of Shantung [Shandong].

All German rights in the Tsingtao-Tsinanfu [Qingdao-Jinan] Railway, including its branch lines together with its subsidiary property of all kinds, stations, shops, fixed and rolling stock, mines, plant and material for the exploitation of the mines, are and remain acquired by Japan, together with all rights and privileges attaching thereto.

Extract from the Treaty of Versailles, 1919

INTERPRET

1 What does Source 31 indicate about the West's support of the new Chinese republic?
2 Using this source, predict what the Chinese reaction to the Treaty of Versailles would have been.

5.7 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What was the Boxer Protocol? How was it received in China?
2 Who was the first president of the Chinese republic? Who replaced him? Why?
3 What was China's role in World War I?

APPLY AND ANALYSE

4 Use the information and sources in the text as a starting point for your own investigation of the positive and negative consequences of contact between China and European powers in the period 1900–19. Summarise your findings in a table, like the one below, starting with a list of events or contacts between China and European powers in chronological order.

Contacts between China and European powers 1900–11	Positive consequences for China	Negative consequences for China

5 In groups, collect data that will enable you to compare China in 1900 to other nations around that time. Each group should compare China with one other country drawn from this list:

- Britain
- the United States
- France
- Germany
- Japan
- Australia (from 1901)
- Russia
- Austria-Hungary.

Suggestions for areas of comparison include:

- size
- population
- form of government
- international treaties and trading links
- main products
- distribution of wealth
- internal revolts and nationalist movements
- modernisation and impact of the Industrial Revolution.

Keep a record of useful source materials that provide evidence for a comparison, or that illustrate the similarities and differences between China and the other nation in this period.

EVALUATE AND CREATE

6 Use your historical understanding of the period to create a discussion between the revolutionary army soldier and the revolutionary having his queue cut off in Source 29.

GO DEEPER

7 Investigate the Boxer Rebellion, and argue for or against the following statement: 'The Boxer Rebellion was simply a peasant uprising.' Make sure you support your position with a range of examples and evidence.



5B

CHECKPOINT

TO WHAT EXTENT DID CHINESE SOCIETY CHANGE AS A RESULT OF CONTACT WITH EUROPEANS?

» Outline the nature of the contact of China with European powers

1 Explain how China's contact with Europe changed during the Qing Dynasty. (10 marks)

» Assess the significance of a key event involving China and a European power, using sources to identify different perspectives of the event at the time

2 Identify two sources in this chapter that reveal different perspectives of the Boxer Rebellion. Explain how these sources help you to come to a decision about what caused the rebellion. (10 marks)

3 Discuss the evidence regarding the involvement of the Empress Dowager Cixi in the Boxer Rebellion. Argue whether or not she was involved based on this evidence. (10 marks)

4 Assess the significance of the Boxer Rebellion in Chinese history. (10 marks)

» Explain how China was changed by its contact with European powers

5 Identify the countries represented in Source 32. Explain how this source develops an understanding of how China was changed by its contact with European countries. (10 marks)



Source 32 A French cartoon from 1898 showing representatives from foreign powers in Europe and Asia carving up *Chine* (China), while a Chinese official stands by, powerless to stop them

» Identify features of Chinese society that were unaffected by contact with Europeans

6 Identify the continuities in Chinese society during the Qing Dynasty. List them under the following headings:

- Government
- Economy
- Social organisation
- Way of life
- Education.

(20 marks)

» Discuss the positive and negative consequences of contact between China and the European powers during this period

7 Copy and complete the following table, outlining the consequences of China's contact with different European powers in the period 1790–1918. (10 marks)

European power	Positive consequences	Negative consequences
Britain		
France		
Germany		
Other European countries		

» Using a range of sources, investigate and analyse data to compare Chinese society to other nations around 1900

8 Using data and examples to support your response, compare China to one other nation in the period around 1900. (20 marks)

Total marks [/100]

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 10 marks = 400 words
- 20 marks = 600 to 800 words.

Include historical terms and concepts, and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Quizlet
Test your knowledge of this topic by working individually or in teams.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Quizlet Live
Launch a game of Quizlet Live for your students.



Source 33 A The Nine-Dragon Wall at Beihai Park, Beijing; it was built in 1756.

PART C



Studying the interwar years, 1918–39, is essential for understanding the period between 1914 and 1945, when Australia fought in two world wars. This photo shows medical staff and workers in Surry Hills, Sydney, April 1919, during the deadly Spanish influenza pandemic that struck the world shortly after the end of World War I. In Australia, schools and businesses were closed, hospitals overflowed and the wearing of masks became compulsory in public.

AUSTRALIANS AT WAR AND PEACE: AN OVERVIEW

DEPTH STUDY 3: AUSTRALIANS AT WAR (WORLD WARS I AND II)

STUDENTS MUST COMPLETE THE FOLLOWING TOPIC:

AUSTRALIANS AT WAR (WORLD WARS I AND II)

CHAPTER 6



AUSTRALIANS AT WAR AND PEACE: AN OVERVIEW

0.1 THE INTERWAR YEARS BETWEEN WORLD WAR I AND WORLD WAR II

SPOTLIGHT

SIGNIFICANCE

People often ask: 'What's the point of studying History?' Comparing the deaths from World War I and the Spanish influenza pandemic will help you understand the significance of that pandemic. Its significance was further apparent in 2020, when frequent comparisons were drawn with the COVID-19 pandemic, which took place just over a hundred years later.

Between 1914 and 1945, Australia fought in two world wars. Australia's participation in those wars is seen as a defining point in our national story by many historians. This is covered in depth in Chapter 6, where World War I (1914–18) and World War II (1939–45) are examined.

This overview focuses on the interwar period 1918–39, which provides an essential link in helping you to understand the era.

World War I had left Europe devastated. During the Great War (as World War I was known at the time), nations had put all their resources into the war effort and had suffered casualties at a level never experienced before. Over 8 million soldiers and sailors lost their lives, and a similar number of civilians were killed through war, starvation and disease. A further 21 million were wounded. Very soon after peace was declared, the world was hit by a deadly influenza pandemic (called the Spanish influenza) that resulted in the deaths of over 30 million people, most of them between 20 and 40 years of age. In Australia it claimed 13 000 victims, including soldiers who had survived the horrors of World War I.

Source 1 'Australia must now face the fact that the scourge which has taken so heavy a toll from the rest of the world has invaded her own frontiers': *Sydney Morning Herald*, 28 January 1919



The Treaty of Versailles

In January 1919, the victorious nations of World War I met at the Paris Peace Conference in France to come up with a plan for rebuilding Europe and ensuring peace in the future. The leaders of 32 countries attended the conference, but negotiations were dominated by the leaders of four major powers:

- Prime Minister David Lloyd George of Britain
- Prime Minister Georges Clemenceau of France
- President Woodrow Wilson of the United States
- Prime Minister Vittorio Orlando of Italy.



Source 2 French Prime Minister Georges Clemenceau, American President Woodrow Wilson and British Prime Minister David Lloyd George after signing the Treaty of Versailles in 1919

SPOTLIGHT

PERSPECTIVES

The Treaty of Versailles presents you with the perfect opportunity to study perspectives in History. The countries that participated each brought their own perspective and agenda to negotiations, and the final agreements reflected the ambitions of the most powerful perspectives.

Treaty of Versailles
the treaty that ended World War I; it forced Germany to accept responsibility for starting the war and to pay reparations

Allies
the coalition of countries in opposition to the Central Powers in World War I; they included Britain, the Commonwealth, France and Russia, and were joined by the United States in 1917

The French had suffered greatly during World War I, and wanted revenge and compensation for the damage done to their country. Clemenceau also wanted to weaken Germany so it would never be able to take up arms again. Wilson, on the other hand, wanted to achieve lasting peace with a treaty that punished the Germans, but not so harshly that they would one day want revenge.

After months of negotiations, the **Treaty of Versailles** was signed on 28 June 1919. While many German people were opposed to the terms of the treaty, German representatives knew that if they did not sign it the **Allies** would invade Germany, which they would be powerless to stop.

The key territorial, military and financial issues addressed in the treaty are summarised in Chapter 6, topic 6.7, Source 2.



Source 3 A mass demonstration in Berlin, Germany, against the terms of the Treaty of Versailles, 1919

STRANGE BUT TRUE

Australian brands still familiar today – such as Vegemite, Sanitarium and Aeroplane Jelly – first appeared in the 1920s.

Jazz Age
a period in the 1920s in the United States, noted for general prosperity, when jazz music became a major cultural form; it coincided with a time when alcohol sales were prohibited

talkie
a sound-synchronised motion picture

The Roaring Twenties

While Germany suffered a severe economic downturn in the 1920s, these years were a time of economic prosperity in other parts of the world, including Australia. This, together with an optimism brought about by the end of the war, and excitement about advances in technologies, saw changes in social ideas and practices.

During the 1920s, the production of cars and consumer goods rose dramatically. New methods of mass production, using machinery and assembly lines, meant that cars and a wide range of goods were no longer luxury items. Advertising encouraged ordinary people to buy these goods and, at the same time, people had more money to spend.

In Australia, electricity was installed in many homes in the 1920s for lighting, although most homes did not have power points. Electrical appliances such as vacuum cleaners, refrigerators and irons were available in the 1920s, but their use was not widespread until the 1940s.

Cars were mostly imported until Ford and General Motors established themselves in Australia in 1925. In 1921, there were just under 100 000 cars registered in Australia; by 1939, this had risen to over 560 000. (In comparison, there were 26 201 400 passenger cars in the United States in 1939.)



Another important innovation of the time was the radio, which became the first mass-broadcasting medium. The advertising industry blossomed as companies began to deliver sales pitches over the airwaves to families who gathered nightly around the radio. Radio also helped bring in the **Jazz Age** of the 1920s. Originating in Black American communities in New Orleans, United States, around the turn of the century, jazz became an international phenomenon thanks to music broadcasts. Australia's first radio station, 2SB, went to air on 23 November 1923. It was later renamed 2BL and even later became 702 ABC.

The Hollywood motion-picture industry also emerged during the 1920s. Silent films had been popular in the United States for some years, but 1927 saw the first feature film **'talkie'** with the release of *The Jazz Singer* (see Source 5). This was the first ever full-length film to contain spoken words. By 1930, over 100 million Americans a week were going to the movies.

Actors and actresses such as Charlie Chaplin, Mary Pickford and Rudolph Valentino became 'stars' and were famous all over the world.

Source 4 An advertisement from the 1920s



Source 5 A scene from *The Jazz Singer* (1927), featuring Al Jolson; it was the first-ever 'talkie'.

SPOTLIGHT

CONTINUITY AND CHANGE

A study of the 1920s provides a perfect opportunity to investigate change. As you do so, a key question to consider is to what extent the changes of the 1920s were a peacetime reaction to the horror and disruption of World War I.

Fashion in the 1920s celebrated youth and freedom. Women in particular saw changes in the way they could present themselves publicly. A 'flapper' style became popular, with daringly short skirts (that showed the calves), and waistlines slung low on the hip. Women covered their boyish cropped hair under tight bell-shaped hats, called cloches (see Source 6).



Source 6 Examples of typical women's fashions in the 1920s

The 1920s may have been a time of prosperity for non-Indigenous Australians, but many Indigenous people suffered hardship and turmoil from government policies of **protection** and **assimilation**. These policies forcibly removed Indigenous Australians from their homes to **Missions** and **Reserves**, and children from their families.

protection
a government policy introduced in Australia in the 1850s, designed to give the government extensive power over the lives of Indigenous Australian people

assimilation
the process by which a minority group adopts the language and customs of a dominant population

Mission
a settlement established (usually by Christian missionaries) to convert Indigenous people to Christianity and assimilate them into European culture and beliefs

Reserve
a settlement established in Australia to move Aboriginal people away from European-occupied areas, and to assimilate them into European culture and beliefs

SPOTLIGHT

EMPATHETIC UNDERSTANDING

This important concept requires you to understand the actions and experiences of other time periods. In 2020, the Great Depression became a common reference point in discussions about the impacts of the COVID-19 pandemic. Reflect on whether your experiences during the pandemic helped you develop a deeper empathetic understanding of the experiences of those people who endured the Great Depression.

Great Depression
a period of severe economic downturn that began in the United States and quickly spread around the world during the 1930s and 1940s; it was triggered by the stock market crash in 1929 and was one of the long-term causes of World War II

shanty town
an area in which poor people live in houses built from discarded materials on waste ground

I USED TO THINK, NOW I THINK

Reflect on what you can observe in Source 7 and what you have read in the section on the Great Depression, and complete the following questions:

I used to think ...

Now I think ...

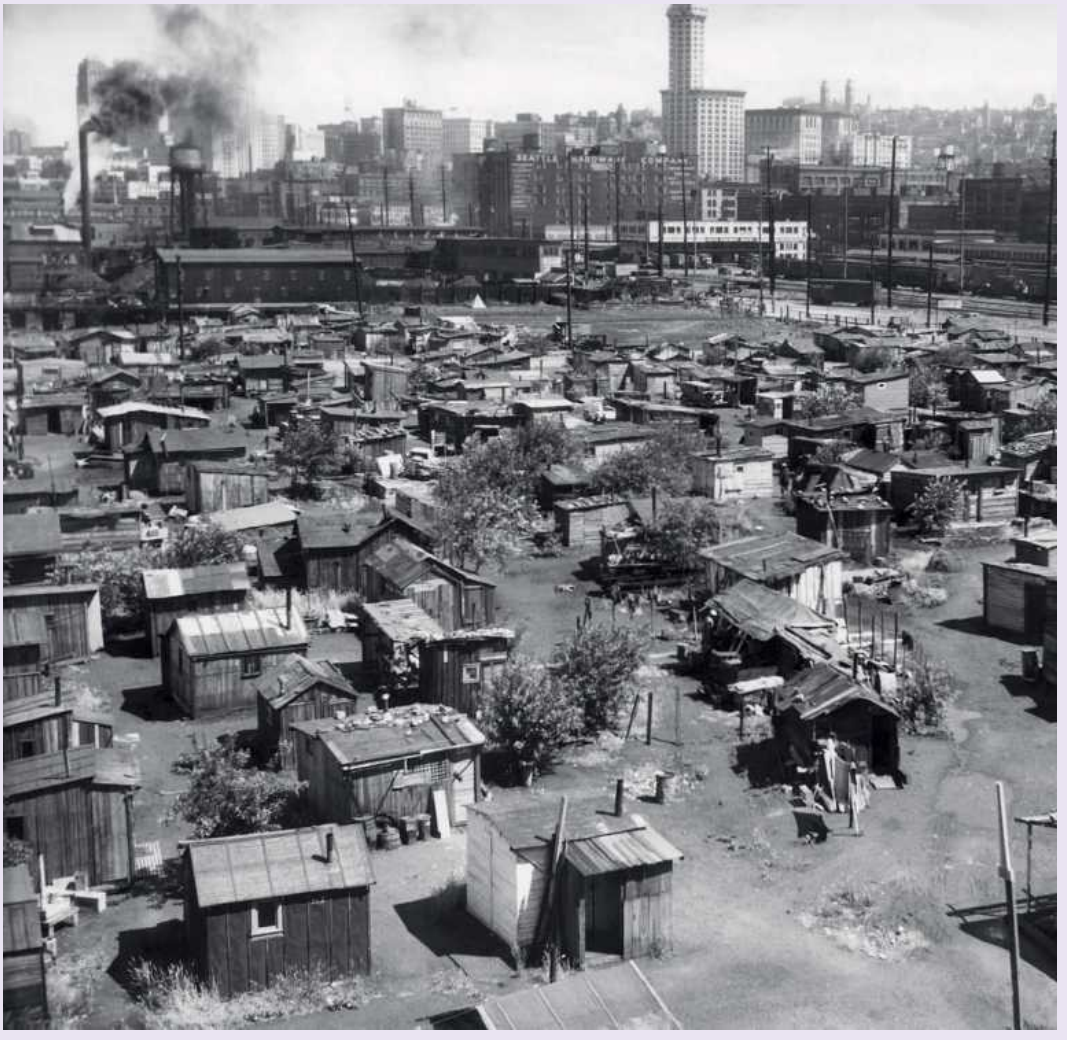
What has changed in your understanding?

The Great Depression

In the late 1920s, the world economy began to slow down as prices for agricultural produce dropped worldwide. Unemployment rose in many of the industrialised nations. These problems may have been overcome, had they not been followed by the collapse of the New York stock exchange.

Throughout the 1920s, the New York stock market had been a popular place to invest because shares could be bought on credit and sold for a profit without any actual money changing hands. In October 1929, when the stock market crashed, investors, stockbrokers and business owners lost everything. As confidence in the economy evaporated, businesses closed down and unemployment soared. Workers lost their jobs or their wages were slashed. Consequently they could buy less, which led to further cutbacks in production and jobs. Governments seemed powerless to stop their economies spiralling out of control. During the 1930s, the Australian economy was heavily dependent upon other countries.

When the US economy collapsed in 1929, two-thirds of world trading ceased. Suddenly, almost 50 000 Australians found themselves unemployed. By 1932, almost 32 per cent of Australians were out of work. The **Great Depression** had begun, and its impact on Australian society was devastating. Without a steady income, many people lost their homes. **Shanty towns** grew up on the edge of cities. Men took to the roads in search of jobs such as fruit picking, and children and women became the major income earners, as they were cheaper to employ.



Source 7 Hooverville, a shanty town on the outskirts of Seattle, United States, 1934

Soldiers who had just returned from the war were hit the hardest. Still suffering trauma from their wartime experiences, many became homeless and the suicide rate increased dramatically.

destitute
having no income, assets or savings

The government provided financial relief to people who were **destitute**. By 1932, more than 60 000 people depended on sustenance payments merely to survive. The 'susso', as it became known, was given in the form of food rations or coupons. It became the subject of a popular children's rhyme:

> We're on the susso now,
>
> We can't afford a cow,
>
> We live in a tent,
>
> We pay no rent,
>
> We're on the susso now.



Source 8 A line of men receiving food handouts during the Great Depression

0.1 CHECK YOUR LEARNING

APPLY AND ANALYSE

1. Resentment about the terms in the Treaty of Versailles is said to be a key reason why so many German people supported the rising political leader Adolf Hitler in the late 1920s and 1930s. Hitler blamed Germany's problems on the Jews and on the treaty. Examine Source 2 in Chapter 6, topic 6.7, and suggest why Germans would resent the treaty.
2. Explain why the leaders of France and the United States came to the Paris Peace Conference with such different perspectives.
3. Discuss some of the consequences of the rapid growth of the automobile industry in terms of people's everyday lives. How did this change affect society and other industries generally?

EVALUATE AND CREATE

4. Use the information provided in this overview, together with your own research, to prepare a 5-minute audio-visual presentation or podcast on one of the following topics:
   - Australia's reaction to the Spanish influenza pandemic
   - experiences of Australia's returned soldiers in the 1920s and 1930s
   - women in Australian society in the 1920s and 1930s
   - technological advances in the 1920s and their impact on Australian society
   - the contributions of three significant individuals in Australia during the 1920s and 1930s
   - the construction of Canberra
   - the building of the Sydney Harbour Bridge
   - government policies and the treatment of Indigenous Australians in the 1920s and 1930s
   - experiences of Australians during the Great Depression
   - the Australian Government's responses to the Great Depression.

   Be sure to include relevant primary and secondary sources in your presentation, including written, visual and audio sources.

GO DEEPER

5. Conduct some research to compare the 'must have' products in the 1920s with those in demand by households today. Create an infographic to present your findings.
6. Conduct some research to find out exactly what the unemployment rate was in Australia for each year between 1929 and 1940. Present your findings in a graph.
7. Compare your understanding of the impacts of the COVID-19 pandemic with your knowledge of the impacts of the Great Depression.



Source 1 This still from the movie *1917* shows George MacKay as Lance Corporal Schofield, a young British soldier on a desperate mission to prevent a (fictional) doomed attack during World War I. Directed by Sam Mendes, the movie gives the impression of being shot in 'real time'. Mendes said he sought 'to lock the audience into the men's experiences ... I wanted an audience to feel every second passing and take every step with them ... to live through the story with them ...'.

6

AUSTRALIANS AT WAR (WORLD WARS I AND II)

In this chapter, we investigate key aspects of World War I (1914–18) and World War II (1939–45), with a particular focus on how Australians experienced these wars. We will also investigate the impacts of these wars, both in Australia and around the world.

World War I became known as a 'total war' because, for the first time, nations around the world committed not only their armed forces to the war effort, but also their industries, resources and people from all sectors of society.

World War II took fighting to new levels and remains one of the defining events of the twentieth century. It played out across Europe, the Pacific, the Middle East, Africa and Asia.



WHAT WERE THE CAUSES, SCOPE AND NATURE OF WORLD WAR I? 6A

In this section you will:

- » outline the main causes of World War I
- » explain why Australians enlisted to fight
- » locate and sequence the places where Australians fought
- » describe the nature of warfare during the Gallipoli campaign
- » explain the outcome of the Gallipoli campaign
- » investigate the significant experiences of Australians in World War I.

CHECKPOINT 6A

WHAT WERE THE IMPACTS OF WORLD WAR I ON AUSTRALIA? 6B

In this section you will:

- » outline the Australian Government's control on the home front in World War I.

CHECKPOINT 6B

WHAT WERE THE CAUSES, SCOPE AND NATURE OF WORLD WAR II? 6C

In this section you will:

- » outline the main causes of World War II
- » explain why Australians enlisted to fight in World War II
- » locate and sequence the places where Australians fought
- » outline and sequence the changing scope and nature of warfare from trenches in World War I to the Holocaust and the use of the atomic bomb to end World War II
- » investigate the significant experiences of Australians in World War II.

CHECKPOINT 6C

WHAT WERE THE IMPACTS OF WORLD WAR II ON AUSTRALIA? 6D

In this section you will:

- » outline the Australian Government's control on the home front in World War II.

CHECKPOINT 6D

WHAT WAS THE SIGNIFICANCE OF THE WARS TO AUSTRALIA? 6E

In this section you will:

- » explain the impact of the wars on returned soldiers/civilians
- » analyse the changing relationship of Australia with other countries after World War II.

CHECKPOINT 6E

HOW ARE THE WARS COMMEMORATED? 6F

In this section you will:

- » explain how and why Australians have commemorated the wars
- » explain different perspectives on the ANZAC legend.

CASE STUDY: LOCAL COMMEMORATION – WORLD WAR I AND THE CENTRAL COAST

CHECKPOINT 6F

AUSTRALIANS AT WAR (WORLD WAR I) – A TIMELINE

TIMELINE

1914 | 1915 | 1916

1–4 August 1914
World War I begins. Germany declares war on Russia and France. Germany invades Belgium. Britain declares war on Germany, drawing Australia into the conflict.

28 June 1914
Archduke Franz Ferdinand (heir to the Austro-Hungarian throne) and his wife are assassinated, triggering the 'July Crisis'.

December 1915
Troops are evacuated from Gallipoli after eight months of fighting.

25 April 1915
ANZAC troops land at Gallipoli.

30 July 1915
The first Australia Day is held – a patriotic fundraising event to support wounded troops.

25 April 1916
A day of commemoration for ANZAC troops (Anzac Day) is held in Australia for the first time.

July–November 1916
The Battle of the Somme, a major British offensive, tries to break the stalemate on the Western Front.

TIMELINE (WWI): CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. In what year did Australia join World War I against Germany?
2. What was Australia's reason for joining the conflict?
3. When was Anzac Day first held in Australia? How long was this after ANZAC troops landed in Gallipoli?
4. How many times did Australia hold referendums on conscription during World War I? What were the results of these referendums?
5. How long after the Armistice did World War I officially end?





Source 2 An Australian soldier of the Light Horse leads a group of Turkish prisoners after the Battle of Beersheba in October 1917.



Source 3 *The Signing of Peace in the Hall of Mirrors, Versailles, 28 June 1919 (The Peace of Versailles) by* William Orpen

October 1916
Australia holds its first conscription referendum. It is narrowly defeated.

October 1917
The Australian Light Horsemen charge Turkish forces at Beersheba, near Gaza in the Middle East.

April 1918
Australian troops recapture the town of Villers-Bretonneux.

June 1919
The signing of the Treaty of Versailles marks the official end of World War I.

1917 — 1918 — 1919 — 1920

1918–19
Spanish influenza kills millions worldwide.

April 1917
The United States enters the war against Germany.

December 1917
Australia holds its second conscription referendum. Like the first, it is defeated.

November 1918
The final Allied offensive on the Western Front results in the Armistice on 11 November, which puts a stop to the fighting.

1920s
Economic crises plague Germany. Globally, the Great Depression hits in 1929 with the crash of financial markets, followed by widespread unemployment.



Source 4 Anzac Day, which was first commemorated in 1916, remains an important day for Australians.



Source 5 Crowds celebrate the signing of the Armistice, 11 November 1918.

AUSTRALIANS AT WAR (WORLD WAR II) – A TIMELINE

TIMELINE

1933

Adolf Hitler, the leader of the Nazi Party in Germany, becomes Chancellor of Germany.

1938

9–10 November 1938

A series of attacks take place on Jewish homes, businesses and synagogues across Germany and Austria. The attacks become known as *Kristallnacht* (the Night of the Broken Glass).

1939

September 1939

Britain declares war on Germany following the German army's invasion of Poland. Australia also declares war on Germany.

May–June 1940

Germany invades Denmark, the Low Countries (Belgium, the Netherlands and Luxembourg) and France.

1940

July 1940

Germany launches an air assault on Britain, known as the Battle of Britain.

September 1940

Germany commences its bombing campaign on Britain, known as the Blitz. It continues until May 1941.



Source 6 A Hawker Hurricane (front) and a Spitfire; built in 1940, this Spitfire took part in the Battle of Britain.



Source 7 The Blitz caused massive destruction to London and other major British cities.

OXFORD UNIVERSITY PRESS



Source 8 Black clouds of smoke pour from aircraft ablaze on a military airfield near Pearl Harbor, after a surprise attack by the Japanese.



Source 9 Australian soldiers on the Kokoda Track, 1942

April 1941
Australian troops are involved in the Siege of Tobruk.

June 1941
Hitler launches Operation Barbarossa, the start of war on the Eastern Front; and begins planning the 'Final Solution'.

February 1942
Singapore falls to the Japanese and many Allied soldiers are taken as prisoners of war. Japanese aircraft bomb Darwin.

December 1941
Japan attacks the US naval base in Pearl Harbor, Hawaii. The United States enters the war.

May–June 1942
The United States inflicts heavy losses on the Japanese navy in the Battle of the Coral Sea and the Battle of Midway.

July–November 1942
Australian troops' defence of the Kokoda Track prevents Japanese forces from taking control of Port Moresby, Papua New Guinea. The Allies win a decisive victory at the Second Battle of El Alamein.

February 1943
Germany surrenders at the Battle of Stalingrad.

6 June 1944
'D-Day' – Allied forces invade France and begin advancing towards Germany from the west, liberating France in August 1944.

March–June 1944
US forces in the Pacific capture the islands of Iwo Jima and Okinawa.

August 1945
The United States drops two atomic bombs on Japan. Japan surrenders on 2 September 1945.

May 1945
Germany surrenders and Allied soldiers liberate prisoners from Nazi concentration camps.

1941 1942 1943 1944 1945

TIMELINE (WWII): CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. How many months did Germany's bombing campaign on Britain last for?
2. Where were many Australian soldiers captured and taken as prisoners of war?
3. When did the United States enter the war and why?
4. What was *Kristallnacht* and when did it take place?

6A WHAT WERE THE CAUSES, SCOPE AND NATURE OF WORLD WAR I?

6.1 CAUSES OF WORLD WAR I

KEY CONTENT

In this topic you will:

- outline the main causes of World War I.

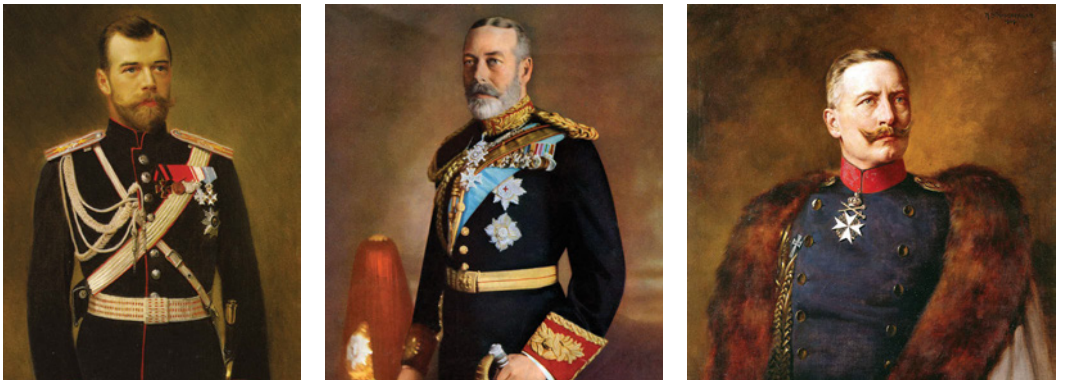
A simple list of causes can never adequately explain why wars start between nations. Even today, the causes of World War I remain hotly contested by historians. In this topic we will consider the background and events leading up to the outbreak of World War I. We will then look at some of the different explanations that have been offered for its causes.

Europe in the lead-up to World War I

At the start of 1901, the countries of Europe appeared peaceful and prosperous. Queen Victoria had occupied the British throne for over 60 years and many of her children and other relatives had married into royal houses all over Europe (see Source 1). As a result, a large number of the royal families of Europe were closely related. In the lead-up to World War I, many thought it was unlikely that these close relations would become involved in an armed conflict at all – let alone fight on opposing sides.

Industrial Revolution
a period driven by the development of steam power where new methods of transport and production changed the way people worked and lived

The **Industrial Revolution** had transformed societies across Western Europe. New production methods and technologies affected almost every sector of society and industry. Governments had made improvements in health care, sanitation and relief for the poor. Roads, canals and railways made transport easier and more accessible, and literacy rates were rising.



Source 1 Tsar Nicholas II of Russia (left), King George V of Britain (centre) and Kaiser Wilhelm II of Germany (right) were first cousins, and grandsons of Britain's Queen Victoria. Victoria died in 1901. The Kaiser always said that if she had still been alive in 1914, she would never have allowed her grandsons to go to war.

empire
a group of countries and/or areas, often with different languages and cultures, ruled by a central power or leader (known as an emperor)

However, the outward signs of peace and prosperity masked both international and domestic tensions. Issues related to the size of colonial **empires** and the development of weapons, armies and ships all caused rivalries that simmered beneath the surface. Furthermore, rates of economic progress – together with improvements in the standard of living – were unevenly spread across Europe. The benefits of the Industrial Revolution that were being enjoyed in Western Europe had so far had little impact on the nations of Eastern Europe such as Austria-Hungary, Russia, and a group of countries known as the Balkan states, which included Serbia, Bulgaria and Romania (see Source 3).



Source 2 Europe before World War I (the inset box shows the location of the Balkan states)



Source 3 The Balkan states, 1914

The 'July Crisis' of 1914

The start of World War I was marked by Germany's declaration of war against Russia and France, followed immediately by its decision to invade Belgium. While these events all occurred in the first days of August 1914, they were the direct result of a number of events that took place earlier that year.

On 28 June 1914, Archduke Franz Ferdinand, heir to the throne of Austria-Hungary, and his wife Sophie, Duchess of Hohenberg, were assassinated in the city of Sarajevo. At that time, Sarajevo (which is now the capital of Bosnia and Herzegovina) was part of Austria-Hungary. The **assassination** led to a frantic and confused period of bluff, threat and negotiation between several European powers in the weeks that followed, which became known as the 'July Crisis'.

assassination
the murder of a prominent political or religious figure in a surprise attack

After the assassination, Austria-Hungary blamed the government of neighbouring Serbia. The Austrians, with the support of their ally Germany, issued a series of 10 harsh demands to Serbia. Serbia agreed to nine of the 10, but to accept all of the demands would have meant that Serbia lost any real independence.

Serbia turned to its ally Russia for support. Russia – a nation with strong ethnic, cultural and linguistic links to the Slavic Serbs – promised to protect Serbia against any threat from Austria-Hungary and Germany.

A month after the assassination, Austria-Hungary declared war on Serbia. From that point on, a localised conflict in the Balkan region of south-eastern Europe became a general European war.

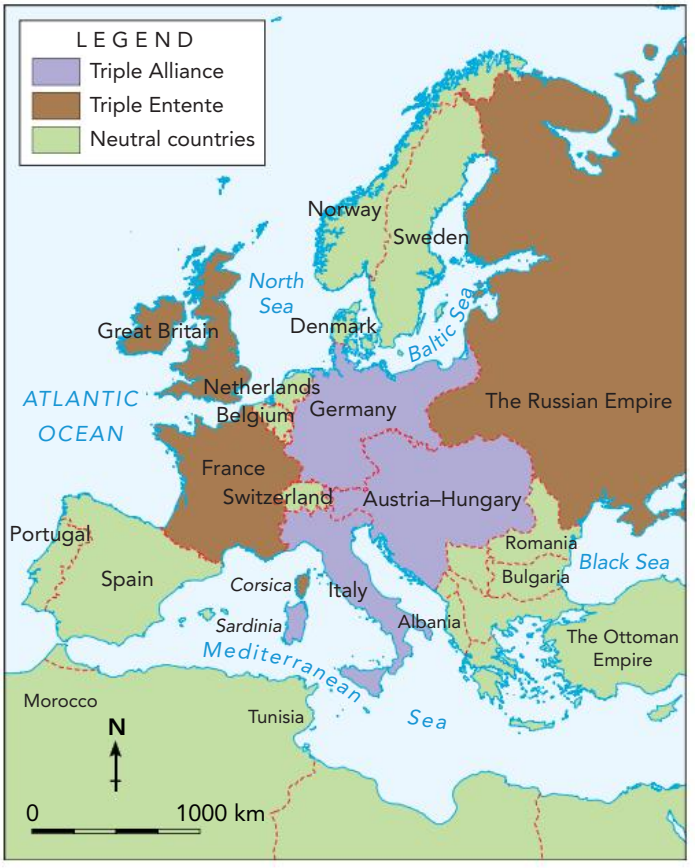


Source 4 An artist's impression of the assassination of Archduke Franz Ferdinand in Sarajevo; the Archduke was shot by a group who wanted to see all the Slavic peoples united in a single country, and hoped for the break-up of the Austro-Hungarian Empire.

The alliance system

alliance system
a series of agreements formed between various European powers to work together to achieve shared goals

The key to the spread of the conflict into a world war was the complex **alliance system** that was created by the European powers between the 1870s and 1907 to maintain a balance of power. The thinking behind it was that if the rival European alliances were all more or less equal in strength, then none of them would risk going to war because no one could be sure of winning.



Source 5 European alliances in World War I

Triple Alliance
the alliance originally formed between Germany, Austria-Hungary and Italy from 1882 to 1915

Triple Entente
the alliance originally formed between Britain, France and Russia that was the basis of the Allied powers during World War I

colony
an outpost set up by a country, kingdom or empire, often for social, financial or strategic reasons

dominion
a self-governing nation or state under British sovereignty

By 1914, Europe was divided into two rival alliances: the **Triple Alliance** and the **Triple Entente** (*entente* is a French word meaning an 'understanding'). Each participating nation promised to provide military support if one of its members was attacked. In addition to the key European countries shown in Source 5, many other countries, **colonies** and territories around the world were attached to one or other of these alliances. Japan, for example, had signed a treaty with Britain in 1902, and became a member of the Triple Entente in 1914. In addition to Japan, all British colonies (such as India) and **dominions** (such as Australia and New Zealand) automatically became part of the Triple Entente. This meant that they could all be drawn into conflict if war broke out.

The same fears that had led the major European powers to set up alliances ended up dragging them into war. When Russia offered to support Serbia against Austria-Hungary, Germany threatened Russia. Russia responded by calling on its ally France.

At this point, Germany was faced with hostile forces preparing for war on both its eastern and western borders. This was a situation that Germany had feared ever since France and Russia had become allies in 1894. When faced with the threat, the German response was to devise a special military plan, known as the Schlieffen Plan, and to launch an all-out attack on France. The aim of the Schlieffen Plan was to put a quick end to the threat from France before the huge Russian army was ready for war.

In order for the Schlieffen Plan to work, the German army needed to attack France by passing through neutral Belgium. However, although it was not a member of the Triple Entente, Belgium had an alliance with Britain. When the German army invaded Belgium, Britain declared war on Germany.

6.1 SOURCE STUDY

The alliance system and events leading to World War I

Source 6

Key dates in the lead-up to World War I	
28 June 1914	Archduke Franz Ferdinand is assassinated in the city of Sarajevo
23 July 1914	Austria-Hungary presents 10 demands to Serbia
25 July 1914	Serbia agrees to only nine of the 10 demands
28 July 1914	Austria-Hungary declares war on Serbia
29 July 1914	Russia promises military support to Serbia
1 August 1914	Germany declares war on Russia
3 August 1914	Germany declares war on France and invades Belgium
4 August 1914	Britain declares war on Germany (Australia becomes involved)
6 August 1914	Austria-Hungary declares war on Russia
23 August 1914	Japan (as an ally of Britain) declares war on Germany
29 October 1914	The Ottoman Empire (Turkey) enters the war on the side of Germany
23 May 1915	Italy enters the war on the side of the Triple Entente (breaking the Triple Alliance)



Source 7
This cartoon offers a representation of how the war escalated as a result of the alliance system.

INTERPRET

1. Is it possible to identify a clear perspective on the causes of World War I in either of these sources? Justify your response.
2. Explain how these sources could be used to support the argument that World War I was caused by the alliance system.
3. What would be the weakness of relying on these sources to explain the causes of World War I?

SPOTLIGHT

CONTESTABILITY

The American historian Terence Zuber challenged many aspects of the importance of the Schlieffen Plan after the release of German documents when the Berlin Wall fell in 1991. Further discoveries of previously misfiled documents then challenged Zuber's view. This is the essence of contestability in History, with new discoveries challenging previously held views.

The causes of World War I – contestability

One of the ways in which you can develop a detailed understanding of the different views about what caused World War I is to ask yourself the question: Was World War I just a terrible accident, or should one or more countries be blamed?

Ever since the end of World War I, historians have studied and debated exactly what caused it. In the process they have made decisions about what they regarded as the 'primary' or indispensable causes, and what were the 'secondary' or contributing causes. From the perspective of the 1920s, the general view was that Germany was more responsible than any other country, even though most people accepted that other factors also played a part.

We will look at a range of these factors now. Your role as a historian is to analyse each of them, both individually and as part of a group, in order to decide how important they were in leading to the outbreak of World War I.

Factors that led to the outbreak of World War I

nationalism
a sense of pride in, and love of, one's country; also the idea that one nation's culture and interests are superior to those of another nation

- *Nationalism* – a sense of **nationalism** grows out of an understanding that the people of a nation share a common language, culture and history. Nationalism can unite the people of a nation or region; for example, feelings of nationalism contributed to the unification of many small Germanic kingdoms to form the German Empire in 1871. Nationalism encouraged cooperation between Germany and Austria-Hungary, because German-language speakers ruled both empires. Nationalism can also divide people in a region; for example, the French and the Germans – both very nationalistic peoples – were long-time rivals.

imperialism
the process of gaining and maintaining control over other countries, regions or territories for economic or strategic reasons

- *Rivalry over colonies* – in the years leading up to World War I, there was fierce competition between powers in Europe to claim and control territories and resources in different parts of the world. This was largely driven by nationalism and **imperialism**. European powers such as Britain, France and Germany had colonised much of the world between the fifteenth and nineteenth centuries, and they often competed for control over different parts of Africa, Asia and the Pacific.



Source 8 War graves in Verdun, France; was World War I just a terrible accident, or should one or more countries be blamed?

OXFORD UNIVERSITY PRESS

- *The arms race in Europe* – no war can be fought without guns, ammunition and soldiers. In the early twentieth century, modern battleships and submarines were also important weapons of war. Despite claims by European powers that they were not preparing for war, most were training armies and increasing their stores of ships and weapons. Some historians argue that tension between the European powers was made worse by the build-up of military forces. A more specific and important aspect of the arms race was the decision of the German Government to dramatically increase the size of its navy. Britain saw this as a major threat.
- *The alliance system* – although the system of alliances was meant to maintain a balance of power and help to keep the peace, it backfired. The alliances, in fact, expanded the war and turned a limited, local conflict into a wider European war – and ultimately a world war. The two coalitions that fought World War I were the **Allies** and the **Central Powers**.
- *Military plans* – prior to World War I, all major European powers had military plans in place in case war broke out, which had strict timetables for **mobilisation**. These plans put pressure on the politicians and diplomats from all countries during the July Crisis. None of them could afford to let another country get a head start in mobilising. The British historian A.J.P. Taylor referred to this situation as 'war by timetable'.

Allies
the coalition of countries in opposition to the Central Powers in World War I; they included Britain, the Commonwealth, France and Russia, joined by the United States in 1917

Central Powers
the coalition of countries in opposition to the Allies in World War I; they included Germany and Austria-Hungary, joined by the Ottoman Empire in November 1914

mobilisation
the process of organising and preparing armed forces and resources in the lead-up to war

6.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What was the 'July Crisis' and how did it lead to the outbreak of World War I?
2. Explain the meaning of the term 'balance of power'. How was it meant to prevent a war?
3. List the three original members of the Triple Entente.
4. List the three original members of the Triple Alliance.
5. What was the Schlieffen Plan and how did it bring Britain into the war?

APPLY AND ANALYSE

6. Outline what most historians regard as the causes of World War I. Which one would you argue contributed most to the outbreak of war? What evidence supports your viewpoint?
7. Was Germany to blame for causing World War I? Form an opinion by doing your own research and taking part in discussions in class and at home. Present your evidence and arguments either through a class debate that puts Germany 'on trial', or by writing a persuasive text of about 200 words, arguing the case for Germany's guilt or innocence.

EVALUATE AND CREATE

8. The lead-up to World War I has sometimes been described as a schoolyard brawl, with the alliance system causing countries to keep escalating the conflict by becoming increasingly involved to 'support their mates'. Create a cartoon or poster that shows this view of the causes of World War I. Think of a title for your work that conveys the point you are trying to get across.

GO DEEPER

9. Research the regions in the world that were colonies (or territories) controlled by Britain, France, Germany and Belgium in the lead-up to World War I. Which country controlled the most colonies or territories?

SPOTLIGHT

RESEARCH

One of the roles of research is to help you fill in gaps in your knowledge. As you review the list of factors contributing to the outbreak of World War I, identify any gaps in your knowledge that could make it difficult for you to write about that factor, and do some extra research to help you feel comfortable with the material.

6.2 AUSTRALIA'S ENTRY INTO WORLD WAR I

KEY CONTENT

In this topic you will:

- explain why Australians enlisted to fight.

When World War I broke out, Australia had been a united country for only 13 years. Although it was self-governing, it was still a dominion of the British Empire and was obliged to follow Britain's instructions in many areas of government. When Britain declared war on Germany, Australia and other countries in the British Empire were also drawn into the conflict.

Very few Australians had been engaged in wars and, possibly because of this, there was a perception that war was glorious, exciting and heroic. A wave of enthusiasm for the war effort swept through the country and men rushed to enlist in the armed forces, which at the time were known as the Australian Imperial Force (AIF). Around 50 000 men enlisted by the end of 1914. According to popular opinion expressed in newspapers at the time, many of the men enlisting were concerned that it might be over before they got to Europe.



Source 9 This Australian recruitment poster from 1915 (AWM ARTV00021) features the legendary Australian soldier, Albert Jacka. Jacka was awarded the **Victoria Cross** for his remarkable actions at Gallipoli (see topic 6.4), and later served on the Western Front. Australian war correspondent Charles Bean described Jacka's actions at the Battle of Pozières, in France – during which he rescued a group of captured Australians – as 'the most dramatic and effective act of individual audacity in the history of the AIF'.

Victoria Cross
the highest Commonwealth military award for acts of bravery in wartime

The reasons for enlistment were varied and complex. Some men were driven by a desire to show what their young nation could contribute to a world conflict. Others went to war because of loyalty to 'the mother country'. Some joined out of a spirit of adventure and for the opportunity to leave home and see the world. For others, their incentive was to earn a good income – and the promise of regular pay motivated many unemployed men to volunteer. As the war progressed, hatred of the enemy also became a motivation for enlistment. **Propaganda** stories (often exaggerated) of German atrocities were used in recruiting campaigns.

propaganda information or material that attempts to influence the behaviour or opinions of people within a society; propaganda is designed to promote a particular cause or course of action and/or damage the cause of an enemy

6.2 SOURCE STUDY

Why Australians enlisted

Source 10

> I wasn't eighteen. I was working on the lathe, next to another chap ... I said to him 'why don't you enlist?' I said, 'I'll enlist if you do'. I went right up to Victoria Barracks and enlisted. We left the factory and I had to get my father's signature. Well, I forged that.
>
> *Stan D'Altera, in A. Thomson,* Anzac Memories, *Oxford University Press, 1994, p. 27*

Source 11

> I couldn't help myself. Mum was a widow and she needed me to help run the farm. But I read what Andrew Fisher [Australia's prime minister] said and I went, 'Fisher's message to England was that Australia would stand behind her to the last man and the last shilling.'
>
> *An unnamed soldier, in P. Adam-Smith,* The Anzacs, *Penguin, 2014, p. 17*

Source 12

> I have joined the Australian Army it's not bad money here, 5/- [5 shillings] a day and clothes and food ... nearly as good as cabinet making and not half as hard. You may [think] it funny [my] turning up such a good job, but ... this [employer] had only about three days work left for us ... so I [thought] I would join the army.
>
> *A letter from Corporal R.E. Antill to his parents, in* Defence Magazine, *1914*

INTERPRET

1. Read Sources 10 to 12 and identify the different motivations and attitudes of the writers.
2. What are the strengths of these sources for historians studying enlistment in war?
3. Create a conversation between the unnamed soldier in Source 11 and his brother, who has been left to run the farm. Your conversation should include three arguments 'for' and three arguments 'against' enlisting in 1914.

THINK, PAIR, SHARE

Read Sources 10 to 12 and think about the reasons why young men went to World War I.

Discuss your ideas with a partner, and see if you agree.

Share your ideas with the class, and discuss what things would make you want to fight a war today.

6.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Describe the attitude of most Australians to war when World War I broke out. Why might they have held this attitude?
2. How many Australian men enlisted to fight before the end of 1914?
3. Explain the techniques used by the government to encourage men to enlist.

6.3 WHERE WORLD WAR I WAS FOUGHT

KEY CONTENT

In this topic you will:

- locate and sequence the places where Australians fought.

Perhaps the most enduring image of World War I is that of soldiers in the trenches, covered in mud and blood, and surrounded by barbed wire. Such images were characteristic of the drawn-out war on the **Western Front** in France and Belgium, where Australian troops fought from 1916 to 1918. Although this was generally regarded as the most important **theatre of war**, there were many others (see Source 13):

- on the **Eastern Front** (also known as the Russian Front) between Germany and Russia in Eastern Europe; this continued until the Russians made a separate peace with Germany in 1917
- in northern Italy, where the Italians (who had left the Triple Alliance) fought against Austria-Hungary
- in the Middle East, where Allied forces, including the Australian Light Horse, fought against the Turks
- in Gallipoli, where the combined **corps** of Australian and New Zealand (ANZAC) troops joined with other units of the British army in a failed invasion of Turkey.

The fledgling Australian navy was also involved with British forces throughout the war, and in a famous action in November 1914, while travelling to join the war, *HMAS Melbourne* sank the German raider *Emden* near the Cocos Islands in the Indian Ocean.

Western Front
a long stretch of land that was marked by trenches and fierce fighting in World War I; the Western Front wove through France and Belgium, from France's border with Switzerland to the North Sea

theatre of war
an area where important military events take place

Eastern Front
a large area of land between Germany and Austria-Hungary in the west, and Russia in the east, that was the site of troop movements and fighting in World War I

corps
a grouping of two or more army divisions

SPOTLIGHT

COMPREHENSION

There are times when you may have to draw on skills from other subjects to help your historical understanding. Think about which Geography skills might be useful to help you understand the maps you use to show location and tactics.



Source 13 The countries involved in World War I and the sites and years of major battles

OXFORD UNIVERSITY PRESS

Stalemate on the Western Front

In 1914, the widely held view was that World War I would be a short war. However, after the initial movement of the German army, which marched through Belgium and deep into France, the war on the Western Front became a **stalemate**. This was primarily due to the fact that in the period 1914–18, the weapons and technology available to the armies in the form of **artillery**, machine guns and barbed wire gave the advantage to the defender. (It was not until World War II that this changed.) On the Western Front, the consequence was that the British and French could not drive the Germans out of France, and the Germans could not advance any further.

stalemate
a situation where neither side is able to gain an advantage

artillery
large-calibre guns



Source 14 British soldiers waiting in a French trench on the Western Front during World War I

6.3 SOURCE STUDY

Stalemate on the Western Front



Source 15 The Western Front in 1915, where German and Allied forces faced each other across a line of trenches that stretched from the Belgian coast to Switzerland

INTERPRET

1 Using the scale on Source 15, work out approximately how long the line of trenches was in 1915.
2 What does Source 14 reveal about trenches?

6.3 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 In which area did Australian troops first fight: Gallipoli or France?
2 What style of warfare is most closely identified with the Western Front?
3 Explain the meaning of the term 'stalemate'.

APPLY AND ANALYSE

4 Did available weapons and technology advantage the attacker or defender in World War I? Justify your response.

6.4 THE GALLIPOLI CAMPAIGN

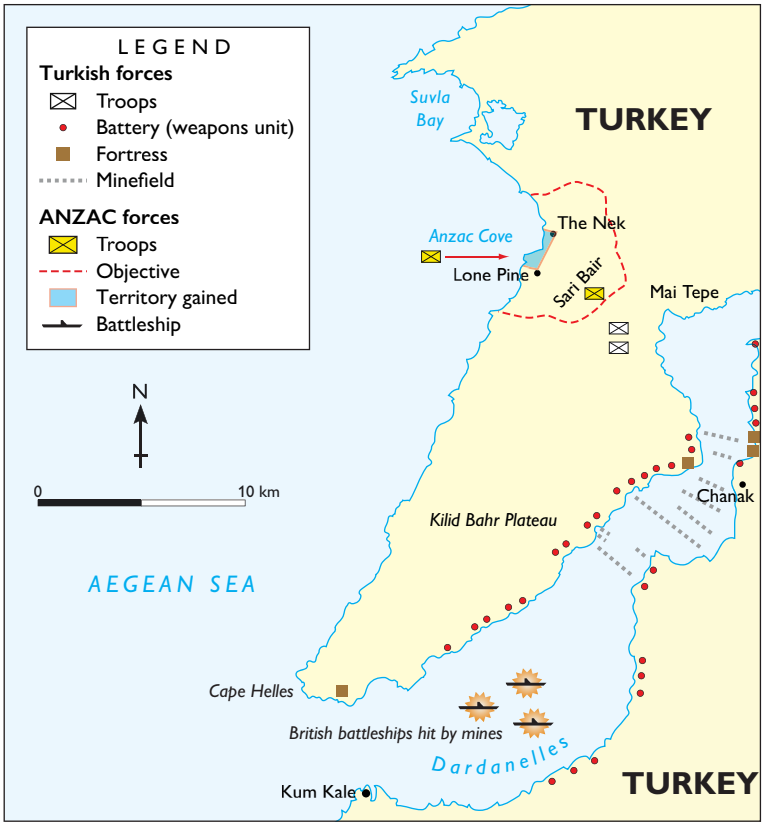
KEY CONTENT

In this topic you will:

- describe the nature of warfare during the Gallipoli campaign
- explain the outcome of the Gallipoli campaign.

In an attempt to break the stalemate that had developed on the Western Front, Winston Churchill – who was Britain's First Lord of the Admiralty, and in charge of the Royal Navy – argued for an attack on Turkey. As part of the Ottoman Empire, Turkey was a German ally. Churchill believed that the British navy could force its way through the narrow passage of water known as the Dardanelles and bombard the Turkish capital of Constantinople (modern-day Istanbul), which lay further east. It was hoped that this would force Turkey out of the war and open the way for Britain and France to move supplies, via the Black Sea, to the Russian army fighting the Germans on the Eastern Front. Although the idea was a good one, the planning for the campaign was poor.

The operation began in March 1915, when British and French warships unsuccessfully attempted to pass through the Dardanelles. They were stopped by Turkish guns along the shore and mines that had been placed in the water. The next step, almost as an afterthought, was to use the army and make a landing. The Gallipoli campaign began on 25 April 1915, when British, French, Indian and ANZAC troops made separate landings. British, Indian and ANZAC troops landed on the Gallipoli peninsula, while the French made a diversionary landing at Kum Kale to distract the Turkish forces (see Source 16).



Source 16 The Gallipoli peninsula



Source 17 Mustafa Kemal Atatürk (front, in the pale uniform) at Gallipoli, 1915; he went on to become the first president of modern Turkey in 1923, and is regarded as one of the great leaders of the twentieth century.

OXFORD UNIVERSITY PRESS

The Gallipoli landing

Both the ANZACs' landing, at what is now called Anzac Cove, and the British landing, at Cape Helles, went badly from the start. The ANZACs found themselves ashore at a narrow beach facing steep cliffs. During the first hours after landing, there was a great deal of confusion as small groups of men acted independently. Some stayed on or near the beach, while others advanced inland until they were halted by Turkish forces of the 19th Division. More than 600 Australian soldiers were killed on the first day of the campaign, with barely 1 kilometre of progress achieved.

The Turkish 19th Division was led by the brilliant Colonel Mustafa Kemal Atatürk. Atatürk recognised the importance of holding the high ground above the beaches. His decisions on the first day did much to determine the outcome of the campaign, as the ANZACs never did gain the high ground, despite repeated efforts.

sniper
an expert marksman trained to 'pick off' enemy soldiers from concealed locations, often at long range

6.4A SOURCE STUDY

The Gallipoli landing

Source 18

> Off at one this morning & about dawn we heard a terrific bombardment ... our battalion packed on three or four barges & a destroyer towed us towards the shore as far as she could ... then cast us adrift. That position was scarcely safe for bullets were flying all round hitting the boat, but we had only one casualty. Some of us waded neck high to shore ... The whole trouble was we had no artillery on land & the warships with their field guns could not reach the enemy's guns ... our losses from their shrapnel was severe ... The country is brutal ... besides being hilly & broken, the ground is covered with scrub from 4 to 6ft high & you cannot see an enemy if he does not wish it ... One other trouble is that the **snipers**, seem to be numerous & deadly. One of the consequences of this is that the losses in Officers is out of proportion to the men ... Our battalion must have lost close on half its strength. We could not stand many days like this.
>
> *An account of the first landing at Anzac Cove from Acting Sergeant Adrian Wilmot Delamore of the Auckland Infantry Battalion*



Source 19 Anzac Cove, following the landing of Australian and New Zealand troops on 25 April 1915

INTERPRET

1. List the elements mentioned in Source 18 that you can identify in Source 19.
2. Consider your response to question 1. How reliable does Source 18 appear to be?
3. After studying Source 19, describe the difficulties you think you would face trying to transport weapons and supplies for the battle at Anzac Cove on 25 April 1915.
4. What does Source 18 suggest about the problems the original ANZACs faced when landing at Anzac Cove?

offensive
a large-scale military operation by an attacking force against a defending enemy force

counter-offensive
a large-scale military operation by a defending force against an attacking enemy force

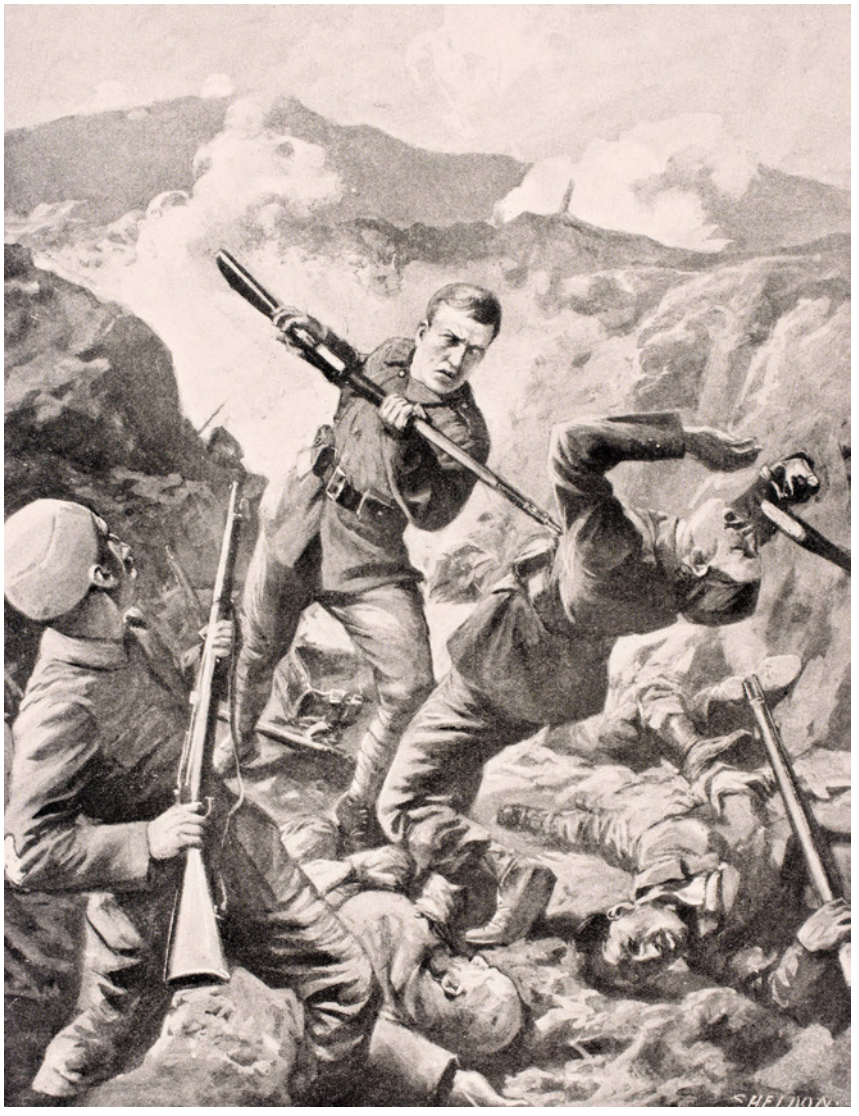
Australian Light Horse
lightly armed and highly mobile mounted troops; they usually fought dismounted, using their horses as transport to and from the battlefield

'The mystery current': a contested aspect of the Gallipoli landing

A story that is regularly retold about the Gallipoli campaign is that the ANZACs came ashore at the wrong beach because their boats were swept away from the planned landing place by a 'mystery current' in the ocean. However, evidence from Royal Navy records of ocean currents and weather, together with soldiers' accounts, refute this idea (for example, one soldier noted in his journal that 'there was no wind and the sea was dead calm'). The story of 'the mystery current' appears to have begun with General Birdwood, who was in charge of the landing. It may have been created in order to turn attention away from the fact that ANZAC troops came ashore at a difficult landing place. This made it challenging, if not impossible, for the ANZAC part of the Gallipoli campaign to succeed.

Offensives and counter-offensives

Many celebrated people, events and legends in modern Australian history achieved fame during the eight months of fighting at Gallipoli. Some of the most commemorated events of World War I in Australia are the **offensives** and **counter-offensives** that took place at Gallipoli.



Source 20 An illustration from *The War Illustrated Album Deluxe* of Lance Corporal Albert Jacka single-handedly defending a trench, and killing seven enemy soldiers; Jacka went on to serve in France and became an officer.

After the ANZAC troops landed in Anzac Cove in May 1915, the Turks launched a major counter-offensive to drive off the invaders. During this action, the now legendary Albert Jacka became the first Australian to receive a Victoria Cross during World War I for single-handedly defending and holding a trench against enemy fire.

In August 1915, the ANZACs launched two famous diversionary attacks. The Australians captured Lone Pine (see Source 16) in fighting so fierce that seven Victoria Crosses were awarded to soldiers involved in the attack. At the Nek, a charge by the **Australian Light Horse** cost the lives of 234 Australian soldiers on an area the size of three tennis courts.

Despite these offensives and counter-offensives, the situation on Gallipoli was to remain essentially unchanged for the eight months of the campaign. On the battlefield, respect grew between the Turkish soldiers and the ANZAC troops. Each side saw the other as honourable, and agreements were made to hold fire in order to allow them to bury their dead respectfully. Over time, the two sides even began trading with each other.

Conditions at Gallipoli

Conditions at Gallipoli were extremely difficult for the ANZACs. As the Turks held the high ground, the ANZACs were always exposed to enemy fire. Nowhere was safe. They were in constant danger, day and night, from snipers or artillery bombardment from the Turkish guns.

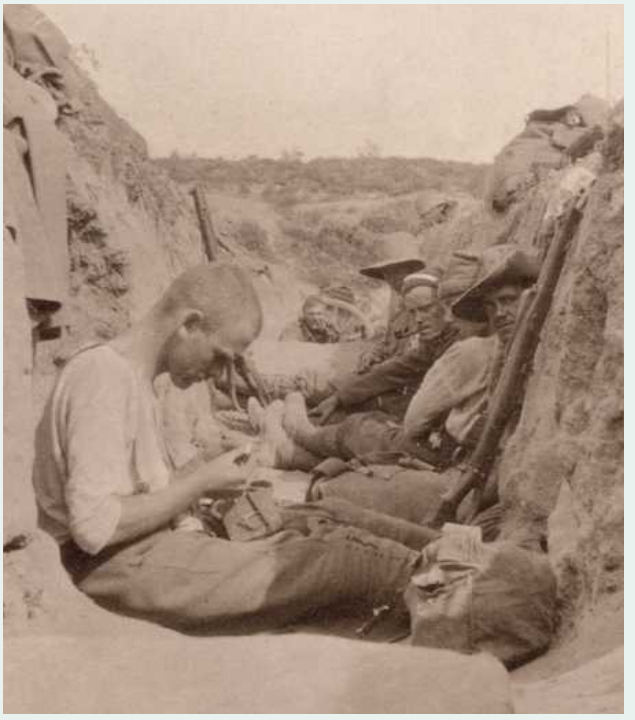
However, more Australians and New Zealanders died or were forced into hospital as a result of disease than enemy action. Conditions in the trenches were rough, and the weather varied from extreme heat to cold winds and snow. While food supplies were basic but plentiful, living in close quarters with poor sanitation and unreliable drinking water encouraged the spread of diseases such as dysentery and gastroenteritis.

6.4B SOURCE STUDY

Conditions at Gallipoli

Source 21

> We landed on Gallipoli in what we were wearing and continued to wear it day and night until the socks were the first garments to become unwearable, and they were cast out and we went barefoot in our boots.
>
> We discarded our tunics during the day as the weather became hotter, and working and living in earthen trenches, while sometimes sweating profusely caused our pants and thick pure woollen shirts to become even worse than filthy.
>
> We got only sufficient fresh water, in fact, on some days barely enough to drink, so washing garments was out of the question, and so the only alternative was to get down to the beach and wash our garments and ourselves in the brine, which as far as our garments was concerned made little difference.
>
> There were parasites which caused an abominable itch to which ever part of the skin where they operated. They lived and bred mainly in the seams of the inner garments. The best control means available was to wear the clothing inside out and then there were no seams next to the skin for the pest to hide away in and breed. This I did with my flannel shirt, but I simply could not come at wearing my trousers inside out, even though many of the other men did. It simply looked too awful.
>
> *A letter from Lieutenant Frank Boyes about conditions at Gallipoli*



Source 22 Australian soldiers resting in a trench at Gallipoli

INTERPRET

1. Do you think that Source 21 is a reliable source of evidence for an investigation of living conditions at Gallipoli? Give reasons for your opinion.
2. What features can you identify in Source 22 that support the description provided in Source 21?
3. What evidence is there in either source that the ANZACs weren't really prepared for conditions at Gallipoli?
4. **a** Using these two sources as evidence, describe conditions for the ANZACs at Gallipoli.
   b What are the limitations of these sources? Identify what you would require to make your description more complete.

STRANGE BUT TRUE

To hide the fact they were leaving, the ANZACs rigged up rifles to fire at random. They did this by attaching tins to the rifle triggers with string. When the tins filled with water, dripping from other tins strung up above, their weight pulled the triggers down and the rifles fired.

infantry
soldiers fighting on foot

Withdrawal

By December 1915, the decision was made to withdraw all ANZAC troops from the Gallipoli peninsula. For the Australian forces, the campaign had cost 8709 lives, with a further 19 000 wounded. Their enemy, the Turks, had been just as brave in the defence of their homeland, with a total of around 80 000 Turks dying in the fighting at Anzac Cove and against British troops at Cape Helles. The last Australians were evacuated on 19 and 20 December. Because of its efficiency, their silent withdrawal is usually remembered as the most successful part of the Gallipoli campaign.

After Gallipoli

After the ANZACs withdrew from Gallipoli, most of the **infantry** were sent to fight in France, while members of the Australian Light Horse were sent to the Middle East to serve with British forces against the Turks. One of the most famous battles involving the Light Horse was the charge against Turkish forces at Beersheba (a city located in what is now the south of Israel), where the Light Horse took part in a surprise attack on Turkish positions in October 1917.

Source 23 People of Turkey remember their war dead in a 'March with Martyrs', 2019; the commemoration of the events of World War I is no less important to Turks than it is to Australians and New Zealanders.



Gallipoli from the Turkish perspective

Just as the teaching and commemoration of Gallipoli is an important part of culture and history in Australia and New Zealand, so too is it an important part of culture and history in Turkey today. The stories and events of the Gallipoli campaign are widely taught and remembered by Turks, and are regarded as a significant point in the development of their country. To the Turks, the ANZACs were seen as invaders who needed to be stopped in order to protect their homeland and defend their way of life. Although Turkish children learn about a different set of heroes at school, and their teachers tell different stories of victories and defeats, the teaching and commemoration of these events is no less important to Turks than it is to Australians and New Zealanders.

SPOTLIGHT

SIGNIFICANCE

Significance can be viewed through different perspectives. Consider why Gallipoli might be regarded as significant from an Australian, British, New Zealand and Turkish perspective.

6.4C SOURCE STUDY

A tribute to the ANZACs

Source 24

> Those heroes that shed their blood and lost their lives ... You are now lying in the soil of a friendly country. Therefore rest in peace. There is no difference between the Johnnies [the Australians] and the Mehmets [the Turks] to us where they lie side by side now here in this country of ours ... you, the mothers, who sent their sons from faraway countries wipe away your tears; your sons are now lying in our bosom and are in peace. After having lost their lives on this land they have become our sons as well.

A tribute to the ANZACs killed at Gallipoli, written by Mustafa Kemal Atatürk, the first president of modern Turkey, in 1934

INTERPRET

1 Who is the intended audience for this tribute?
2 How might the tribute be a comfort to Australians and New Zealanders who had lost loved ones at Gallipoli?
3 What does the tribute reveal about Mustafa Kemal Atatürk as a person?

6.4 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Who led the Turkish forces opposing the ANZACs at Gallipoli?
2 When was the decision made to withdraw ANZAC troops from Gallipoli? Where were these troops sent?

APPLY AND ANALYSE

3 Why did the British decide to attack Turkey in 1915?
4 Why did the Gallipoli operation fail?

EVALUATE AND CREATE

5 Create a poster titled 'ANZAC heroes of Gallipoli'. After you have completed your poster, discuss the historical decisions you had to make while deciding who to include. Which sources were useful in helping you make your choices?
6 Develop a dialogue between an Australian and a Turkish soldier during an agreed ceasefire to bury their dead. To what extent do you think that dialogue would have changed during the course of the campaign?
7 Use information from the Australian War Memorial website to evaluate Mustafa Kemal Atatürk's career after World War I. Create a table identifying both his successes and his failures, providing examples and justification to support your views.

GO DEEPER

8 Conduct research on the life of Albert Jacka and create an obituary that summarises his achievements.
9 Investigate the achievements of the Australian Light Horse after leaving Gallipoli, including its role at the Battle of Beersheba.
10 The centenary of World War I has seen a number of movies released. Watch a recent film that deals with World War I and write a review that comments on its historical accuracy. Explain the steps you took to be able to comment on its historical accuracy.

6.5 THE WESTERN FRONT

KEY CONTENT

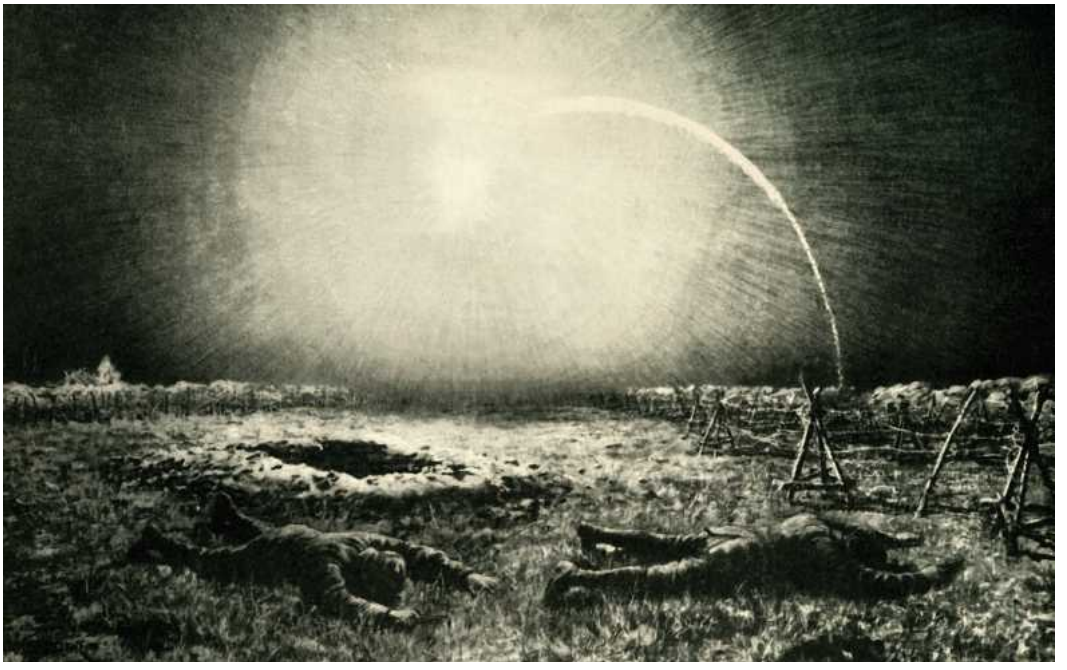
In this topic you will:

- investigate the significant experiences of Australians in World War I.

As we have seen, warfare on the Western Front quickly reached a stalemate. Troops on both sides were largely confined to the trenches, using machine guns, the trenches themselves, barbed wire and artillery to defend their positions. This stalemate meant that war on the Western Front became bogged down in a senseless series of attacks and counter-attacks, each achieving little but costing millions of lives.

These attacks tended to follow a pattern. Initially, one side would launch a long and sustained artillery attack, during which enemy trenches would be bombarded with explosive shells. These attacks could go on for a few hours or many days. The aim of these bombardments was to force the defending troops underground, destroy their fortifications and clear the way for attacking troops to cross **no man's land** and gain enemy ground.

no man's land
a narrow strip of land between opposing armies that is unoccupied or unclaimed



Source 25 *Perils of Patrol Work in No Man's Land*, an engraving by A. Forestier, *c.* 1920, shows soldiers hiding from the glare of a German light-producing rocket, which made no man's land as light as day.

One major problem, however, was that no man's land was very difficult ground to cross. Soldiers struggled through mud-filled shell holes created by their own artillery, and were weighed down with heavy equipment. Once they had started to cross no man's land, they might learn that their bombardment had not destroyed the barbed wire obstacles between the trenches. More frightening still was the possibility that the artillery attack had failed to destroy the enemy's fortifications. As attacking soldiers made their way across no man's land, the enemy could emerge from deep bunkers to fire on them with machine guns.

Generally, these types of attacks on enemy trenches failed to achieve their goals. Confusion, smoke, noise and death quickly turned complex military plans into chaos. If attackers reached enemy lines, close combat with rifles, bayonets, pistols and grenades often followed. If ground was gained, it could be retaken in counter-offensives only weeks later.

The only real result of most of the battles that took place on the Western Front over the four years was death and injury.

Australians on the Western Front

From 1916 to 1918, Australian troops took part in many of the most important battles on the Western Front:

- the Battle of Hamel (outlined below)
- the Battle of Fromelles
- the Battle of the Somme
- assaults on the towns of Pozières and Villers-Bretonneux
- the Battle of Passchendaele (also known as the Third Battle of Ypres)
- the Battle of Amiens.

The Battle of Hamel

The Battle of Hamel was an attack on German trenches to the east of Amiens, France, by the Australian 4th Division under the command of General John Monash. It has been described by some military historians as a 'textbook battle' because of Monash's careful planning. Just before dawn on 4 July 1918, and without using the typical artillery bombardment, Australian troops and a small detachment of Americans attacked the German lines. The attack took the Germans by surprise, and the Australians gained ground and inflicted major losses on the Germans.

STRANGE BUT TRUE

The winter of 1916 was one of the harshest on the Western Front. The cold was so intense that water was carried to the troops as blocks of ice. Water that had been boiled to drink would develop a crust of ice after only a minute or two.

Source 26 A photo taken on 1 October 1917 showing the battlefield in Ypres, Belgium; note the shell-hole bogs and the concrete bunkers – known as 'pill boxes' – that protected German soldiers from Australian artillery fire.



Prisoners of war on the Western Front

prisoner of war
a person (particularly a member of the armed forces) who is captured by, or surrenders to, enemy forces in wartime

During the Gallipoli campaign, 232 Australian troops were captured by the Turks, but the bulk of Australia's **prisoners of war** (POWs) were taken by the Germans on the Western Front. Between 1916 and 1918, 3853 Australians were taken prisoner. The death rate was 9 per cent. From July 1916 until the end of the war, the Australian Red Cross sent POWs 395 695 food parcels and 36 339 clothing parcels, which often meant the difference between survival and death.

Source 27

> The Germans ... put us in a fort at Lille. They never gave us anything. We may have had a slice of bread a day, nothing else. We were building dugouts, huts, carrying and loading shells. We had one slice of bread in the morning and at lunchtime a pot of soup, which was more or less like water.
>
> *Private Horace Ganson, 16th Battalion, AIF, captured at Bullecourt, France, in 'Stolen Years, Australian Prisoners of War', Australian War Memorial website*

Women on the Western Front

The only women allowed to enlist and serve overseas during World War I were nurses. Over the course of the war, 2562 Australian nurses joined the AIF as members of the medical units. Out of this number, 2139 served overseas in the Middle East and on the Western Front. Twenty-five women lost their lives while serving overseas and 388 received military honours.

I USED TO THINK, NOW I THINK

Reflect on your ideas about trench warfare and the perspectives given in Sources 29 to 32 on the next page, and complete the following sentences.

I used to think ...

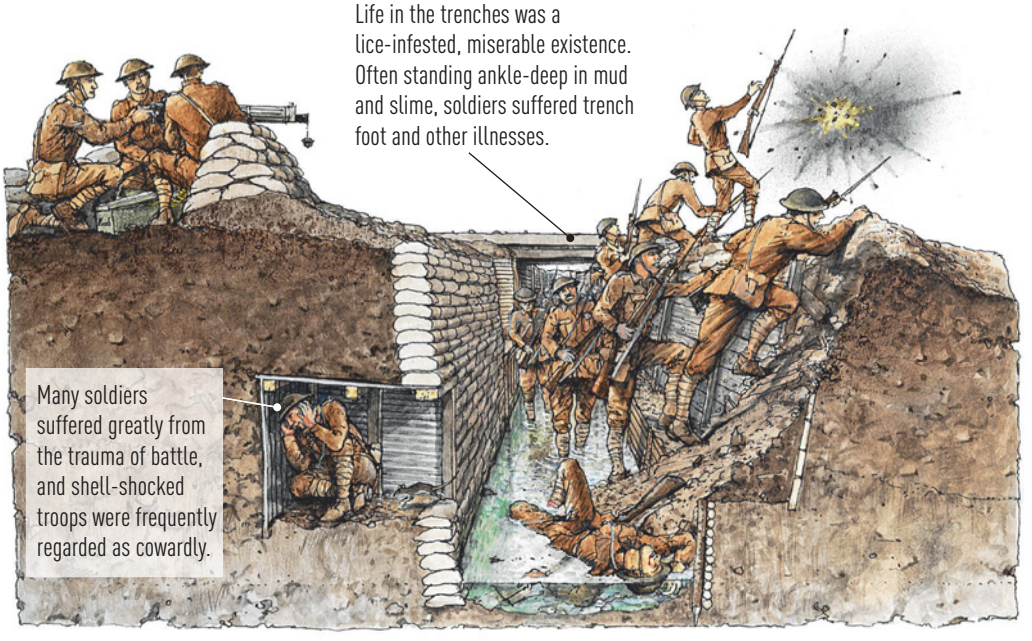
Now I think ...

What has changed in your understanding?

Life in the trenches

Life in the trenches along the Western Front could vary, but for most soldiers conditions were appalling. In the majority of cases, trenches were 2 metres deep by 2 metres wide, and during the winter months, rainfall turned low-lying trenches into mud pits. In some cases, the water reached waist height, leading to a condition called trench foot, which caused soldiers' feet to rot. During the summer months, rats, lice and flies infested the trenches.

To avoid snipers, soldiers spent most of the daylight hours under the **trench line** – the majority of attacks took place at dusk or in the early morning, when visibility was poor. Soldiers were often bored during the day, and caught brief moments of sleep when they could.



Source 28 An artist's impression of life in the trenches on the Western Front

Life in the trenches

Source 29

> We are lousy [infested with lice], stinking, ragged, unshaven, sleepless. Even when we're back a bit we can't sleep for our own guns. I have one puttee [fabric strip wound around the lower leg for protection], a dead man's helmet, another dead man's gas protector, a dead man's bayonet. My tunic is rotten with other men's blood and partly splattered with a comrade's brains. It is horrible but why should you people at home not know.

A letter from John Alexander Raws to his family; Raws was a South Australian soldier who spent only four weeks on the Western Front before he was killed in a shelling on 23 August 1916

Source 30

> I kept calling for the orderly to help me and thought he was funking [showing cowardice], but the poor boy had been blown to bits. Somebody got the tent up, and when I got to the delirious pneumonia patient, he was crouched on the ground at the back of the stretcher. He took no notice of me when I asked him to return to bed, so I leaned across the stretcher and put one arm around and tried to lift him in. I had my right arm under a leg, which I thought was his, but when I lifted I found to my horror that it was a loose leg with a boot and a puttee on it. It was one of the orderly's legs which had been blown off and had landed on the patient's bed. The next day they found the trunk [body] about 20 yards away.

Sister Kelly, an Australian nurse in France, describing her experiences when a bomb hit a casualty clearing station behind the lines



Source 31 A photo taken on 22 January 1918 shows members of a British tunnelling company attached to the ANZACs making a dugout in the slimy mud beneath an artillery observation post near Messines, Belgium.



Source 32 Nurses working in a makeshift field hospital; these were often set up in trenches on the Western Front.

INTERPRET

1. What makes Sources 29 and 30 reliable sources of evidence for a historian trying to understand conditions in the trenches of the Western Front? What limitations are there for a historian researching conditions across the entire Western Front?
2. Explain how Sources 31 and 32 help historians understand the conditions in the trenches of the Western Front.

6.5 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Identify similarities between the Gallipoli campaign and the Western Front.
2. List the challenges associated with living and working in the trenches of the Western Front.
3. Describe the conditions faced by Australian POWs and nurses when living and working on the Western Front.

APPLY AND ANALYSE

4. Investigate one of the important battles involving Australians on the Western Front mentioned in this topic. Use a range of written and visual sources to present an outline of the battle's objectives, events and results. Explain why it was such a significant battle.
5. Investigate the primary school in the French town of Villers-Bretonneux, and explain why the townspeople there remember Australia.

EVALUATE AND CREATE

6. Search the Australian War Memorial website for information on Dr Phoebe Chapple. When you have completed your investigation, write a newspaper article about her war experiences under the heading 'Forgotten heroes of World War I'. What do you think would be an appropriate way to remember Dr Chapple?

GO DEEPER

7. Who was Sir John Monash? Investigate his military achievements and reputation. How did the Battle of Hamel differ from the other battles on the Western Front?



Source 33 Australian soldiers march down Bourke Street in Melbourne, prior to departing for the battlefields of World War I, *c.* 1914.

Source 34 The Villers-Bretonneux Military Cemetery in France; within this cemetery stands the Villers-Bretonneux Memorial, which commemorates all the Australian soldiers who fought in France and Belgium during World War I.

OXFORD UNIVERSITY PRESS

6A

CHECKPOINT

WHAT WERE THE CAUSES, SCOPE AND NATURE OF WORLD WAR I?

» Outline the main causes of World War I

1 Outline the long-term causes of World War I and explain how they contributed to the outbreak of war. (10 marks)

2 Outline the links between the assassination of Archduke Franz Ferdinand and the outbreak of World War I. (5 marks)

» Explain why Australians enlisted to fight

3 Explain the reasons why Australians enlisted to fight in World War I. (5 marks)

» Locate and sequence the places where Australians fought

4 Identify the three main theatres of war where Australians fought during World War I. (3 marks)

5 Place these three theatres of war in chronological order according to Australian involvement. (3 marks)

» Describe the nature of warfare during the Gallipoli campaign

6 Describe the landing at Gallipoli. Argue whether it was a success or failure. (10 marks)

7 Describe the conditions the ANZACs experienced during the campaign on the Gallipoli peninsula. (10 marks)

8 Explain why so many Victoria Crosses were awarded to Australians at Gallipoli. (4 marks)

» Explain the outcome of the Gallipoli campaign

9 Outline the outcome of the Gallipoli campaign for both Australia and Turkey. (10 marks)

10 'Their silent withdrawal is usually remembered as the most successful part of the Gallipoli campaign.' To what extent is this statement accurate? In your response, make reference to Australia's involvement at different stages of the Gallipoli campaign. (20 marks)

» Investigate the significant experiences of Australians in World War I

11 Describe the conditions Australians found themselves fighting in on the Western Front. Refer to at least two sources in your response. (10 marks)

12 Select a World War I battle you are familiar with, and explain the role Australians played in it. (10 marks)

Total marks [/100]

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words
- 20 marks = 600 to 800 words.

Include historical terms and concepts, and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Rich task
A write-in worksheet for the Rich task questions

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Answers
Answers to every Check Your Learning, Interpret and Checkpoint question in this section

6B WHAT WERE THE IMPACTS OF WORLD WAR I ON AUSTRALIA?

6.6 THE IMPACT OF WORLD WAR I ON AUSTRALIA

KEY CONTENT

In this topic you will outline the Australian Government's control on the home front in World War I for each of the following:

- **conscription**
- **use of government propaganda**
- **changing roles of women**
- **enemy 'aliens'**
- **wartime controls/censorship.**

In 1914, Australia was a young nation with a population of less than 5 million. It lost over 60 000 young men as a result of World War I (see Source 1). Many of these men were the fittest and most able of the male population. As a percentage of total troops sent to war, Australia's losses were the highest of any of the Commonwealth nations (see Source 2). A summary of the numbers of those who served and of the numbers of deaths and other casualties makes it clear that Australia made a major sacrifice for the Allied war effort.

Source 1 The human cost of Australia's involvement in World War I

Australian troops	Number
Enlisted and served overseas	331 781
Dead	61 720
Wounded (all services)	155 000
POWs	4 044 (397 died while captive)

Statistics from the Australian War Memorial website

SPOTLIGHT

ANALYSIS AND USE OF SOURCES

It is important to look at the date of a source when assessing its reliability. Source 2 was published in 1919, when the full impact of the war was still being assessed. The compilers of Source 1, which was published later, have had the opportunity to properly assess the statistics.

Source 2 A comparison of the casualties of the Commonwealth nations, World War I

Country	Total soldiers sent to war	Total casualties (captured, missing, wounded or killed)	Casualties as a percentage of total soldiers sent to war
Britain	5 000 000	2 535 424	50.71
Canada	422 405	210 100	49.74
Australia	331 781	215 585	64.98
New Zealand	98 950	58 526	59.01
India	1 096 013	140 015	12.77

Statistics from Staniforth Smith, Australian Campaigns in the Great War, *Macmillan & Co, 1919*

Impact of war on the Australian home front

Despite the significant loss of Australian lives, World War I did not touch the Australian **home front** to anywhere near the same extent as it affected the countries where fighting had taken place, such as France, Belgium, Italy, Russia, Turkey and Britain. In these countries, civilians suffered food shortages or were driven from their homes because of the conflict.

All the European nations introduced some form of **conscription**. In Australia, conscription was one of the most divisive and bitter arguments of the war.

The conscription issue

By 1916, most of the initial enthusiasm for the war effort had been replaced by the grim realisation that war meant suffering and death. Although there was a peak in enlistments after Gallipoli, from late 1915, the numbers of soldiers enlisting voluntarily steadily waned. Because of this decline, heavy Australian losses and the critical state of the war on the Western Front, Labor Prime Minister Billy Hughes announced that there would be a **referendum** on conscription. If it passed, the Commonwealth Government would have the power to force men of military age to join the army for service in the war overseas.



Source 3 Most of the initial enthusiasm for the war effort was soon replaced by the grim realisation that war meant suffering and death. The numbers of soldiers voluntarily enlisting declined, and in 1916 Billy Hughes called for a referendum on conscription.

SPOTLIGHT

SIGNIFICANCE

There are often competing perspectives that explain why an event has significance. Consider the national perspective that helps create a specifically Australian significance for World War I. It may be very different to a German perspective, for example.

home front
those citizens who remain at home during a war; the home front typically includes women, children and the elderly

conscription
the compulsory enlistment of people to serve in the armed forces

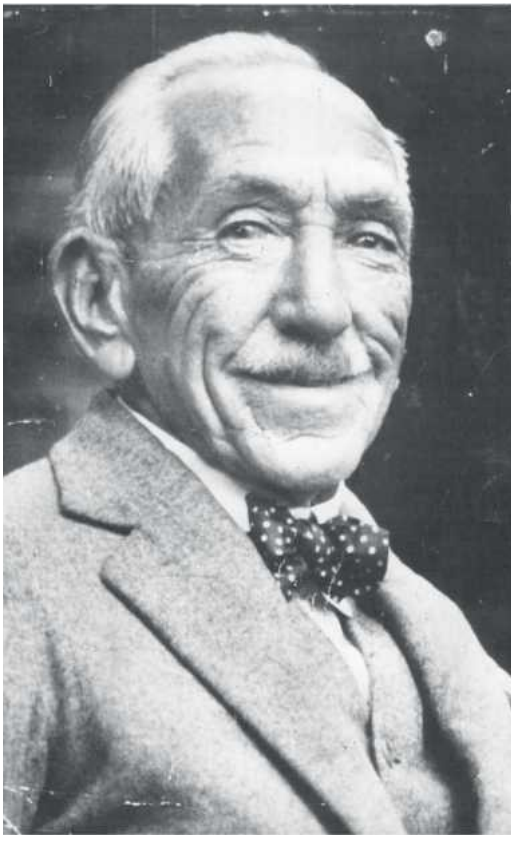
referendum
a national vote of the people on actions proposed by the government

STRANGE BUT TRUE

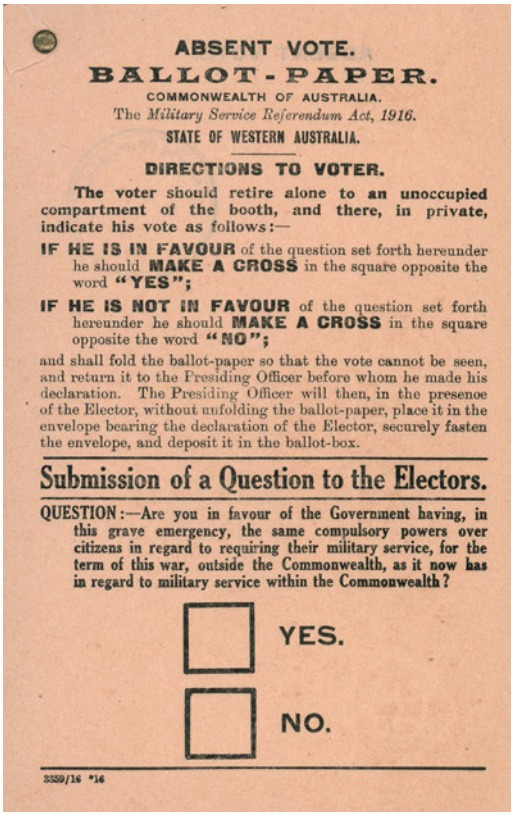
Billy Hughes was hit by an egg while speaking to a noisy crowd in Warwick, Queensland, in support of the conscription referendum. The culprit was not caught and Hughes – who was not happy with the efforts of the Queensland police – hatched plans to establish a federal police force, which would have certain powers over all Australian states and territories.

Hughes first put the referendum to the Australian people in October 1916. They voted 'no' by a small margin. Under pressure from Britain, Hughes held a second referendum in December 1917, with the same result.

The most important reason for the failure of the conscription referendum was that despite government propaganda (see, for example, Sources 7 and 8), the official support of the Protestant Church and an energetic campaign by the prime minister, the Australian people were not convinced that Australia was at risk. The war was half a world away. Australians also believed that, for the size of its population, the country had done more than its fair share to support Britain and the Empire.



Source 4 Prime Minister William Morris (Billy) Hughes



ABSENT VOTE.

BALLOT-PAPER.

COMMONWEALTH OF AUSTRALIA.

The *Military Service Referendum Act, 1916.*

STATE OF WESTERN AUSTRALIA.

DIRECTIONS TO VOTER.

The voter should retire alone to an unoccupied compartment of the booth, and there, in private, indicate his vote as follows:—

IF HE IS IN FAVOUR of the question set forth hereunder he should MAKE A CROSS in the square opposite the word "YES";

IF HE IS NOT IN FAVOUR of the question set forth hereunder he should MAKE A CROSS in the square opposite the word "NO";

and shall fold the ballot-paper so that the vote cannot be seen, and return it to the Presiding Officer before whom he made his declaration. The Presiding Officer will then, in the presence of the Elector, without unfolding the ballot-paper, place it in the envelope bearing the declaration of the Elector, securely fasten the envelope, and deposit it in the ballot-box.

Submission of a Question to the Electors.

QUESTION:—Are you in favour of the Government having, in this grave emergency, the same compulsory powers over citizens in regard to requiring their military service, for the term of this war, outside the Commonwealth, as it now has in regard to military service within the Commonwealth?

YES.

NO.

3359/16 *16

Source 5 Part of the ballot paper in the 1916 conscription referendum

The conscription debate divided the country, and highlighted existing divisions along the lines of religion and social classes. Supporters of conscription were more likely to be upper-class people of British and Protestant background. Opponents of conscription were more likely to be working-class of Irish and Catholic background. Some of the factors that played a role in the defeat of the referendums are summarised below:

- *Strong anti-British sentiment among the Irish Catholic community in Australia* – the first referendum was held not long after the Easter Rebellion in Ireland, when Irish nationalists staged an armed uprising as part of their long campaign for independence from Britain.
- *The Labor Party split over the issue* – some elements of the Labor Party agreed with Hughes. Others – of Irish background and with strong links to the **trade union** movement – opposed conscription. Many trade unionists opposed conscription because they feared that if even more able-bodied Australians were taken into the army, then the country would have to rely on non-union labour at lower wages. This suspicion was strengthened by the arrival of a party of immigrants from Malta in 1916.

trade union
an organised group of workers formed by the workers to protect their rights and ensure that their interests are taken into account by company owners and governments

- *A perception of unfair burden* – many working-class Australians felt that they had contributed the most in terms of enlisting soldiers, and that they were also being exploited at home, as wages fell and the cost of living rose. There was a perception that middle- and upper-class people were less affected by the war. Some were even seen to be profiting from lucrative government war contracts.
- *The impact on the supply of workers* – some farmers and other employers with skilled workers opposed conscription because they feared it would hurt their businesses.

Expansion of Commonwealth government power

In 1914, the newly elected Australian Labor government, under Prime Minister Andrew Fisher, passed two items of legislation to extend Commonwealth power: the Trading with the Enemy Act and the War Precautions Act. These Acts represented a significant increase in the central authority of the federal government – a move that continued in many areas of law even after the war ended in 1918. They gave the government power to:

- collect income tax, which was necessary to meet the costs of weapons, ammunitions and other army supplies
- increase **censorship** of letters, telegraph cables, newspapers and magazines, with the goal of preventing information about military operations from reaching the enemy; the government also censored reports and statements that 'might cause disaffection or alarm or prejudice the recruiting, training [or] discipline' of Australia's armed forces
- set prices for certain goods
- control the movements of '**enemy aliens**' – in other words German Australians – and even imprison them
- ban trade with companies from enemy countries that were fighting against the Allies.

censorship
the act or practice of banning or limiting access to information, books or ideas that are considered sensitive or damaging

enemy alien
an immigrant from an enemy nation (during times of war) who had settled in Australia before the conflict broke out

Impact of World War I on Australia's economy

The redirection of raw materials to the war effort caused **inflation** across Australia, with the cost of living rising by up to 50 per cent between 1914 and 1918. On the positive side, Australia developed new industries to manufacture products that could no longer be imported – because of naval **blockades** and because cargo ships were being used for military purposes rather than for the transportation of consumer goods.

There were also changes in the structure of the economy. While agriculture continued to be important, there was also significant growth in Australian manufacturing, including the expansion of the BHP Steel Works and the Sulphide Corporation. Both these companies were involved in **smelting** and processing metals that were vital to the war effort. The Australian National Shipping Line and the Commonwealth Bank also expanded their roles in the economic life of the country.

inflation
the rising cost of living, which makes the cost of goods rise

blockade
the act of stopping ships from leaving or entering ports

smelting
extracting metal from its ore by a process that involves heating and melting



Impact of World War I on Australian women

Before the war, most women had been homemakers, with a small number working in traditionally female roles such as teaching, nursing, dressmaking and domestic work. However, with over 300 000 men fighting overseas, women wanted to support the war effort at home. Unlike women in Britain and Germany, Australian women did not take up factory work in significant numbers. They did, however, move out of their traditional roles, taking up jobs in banks and offices that had previously been male occupations. By the end of the war, the percentage of women working outside the home had risen by 13 per cent.

When the war was over, there was an expectation that women who had undertaken traditional male roles would go back to the home, making way for returned soldiers. Most women were willing to do this. However, roles such as secretaries, typists and telephonists continued to be regarded as 'women's work'.

Internment of 'enemy aliens'

internment camp
a prison camp set up to confine enemy aliens, prisoners of war or political prisoners

From the 1850s onwards, German settlers coming to Australia had formed communities in places such as the Barossa Valley in South Australia and the Riverina in New South Wales, as well as across parts of south-east Queensland and Western Australia. During World War I, the Australian Government set up **internment camps** in remote places around Australia and sent thousands of 'enemy aliens' – primarily from these established German-Australian communities – to be detained there. The government regarded enemy aliens to be any men, women or children born in countries at war with Australia who were thought to pose a threat to Australia's security. In New South Wales, internment camps were located in Trial Bay Gaol, Berrima Gaol and Holsworthy Army Barracks.

About 4500 people were interned in Australia during World War I, and many more were secretly kept under observation by police and neighbours in their communities.

Wartime propaganda

Wartime propaganda was aimed at encouraging people to support the war effort by enlisting to serve or by working on the home front. Another key objective of propaganda was to generate negative feelings and emotions towards the enemy, which in Australia meant fuelling anti-German sentiments in the general public.

During World War I, Germans and Turks were demonised in the Australian press, in posters and in day-to-day life. Even soldiers with German names who enlisted in the Australian army sometimes faced hostility and suspicion, and many German Australians changed their names to more English-sounding ones to avoid discrimination. Anti-German sentiment also led many towns across Australia to change their names; for example, in New South Wales, Germantown was renamed Holbrook, and Mount Bismarck was renamed Mount Kitchener (after Lord Kitchener, a British Field Marshal).

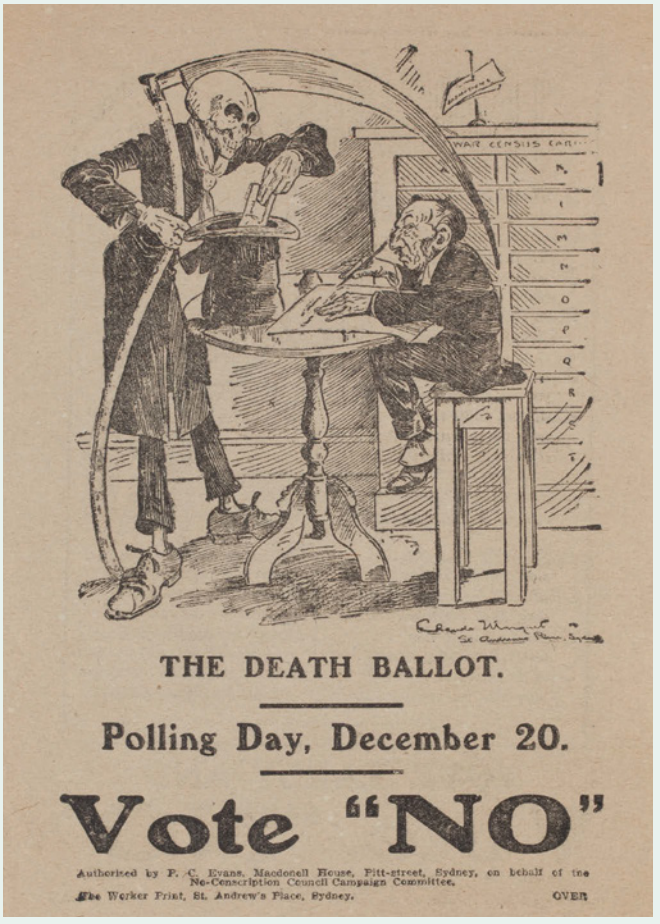


Source 6 Aspro is an Australian product that was developed as a direct result of World War I. It replaced aspirin, a pain relief medication that had become unpopular in Australia because it was made by the German company Bayer.

Wartime propaganda



Source 7 A poster from 1917, encouraging Australians to enlist



Source 8 A cartoon printed in 1917, produced by the No Conscription Council Campaign Committee

INTERPRET

1. Identify the perspectives on the conscription debate being promoted by both of these sources.
2. Select one of these sources, and outline the argument it is presenting and the types of techniques it is using to promote its point of view and achieve its aim.
3. Explain which source you think would have been the most effective at achieving its aim. What features or elements do you think would have made it more effective than the other source?

SPOTLIGHT

CONTINUITY AND CHANGE

The treatment of Indigenous Australian servicemen during World Wars I and II gives you a great opportunity to reflect on continuity and change across time. Reflect on this topic when you reach the text about Indigenous Australian soldiers in topic 6.11, and identify any continuities and changes.

patriotism
love of and devotion to one's country; national loyalty

armistice
an agreement made by warring parties to stop fighting in order to negotiate peace

Participation of Aboriginal and Torres Strait Islander peoples

Even though Indigenous Australians could not vote, and were not even counted as Australian citizens during World War I, over 400 volunteered and fought in the AIF.

When the war broke out, many Indigenous Australians who attempted to enlist were turned away because of their race. By 1916, however, around the time of the conscription debate, the government's position on the inclusion of Indigenous Australians in the armed forces had changed dramatically. By that time, Australia was desperate for more men. Restrictions were eased and a new military order was issued that said:

> Half-castes may be enlisted in the Australian Imperial Force provided that the examining Medical Officers are satisfied that one of the parents is of European origin.

At the time, Australian government policy judged people by the colour of their skin rather than their courage, the quality of their character or their **patriotism**.

When Australian soldiers of European heritage returned from World War I, there were many benefits available to help them readjust to civilian life. Indigenous Australian soldiers who had enlisted and fought for Australia, however, were denied access to these benefits when they returned home.

Armistice and peace

At 11 a.m. on 11 November 1918, fighting stopped on the Western Front, and World War I officially ended with the signing of the **Armistice**. The following year, the Paris Peace Conference was held at the Palace of Versailles, just outside Paris.

6.6 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. How many Australians lost their lives fighting in World War I?
2. Outline some of the ways in which the Commonwealth Government expanded its powers during World War I.

APPLY AND ANALYSE

3. Explain why some Australian companies were able to expand during World War I.
4. To what extent did the number of Australian women working outside the home increase during World War I?
5. The difficulty in importing goods led to a growth in Australian manufacturing during World War I. The 2020 COVID-19 pandemic caused similar disruption, and led to calls for more investment in Australian manufacturing. Explain how this experience helps you understand the concept of continuity and change.

EVALUATE AND CREATE

6. Search the Australian War Memorial website for information on Indigenous Australian serviceman 6020 Private Douglas Grant. Using the information there, as well as Source 9, write an obituary for him, explaining how his story helps us understand Australian history.

GO DEEPER

7. Do you think the restriction of 'enemy aliens' under the War Precautions Act is an example of continuity or change in Australian history? Explain your answer.



Source 9 Indigenous Australian serviceman Private Douglas Grant (left) in his AIF uniform; Grant fought on the Western Front during the war. He was rejected when he first tried to enlist in 1916, but was then accepted in 1917. Grant became a POW after being captured at Bullecourt, France, and returned to Australia in 1919.

OXFORD UNIVERSITY PRESS

6B

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts, and give detailed examples to show your understanding.

WHAT WERE THE IMPACTS OF WORLD WAR I ON AUSTRALIA?

» Outline the Australian Government's control on the home front in World War I

1. Explain the result of the two conscription referendums held in Australia during World War I. (2 marks)
2. Explain the important role that propaganda played in influencing the outcomes of the conscription debates in Australia in World War I. (3 marks)
3. Identify the two pieces of legislation that gave the Australian Government extended powers during the war, and describe the five wartime powers that they brought into law. (10 marks)
4. Explain the ways in which Australian women were able to contribute to the war effort. (10 marks)
5. How permanent were the changes to the lives of Australian women after World War I? (5 marks)
6. Outline some of the actions taken by the Australian people, Australian companies and the Australian Government during World War I to show that they opposed the Germans and were loyal to the British Empire. (5 marks)
7. What type of people were considered 'enemy aliens' in Australia during World War I? Explain what happened to them. (5 marks)
8. Explain the role of Aboriginal and Torres Strait Islander peoples in World War I. (5 marks)
9. To what extent did the war change attitudes towards (and treatment of) Indigenous Australians? (5 marks)

Total marks [/50]

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Checkpoint worksheets
Differentiated worksheets for use in class or as homework

Source 10 Anzac Cove

6C WHAT WERE THE CAUSES, SCOPE AND NATURE OF WORLD WAR II?

6.7 CAUSES OF WORLD WAR II

KEY CONTENT

In this topic you will:

- outline the main causes of World War II.

Treaty of Versailles
the treaty that ended World War I; it forced Germany to accept responsibility for starting the war and to pay reparations

Within only 20 years of signing the **Treaty of Versailles**, Europe was once again at war.

Like the origins of World War I, the causes of World War II are a highly contested aspect of history. At that time, and in the decades following, many historians and commentators blamed the actions of the Allied 'peacemakers' at the end of World War I for what was to come. In particular, the strict terms of the Treaty of Versailles, with which Germany was required to comply, are seen by many as the main cause of World War II. In reality, the causes of World War II were more complex than that, with many short- and long-term factors contributing to the outbreak of conflict in 1939.

Germany and the Treaty of Versailles

reparations
money paid by a government as compensation for past injustices

The Treaty of Versailles imposed a series of harsh terms on Germany (see Source 2), including massive **reparations**. Over time, many Germans developed the belief that they were being unfairly treated. They bitterly resented the nature of the peace settlement, and this resentment was exploited by a number of German politicians during the 1920s and 1930s.

STRANGE BUT TRUE

Germany's World War I debts, as set out in the Treaty of Versailles, were not cleared until 2010, when final payments were made by the German Government in October of that year – 92 years after World War I.



Source 1 This photo shows the signing of the Treaty at Versailles Palace, in 1919. French Prime Minister Georges Clemenceau is standing, with US President Woodrow Wilson seated to his right.

Source 2 Key terms of the Treaty of Versailles

The 'war guilt clause'	The 'war guilt clause' blamed Germany for starting World War I.
Reparations	Germany was forced to pay massive reparations. An initial amount of over US$33 billion was set by a Reparations Commission in 1921.
Limitations on German armed forces and weapons	The German army was limited to 100 000 men, the German air force was disbanded, and the production of weapons and munitions in German factories was strictly controlled.
Control of German territories	Territories controlled by Germany were given to the neighbouring nations of France, Denmark, Belgium and Poland, as well as the newly formed country of Czechoslovakia. Italy was also given two small areas (Source 7 shows Europe in 1919, after the treaty).
Control of German colonies	German colonies in Africa and across the Pacific were divided between the Allies, including Australia, which claimed German New Guinea and Nauru.
Control of German territory in China	Japan was permitted to keep Chinese territory it had seized from Germany. (Japan had also wanted to include a 'racial equality' clause to ensure its equality with the other powers but was unsuccessful.)
The League of Nations	The League of Nations was established with the aim of preventing another war by settling disputes between nations using sanctions. Germany was not permitted to join.

Adapted from the Treaty of Versailles, 1919

The rise of Adolf Hitler and the Nazi Party in Germany

After World War I, the economic situation in Germany and around the world worsened. The money Germany was required to pay in reparations to the Allies caused serious economic difficulties for the German Government and people. During the 1920s, inflation rose at a staggering rate, unemployment rates soared and the German standard of living fell dramatically. Across Europe, political movements such as **fascism** and **communism** were becoming more and more popular because they offered people the hope of a way out of these troubled times.

Out of this social and economic climate, Adolf Hitler came to power. He was a very talented and persuasive speaker, able to mesmerise crowds for hours. In July 1921, he became the chairman of the Nationalist Socialist German Workers' Party (*Nationalsozialistische Deutsche Arbeiterpartei*) – a political party that was established in 1920 with extreme views, and fought against the rise of communism in Germany. The term 'Nazi' is the abbreviation of *Nationalsozialistische*.

fascism
a right-wing nationalist political movement that originated in Italy but then gave its name to any nationalist, conservative, authoritarian movement or ideology

communism
an economic system in which the means of production (e.g. factories, farms and machinery) are publicly owned (by the state) and goods are distributed equally according to need



Source 3 Adolf Hitler salutes a parade of Nazi Brownshirts in Nuremberg, Germany, 1927

STRANGE BUT TRUE

During Hitler's time as a German army message runner on the Western Front, his superiors thought he lacked leadership skills, so he was never promoted beyond the rank of corporal and never became an officer.

SPOTLIGHT

PERSPECTIVES

Hitler's claim that the German army had not really lost World War I is a clear example of a historical perspective that may not be factual. Identifying perspectives not based on factual material has become increasingly important in a world where many non-factual perspectives can be circulated through social media.

Hitler had served in the army during World War I. He argued that the German army had not really lost the war, preferring the idea that its soldiers had been betrayed by the German politicians who had signed the Treaty of Versailles. Hitler's claim ignored the fact that German army generals had admitted to the **Kaiser** before the Armistice that the war was lost. It also ignored the fact that Germany's economy was in a state of near collapse by the end of World War I, meaning that German representatives at the Paris Peace Conference had no choice other than to sign the treaty.

Hitler found support for his extreme views and policies among the German people by blaming scapegoats, such as Jews, for Germany's troubles, in spite of the fact that many Jews had fought bravely in the German army. He blamed communists for adding to the country's difficulties.

The global economy also played into Hitler's hands. Germany suffered a series of economic problems after World War I. A period of **hyperinflation** raged in the early 1920s. The German currency became worth so little that people often burned it for cooking and heating rather than spend it (see Source 4). On top of this, Germany was hit hard by the **Great Depression**. In his speeches to the German people, Hitler blamed Germany's defeat in World War I (and the reparations it had to pay under the Treaty of Versailles) for hyperinflation, the **depression** and the high rate of German unemployment.

Kaiser
the German word for a king; it comes from the ancient Roman title 'Caesar'

hyperinflation
extremely rapid and uncontrolled inflation; Germany experienced hyperinflation from 1921 to 1924, during which time prices rose so rapidly that money was effectively worthless

Great Depression
a period of severe economic downturn that began in the United States and quickly spread around the world during the 1930s and 1940s; it was triggered by the stock market crash in 1929

depression
a sustained, long-term downturn in economic activity; usually responsible for high levels of unemployment and decreases in the number of goods produced



Source 4
A German woman using currency worth millions of Deutschmarks to light her stove in 1923

End of democratic government in Germany and the start of the Third Reich

Kaiser Wilhelm II had abdicated as ruler of Germany and fled to the Netherlands before the Armistice that ended World War I. A new democratic government, known as the Weimar Republic, was established in his place. It was unpopular because many Germans blamed it for agreeing to the terms of the Treaty of Versailles. It also had serious economic problems to deal with during the 1920s. Workers went on strike, and the economy suffered as foreign investors moved their money elsewhere.

The new government also had to deal with the threat of violence from **paramilitary groups**. These included the private army of the Nazi Party, known as stormtroopers or Brownshirts, who were gaining popularity (see Source 3). At the 1932 elections, the Nazi Party became the largest single party in the Reichstag, which was the German legislative assembly. In 1933, Hitler was sworn in as chancellor of Germany. After the death of Germany's President Hindenburg in 1934, Hitler combined the roles of chancellor and president, making himself *Führer* – or supreme leader – of Germany.

During the years of Nazi rule in Germany (a period commonly referred to as the **Third Reich**), there was little or no personal freedom. People were encouraged to report on friends, neighbours and even family members suspected of disloyalty to the regime. Propaganda was used to convince citizens of the beliefs of the regime and to silence critics. Punishments were severe, and often involved torture and internment in concentration camps (see topic 6.9).

Jews were the primary targets of Nazi persecution. Writers, artists, playwrights, university professors and others traditionally associated with free thinking were also targets.

paramilitary group
a military group whose organisation and purpose is similar to a professional army; it is not , however, considered to be part of the official armed forces of a nation or state; it is often made up of civilians

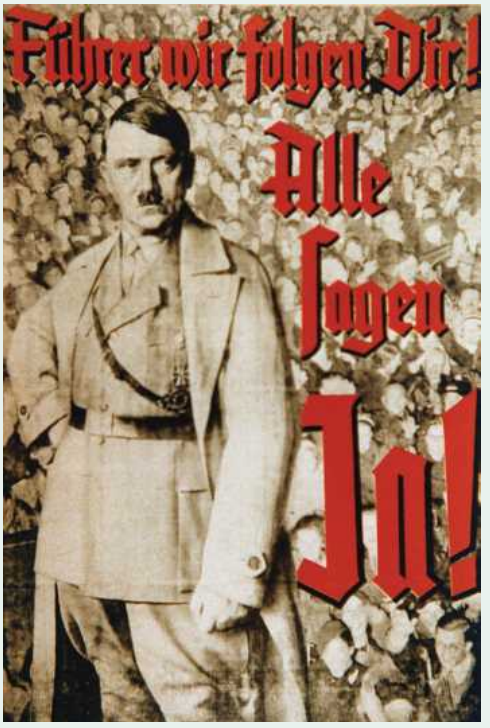
Third Reich
third regime, or third empire; the First Reich dated from 962 to 1806; the Second Reich was Imperial Germany (1871–1918); and Nazi Germany (1933–45) was described by Hitler as the Third Reich

6.7 SOURCE STUDY

Nazi Party propaganda



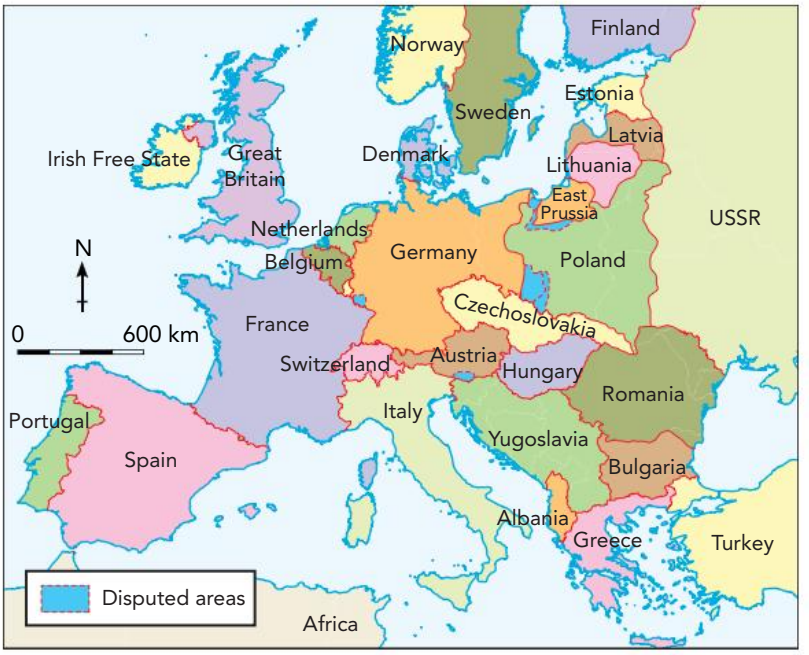
Source 5 A 1932 Nazi Party poster, *Germany awake!*, which features the swastika and the eagle, both symbols of the Third Reich



Source 6 A 1934 Nazi Party poster: *Führer we follow you! Everyone says yes!*

INTERPRET

1 What is your reaction to the two posters presented here? Why might you have reacted to them in this way? What are the origins of your views?
2 Identify the dominant symbols used in the posters. What message are they trying to convey?
3 Source 5 was released in 1932, and Source 6 in 1934. What had changed in Germany over those two years? Is this change obvious when you compare both sources? Explain your answer.



Source 7 Europe in 1919 after the Treaty of Versailles

Under Hitler's command, the Nazi government violated the terms of the Treaty of Versailles. Germany built up its army, created a modern air force and built new modern warships and submarines. Between 1936 and 1939, German troops also recaptured territories lost in World War I. They even **annexed** new territories by threatening to go to war (see Source 8).

annex
to add to a nation's territory by taking control over the territory of other states or nations

During this time, the British and French did little to stop Hitler. On one level, they were preoccupied with the economic problems of the Great Depression; on another, they were reluctant to confront Hitler because they suspected that the situation would escalate into another bloody and costly war – a situation they were keen to avoid. This policy of inaction became known as **appeasement**. They 'appeased' or gave in to Hitler's demands in the hope that they could avoid another world war.

appeasement
a policy adopted by Britain and France towards Germany from the mid-1930s until 1939; it was designed to avoid a second world war by granting certain allowances to Hitler and the Nazi government



Source 8 Germany's territorial expansion, 1936–39

When Germany began to make demands on territory in Poland, however, the British and French finally acknowledged that Hitler had bigger plans and would not be easily satisfied. In response, France and Britain promised to support Poland if it was attacked by Germany.

In September 1939, the German army invaded Poland. Britain, France and the British dominions, including Australia, declared war on Germany. The world was at war for a second time.

Causes of World War II – contestability

As is the case with World War I, historians have different opinions about the 'primary' or most important causes of World War II. In addition to the German people's reaction to the Treaty of Versailles, the most often-mentioned causes of World War II are as follows:

- *The Great Depression* – one of the consequences of the Great Depression was that dictatorial governments with extreme political views and military ambitions came to power in Germany, Italy, Spain and Japan. The Great Depression also distracted the democratic powers of Britain, France and the United States, and made them pay more attention to affairs at home, rather than watch international developments.
- *The weakness of the League of Nations* – the **League of Nations** did not have a military force of its own to back up its efforts to keep the peace and halt aggression. It was weakened from the outset, after the world's strongest democracy, the United States, refused to become a member.
- *The aggression of Germany and Japan* – the aggression of these powers against neighbouring countries began in the 1930s and went unchecked. The lack of action on the part of Britain, France and the United States only encouraged Germany and Japan to continue on this course.
- *The policy of appeasement* – the policy of inaction towards Hitler adopted by the British and French assumed that the aggressive attitude of the dictator would pass if his initial demands were met. This was also the policy adopted in the face of Japanese aggression in Asia, when Japan invaded China in the 1930s. Although not an actual cause of World War II, appeasement helped to create the conditions that made war possible.

League of Nations
an international organisation established at the end of World War I to maintain world peace and prevent the outbreak of future wars by encouraging nations to negotiate with one another; the League of Nations had some early successes but ultimately failed in its primary purpose of preventing future wars

6.7 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Why did the German people resent the Treaty of Versailles?
2. Identify the party and leader who came to power in Germany in the 1930s.
3. Outline the reasons why Britain and France tried to appease Hitler in the early 1930s.
4. Which event triggered the outbreak of World War II?

APPLY AND ANALYSE

5. Conduct some online research and prepare a 200-word summary of Hitler's main ideas, views and ideology. It is important to be very careful when researching a controversial figure like Hitler online. There are many unverified statements and unsubstantiated opinions about his life and actions. Be sure that you base your research on reputable sources, and cross-check the information you find against two or more sources to ensure it is accurate.

EVALUATE AND CREATE

6. Examine Sources 5 and 6. By the time these posters were published in Germany, it was becoming increasingly difficult to openly challenge Hitler. Imagine that Germany in 1934 was a free and open democracy. Create a poster that could challenge Source 6 in an amusing and satirical way.

GO DEEPER

7. What is hyperinflation? Conduct additional research and discuss how it affected the lives of ordinary Germans in the 1920s.
8. Research the causes of World War II, investigating the significance of:
   - German resentment over the terms of the Treaty of Versailles
   - the Great Depression in Europe and Japan
   - the failures and successes of the League of Nations
   - Germany's and Japan's military aggression
   - the policy of appeasement.

   Each point should be supported with specific examples from your research.
9. Rank the five causes of World War II listed in question 8 from most important to least important. Explain your rankings, and support your decisions with specific examples.

6.8 WHERE WORLD WAR II WAS FOUGHT

KEY CONTENT

In this topic you will:

- locate and sequence the places where Australians fought.

World War II was fought in Europe, North Africa, Asia, the Pacific region and in all the oceans. Despite the global nature of the war, historians often separate its various events according to the two main geographic regions in which they took place:

- *The war in Europe and Africa* – across Europe, the **Allied Powers** fought the **Axis Powers** on land, at sea and in the air. Battles were fought in Western Europe, North Africa, and on the **Eastern Front** after Hitler invaded the Soviet Union in 1941.
- *The war in the Pacific* – across the Pacific region, the Allied Powers fought Japan (a member of the Axis Powers). Battles were fought on land, at sea and in the air across a vast area of ocean that extended from Japan in the north to New Guinea in the south.

Allied Powers
the coalition of countries in opposition to the Axis Powers in World War II; they included Britain, the Commonwealth and France, joined by the United States and the Soviet Union in 1941

Axis Powers
the coalition of countries in opposition to the Allied Powers in World War II; they included Germany, Italy and Japan

Eastern Front
the theatre of war between the European Axis powers, and the Soviet Union and its allies in World War II; it took place in Central and Eastern Europe, and the Baltic and Balkans regions

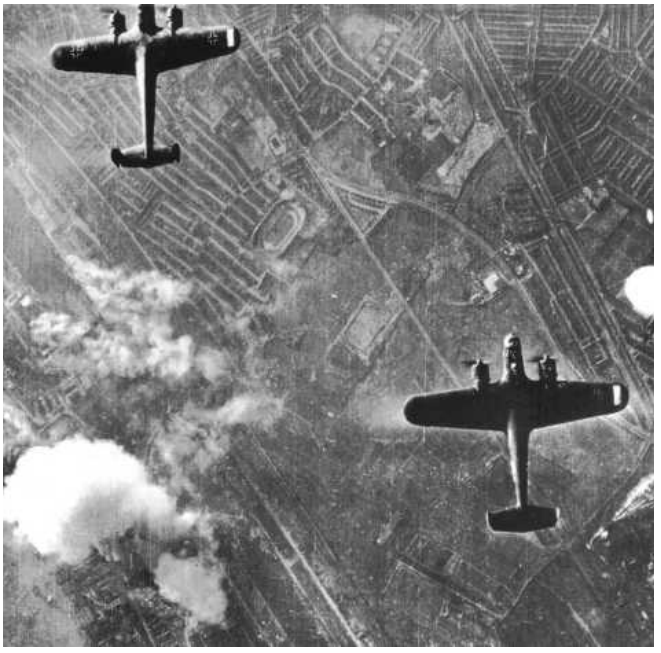
The war in Europe and Africa: September 1939 to April 1945

Source 9 shows the extent of the countries and other territories controlled by Germany and its allies in Europe and North Africa, at the height of their power in 1942.



Source 9 The territories controlled by Axis and Allied forces, mid-1942

OXFORD UNIVERSITY PRESS



Source 10 German bombers during the Battle of Britain, 1940



Source 12 Australian soldiers of the 11th Artillery Battery of the 2/6th Field Regiment in the Palestine Hills, February 1941



Source 11 The city of Dresden, Germany, in ruins after Allied bombing, 1945



Source 13 Russian marines emerge from submarines onto enemy territory on the Eastern Front, July 1942



Source 14 A German battle tank, called a Panzer, in the snow during a Soviet attack against Axis forces, February 1943

The war in the Pacific: December 1941 to September 1945

Source 15 shows the territories in Asia and the Pacific that were under the control of the Japanese Empire, at the height of its power in July 1942.

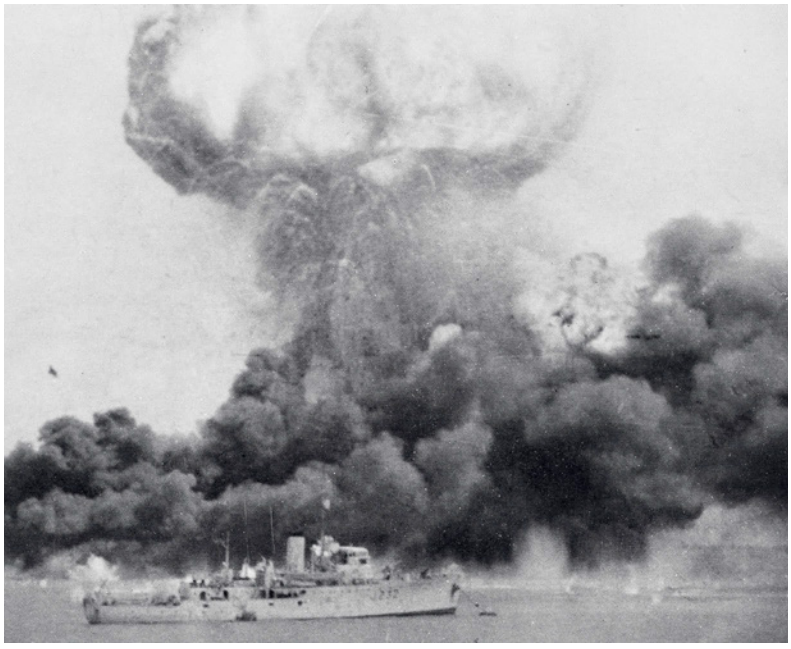


Source 15
The extent of territories controlled by the Japanese Empire in Asia and the Pacific, July 1942

Source 16 Australian soldiers on the Kokoda Track, 1942



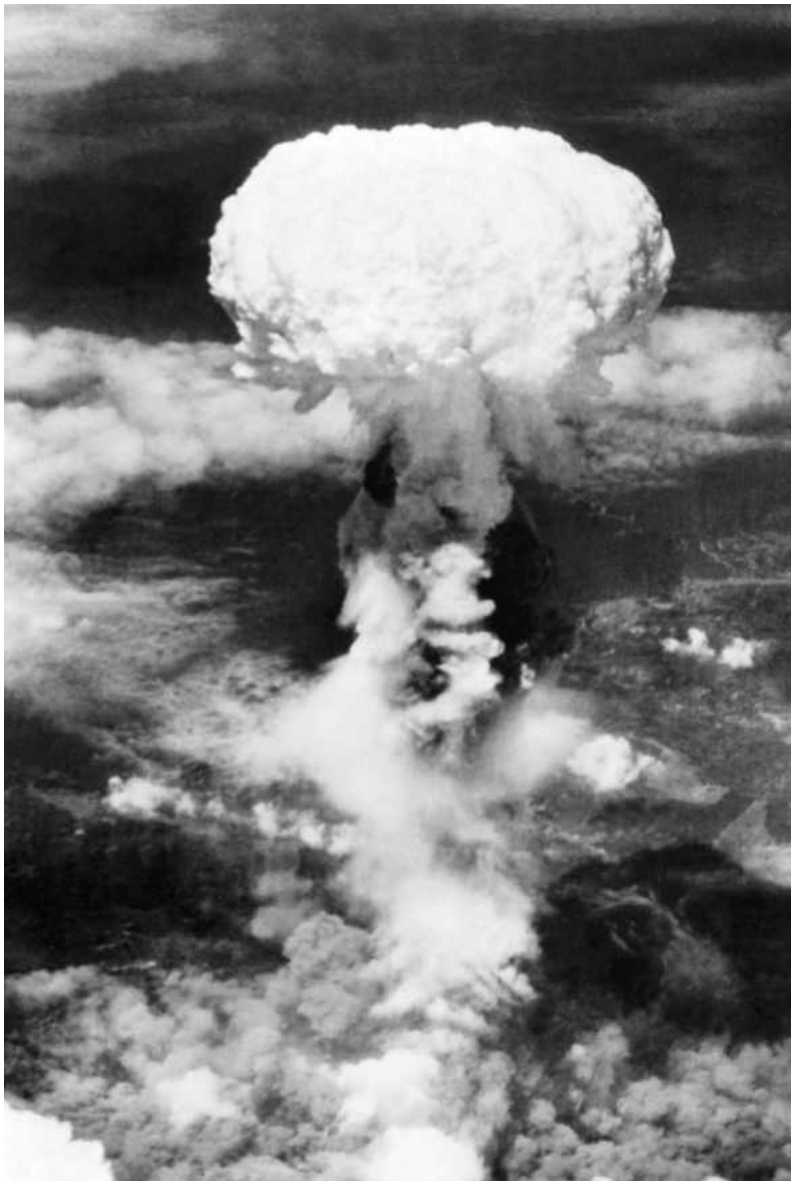
OXFORD UNIVERSITY PRESS



Source 17 The bombing of Darwin, February 1942



Source 18 US Torpedo Squadron 6 preparing to launch an attack against four Japanese carriers on the first day of the Battle of Midway in June 1942; 10 of the 14 Devastator aircraft were lost during the attack.



Source 19 The mushroom cloud over Hiroshima on 6 August 1945

6.8 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Identify the two main geographic regions where World War II was fought.

APPLY AND ANALYSE

2 Describe the types of warfare, and the different conditions soldiers faced in Europe, Africa and the Pacific. Use a range of sources to support your response.

EVALUATE AND CREATE

3 Examine Source 12 and investigate why Australian soldiers were in the Palestine Hills. After completing your research, write a paragraph imagining what the soldiers shown might have been thinking during that march.

GO DEEPER

4 In which key events and battles did Australian troops take part during World War II? Conduct your own research to find out. Annotate a blank world map with your findings, including dates.

6.9 THE CHANGING NATURE OF WARFARE

KEY CONTENT

In this topic you will:

- outline and sequence the changing scope and nature of warfare from trenches in World War I to the Holocaust and the use of atomic bombs to end World War II.

A range of weapons and technologies – such as machine guns and artillery, poison gas, tanks and aircraft – were all used for the first time during World War I. Despite this, neither side had the upper hand, because the Allies and the Central Powers were fairly evenly matched. This meant that war along the Western Front was defensive, and quickly reached a stalemate.

Warfare and technology in World War I

theatre of war
an area where important military events take place

World War I was fought across a larger area than any previous conflict. There were **theatres of war** in the Middle East, the Western Front, Italy, Eastern Europe, the North Sea, Turkey and northern Africa. Each region produced its own unique demands, tactics and conditions of warfare. The common feature across all regions and theatres of war was the emergence of new technology.

Much of this technology is blamed for escalating and intensifying the war, as the conflict quickly became an evenly matched test of military technology, hardware and tactics, with neither side willing to break the deadlock. War was also fought in the air and under the sea for the first time – terrorising civilian populations in cities and along coastlines.

Guns and artillery

Machine guns, which had been used for the first time during the American Civil War (1861–65), were improved for use in World War I. Many were capable of firing up to 600 rounds of ammunition per minute in short bursts. Facing a single World War I machine gunner was similar to facing 250 soldiers with rifles. These new guns often overheated and were heavy and difficult to move through the mud; nonetheless, they were devastating when used against oncoming troops.

Heavy artillery guns could fire large shells over a long distance, usually projecting them through the air in an arc in order to hit a target from above. Like machine guns, artillery guns were heavy and difficult to move. They were usually mounted on wheels that often became bogged down in the mud or became stuck in craters.



Source 20 British soldiers with a Vickers machine gun in action in World War I

Gas

In April 1915, Germany introduced poison gas as a weapon of war. Chlorine was blown over the enemy trenches, burning and destroying the airways of anyone not wearing a gas mask. Exposure to this type of gas caused terrible pain and often resulted in death.

Other gases were introduced throughout the war, including mustard and tear gas. Poison-gas attacks during World War I were so horrific that their use was banned in 1925 under a treaty known as the Geneva Protocol.



Source 21 A French soldier and dog, both wearing gas masks, search for wounded soldiers in areas affected by poison gas.

Tanks

The British army introduced the first tanks into the war in September 1916 at the Battle of the Somme, in France. While they were successful at overcoming barbed-wire obstacles and trenches, the mechanical unreliability of early tanks limited their effectiveness. Because they had been designed and built quickly, they frequently broke down or became stuck in muddy ditches. The crews inside the tanks had to endure unbearably hot and noisy conditions, almost constantly choking on fumes inside the cabin. By the end of 1917, improvements in tank technology and tactics meant that tanks were becoming more effective.

Source 22 Early World War I tanks, built by the French manufacturer Renault, moving through Belgium, 1918



Aircraft

dogfight
close-range aerial combat between fighter planes

zeppelin
a large airship with a rigid frame filled with gas; commonly used across Germany to transport goods and people in the early twentieth century

Large-scale aerial warfare was conducted for the first time during World War I. At first, small planes were used to scout enemy positions. Later, planes armed with machine guns were used in **dogfights**. Huge airships called **zeppelins** – named for their inventor, Count Ferdinand von Zeppelin – were used by the Germans in the first air raid over England in January 1915. Made of a cylindrical metal frame covered with fabric and filled with gasbags, a zeppelin was able to fly higher than conventional aircraft and drift almost silently over its targets. However, the zeppelins' ability to hit their targets accurately was poor, and they were also vulnerable to strong winds that could blow them off course.

Towards the end of the war, zeppelins were largely replaced by multi-engine bomber planes, such as the Gotha GV. Britain responded with its equivalent, the Handley Page Type O bomber.



Source 23 German airmen attach a 100-kilogram bomb to the underside of a Gotha bomber.

Communications

Advances in communication allowed faster contact between commanding field officers behind the front line and soldiers at the front line. The development of telephone and wireless radio systems allowed instant frontline reports and quick decisions. However, phone lines, which had to be laid in each new location, were easily damaged by the artillery, and the radios were heavy and difficult to move.

Despite the increasing use of these new technologies, soldiers still acted as runners to relay information. Motorbike couriers, carrier pigeons and even dogs were used at times.



Source 24 Dogs such as this one were sometimes used to carry messages to and from the front.



Source 25 In February 2020, the Australian War Memorial opened a special memorial to Australia's war dogs. It depicts the pawprints of a dog circling before it goes to sleep, around a stone in the shape of a tear.

Warfare and technology in World War II

In World War II, German forces introduced longer range tanks and aircraft, unveiled new methods of combat and pioneered new ways of encrypting messages. These improvements initially gave the Axis Powers a strong advantage over the Allied Powers.

The Maginot Line

In the 1930s, the French Government, having learnt from its experiences on the Western Front in World War I, embarked on a plan to safeguard France's border with Germany. The French built a line of 'super trenches', known as the Maginot Line. Massive steel-reinforced concrete bunkers were constructed to keep their soldiers safe, deep underground. Unlike the trenches of World War I, huge artillery posts and hundreds of machine guns stood behind bulletproof metal plates, lines of barbed wire and tank traps – all designed to keep French troops safe.

The only problem was that the German generals also saw the effectiveness of the Maginot Line. When they invaded France, German forces came through the Ardennes, a thickly forested region in Belgium to the north of the Maginot Line – effectively bypassing it. The French had failed to realise that weapons in 1939 were no longer the same as they had been in 1914–18. Aircraft and tanks by that time were faster and more powerful, with much longer ranges. Regardless of how strong reinforcements along the Maginot Line were, there would be no repeat of the World War I stalemate because the weapons available in World War II now favoured the attacker.

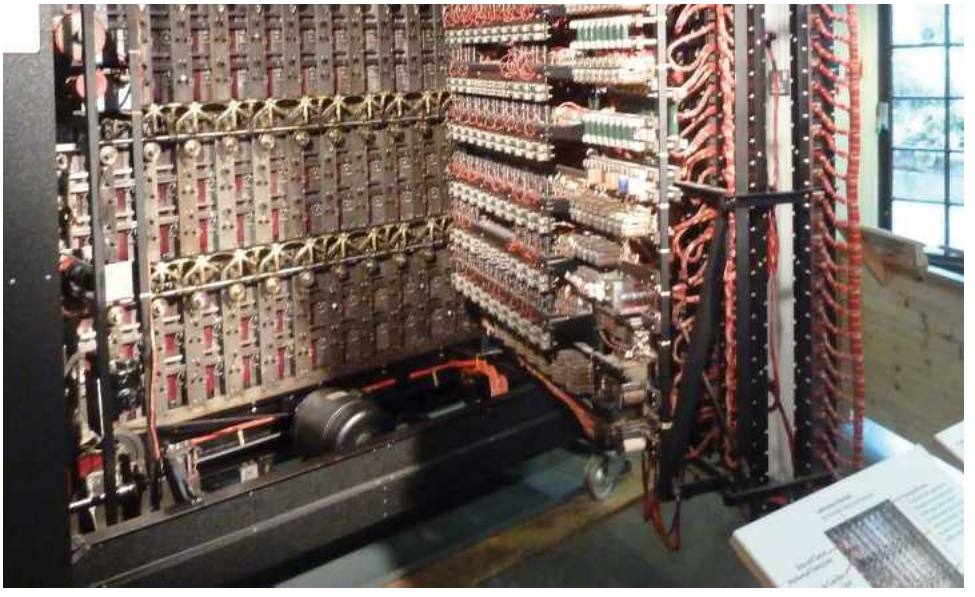
The code-breakers

The Germans developed sophisticated new ways of sending secret messages during World War II. The most common machine used by them to encrypt and decrypt messages sent between army headquarters and troops was the Enigma. For a long time, Allied Powers could not break the Enigma code. Then, a team of British code-breakers – in particular, Alan Turing – developed a machine called the Bombe that could decipher the code. It allowed the Allied Powers to intercept German communications on the battlefield and change the outcomes of many battles. After the war, code-breaking became an important part of spying during the **Cold War**.

Cold War
the state of political conflict and hostility that existed between the Soviet Union and the United States from 1945 to 1990, characterised by threats and propaganda but not resulting in direct fighting or military conflict



Source 26 A German Enigma machine



Source 27 Part of Alan Turing's code-breaking machine, the Bombe, on display at Bletchley Park – the once highly secret centre for code-breaking in Britain

Blitzkrieg
a German term meaning 'lightning war'; a military tactic that involved launching sudden, intense attacks on enemies using fighter aircraft and tanks, followed by the advance of ground troops

Blitzkrieg – the Battle of France 1940

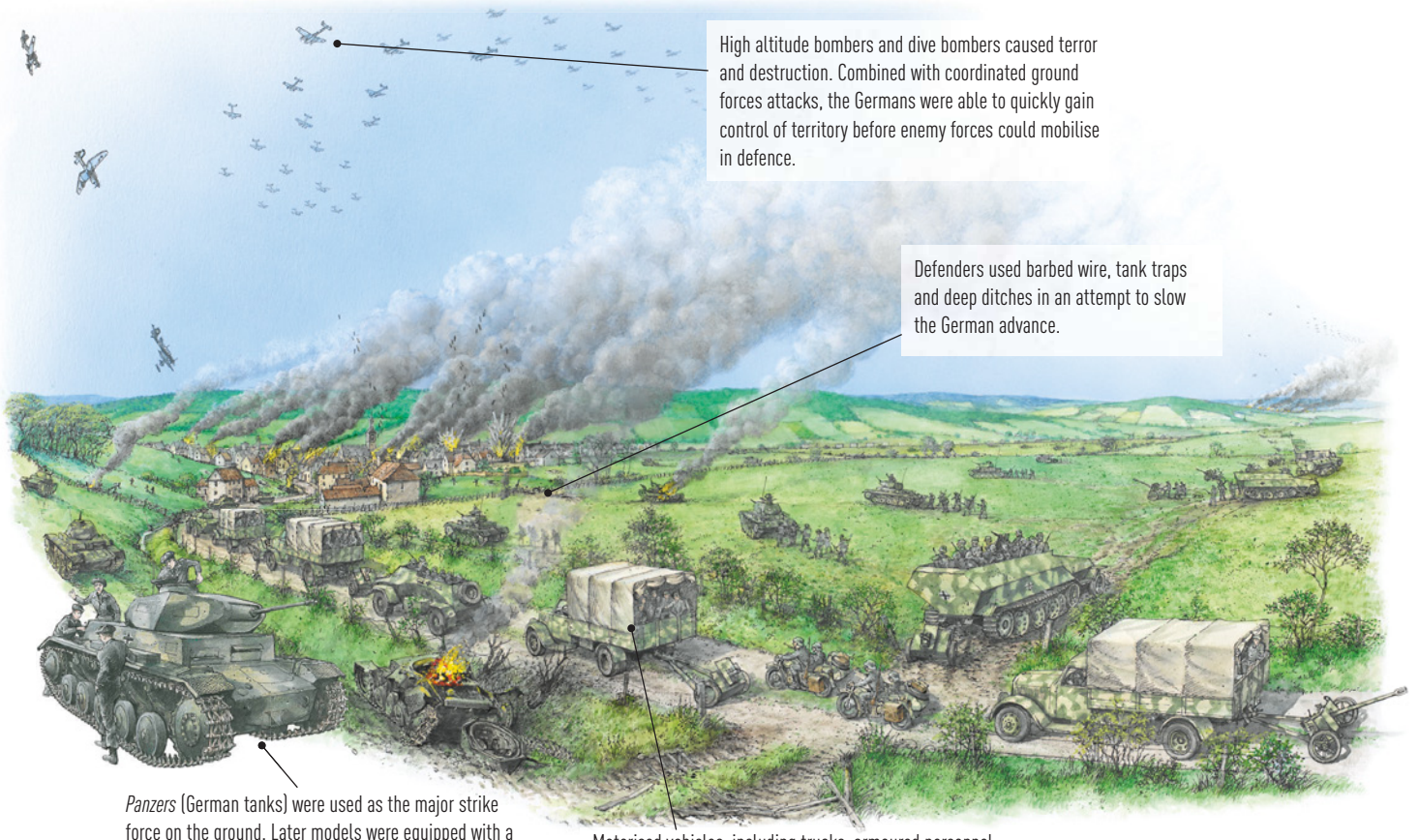
A military tactic known as ***Blitzkrieg*** was used for the first time by the Germans in their invasion of Poland in September 1939. It involved rapid and well-coordinated air and land attacks to surprise and overwhelm the enemy. After an initial assault from the air, slower-moving ground forces 'mopped up' the overwhelmed defenders and took control of their territory (see Source 29).

The Germans again used *Blitzkrieg* tactics in their May 1940 invasion of France, which resulted in the French surrender on 22 June 1940. Despite outnumbering the Germans, the Allied forces were unable to deal with the speed of the attacks. The British Government scrambled to evacuate 338 000 British and French troops from the port of Dunkirk in northern France. Over the course of May and June 1940, Germany also invaded Denmark and the Low Countries (Belgium, the Netherlands and Luxembourg).



Source 28 Rotterdam in ruins; this photo, which shows the devastation that hit the second-largest city in the Netherlands, was taken one hour after heavy German *Blitzkrieg* bombardment on 14 May 1940. The Dutch surrendered the following day.

Source 29 An artist's impression of a *Blitzkrieg* assault on a French town



The changing nature of war: the Holocaust

The **Holocaust** represented a radical change in the way wars were fought. It took place in Germany and throughout Nazi-occupied territories of Europe during World War II. Although **genocide** had been practised before, the scale of Hitler's campaign against the Jews was unprecedented. By the end of the war in 1945, more than half of all European Jews – 6 million people – had died under Hitler's command.

In addition to the persecution and murder of Jews, the Nazis targeted the Sinta and Romani people (often referred to as 'gypsies') whom they saw as racially inferior. An estimated 500 000 were killed. Other victims of the Holocaust included people with physical or intellectual disabilities, people who challenged Nazi policies, and anyone who did not conform to traditional heterosexuality. The German Criminal Code outlawed 'homosexuality'. The term 'homosexual' was mostly used to describe men with a male partner, with little attention given to women who had a female partner.

The word 'Holocaust' is of Greek origin and means 'sacrificed by fire' or 'burnt'. Today, out of respect, Jewish communities use the word ***Shoah*** instead.

Holocaust
the deliberate and systematic persecution and mass murder of Jews and other 'undesirables' by the Nazis during World War II

genocide
the deliberate and systematic mass murder of people based on their race, ethnicity, religion or culture

Shoah
a Hebrew word meaning 'catastrophe', used to describe the extermination of Jews by the Nazis during World War II

Concentration camps

For a large part of World War II, the Nazi government used a network of **concentration camps** to contain Jews and other 'undesirables'. The exact number of concentration camps is not known; however, it is generally accepted that there were between 2000 and 8000. Some were forced labour camps, where inmates were forced to do hard physical labour, such as mining and road building. Others functioned as extermination camps where, after a period of time, prisoners were murdered.

One of the largest concentration camps was Auschwitz–Birkenau. It was both a labour camp and an extermination camp. Here, inmates considered unsuitable for forced labour were gassed and their bodies were burnt in giant ovens known as crematoria (see Source 33). Over the course of World War II, more than a million Jews were murdered at Auschwitz–Birkenau camp alone.

There is a considerable amount of evidence about the treatment of Jews during the Holocaust. The Nazis took numerous photographs in the **ghettos** and at concentration camps. When the camps were liberated by the Allied Powers in May 1945, many more photographs were taken, and eye-witness accounts were recorded by soldiers who were shocked at what they found. A large number of Holocaust survivors later recorded their experiences and feelings.

concentration camp
a prison in which civilians, enemy aliens, political prisoners or prisoners of war are detained under extremely harsh conditions

ghetto
a section of a town or city established by the Nazis during World War II to confine and isolate Jews and other 'undesirables' from the wider population



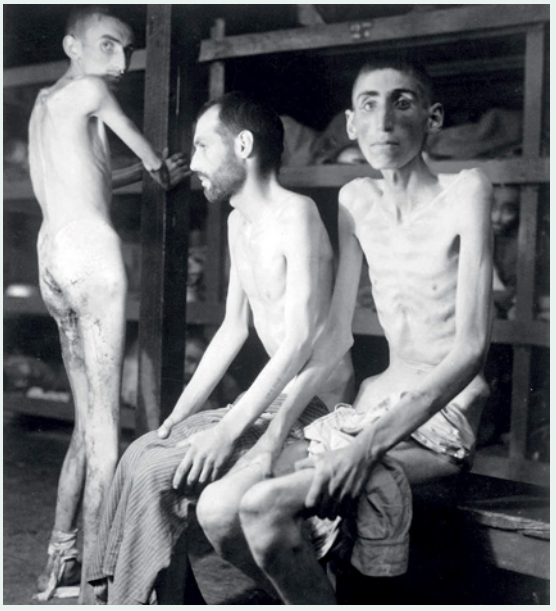
Source 30 The Nazis used badges to identify different types of prisoners. These red triangle badges from Auschwitz–Birkenau were used to identify political prisoners.

6.9A SOURCE STUDY

Concentration camps

Source 31

> When people came to gas chamber, they had a soldier going around and said, 'Women here, men here. Undress. Take shower.' They told them, 'You're going to a camp. Going to work. Tie shoes together. And make sure your children tie their shoes together. Because when you come out, you don't so much spend time look for your shoes and your clothes.' All a lie. They were not thinking about it that they will be dead in another fifteen minutes.
>
> *Holocaust survivor Sigmund Boraks, in an interview in 2000*



Source 32 Slave labourers interned at the Buchenwald concentration camp; inmates weighed, on average, 75 kilograms before they entered the camp. Eleven months later, when this photo was taken, their average weight had dropped to 31 kilograms.



Source 33 Crematoria, where the remains of people killed at Buchenwald concentration camp were burnt

INTERPRET

1. Sources are used to provide evidence to support historical arguments. Explain the extent to which each of these sources could be used to support the argument that the Nazis engaged in the systematic mistreatment and murder of Jews in concentration camps during World War II.
2. A small but vocal group of people around the world today continue to deny the existence of the Holocaust. Use evidence from the sources provided to compose a letter to one or more of these Holocaust deniers, explaining why their views are historically inaccurate and unsupported by the body of evidence available.

Mass shootings and the 'Final Solution'

Nazi policy towards the Jews began to move into its most extreme phase after the invasion of the Soviet Union in June 1941. Roughly 1.6 million Eastern European Jews were executed in mass killing campaigns, mainly conducted by mobile killing squads called the *Einsatzgruppen*. In January 1942, Nazi officials identified a 'final solution to the Jewish question', which combined forced deportation and the transportation of Jews to labour camps before extermination.

The changing nature of war: the atomic bomb

A great deal of new technology was developed during World War II, but the most devasting of all was the atomic bomb. The dropping of the atomic bombs on Japan in 1945 was a significant event – not only because it immediately ended World War II, but also because it marked the dawn of the nuclear age.

The Manhattan Project

A US research program to develop an atomic bomb had been under way before the United States entered World War II in 1941. The program was placed under the command of the American military in 1942, and became known as the Manhattan Project. By 1944, approximately 129 000 people were working on the program, including scientists, construction workers and military personnel.

An ultimatum to Japan

After the end of the war in Europe on 8 May 1945, the Allied Powers turned their attention to forcing Japan's surrender in the Pacific. In July 1945, a meeting was held in the German city of Potsdam to negotiate terms for the end of World War II. At the Potsdam Conference, the Allied leaders issued the Potsdam Declaration – an ultimatum threatening that if Japan did not unconditionally surrender, it would face 'prompt and utter destruction'.

Towards the end of the war, US troops had been planning an **offensive** code-named 'Operation Downfall'. The offensive outlined the US army's plan to recapture Pacific islands that had been taken by the Japanese, and then push back towards the **Japanese home islands**. Operation Downfall was ultimately cancelled, following Japan's surrender.

offensive
a large-scale military operation by an attacking force against a defending enemy force

Japanese home islands
the group of islands forming the country of Japan; this term was commonly used in World War II to define the area of Japan to which its sovereignty and the constitutional rule of the emperor would be restricted

In late 1944, the United States carried out a major firebombing campaign of Japanese cities, which devastated 67 cities and killed as many as 500 000 Japanese civilians. Firebombing was a technique introduced during World War II that involved dropping large quantities of small bombs specifically designed to start fires on the ground.

Between February and June 1945, two particularly fierce battles took place – for the Japanese islands of Iwo Jima and Okinawa. The Battle of Okinawa was the bloodiest battle in the Pacific, with 50 000 American soldiers injured and 12 000 killed. An estimated 95 000 Japanese soldiers were killed, including many who committed suicide rather than surrendering. Estimates of the number of civilians killed vary from 42 000 to 150 000.

Despite all these events, Japan rejected the terms of the Potsdam Declaration and the Japanese military refused to surrender. US President Harry S. Truman authorised the atomic bombing of Hiroshima and Nagasaki. Truman stated that his hope was that these bombings would ultimately save lives on both sides.

The bombing of Hiroshima and Nagasaki

Hiroshima was a large, urban, industrial city that also served as a military storage area and assembly point for troops. At 8.15 a.m. on 6 August 1945, an atomic bomb nicknamed 'Little Boy' was dropped on Hiroshima. The city's residents had been given no warning of the attack, and the bomb's immediate impact was incredible. Approximately 80 000 people – or 30 per cent of Hiroshima's population – were killed, and another 70 000 were injured. Roughly 69 per cent of the city's buildings were completely destroyed.

The Japanese Government still did not respond to the Potsdam Declaration. On 9 August, a second atomic bomb, nicknamed 'Fat Man', was dropped on the port city of Nagasaki. The bomb's impact in Nagasaki was just as devastating, killing between 40 000 and 75 000 people immediately and injuring a further 74 000.

Debate about the bombings

Immediately after World War II ended, most Americans supported the use of the atomic bombs to force Japan to surrender. Since then, however, there have been fierce debates over whether the use of atomic bombs was justified or necessary to win the war.

Some argue that the bombings saved millions of lives by preventing the need for an invasion of the Japanese home islands. Other supporters of the decision to use the atomic bombs maintain that Japan's 'never surrender' culture meant that, without the bombings, Japan would not have surrendered. Some critics of the bombings argue that the surprise bombing of civilians with atomic weapons was fundamentally and morally wrong.

6.9B SOURCE STUDY

The atomic bombing of Hiroshima

Source 34

> Of more than 200 doctors in Hiroshima before the attack, over 90 per cent were casualties and only about 30 physicians were able to perform their normal duties a month after the raid. Out of 1780 nurses, 1654 were killed or injured ... [Hospitals] within 3000 feet of ground zero were totally destroyed ... Effective medical help had to be sent in from the outside, and arrived only after a considerable delay. Firefighting and rescue units were equally stripped of men and equipment ... 30 hours elapsed before any organized rescue parties were observed.

Extract from US Strategic Bombing Survey: The Effects of the Atomic Bombings of Hiroshima and Nagasaki, *US Government Printing Service, 1946*



Source 35 A severely burnt teenage Hiroshima atomic bomb victim lies wounded



Source 36 The Genbaku Dome in Hiroshima after the bombing

INTERPRET

1. Outline the ways in which Sources 35 and 36 support or contradict the information contained in Source 34.
2. What does Source 34 suggest about:
   - **a** the devastating impact of atomic bombs
   - **b** the reasons why casualty rates were so high?

6.9 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Identify three ways in which World War I was different from preceding wars.

2 What were the advantages and disadvantages of new developments in communications during World War I?

3 What does *Blitzkrieg* mean? Which countries were the victims of German *Blitzkrieg* tactics in 1939 and 1940?

4 Explain why code-breaking was significant:
- **a** during World War II
- **b** after World War II.

5 Define 'genocide'.

6 What was the Holocaust?

7 Explain what concentration camps were and why they were set up during World War II.

8 Explain the implications of Japan's rejection of the Potsdam Declaration.

9 Which battle is recognised as the bloodiest of the Pacific War?

10 Explain why the United States dropped atomic bombs on Hiroshima and Nagasaki.

APPLY AND ANALYSE

11 Why do you think that the use of poison gas was banned under the Geneva Protocol, while the use of other types of weapons was not?

12 Explain how the nature of warfare changed during World War II.

13 Explain how the Holocaust and the dropping of atomic bombs on Japan represented major changes in the conduct of warfare.

EVALUATE AND CREATE

14 Create an infographic depicting the changes in warfare across World Wars I and II on an illustrated and annotated timeline.

GO DEEPER

15 Investigate the design and value of zeppelins as a weapon of war. Explain their strengths and weaknesses.

16 Research the short- and long-term physical effects of the atomic bombs on the people of Hiroshima and Nagasaki. Write a letter to the United Nations outlining your findings and persuading them that atomic weapons should be closely monitored and controlled.

Source 37 A zeppelin, pictured in 1928



STRANGE BUT TRUE

Members of the CMF were given the derogatory nickname 'Chocos' (short for 'chocolate soldiers') because it was thought that they would 'melt' in the heat of battle. Despite this assumption, CMF members performed admirably under the difficult conditions in the Kokoda and Milne Bay campaigns in New Guinea.

6.10 AUSTRALIA'S ENTRY INTO WORLD WAR II

KEY CONTENT

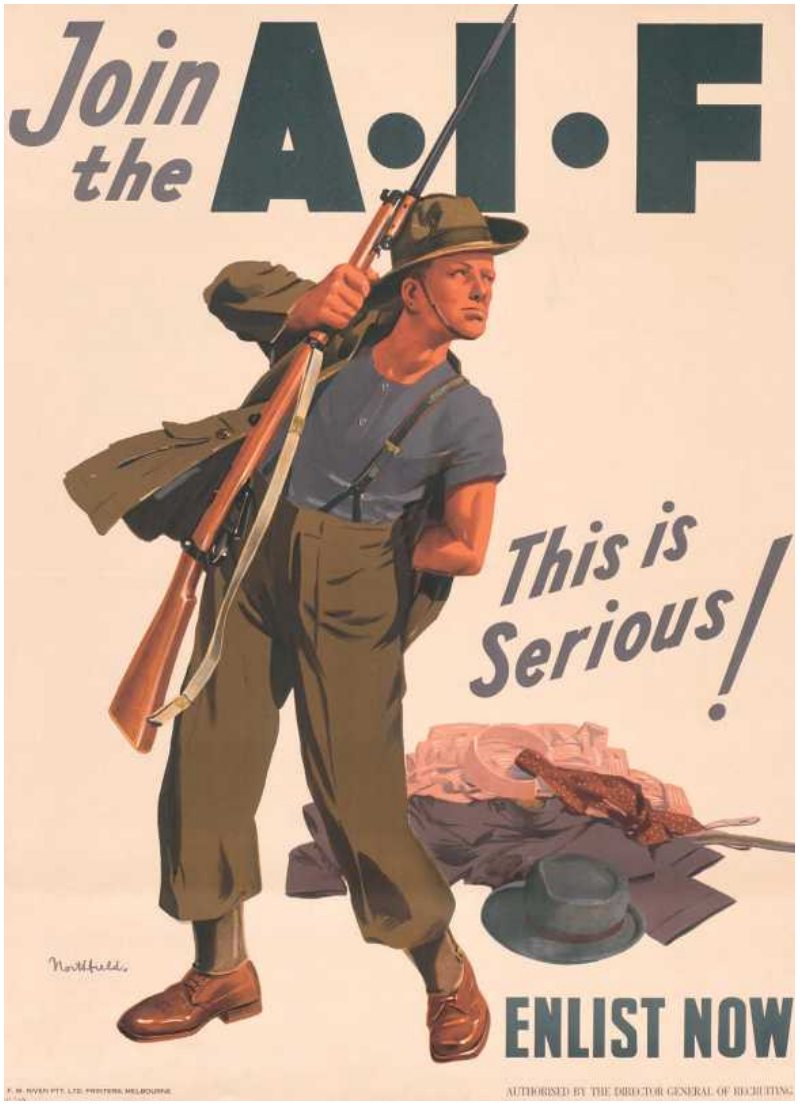
In this topic you will:

- **explain why Australians enlisted to fight in World War II.**

When World War II began, it was not greeted by Australians with the same level of enthusiasm that they had shown in 1915. Because of this public reaction, Prime Minister Robert Menzies was initially reluctant to commit Australian troops to fight in Europe, despite Australia's declaration of war. Australia's military was in a depleted state, and Menzies wanted to ensure that Australia could defend itself if the need arose.

The First Australian Imperial Force (AIF) had been disbanded after World War I. In 1939, the Australian army consisted of only around 3000 professional soldiers, and a voluntary **militia** called the Citizen Military Force (CMF) which could only serve in defence of Australia. These units were mainly equipped with weapons brought home from World War I by the First AIF.

militia
a fighting force that is made up of non-professional (civilian) fighters



Despite his doubts, Menzies authorised the creation of the Second AIF in September 1939. The Australian Government had promised 20 000 soldiers for the British war effort, but initially struggled to fulfil this commitment. Soldiers in the AIF were paid less than those in the CMF. In fact, AIF wages were even lower than the dole. For this and many other reasons, most members of the CMF were reluctant to transfer to the AIF. The Royal Australian Air Force (RAAF) was more attractive to many Australians, because it seemed more exciting and offered higher wages. It took three months to fill the 6th Division of the AIF, a contrast to the three weeks it took to raise 20 000 men at the start of World War I.

The Fall of France in 1940 changed Australia's perception of the war. Recruitment rates surged, and three new divisions of the AIF were formed. After the Fall of Singapore, when Australia felt directly under threat for the first time, Australia's perception of the war again changed. The whole population mobilised to support the war effort. Women were encouraged to enter the workforce, industry was regulated, and coastal defences were extended and reinforced.

Source 38 A recruitment poster for the Second AIF, produced between 1939 and 1942 (AWM ARTV06723)

6.10 SOURCE STUDY

Australia's declarations of war

Source 39

> Fellow Australians,
>
> It is my melancholy duty to inform you officially, that in consequence of a persistence by Germany in her invasion of Poland, Great Britain has declared war upon her and that, as a result, Australia is also at war. No harder task can fall to the lot of a democratic leader than to make such an announcement.

Excerpt from an address to the nation by Prime Minister Robert Menzies, in a radio broadcast on 3 September 1939, only a few hours after Britain declared war on Germany

Source 40

> Men and women of Australia, we are at war with Japan. That has happened because, in the first instance, Japanese naval and air forces launched an unprovoked attack on British and United States territory; because our vital interests are imperilled and because the rights of free people in the whole Pacific are assailed. As a result, the Australian Government this afternoon took the necessary steps which will mean that a state of war exists between Australia and Japan. Tomorrow, in common with the United Kingdom, the United States of America and the Netherlands East Indies governments, the Australian Government will formally and solemnly declare the state of War it has striven so sincerely and strenuously to avoid.

Excerpt from an address to the nation by Prime Minister John Curtin, in a radio broadcast on 8 December 1941



Source 41 Soldiers of the Second AIF leaving Australia to serve in the war, January 1940; their helmets show their enlistment numbers and the cases on their chests hold their gas masks. (AWM 011141)

INTERPRET

1. Explain the differences between the two declarations of war by Australian Prime Ministers during World War II.
2. What justification for war does Robert Menzies give in Source 39?
3. What justification for war does John Curtin give in Source 40?
4. How could you use these sources in a historical investigation of whether Australia needed to be involved in World War II?

6.10 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. How many soldiers did Australia have available for overseas service when war was declared in 1939?
2. How many soldiers did Menzies initially promise Britain?
3. What was the CMF?
4. What nickname was given to those serving in the CMF? Why?
5. Which two events changed Australians' perception about the seriousness of the war?

6.11 EXPERIENCES OF AUSTRALIANS DURING WORLD WAR II

KEY CONTENT

In this topic you will investigate the significant experiences of Australians in World War II, using sources to look at:

- prisoners of war
- the role of women
- the participation of Aboriginal and Torres Strait Islander peoples.

prisoner of war
a person (particularly a member of the armed forces) who is captured by, or surrenders to, enemy forces in wartime

Geneva Conventions
a number of international treaties and agreements that established a code of conduct for all countries during times of war; the agreements outline the rights of prisoners (both military and civilian), and protections for the wounded and for civilians living in or around war zones

Prisoners of war in Europe

Australian service personnel were captured by the enemy in all the major areas of war in World War II. Roughly 8184 Australians were held as **prisoners of war** (POWs) in German and Italian prison camps. Of these, 269 died. Most of these men had been captured in Greece and North Africa, while others were members of the RAAF who had been shot down in bombing raids over Germany and captured.

The majority of Australian POWs in Europe were imprisoned in specific POW camps in decent conditions. Nine Australians, however, were among a group of 168 Allied pilots shot down over France and imprisoned in the Buchenwald concentration camp.

STRANGE BUT TRUE

Despite the harsh conditions, POWs defied the Japanese through various forms of resistance. The memoirs of Acting Sergeant Reginald Shanahan describe growing tapioca in secret to supplement the diet of boiled rice, and remaining mentally sharp by playing chess with imaginary boards and pieces.

Prisoners of the Japanese

The majority of Australian POWs were captured by the Japanese. Over 22 000 Australian service personnel were captured by Japanese forces in South-East Asia between January and March 1942. Most of them were army personnel captured at the Fall of Singapore, with 15 000 captured in Malaya and Singapore alone. By 1945, over 8000 POWs had died. The significantly higher rate of deaths among POWs captured by the Japanese can be attributed to Japan's attitude towards prisoners.

Japanese military culture, shaped by traditional values, meant that the Japanese regarded prisoners poorly. Japan refused to follow the terms of the **Geneva Conventions**.

Changi, in Singapore, was the main prison camp holding the Allied POWs. From here, Japanese commanders sent working parties to other locations where POWs were used as forced labourers, most notably on the Burma–Thailand Railway construction. Along with British, Dutch and American prisoners, 13 000 Australian POWs were used as forced labour to build a railway line from Burma to Thailand to supply the Japanese campaign. About 2800 Australians died from malnutrition, mistreatment and disease.



Source 42 The Bridge on the River Kwai in Thailand formed part of the notorious Burma–Thailand Railway, which was also known as the 'Death Railway'. The bridge was built by POWs in 1943, and their story inspired the famous Oscar-winning movie of the same name.

OXFORD UNIVERSITY PRESS

Treatment of prisoners

Source 43

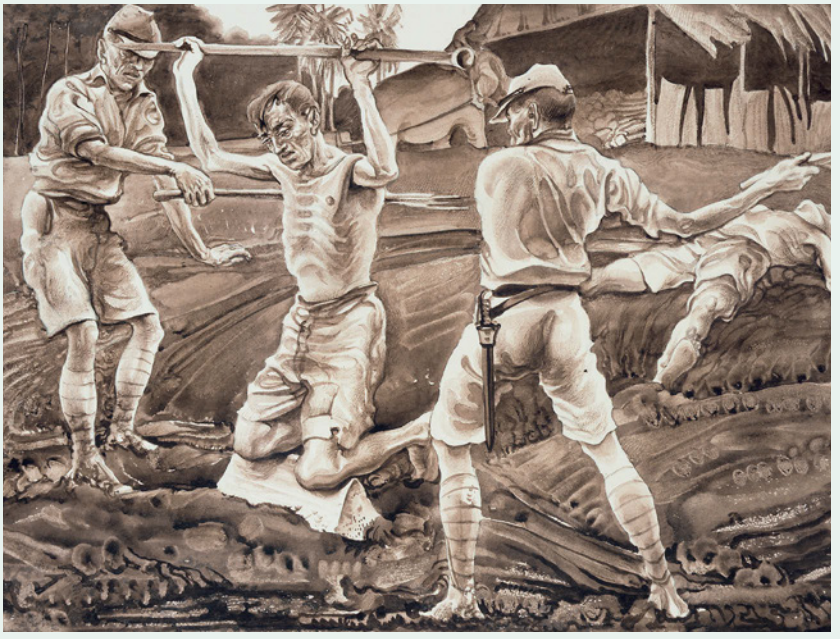
After capture I was taken to Changi Camp, where I was with approximately 12 000 men, employed ... clearing the bombed area, also well sinking. Work was from 6 to 6, food was half a cup of cooked rice per man per day ...

From Changi was I marched with 500 men to Duckatinor Hills. Here we were employed clearing after bombing runs, building roads and hill levelling. Food supplies were as at Changi.

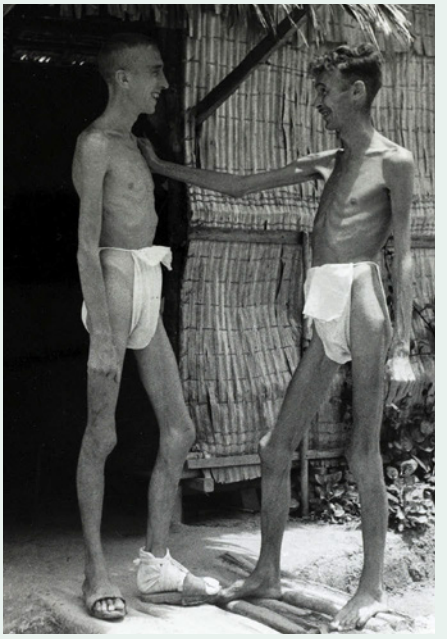
Whilst working at the river camp I witnessed a ... guard (known as the Black Snake) bash Gnr Jack Francis with a heavy stick many times and finally brutally kicked him in the stomach and about the head. Francis died a few days later.

I was severely beaten by the Black Snake with a heavy bamboo ... He knocked me down several times, then kicked me. I vomited frequently following the bashing ... was unfit to work and generally was much knocked about. I was finally ... operated upon by Col. Dunlop for a damaged bladder and internal injury.

Extract from an affidavit (sworn statement) by former Gnr Reginald Melbourne to the Australian War Crimes Registry



Source 44 An illustration by Murray Griffin, a prisoner at Changi; it depicts a scene, witnessed by Colonel F.J. Dillon, of the bashing of British and Australian POWs by Japanese on the Burma–Thailand Railway construction. Griffin sought to make records of events and conditions based on the testimony of surviving POWs.



Source 45 This photo shows two Australian POWs outside one of the huts at Changi, just after being liberated in 1945.

INTERPRET

1. Read the caption for Source 44. Account for the validity of this source for the study of the conditions Australian POWs endured under Japanese control.
2. Discuss whether Source 45 supports your impressions of conditions for Australian POWs under the Japanese.
3. Identify the details in Source 43 that show you that it was a first-hand account by someone who was there.
4. Outline the value of sources such as photos and first-person accounts in aiding an understanding of the experiences of Australian POWs captured by the Japanese.

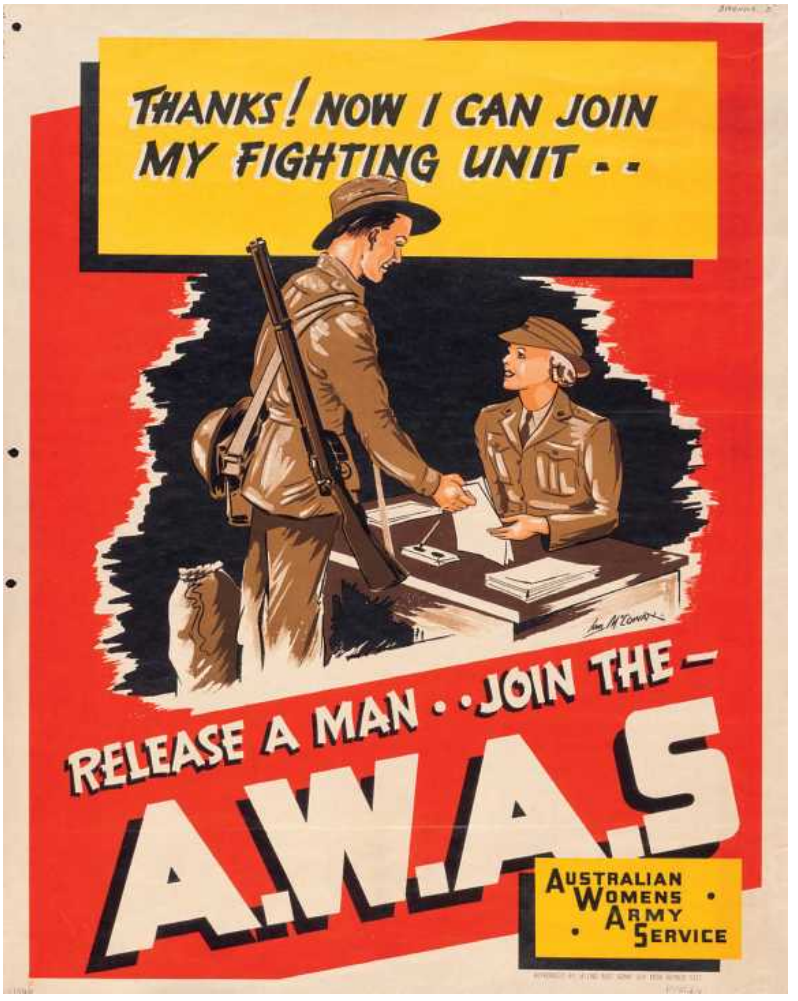
Women in the Australian armed forces

At the start of World War II, Australian women were encouraged to take the sorts of roles that they had held during World War I. They were not required in the services, but were expected to knit and sew, pack parcels, raise money, encourage enlistment and maintain the home.

This changed as the war came closer to Australia. From late 1940, women were not only permitted to join the services, they were encouraged to do so. Many served as nurses in one of the branches of the armed forces. The majority joined auxiliary services, where they were trained in many of the home-front tasks, so that servicemen could be freed up to join the fighting overseas. These services included the Women's Auxiliary Australian Air Force (WAAAF), the Australian Women's Army Service (AWAS) and the Women's Royal Australian Naval Service (WRANS). Over 66 000 women served in these women's services during the war, which represented around 7 per cent of the entire force.

Most commonly, women's roles in the armed services were clerical. However, some were involved in traditional men's roles, as signallers, truck and ambulance drivers, intelligence officers, wireless telegraphers or aircraft ground staff. Women were not permitted to take on combat roles or serve outside Australia. The exception to this was nurses, who served in most areas where Australian troops were sent. A contingent of AWAS was also posted to New Guinea near the end of the war.

Many women joined the Women's Land Army, a civilian organisation, where they replaced male farm workers who had left to serve in the armed forces.



Source 46 A recruitment poster to attract women into the services during World War II (AWM ARTV01049)

6.11B SOURCE STUDY

Roles of Australian women in the armed services



Source 47 Members of an AWAS anti-aircraft gun crew (AWM 136831)



Source 48 Signallers of the AWAS (AWM 137466)



Source 49 Members of the AWAS checking equipment for an Australian tank (AWM 137615)

INTERPRET

1 What evidence do these sources provide about the roles that Australian women took on during World War II?

STRANGE BUT TRUE

Formed in 1941, the Northern Territory Special Reconnaissance Unit was made up of 51 Indigenous Australians and five white Australians, who patrolled the northern Australian coast. In the event of a Japanese invasion, they were to fight using traditional Indigenous Australian weapons. The Indigenous Australian members were not formally enlisted in the army, and received goods such as tobacco rather than monetary pay. In 1992, they were finally awarded back-pay and medals.

Indigenous Australians in the Australian armed forces

At the start of the war, the AIF officially only accepted Indigenous Australians who were of 'substantially European descent', while the RAAF accepted Indigenous Australians from the outset. Due to the early shortage of recruits, many recruiters may have simply accepted Indigenous Australian volunteers into the AIF despite official restrictions. After the bombing of Darwin in 1942, however, the restrictions on Indigenous Australians joining the AIF were relaxed.

It is estimated that around 3000 Aboriginal and Torres Strait Islander soldiers served in the Australian armed forces. However, it is impossible to know precisely how many, as the number who enlisted under another nationality probably meant that the total was much higher than official figures. A small number of Torres Strait Islander people were also recruited into the US army.

Other Indigenous Australians were employed by the army in a variety of roles. They worked on farms and in butcheries, built roads and airfields, and were construction workers, truck drivers and general labourers. They also filled more specialised roles, such as salvaging downed aircraft and organising munitions stockpiles. Many Indigenous Australian women were involved in these roles, as well as joining organisations such as the AWAS.

Source 50 These Indigenous Australian soldiers, pictured in 1940, were mainly volunteers from the Lake Tyers Mission in eastern Victoria. During training, they were used for publicity campaigns, with one newspaper calling them 'Dinkum Australians'. Despite positive public opinion and media, the Department of Defence stated that the enlistment of Indigenous Australians was 'neither necessary nor desirable'. As a result, all of these men were discharged on 22 March 1941, their records stating: 'Services no longer required: not due to misconduct or discreditable service'. (AWM P02140.004)



6.11 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Explain the major differences between conditions in European and Japanese POW camps for Australians.
2. What were the Geneva Conventions? Which country refused to follow them?
3. Describe the conditions Australian POWs had to endure in Japanese camps.
4. Among the women who joined the armed forces during World War II, which group was permitted to serve outside Australia?
5. Why is it difficult for historians to estimate the number of Indigenous Australians who enlisted in the armed forces during World War II?
6. When and why were restrictions against Indigenous Australians enlisting in the AIF relaxed?

APPLY AND ANALYSE

7. Why and how did the roles of women in the armed services change from World War I to World War II?
8. Compare the statistics for Australian POWs captured by the Germans and Italians with those captured by the Japanese. Calculate the percentage of deaths of Australian prisoners in each group.

EVALUATE AND CREATE

9. Create a diary for one of the following Australians that gives some insight into their experiences during World War II:
   - a POW in Europe
   - a POW in Asia
   - a woman who had enlisted in an auxiliary force
   - an Indigenous Australian who had enlisted in the AIF.

GO DEEPER

10. Source 43 mentions an operation performed by Colonel Dunlop. This is a reference to Edward 'Weary' Dunlop. Conduct research on his life and career, and explain his significance in Australian history.
11. Conduct research to identify the number of women in permanent full-time roles in the Australian Defence Force now, and the percentage of the entire force that this represents. How does this compare with the number of Australian women who served during World War II?



Source 51 The sinking of the Australian hospital ship *AHS Centaur* in 1943 became a symbol of the courage of Australian women in war – and of Australia's determination to win the war. The *Centaur* was torpedoed off the Queensland coast by a Japanese submarine. Those who survived the initial explosion spent 36 hours in the water before they were rescued, using barrels, wreckage and damaged lifeboats to stay afloat. Of the 332 people on board, only 64 were rescued; and this number included just one nurse, Sister Ellen Savage. In 1944, Sister Ellen was presented with the George Medal for providing medical care, boosting morale and displaying courage during the wait for rescue.

6.12 A SIGNIFICANT AUSTRALIAN EVENT – THE KOKODA TRACK

KEY CONTENT

In this topic you will investigate the significant experiences of Australians in World War II, using sources to look at:

- a specific campaign – New Guinea 1942
- a specific event – the Kokoda Track.

The New Guinea campaign, 1942

The war shifted close to Australia in 1942 with the commencement of the New Guinea campaign. In March, Japanese forces established bases on mainland New Guinea, with plans to advance to Port Moresby – which would have put them within striking distance of mainland Australia. Australia sought support from the United States.

In the Battle of the Coral Sea in May 1942, the US and Australian navies defeated Japan and prevented a naval attack on Port Moresby. In June, the Japanese navy suffered a crushing defeat in the Battle of Midway, ensuring that Japan's only way of reaching Port Moresby would be by land, using a 96-kilometre narrow path from the village of Kokoda through the rugged highlands to Port Moresby.

The Battle for the Kokoda Track



Source 52 The Kokoda Track

If Japan had successfully seized Port Moresby, it could have used the town as a base for attacks on northern and eastern Australia. Australia's prime minister, John Curtin, recalled the AIF to defend Australia, but it took time for these troops to be transported to New Guinea. This meant that the Kokoda campaign was initially fought by underequipped militia units, known as the 'Maroubra Force'.

The Maroubra Force was composed entirely of CMF and local Papuan infantry units. As a result, it was underprepared for frontline combat. The soldiers had received little training in jungle warfare, and were equipped with old, outdated weapons. Many of these young men had only recently turned 18.

Source 53 The Kokoda campaign 1942 – a significant event in World War II from an Australian perspective

23 July	A small Australian platoon slows the Japanese advance across the Kumusi River, before falling back to Kokoda.
29–30 July	The Japanese attack Kokoda, which is defended by just 80 men, who suffer heavy casualties in hand-to-hand fighting. On the next morning, the Maroubra Force retreats along the track.
8 August	The Maroubra Force suffers heavy casualties attempting to retake Kokoda. There is then a two-week break in the fighting, when survivors from the defence of Kokoda meet with reserves from Port Moresby and prepare to defend the track at Isurava.
26–31 August	The Battle of Isurava is a victory for Japanese forces, with the Maroubra Force outnumbered and suffering heavy casualties on the first day. The battle lasts four days, before the Maroubra Force is forced to retreat further, mounting small-scale actions along the way. However, the Japanese do not succeed in their aim of destroying the force. The first substantial reinforcements from the AIF begin to arrive, providing a vital boost for the depleted Maroubra Force.
September	The Australians retreat after actions at Efogi (also known as Mission Ridge–Brigade Hill) and Ioribaiwa Ridge. After being defeated by the Allies at Guadalcanal in the Solomon Islands, Japanese commanders in Tokyo decide to withdraw their Kokoda campaign. Japanese forces retreat to Templeton's Crossing.
October	The Australians defeat the Japanese in a series of attacks at Templeton's Crossing.
2 November	The Australians retake Kokoda.

The Battle for the Kokoda Track is often seen as a crucial moment in the New Guinea campaign, which lasted from 1942 to 1945. It marked the end of the Japanese advance towards Port Moresby, and ultimately helped the Allied forces to begin pushing the Japanese back across the Pacific.

The significance of Kokoda

The Kokoda campaign is arguably the most significant military campaign in Australia's history. Although it is generally accepted that Japan did not plan to invade mainland Australia during World War II, this was a real fear at the time. Given the limited information available to them, the soldiers of Maroubra Force believed they were fighting the 'battle to save Australia'. Had the militia units of Maroubra Force not held up the Japanese advance until the AIF arrived with reinforcements, the war in the Pacific would have continued for much longer, and cost even more lives. The campaign is made even more incredible by the conditions in which it was fought.



6.12 SOURCE STUDY

Conditions on the Kokoda Track



Source 54 Australians plod along the Kokoda Track.



Source 55 A wounded soldier being carried to safety

Source 56

> You are trying to survive, shirt torn, arse out of your pants, whiskers a mile long, hungry and a continuous line of stretchers with wounded carried by 'Fuzzy-Wuzzies' doing a marvellous job. Some days you carry your boots because there's no skin on your feet.
>
> *Diary entry from Private Laurie Howson, 39th Battalion*

INTERPRET

1. Explain what these sources reveal about conditions for soldiers along the Kokoda Track.
2. 'Fuzzy-Wuzzies' are shown in Source 55 and mentioned in Source 56. Compare both sources to infer what the term 'Fuzzy-Wuzzies' refers to.

The legacy of Kokoda

Approximately 625 Australians were killed fighting along the Kokoda Track, while at least 16 000 were wounded and more than 4000 suffered from serious illnesses such as malaria. In the immediate aftermath of the campaign, members of the Maroubra Force were hailed as 'the men who saved Australia'. The campaign also had an immediate impact on the organisation of both the American and Australian armies. The Australian troops on the track had been poorly supplied because of the unreliability of air drops. Both the Australian and American militaries developed new techniques for dropping supplies after their experiences at Kokoda.

6.12 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Where was the Kokoda Track?
2. What was the Maroubra Force? What did it achieve?
3. What was at stake in the Battle of Kokoda?

APPLY AND ANALYSE

4. Explain why the Kokoda campaign is such a significant moment in Australian history.
5. The term 'Fuzzy-Wuzzies' would not be appropriate to use in today's society. What evidence is there to suggest that the term was used as one of respect and endearment during the Kokoda campaign?

EVALUATE AND CREATE

6. Discuss why so many Australians go to New Guinea to walk the Kokoda Track. Create a poster encouraging Australians to 'Walk Kokoda', which captures what the experience means to Australians.

GO DEEPER

7. Investigate the Battle of the Coral Sea, and create a source book that helps you explain what happened in the battle, and why it was such a significant battle.
8. Use the sources in this topic and your own research to develop a historically accurate description of the conditions under which the Australians fought at Kokoda.

6C

CHECKPOINT

WHAT WERE THE CAUSES, SCOPE AND NATURE OF WORLD WAR II?

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts, and give detailed examples to show your understanding.

» Outline the main causes of World War II

1 Explain why the Treaty of Versailles is often regarded as a cause of World War II. How valid is this perspective? Provide reasons to justify your argument. (5 marks)

2 Outline what historians consider to be the main causes of World War II. (5 marks)

3 Outline arguments for and against Germany being held responsible for the outbreak of World War II. (5 marks)

» Explain why Australians enlisted to fight in World War II

4 Explain why Australians did not embrace the outbreak of World War II as enthusiastically as they did World War I. Support your response with evidence. (5 marks)

5 Explain how and why public support for involvement in World War II changed. (5 marks)

» Locate and sequence the places where Australians fought

6 Identify the two major theatres of war in World War II, and give examples of specific battles that took place in each of them. (5 marks)

7 List the major battles Australians were involved in during World War II. Place these battles on a timeline in correct chronological order. (10 marks)

» Outline and sequence the changing scope and nature of warfare from trenches in World War I to the Holocaust and the use of the atomic bomb to end World War II

8 With reference to both combative and non-combative technologies, such as coded messages, outline the changing nature of warfare from the beginning of World War I to the end of World War II. (10 marks)

9 Outline the ways in which the Holocaust is evidence of a change in the nature of warfare from World War I to World War II. (5 marks)

» Investigate the significant experiences of Australians in World War II

10 Describe the treatment Australians received as POWs under the Japanese, and support your response with specific examples. (10 marks)

11 Explain why the Kokoda Track is significant in Australian history. (5 marks)

12 Describe the role of women in Australia's armed services during World War II, including where they served and the main types of jobs that they were involved in. (10 marks)

13 How were Indigenous Australians restricted from joining the armed services during World War II, and how did many get around this restriction? (5 marks)

Total marks [/85]

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Rich task
A write-in worksheet for the Rich task questions

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

assess quiz
Interactive auto-marking multiple-choice quiz to test student comprehension

6D WHAT WERE THE IMPACTS OF WORLD WAR II ON AUSTRALIA?

6.13 THE IMPACT OF WORLD WAR II ON AUSTRALIA

KEY CONTENT

In this topic you will outline the Australian Government's control on the home front in World War II for each of the following:

- **conscription**
- **use of government propaganda**
- **changing roles of women**
- **'enemy aliens'**
- **wartime controls/censorship.**

home front
those citizens who remain at home during a war; the home front typically includes women, children and the elderly

This topic explores wartime controls on the **home front** during World War II. During the war, almost a million Australians served in the armed services. Roughly half this number served in Europe, North Africa, the Middle East and the Pacific. The bombing of Pearl Harbor in 1941 and the Fall of Singapore in 1942 brought about an escalation of Australia's wartime involvement and an increase in the number of soldiers sent overseas.

Source 1 A summary of the numbers of people who served during World War II, and the numbers of POWs, deaths and casualties

Total population of Australia	7 million
Australians who served in the armed forces	993 000
Australians who served overseas	550 000
Australians killed in action	27 073
Australians wounded	23 477
Australian POWs	30 560 (8296 died in captivity)

Statistics from the National Australian Archives

SPOTLIGHT

ANALYSIS AND USE OF SOURCES

National archives are an invaluable source for historians. They collect the official data of a country, and are regarded as an accurate and reliable record of a country's administration and government. As Source 1 indicates, however, while national archives provide accurate information, historians are required to analyse and interpret it to give it a deeper meaning.

Conscription

At the start of World War II, **conscription** into Australia's armed forces was revived to create a militia for home service only, but in 1942, the issue of conscription for service overseas arose under the Labor prime minister, John Curtin. Although there was debate among the members of the Labor Party, a form of conscription for overseas service was introduced in 1943 with a majority vote in the party. The area in which conscripts could serve was extended to islands held by the Japanese south of the equator.

conscription
the compulsory enlistment of people to serve in the armed forces

There was little opposition in the Australian community. Because of the real threat of Japanese invasion, the issue of conscription was much less divisive than it had been during World War I.

Wartime controls

One of the first steps taken by the Australian Government in September 1939 was the passing of the National Security Act. This Act introduced laws that gave the federal government greater powers to respond to the threat of war. It allowed newspapers and the media to be censored, and legalised the detention of so-called 'enemy aliens'; for example, German and Japanese people living in Australia. It also banned groups that opposed the war, such as the Communist Party of Australia and Jehovah's Witnesses.

Censorship

During the war years, the Australian Government believed that strict **censorship** was necessary to maintain national security and boost public morale. The Department of Information censored mail and monitored phone calls to ensure that military information relating to troop movements and locations was not communicated to the enemy.

All forms of media, such as newspapers and radio broadcasts, were subject to controls that limited what they could report. For example, when Japanese forces bombed Darwin in 1942, the extent of damage, the scale of the attack and the loss of life were downplayed in newspapers and on radio. Similarly, when Australian and US soldiers brawled in the so-called 'Battle of Brisbane' on 26 November 1942, the death of one Australian and the injury to others was censored because the event was seen as threatening American–Australian relations.



Source 2 Mail being censored by Department of Information staff during World War II (AWM 139316)

censorship
the act or practice of banning or limiting access to information, books or ideas that are considered sensitive or damaging



Source 3
A stamp, *c.* 1992, commemorates the bombing of Darwin, 1942.

Wartime propaganda

Closely related to censorship was propaganda. Throughout the war, newspapers, radio, posters and other forms of mass communication (such as the short newsreels shown before feature films in cinemas) encouraged people to think and act in particular ways. This was viewed as a technique for maintaining morale. The way in which the bombing of Darwin and the 'Battle of Brisbane' were reported might be described as propaganda, as the news was reported in such a way as to slant popular opinion in a particular direction. Posters encouraged people to enlist in the armed forces, or reminded them that their everyday efforts were an important part of the war. Some posters used prejudicial stereotypes of the Germans or Japanese to ensure that Australians remained supportive of the war (see Source 4).

6.13 SOURCE STUDY

Australian government propaganda posters



Source 4 (AWM TEP 393543)



Source 5 (AWM ARTV04332)



Source 6 (AWM ARTV01064)

INTERPRET

1 These sources are all examples of posters used by the Australian Government to encourage support for the war effort.
   - **a** What sorts of images, words and techniques are common to all three sources? Which techniques (if any) are particular to each of them?
   - **b** How effective do you think posters such as these would have been during World War II?
   - **c** Do you think one of these sources could have been more successful than the others? Give reasons for your response.

Internment of 'enemy aliens'

As in World War I, the Australian Government took steps against people living in Australia who were believed to threaten national security. Initially, this involved the internment of Germans and Italians living in Australia who were thought to be pro-Nazi or pro-fascist. When war with Japan began, all Japanese who lived in Australia were also interned.

Approximately 7000 'enemy aliens', many of whom had lived peacefully and innocently in Australia for decades, were interned in various locations around Australia.

Impact of World War II on Australian women

New types of work possibilities opened up for women during World War II. Before the war, Australian women were not permitted to serve in the military, and most working women were employed in factories, shops or in family businesses. Women were expected to resign from their employment once they had children.

With so many servicemen deployed overseas, however, the role of women in Australia changed to meet the needs of the armed forces and the war economy. As we saw in topic 6.11, under the heading 'Women in the Australian armed forces', from the late 1940s women were encouraged to enlist in the women's auxiliary services. Even if women did not enlist, it was argued that increasing women's employment would allow more men to enter military service.

Women were employed in a variety of new roles, such as truck and taxi drivers and tram conductors (see Source 7). As the war progressed, Australian women worked increasingly in war industries, such as manufacturing munitions and military equipment. They were paid roughly two-thirds of men's pay rates.

It is important to note that, while there was only an increase of about 5 per cent of women involved in the workforce between 1939 and 1945, what was significant was the types of work they were beginning to perform.

As the war continued, and more men were conscripted, the Women's Land Army was set up, and its 3000 members were sent out to farms and orchards to keep food production going. Volunteer groups such as the Australian Women's National League continued to take on the more traditional tasks for the war effort, such as knitting socks for the troops, preparing Red Cross food parcels, and raising money for soldiers' families.

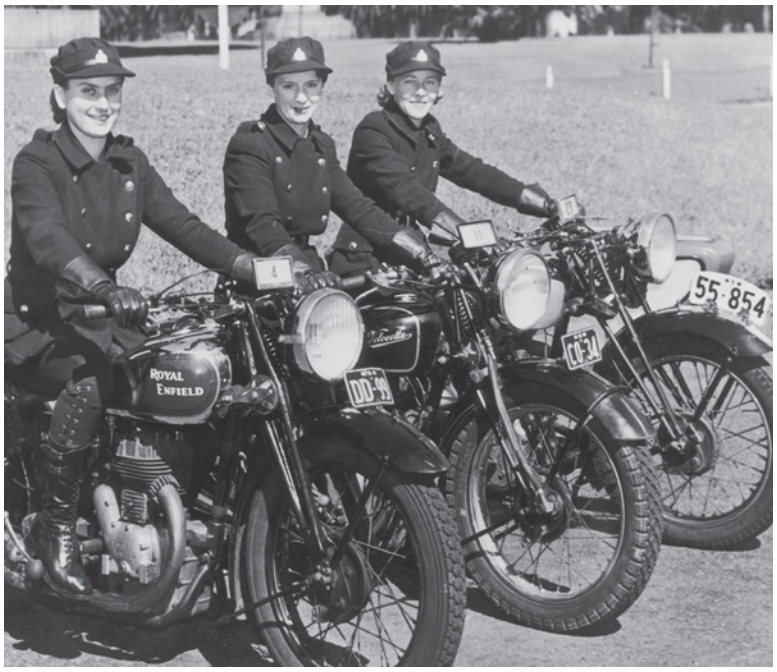
At the end of the war there was a general expectation that women would return to domestic duties in the home and returned soldiers would be welcomed back into the workforce. This is mostly what happened, but there were some women – especially single women – who remained in their jobs. It is often argued that women were forced out of the workforce and back to a dull domestic existence at the end of the war. There is some truth in this, but there is also evidence that many women wanted to return to their traditional roles.

STRANGE BUT TRUE

Under wartime regulations, women could be deployed in occupations that suited their skills. For example, a woman who was trained as a florist could be compelled to work in a factory because of her skills with wire; or a dancer could be sent to work on a farm because she was agile and physically fit.



Source 7 A woman employed as a taxi driver for Yellow Cabs, 1944 (AWM 045099)



Source 8 Female motorcycle messengers of the National Emergency Services in New South Wales, *c.* 1943

6.13 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Why was conscription introduced in Australia in World War II?

2 List the ways in which the government controlled and monitored daily life in Australia during World War II.

3 Outline the roles women had to take on during World War II.

APPLY AND ANALYSE

4 Compare the figures given in Source 1 with those given for World War I (see Source 1 in topic 6.6). List the conclusions you feel you can draw from the comparison.

5 Conduct research on an aspect of government control over life during World War II. Possible topics include:

- rationing
- blackouts
- recycling
- censorship
- evacuation drills
- conscription.

In an explanation text of 250 words, analyse the impact that this aspect of government control had on daily life.

EVALUATE AND CREATE

6 Create a World War II recruitment poster designed to boost the number of men enlisting in the Australian armed forces. Consider the types of techniques, both visual and verbal, that were used during World War II, such as:

- the use of racial stereotypes to tap into the fears about foreign invaders held by many Australians
- the use of national symbols (such as the Australian flag) to arouse feelings of pride and nationalism
- the use of techniques to generate positive and negative emotions in Australians, such as references to family pride, honour or cowardice.

a Complete your poster by hand or on computer, making sure to include one or more of these techniques.

b Explain which techniques in your poster were more successful and which were less successful.

c Explain why it is unacceptable to use racist stereotypes in modern Australian society.

d As a class, vote to decide on the poster that is the most successful in achieving its goal.

GO DEEPER

7 As a class, discuss the effect the internet would have had on propaganda and censorship in Australia during World War II if it had been around then. Do you think censorship on this level would have been possible?

8 Use the National Archives to conduct research on a specific internment camp in Australia during World War II. Find out where the internees were from, and research their experiences while living in that particular camp.

Source 9 In the Barossa Valley, South Australia, German immigrants helped lay the foundations of Australia's wine industry in the nineteenth century. However, during World War II, approximately 7000 'enemy aliens' – many of whom had lived peacefully and innocently in Australia for decades – were interned, solely because of their nationality.

OXFORD UNIVERSITY PRESS

WHAT WERE THE IMPACTS OF WORLD WAR II ON AUSTRALIA?

6D

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words
- 15 marks = 500 words.

Include historical terms and concepts, and give detailed examples to show your understanding.

» Outline the Australian Government's control on the home front in World War II

1 Identify some of the additional powers and wartime controls introduced by the Australian Government during World War II following the passage of the National Security Act in 1939, in response to the threat of war. (10 marks)

2 How did conscription in Australia during World War II differ from conscription during World War I? Explain the differences. (5 marks)

3 Copy and complete the following table to show how the Australian Government controlled public information during World War II. (5 marks)

Incident	Government reaction	What the public was not told
The Bombing of Darwin		
The 'Battle of Brisbane'		

4 Is it accurate to describe the type of control shown in your table as a form of propaganda? Justify your response. (5 marks)

5 Under the heading 'The changing roles of women', create three lists:

- Pre-World War II
- World War II
- Post-World War II.

Add examples to each list that will help explain the way World War II contributed to changing roles for women in Australia. (15 marks)

6 What were 'enemy aliens'? Outline the way Australia dealt with enemy aliens during World War II. (10 marks)

Total marks [/50]

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Checkpoint worksheets
Differentiated worksheets for use in class or as homework

6E WHAT WAS THE SIGNIFICANCE OF THE WARS TO AUSTRALIA?

6.14 IMPACT OF THE WARS ON RETURNED SOLDIERS AND CIVILIANS

KEY CONTENT:

In this topic you will:

- explain the impact of the wars on returned soldiers/civilians.

After World War I

repatriation
the process of returning soldiers to their place of origin or citizenship

digger
an informal term used to describe soldiers from Australia and New Zealand; first used during World War I

At the end of World War I, around a quarter of a million Australian servicemen were returned home – a process called **repatriation**. The returned soldiers, known as **diggers**, had been away from home for up to four years, and many were injured, sick or had suffered psychologically. To add to the difficulties, in 1919, ships carrying returning soldiers were quarantined when they arrived in Australia to prevent the spread of Spanish influenza. This became a global pandemic that ravaged populations around the globe, with estimates of 20 million to 30 million deaths worldwide.

Returned soldiers were also returning to a changed society. Women had taken on roles that were traditionally men's, and technological advances during the war meant there were fewer jobs for unskilled labourers. Initially, most diggers found employment, but the difficult economic conditions of the 1920s saw the unemployment rate in Australia increase to over 5 per cent during the decade.

At first, patriotic funds raised money to help diggers with their immediate financial needs. However, it became clear this was inadequate for the number of diggers who needed assistance to adjust back into peacetime life. In 1917, the government set up the Repatriation Department, which provided health care, compensation, housing and job training, and looked after the families of servicemen who had been killed.

6.14A SOURCE STUDY

Impact of World War I on civilians and returning soldiers

Source 1

> In the Legislative Council yesterday, the Colonial Secretary ... stated that it was a fact that police constables were being employed to interview and make enquiries from returned soldiers in receipt of pensions as to their occupations and circumstances. This was being done at the request of the Registrar of Pensions. The Minister added that he was not aware that this procedure was having a detrimental effect on recruiting.

Extract from The West Australian, *8 March 1917, p. 7*

Source 2 Repatriation assistance given to World War I ex-servicemen and their families by the late 1930s, 20 years after the end of the war; the cost of this was just under one-fifth of all Commonwealth expenditure.

- 257 000 Australians being assisted by a war pension
- 3600 receiving service pensions
- 1600 men still in hostels and homes for the permanently incapacitated
- 23 000 outpatients in repatriation hospitals each year
- 20 000 children had received educational assistance
- 21 000 homes built
- 4000 artificial limbs fitted
- 133 000 jobs found for returned servicemen
- 28 000 had undergone training courses
- 40 000 placed on the land

Extract from Stephen Garton, The Cost of War: Australians Return, *Oxford University Press, 1996, pp. 83–4*

Source 3

Some [employers] respected their wartime promises about returned heroes ... But the requirements of business usually came first, and employers were loath [reluctant] to demote or replace men and women who had proved to be good workers during the war.

Extract from Alistair Thomson, ANZAC Memories, *Oxford University Press, 1994, p. 114*

Source 4

[H]idden in homes all over Australia were men who had gone to World War I and who were never the same again. For most the disabilities were physical, but there were plenty who were by turn remote or morose or who shouted all the time. For the worst affected, family life became punctuated by sudden rages, drinking bouts and black depressions, but even for the most stable, there was always a shadow.

Extract from Janet McCalman, Journeyings, *Melbourne University Press, 1993, pp. 80–1*



Source 5 Returned soldiers in a post-World War I repatriation program, undertaking training in a pipe-making factory (AWM P00158.035)

INTERPRET

1. After reading Sources 1 to 4, how likely do you think it would have been for World War I veterans to re-enlist for service in World War II?
2. Closely examine Source 5. Outline the difficulties the returned soldiers shown may have had adjusting to peacetime life and working in factories such as the one shown.
3. Explain how Source 1 provides evidence for the argument that support for war veterans was not automatically granted.
4. How do these sources support or challenge the suggestion that readjusting to civilian life was difficult for many soldiers after World War I?

After World War II

At the end of World War II, the Australian armed services had 224 000 personnel serving across the Pacific and about 20 000 in Britain and other places. For many, their repatriation took a frustratingly long time, with only a limited number of ships available to take servicemen home. By December 1945, 76 000 personnel had returned to Australia by sea. **Demobilisation** was also a massive undertaking, which was not completed until February 1947.

demobilisation
releasing service personnel from the armed services

After World War II, the government gave free passage to the wives and children of servicemen who had married while serving overseas. Between 1944 and 1949, 110 'bride ships' made 177 journeys to Australia.



Source 6 A returned serviceman from the Royal Australian Navy is reunited with his British bride in Australia (AWM 080984)

Around twice as many servicemen and women had served overseas as they did in World War I. There were roughly half as many deaths compared to World War I, and much lower numbers wounded. However, unlike World War I, over 20 000 returning servicemen had been POWs.

The Australian Government supported World War II veterans with medical care, war gratuities and pensions, war service home loans, training and education grants, and assistance with finding employment.

As in the period after World War I, returning soldiers came home to a society where women had expanded their roles and responsibilities during the war. And as explored in topic 6.13, under the heading 'Impact of World War II on Australian women', some women happily returned to their traditional roles, while other women retained their jobs. There is also evidence, however, that some women were pressured to resign in favour of men who had families to support.

6.14B SOURCE STUDY

Perspectives of returned POWs after World War II

Source 7

> A few days ago my brother came home. Home, after three and a half years as a prisoner of war in Malaya. I had pictured a dramatic meeting; but all he said was 'how are you?' It sounds casual, conventional; but what is there to say at such a moment? I recall what Tom had said to me a little earlier, 'You never heard a man sing or laugh on the Thailand railway turnout. It was a ghost town.'

Extract from Australian Women's Weekly, *27 October 1945, p. 10*

Source 8

> The former Japanese prisoner J T Haig found the family circle difficult to fit into; his mother had died while he was away, and he hankered restlessly after the company of his own kind, his fellow ex-prisoners. One of those prisoners ... returned with badly impaired vision and to a wife who felt she no longer loved him: she had become withdrawn from him after hearing nothing in three years, except that he was almost certainly dead. Their marital problem was finally overcome, but the damage to his sight was permanent.

Extract from a summary of interviews of World War II veterans in John Barrett, We Were There, *Viking, 1987, pp. 379–87*

INTERPRET

1 Use the evidence from this chapter, including Sources 7 and 8, to write a paragraph about the difficulties POWs would have faced after returning to civilian life. What problems would their families have faced? How do these sources help you to understand their difficulties?

Indigenous Australians

It is estimated that 1000 Indigenous Australians enlisted during World War I and 3000 in World War II, where they fought together with non-Indigenous Australians without the racism they experienced in Australia. On their return, however, they came back to a segregated society, where they were not permitted to enter a public bar, own property or vote. One returned soldier, Tommy Lyons, who had served at Tobruk, said on his return: 'In the army you had your mates and you were treated as equal, but back here you were treated like dogs.'



Reg Saunders was a second-generation Indigenous Australian soldier. He enlisted for World War II after his father had served in World War I. In 1940 he was sent to the Middle East, and he then participated in the ill-fated Greece campaign, before spending a year hiding from German troops on the island of Crete. In 1942 he rejoined his battalion – which was now in New Guinea – as a sergeant, after displaying leadership skills. His commanding officer, Lieutenant Colonel Charles Green, recommended him for officer training school, a decision that was questioned because he was an Indigenous Australian. The request went to General Blamey, who backed Green's judgment. Saunders finished the war as a platoon commander.

When Saunders returned home, the land where he had grown up around Lake Condah in Victoria was taken from the Protectorate of Aboriginal Affairs and divided up into parcels of land to be given to returning veterans. Saunders was not given any land. By the time the Korean War broke out in 1950, he was back in the army, where he served as a captain. He left in 1954 as the first Indigenous commissioned officer in the Australian Army. He eventually won respect; he was nominated as a board member of the Australian War Memorial, and was awarded an MBE (Member of the British Empire).

Saunders' story illustrates that progress in the treatment of Indigenous Australian soldiers after World War II was slow, and still reflected widespread prejudice.



Source 9 Sergeant Reg Saunders (right) with fellow soldiers of the 2/7th Infantry Battalion in North Queensland, October 1943

SPOTLIGHT

EMPATHETIC UNDERSTANDING

Understanding other people's perspectives and motivations is a difficult skill to master. Consider Reg Saunders' career, and make a list of key points where you can understand what he might have been thinking or feeling.

6.14 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. List the potential problems faced by veterans returning from both wars.
2. Explain why the government had to set up a Repatriation Department in 1917. What was its role?
3. What were 'bride ships'? Explain why they were necessary.

APPLY AND ANALYSE

4. Explain the different perspectives of a returned soldier looking for a job to support his family, and a woman who was forced to resign to give him a job. Which perspective would have been most accepted in Australia in the late 1940s? How has this attitude changed today?

EVALUATE AND CREATE

5. Examine Source 6, and create the story of the two people shown. Explain how they met, and how they would have been feeling when reunited, as shown in the photo. How useful is this source for helping you understand the experience of Australian servicemen and women in World War II?

GO DEEPER

6. Conduct research into the treatment of Indigenous Australian returned soldiers in the community and by the government after World War II. Compare this to the treatment of non-Indigenous returned soldiers after the war.

6.15 AUSTRALIA AFTER WORLD WAR II

KEY CONTENT

In this topic you will:

- analyse the changing relationship of Australia with other countries after World War II.

Australia's changing relationships with Britain and the United States

World War II changed the way Australians viewed their place in the world, and fundamentally altered Australia's relationship with Britain. Stretched in its goals to defend itself and fight Germany and Italy in Europe and North Africa, Britain could only send limited resources to Asia. The Fall of Singapore forced Australia to realise that Britain would always look after its own interests before those of its former colonies.

To address this changing situation, Australia focused on a strategic relationship with the United States. Prime Minister John Curtin moved Australian troops from the Middle East, against the advice of the British Government, and placed Australian forces under the control of the broader US military campaign in the Pacific. American General Douglas MacArthur would also establish his base for the south-west Pacific campaign in Australia.

The United States emerged from the war as a global superpower, and in the post-war years Australia continued to link its interests, its security and its future to the United States. This relationship was an important step in establishing an independent Australia and continues to have an important bearing on Australian foreign policy decisions.



Source 10 American soldiers and sailors were generally received with hospitality in Australia.

Social and economic changes

One million American service personnel came to Australia during the war, and their presence had a significant cultural impact. For some Australian women, these men would become boyfriends or husbands. The influence of American cinema, language and culture made its first major inroads into Australia during this period, and many Australians had mixed feelings about this cultural 'invasion'. On one level, many feared the loss of Australian culture and traditions; however, for many younger Australians there was a fascination with American music, dress and slang.

STRANGE BUT TRUE

The first Holden car rolled off the assembly line at Fisherman's Bend, Victoria, on 29 November 1948, and cost the equivalent of two years' wages for the average worker – £675 ($1350).

As in the period after World War I, wartime industries encouraged the growth of manufacturing and services after World War II. For the first time in the nation's history, farming ceased to be the major area of economic activity. Food processing and canning, the expansion of steel production, and the manufacture of consumer goods such as washing machines, refrigerators and cars increased during and after World War II.

The experiences of the war years also reshaped the role of Australian governments in people's lives, and cemented the place of the federal parliament as the most significant of the three tiers of government in the nation. In order to fight the war, the federal government had significantly expanded the scope of its activities. Income tax and its spending were now centrally controlled, and the banking system was regulated by government.

Post-war migration to Australia

After World War II, many Australians felt that they had only narrowly avoided a Japanese invasion. The government, under the new prime minister, Ben Chifley, decided that Australia needed to increase its population to protect itself from future threats. The slogan 'Populate or perish' was first used by the immigration minister, Arthur Calwell, to promote this new immigration policy. The campaign initially focused on encouraging British migrants, but when this failed to increase the population enough, Australia began to seek migrants from continental Europe for the first time.



Source 11 Immigrants arrived from all corners of Europe as part of the 'Populate or perish' campaign.

refugee
a person who has been forced to leave their country to escape war, persecution or natural disaster

The war had left somewhere between 11 and 20 million **refugees** in Europe, including Holocaust survivors and people who had fled the Soviet occupation of Eastern Europe. In 1947, Australia reached an agreement with international organisations to eventually resettle approximately 180 000 refugees. The government also encouraged people from southern and central Europe to migrate to Australia.

In the 20 years following the end of World War II, almost 2 million people migrated to Australia. This surge in migration forever changed the nature of Australian society, Australia's migration policies, and its relationships with the rest of the world.

Foundation of the United Nations

The League of Nations had clearly failed in its goal to prevent the outbreak of future wars, and even while World War II was still in progress, plans were under way to create a new international body that would be more successful. The **United Nations** officially came into existence in 1945, with 51 nations as founding members.

Australia's minister for external affairs, Herbert 'Doc' Evatt, played a key role in drafting the Charter of the United Nations. Evatt argued that larger powers, such as the United States and the Soviet Union, should not dominate the system; and that smaller nations, such as Australia, had an important role to play. Evatt went on to become one of the first presidents of the United Nations General Assembly.

United Nations
an international organisation established at the end of World War II to increase political and economic cooperation among its member countries

6.15 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Which event made Australia realise it could no longer rely on Britain for its defence?
2. Who was given broader command of Australian forces in the Pacific during World War II? Who made that decision?
3. Outline the way the Australian Government became more powerful as a result of World Wars I and II.
4. What was the purpose of the 'Populate or perish' campaign?
5. Which Australian politician played a key role in drafting the Charter of the United Nations?

APPLY AND ANALYSE

6. How was Australian society influenced by American culture during World War II?
7. Explain how the Australian economy changed as a result of World War II.

EVALUATE AND CREATE

8. The Fall of Singapore has been described as the moment Australia's foreign policy changed. After investigating the importance of the Fall of Singapore, write one or two paragraphs for a school History textbook, showing the significance of the event.

GO DEEPER

9. The Charter of the United Nations outlines the role of the United Nations as an international organisation to prevent war, with provisions to aid refugees, support post-war reconstruction and protect human rights. Other agencies of the United Nations include the:
   - World Health Organization (WHO)
   - World Bank
   - International Atomic Energy Commission
   - International Court of Justice
   - United Nations Education, Scientific and Cultural Organization (UNESCO).

   Select one of these organisations and investigate its role and significance in today's world.
10. One way of looking at the importance of Australia's increasing political links to the United States is to examine post-war treaties, such as ANZUS. Find out who was involved in ANZUS, when it was introduced and what it guaranteed.

6E

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words
- 15 marks = 500 words.

Include historical terms and concepts, and give detailed examples to show your understanding.

WHAT WAS THE SIGNIFICANCE OF THE WARS TO AUSTRALIA?

» Explain the impact of the wars on returned soldiers/civilians

1 Examine Sources 12 and 13 and answer the following questions.

- **a** Describe the type of society that the soldiers in Source 12 would be returning to after World War I.
- **b** What continuities and changes can you identify between Sources 12 and 13?
- **c** Outline some of the evidence you could use to support an argument that returning soldiers had difficulty adjusting to life in Australia after World War I and World War II. (15 marks)

2 Create a Venn diagram to summarise the similarities and differences of the impact of war on service personnel returning from World War I and World War II. (10 marks)

3 Outline the specific difficulties Indigenous Australian soldiers faced when returning to civilian life. (5 marks)



Source 12 Australian soldiers returning from World War I as invalids in 1917 (AWM CO1035)



Source 13 Australian soldiers and the Royal Navy seamen who were bringing them to Australia after World War II (AWM 125099)

» Analyse the changing relationship of Australia with other countries after World War II

4 Outline the key decisions Prime Minister John Curtin made to ensure the security of Australia during World War II, and the consequences for Australia's relationships with other countries. (10 marks)

5 Explain how the adoption of the 'Populate or perish' migration program started to change Australia and its relationship with other countries. (5 marks)

6 What evidence is there of Australia's international standing at the time of the foundation of the United Nations? (5 marks)

Total marks [/50]

Check your Student obook assess for these digital resources and more:

- **Checkpoint** — A write-in answer sheet for the Checkpoint questions for this section
- **Rich task** — A write-in worksheet for the Rich task questions

Check your Teacher obook assess for these resources and more:

- **Teacher support** — Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas
- **Rich task** — Open-ended inquiry task to engage students and develop their historical skills

6F HOW ARE THE WARS COMMEMORATED?

6.16 COMMEMORATING THE WARS

KEY CONTENT

In this topic you will:

- explain how and why Australians have commemorated the wars.

Even before the end of World War I, Australians looked for ways in which the whole nation could recognise the efforts of the Australian forces and remember their sacrifices. Today, we continue this tradition with two official **commemoration days** – Anzac Day and Remembrance Day.

commemoration day
a day to remember and show respect

Anzac Day

In 1916, 25 April was chosen as a day of commemoration for the ANZACs. Fittingly, this day became known as Anzac Day. Ceremonies and marches were held all around Australia, and a march was also held in London, where the ANZAC troops were hailed by local newspapers as 'the Knights of Gallipoli'. By 1927, Anzac Day had become a public holiday in Australia, with marches and dawn services held around the country every year. Many Australians also travel to Gallipoli to be present at the dawn service at Anzac Cove. Anzac Day ceremonies traditionally conclude with these words from Laurence Binyon's 1914 poem 'For the Fallen':

> They shall grow not old, as we that are left grow old;
> Age shall not weary them, nor the years condemn.
> At the going down of the sun and in the morning
> We will remember them.

Remembrance Day

Anzac Day is the main day for war commemoration in Australia and New Zealand. However, Remembrance Day on 11 November is a more general recognition of the sacrifices made in war. This date marks the day and the hour when the **Armistice** was signed, which brought World War I to an end. In many countries, people pause for one minute at 11 a.m. on Remembrance Day to remember those who gave their lives in war.

armistice
an agreement made by warring parties to stop fighting in order to negotiate peace

6.16 CHECK YOUR LEARNING

APPLY AND ANALYSE

1 You may be familiar with some of these aspects and symbols of commemoration ceremonies in Australia. Conduct research on the origins and significance of some of them. How many are unique to Australia?

- slouch hat
- 'The Last Post'
- one-minute silence
- riderless horse
- red poppies
- wattle
- rosemary
- flame of remembrance.

CASE STUDY

Local commemoration – World War I and the Central Coast

SPOTLIGHT

EXPLANATION AND COMMUNICATION

Most Australians now regard 26 January as Australia Day, even if they are unsure as to why, or reject the choice of date. Think about the information you will have to organise to be able to communicate effectively the fact that the first Australia Day was held on 30 July 1915, and how you would answer questions people might have.

For any History student, local libraries can be a wonderful source of historical information. They often contain valuable archival material, as well as hosting digital collections of historical photos and articles. This can be invaluable for understanding how a local community commemorated the two world wars, and how those communities viewed Australia's participation.

This case study will focus on Gosford on the New South Wales Central Coast and its celebration of the first Australia Day in 1915; and the Central Coast's first World War I memorial, which was officially unveiled at Kincumber on 20 December 1919.

In 1915, the community of Gosford – like small towns and villages across the country – seized the opportunity to celebrate the first-ever Australia Day. Such celebrations helped communities feel part of the 'great adventure', which a patriotic mood was beginning to realise may be contributing to the new nation's sense of national identity. Despite community debates regarding the appropriateness of 26 January as a date for celebration, the first Australia Day was actually held on 30 July 1915, while Australian troops were fighting at Gallipoli; and was a patriotic fundraising event to support wounded troops. At this time, the information coming from the war was slow and limited, meaning those who remained in Australia had little knowledge of what the conditions were actually like.

As Source 1 shows, the Gosford community enthusiastically embraced the first Australia Day, but this source also reveals a lack of understanding of the actual events, as well as just how long the war would continue after 30 July 1915. While Australians were bogged down on the Gallipoli peninsula, the Gosford parade was celebrating the sultan 'being driven out of Constantinople by the Australians.'

The small village of Kincumber, near Gosford, was the first place on the Central Coast to unveil a memorial to those who served and those who were lost in World War I. War service was widely regarded as a significant thing to be acknowledged, and loss of life in war devastated local communities across Australia. So the commemoration of war service and loss in the form of a memorial became a focal point for many communities. Today, such war memorials frequently act as a focus for commemoration on national days such as Anzac Day and Remembrance Day.



Source 1 Gosford's Australia Day parade, 1915; the banner reads 'Sultan and Harem being driven out of Constantinople by the Australians' (Central Coast Libraries collection).

The local progress committee in Kincumber called a public meeting on 8 June 1918, after receiving news of the death of the first local volunteer, Lance Corporal Lansdowne, in France in April 1918. His death was followed by that of Trooper Clive Frost at Port Said in Egypt in December 1918.

Like many communities, Kincumber raised its own funds for the building of a suitable memorial. The monument was completed by 1 August 1919, after the signing of the Treaty of Versailles, but was not officially unveiled until 20 December 1919. This delay was to ensure that every Kincumber veteran was able to return home first. Kincumber's efforts were recognised with the presentation of two captured World War I German machine guns to the community by the New South Wales State War Trophy Board.

The official unveiling was performed by Brigadier-General G.M. Macarthur-Onslow, great-grandson of John and Elizabeth Macarthur, who were significant figures in early nineteenth-century Australia – thus providing a link to Australia's earliest history. The wording on the marble tablet reads:

> To our boys who have stood in the forefront of the battle with the elite of the world's heroes, fighting for liberty, home and Empire. This memorial is gratefully dedicated by the people of Kincumber.



Source 2 The official unveiling of the Kincumber memorial by Brigadier-General G.M. Macarthur-Onslow, 20 December 1919 (Central Coast Libraries collection)



Source 3 The Kincumber memorial today, in a photo taken on 20 December 2019, exactly 100 years later

CASE STUDY: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Why are local libraries useful for History students?
2 Where was the Central Coast's first World War I memorial built?
3 When and why was Australia Day created?
4 Explain why it could be regarded as significant that Brigadier-General G.M. Macarthur-Onslow unveiled the Kincumber memorial.

APPLY AND ANALYSE

5 Compare the photos of the Kincumber memorial across a period of exactly 100 years. Explain what they reveal about continuity and change over that time.
6 Examine the wording on the marble tablet on the Kincumber memorial. What do the words 'fighting for liberty, home and Empire' indicate about the local community's perceptions of why the war was fought? How does this compare to your understanding?

EVALUATE AND CREATE

7 Investigate your local area and your local library, and prepare a guide book or map to local commemorations recognising war service and loss of life.

GO DEEPER

8 Investigate the first Australia Day, and explain how popular it was. What does the wording and content of the banner in Source 1 reveal about Australians' attitude towards and understanding of the conduct of the war at this time? How factual was this understanding?
9 Investigate the New South Wales State War Trophy Board. What was its role? Is there any evidence of war trophies being allocated to your local area?

6.17 THE ANZAC LEGEND

KEY CONTENT

In this topic you will:

- **explain different perspectives on the ANZAC legend.**

STRANGE BUT TRUE

The ANZACs may not have been called the ANZACs! The first name suggested for the combined corps of Australian and New Zealand forces was actually the Australasian Army Corps, but this was rejected by New Zealand. ANZAC – standing for Australian and New Zealand Army Corps – was adopted instead.

The events at Gallipoli occupy a special place in Australia's history. The origin of the ANZAC legend that surrounds them can be linked to the fact that this was the first time that Australians had fought in a war. As a united country, Australia had only existed for 13 years at the time it went to war. Australians at home waited eagerly for accounts of the first encounter of the AIF. When news of the first battles at Gallipoli appeared in Australian newspapers on 8 May 1915, the fact that the landing had been a failure was almost completely overlooked.

Commentators at the time, and historians in the years since 1915, have developed the theme that Gallipoli was a defining national experience. It has been said that it was Australia's 'baptism of fire', and that Australia 'came of age' as a nation at Gallipoli. Some historians argue, however, that this ignores the importance of Federation and the decades after Federation, when Australia led the world in social and political reforms. They contend that workers' rights, pensions and votes for women are important parts of Australian history, and that these are the things that helped to make the character of the nation, as well as the characters of the brave men and women who served in the wars.



Source 4 Alec Campbell, the last living Australian Gallipoli veteran, died on 16 May 2002 at the age of 103. Campbell had enlisted in the AIF at 16, after lying about his age. On the day of his funeral, flags were flown at half-mast around Australia and overseas to pay respect to this final link to Gallipoli. The last surviving World War I digger, Jack Ross, died in 2009.

The question is: Did characteristics such as bravery and sacrifice – which are thought of as ANZAC characteristics – first appear at Gallipoli, or were they evident much earlier?

The ANZAC legend has not remained static. It was expected that the significance of Gallipoli would begin to fade, and there was in fact some decline in interest in Anzac Day in the decades after World War II. But since the 1980s there has been a resurgence of fascination in the ANZAC legend and the Gallipoli story. The reasons for this are complex – possibly related to the attention paid to the declining numbers of World War I veterans, films such as *Gallipoli* (1981), and the pilgrimage of Gallipoli survivors in 1990 to mark the 75th anniversary of the campaign.

Perspectives on the ANZAC legend

Perspectives on the ANZAC legend have changed over the decades, and there are as many views on the idea of the ANZAC as there are Australians. Some have suggested that other war engagements are more deserving of national commemoration. The battles at Pozières and Villers-Bretonneux in World War I, Tobruk and Kokoda in World War II, and Long Tan in the Vietnam War have all been suggested as possible replacements for Gallipoli. Others have argued that the focus on Anzac Day glorifies war, and that other aspects of the national story, good and bad, should be recognised alongside (or instead of) the Gallipoli landing.

6.17 SOURCE STUDY

Perspectives on the ANZAC legend

Source 5

The legend of Anzac was born on 25 April 1915, and was reaffirmed in eight months' fighting on Gallipoli. Although there was no military victory, the Australians displayed great courage, endurance, initiative, discipline, and mateship. Such qualities came to be seen as the Anzac spirit.

Many saw the Anzac spirit as having been born of egalitarianism and mutual support. According to the stereotype, the Anzac rejected unnecessary restrictions, possessed a sardonic sense of humour, was contemptuous of danger, and proved himself the equal of anyone on the battlefield.

Extract from the Australian War Memorial website

Source 6

The qualities of egalitarianism, initiative and resourcefulness underpinned much of the immediate post-war ... portrayals of the 'digger' ... However, the personal post-war struggles of returned soldiers ... ill-health, permanent incapacity, alcoholism, unemployment and severe depression ... were conditions that characterised some of the lives of returned ... men ... Many men and their families would endure the mental and physical debilities ... silently and stoically ... they, perhaps unconsciously, supported the emerging 'digger' stereotype. It was ironic that the ceremonial tradition of the Anzac legend, through its powerful and symbolic celebration of the 'digger' and Empire loyalty, effectively muted the voices of dissent and veiled the many individual sufferings and unpleasant memories of returned ... soldiers and their families.

Extract from Dale Blair, Dinkum Diggers, *Melbourne University Press, 2001, p. 194*

Source 7

We suggest that Australians might look to alternative national traditions that gave pride of place to equality of opportunity and the pursuit of social justice: the ideals of a living wage and decent working conditions, the long struggle for sexual and racial equality. In the myth of Anzac, military achievements are exalted above civilian ones; events overseas are given priority over Australian developments; slow and patient nation-building is eclipsed by the bloody drama of battle; action is exalted above contemplation.

The key premise of the Anzac legend is that nations and men are made in war. It is an idea that had currency a hundred years ago. Is it not now time for Australia to cast it aside?

Extract from Marilyn Lake and Henry Reynolds, What's Wrong with Anzac?, *ReadHowYouWant.com, 2010, p. 167*

INTERPRET

1. Do any of these perspectives on Anzac Day reflect primary sources? Do you think this is significant?
2. Categorise these sources into pro- and anti-Anzac Day perspectives. What evidence is used to support these perspectives?
3. Categorise these sources into official and non-official. Identify any links between these categories and their perspectives. Discuss your findings as a class.

6.17 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. When was Anzac Day first commemorated? When did it become a public holiday?
2. How long did it take Australian newspapers to publish news of the Australian landing at Anzac Cove on 25 April 1915? How did they report it?
3. Who was the last living Australian veteran of the Gallipoli campaign?
4. Which battles are sometimes suggested as alternatives to Gallipoli, which could be commemorated?

APPLY AND ANALYSE

5. As a class, discuss the arguments for and against the idea that 'Australia became a nation on the shores of Gallipoli'.
6. Locate some articles and opinion pieces that have appeared in Australian newspapers about Anzac Day. Examine the contrasting perspectives on Anzac Day and its role in Australia's sense of national identity contained in these articles.

EVALUATE AND CREATE

7. Design what you think would be an appropriate memorial for Australians who have served in the various branches of the armed services. It may be a museum, a monument, a multimedia display. Try to be imaginative and use it to convey your understanding of why we commemorate Australia's role in World Wars I and II particularly.

GO DEEPER

8. What evidence is there to show that political leaders and ordinary Australians see a need for Anzac Day?

Source 8 Red poppies are traditionally used to commemorate Anzac Day. Why?

OXFORD UNIVERSITY PRESS

6F

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts, and give detailed examples to show your understanding.

HOW ARE THE WARS COMMEMORATED?

» Explain how and why Australians have commemorated the wars

1 Create a list of symbols and traditions that are used to commemorate Anzac Day, such as red poppies. How many of these are used in your school's Anzac Day ceremony. Why are they used? (5 marks)

2 Explain how Sources 5, 6 and 7 help you to understand the way Anzac Day is commemorated in Australia. (10 marks)

3 In a short written statement, explain Anzac Day to an overseas visitor. (10 marks)

» Explain different perspectives on the Anzac legend

4 What evidence is there to support the idea that 'interest in Anzac Day has never been stronger'? (5 marks)

5 Outline the reasons why Anzac Day came to be recognised as Australia's national day. (10 marks)

6 Evaluate the view that Anzac Day is no longer relevant to the Australia of the twenty-first century. (10 marks)

Total marks [/50]



Source 9 World War I images are projected on a building near the Cenotaph during the Anzac Day dawn service in Sydney, 25 April 2018. Tens of thousands of Australians and New Zealanders turned out on that day to honour the war dead and pay tribute to serving soldiers, with women leading some parades for the first time.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Quizlet
Test your knowledge of this topic by working individually or in teams.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Quizlet Live
Launch a game of Quizlet Live for your students.

PART D



People gather around the Brandenburg Gate during the fall of the Berlin Wall in November 1989.



RIGHTS AND FREEDOMS: AN OVERVIEW

DEPTH STUDY 4: RIGHTS AND FREEDOMS

STUDENTS MUST COMPLETE THE FOLLOWING TOPIC:

RIGHTS AND FREEDOMS

CHAPTER 7

United Nations (UN)
an international organisation founded on 24 October 1945 after the end of World War II to promote peace and prevent the future outbreak of armed conflicts around the world

human rights
a set of basic rights and fundamental freedoms to which all human beings are entitled

Universal Declaration of Human Rights
an international document that outlines basic rights and fundamental freedoms to which all human beings are entitled; the Declaration was adopted by the General Assembly of the United Nations in 1948

RIGHTS AND FREEDOMS: AN OVERVIEW

0.1 FORMATION OF THE UNITED NATIONS

The defeat of Germany and the freeing of Jewish and other ethnic prisoners from concentration camps by Allied soldiers at the end of World War II had brought the full horrors of the Holocaust to the world's attention. There was global agreement that such a thing should never be allowed to happen again. The Holocaust and other events of World War II highlighted the inequalities and persecutions that existed around the world, and prompted many to demand freedom and equal rights for all.

The formation of the **United Nations (UN)** immediately after the war marked a new era of international cooperation and outlined a vision for the post-war world. One of the first actions of the UN was to draft a declaration of **human rights**, which was ratified in 1948. Article 1 of the declaration, known as the **Universal Declaration of Human Rights**, stated that 'all human beings are born free and equal in dignity and rights'.

The United Nations was officially formed in 1945 during a meeting of 50 nations in San Francisco. All nations present at the conference signed the Charter of the United Nations, which sets out the purpose and rules of operation of the United Nations. The key goals of the United Nations were to prevent war and ensure the well-being and freedom of all people.

The structure of the United Nations is based on its charter. The United Nations Charter consists of 111 articles that explain how the United Nations works, including the establishment of five separate branches of the United Nations: the General Assembly, the Security Council, the Economic and Social Council, the International Court of Justice, and the Secretariat.

SPOTLIGHT

CAUSE AND EFFECT

The formation of the United Nations and the development of the Universal Declaration of Human Rights is seen as a more successful consequence of World War II than the failed League of Nations after World War I.



Source 1 Flags outside the United Nations building in New York, USA

Australia's involvement in the United Nations

Australia was a founding member of the United Nations and played an active role in drafting the United Nations Charter at the San Francisco Conference of 1945. The Australian delegation, led by Dr Herbert Evatt, actively promoted the rights of smaller nations. During 1946, Labor politician Norman Makin was the first Australian to act as President of the Security Council. Dr Evatt was elected President of the General Assembly in 1948.

Australia has served five terms on the Security Council since 1947, and has played an active role in the United Nations Commission on Human Rights. It is a strong supporter of the work of the expert UN bodies dealing with the implementation of international human rights conventions.

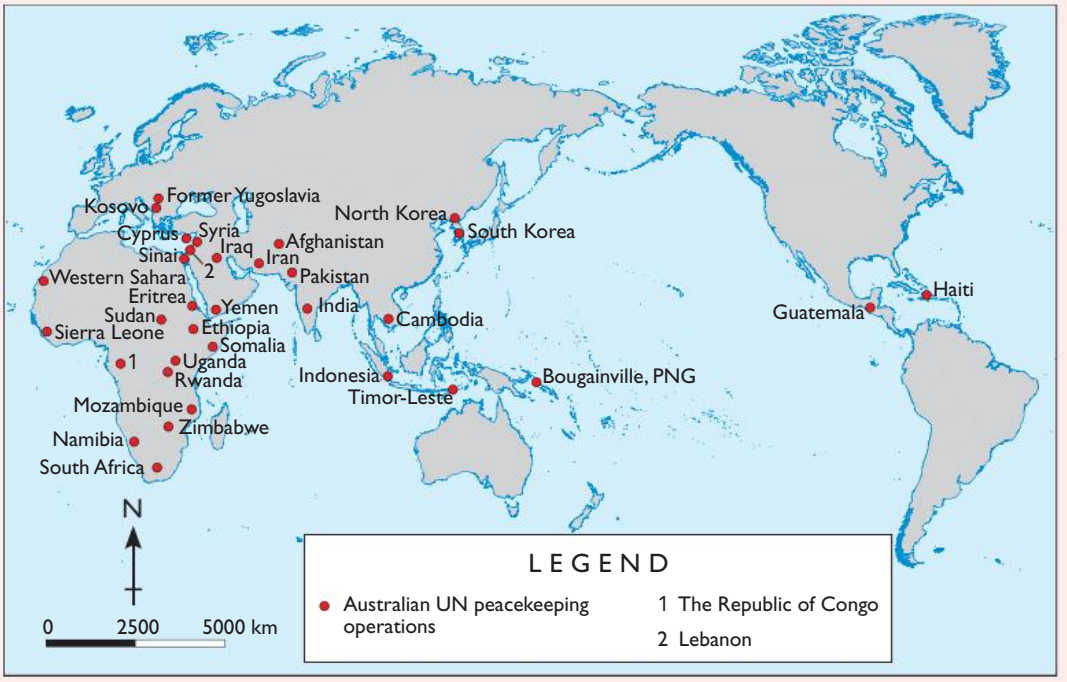
Australia's involvement in peacekeeping operations

The main involvement of the United Nations in conflicts since World War II has been to supply peacekeeping forces. The UN Peacekeeping Forces may only be deployed when both parties involved in a conflict accept their presence. There are two types of peacekeeping operations: unarmed observer groups and lightly armed military forces. Military forces are only allowed to use their weapons for self-defence. As of 2020, the United Nations continued to be involved in peacekeeping missions in Europe, Asia, the Middle East and Africa.

Australia has a long history of contributions to United Nations and multinational peacekeeping operations. Since 1947, over 65 000 Australian personnel have been involved in more than 50 United Nations and other peace and security operations (see Source 3).



Source 2 Australian peacekeeping soldiers patrol a street in the Solomon Islands. Australia's Regional Assistance Mission to the Solomon Islands ran from 2003 to 2017.



Source 3 Locations of Australian UN peacekeeping forces from 1947 to the present

0.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What role did Australia play in the formation of the United Nations?

APPLY AND ANALYSE

2 Divide the class into 10 groups and have each select and research a United Nations peacekeeping mission since 1947 that involved Australian personnel. Come together as a class to create a table that summarises the dates and purpose of the missions, and the extent of Australia's contribution.

0.2 RIGHTS AND FREEDOMS

The rights and freedoms that Australians take for granted today only exist because they were fought for and argued over by previous generations. Studying the struggle for rights and freedoms will enable you to see historical patterns of continuity and change. It will also encourage you to think for yourself, and equip you to become an active citizen, able to defend your own rights and freedoms as well as the rights and freedoms of others.

SPOTLIGHT

CONTINUITY AND CHANGE

It is important to reflect on the nature of human rights across time and place as you develop your own understanding of whether they represent a continuity or a change in any specific society.

Privileges and rights through history

For most of human history, few people had rights as we understand them. Having 'rights' suggests having control over your own life and affairs. In Western and European ancient and medieval worlds, only rulers, kings, queens and the rich and powerful had real control over their lives.

The situation only began to change for Europeans around the time of the US War of Independence and the French Revolution. In 1776, Thomas Jefferson wrote in the Declaration of Independence that 'all men are created equal'. He also claimed that all people had 'rights': the rights to 'life, liberty and the pursuit of happiness'. In 1789, the French Revolution resulted in the Declaration of the Rights of Man. Both events marked important stages in the historical struggle for rights and freedoms. They were revolutionary at the time, but are now accepted as reasonable and fair. They took what were once privileges that came with wealth and power and made them rights and freedoms that should be available to all.



Source 4 Women in Australia were granted the right to vote and stand for Federal Parliament in 1902.

Rights and freedoms in the early twentieth century

Around the start of the twentieth century, the idea of rights and freedoms for ordinary people had been established in countries in the West, including Australia, Britain, most of Europe, the United States and Canada. Several groups, however, were denied some of the rights and freedoms enjoyed by others in their societies, including women and indigenous communities.

New Zealand and Australia were world leaders in acknowledging the rights of women. New Zealand gave European women the right to vote in 1893. In 1902, Australia was the first country in the world that allowed European women both the right to vote and the right to be elected to Federal Parliament. In contrast, women in Britain and the United States did not get the vote until 1918 and 1920, respectively. Even when women in Australia and elsewhere did get the vote, they still faced inequality in other areas such as equal pay with men in the workplace.

At the start of the twentieth century, Australia did not recognise Aboriginal and Torres Strait Islander people's rights to their traditional lands. They were not considered equal members of society and most did not have the right to vote in state or federal elections.

Government authorities adopted a practice of raising and educating Aboriginal and Torres Strait Islander children, where possible, within white households or white-run institutions. This led to the removal of children from their parents, a practice that became known as the **Stolen Generations**.

Stolen Generations
a term used to describe Aboriginal and Torres Strait Islander children who were forcibly removed from their families by government officials and church Missions in Australia and raised by white Australians; this practice was part of official government policy from around 1909 to 1969



Source 5
Indigenous Australian children, described as 'half-caste', under European institutional care, *c.* 1920s

The struggle for rights and freedoms since 1945

The post-war period saw a wave of different groups start to demand their human rights. These included independence movements, racial equality movements, gender equality movements and in the twenty-first century, recognition of the rights of sexual preference, including same-sex marriage.

Independence movements

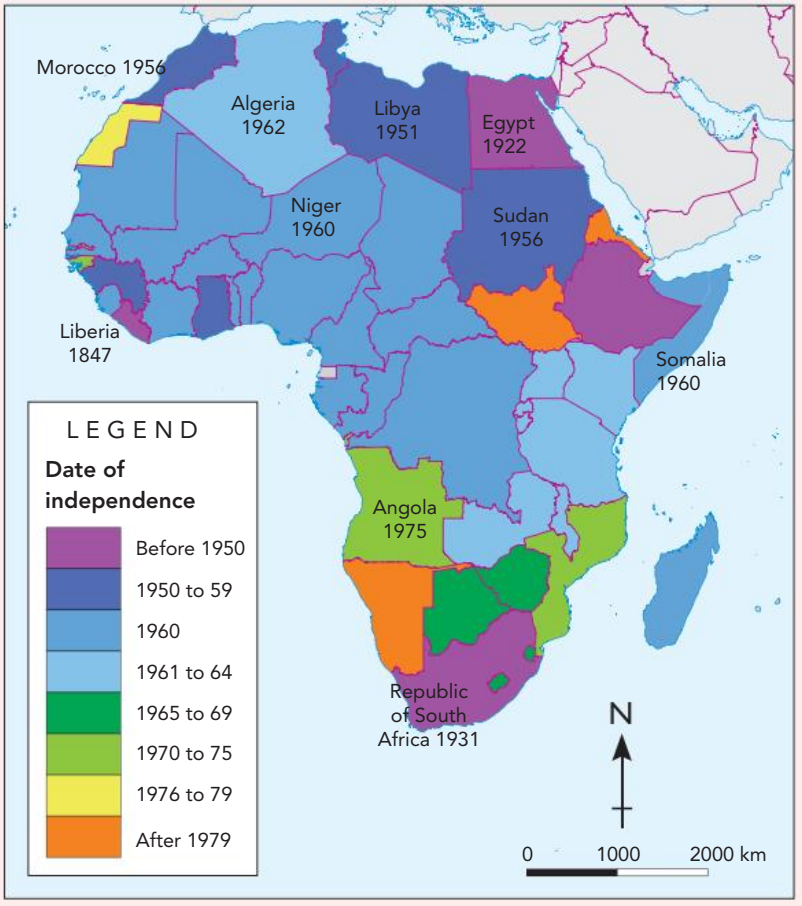
In the post–World War II period, former **colonies** fought for their independence from their imperial masters. Once-powerful empires such as Britain, France, the Netherlands and Spain had been weakened by the war. In the years immediately after the war, those nations faced growing opposition from people living under their colonial rule. These movements for independence forced European powers to withdraw from their colonies, and to recognise the new nations created in their place. The decolonisation of India and Pakistan in 1947 began a period that transformed the world. By the early 1980s, most colonies had gained their independence.

colony
a country or area under the full or partial political control of another country and occupied by settlers from that country

SPOTLIGHT

PERSPECTIVES

Colonised societies would have a vastly different perspective on the concept of colonisation and decolonisation than that of the colonisers.



Source 6 Dates when colonised African countries gained their independence

Racial equality movements

The focus of the 'Rights and freedoms' depth study is the struggle for civil rights by minorities in Australia and the United States, from 1945 to the present.

In the post-war period, people challenged long-held views and established laws that were based on racial difference. In the United States, Black Americans and other disadvantaged groups set out to remove social and legal discrimination based on race. A similar movement in Australia campaigned for equal rights for Indigenous Australians and the repeal of laws that deprived them of civil liberties. Over time, these movements brought about change by shifting attitudes and gaining support from the broad population.

In the 1960s, two major victories were celebrated in Australia. For the first time, Indigenous Australians gained equal citizenship and were entitled to vote in federal elections. The 1960s also marked the beginning of a determined attempt to win land rights for Indigenous peoples in Australia. Many of these organisations are still active today as the struggle for personal freedoms and democratic rights continues.

Source 7 Protesters outside the Aboriginal Tent Embassy in 1972



Gender equality movements

Across the Western world, including Australia, women campaigned hard for equality. Over decades, these movements brought about enormous social and political changes that influenced the modern world. Many of these rights are taken for granted by people today, but the struggle for the acceptance of these rights took enormous courage and determination.

1920s to 1960s

By 1920, non-Indigenous Australian women had the right to vote and run for parliament. However, they were a long way from enjoying equal status with men in other areas.

Over time, rising female participation in the workforce, social changes and technological advances all contributed to rapid changes in the roles of women in Australia. By the late 1950s, women were demanding equal pay for their work and attempting to overturn the widely held belief that it was a man's role to be the financial provider. In 1969, the Commonwealth Conciliation and Arbitration Commission ruled that men and women working in Australia should be paid equally.

These same rights were not provided to Indigenous women who, along with Indigenous men, fought for these rights up to the 1967 referendum, and fought for equal pay through the 1970s.

1970s to the present

The 1970s saw the emergence of women's liberation movements, inspired by figures such as Germaine Greer, a prominent feminist writer and thinker. Greer's book *The Female Eunuch* (1970) asserted that women were enslaved within society by discrimination and commonly accepted values of male superiority.

The feminist movement achieved some notable successes in these years, including the passing of the *Maternity Leave Act 1973* and the *Sex Discrimination Act 1975* (South Australia). The introduction of the federal Sex Discrimination Act in 1984, and the appointment of the first Sex Discrimination Commissioner, Pamela O'Neil, meant that gender-based discrimination in most areas of Australian life became illegal.

Despite these gains, women continue to face gender-based prejudice and discrimination in Australian society, as the revelations linked to the #MeToo movement revealed. Campaigners target sexist language and the depiction of women as sexual objects or lower-status citizens. Gender equality activists also continue to campaign for equal pay and recognition in the workforce. Even today, women still do not enjoy the same levels of income as men in many sectors of the workforce.



Source 8 Protesters at the Women's March in Toronto, Canada, 2018

The same-sex marriage debate

Homosexuality was illegal throughout much of Australia's modern history. Laws were inherited from Great Britain, and it wasn't until 1975 that South Australia became the first Australian state to legalise sexual contact between males. Tasmania was the final state to repeal laws against homosexuality in 1997.

In 2003, the Howard government rejected the United Nations Human Rights Commission's declaration that Australia was in breach of the International Covenant on Civil and Political Rights after denying a de facto spouse a partner service pension after a 38-year same-sex relationship. In 2004, the government passed a Bill to specifically ban same-sex marriage in Australia. Instead, progress in same-sex preference equality was made at a state level.

Source 9 People Power: the 'Yes' vote overwhelmingly won the same sex marriage plebiscite in 2017.



There were 22 failed attempts to pass same-sex marriage legislation in the Federal Parliament between 2004 and 2017. In 2017, the Turnbull government conducted a postal survey that resulted in 61.6 per cent of Australians approving of same-sex marriage. This was an example of social change moving more quickly than the federal government was willing to acknowledge. In December 2017, Australia's *Marriage Act 1961* was amended to allow same-sex marriage.

I USED TO THINK, NOW I THINK

Reflect on the impact of the introduction of same-sex marriage on Australia since it was introduced in December 2017, and complete the following sentences.

I used to think ...

Now I think ...

What has changed your understanding?

0.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Which decade saw the first major advances in rights for Indigenous Australians?

APPLY AND ANALYSE

2 Examine Source 6. In groups, choose 10 countries in Africa and outline their colonial history and achievement of independence. Include the following information:

- the name of the country
- the European empire it belonged to
- when it became part of a European empire
- its date of independence
- how independence was gained, including key events.

Share your findings with other groups to create a whole-class outline.

EVALUATE AND CREATE

3 Discuss evidence that supports the assertion that the same-sex marriage postal survey in 2017 was 'an example of social change moving more quickly than the federal government was willing to acknowledge'. Then create a newspaper editorial explaining the postal vote result.

GO DEEPER

4 Conduct some brief research on the federal Sex Discrimination Act passed in 1984. What did the Act outlaw? How did the introduction of the Act change conditions for women living in Australia?

0.3 THE COLD WAR

By the time World War II ended in 1945, it was becoming clear that the balance of power around the world was shifting. The once-great imperial powers of Britain and France had been devastated by the war and struggled to rebuild their cities and economies. In their place, two superpowers emerged: the United States and the Union of Soviet Socialist Republics (USSR).

Although the United States and USSR had worked as allies against the Axis powers during the war, they shared a deep mistrust of one another, mainly because the two countries were founded on such different ideological approaches. The United States was founded on democratic principles and its economy was based on a free-market system of **capitalism**. The USSR was founded on social democratic principles and its economy was based on a state-managed system of **communism**.

The nature of the Cold War

From 1946 to 1991, the lack of trust between the United States and the USSR fuelled many diplomatic disputes. Although no actual fighting took place, relations between the two superpowers over this period were so frosty that the situation became known as the **Cold War**. The Cold War period was characterised by **propaganda** campaigns, international spying, and fierce public competition at sporting events such as the Olympic Games. It was often described as 'war by proxy', as although the United States and the USSR became involved in conflicts at this time, they never directly confronted each other. Of greatest concern, however, was competition between the United States and the USSR to possess the largest armies and nuclear weapons stockpiles. This competition was known as the international arms race. During the Cold War, the international arms race became a key global concern because it presented the very real threat of a nuclear war.



Source 10 Missiles capable of carrying nuclear warheads, such as these Nike Air Defense Missiles, were developed by the United States and the USSR in the 1950s and 1960s.

capitalism
an economic and political system under which investment in, and ownership of, the means of production (e.g. factories, farms and machinery) are privately owned by individuals or corporations and run to generate profits; as opposed to state-owned and controlled systems such as socialism and communism

communism
an economic and political system under which the means of production (e.g. factories, farms and machinery) are publicly owned (by the state) and goods are supposed to be distributed equally according to need; as opposed to privately owned and controlled systems such as capitalism

Cold War
a state of political conflict and hostility that existed between the USSR (and its allies) and the United States (and its allies) from 1945 to 1990; characterised by threats, propaganda and public competition, but not resulting in direct fighting or military conflict

propaganda
information or material that attempts to influence the behaviour or opinions of people within a society; propaganda can take many forms (e.g. posters, flyers, advertising campaigns, films) and is designed to promote a particular cause or course of action and damage the cause of an enemy

The start of the Cold War

The division of Germany after World War II

SPOTLIGHT

SIGNIFICANCE

Significance is often influenced by perspectives. Both sides of the 'Iron Curtain' would recognise the significance of its existence, but differ on the meaning of that significance.

After World War II, Germany was divided into four zones of occupation. Each sector was occupied and administered by the armed forces of one of the Allied powers. Britain, France, the USSR and the United States all controlled separate parts of the country, and the capital city Berlin was divided in the same way.

In 1949, the British, French and US occupation zones in Germany were combined to create a new country called the Federal Republic of Germany, also known as West Germany. That same year, the Soviet zone was officially renamed the German Democratic Republic, known as East Germany. A patrolled border fence was erected by the Soviets between East and West Germany and people living in the Soviet occupation zone at this time were no longer permitted to leave.



Europe's 'Iron Curtain'

After the war, it became clear that the communist government of the Soviet Union was keen to expand its authority in Europe. It set out to achieve this by influencing the governments of several countries in central and eastern Europe that the Soviet Army had liberated during the German retreat in the final days of World War II. These countries became Soviet 'satellite states', meaning that although they were officially independent, they were heavily influenced by the USSR government and military. USSR satellite states included Poland, Bulgaria, Hungary, Czechoslovakia, Romania and Albania. Yugoslavia also emerged from World War II as an independent communist state allied with the Soviet Union.

The border between Soviet-controlled countries in Eastern Europe and democratic countries in Western Europe became divided by what British Prime Minister Winston Churchill described as the 'Iron Curtain' (see Source 11).

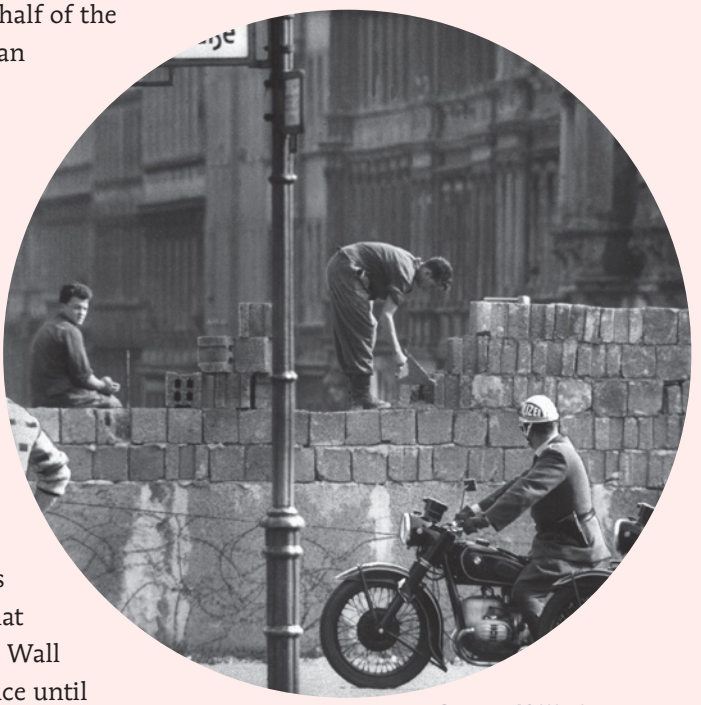
Source 11 A map of Central Europe showing the Soviet-controlled countries and the 'Iron Curtain' that emerged after World War II

OXFORD UNIVERSITY PRESS

Berlin: A divided city

Although Berlin lay behind the Iron Curtain, the western half of the city was still under Western control. It effectively became an island of democracy surrounded by a sea of communism. In the decades following the division of Germany, the differences between the communist East and capitalist West became obvious. West Germany's economy grew rapidly, and the standard of living increased greatly. By comparison, personal freedoms in East Germany were severely limited and the economy struggled. As a result, around 3 million people left East Germany for West Germany between 1949 and 1961. Most of these people were able to leave the East by crossing into West Berlin.

This situation was humiliating for the East German government. On 13 August 1961, a temporary barbed-wire fence was erected to stop people leaving the East. This was soon replaced by a heavily guarded concrete barrier that surrounded West Berlin. This became known as the Berlin Wall (see Source 12). The division of Germany remained in place until 1990 when the country was reunified. Over that time, the Berlin Wall became the most enduring symbol of the Cold War in Europe.



Source 12 Workers constructing the Berlin Wall; the wall became an enduring symbol of the Cold War in Europe.



Source 13 People in West Berlin look at the newly built Berlin Wall, 29 August 1961.

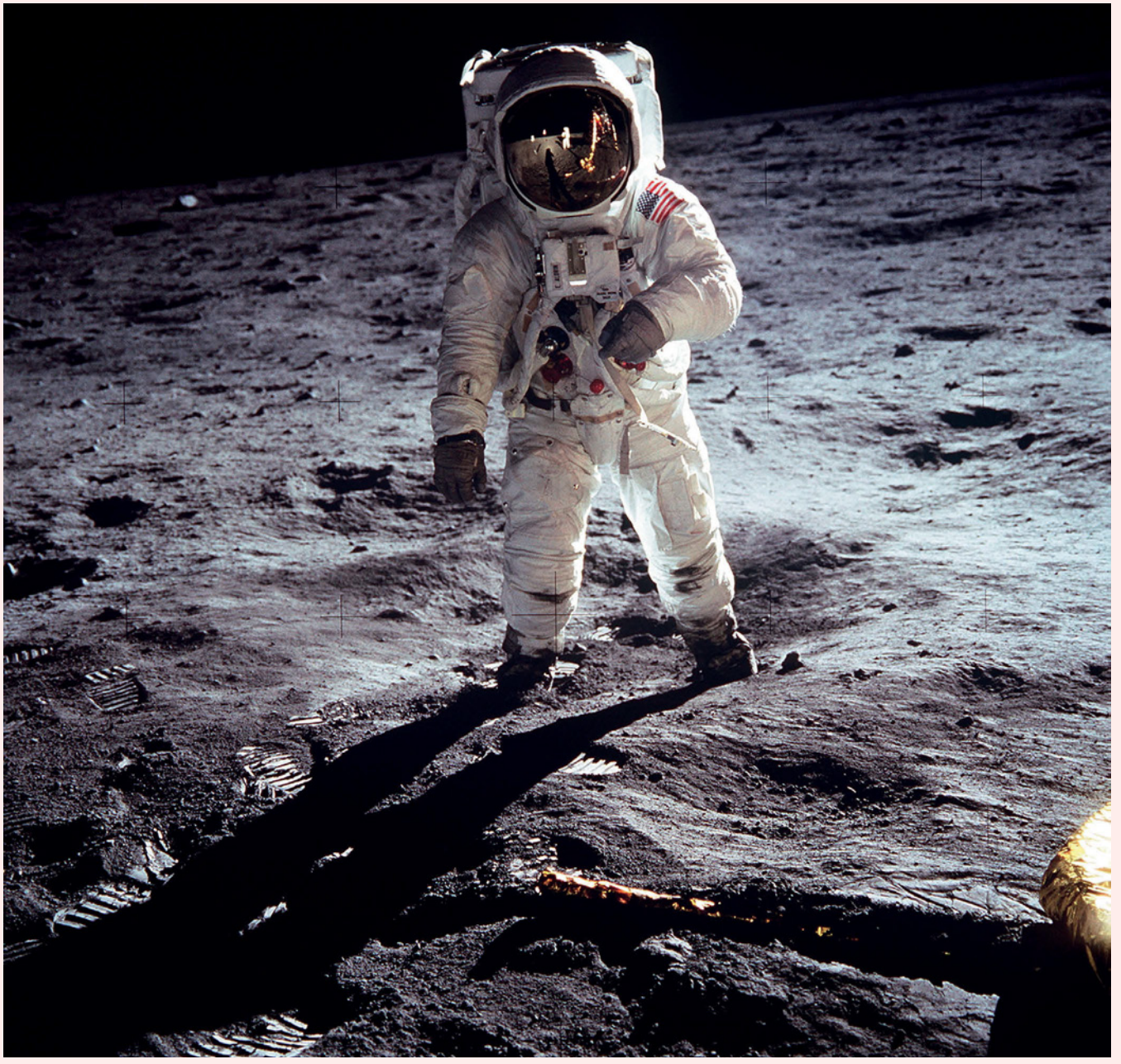
Growing Cold War tensions and rivalry

There were numerous incidents where the Cold War 'heated up': in Korea in the early 1950s, Vietnam later in that decade and Cuba in 1962, the United States and USSR were involved in military actions without ever coming face to face. The United States stayed out of uprisings in Hungary in 1956, and Czechoslovakia in 1968 because they regarded those countries as being in the Soviet sphere of influence. The USSR pulled back from supplying Cuba with nuclear missiles in 1962 to avoid a direct conflict with the United States.

space race
a situation in which rival countries compete to develop the most superior space flight capabilities; commonly used during the Cold War to refer to the competition between the United States and the USSR to be the first nation to send a mission to the moon

The space race

Another key element of Cold War rivalry between the United States and the USSR was space exploration. This was seen as necessary for national security and became a public symbol of technological superiority. The '**space race**' became a way for the two superpowers to compete without direct military conflict.



Source 14 Astronaut Buzz Aldrin was part of the Apollo 11 space mission, the first to land people on the moon in 1969.

The space race became particularly serious when the USSR successfully launched two satellites, Sputnik 1 and Sputnik 2, in October 1957. Sputnik 2 was launched with a dog inside it, named Laika, which was the first animal to orbit the Earth. This caused huge concern in the United States, where it was felt that US technological superiority was being threatened. In 1958, the United States successfully sent a satellite into space and established the National Aeronautics and Space Administration (NASA) to coordinate its future space program. In 1961, the Russians moved ahead in the space race by sending the first crewed flight into space. This triggered a pledge from President Kennedy that the United States would be the first nation to land a human on the moon. This goal was achieved by Apollo 11 on 20 July 1969.

The end of the Cold War

The enormous cost of the international arms race and the space race strained the economies of both countries. Throughout the 1980s, the Soviet Union was also fighting an expensive and frustrating war in Afghanistan. When the reformist politician Mikhail Gorbachev came to power in 1985, he was determined to end the Cold War and to bring economic and political reform to the Soviet Union. He initiated dramatic agreements with the United States, in which both nations agreed to reduce their investment in the arms race. He also took steps to introduce more democratic political processes across the Soviet Union.

These initiatives rapidly improved relations between the United States and the USSR. However, Gorbachev had failed to anticipate that the Soviet Union would soon break apart without the Communist Party and Soviet Army maintaining complete control of its satellite states. Attempted political reforms within the Soviet Union meant that its government was unwilling to defend challenges to its authority in many countries across Eastern Europe. During 1989 and 1990, the Berlin Wall came down and Germany was reunified. Elsewhere in Eastern Europe, free elections were held, resulting in the end of many long-standing communist regimes. In August 1991, Gorbachev resigned as leader of the Soviet Union. By October of that year, 10 Soviet republics had declared their independence and the Soviet Union collapsed. With stunning speed, the Iron Curtain was lifted, and the Cold War came to an end.

SPOTLIGHT

CONTESTABILITY

The end of the Cold War saw previously secret documents from both sides made available. This helped historians contest previous interpretations of the Cold War.

0.3 CHECK YOUR LEARNING

APPLY AND ANALYSE

1 Write definitions in your own words for capitalism and communism, to review your understanding of these concepts. Share your definition with a partner and discuss any differences.

EVALUATE AND CREATE

2 Create a timeline of key events in the Berlin blockade that occurred in 1948–49. Explain why it was a significant event in the Cold War.

GO DEEPER

3 Investigate the space race, and explain what long-term benefits the world has gained from it.

0.4 AUSTRALIA'S INVOLVEMENT IN COLD WAR CONFLICTS

Two events during World War II – the fall of Singapore to the Japanese army and the bombing of Darwin by the Japanese – caused Australians to feel a real threat of invasion. These events also encouraged the Australian government to think more closely about issues of national security in the post-war environment. To protect Australia from future attacks, Prime Minister Robert Menzies set out to ally Australia more closely with the United States. In the decades after World War II, a fear of the growing influence of communism in Asia also meant that Australian governments were willing to send troops to conflicts in Asia when they arose.

SPOTLIGHT

RESEARCH

When you see a new term such as 'domino theory', decide whether you understand it well enough to use the term yourself, or whether you should do further research. It will also help you find examples to support your use of the term.

Fear of communism in Asia: The domino theory

After years of civil war, Mao Zedong became the communist leader of the People's Republic of China in 1949. This was the first powerful communist revolution to take place in Asia.

One of Australia's responses was to join regional treaty organisations with the objective of increasing national security and stop the spread of communism in Asia. In 1951, the ANZUS Treaty was signed by Australia, New Zealand and the United States. In 1954, another alliance – known as the Southeast Asian Treaty Organization (SEATO) – was formed between the United States, Britain, France, Australia, New Zealand, Pakistan, Thailand and the Philippines.

domino theory
a theory put forward by US President Eisenhower that if one nation in South-East Asia adopted communism, others would follow, just like a row of dominoes topple once the first one is pushed over

At this time, many leaders in the Western world believed in the **domino theory**. The Australian government's belief in the domino theory encouraged them to support Britain and the United States in several conflicts across South-East Asia in the 1950s and 1960s. The most significant of these were Australia's involvement in the Korean War (1950–53) and the Vietnam War (1954–73).



Source 15 An Australian machine-gun platoon engaged in combat with Chinese forces during the Korean War (AWM P01479.007)

The Korean War (1950–53) and the Vietnam War (1954–73)

On 25 June 1950, 75 000 North Korean soldiers invaded South Korea. US troops, on behalf of the United Nations, quickly entered the conflict on the side of South Korea to protect democracy against a communist invasion. Across the three armed forces, Australia contributed 17 000 troops to support the Americans as part of a United Nations multinational force. Ultimately, North Korea was driven back across the 38th parallel north, and an armistice that is still in effect today was signed in July 1953. The cost to Australia was 339 people killed in the first real military action of the Cold War.

Vietnam had a long tradition of fighting for independence. In 1952 the country was divided into north and south during the war against French colonisation. When the division continued after the defeat of the French in 1954, the north began a **guerrilla war** against the south to reunify the country. The United States pledged support to the south, and from 1962 when Australia committed 30 advisers, the commitment grew to 60 000 Australian troops supporting half a million US soldiers. What the West saw as an attempt to halt communist aggression, the Vietnamese people saw as a continuation of the war for independence. By the time a peace accord was signed in January 1973, Australia had lost 521 men, including 202 who had been conscripted to fight.

guerrilla war
a form of warfare in which small (and often independent) groups of fighters (known as guerrillas) take part in non-traditional fighting such as ambushes, sabotages and surprise raids, rather than large-scale battles on the open battlefield



Source 16 Australian soldiers on patrol during the Vietnam War (AWM EKT 68 0083 VN)

0.4 CHECK YOUR LEARNING

GO DEEPER

1 Investigate Australia's involvement in either the Korean War or the Vietnam War.
- **a** Describe the origins of the conflict and why Australia became involved.
- **b** Outline the key events in the conflict.
- **c** Assess the acceptance of Australian involvement at home.
- **d** Evaluate the success of the Australian contribution.

0.5 AUSTRALIA'S INVOLVEMENT IN POST–COLD WAR CONFLICTS

The Gulf Wars

After Iraq invaded its neighbour Kuwait in August 1990, Australia became part of a multinational taskforce whose support escalated when Iraq failed to withdraw from Kuwait by the United Nations Security Council deadline of 15 January 1991. Air strikes against Iraqi positions and attacks by troops on the ground during February forced the Iraqi government to withdraw their forces from Kuwait.

After the terrorist attacks in New York and Washington on 11 September 2001, President George W. Bush declared a 'war on terror'. Australia joined British and US troops in a 'coalition of the willing' in an invasion of Iraq that overturned the regime of Saddam Hussein.

Afghanistan

Another focus of the war on terror was in Afghanistan, where the Taliban had allowed al Qaeda (the terrorist group responsible for the 11 September attacks) to base itself. The Taliban are a fundamentalist Islamic group that had taken control of areas in southern and western Afghanistan from the mid-1990s, following the end of the Soviet Union's intervention.

In October 2001, US and Coalition forces invaded Afghanistan and expelled the Taliban regime. Australian special forces were also involved in surveillance operations, searching for bases from which Taliban and al Qaeda fighters were operating. The operations in Afghanistan became Australia's longest overseas combat deployment, ending in December 2013.



Source 17 The US government declared a 'war on terror' following the attacks in New York and Washington on 11 September 2001.

0.5 CHECK YOUR LEARNING

APPLY AND ANALYSE

1 Research Australia's involvement in either the Persian Gulf or Afghanistan.

- **a** Draw a timeline to outline key events of the conflict.
- **b** Explain the length and extent of Australia's involvement, including casualties.
- **c** Outline the typical types of operations that Australian personnel were involved in.
- **d** Assess the significance of Australia's role in the conflict.

0.6 THE RISING INFLUENCE OF ASIA SINCE THE END OF THE COLD WAR

Since the end of the Cold War, the United States has been the only 'superpower'. However, recent years have seen the rise of possible future rivals. **Industrialisation** and exports to global trade markets have rapidly expanded the economies of China and India. Both countries have large populations and, in 2019, ranked in the top five in terms of gross domestic product. It is estimated that India and China will be the world's most populous countries by 2050, with populations of 1.7 billion and 1.3 billion, respectively.

China has moved towards a capitalist economy while remaining a communist society. India has been a democracy since its independence from Britain in 1947. The rise in the economic power and influence of these countries has led commentators to call this century 'the Asia–Pacific century'.

What remains to be seen is the impact of events such as US President Trump's tariff war with China, and the impact of the COVID-19 pandemic. Both events show how a change of national policy or a sudden emergency can rapidly have an impact on both international relations and the global economy.

industrialisation
the process of social and economic change by which a society is transformed from a pre-industrial state (i.e. rural communities based on farming and agriculture) to an industrial state (i.e. urban communities based on manufacturing and industry)

SPOTLIGHT

ANALYSIS AND USE OF SOURCES

Official statistics can be a particularly useful source for historians, but the historian's analysis of the statistics is what becomes history.

Source 18 Gross domestic product* and population size for the 14 top ranked countries by GDP, 2019

Ranking by GDP	Country	Gross domestic product 2019 (US dollars)	Population in early 2020 (millions)
1	United States	21.44 trillion	331.0
2	China	14.14 trillion	1 439.3
3	Japan	5.50 trillion	126.5
4	Germany	3.86 trillion	83.8
5	India	2.94 trillion	1 380.0
6	United Kingdom	2.74 trillion	67.9
7	France	2.71 trillion	65.3
8	Italy	1.99 trillion	60.5
9	Brazil	1.85 trillion	212.6
10	Canada	1.73 trillion	37.7
11	Russian Federation	1.63 trillion	145.9
12	South Korea	1.63 trillion	51.3
13	Spain	1.40 trillion	46.8
14	Australia	1.38 trillion	25.5

*Gross domestic product (GDP) is the monetary value of all goods and services produced in a period, and is used as an indicator of the size and health of a country's economy.

Sources: *Investopedia*, 'Top 20 Economies in the World' and *Worldometer,* 'Countries in the world by population' (2020)

Source 19 A container ship leaves a Chinese port.



0.6 CHECK YOUR LEARNING

APPLY AND ANALYSE

1 Analyse Source 18 and argue for or against the proposition that it provides evidence that we are living in the 'Asia–Pacific century'.

OXFORD UNIVERSITY PRESS

STRANGE BUT TRUE

In the 1950s, an Australian-made machine known as the Thor 'Automagic' was produced. It was designed to wash dishes and clothes in the same machine.

0.7 CHANGING TECHNOLOGIES IN THE TWENTIETH CENTURY

The twentieth century was a time of extraordinary technological change and innovation. The first half of the century saw the first powered aeroplane flight, the expansion of industrialisation and mechanisation, the invention of penicillin and advances in theoretical physics that laid the groundwork for the nuclear age. By the second half of the century, people had orbited the Earth and walked on the Moon, developed new treatments for many medical conditions, eradicated diseases like smallpox and witnessed the birth of the internet.

All these changes have had a profound effect on the modern world. In many ways, they have revolutionised our daily lives. Appliances have replaced hours of back-breaking work around the house, smartphones enable us to communicate with people all over the world, **mass media** provides us entertainment and leisure activities, and aeroplanes make international travel faster and more comfortable than ever before.

mass media
a term used to describe a method of communication that reaches large numbers of people in a short time (e.g. television, newspapers, magazines and radio)

All these changes, however, come at a cost. The rapid increase in world population and unprecedented growth in the consumption of resources have placed serious strain on the planet.



Source 20 An advertisement for the new Electrolux refrigerator, *c.* 1930

Technology in the home

From the 1920s, the growing availability of electricity in ordinary homes dramatically reduced the time and effort spent on housekeeping tasks. Electric ovens and hot water services freed people from the need to burn wood and clean chimneys. Vacuum cleaners meant that rugs and carpets no longer had to be taken out and beaten by hand to remove dust. By the 1950s, a wide range of kitchen appliances such as electric kettles, toasters and mixers were available. Washing machines reduced the time required to do the laundry from a day to an hour. Electric refrigerators replaced ice chests and allowed food to be stored for longer periods.

Home entertainment

Entertainment was transformed by the invention of radio and television. The first radio station to go to air in Australia was 2SB in Sydney in November 1923. Radio became increasingly popular from the 1920s to the 1940s as the technology improved. Radios became smaller and more portable, and more stations and types of shows were offered.

Television arrived in Australia in 1956. At first, TV was offered in black and white only. By 1975, colour TV became available. In the 1980s the VCR (video cassette recorder) arrived, allowing people to record TV shows to watch at their leisure.

Streaming services today offer even greater flexibility for viewers, and have changed the profitability of once-powerful television stations. Together, these technologies provided much greater opportunities for people to entertain themselves at home.



Source 21 Television revolutionised home entertainment for families in Australia from the 1950s onwards.

Travel and trade

Just a century ago, the world was a much less mobile place than it is today. Horse-drawn transport was still in use in Australia at the start of the twentieth century, international travel and trade was only possible by sea, and most Australians spent their holidays much closer to home.

Road travel

In the post-war period, the motor car became much more affordable and more common. The first Australian-produced car, the Holden FX, went on sale in 1948. At this time, there were around 600 000 passenger vehicles registered in Australia. (In 2019, car registrations exceeded 19 million.)

The first traffic lights in Australia were installed in Melbourne in 1928. Roads were sealed to reduce dust from the ever-growing volume of traffic, and highways expanded to connect cities and towns all over the country. The growth of car ownership since World War II has meant greater freedom for many people and a huge boost to the tourism industry. However, many people are now questioning its broader impacts, including pollution and greater congestion in cities.



Source 22 The Holden FX, the first Australian-produced car, went on sale in 1948.

Air travel

Passenger aviation arrived in Australia in the 1920s. Qantas was established in 1921 and by the 1950s other commercial airlines were operating domestically, including Trans Australian Airlines (TAA) and Australian National Airways (ANA).

Until the first jet aeroplane arrived in Australia, aeroplanes were propeller driven. The jet age began in 1959 with the arrival of Qantas's first Boeing 707 and expanded during the 1970s. The arrival of the Boeing 747 allowed larger planes to travel longer distances. Prices became more affordable and both domestic and international travel by air came within the reach of many Australians.

Source 23 Cabin service on an international Qantas flight in 1959



Trade

Even the nature of shipping changed dramatically during the post-war period. Ships became far larger and more powerful, allowing for the bulk transport of vast quantities of resources. Containerisation of freight developed after World War II, allowing goods to be shipped all over the world in standardised metal containers. These containers could be loaded and unloaded from ships using heavy machinery, and easily transferred to trains or trucks for rail or road transport. Containerisation led to the loss of jobs for dock workers who had traditionally loaded and unloaded ships, but also reduced the costs of transport for many goods, helping to make them cheaper.

newsreel
a short documentary film commonly shown in the first half of the twentieth century; regularly shown at cinemas before feature films, newsreels contained filmed news stories and items of public interest

Communications

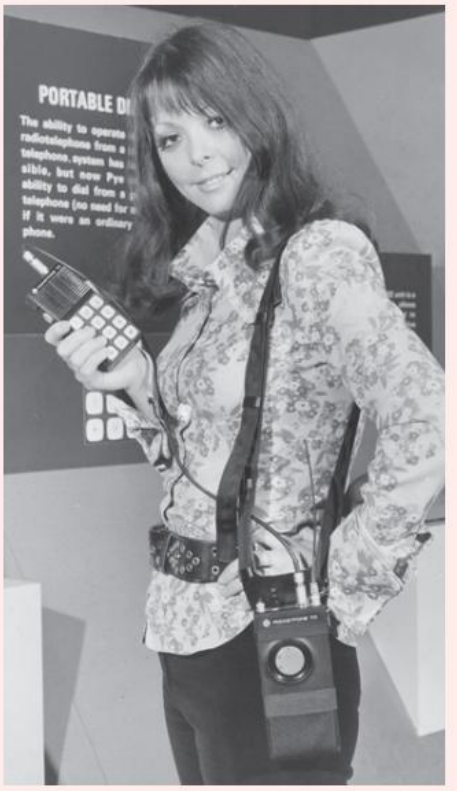
Since 1900, the way that Australians communicate with each other and the world has transformed. At the start of the century, Australians often had to wait for significant lengths of time to receive news from interstate and other countries. Mail was the main form of communication, transported by ship overseas or by rail within the country. Developments in aviation technology improved the speed of postal services.

The other main method of sending messages was the telegraph. Although instantaneous, a telegram still had to be delivered by a messenger to the recipient. Messages tended to be short, as the technology was expensive.

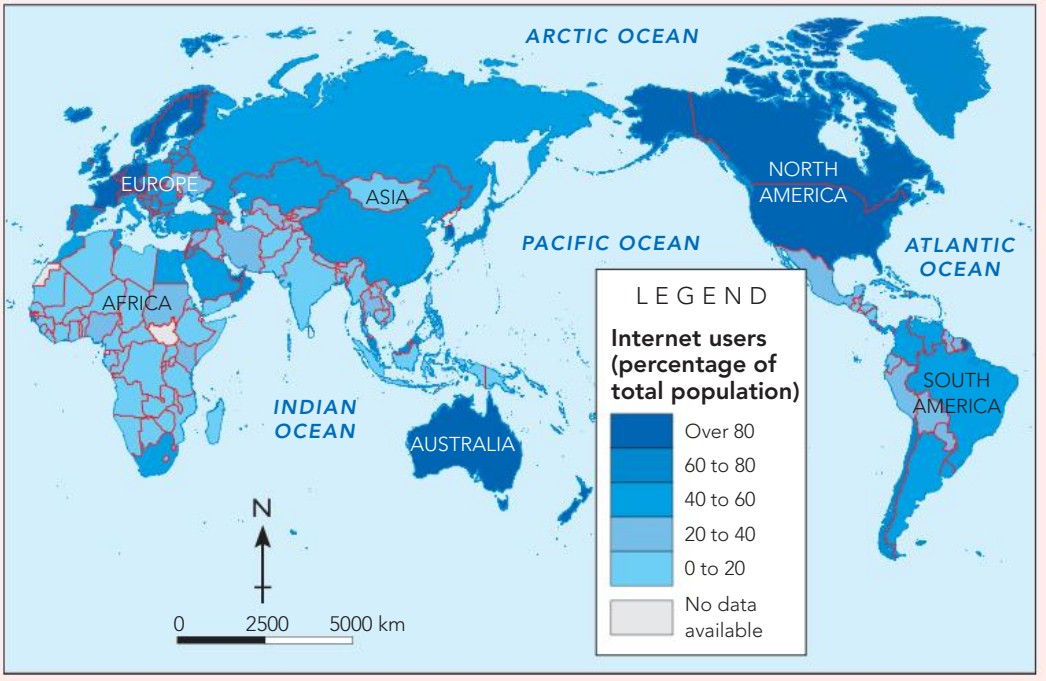
Several advances contributed to a gradual reduction of Australia's isolation. A telegraph line was connected to Britain by 1927, allowing instantaneous overseas news. **Newsreels** brought world news to cinema audiences, although the newsreels still had to be transported in the same way as letters.

Radio station broadcasts in Australia began in 1923 and, by the middle of the century, telephone use became widespread. Direct long-distance and overseas telephone services became available in the 1970s.

In the last decades of the twentieth century, another communications revolution began with the invention of the microchip. Its use in computers and mobile phones, together with the development of the internet, has transformed personal communications and the way people conduct business. In Australia, households are shifting away from landlines in favour of mobile telephones and wireless internet services. Satellite communication now allows the transfer of data, voice and images instantaneously around the globe. These technologies have allowed people around the world to communicate in real time and access more information than ever before, changing the way that people communicate, work and learn.



Source 24 A portable radio-telephone, 1972



Source 25 Internet users as a percentage of a country's population

SPOTLIGHT

CONTINUITY AND CHANGE

Reflect on how your own experiences, and those of your family, can help you identify and understand the continuities and changes discussed in this topic.

0.7 CHECK YOUR LEARNING

APPLY AND ANALYSE

1 The price of the Holden FX in 1948 was $733 (including tax). This represented 94 weeks' wages for the average worker. Conduct research to find out the current average weekly wage and the cost of a family car to calculate today's figure. Use this information to write a statement that compares car affordability in 1948 and the present day.

2 Use an infographic to summarise the key technological developments of the twentieth century, including links between them.

0.8 HEALTH AND POPULATION GROWTH IN THE TWENTIETH CENTURY

In 1900, the world's population was approximately 1.6 billion people and the Australian colonies had an estimated population of 4 million. At the end of World War II in 1945, the world's population stood at approximately 2.2 billion people and Australia had a population of around 7 million. World population reached 7.8 billion in January 2020 and is expected to top 9.7 billion by 2050.

World population has increased rapidly for many reasons, including advances in agriculture (leading to better food supply), better sanitation, and improvements in health and medicine. Life expectancy has increased in many parts of the world, though this has not been evenly spread. While it is possible to regard the growth of human population as a reflection of human success, concerns have also been expressed in recent years that a large human population, coupled with increasing consumption of natural resources, is putting the natural environment at risk.

Changes in life expectancy across the globe

Australia has one of the highest life expectancies in the world. The Australian Institute of Health and Welfare estimates that a non-Indigenous Australian boy born in 2015–17 can expect to live for 80.5 years, and a girl for 84.6 years. The picture is not as good for Indigenous Australians, however. An Indigenous child born in the period 2015–17 has a life expectancy that is seven to nine years shorter than that of non-Indigenous Australians.

SPOTLIGHT

EMPATHETIC UNDERSTANDING

What impact does your own background and life experience have on your ability to empathise with the inequalities in life expectancy shown here?

Measures of life expectancy have not remained the same over the years, and many areas of the world have seen dramatic increases. Life expectancy in developing countries such as China and Brazil has risen substantially over the past 60 years, almost doubling by some estimates. Sadly, life expectancy has also decreased in some places. The AIDS pandemic has been devastating for sub-Saharan Africa. Botswana, Zimbabwe and South Africa all saw life expectancy drop significantly from the late 1980s as infection rates soared. The impact of the 2020 COVID-19 pandemic will take several years to show up in official statistics.

Improvements in public health and standards of living

In 1967, the World Health Organization declared its intention to eradicate smallpox, a disease that killed up to a third of all sufferers and disfigured many survivors. Through a vaccination program the target was achieved, with the last case of smallpox recorded in 1977. Other diseases, although not eradicated, have been curbed through widespread vaccination. Polio and measles are two examples, with polio cases in the developed world reduced by 99 per cent. Despite these examples, many advances in public health have been due to simple factors such as improved sanitation, better urban planning and better nutrition. The **Green Revolution**, beginning in the 1950s, vastly increased the food output of farms in all continents except Africa, leading to improved nutrition and food supply. The Green Revolution involved a combination of methods: increased mechanisation (such as the use of tractors and irrigation pumps), the development of new, higher-yield crops, and the invention of new fertilisers and pesticides. The development of genetically modified crops has also improved yield, but is a controversial method.

Green Revolution
a period of research and development of agricultural techniques that took place between the 1940s and 1960s, most markedly in the developing world, which saw global increases in agricultural production



Source 26 A child suffering from HIV in Africa. The spread of HIV/AIDS in sub-Saharan Africa has dramatically affected the life expectancy of people living there.

Globalisation and standards of living

World trade also intensified in the years after World War II, aided by improved communications and transport systems. By the end of the twentieth century, the world had entered the era of **globalisation**, meaning that goods are now being traded more freely across many parts of the world. Commerce and banking have also become globally integrated, as the 2008 Global Financial Crisis (in which losses by banks in the United States led to worldwide shortages of financial credit) has demonstrated. This point was emphasised again as the COVID-19 virus pandemic spread across the world in 2020.

globalisation
the increasing interconnection between countries, including increased economic, political and cultural exchange between countries around the world

Many people believe that increased global trade has led to higher standards of living. Advocates of globalisation argue that poorer countries can sell their goods to a much greater market than before, and that people in the developing world have access to more jobs. Critics point out that globalisation does not necessarily mean that new wealth created will be shared. For Australia, globalisation has seen an increase in exports of mineral resources to overseas markets, but it has also brought with it the collapse of some manufacturing industries as companies have moved their operation overseas or contracted work to overseas providers where workers are paid less.

0.8 CHECK YOUR LEARNING

APPLY AND ANALYSE

1 Discuss the risks of a constantly increasing world population.

EVALUATE AND CREATE

2 Organise a class debate over the benefits of globalisation for the world's population.

7



Source 1 Australia Day/ Invasion Day: another example of contestability in Australian history

RIGHTS AND FREEDOMS

People have fought for their basic rights and freedoms – with varying degrees of success – over the past few centuries. In the early twentieth century, the rights of women and of ethnic and racial minorities were the focus of anger and debate in many countries, but in 1948 the idea of universal human rights became a reality when the Universal Declaration of Human Rights was adopted by the United Nations. The declaration aligned with and gave a renewed push to the fight for basic human rights for Black Americans that the US civil rights movement had been fighting for since slavery, which in turn inspired the struggle for rights and freedoms by the Indigenous peoples of Australia. As the circumstances surrounding the death of George Floyd in Minneapolis in May 2020 and the subsequent reaction of the #BlackLivesMatter movement showed, however, human rights are still not guaranteed for all people.

OXFORD UNIVERSITY PRESS



WHAT WERE THE ORIGINS AND SIGNIFICANCE OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS? 7A

In this section you will:

- outline the purpose of the United Nations and describe the origins of the Universal Declaration of Human Rights, including Australia's involvement
- explain the significance of the Universal Declaration of Human Rights
- identify current struggles for civil rights and freedoms throughout the world, such as the United Nations Convention on the Rights of the Child (1990) and the Declaration on the Rights of Indigenous Peoples (2007).

CASE STUDY: THE ROLE OF THE UNITED NATIONS IN SECURING RIGHTS AND FREEDOMS

CHECKPOINT 7A

HOW DID THE STRUGGLE FOR INDIGENOUS RIGHTS AND FREEDOMS DEVELOP PRIOR TO 1945? 7B

In this section you will:

- outline the rights and freedoms denied to Aboriginal and Torres Strait Islander peoples before 1965 and the role and policies of the Aboriginal Protection Board
- describe the effects of the assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander peoples
- explain the purpose and significance of early twentieth-century Aboriginal activism, including the 1938 Day of Mourning protest
- using a range of sources, describe the experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families (Stolen Generations).

CHECKPOINT 7B

HOW DID THE US CIVIL RIGHTS MOVEMENT INFLUENCE AUSTRALIAN CAMPAIGNS AND LEAD TO SIGNIFICANT ACHIEVEMENTS? 7C

In this section you will:

- outline the aims and methods of the US civil rights movement
- explain how the Freedom Rides in the US inspired civil rights campaigners in Australia
- discuss the impact of the NSW Freedom Ride on the civil rights of Aboriginal and Torres Strait Islander peoples
- outline the background, aims and significance of key developments in Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms
- outline common methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples
- investigate and explain the role of one individual or group in the struggle for Aboriginal and Torres Strait Islander peoples' rights and freedoms.

CHECKPOINT 7C

HOW DO ACTIVISTS CONTINUE TO STRUGGLE FOR CIVIL RIGHTS AND FREEDOMS? 7D

In this section you will:

- identify current struggles for civil rights and freedoms throughout the world
- identify different methods used globally to attain civil rights and freedoms
- evaluate the methods and effectiveness of one campaign for civil rights and freedoms in Australia or another country.

CHECKPOINT 7D

RIGHTS AND FREEDOMS – A TIMELINE

TIMELINE



Source 2 Australia's Freedom Riders outside their bus

1948
The Universal Declaration of Human Rights is adopted by the United Nations.

1961
American Freedom Riders travel on racially mixed buses in the southern United States to challenge segregation laws.

1965
Australia's Freedom Riders discover segregation being practised in country NSW during a 'fact-finding' tour.

1975
The Whitlam government returns 3300 square kilometres of land to the Gurindji people – the start of land rights for Aboriginal and Torres Strait Islander people in Australia.

1935 | 1945 | 1960 | 1965 | 1970 | 1975

1938
Australia's sesquicentenary (150th anniversary) is celebrated around Australia. Indigenous Australian leaders in Melbourne and Sydney hold 'Day of Mourning' events and call for citizenship rights.

1963
Martin Luther King Jnr delivers his 'I have a dream' speech during the March on Washington.

1967
Overwhelming support for a referendum to change the Constitution to allow the Commonwealth to make laws for Indigenous Australians and to include them in the census

1972
An Aboriginal Tent Embassy is established on the lawns of Parliament House in response to the McMahon government's refusal to acknowledge native title.



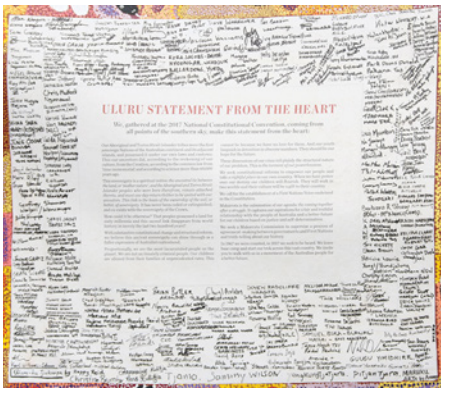
Source 3 The Day of Mourning and Protest in 1938 was held in defiance of the national sesquicentenary (150th anniversary) celebrations.



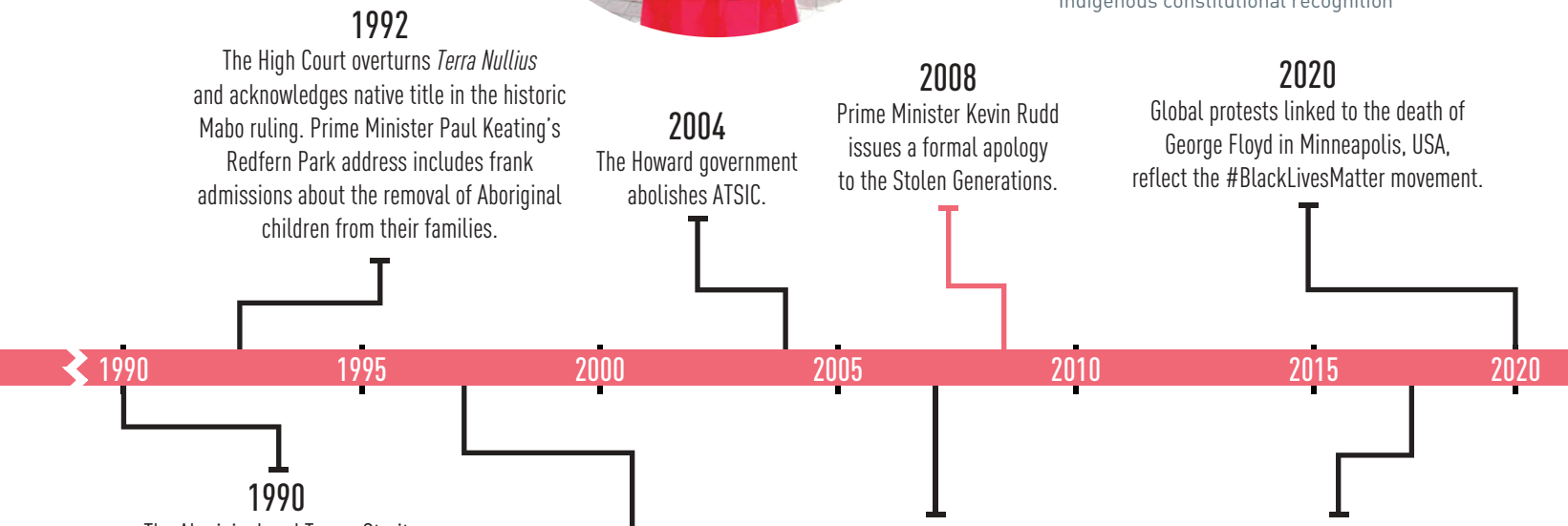
Source 4 Supporters at the Aboriginal Tent Embassy



Source 5 Public sentiment at the time of the formal apology to the Stolen Generations



Source 6 The Uluru Statement from the Heart: a unique national Indigenous position on Indigenous constitutional recognition



1990
The Aboriginal and Torres Strait Islander Commission (ATSIC) is formally established as the key representative body responsible for the implementation of self-determination policies.

1992
The High Court overturns *Terra Nullius* and acknowledges native title in the historic Mabo ruling. Prime Minister Paul Keating's Redfern Park address includes frank admissions about the removal of Aboriginal children from their families.

1997
The *Bringing Them Home* report is tabled in Parliament. The report includes thousands of testimonies from members of the Stolen Generations.

2004
The Howard government abolishes ATSIC.

2007
The National Emergency Response in the Northern Territory, known as 'the intervention', begins.

2008
Prime Minister Kevin Rudd issues a formal apology to the Stolen Generations.

2017
The Uluru Statement from the Heart calls for constitutional recognition for Australia's First Nations peoples.

2020
Global protests linked to the death of George Floyd in Minneapolis, USA, reflect the #BlackLivesMatter movement.

TIMELINE: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Which event coincided with the 150th anniversary of Australia's colonisation by Britain?
2 When was *Terra Nullius* overturned by the High Court?
3 When did Prime Minister Kevin Rudd make a formal apology to the Stolen Generations? (The Stolen Generations are the children of Indigenous Australians who were forcibly removed from their families. The removals continued up to the 1970s.)

APPLY AND ANALYSE

4 Why do you think the Uluru Statement from the Heart is still be regarded as controversial by some sections of Australian society?

7A WHAT WERE THE ORIGINS AND SIGNIFICANCE OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS?

7.1 THE UNIVERSAL DECLARATION OF HUMAN RIGHTS 1948

KEY CONTENT

In this topic you will:

- outline the purpose of the United Nations and describe the origins of the Universal Declaration of Human Rights, including Australia's involvement
- explain the significance of the Universal Declaration of Human Rights
- identify current struggles for civil rights and freedoms throughout the world, such as the United Nations Convention on the Rights of the Child (1990) and the Declaration on the Rights of Indigenous Peoples (2007).



Source 1 The Australian Minister for External Affairs, Doctor H.V. Evatt, one of the founders of the United Nations and the third President of the UN General Assembly

Millions of people were killed during World War II. Many millions more never saw their families or homes again as a result of the destruction caused by the world-wide conflict. During the war, US President Franklin Roosevelt and British Prime Minister Winston Churchill set out the values that their countries were said to be defending. These values included global co-operation to create better living conditions for all, and a world where people could live in peace, free from fear and want. Immediately after the war, world leaders made a commitment to these values by forming the **United Nations**, an organisation designed to ensure that the atrocities of World War II would never happen again.

The United Nations was officially formed at a meeting of 50 nations in San Francisco, USA, in 1945. All nations present at the conference signed the Charter of the United Nations, which set out the purpose and rules of operation of the United Nations. Australia, which was one of the founding members of the United Nations, was represented in San Francisco by Attorney-General and Minister for External Affairs Dr Herbert Evatt. He was a respected figure at the founding conference and spoke out on behalf of many of the smaller nations. Many small countries were concerned that their interests would be neglected during the power struggles between the United States and the Union of Soviet Socialist Republics (USSR).

United Nations (UN)
an international organisation founded on 24 October 1945 after the end of World War II to promote peace and prevent the future outbreak of armed conflicts around the world

Australia's involvement in the declaration's development

Evatt's performance at the United Nations earned international recognition and praise for him and for Australia, and in 1948 he was elected President of the United Nations General Assembly. Evatt convinced the traditional powers such as Britain and France that the General Assembly must be seen to take a leading role to protect human rights. He had an active role in leading the drafting of the **United Nations Universal Declaration of Human Rights.**

Evatt was supported by many other leaders, including Eleanor Roosevelt, a US delegate and widow of former US President Franklin D. Roosevelt (who had died in 1945). Eleanor Roosevelt's speech to the United Nations General Assembly on 2 December 1948 impressed upon the world the need for action. Eight days later, the Universal Declaration of Human Rights was ratified (endorsed) by the United Nations General Assembly.

Universal Declaration of Human Rights
an international document that outlines basic rights and fundamental freedoms to which all human beings are entitled; the Declaration was adopted by the General Assembly of the **United Nations** in 1948

The significance of the declaration

The Universal Declaration of Human Rights was a landmark document. It contained 30 articles (statements) that have influenced many international and national treaties and covenants (agreements) relating to human rights since then. Some of the articles are outlined in Source 2. Most significantly, the declaration said that human rights are inalienable – meaning that they cannot be taken away from any one of us.

SPOTLIGHT

SIGNIFICANCE

Historians, and History students, need to consider what gives something significance. Does the Universal Declaration of Human Rights gain its significance by being a 'landmark document', or because of its potential to improve lives across the globe? These are decisions you are required to make, and provide evidence to support them.

Source 2

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

The first six Articles of the Universal Declaration of Human Rights, 1948

The Australian context

This was the first time a community of nations had ever made such a declaration of rights and fundamental freedoms. Evatt was justifiably proud of his and Australia's part in the creation of the Human Rights Declaration. It was Evatt's hope that 'millions of people, men, women, and children all over the world, would turn to it for help, guidance and inspiration'.

referendum
a national vote asking people to choose 'yes' or 'no' about a question proposed by the government; any proposed changes to the Australian Constitution must be put to a vote in a referendum

White Australia policy, the
a term used to describe a series of government policies introduced after Federation in 1901 that prevented 'non-white' immigrants from settling in Australia, favouring instead those from certain European nations (especially Britain); these policies were progressively overturned between 1949 and 1973

For Evatt the values of the United Nations and the values of the Universal Declaration of Human Rights were his personal, and Australian Labor Party, values. When he returned to Australia, Evatt became leader of the Opposition following the election of the Liberal Party under Robert Menzies in 1949. In 1950, at the height of the Cold War, the Menzies government attempted to ban the Communist Party in Australia. Evatt successfully led the legal challenge against the *Communist Party Dissolution Act* in the High Court of Australia. When Menzies put the matter to a **referendum**, Evatt took up that battle as well and won. For Evatt, in a democratic society, people were entitled to support and vote for whatever political party they chose. Evatt was again fighting for fundamental rights and freedoms.

The two areas of Australian life in the 1950s and 1960s that did not live up to Evatt's vision of the spirit of the Universal Declaration of Human Rights were:

- the **White Australia policy**, which restricted the people migrating to Australia based on race and ethnicity
- the treatment of Aboriginal and Torres Strait Islander people, who had limited legal and public recognition of their rights.

Ultimately, however, Evatt was right when he said that the declaration would be something that people would look to for help, guidance and inspiration. In both cases the rights and freedoms agreed to by Australia in 1948 were used to challenge and end the White Australia policy and improve the treatment of Aboriginal and Torres Strait Islander people.



The struggle for civil rights

Many historians argue that the Declaration of Human Rights set the scene for the civil rights struggles that would take place around the world in the coming decades. Unless action was taken to protect the human rights enshrined in the declaration, it was feared that a situation could once again develop where only the rights of certain people were protected, as happened in Germany before and during World War II.

The United Nations is unable to force member countries to enact laws and protections for human rights. Since 1945, however, it has provided a broad framework of initiatives to support efforts to provide rights and freedoms to all of the world's population regardless of ethnicity, political beliefs, religion or age. It is an ambitious agenda, but progress is always being made.

Source 3 William Onus, President of the Australian Aborigines League, speaks at a meeting in the Domain, Sydney, 1949

7.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Why was it agreed that a Universal Declaration of Human Rights was needed?
2 Which Australian was elected president of the United Nations General Assembly in 1948?
3 Which areas of government policy in Australia were not in the spirit of the declaration?

APPLY AND ANALYSE

4 How important do you think the Universal Declaration of Human Rights is? Explain your response with specific examples to support your conclusion.

EVALUATE AND CREATE

5 Reread the section 'The Australian context', and create a commentary on human rights in an Australian context today.

GO DEEPER

6 Investigate Herbert Evatt's career from the time he became President of the United Nations General Assembly in 1948, and comment on his contribution to Australian history.

The role of the United Nations in securing rights and freedoms

CASE STUDY

One of the techniques the United Nations has used to raise international awareness and action on issues has been through the observance of designated days, weeks, years and decades with specific themes. For example, 20 February is World Day of Social Justice, and the theme for that day in 2019 was, 'If you want peace and development, work for social justice.' The day was declared in 2007, and it is up to individual countries to choose how they observe the day. In 2019, the United Nations General Assembly resolved that 2021 would be the International Year of Peace and Trust.

The Convention on the Rights of the Child (1990)

A convention formally recognising the rights of children was adopted by the UN General Assembly in 1989, and came into force in 1990. It became the most rapidly and widely ratified human rights treaty in history. Only three countries have failed to ratify the treaty: Somalia, South Sudan and the United States.

Countries have used the convention to strengthen their own legislation. In the quarter century since its acceptance, children are now twice as likely to reach their fifth birthday. By enshrining the right of all children to primary school education, the convention played a crucial role in seeing the percentage of children enrolled in school in the world's least developed countries rise from 53 per cent in 1990 to 81 per cent in 2017. Similarly, the limitations placed on child labour saw the rate of children under 15 in full-time employment globally fall from one in four children in 1990, to under one in eight in 2017.

A convention such as this does not guarantee the protection of human rights, and is only as powerful as the actions of the governments who have ratified it. It was this convention that was used to criticise successive Australian governments over their treatment of asylum-seeking children during the twenty-first century. A 25-year review of the convention revealed many areas where much work still needs to be done. At least 58 million children are not in school, with girls being vastly over-represented in that figure. The International Labour Organization estimates 168 million children are engaged in child labour, and it is estimated that 38 000 girls a day are married before they turn 18.

Source 4 Key points on the Convention on the Rights of the Child

The convention:

- covers people under 18
- applies regardless of the child's race, colour, gender, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status
- protects children against all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse
- recognises the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

SEE, THINK, WONDER

Look at Source 5.

What do you see?

What do you think?

What does it make you wonder?

The Declaration on the Rights of Indigenous Peoples (2007)

The United Nations Declaration on the Rights of Indigenous Peoples was adopted by the General Assembly in 2007. By establishing a framework for recognising the rights of indigenous peoples around the world, it showed how far the United Nations had developed as an organisation. When it was established in 1945, many countries were still regarded as colonies, and the welfare of indigenous peoples was regarded as the responsibility of the colonising power. Indigenous people were involved in the drafting of this declaration, including Aboriginal and Torres Strait Islander people, who were not even regarded as citizens of their own country when the UN was established.



Australia was one of four countries (the others being Canada, New Zealand and the United States) who initially voted against the declaration. (Australia stated that one of the declaration's key principles – for Indigenous peoples to have a right to self-determination – was not in the nation's interest.) All four have now supported it. As early as 2009, when the UN produced a State of the World's Indigenous Peoples report, the state of indigenous peoples was described as 'alarming'. The loss of indigenous languages was noted, as was their role as 'stewards of some of the world's most biologically diverse areas'. The report noted in 2009 that, 'as the effects of climate change are becoming clearer, it is increasingly evident that indigenous peoples must play a central role in developing adaptation and mitigation efforts to this global challenge'. The severity of the 2019–20 Australian bushfires saw calls for a recognition of Indigenous Australian cultural burning practices, and an investigation of their potential for controlling the severity of bushfires.

Source 5 A four-year-old girl in Liberia, West Africa, shows the tiny steps of progress the Convention on the Rights of the Child has supported.

CASE STUDY: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 When did the Convention on the Rights of the Child come into effect?
2 Which three countries failed to ratify the Convention on the Rights of the Child?
3 Which four countries voted against the United Nations Declaration on the Rights of Indigenous Peoples in the General Assembly in 2007?
4 What power does the United Nations have to enforce its conventions and declarations?

APPLY AND ANALYSE

5 Use your research skills to investigate the ways that Indigenous Australian cultural practices could assist Australia in adapting to climate change.

EVALUATE AND CREATE

6 Explore either the Convention on the Rights of the Child or the Declaration on the Rights of Indigenous Peoples, and create a poster that explains its significance.

GO DEEPER

7 Investigate the history of United Nations' designated 'days' and 'years'. Select one to explore, and analyse its success.

WHAT WERE THE ORIGINS AND SIGNIFICANCE OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS?

» Outline the purpose of the United Nations and describe the origins of the Universal Declaration of Human Rights, including Australia's involvement

1 Outline the origins and the purpose of:

- the United Nations
- the Universal Declaration of Human Rights. (10 marks)

2 How was Australia involved in the development of the Universal Declaration of Human Rights? (5 marks)

» Explain the significance of the Universal Declaration of Human Rights

3 Why is the Universal Declaration of Human Rights considered to be significant:

- internationally?
- in the Australian context? (10 marks)

Total marks [/25]



Source 6 The first United Nations Conference in 1945

7A

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

» 5 marks = a paragraph

» 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Rich task
A write-in worksheet for the Rich tasks

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Answers
Answers to every Check Your Learning, Interpret and Checkpoint question in this section

7B HOW DID THE STRUGGLE FOR INDIGENOUS RIGHTS AND FREEDOMS DEVELOP PRIOR TO 1945?

7.2 THE ROLE OF GOVERNMENTS

KEY CONTENT

In this topic you will:

- outline the rights and freedoms denied to Aboriginal and Torres Strait Islander peoples before 1965 and the role and policies of the Aboriginal Protection Board
- describe the effects of the assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander peoples.

Terra Nullius
a Latin term meaning 'land belonging to no one' or 'empty land'; a concept used by the British to justify the settlement of Australia based on the idea that Indigenous Australians did not own the land or possess any claim to it

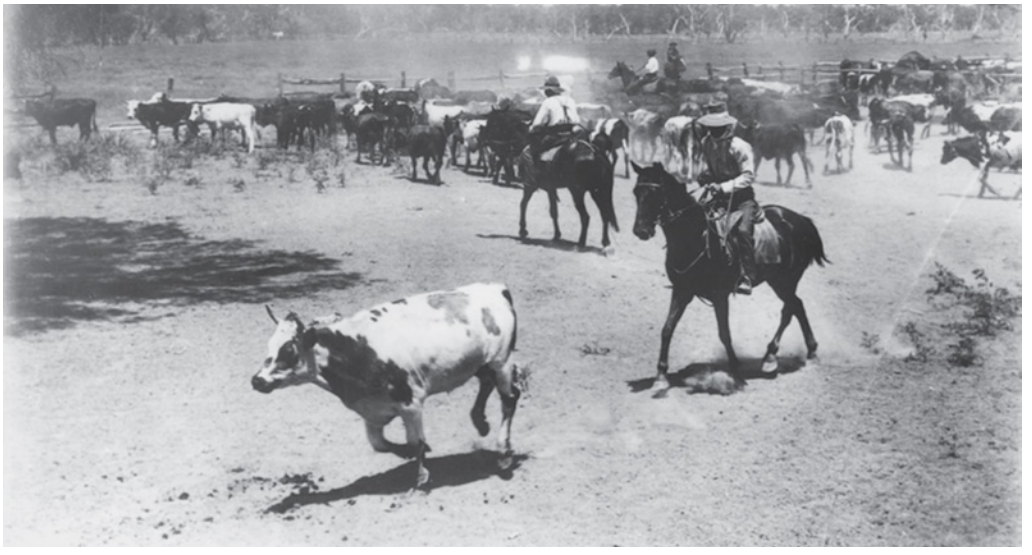
segregation
in Australian history, this refers to the government policy and practice of separating Aboriginal and Torres Strait Islander people from European settlers

assimilation
the process by which a minority group adopts the language and customs of a dominant population; in Australia in the mid-twentieth century, assimilation of Indigenous Australians into white society became official government policy

When British explorers and settlers arrived on the east coast of Australia in 1788, they did not understand Indigenous peoples. The British looked for signs of civilisation as being permanent residences as they would have found in Britain. They could find none, so they proclaimed Australia ***Terra Nullius***. This view, which was successfully challenged in the High Court by Eddie Mabo, has also been contested by authors such as Bruce Pascoe, whose 2014 book *Dark Emu* opposed the long-standing view that Indigenous Australians lived solely in primitive hunter-gatherer societies.

By the time of Federation in 1901, European settlements dominated most of the continent. However, the prosperity of the newly united country was not shared by all. European settlement had seriously affected the freedom of Indigenous peoples to practise traditional ways of life. Many Indigenous Australians also died as a result of violence and disease.

Aboriginal and Torres Strait Islander cultures were not officially recognised. Public policy was dominated by ideas of **segregation** and **assimilation**. Both ideas were based on the ignorant assumption that Indigenous Australians were inferior to Europeans.



Source 1 European settlement meant dispossession and the loss of traditional ways of life for many Indigenous Australians.

SPOTLIGHT

COMPREHENSION

Comprehension in history relies on understanding the meaning of terms within the specific context they are being used. Consider the use of the terms 'segregation' and 'assimilation' here, and why it is necessary to understand what they mean before going further.

Aboriginal Protection Boards

Before Federation in 1901, Aboriginal Protection Boards were established in the colonies around Australia to 'manage' Indigenous populations. The primary purpose of these boards was to remove children from their families and traditional culture. According to the United Nations definition of genocide, this was an example of cultural genocide, even though the use of that term has been contested. After Federation, these boards became the responsibility of state governments and the new Commonwealth government took no responsibility for the well-being of the Indigenous populations. Chief Protectors were appointed to watch over the Indigenous people in each state and oversee what many considered a 'dying race' of people.



Source 2 Indigenous children at the Catholic Little Flower Mission in Arltunga, Northern Territory, *c.* 1946

Reserves and Missions

Reserves and **Missions** (see Source 2) were established by governments and religious organisations across Australia to support the assimilation policy. Most agree that the real reason for these Missions was segregation – to keep Indigenous people away from European settlers. For many Indigenous Australians, these institutions meant separation from their family and their community. This often led to isolation and loss of culture, identity and control.

The assimilation policy

From 1901 through to the 1930s, state and federal authorities believed that because of **dispossession**, inferior medical care and poor diet, Indigenous Australian peoples appeared to be dying out. During the 1920s, however, this was not seen as a result of abuses by the newcomers. Rather it was seen as a sign of the racial inferiority of Indigenous Australians and their inability to cope with the modern world.

During the 1930s, when it became clear that Indigenous Australians would not simply die out, governments became more aggressive in pursuing policies of assimilation. It was during this period that a group of government officials in the Northern Territory, Queensland and Western Australia wrote of the need to defend the ideal of a white Australia. They supported the adoption of a deliberate policy to 'breed out the colour'.

SPOTLIGHT

CONTESTABILITY

Accusations of cultural genocide are very serious, and are frequently contested. It is important to always consider the perspectives of those involved in any historical contestation to understand what they have at stake.

Reserve
a settlement established in Australia to move Aboriginal people away from European settlements, and to assimilate them into European culture and beliefs

Mission
a settlement established (usually by Christian missionaries) to convert Indigenous people to Christianity and assimilate them into European culture and beliefs

dispossession
to deprive a person or people of the possession or occupancy of land and property; when the British colonised Australia in the eighteenth century, large numbers of Indigenous Australians were dispossessed of their ancestral lands, hunting grounds and water resources; they were also cut off from their spiritual and cultural heritage as a result of dispossession

SPOTLIGHT

EXPLANATION AND COMMUNICATION

The terms 'full blooded', 'half-caste' and 'mixed blood' are today regarded as highly offensive, and are used in this book only in the context of language from the relevant historical time period. It is not appropriate to use these terms today in anything but a historical context.

A policy of assimilation was officially adopted at the Aboriginal Welfare Conference of Commonwealth and State Authorities in 1937, where authorities agreed that:

- those they described 'full blood Aborigines' would be segregated on Missions and Reserves far away from the white community
- 'mixed blood Aborigines' were to be taken away and forcefully absorbed into the white community.

The fact that these approaches were in some ways contradictory reflected the confused and racist thinking of the period. Segregation meant that Indigenous Australians were to be kept apart, away from the cities and separate from the majority non-Indigenous population. By contrast, assimilation expected Indigenous people to blend in and marry non-Indigenous people. In doing so, it was expected that Indigenous Australians would eventually become part of the majority white population.

7.2 SOURCE STUDY

The assimilation policy

Source 3

> The destiny of the natives of aboriginal origin, but not of the full blood, lies in their ultimate absorption ... with a view to their taking their place in the white community on an equal footing with the whites.

From a conference paper from the Aboriginal Welfare Conference of Commonwealth and State Authorities in 1937



Source 4 This illustration from A. O. Neville's 1947 book, *Australia's Coloured Minority* shows how he believed the 'Aboriginal blood' could be bred out. This photo shows three consecutive generations, each of which had one white parent.

INTERPRET

1. What do these two sources reveal about policy regarding 'the destiny of the natives of aboriginal origin' in Australia in the 1930s and 1940s?
2. Identify what 'ultimate absorption' in Source 3 means. What implications would this approach have for Indigenous Australians?
3. What point is Source 4 trying to make? What implications for Indigenous Australians does this have?
4. Identify the date of each source. What do these sources reveal about attitudes towards Indigenous Australians in Australia at that time?

Indigenous rights and freedoms after Federation

When the Australian colonies federated in 1901, Indigenous people were not considered to be part of the 'new' country. A number of Acts passed by the new Commonwealth Parliament meant that if you were an Indigenous person in Australia in 1901:

- you were not entitled to vote in federal elections unless previously registered to vote in your state
- you did not receive the basic wage
- you were not eligible for aged and invalid pensions, and if you had a baby you did not receive the baby bonus that was given to non-Indigenous mothers
- travel restrictions were often enforced on you
- you were excluded from military training
- you were not counted as a member of the Australian population in the census
- you had to get a 'Certificate of Exemption' to gain employment and sometimes allow your children into schools. Once you received a Certificate, you were not allowed to make contact with any other Aboriginal people, no matter their relationship to you (e.g. grandparent, parent, sibling).

Western Australian Senator Alexander Matheson was one of the strongest opponents of Indigenous Australians being given the right to vote (see Source 5).

Source 5

> We must take steps to prevent any Aboriginal from acquiring the right to vote. Surely it is absolutely repugnant to the greater number of the people of the Commonwealth that an Aboriginal man or Aboriginal lubra or gin [woman] – a horrible, degraded, dirty creature – should have the same rights that we have decided to give to our wives and daughters ... we have taken this country from the blacks, and made it a white man's country, and intend to keep it a white man's country ...
>
> *Western Australian Senator Alexander Matheson, Commonwealth Parliamentary Debates, Senate, 22 May 1901*

STRANGE BUT TRUE

In 1963, Liberal Prime Minister Robert Menzies broke the law. He was hosting a group of Indigenous Australian leaders and offered them alcoholic drinks. The Prime Minister was then told that offering the group alcohol had been against the law.

Segregation was another effective way to control Indigenous people and prevent them from fully participating in society. 'Colour bars' were rules that prevented Indigenous Australians from entering clubs, pubs, restaurants, theatres, public swimming pools or using public transport. Separate sections in theatres, separate wards in hospitals, and denial of school enrolment to Indigenous children were common, as was ensuring Indigenous people were not in town after sundown. This practice resulted in a form of **apartheid**.

apartheid
a system of racial segregation enforced in South Africa from 1948 to 1994; an Afrikaans word literally meaning 'the state of being apart'

For the first 30 years after Federation, segregation was applied quite consistently across the states and territories of Australia.

7.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. List some of the main ways in which Indigenous people were discriminated against in Australia from 1788 to the 1960s.
2. What were the features of the policy of assimilation?
3. Explain how segregation helped control Indigenous Australians.

APPLY AND ANALYSE

4. Explain how Source 5 is a good example of the need to study sources in their historical context.

EVALUATE AND CREATE

5. Create a visual presentation that explains the status of Indigenous people in Australia before 1945.

GO DEEPER

6. Conduct research to compare British policies for Indigenous peoples at the time when they made contact and established settlements in Australia and in New Zealand. How were they similar? How were they different?

7.3 INDIGENOUS PROTESTS

KEY CONTENT

In this topic you will:

- explain the purpose and significance of early twentieth-century Aboriginal activism, including the 1938 Day of Mourning protest.

SPOTLIGHT

RESEARCH

Research is the most basic tool of the historian and History student. You will be continually coming across terms and events you are unfamiliar with, such as 'Day of Mourning'. Research primary and secondary sources to help you understand both the context and meaning of those terms and events.

From the late nineteenth century, Indigenous Australians made repeated attempts to have their traditions and rights recognised. Many of the people who went on to become important figures in the struggle for Indigenous civil rights came from Reserves and Missions.

The Day of Mourning, 1938

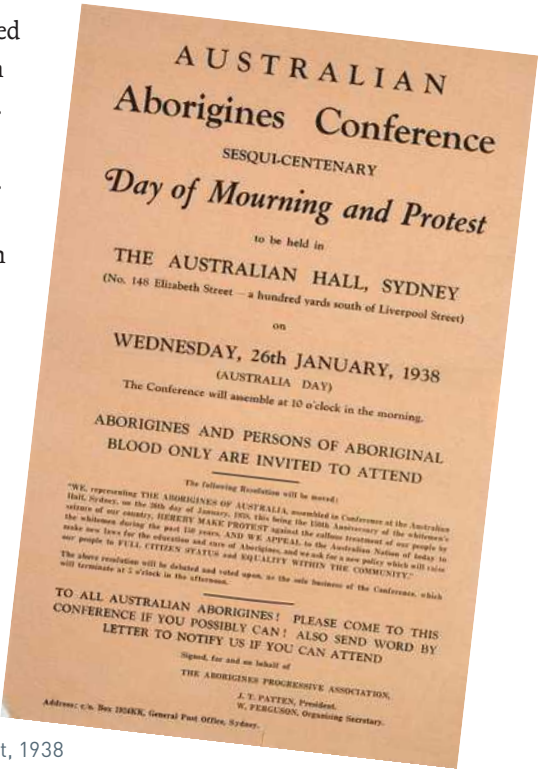
At the centenary (100th anniversary) of British colonisation in 1888, little attention was paid to Indigenous Australians during the celebrations. All colonies except South Australia proclaimed a public holiday known as 'Anniversary Day'. Indigenous Australians boycotted the celebrations, although very few people of European descent noticed. As we have seen, Indigenous Australians were excluded from public life and largely ignored.

When the sesquicentenary (150th anniversary) of British settlement took place in 1938, organised groups of Indigenous Australians decided to use the anniversary as a chance to make a point. The Australian Aborigines League (Victoria) and the Aborigines Progressive Association (New South Wales) had been petitioning for civil rights for Indigenous Australians. They refused to participate in the re-enactment of the First Fleet's landing at Farm Cove in Sydney, which was the focus of white celebrations. Instead, they marched to Sydney Town Hall in protest. They also held a meeting at the Australian Hall in Elizabeth Street that was open only to Indigenous people. The day's events were publicised as a Day of Mourning and Protest (see Source 7).

The Day of Mourning and Protest is remembered as one of the most historically significant events in the struggle for Indigenous civil rights in Australia. A manifesto (written declaration) titled *Aborigines Claim Citizen Rights* was distributed at the meeting. The manifesto opened with a declaration that, 'This festival of 150 years of so-called "progress" in Australia commemorates also 150 years of misery and degradation imposed on the original native inhabitants by white invaders of this country.' It was a powerful statement that introduced white Australians to an alternative view of their history. One of the protesters at the meeting, Jack Patten, delivered an address that marked a turning point in the fight for acceptance by Indigenous Australians (see Source 8). Patten would go on to be one of the most significant figures in this struggle.



Source 6 Jack Patten (right) at the Day of Mourning and Protest meeting in Sydney, 1938



AUSTRALIAN
Aborigines Conference
SESQUI-CENTENARY
Day of Mourning and Protest
to be held in
THE AUSTRALIAN HALL, SYDNEY
(No. 148 Elizabeth Street—a hundred yards south of Liverpool Street)
on
WEDNESDAY, 26th JANUARY, 1938
(AUSTRALIA DAY)
The Conference will assemble at 10 o'clock in the morning.
ABORIGINES AND PERSONS OF ABORIGINAL BLOOD ONLY ARE INVITED TO ATTEND
The following Resolution will be moved:
"WE, representing THE ABORIGINES OF AUSTRALIA, assembled in Conference at the Australian Hall, Sydney, on the 26th day of January, 1938, this being the 150th Anniversary of the whitemen's seizure of our country, HEREBY MAKE PROTEST against the callous treatment of our people by the whitemen during the past 150 years, AND WE APPEAL to the Australian Nation of to-day to make new laws for the education and care of Aborigines, and we ask for a new policy which will raise our people to FULL CITIZEN STATUS and EQUALITY WITHIN THE COMMUNITY."
The above resolution will be debated and voted upon, as the sole business of the Conference, which will terminate at 5 o'clock in the afternoon.
TO ALL AUSTRALIAN ABORIGINES! PLEASE COME TO THIS CONFERENCE IF YOU POSSIBLY CAN! ALSO SEND WORD BY LETTER TO NOTIFY US IF YOU CAN ATTEND
Signed, for and on behalf of
THE ABORIGINES PROGRESSIVE ASSOCIATION,
J. T. PATTEN, President.
W. FERGUSON, Organising Secretary.
Address: c/o. Box 1924KK, General Post Office, Sydney.

Source 7 Flyer advertising the Day of Mourning and Protest, 1938

7.3 SOURCE STUDY

The Day of Mourning and Protest

Source 8

> On this day the white people are rejoicing, but we, as Aborigines, have no reason to rejoice on Australia's 150th birthday. Our purpose in meeting today is to bring home to the white people of Australia the frightful conditions in which the native Aborigines of this continent live. This land belonged to our forefathers 150 years ago, but today we are pushed further and further into the background.
>
> The Aborigines Progressive Association has been formed to put before the white people the fact that Aborigines throughout Australia are literally being starved to death. We refuse to be pushed into the background. We have decided to make ourselves heard. White men pretend that the Australian Aboriginal is a low type, who cannot be bettered. Our reply to that is, 'Give us the chance!'
>
> We do not wish to be left behind in Australia's march to progress. We ask for full citizen rights, including old-age pensions, maternity bonus, relief work when unemployed, and the right to a full Australian education for our children. We do not wish to be herded like cattle and treated as a special class. As regards the Aborigines Protection Board of New South Wales, white people in the cities do not realise the terrible conditions of slavery under which our people live in the outback districts.
>
> I have unanswerable evidence that women of our race are forced to work in return for rations, without other payment. Is this not slavery? Do white Australians realise that there is actual slavery in this fair progressive Commonwealth? Yet such is the case.
>
> *Address delivered by Jack Patten, the President of the Aborigines Progressive Association, on the Day of Mourning (26 January 1938)*

INTERPRET

1. Read Jack Patten's Day of Mourning address (Source 8). What were some of the main concerns he was addressing? What was he asking for on behalf of Australia's Indigenous population?
2. How would you describe the mood of Patten's address? Does Source 7 reinforce this view or challenge it?
3. In 2020, Prime Minister Scott Morrison said Australia had never experienced slavery. How would Jack Patten have responded to that comment?

7.3 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What event was the focus of white celebrations for Australia's sesquicentenary? Who refused to participate in the celebrations?
2. Describe the action taken by the Australian Aborigines League (in Victoria) and the Aborigines Progressive Association (in New South Wales) on 26 January 1938.

APPLY AND ANALYSE

3. Conduct research on the life and achievements of Jack Patten. Summarise key biographical information and write a paragraph explaining his main contribution to the Indigenous civil rights movement in Australia.

GO DEEPER

4. Investigate the 1938 Day of Mourning. Explain how it helps you understand criticisms of Australia Day not being an inclusive event, and how the investigation helps you identify perspectives in History.
5. Investigate the Cummeragunja walk-off in 1939 and explain why it was a significant moment in the struggle for Indigenous rights and freedoms in Australia.

7.4 THE STOLEN GENERATIONS

KEY CONTENT

In this topic you will:

- using a range of sources, describe the experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families (Stolen Generations).

From the late 1910s to the 1970s, many thousands of Indigenous children were forcibly removed from their families and placed into state care and raised in Missions, Aboriginal Children's Homes or placed with white families. These children are now referred to as the **Stolen Generations**.

Stolen Generations
a term used to describe the children of Aboriginal and Torres Strait Islanders who were forcibly removed from their families by government officials and church missions in Australia and raised by white Australians; this practice was part of official government policy from around 1909 to 1969

Why were children removed from their families?

The same attitudes that state and federal authorities had when they officially adopted an assimilation policy in 1937 contributed to the forced removal of children from their families. This was the belief that if mixed-race children could be brought up in a 'white' community, their 'Aboriginality' could be overcome and their 'white' attributes would shine through. Unfortunately, these children often ended up being rejected by European communities and had difficulties re-connecting with their immediate and extended Aboriginal families and communities.

Full-blooded Indigenous children were also removed from their families and put into state-run institutions where they were prepared for unskilled and semi-skilled work. In New South Wales, for example, the Cootamundra Girls' Home trained girls to be domestic servants, and the Kinchela Boys' Home trained boys to work on farms and be labourers. Evidence has since emerged of severe abuse suffered by children in these homes.


Homes Are Sought For These Children

A GROUP OF TINY HALF-CASTE AND QUADROON CHILDREN at the Darwin half-caste home. The Minister for the Interior (Mr Perkins) recently appealed to charitable organisations in Melbourne and Sydney to find homes for the children and rescue them from becoming outcasts.

I like the little girl in centre of group, but if taken by anyone else, any of the others would do, as long as they are strong.

Source 9 A newspaper article seeking homes for children of mixed race. The handwriting on the article says: 'I like the little girl in centre of group, but if taken by anyone else, any of the others would do, as long as they are strong.'

THINK, PAIR, SHARE

Think about the perspectives of the children shown in Source 9, and the person who wrote on the newspaper article.

Discuss your ideas with your partner.

Share your thoughts with the class, and discuss whether one perspective is easier to empathise with than the other.

Bringing Them Home: Stories of the Stolen Generations

The Human Rights and Equal Opportunity Commission collected the stories of the Stolen Generations for the Commonwealth Parliament in 1997. Their report, called *Bringing Them Home*, revealed the hurt felt by the many Aboriginal people who were affected by this policy.

Debate about the Stolen Generations

The extent to which mixed-race Indigenous children were removed from their families has recently been a subject of debate. Some historians and commentators ask whether the experiences of the removed children are similar enough for them to be thought of as a single group. For example, some children were moved to attend secondary school because there were no school facilities close to their home. Other children, however, were taken from their families without any justification or reason.

When *Bringing Them Home* was released, other justifications were given. These included 'child protection', beliefs that Australia's Indigenous people would 'die out', and a desire to 'civilise' Indigenous children through their assimilation into white society. However, *Bringing Them Home* dealt with many of these questions and concluded that 'In contrast with the removal of non-Indigenous children, proof of "neglect" was not always required ... their Aboriginality would suffice.' A reading of government reports and books from the period, such as *Aboriginal Welfare: Initial Conference of Commonwealth and State Aboriginal Authorities* (see Sources 10 and 11) also indicate that race was the real reason for the removals.

7.4 SOURCE STUDY

Justifications for the Stolen Generations

Source 10

> A very unfortunate situation would arise if a large half-caste [mixed race] population breeding within themselves eventually arose in any of the Australian states. It seems to me that there can be only one satisfactory solution to the half-caste problem, and that is the ultimate absorption of these persons in the white population.
>
> *John Cleland, in* Aboriginal Welfare: Initial Conference of Commonwealth and State Aboriginal Authorities, *Commonwealth of Australia, 1937, p. 10*

Source 11

> If the coloured people of this country are to be absorbed into the general community they must be [at least able to] read, write and count, and know what wages they should get, and how to enter into an agreement with an employer ... Once that is accomplished there is no reason in the world why these coloured people should not be absorbed into the community. To achieve this end, however, we must have charge of the children at the age of six years; it is useless to wait until they are twelve or thirteen years of age. You cannot change a native after he has reached the age of puberty, but before that it is possible to mould him ... In Western Australia we have power under the act to take any child from its mother at any stage of its life, no matter whether the mother be legally married or not ... Although the children were illegitimate, the mothers were greatly attached to them, and did not wish to be parted from them. I adopted the practice of allowing the mothers to go to the institution with the children until they satisfied themselves that they were properly looked after. The mothers were then usually content to leave them there, and some eventually forgot all about them.
>
> *A.O. Neville, in* Aboriginal Welfare: Initial Conference of Commonwealth and State Aboriginal Authorities, *Commonwealth of Australia, 1937, p. 11*

INTERPRET

1 Examine Sources 10 and 11. What are the similarities in the viewpoints?
2 Outline how these two sources justify government approaches to Indigenous Australians. Outline how these two sources reflect government approaches to Indigenous Australians at that time.
3 How should historians approach these sources in any investigation of the Stolen Generations?

Experiences of the Stolen Generations

Source 12

It was winter 1957, seven o'clock in the morning. The sun was up and the sounds of birds drifted down into our small kitchen. My brother Lenny was sitting on the floor, eating toast; my brothers Murray and David and I, rubbing our eyes in a state of half sleep, were waiting for mum to smear Vegemite on our bread before we dressed for school. A routine day in the Simon household.

Someone rapped loudly on the door. My mother didn't answer it. We hadn't heard anyone come up the path. The knocking got louder, and finally my mother, who was reluctant to answer any callers when my father wasn't home, opened the door and exchanged words with three people. We strained to hear what they were saying. Three men then entered the room.

A man in a suit ordered my mother to pick up Lenny and give him to me. My mother started to scream. One of the policemen bent down and picked up my brother and handed him to me. My mother screamed and sobbed hysterically but the men took no notice, and forced my brothers and me into a car.

My mother ran out onto the road, fell on her knees and belted her fists into the bitumen as she screamed. We looked back as the car drove off to see her hammering her fists into the road, the tears streaming down her face ...

An extract from the account of Bill Simon, an Aboriginal man who was forcibly removed from his family when he was 10 years old

Source 13

Most of us girls were thinking white in the head but were feeling black inside. We weren't black or white. We were a very lonely, lost and sad displaced group of people. We were taught to think and act like a white person, but we didn't know how to think and act like an Aboriginal. We didn't know anything about our culture. We were completely brainwashed to think only like a white person. When they went to mix in white society, they found they were not accepted [because] they were Aboriginal. When they went and mixed with Aborigines, some found they couldn't identify with them either, because they had too much white ways in them. So that they were neither black nor white. They were simply a lost generation of children. I know. I was one of them.

Extract from Bringing Them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families, *April 1997, Human Rights and Equal Opportunity Commission*

INTERPRET

1 What do Sources 12 and 13 reveal about the experiences of the Stolen Generations?
2 Assess the value and limitations of these sources for anyone trying to understand the experiences of the Stolen Generations.
3 How do the perspectives in the Sources 12 and Source 13 differ from that of Source 14?
4 Consider Sources 10 to 13.
   a Who wrote or produced them? Identify and analyse the perspectives in each of these sources.
   b After examining these sources, explain whether you accept or reject the suggestion that the justifications given for the treatment of Indigenous Australians makes the experiences of the Stolen Generations understandable.



Source 14 Marita Ah Chee was taken from her family to Garden Point Mission on Melvin Island in 1947. After 13 years she came back to work as a nanny in Alice Springs and her Indigenous mother, having heard through the nuns that she was in Alice Springs, went 'doorknocking' until mother and daughter were finally reunited after 15 years.

SPOTLIGHT

EMPATHETIC UNDERSTANDING

Empathetic understanding requires you to understand another person's point of view. Sometimes that can be extremely challenging. Sources 10 and 11 reflect perspectives from 1937 that might appear out of step with modern values. Sources 12 and 13 reflect experiences that may be well outside your own. It is important to understand perspectives, values and experiences that challenge your own.

7.4 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What does the term 'Stolen Generations' refer to?
2 What type of evidence did the *Bringing Them Home* report rely on to establish the impact of government policies on Indigenous Australians?

APPLY AND ANALYSE

3 Identify people or groups of people who were involved in or affected by the practice of forcibly removing Indigenous children from their families and communities. These people may have been affected directly or indirectly. Describe the roles or positions that these people or groups held in society.
4 Of these groups and individuals, whose perspectives are ***not*** represented in Sources 10 to 13?
5 Conduct some research to locate additional primary source documents that help to illustrate the perspectives of these other groups or individuals. Identify and analyse these perspectives.

EVALUATE AND CREATE

6 The History syllabus describes empathetic understanding as *the capacity to enter into the world of the past from the point of view of a particular individual or group from that time, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.* Write an explanation showing how this topic on the Stolen Generations has helped your empathetic understanding.

GO DEEPER

7 Investigate the *Bringing Them Home* report. What was its purpose? What contribution to Australian history do you think it has made?

7B

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

» 5 marks = a paragraph.

Include historical terms and concepts and give detailed examples to show your understanding.

HOW HAVE INDIGENOUS PEOPLES IN AUSTRALIA STRUGGLED FOR RIGHTS AND FREEDOMS?

» Outline the rights and freedoms denied to Aboriginal and Torres Strait Islander peoples before 1965 and the role and policies of the Aboriginal Protection Board

1 Outline the rights and freedoms that were denied to Aboriginal and Torres Strait Islander peoples in Australia in the period before 1965. (3 marks)

2 Explain the role of the Aboriginal Protection Board. Outline its major policies in the period before 1965. (2 marks)

» Describe the effects of the assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander peoples

3 Describe the assimilation policy that was used towards Aboriginal and Torres Strait Islander peoples. (5 marks)

4 Describe the effects the assimilation policy had on the rights and freedoms of Aboriginal and Torres Strait Islander peoples. (5 marks)

» Explain the purpose and significance of early twentieth-century Aboriginal activism, including the 1938 Day of Mourning protest

5 Explain when and why Aboriginal and Torres Strait Islander people protested against government policies in the first half of the twentieth century. How significant were these protests? (5 marks)

» Using a range of sources, describe the experiences of Aboriginal and Torres Strait Islander people who were forcibly removed from their families (Stolen Generations)

6 Drawing on the accounts of the Stolen Generations, describe the experiences of Aboriginal and Torres Strait Islander people who were forcibly removed from their families. (5 marks)

Total marks [/25]



Source 15 Neville Austin received an apology from the government for being taken from his mother, Eileen Austin, whose portrait he holds.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Rich task
Open-ended inquiry task to engage students and develop their historical skills

7C HOW DID THE US CIVIL RIGHTS MOVEMENT INFLUENCE AUSTRALIAN CAMPAIGNS AND LEAD TO SIGNIFICANT ACHIEVEMENTS?

7.5 THE US CIVIL RIGHTS MOVEMENT

KEY CONTENT

In this topic you will:

- outline the aims and methods of the US civil rights movement.

SPOTLIGHT

EXPLANATION AND COMMUNICATION

As we have seen earlier with Indigenous Australians, language use changes across time. The term 'African American' to describe Black Americans is falling out of use, just as the term 'Negro' did before it. This section will use the term 'Black' to describe those Americans, in keeping with the language the community itself currently favours.

For many years, when historians studied the growth of political activism and protest by Indigenous Australians, they compared it with the struggle for rights and freedoms by Black Americans in the United States in the 1950s and 1960s. Comparisons were generally made with the US civil rights movement and Martin Luther King Jr. However, influences from the United States go back much further, to the 1920s, when the Black American leader Marcus Garvey organised the Universal Negro Improvement Association. Garvey was a controversial and charismatic figure. His calls for Black American cultural and racial pride had an impact on Indigenous Australian leaders such as Fred Maynard, founder of the Australian Aboriginal Progressive Association.

Garvey's claim that 'a people without the knowledge of their past history, origins, and culture is like a tree without roots' was supported by Maynard, who opposed assimilation. Like Garvey, Maynard called for self-determination for Indigenous peoples in Australia; in other words, greater control of their own affairs.



Source 1 Marcus Garvey

SPOTLIGHT

SIGNIFICANCE

Significance can be contested. White Americans see the Emancipation Proclamation and 13th Amendment as significant steps towards equality, while for Black Americans they were merely stepping stones along a very long path towards the achievement of equality.

Background to the struggle for rights and freedoms for Black Americans

In the United States, slavery had ended in 1863 with the Emancipation Proclamation during the American Civil War and with the 13th Amendment to the US Constitution in 1865. However, segregation and discrimination were still features of life for Black Americans for many years afterwards. They were denied the same opportunities in employment, housing, health and education as those enjoyed by white citizens.

In some US states, there were also obstacles set by authorities to stop Black Americans from voting. Many Black Americans therefore found the process of voting difficult if not impossible. Most notable was the poll tax, requiring citizens to pay a fee to register to vote. The tax was imposed in southern states, where a significant proportion of Black Americans lived. This tax made it difficult for poorer Black Americans (as well as poorer whites) to vote.

Violence against Black Americans was also common in the South. The racist and terrorist organisation known as the Ku Klux Klan (KKK), which appeared just after the Civil War, had significant influence on race relations in the United States. There was a major revival of the Klan and its influence during the 1920s. Attacks by the KKK against Black Americans took the forms of beatings and general intimidation. The worst forms of violence were lynchings – 'mob justice', where white groups simply hanged or otherwise killed Black American people thought to have been guilty of 'crimes' against whites (see Source 2).

During World War II, many Black men served in the war and many died for their country. This, combined with the evidence of the crimes by the Nazis in the name of white racial supremacy, contributed to changes in the civil rights of Black people after the war. It was felt that they could no longer be denied their rightful place in their country and armed services. The segregation of Black and white soldiers in the US army was officially abolished by President Harry Truman in 1948.

In the southern states, segregation of the races had been legally enforced since the American Civil War ended in 1865. Following the action to end segregation in the US army, the US Supreme Court began to rule against segregation generally. In 1954, the Supreme Court ruled that segregation in US schools was unconstitutional. This meant that it was illegal under US law to have separate schools for people based on the colour of their skin. This ruling became famous as the *Brown vs the Board of Education* ruling. Even so, state governments, particularly in the South, continued to resist federal changes to the law.

SEE, THINK, WONDER

Look at Source 2.

What do you see?

What do you think?

What does it make you wonder?



Source 2 Violence against Black Americans was common in the southern states of the USA, including lynchings.

Civil disobedience

Despite the steps taken by the US government against segregation, many Black Americans were still frustrated by the slow pace of change. From the 1950s, many began to find new ways to fight for equality. As well as legal action, activists started to use 'civil disobedience' to change attitudes and draw attention to their cause. Civil disobedience was the use of non-violent protest, such as marches, sit-ins and the refusal to respect unfair laws.

The 'Little Rock Nine'

In 1957, the National Association for the Advancement of Colored People (NAACP) decided that the Supreme Court's decision to end segregation in schools had to be implemented. They decided that Central High School in Little Rock, Arkansas, would be the place. Nine Black American students were enrolled in this previously white-only school. The Governor of Arkansas, Orval Faubus, fought against the integration of Black and white students and used the Arkansas National Guard (a state military reserve force) to physically prevent the nine Black American students from entering the school grounds. These students were also faced with death threats and protests by white people.

Dr Martin Luther King wrote to US President Dwight Eisenhower calling on him to uphold the Supreme Court's decision. Eisenhower agreed and sent in the 101st Airborne (an elite military division) to protect the students and ensure that they were allowed to enter the school. The Central High School is now a museum celebrating the US civil rights movement.

SPOTLIGHT

ANALYSIS AND USE OF SOURCES

It is always important to understand the context of sources. Examine Source 3, and think about the questions historians need to ask to ensure that they are able to effectively analyse the source and decide how it could be useful to their research.

7.5 SOURCE STUDY

The 'Little Rock Nine'



Source 3 A photograph outside the Central High School in Little Rock, Arkansas, shows 15-year-old Elizabeth Eckford entering the school while 17-year-old Hazel Bryan (directly behind her) yells in protest. The image was widely publicised and the two girls became symbols of the struggle for, and opposition to, civil rights for Black Americans. In later years, the two women became friends and visited schools together to speak about civil rights.



Source 4 The 'Little Rock Nine' being escorted by troops to class at Central High School, Little Rock

INTERPRET

1 Closely examine Source 3.
   - **a** Explain how this image of the two students who are the focus of the photo helps you explain different perspectives towards an issue.
   - **b** How does the caption change your understanding?
2 How does Source 4 help you understand the difficulties Black American students faced in attending previously all-white schools?
3 Explain how these sources contribute to your understanding of the problems civil rights activists faced in enforcing the decision of American courts.

STRANGE BUT TRUE

One of the more extreme examples of segregation was using separate Bibles for Black people and white people when they took an oath in court in the southern state of Georgia. Also, up until the 1940s, the American Red Cross kept separate blood for Black people and white people, although there is no difference in blood types between them.

Bus boycotts

A famous example of civil disobedience was the action of Rosa Parks and the Montgomery Bus Boycott that followed. At the time, Black Americans were expected to ride in the back of the bus and sit in seats set aside for them. In 1955, in Montgomery, Alabama, Rosa Parks refused to move from her seat on a crowded bus when ordered by the bus driver to give it to a white man. She was arrested by police and charged with disorderly conduct and breaking local laws. When Rosa Parks was convicted, Black American leaders organised a boycott of the Montgomery bus service. This meant that Black Americans in Montgomery stopped using the buses in protest.



Source 5 Rosa Parks



Source 6 Claudette Colvin

The boycott was immensely successful, lasting for over a year and reducing the bus company's income by as much as four-fifths. In 1956, Montgomery was forced to stop segregating its buses. One of the key figures of the US civil rights movement involved in the Montgomery Bus Boycott was Dr Martin Luther King.

Rosa Parks was not the first Black American woman to defy bus segregation in this way. Nine months before, a 15-year-old schoolgirl named Claudette Colvin was arrested for refusing to give up her seat for a white woman and move to the back of the bus. Rosa Parks was remembered and became the symbol of the civil rights cause because Black American leaders felt that, as an adult, whose skin was not too dark, she was more likely to elicit sympathy as a symbol for the cause.



Source 7 A separate waiting area for Black Americans at a bus station in the United States, 1960s

The Freedom Rides, 1961

The Freedom Rides were a significant example of civil disobedience. In 1960, the US Supreme Court passed laws to end racial discrimination on public transport. From 1961, white and Black students travelled through cities and towns in the South to challenge local laws that still enforced segregation.

The first group of Freedom Riders were seven Black and six white Americans who boarded public buses from Washington to the southern states of Virginia, North Carolina, South Carolina, Georgia, Alabama, Mississippi and Louisiana. The riders' strategy was a simple one: they would sit side by side, Black and white, and at least one Black rider would sit in the front section, previously reserved for white passengers. They ate in restaurants together and ignored segregation signs when using toilets and drinking fountains.

The Freedom Riders' journeys were interrupted by frequent mob attacks, usually organised by the KKK. They were also arrested by southern law enforcement officers on various charges and placed in jails. When the county jails were full, a number of Freedom Riders were transferred to maximum-security jails where they were denied their basic rights.

The riders also faced difficulty seeking medical treatment after their frequent beatings by the mobs and law enforcement officers. This racist brutality was one of the reasons that many other Freedom Riders joined the campaign over the course of the summer of 1961. After pressure from Dr Martin Luther King and other leading activists, Attorney-General Robert Kennedy intervened. In September 1961, he insisted that states comply with federal desegregation laws. He used his federal powers to send in 600 armed marshals, who used tear gas to disperse white mobs, as he would again in 1962, when he sent thousands of federal troops to support Black American student James Meredith who was attempting to become the first Black American student at the University of Mississippi.



Source 8 Freedom Riders sitting on board an interstate bus escorted by members of the Mississippi National Guard

The 'March on Washington'

The success of civil disobedience campaigns, largely due to the courage of ordinary US citizens, also helped to make leaders such as Martin Luther King household names. In 1963, King helped organise a march of about 250 000 people in support of civil rights, and demanding an end to segregation. At the 'March on Washington', on 28 August 1963, King gave his 'I have a dream' speech, urging the American people and their lawmakers to put an end to racial discrimination.

After the assassination of President John F. Kennedy, who had slowly come around to the idea of supporting civil rights, President Lyndon Johnson signed the *Civil Rights Act* in 1964. This was a turning point in the civil rights movement, extending the rights of Black Americans by prohibiting discrimination when they buy or rent housing.

STRANGE BUT TRUE

Once in jail, the Freedom Riders would sing freedom songs as a continued protest and, in some cases, were released simply because the police could not stand the singing.



Source 9 Martin Luther King addresses the crowd gathered for the 'March on Washington' in 1963 in support of civil rights for Black Americans.

7.5 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What was the *Brown vs Board of Education* case? Why was it so significant for civil rights in the United States?
2. Explain what the Freedom Riders hoped to achieve, and explain the methods they used.
3. Why would state governors in the South be upset by Federal Attorney General Robert Kennedy sending federal troops into their states to support civil rights?

APPLY AND ANALYSE

4. Research the song 'Strange Fruit' by Billie Holiday. Read the lyrics and explain them in relation to Source 2.
5. Investigate other examples of civil disobedience in segregated places such as cafeterias, libraries and cinemas. Use sources to describe the responses of white Americans to these actions.
6. Find sources to create a presentation about key events and achievements during the leadership of Martin Luther King. How is his role in the struggle for rights and freedoms recognised in the United States today?

EVALUATE AND CREATE

7. Investigate how the murder in 1955 of Emmett Till, a 14-year-old Black American boy, became a major turning point in the US civil rights movement.
   - **a** Use information and sources to write a newspaper article about the circumstances of his death and the subsequent trial of two white men.
   - **b** Describe the major developments in US civil rights that came from the momentum generated by the public reaction to his case.
   - **c** Listen to or find the lyrics of the Bob Dylan song 'The Death of Emmett Till' and identify Dylan's view of the death of Emmett Till. Based on your research, argue for or against the historical accuracy of the song.

GO DEEPER

8. Investigate the life and achievements of Marcus Garvey and Fred Maynard. Write a summary of their views and contributions in the struggle for rights and freedoms for Black Americans and Indigenous Australians.

7.6 AUSTRALIA'S CIVIL RIGHTS MOVEMENT: SIGNIFICANT INDIVIDUALS AND EVENTS

KEY CONTENT

In this topic you will:

- explain how the Freedom Rides in the US inspired civil rights campaigners in Australia
- outline common methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples
- discuss the impact of the NSW Freedom Ride on the civil rights of Aboriginal and Torres Strait Islander peoples
- investigate and explain the role of one individual or group in the struggle for Aboriginal and Torres Strait Islander peoples' rights and freedoms.

By the 1960s, some improvements in the rights of Indigenous Australians had been made through legislative changes:

- In 1959, the government had agreed to provide welfare payments to Indigenous Australians under the *Social Services Act*, though the Act required that these payments be paid to a third party.
- In 1962, all Indigenous Australians were given the right to vote in federal elections.
- In the 1967 referendum, Australians voted in support of changing the Constitution to allow Indigenous Australians to be included in the census.
- In 1968, Indigenous people were granted equal pay with other Australians. Unfortunately this had some unintended consequences. Until that time, most Indigenous workers had only been receiving half the minimum wage paid to non-Indigenous Australians. In some areas, particularly in farming communities, some Indigenous Australians were sacked because their employers could not afford to pay the higher wages.

Despite these changes, racist attitudes were still common in society, and Indigenous Australians had a life expectancy almost 20 years less than non-Indigenous Australians.

The success of the US civil rights movement inspired many non-Indigenous Australians to fight for greater equality for Indigenous Australians. As in the United States, the small steps of some brave individuals created a momentum for genuine change.

The Australian Freedom Rides

Indigenous Australian leaders adopted the 'freedom rides' tactic used by the US civil rights movement. Like their American counterparts, Indigenous and non-Indigenous students travelled in buses around New South Wales. They left Sydney on 12 February 1965 and headed initially for Wellington and Gulargambone and then on to Walgett and Moree. They wanted to show that, in some towns, Indigenous people were refused entry to pubs, Returned and Services League (RSL) clubs and public swimming pools.

The Freedom Riders exposed the racism and the contradictions in the state. In Moree, for example, Indigenous Australian children were allowed in the public swimming pool for school sport and swimming carnivals. Once the school group left, however, they were not allowed back into the pool, but their non-Indigenous schoolmates were. The local council claimed that it was a health issue.

STRANGE BUT TRUE

In Bowraville, the focus of the Australian Freedom Ride was the local cinema. The owner of the cinema later closed the business rather than give in to desegregation.

SPOTLIGHT

EXPLANATION AND COMMUNICATION

As a History student you need to communicate your historical understanding, and you may choose the most effective method of communication. Reflect on which method you think would be most effective to communicate your understanding of the similarities and differences between the American and Australian Freedom Rides.



Source 10 University students from the group Student Action for Aborigines took part in the Freedom Rides in country NSW in 1965.

The Freedom Riders upset the locals and even encountered violence because of the negative attention that came with the protests, the reporters and TV cameras. However, the Australian Freedom Riders succeeded in highlighting everyday practices of racial discrimination against Indigenous people in parts of rural Australia. What began as a kind of fact-checking mission by the Australian Freedom Riders ended as a genuine protest against segregation. Many of the protesters were students from the University of Sydney. One of the student leaders of this group was Charles Perkins, who would go on to become a central figure in the civil rights movement in Australia. These students were encouraged and supported by key Aboriginal leaders, such as Pearl Gibbs, Jack Patten and Jack Ferguson.

7.6A SOURCE STUDY

Australia's Freedom Rides, 1965

Source 11

By the mid-1960s, many Aboriginal people were demanding a change. They wanted recognition, respect and genuinely equal treatment, with full access to decent housing, jobs, education and community facilities. They also wanted to retain their identity as Aboriginal people, with a strong system of kinship and connection to their own country...

During 1964 there was increasing student activity on issues of racial equality, such as a massive demonstration in support of African-American civil rights. Stung by an observer's query about why they were focusing their attention on this cause when there was similar prejudice at home, the students discussed how best to support Aboriginal people and oppose racism. They decided to hold a Freedom Ride, modelled on the successful 1961 Freedom Rides in the United States, to visit country towns known as hotspots of discriminatory behaviour.

[After the Freedom Rides] ... The Moree and Kempsey pools were desegregated, and so too (eventually) was the Walgett RSL Club. Charles Perkins became a well-known Aboriginal leader, and student support for Indigenous rights continued to grow. Many other campaigns followed, such as 'Vote Yes' during the 1967 Referendum, wage equality for pastoral workers and campaigns for land rights. The aftershocks continue to this day.

Freedom Riders: Art and activism 1960s to now, *University Art Gallery, The University of Sydney 2011, p. 7*

INTERPRET

1 According to Source 11, what were the aims of the Indigenous rights movement?
2 What inspired the student group to hold a Freedom Ride?
3 What was the impact of the Freedom Ride for the civil rights of Indigenous peoples?



Source 12 The route taken by the Australian Freedom Riders



Source 13 Charles Perkins

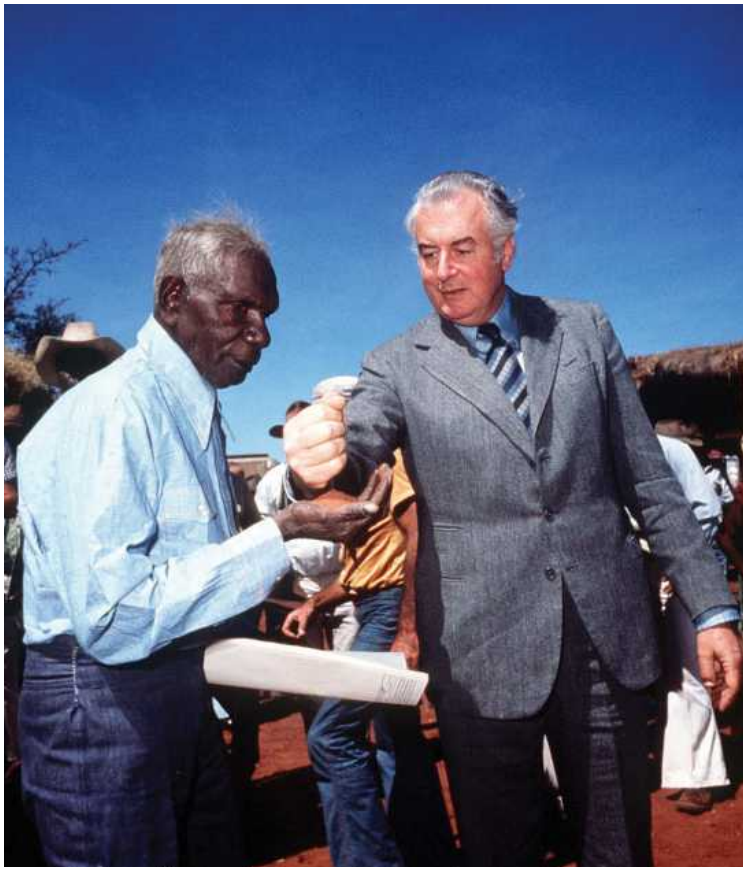


Source 14 Freedom Riders protesting outside the RSL Club in Walgett

The Wave Hill walk-off

Arguably, one of the most significant turning points in the struggle for Indigenous rights was the Wave Hill Station walk-off on 23 August 1966. At this time Wave Hill Station, a large farming and cattle property in the Northern Territory, employed many Indigenous workers, mainly Gurindji people. Working and living conditions for these workers were very poor and wages were not equal to those paid to non-Indigenous employees.

An attempt to introduce equal wages for Indigenous workers was made in 1965, but in March 1966 the government body set up to rule on the matter decided to delay the payment of award wages to Indigenous men in the cattle industry until 1968. In protest, Vincent Lingiari (a Gurindji spokesman) led a walk-off of 200 Indigenous stockmen, house servants, and their families from Wave Hill in August 1966.



Source 15 Vincent Lingiari and Gough Whitlam, 1975

The walk-off highlighted the discrimination that was a part of Australian society. But it also brought attention to the issue that would become central to claims by Indigenous Australians for the next two generations – land rights. Vincent Lingiari quickly ensured that the Wave Hill protest had a more fundamental goal: the return of traditional lands to the Gurindji. Lingiari and other Gurindji leaders petitioned the Governor-General in 1967, arguing that morally the land was theirs and should be returned to them. This claim was refused by the Governor-General.

The walk-off finally ended in 1973, and in 1975 one of the decisive moments in Indigenous Australian history took place. Prime Minister Gough Whitlam symbolically poured earth into Vincent Lingiari's hand as he handed over 3300 square kilometres of land to the Gurindji people (see Source 15). The *Aboriginal Land Rights (Northern Territory) Act 1976* granted the Gurindji and other Indigenous Tribes in the Northern Territory title to some of their traditional land. For the first time, a specific group of Indigenous Australians had recognition of their connection to their land.

The 1967 referendum

In 1967, the Liberal government of Harold Holt had rejected the land rights claim of the Gurindji people at Wave Hill in the Northern Territory. However, Holt recognised that there were inequalities that had to be dealt with. He therefore called a referendum to make changes to the Australian Constitution that would allow Indigenous Australians to be counted in the Australian census.

The referendum would also allow the federal government to legislate for Indigenous Australians, rather than leaving this to different state governments. At the time, differing state laws created confusion. For instance, Indigenous Australians who were acting within the law in New South Wales could be arrested for doing the same thing in Queensland.

All major political parties and the churches supported the proposal. The referendum was overwhelmingly passed in all six states, with more than 90 per cent of Australians agreeing to the proposal.

Historians have suggested that many people voted 'yes' because they believed that resources for Indigenous Australians, including welfare, would be more readily available if delivered by the Commonwealth. Other people may have simply thought it was fair that Indigenous Australians be counted as human beings in the Commonwealth of Australia. Contrary to popular belief, this referendum did not 'give Indigenous Australians the vote'. That right had already been granted in all states by an Act of Parliament in 1962. In fact, between 8000 and 10 000 Indigenous Australians voted in the referendum.

In spite of the overwhelming 'yes' vote, many challenges remained. The problems of land rights and the Stolen Generations were still unresolved. Indigenous Australian people continued to endure inadequate access to health services and education.

Source 16 Results of the 1967 referendum by state

State	Yes		No		Informal (spoiled and not counted)
	votes	%	votes	%	
New South Wales	1 949 036	91.46	182 010	8.54	3 461
Victoria	1 525 026	94.68	85 611	5.32	19 957
Queensland	748 612	89.21	90 587	10.79	9 529
South Australia	473 440	86.26	75 383	13.74	12 021
Western Australia	319 823	80.95	75 282	19.05	10 561
Tasmania	167 176	90.21	18 134	9.79	3 935
TOTAL COMMONWEALTH	5 183 113	90.77	527 007	9.23	59 464



Source 17 An Aboriginal woman casts her vote at a Sydney polling booth during the 1967 referendum.

7.6B SOURCE STUDY

The 1967 Referendum

Source 18

> 51. The Parliament shall, subject to this Constitution, have power to make laws for the peace, order, and good government of the Commonwealth with respect to:
>
> (xxvi.) The people of any race, **other than the aboriginal people in any State,** for whom it is deemed necessary to make special laws.
>
> **127. In reckoning the numbers of the people of the Commonwealth, or of a State or other part of the Commonwealth, aboriginal natives shall not be counted.**

INTERPRET

1 The 1967 Referendum proposed to delete the words bolded in the sections of the Constitution shown in Source 18.
   - **a** Discuss why the original wording was included in these phrases. What does it tell us about Australian government attitudes to Indigenous people?
   - **b** What implications did the inclusion of these phrases have for Indigenous Australians?
   - **c** What did the removal of these phrases open the way for?

2 How could the signs shown in Source 19 have influenced non-Indigenous Australians to support the referendum?



Source 19 Campaigning for 'yes' in the 1967 Referendum included traditional poster and newspaper campaigns, as well as a television debate, with 87 per cent of households owning a television in that year.

7.6 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Identify the rights and freedoms obtained by Indigenous Australians in each of the following years: 1959, 1962, 1967, 1968, 1975.

2 Describe the aims and achievements of the Australian Freedom Ride.

3 What was the Wave Hill walk-off? Explain its significance in the struggles for rights and freedoms by Indigenous Australians.

APPLY AND ANALYSE

4 Charles Perkins was the one of the first Aboriginal people to graduate from an Australian university. A former professional soccer player, he was also the first Indigenous Australian to head a government department. Conduct research to prepare a presentation about Charles Perkins, including the following aspects of his life and achievements.
   - **a** What was Perkins' childhood like and how did this motivate his later activism?
   - **b** What were some of his sporting and academic achievements?
   - **c** What was the Australian Freedom Ride and what was Perkins's role in it?
   - **d** Assess the role that Perkins played in improving life for Indigenous people in Australia.

EVALUATE AND CREATE

5 **a** Use Source 12 to identify the towns of Walgett, Moree and Kempsey.
   - **b** Conduct research on the activities and focus of the Freedom Riders in these towns. Use the information to create a video or written diary of the events in one of these towns from the perspective of an Indigenous local resident and from the perspective of a non-Indigenous local resident.

GO DEEPER

6 Listen to the songs inspired by Vincent Lingiari and the Gurindji walk-off: 'The Gurindji Blues' by Ted Egan and 'From Little Things Big Things Grow' by Kev Carmody and Paul Kelly. Write a short paragraph to explain why these songs are useful historical sources.

7.7 LAND RIGHTS

KEY CONTENT

In this topic you will:

- outline the background, aims and significance of key developments in Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms
- outline common methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples
- investigate and explain the role of one individual or group in the struggle for Aboriginal and Torres Strait Islander peoples' rights and freedoms.

SPOTLIGHT

CONTINUITY AND CHANGE

The struggle for Indigenous Australian land rights for has been a continuity in contemporary Australian history. Historians have to make important decisions when examining continuities and changes. In this particular area it is important for historians to determine a clear context by establishing the time period they will be examining and commenting on.

The Indigenous struggle for land rights has a long history in Australia. The concept of *Terra Nullius* that was established at the time of British settlement ensured that there would be no recognition of Indigenous land rights. The 'frontiers' of British settlement continued to expand onto Indigenous land throughout the nineteenth century, almost without restriction.

Early European farmers leased large amounts of land, including traditional Indigenous land, from the Crown (British Government). The occupation of the land by non-Indigenous people was equated with ownership. This situation was challenged from time to time. From the 1840s, the British Colonial Office wanted the Australian colonies to give formal recognition to native title and to grant rights for Indigenous Australians to share rural lands. Farmers and their allies rejected this. In the 1870s, Indigenous groups in parts of New South Wales petitioned for their right to own farming land.

The *Aboriginal Land Rights Act 1976*

The 1970s offered some hope for activists. The Whitlam government was elected in 1972, and announced that Indigenous peoples would be **self-determining**. This meant that Indigenous people could best determine what happened to themselves and their lands. This approach put an end to applications for mining licences on Commonwealth Aboriginal Reserves – but only for a short time.

self-determination
the right of people to control and govern their own needs and futures

This landmark piece of legislation was introduced by the Whitlam government, then supported and passed in 1976 under the Fraser government. The Act officially granted land title to the Gurindji and other Nations/Clans in the Northern Territory, and represented the beginning of a powerful shift in the Indigenous rights movement. While it provided some hope, Indigenous leaders knew they still had a long way to go. State governments continued to negotiate directly with mining companies to grant leases without consulting traditional land owners. Although the civil rights movement and land rights campaigns of the 1960s and 1970s had laid the basis for great change, many issues remained unresolved.

Source 20 The Tent Embassy in 1972



Tent Embassy

Before Whitlam's election, an Aboriginal Tent Embassy was established on the lawn in front of the Australian Parliament in 1972. The embassy started as just a beach umbrella, but ultimately became a collection of tents and shacks. Key figures of the embassy, including Roberta (Bobbi) Sykes, Gary Foley and Michael Anderson, established the Tent Embassy in the middle of the night on Australia Day in 1972.

STRANGE BUT TRUE

The Tent Embassy was first established by four protesters who planted a beach umbrella on the lawns outside Parliament House. It was called an embassy because of the idea that as Indigenous people had no rights to their own land, they were 'aliens' and therefore needed an embassy.

The embassy was created in response to the slow progress being made on Indigenous land rights, and in particular to a court decision allowing mining on Indigenous land. The embassy leaders had a list of practical demands that they wanted to negotiate. These included:

- legal and title rights to land currently being mined
- the preservation of all sacred sites
- compensation for lands not returnable – a $6 billion down payment and an annual percentage of gross national income.

The demands were rejected and the police removed the tents and arrested a number of activists. Over the next five years, the embassy was erected, demolished and re-erected several times, until Charles Perkins negotiated its temporary removal on the promise of action on land rights. Whitlam established a formal bureau to support Indigenous welfare and land rights claims and, as discussed earlier, the *Aboriginal Land Rights Act* was passed in 1976.

The Tent Embassy was re-established on the grounds of Old Parliament House in 1992. It is still there, where it continues to remind the nation of the ongoing issues relating to **reconciliation**. The Australian Government does not officially recognise the Tent Embassy as an embassy.

reconciliation
the act of coming to an agreement after a quarrel; in Australia the term is used to refer to the bringing together of Indigenous and non-Indigenous Australians; reconciliation is a process that involves working to overcome past divisions and address inequalities between Indigenous and non-Indigenous Australians

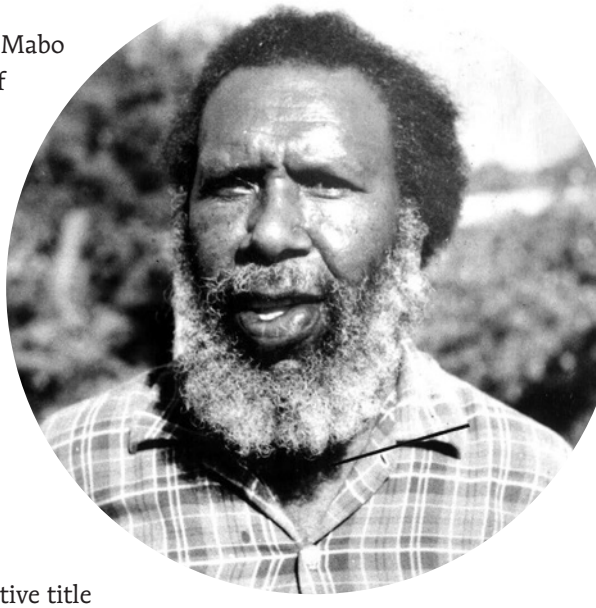


Source 21 The Australian Aboriginal flag was designed in 1971 by artist Harold Thomas, and flown at the Tent Embassy in 1972.

Mabo decision and *Native Title Act*

In June 1992, a group of Torres Strait Islander people, led by activist Eddie Mabo, won a historic land rights case in the High Court of Australia. The judgement meant that the Islanders had a right to their traditional land because they had been the original owners before European settlement. The court ruled that native title may apply to all claims to land that had not been sold or given away. In other words, the ruling applied to all Crown land (land considered to belong to the state). The ruling stated that 'there may be other areas of Australia where an Aboriginal people maintaining their identity and their customs are entitled to enjoy their native title'. In other words, the High Court's decision on the Mabo case overturned the principle of *Terra Nullius*.

In December 1993, the government passed the *Native Title Act* to place the Mabo decision in Australian law. The *Native Title Act* also addressed some concerns of non-Indigenous Australians who felt their ownership of property could be challenged as a result. It did this by confirming land ownership for those who had purchased property. It also declared that future native title claimants must prove that Indigenous people had an unbroken link with the land in question. The federal government established a National Native Title Tribunal and developed a research process that was necessary before a native title application could be made. This was done to reassure groups such as landowners and miners who feared that their titles or claims might be taken from them. Unfortunately, for many Indigenous claimants it can take decades to work through the process, with little progress for them.



Source 22 Eddie Mabo on Mer Island

The Wik decision

In 1996, the High Court of Australia decision in the Wik case stated that native title could exist alongside pastoral leases. Pastoral leases allow Crown land to be used by farmers and graziers but do not grant them sole tenure. These leases account for 42 per cent of the Australian land mass, so it was a major issue in the land rights campaigns.

The Wik people of Cape York argued in court that native title could exist at the same time as a pastoral lease. The court agreed but stressed that pastoralists' rights should come before Indigenous rights. The court pointed out that pastoralists had the exclusive right to pasture but not exclusive rights to the ownership of the land. Because of criticism and concern expressed by pastoralists and conservative leaders, the Howard government introduced a Native Title Amendment Bill in 1997. This legislation effectively ended native title, not only on pastoral land but also on most other Crown land. The United Nations Committee for the Elimination of Racial Discrimination demanded that Australia explain its stance. Australia was the first Western nation to have to explain its human rights position to this UN committee.



Source 23 The Mabo land rights cheque is received by Betwel, Bonita and Meleta Mabo, 1993.

7.7 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Who were the prime ministers responsible for the *Aboriginal Land Rights Act 1976*? What did this Act mean for Indigenous people?
2. What was the purpose of the Tent Embassy? List the key demands.
3. What was the Mabo ruling and what did it mean for Indigenous peoples?
4. What was the High Court's ruling in the Wik case?
5. Why was the Australian government asked to explain their actions to the United Nations Committee for the Elimination of Racial Discrimination?

EVALUATE AND CREATE

6. Create a visual representation that could explain why Indigenous Australians were so positive about the Mabo Decision.

GO DEEPER

7. Find out what the symbols and colours on the Aboriginal flag represent, and create a visual presentation to explain this information. Investigate the copyright of the Aboriginal flag, and discuss what you believe would be an appropriate solution to the controversy over the clothing copyright for the flag that took place in June 2019.

7.8 TOWARDS RECONCILIATION

KEY CONTENT

In this topic you will:

- outline the background, aims and significance of key developments in Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms
- outline common methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples
- investigate and explain the role of one individual or group in the struggle for Aboriginal and Torres Strait Islander peoples' rights and freedoms.

reconciliation
the act of coming to an agreement after a quarrel; in Australia the term is used to refer to the bringing together of Indigenous and non-Indigenous Australians; reconciliation is a process that involves working to overcome past divisions and address inequalities between Indigenous and non-Indigenous Australians

An Australian local government website describes **reconciliation** in this way: '*Reconciliation is about unity and respect between Aboriginal and Torres Strait Islanders and non-Indigenous Australians. It is about respect for Aboriginal and Torres Strait Islander heritage and valuing justice and equity for all Australians.*'

Reconciliation is not a single event that has been or will be completed. It is a continuing process that is reflected in the common objectives of most Australians.

Some of the key events that we have discussed – the acceptance of the 1967 referendum, the move towards land rights in the mid-1970s and the passage of the *Aboriginal Land Rights Act 1976* – were seen as steps towards genuine reconciliation. They paved the way for more organised and consistent efforts to acknowledge the wrongs committed by governments and individuals against Indigenous peoples in the past. These include the following:



Source 24 Celebrations at the ceremony to return Uluru to the traditional Anangu owners in 1985. On the left is the Governor-General, Sir Ninian Stephen, and on the right is the Minister for Aboriginal Affairs, Clyde Holding.

- Ayers Rock was returned to its original owners by the Hawke government in 1985 and regained its traditional name – Uluru. From 2019 the Anangu had the authority to ban climbing on Uluru under Tjukurpa (Anangu law and culture).
- The *Aboriginal and Torres Strait Islander Commission Act 1989* was passed by Parliament. Its objectives were designed to ensure full participation by Indigenous people in decision making.
- The Aboriginal and Torres Strait Islander Commission (ATSIC) was established under the Hawke government in 1990.
- The Council for Aboriginal Reconciliation was formed in 1991, with the purpose of creating harmony and reconciliation between Indigenous and non-Indigenous Australians.
- The Mabo case in 1992 and the Wik decision were historic developments that had profound impacts on all Australians.

The Aboriginal and Torres Strait Islander Commission (ATSIC)

The Aboriginal and Torres Strait Islander Commission (ATSIC) was established in 1990. It was a group of people elected by Indigenous Australians and designed to be an organisation through which all Indigenous Australians could be formally involved in government processes. It was also seen as a first step towards self-determination, when Indigenous people could take control of their own affairs.

ATSIC was to have both representative and executive roles, with 35 regional offices and a budget. The Hawke government saw it as an important vehicle for managing Indigenous affairs.

In the early years of the twenty-first century, however, there was government criticism about what was seen as a lack of achievements by ATSIC for Indigenous communities. Some felt that there were problems with the structure of ATSIC and that the Western democratic process did not work well with traditional Indigenous values, where family group relationships are most important.

Lowitja O'Donoghue, first chairperson of ATSIC (see Source 26), described the problems this way: 'You elect your own mob [and they] vote for funding for their own mob rather than those who have the greater need … What I've always said is, "We're dealing here with taxpayers' money. This is a white fella organisation, not a black fella one. And so we've got to operate in a different way." That's the dilemma.'

Many felt that lack of funding and no responsibility for the areas of health care, social security and education also limited what ATSIC could achieve.

In its last few years, the majority of ATSIC's budget was spent on economic development programs, including the Community Development Employment Projects (CDEP) scheme. Supporters saw it as providing genuine work for young Indigenous people who chose to live in traditional communities. Others were concerned that it could never deliver the skills training and economic benefits that it set out to.

Because of concerns about mismanagement and funding discrepancies, ATSIC was abolished in 2004 by the Howard government. The CDEP continued to operate, even though a number of thriving CDEP businesses were closed.



Source 25 Aboriginal people protesting against the abolition of ATSIC



Source 26 Lowitja O'Donoghue

I USED TO THINK, NOW I THINK

Reflect on Paul Keating's Redfern Park speech and complete the following sentences:

I used to think ...

Now I think ...

What has changed your understanding?

The Redfern Park speech

In December 1992, Prime Minister Paul Keating launched the UN International Year of the World's Indigenous Peoples with a speech to a mainly Indigenous Australian audience in the Sydney suburb of Redfern. The 'Redfern Park speech' is now seen as one of the most significant delivered by an Australian prime minister on Indigenous issues. It was the first time an Australian prime minister had publicly acknowledged the injustices Indigenous people had experienced because of past policies (see Source 27). They were the words many Indigenous people never thought they would hear from an Australian prime minister. It was thought the Redfern Park speech heralded a major breakthrough on the path to reconciliation. By honestly recognising the injustices of Australia's past it kept the Reconciliation debate alive in the public eye.

7.8A SOURCE STUDY

Paul Keating's Redfern Park speech

Source 27

Isn't it reasonable to say that if we can build a prosperous and remarkably harmonious multicultural society in Australia, surely we can find just solutions to the problems which beset the first Australians – the people to whom the most injustice has been done.

And, as I say, the starting point might be to recognise that the problem starts with us non-Aboriginal Australians.

It begins, I think, with that act of recognition.

Recognition that it was we who did the dispossessing.

We took the traditional lands and smashed the traditional way of life.

We brought the diseases. The alcohol.

We committed the murders.

We took the children from their mothers.

We practised discrimination and exclusion.

It was our ignorance and our prejudice.

And our failure to imagine these things being done to us.

With some noble exceptions, we failed to make the most basic human response and enter into their hearts and minds.

We failed to ask – how would I feel if this were done to me?

As a consequence, we failed to see that what we were doing degraded all of us.

Extract from the Redfern Park speech (Year for the World's Indigenous Peoples), delivered in Redfern Park by Prime Minister Paul Keating, 10 December 1992



Source 28 Paul Keating delivering his Redfern Park speech in 1992

INTERPRET

1. Identify the parts of Source 27 where it could be argued that an Australian Prime Minister was acknowledging past injustices to Indigenous Australians.
2. List the issues Paul Keating identifies for Indigenous Australians in his Redfern Park speech.

The *Bringing Them Home* report

In 1997, the Human Rights and Equal Opportunities Commission released the *Bringing Them Home* report on the separation of Indigenous children from their families. The report stated that the removal of children had been widespread and continued to have a devastating impact on Indigenous people.

The first National Sorry Day was held on 26 May 1998, to mark the anniversary of the handing down of the *Bringing Them Home* report. Each year since then, events have been staged to commemorate the findings and consider the government's response to the recommendations in the report.



Source 29 Annual 'Sorry Day' marches have been held since 1998.

Rejection of an official apology

During his term as prime minister from 1996 to 2007, John Howard rejected the idea that an official apology to Indigenous people or to groups such as the Stolen Generations was needed for the past actions of non-Indigenous people. Contrary to this view, popular opinion saw state premiers offering such apologies. Queensland started the process with a parliamentary apology in May 1997. The Western Australian, ACT, New South Wales, Tasmanian and Victorian parliaments offered formal apologies in the following months. The Northern Territory parliament moved a motion of apology to the Stolen Generations in October 2001.

Although an official apology did not come from the Howard government, it did speak of reconciliation. On 26 August 1999, John Howard said that Parliament expressed its 'deep and sincere regret' that Indigenous Australians suffered injustices under the practices of past generations, and for the hurt and trauma that many Indigenous people continue to feel as a consequence of those practices. The leader of the Opposition, Kim Beazley, spoke emotively of the need to 'unreservedly [apologise] to Indigenous Australians for the injustice they have suffered, and for the hurt and trauma that many Indigenous people continue to suffer as a consequence of this injustice'.

Prime Minister Howard and other conservative political and social leaders argued that previous generations were responsible for the experience of Australia's Indigenous peoples. An apology was therefore not necessary from members of today's society and would place 'blame' on those who were not responsible. They also argued that the intent of those who initiated the actions or events was good even if the result was damaging.

The Australian Reconciliation Convention

In May 1997, Howard spoke at the Australian Reconciliation Convention in Melbourne. This was designed to celebrate the 30 years since the famous referendum of 1967. The aim of the convention was to have reconciliation by 2001. As prime minister, Howard delivered the keynote address. His stance against a formal apology angered delegates. When he spoke, some stood and turned their backs on him and others booed. For those who saw such hope in Keating's Redfern Park speech, Howard's approach seemed a step backwards. As prime minister, Howard controlled the political agenda, and Australia had to wait until he lost his seat in the 2007 election to move towards a formal apology to Indigenous Australians.

7.8B SOURCE STUDY

John Howard's speech at the Australian Reconciliation Convention

Source 30

> Reconciliation will not work if it puts a higher value on symbolic gestures and overblown promises rather than the practical needs of Aboriginal and Torres Strait Islander people in areas like health, housing, education and employment.
>
> ... It will not work if it is premised solely on a sense of national guilt and shame. Rather we should acknowledge past injustices and focus our energies on addressing the root causes of current and future disadvantage among our Indigenous people.
>
> ... Personally, I feel deep sorrow for those of my fellow Australians who suffered injustices under the practices of past generations towards Indigenous people. Equally, I am sorry for the hurt and trauma many people here today may continue to feel as a consequence of those practices.
>
> ... In facing the realities of the past, however, we must not join those who would portray Australia's history since 1788 as little more than a disgraceful record of imperialism, exploitation and racism.
>
> ... Australians of this generation should not be required to accept guilt and blame for past actions and policies over which they had no control.

Extract from John Howard's speech at the Australian Reconciliation Convention, 26 May 1997



Source 31 John Howard's speech at the Reconciliation Convention upset some delegates, who responded by standing and turning their backs on him.

INTERPRET

1. Discuss Prime Minister Howard's reasoning for not wanting to make an official apology. Do you agree or disagree? Why?
2. Compare and contrast Prime Minister Keating's Redfern Park speech (Source 27) with Prime Minister Howard's Australian Reconciliation Convention speech (Source 30). What are the key differences?
3. What conclusions can you draw from Source 31 as evidence of the acceptance or rejection of Howard's Australian Reconciliation Convention speech?

Popular culture and the Reconciliation movement

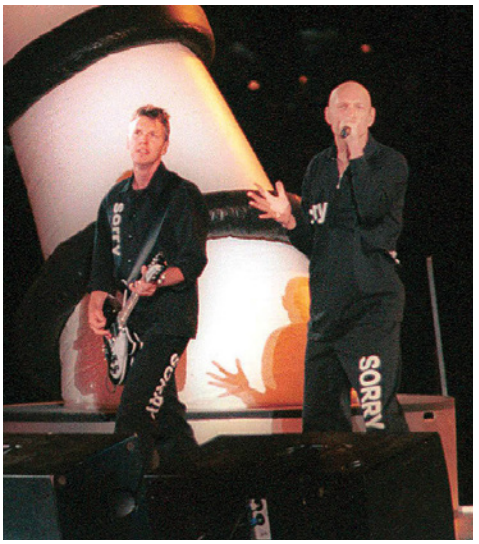
popular culture
film, television, music, sport, etc. that has broad appeal and is international in scope

Popular support for the Stolen Generations grew significantly around the end of the 1990s. The Reconciliation movement stimulated wide-ranging creative expression, in **popular culture** from films such as *Rabbit-Proof Fence* to songs by Archie Roach and Ruby Hunter, and works by performance artists such as the Bangarra Dance Theatre.

Roach's award-winning album, *Charcoal Lane* (1990), contained the heartbreaking song, 'Took the children away'. Roach had been removed from his family as a young child and the honesty of his song awoke a wide audience to the pain and trauma that would later surface in the *Bringing Them Home* report.

The 2000 Sydney Olympics also provided a stage for popular support of reconciliation. Cathy Freeman became one of the most popular people in Australia when she both lit the Olympic flame at the opening ceremony and then won the 400-metres final. Her victory lap, where she draped herself in both the Aboriginal and Australian flags, was seen as a decisive moment in the history of the Reconciliation movement.

The closing ceremony of the Sydney Olympics provided one further step towards Reconciliation. The rock band Midnight Oil performed as part of the ceremony. The band chose to perform its song 'Beds are burning', a statement of support for Indigenous peoples. The band also performed in specially designed 'Sorry suits'.



Source 33 The rock band Midnight Oil performs a concert wearing 'Sorry suits' at the closing ceremony of the 2000 Olympics in Sydney.

Source 32 Cathy Freeman after winning gold in the 400 m final in the 2000 Sydney Olympic Games



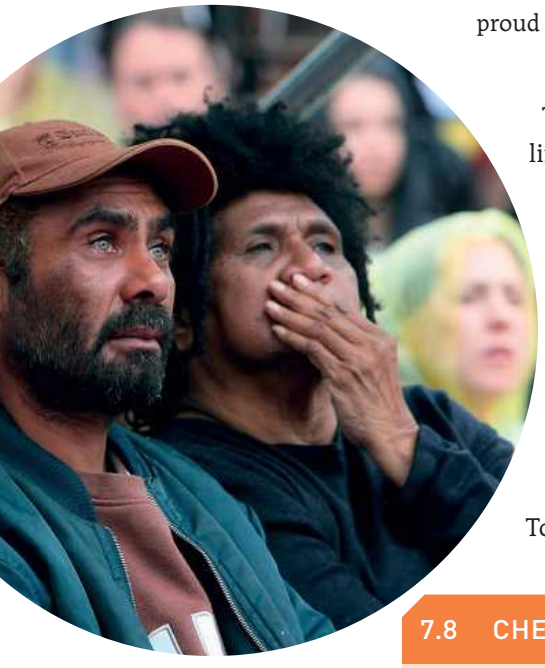
Source 35 Prime Minister Kevin Rudd delivering the official apology

The apology to the Stolen Generations

In his first week in parliament as the new Labor Prime Minister, on 13 February 2008, Kevin Rudd formally apologised to Indigenous Australians for poor or unwise treatment from the time of European settlement through to recent years. This had been one of the key election promises, and a moment that many people had been waiting for. Brendan Nelson, who had replaced John Howard as the leader of the Liberal Party, affirmed Rudd's sentiment. The parliament was packed as the apology was made, and many people gathered in public spaces, schools and offices all over the country, to watch the live telecast of the speeches.

Source 34

> We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their country. For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry. To the mothers and the fathers, the brothers and the sisters, for the breaking up of families and communities, we say sorry. And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry.
>
> *Extract from Kevin Rudd's apology to the Stolen Generations*



Source 36 A crowd outside Parliament listened to the apology read by Prime Minister Kevin Rudd.

This was a turning point in our national history, and brought Australia into line with other Commonwealth countries, such as Canada, that had already dealt with this issue and moved on. Many prominent Indigenous rights leaders were in parliament, including Pat Dodson – sometimes described as the father of the Reconciliation movement. Media coverage of the apology continued for many days, and the word 'Sorry' featured prominently on all major newspapers on 14 February. Opinion polls showed that a significant number of Australians rated Rudd's apology as 'good', 'great' or 'excellent'. The major criticism of the apology was the ambiguity over compensation. Others saw the symbolism of the apology as meaningless unless it was immediately accompanied by practical measures to remove disadvantage for Aboriginal and Torres Strait Islander peoples, and bring about true reconciliation.

7.8 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What is the official meaning of reconciliation?
2. What was the *Bringing Them Home* report? Explain how it is linked to National Sorry Day.
3. What role did the 2000 Sydney Olympics play in the Reconciliation process?

APPLY AND ANALYSE

4. Research the career of Lowitja O'Donoghue and evaluate her contribution to the rights and freedoms of Indigenous Australians. Summarise your findings in bullet points.

EVALUATE AND CREATE

5. Investigate the history of National Sorry Day, and create a poster to advertise the day for your school.

GO DEEPER

6. Find an example of popular culture contributing to the Reconciliation movement in Australia, and explain how it has done this.

HOW HAVE INDIGENOUS PEOPLES IN AUSTRALIA ACHIEVED CHANGE?

» Outline the aims and methods of the US civil rights movement

1 Outline what the American civil rights movement was trying to achieve. Identify the methods it used to help achieve those aims. (5 marks)

» Explain how the Freedom Rides in the US inspired civil rights campaigners in Australia

2 Explain what the NSW Freedom Ride took from the original American Freedom Rides. (5 marks)

» Discuss the impact of the NSW Freedom Ride on the civil rights of Aboriginal and Torres Strait Islander peoples

3 Discuss the success of the NSW Freedom Ride in bringing about change for Indigenous Australians. (5 marks)

» Outline the background, aims and significance of key developments in Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms

4 Create a timeline covering the period from 1960 to 2008. On the timeline identify the key developments in Indigenous peoples' struggle for rights and freedoms. (10 marks)

5 For each event you have placed on the timeline, outline the background, aim and significance of the development. (10 marks)

» Outline common methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples

6 Outline what you regard as the most successful methods employed in bringing about the changes in rights and freedoms for Indigenous peoples that you noted in Question 4. (5 marks)

» Investigate and explain the role of one individual or group in the struggle for Aboriginal and Torres Strait Islander peoples' rights and freedoms

7 Select one individual or group you have studied in this section, and explain the role they have played in securing rights and freedoms for Indigenous peoples. (10 marks)

Total marks [/50]

7C

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Rich task
A write-in worksheet for the Rich task

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Checkpoint worksheets
Differentiated worksheets for use in class or as homework

OXFORD UNIVERSITY PRESS

7D HOW DO ACTIVISTS CONTINUE TO STRUGGLE FOR CIVIL RIGHTS AND FREEDOMS?

7.9 THE STRUGGLE FOR RIGHTS AND FREEDOMS CONTINUES

KEY CONTENT

In this topic you will:

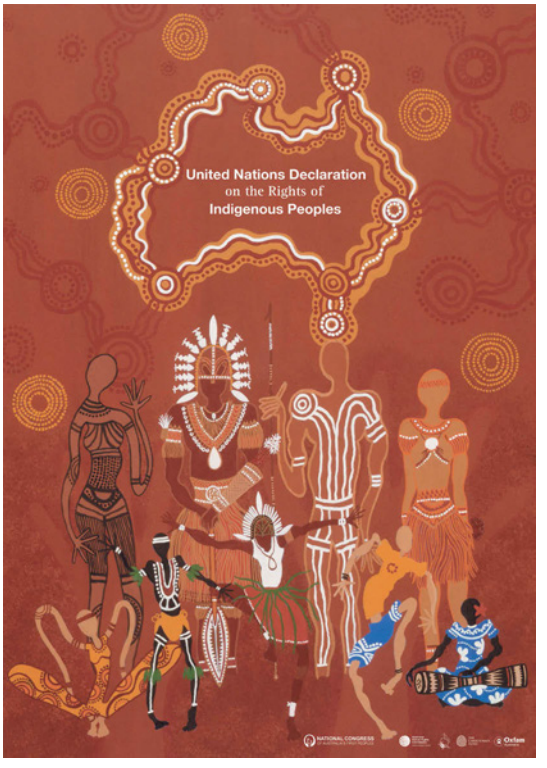
- **identify current struggles for civil rights and freedoms throughout the world.**

Civil rights often need to be defended. The rights and freedoms that most Australians take for granted are always potentially at risk. The biggest threat to those rights and freedoms is apathy (a lack of interest or concern). In other words, the citizens in a democratic society have a responsibility to be part of the political process.

It does not take much for civil rights to be denied or to disappear. The events of World War II and **the Holocaust** led to the UN Universal Declaration of Human Rights, which seeks to guarantee basic rights for all. The United Nations has since extended the original principles of human rights to take the lead in securing rights for Indigenous peoples with the Declaration on the Rights of Indigenous Peoples in 2007. As a declaration of the UN General Assembly, this document does not create any binding legal obligations in a country's legal system. However, it provides a framework to guide the development of laws and policies, and an international standard that countries can be judged against. Key areas in the declaration's articles relate to self-determination – the right of Indigenous people to manage themselves and their lands.

Holocaust, the
the deliberate and systematic (planned) mass murder of Jews and other 'undesirables' by the Nazis during World War II; today, many Jews prefer the use of the term *Sho'ah* (a Hebrew word meaning 'catastrophe')

When the declaration was passed, Australia was one of only four nations to oppose its introduction. Since then Australia, Canada, New Zealand and the United States have all gone on to ratify (formally accept) it. Civil rights and Indigenous rights remain divisive issues for some people – the rights to lands and resources, and the rights to retain the cultural heritage of Indigenous peoples.



Source 1 The cover of the Australian edition of the *United Nations Declaration on the Rights of Indigenous Peoples*, published in 2007

Looking forward: After the apology

The path to Reconciliation is a long one. It requires much effort to deal with the continuing poverty, poor physical and mental health, low life-expectancy, and general social and political marginalisation of Australia's Indigenous peoples.

An official apology is an important step, but as Indigenous leaders noted following Prime Minister Rudd's address, practical things need to be done as well. They argue that practical measures, rather than symbolic gestures, are necessary for Indigenous people to be in a position where they are on an equal footing with other Australians. Only when health, education and job opportunities are similar to those of non-Indigenous people will it be possible to feel that a true reconciliation has come about and that Indigenous Australians have been fully recognised.

The apology to the Stolen Generations and the Mabo victory were not accompanied by improvements in social outcomes for Indigenous peoples. In fact, there has been significant worsening of social well-being in many communities. Disadvantage is particularly concentrated in rural Aboriginal communities around Australia. This was certainly not expected by Aboriginal leaders who fought for improved rights from the 1960s onwards.

A sense of urgency

In his book *The Politics of Suffering*, Peter Sutton says that well-intentioned policies in Australia from the 1970s – including improved services and welfare – have actually resulted in increased child abuse, domestic violence, and drug and alcohol abuse for the Indigenous citizens of Australia. Sutton's message has been difficult for politicians and ordinary Australians to comprehend. Why did self-determination *not* deliver significant improvements? Obviously, the answers to this question are complicated. Fundamentally, while policies provide some funding and other resources to Indigenous communities, they do not provide lasting employment, effective education, adequate policing, and provision of public services such as water and sewerage, or self-determination to resolve, govern and control problems in their communities.



Source 2 Indigenous Australians at one of the camps in Alice Springs, Northern Territory, 2007

Indigenous and non-Indigenous comparisons

SPOTLIGHT

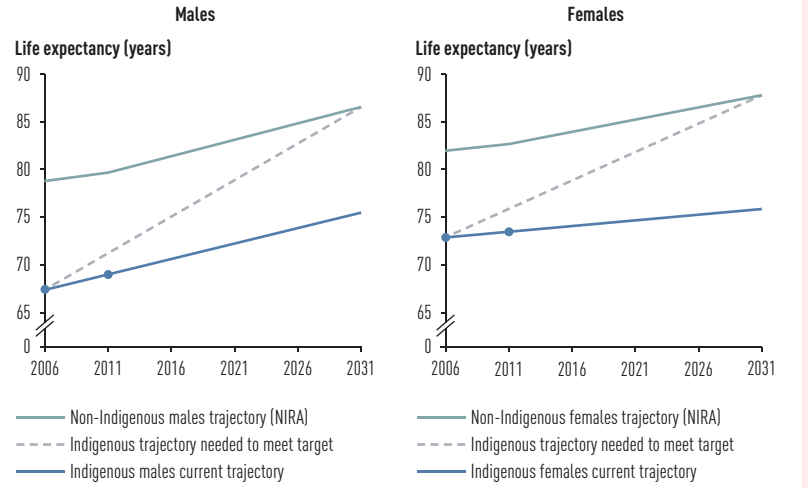
CAUSE AND EFFECT

Historians can often identify clear effects such as the discrepancy between Indigenous and non-Indigenous Australian health outcomes. Extensive research to identify causes is then required, and that work is often contested, leading to competing historical interpretations.

In 1969 the infant mortality rate in Australia was 18 per 1000 live births. By 2018 this figure had been reduced to 3.1 deaths per 1000 live births. However, in the most recent statistics for Indigenous infants in 2016, they were twice as likely as non-Indigenous infants to die in Australia.

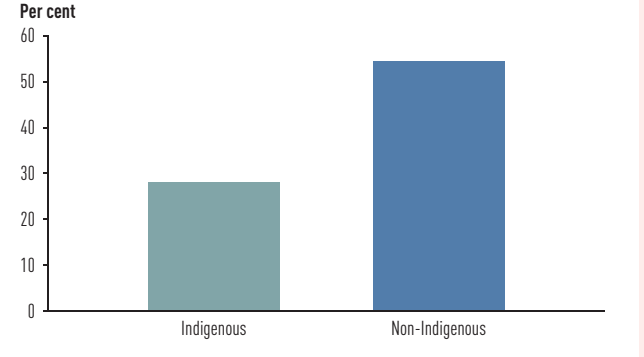
For a non-Indigenous Australian boy born between 2015 and 2017, his life expectancy is 80.5 years, and for a girl it is 84.6 years. If they were Aboriginal and Torres Strait Islander children born in the same period however, it would be 71.6 years for males and 75.6 years for females. Statistics such as these show that significant disadvantage remains in being born Indigenous in contemporary Australia.

In the period 2011–13, 28 per cent of Indigenous Australians aged between 15 and 64 were assessed to be in good health compared to 54 per cent of non-Indigenous Australians. In 2017–18, 16.1 per cent of the clients at alcohol and other drug treatment services were Indigenous, even though they only comprise 3.3 per cent of the population. In signs of progress, however, the number of Indigenous Australians over 14 likely to abstain from drinking alcohol rose (31 per cent in 2017–18 compared to 23 per cent in 2016) and the 44 per cent of Indigenous mothers who reported smoking while pregnant in 2017 was a fall from the 52 per cent in 2009.



NIRA = National Indigenous Reform Agreement
Sources: NIRA trajectories and AIHW analyses; Table S6.3.4

Source 3 Trajectories of life expectancy at birth, by sex and Indigenous status, 2006–31



Sources: AIHW analyses of ABS 2012–13 Australian Aborginal and Torres Strait Islander Health Survey, ABS 2011–12 Australian Health Survey; Table S6.7.1

Source 4 Proportion of people aged 15–64 assessed to be in good health, by Indigenous status, 2011–13

INTERPRET

1 Graphs such as those shown in Sources 3 and 4 give historians information. Use these graphs to identify:
   - **a** comparisons between Indigenous and non-Indigenous Australians
   - **b** contrasts between Indigenous and non-Indigenous Australians
   - **c** trends in both Indigenous and non-Indigenous life expectancy rates and good health.

2 Using the information you have gathered, predict future directions for both Indigenous and non-Indigenous life expectancy and good health.

OXFORD UNIVERSITY PRESS

The Intervention

In 2007, the Northern Territory Government's *Little Children are Sacred* report was released. One issue the report highlighted was the sexual abuse of Aboriginal children in the Northern Territory. The Howard government quickly intervened in this issue. The result was the Northern Territory National Emergency Response – or 'the Intervention', with armed police and soldiers being sent to control and manage Aboriginal communities.

The Intervention recommended that restrictions be placed on welfare payments to ensure money was spent on food and other necessities, rather than alcohol. It also recommended bans on the sale of alcohol and hard-core pornography in many Indigenous townships. It suggested that there be medical checks of children for evidence of sexual abuse, and that additional police be assigned to investigate claims of sexual abuse of children. Indigenous-owned land was revoked and five-year Township leases were now required to gain basic necessities, such as water and sewerage services. The successful Community Development Employment Projects scheme was abolished, and employees forced onto unemployment benefits.



Source 5 Noel Pearson (left) with politician Mal Brough, Minister for Families and Community Services and Indigenous Affairs, 2007

While some people in the Northern Territory expressed concern about the 'heavy-handed' nature of the Intervention, both sides of parliament and many Indigenous leaders ultimately supported it. Noel Pearson, founder of the Queensland Cape York Land Council, was one of the first to give 'qualified' support for the Intervention, and had already argued for a decade that the so-called 'progressive' policies were failing young Indigenous people. The Intervention was not supported by all Indigenous leaders. Some raised concerns that it was a return to the paternalism of the past. They said that the restrictions represented an infringement of the human rights of Indigenous people because they would apply *only* to Indigenous Australians.

Closing the gap?

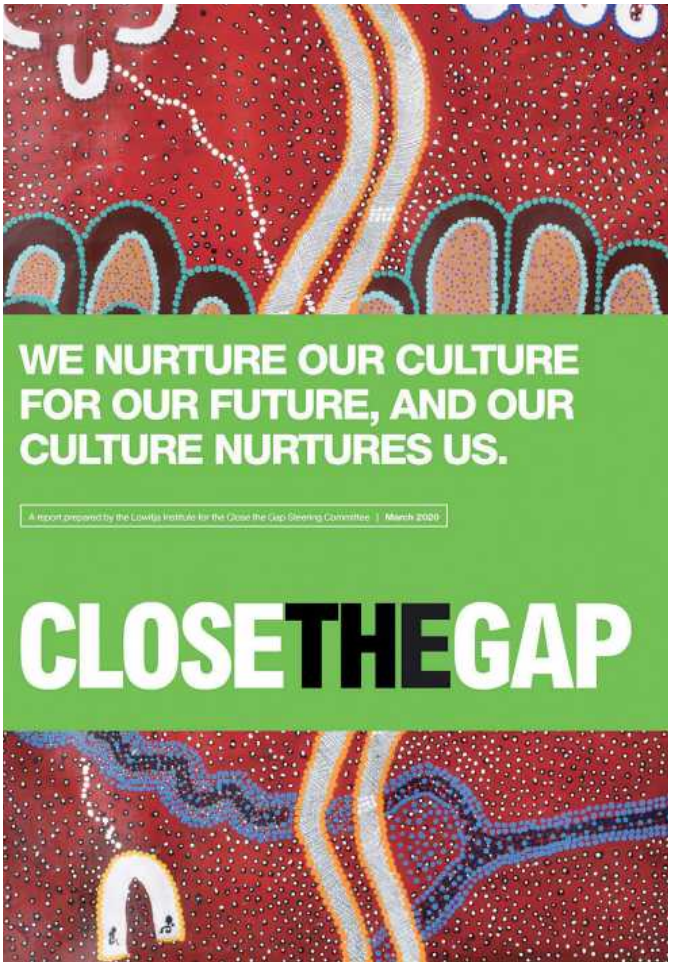
Both supporters and critics of the Intervention have closely observed its progress. In 2010, Mal Brough, the Coalition minister originally responsible for the Intervention, complained that bureaucracy and poor leadership had held up key work. Data was released in a report called *Closing the Gap* at a similar time. This report showed that reports of child sex abuse, alcohol-related violence and assault had *increased* since 2007.

In 2017, academic reports examining the impact of the Intervention, a decade on, were largely condemnatory of the way the Intervention had been used to reduce Indigenous people's control of their lives and communities, and considered that the psychological impacts could take many years to be resolved. There was also little evidence of the widespread sexual abuse of children that initially instigated the 'Intervention'.

In February 2020, Prime Minister Scott Morrison presented the *Closing the Gap* report to parliament (see Source 6). The 2020 *Closing the Gap* report again revealed that only two areas – access to early childhood education for four-year-old children, and halving the gap on Year 12 Indigenous achievement – are on track to being met. In July 2020, the federal government announced an increase to 16 targets to tackle Indigenous disadvantage. The new approach recognised previous failures and vowed to work more closely with Indigenous organisations. It received bipartisan support from all parties.

Source 6 General conclusions from the 2020 *Closing the Gap* report. Note that these are national figures – state figures vary dramatically.

Goal	Results to date
Close the life-expectancy gap within a generation by 2031	Closing the gap in life expectancy within a generation is not on track to be met by 2031. Over the period 2006 to 2018, there was an improvement of almost 10 per cent in Indigenous age-standardised mortality rates. However, non-Indigenous mortality rates improved at a similar rate, so the gap has not narrowed.
Ensure access to early childhood education for all Indigenous four-year-olds in remote communities within five years	86.4% of Indigenous children enrolled in 2018. This area is regarded as being on track.
Halve the gap in reading, writing and numeracy for children within 10 years	At the national level, the share of Indigenous students at or above national minimum standards in reading and numeracy has improved over the past decade to 2018. The gap has narrowed across all year levels by between 3 and 11 percentage points.
Halve the gap in mortality for Indigenous children under five within 10 years	The target to halve the gap in child mortality rates by 2018 has seen progress, but not enough to meet the target. In 2018, the Indigenous child mortality rate was 141 per 100 000 – twice the rate for non-Indigenous children (67 per 100 000).
Halve the gap in Indigenous Year 12 achievement by 2020	On track to be met In 2018–19, around 66 per cent of Indigenous Australians aged 20–24 years had attained Year 12 or equivalent.
Halve the gap in employment outcomes within 10 years	In 2018, the Indigenous employment rate was around 49 per cent compared to around 75 per cent for non-Indigenous Australians. Over the past decade (2008–18), the employment rate for Indigenous Australians increased slightly (by 0.9 percentage points), while for non-Indigenous Australians it fell by 0.4 percentage points. As a result, the gap has not changed markedly.
Close the gap in school attendance in ALL schools (goal is 90 per cent) within five years	School attendance rates for Indigenous students have not improved over the past five years. Attendance rates for Indigenous students remain lower than for non-Indigenous students (around 82 per cent compared to 92 per cent in 2019).



Source 7 In addition to the government's *Closing the Gap* report, 'Close the Gap' was adopted as the name of a campaign for health equality for Aboriginal and Torres Strait Islander people.

7.9 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Explain how the struggle for rights and freedoms for Indigenous Australians has continued since Kevin Rudd's apology.
2 What was 'the Intervention'? How successful do you think it has been?

APPLY AND ANALYSE

3 As a class, discuss how effective the 'Closing the Gap' program has been in improving the rights and freedoms of Indigenous Australians. Summarise the key points raised during your discussion.

GO DEEPER

4 Investigate the Intervention, and the articles that examined its impact 10 years later, and write your own report evaluating its success and failures.

7.10 INDIGENOUS RIGHTS: THE INTERNATIONAL SCENE

KEY CONTENT

In this topic you will:

- identify different methods used globally to attain civil rights and freedoms
- evaluate the methods and effectiveness of one campaign for civil rights and freedoms in Australia or another country.

In order to help make a fair judgement about aspects of Australian history in terms of the rights and freedoms of Indigenous Australians, as well as their land rights, it is helpful to compare and contrast Australia with three other 'settler societies'. Like Australia, New Zealand, Canada and the United States of America all settled on and took over lands with significant Indigenous populations.

New Zealand and the Māori

From the early days of British settlement of New Zealand, Māori people's land rights were recognised in the Waitangi Treaty, which was signed in 1840. Where the Indigenous peoples of Australia used multiple languages and were multilingual, the Māori people shared a common language and were seen as being more structured in their large-scale resistance to British occupation. The treaty and recognition of land rights, however, did not prevent the British from exploiting the Māori and taking over traditional lands, both legally and illegally. Social problems arising from policies and programs that destroyed much of the Māori way of life and family ties contributed to poverty within Māori populations. These remained significant into the twentieth and twenty-first centuries. The film *Once Were Warriors* (1994) highlighted the degrading influence of alcohol and violence on some Māori families.



Source 8 Protesters in 1989 held a rally during Queen Elizabeth's visit to New Zealand. Their banner reads 'Honour the Treaty of Waitangi'.

Over the next 10 years, government policies and programs ensured there were gains in cultural reconciliation and politics. A Māori Party was formed in 2004 and won five seats at the 2005 election. In the 2017 election, for the first time since its formation, it failed to win any seats in the election. Māori television began broadcasting in *te reo Māori* (the language of the Indigenous people) in 2004. Nevertheless, as in Australia, the struggle for rights and freedoms continues.

The United States and First Nation Americans

The United States, like New Zealand and unlike Australia, was not considered to be *Terra Nullius.* Early settlers recognised that the land belonged to the people who were living there. In 1823, the US Supreme Court ruled that 'Native' Americans were the rightful occupants and that they had just and legal claims to the land. The result was that the US government repeatedly made treaties with the 'Native' Americans. These treaties were frequently broken and the First Nation Americans were pushed on to more and more remote and barren land. They suffered the same fate as many other indigenous populations: loss of land, destruction of traditional lifestyle and the related social ills of poverty, poor education and higher incidence of incarceration. First Nation Americans in the US were expected to assimilate, and there were policies in the 1920s and 30s not unlike the assimilation policy adopted in Australia.

The rights, freedoms and historical heritage of First Nation Americans have become more contested under President Donald Trump, who was elected in 2016. Trump frequently used the term 'Pocahontas' as a racial slur against his political opponent, Elizabeth Warren. He also invoked the Wounded Knee massacre in 2019 in a tweet. He has slashed the Bear Ears public monument by 200 000 acres, reversed legislation banning pipelines across Native Treaty lands and moved to cut back the provision of healthy food packages.

Canada and the Inuit and Métis peoples

The situation in Canada offers a marked contrast to the Australian situation. In Canada the courts recognised both the Indigenous peoples' rights to the land and sovereignty (which means 'self-government'). In Canada, formal recognition of First Nations, Inuit and Métis people was marked by a 'statement of reconciliation' in 1998. In 2008, the Canadian government established the Truth and Reconciliation Commission to investigate the impacts and consequences of the 'Indian Residential Schools' on Indigenous Canadian children during the twentieth century. The rights of the Inuit and Métis people in Canada have been summarised as, 'inherent, collective rights that flow from the original occupation of the land that is now Canada, and from social orders created before the arrival of Europeans to North America'.

7.10 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 In which country did Britain sign treaties with Indigenous peoples?

2 Which country formally recognised the rights of Indigenous peoples in 1998?

APPLY AND ANALYSE

3 Investigate the methods used by civil rights campaigners to gain rights and freedoms in one of the settler societies other than Australia. Present your findings in a 300-word report.

EVALUATE AND CREATE

4 Create a series of Venn diagrams that compare and contrast the impact of colonisation on the rights, freedoms, health and welfare of Indigenous peoples in Australia and one other colonised society.

GO DEEPER

5 Investigate the impact the Trump presidency has had on the rights and freedoms of First Nation Americans, and explain why you would describe it as a positive or negative impact.

7D

HOW DO ACTIVISTS CONTINUE TO STRUGGLE FOR CIVIL RIGHTS AND FREEDOMS?

» Identify current struggles for civil rights and freedoms throughout the world

1 Identify the standing of indigenous peoples in the colonised societies most similar to Australia: New Zealand, the United States, and Canada. (5 marks)

» Identify different methods used globally to attain civil rights and freedoms

2 Refer to your investigation of civil rights campaigns in a colonised society other than Australia from 7.10 Check Your Learning, Question 3. What methods were used by activists there to gain rights and freedoms for their Indigenous peoples? Compare these to methods used in civil rights campaigns in Australia. (10 marks)

» Evaluate the methods and effectiveness of one campaign for civil rights and freedoms in Australia or another country

3 Select one twenty-first century campaign for civil rights and freedoms in Australia, or one other country you have studied, and evaluate the effectiveness of the methods used. (10 marks)

Total marks [/25]



Source 9 On 25 July 2013, demonstrators marched to the Canadian Aboriginal Affairs building to demand the release of documents about residential schools.

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Quizlet
Test your knowledge of this topic by working individually or in teams.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Quizlet Live
Launch a game of Quizlet Live for your students.

PART



Australia in the twenty-first century is very much part of a globalised world. Here, crowds gather ahead of the Sydney Gay and Lesbian Mardi Gras Parade in February 2020.



THE GLOBALISING WORLD: AN OVERVIEW

DEPTH STUDY 5: THE GLOBALISING WORLD

STUDENTS CHOOSE FROM ONE OF THE FOLLOWING OPTIONS:

POPULAR CULTURE 8 CHAPTER

obook-only chapter

THE ENVIRONMENT MOVEMENT 9 CHAPTER

MIGRATION EXPERIENCES 10 CHAPTER

OXFORD UNIVERSITY PRESS

THE GLOBALISING WORLD: AN OVERVIEW

SPOTLIGHT

SIGNIFICANCE

If a historian is going to claim an event is significant it is essential they provide the evidence to support that claim and outline the context. As you study this topic, reflect on whether you agree with the assertion that the events listed here are significant.

The world has changed more rapidly and more dramatically since 1945 than at almost any other time in its history. In Part D 'Rights and freedoms: an overview', we discussed the key events and impact of the Cold War, as well as developments in technology and public health. Many other significant developments have also transformed the world:

- the shift in global economic power after World War II with the decline of Europe and the rise of the United States and then Asia
- the global economic and military power of the United States
- the growing and ongoing worldwide influence of US culture and the emergence of global connections through a range of popular cultures
- the development and use of the atomic bomb and the potential environmental benefits and risks of nuclear energy
- the rapid growth in the world's population – with the associated political pressures and issues for conservation and the environment
- major movements of peoples – including the post–World War II migration of peoples from Europe and then the '**boat people**' who risked their lives to escape persecution after conflicts in Vietnam, Sri Lanka and other parts of Asia and the Middle East
- the expansion of international terrorism
- the internet revolution and advances in information and communication technology that combined with advances in transportation to contribute directly to globalisation.

boat people
a common term used to describe people who travel by sea to seek asylum (as opposed to gaining entry by land, air or via local processing centres)

Each of these developments had significant effects on Australia and the world. In this depth study you will have the chance to study Australia in the context of the globalising world through your study of popular culture, the environment movement or migration experiences from 1945 to the present.

Source 1 In August 1945 two atomic bombs were used against the Japanese cities of Hiroshima and Nagasaki. This photo shows the horrific results of the Nagasaki bombing.



OXFORD UNIVERSITY PRESS

0.1 POPULAR CULTURE

History is far more than laws, wars, politicians and protest. History also includes the study of popular culture: how people were entertained and how they spent their leisure time. It includes the music, radio, television, films, fashion, art and sport that were part of the day-to-day lives of everyday Australians. An awareness and understanding of popular culture is important to complete the historical picture of the age. As historians have sought to gain a deeper understanding of the societies they study, cultural history has grown in historical significance. By investigating the cultural aspects of a society it is possible to move beyond the narrative promoted by a study of government, politics and leaders.

In this depth study topic, we explore developments in popular culture after 1945 such as the introduction of television and rock 'n' roll to Australia. We investigate changes in the music, film and television industries over the following decades, and how Australia has contributed to international popular culture.

SPOTLIGHT

PERSPECTIVES

If you study popular culture, consider the perspective of those who regard such study as less important than the study of other areas of human activity. How does that influence your own perspective?



Source 2 Bill Haley and other performers not only influenced music but also fashion, language and attitudes in post–World War II Australia.

0.1 CHECK YOUR LEARNING

APPLY AND ANALYSE

1 Discuss the idea that 'History is far more than laws, wars, politicians and protest.' How does that discussion help you understand the value of popular culture as a part of history?

0.2 THE ENVIRONMENT MOVEMENT

urbanisation
the process whereby cities grow and societies become more urban (i.e. more people live in cities instead of in rural areas)

industrialisation
the process of social and economic change by which a society is transformed from a pre-industrial state (i.e. rural communities based on farming and agriculture) to an industrial state (i.e. urban communities based on manufacturing and industry)

The twentieth century has seen continued **urbanisation** and **industrialisation**. As a result, more and more people are now engaged in the production of goods and services rather than the production of food. Urban populations drain energy resources, and create large amounts of waste and pollution. Industry, previously concentrated in Western countries, has become more global since the end of World War II because of the growth of industries in Germany, Japan, South Korea, and more recently in China and India.

These trends have had serious ecological implications, and over time the state of the environment has come into much sharper focus. By the end of the twentieth century, clear differences existed between those who saw the planet as a resource to be exploited, and those who saw it as a unique biological system to be preserved. Development and conservation frequently clashed as a range of issues and campaigns made the environment movement a critical part of historical change.

In the post-war period, environmental movements developed in response to the belief that governments were not dealing with environmental threats appropriately. Individuals formed activist groups to focus attention on issues at local, regional, national, international and global levels. International non-government organisations such as Greenpeace have brought a range of environmental issues to the world's attention.

Green politics has gradually made an impact on the international political scene and Green parties now participate at various levels of government in many countries. The environment is increasingly becoming a global issue as world governments recognise the need for coordinated efforts against threats like climate change.

The question of climate change and human contribution to it became a divisive political issue in Australia in the twenty-first century. In the summer of 2019–20, major bushfires swept through many parts of the country. Confirming the predictions of scientists, the massive damage and loss of life, including wildlife, moved the political debate closer to dealing with the issue of climate change rather than questioning whether it was real.

SPOTLIGHT

CONTINUITY AND CHANGE

It is important to consider the forces driving continuity and change. Our understanding of our environment and its role has continually changed as we have gained increasing knowledge of the interconnected role of humans and their environment.

Source 3 An aerial view of the 2019–20 bushfires. This photo shows Echo Point in the Blue Mountains, NSW.



0.2 CHECK YOUR LEARNING

APPLY AND ANALYSE

1 To what extent do you think the 2019–20 bushfires influenced our understanding of climate change?

OXFORD UNIVERSITY PRESS

0.3 MIGRATION EXPERIENCES

The post-war World War II migrant experience has changed the social, economic and cultural face of Australia. In this topic, we investigate the waves of migration to Australia since 1945, and the ways that migrants have contributed to our development as a nation.

The first wave of migration was a consequence of the devastation caused by World War II in Europe, and the displacement of millions of people. Immediately after the war, Australia also committed to a program of post-war development and migration to boost the population. Another wave of migration followed the end of the Vietnam War. It was this wave of migration that saw the official end of the White Australia policy that had influenced Australian migration since federation. In the aftermath of the war, millions fled the real threat of persecution in their homelands. Australia was among the countries involved in the Vietnam War and accepted **refugees** as part of their moral obligation to these peoples. Many others crossed the seas in small wooden boats, arriving in Australia as **asylum seekers**.

Further waves of asylum seekers have arrived in Australia, also fleeing violence in their homelands. Others come to Australia in search of opportunities for a better life, as growing world populations and the growing demands on finite resources of raw materials and food has resulted in an ever-growing gap between the developed and the developing world. Like climate change, the issue of asylum seekers and their treatment is a major political issue in Australia in the twenty-first century.



Source 4 Asylum seekers from Sri Lanka in 2013 show their relief when they were rescued by Indonesians after their ship heading to Australia ran out of fuel.

SPOTLIGHT

CAUSE AND EFFECT

Australia's migration experience is a perfect study of cause and effect. Consider international events such as World War II and the Vietnam War as causes, and consider the effect those events had on migration to Australia and Australian society.

refugee
a person who has fled their home country to seek safety in another country as a result of conflict or persecution (or a range of other reasons recognised by law)

asylum seeker
a person who has applied for recognition (or sought protection) as a refugee

0.3 CHECK YOUR LEARNING

APPLY AND ANALYSE

1 Discuss the reasons why Australia's migration policies have become a political issue. Do you think the current policies represent continuity or change in Australian history?



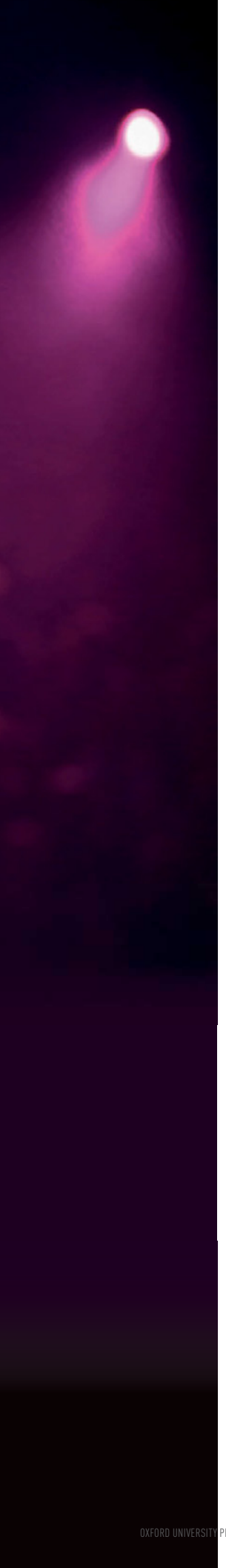
Source 1 Kylie Minogue performs in 2016 at the Royal Albert Hall in London, England, her dress clearly showing her support for the LGBTQIA+ community.

8

POPULAR CULTURE

From the end of World War II to the present day, popular culture has helped to transform Australian society. In this topic, you will develop the skills to assess continuities and changes in Australian popular culture and society from 1945 to the present. Through an emphasis on rock 'n' roll music, television, film and sport, you will discover the ongoing influences on Australia of Britain and the United States, and explore how Australia developed its own distinct culture.

In recent years, dramatic changes in technology have ensured that popular culture has become increasingly accessible and shared across the world. This has meant that Australians have become more aware of global directions in popular culture, and found a variety of ways to influence popular culture globally themselves.



WHAT WAS THE NATURE OF POPULAR CULTURE IN AUSTRALIA AT THE END OF WORLD WAR II? 8A

In this section, you will:

» identify the main features of Australian popular culture at the end of World War II, including music, film, fashion and sport.

CHECKPOINT 8A

WHAT DEVELOPMENTS OCCURRED IN POPULAR CULTURE AND HOW DID THEY IMPACT AUSTRALIAN SOCIETY? 8B

In this section, you will:

» explain ways in which Australia in the 1950s was influenced by American culture

» assess the way American and British music influenced post-war Australian entertainment, such as rock 'n' roll

CASE STUDY: WHAT WAS AUSTRALIA'S FIRST ROCK 'N' ROLL RECORD?

» use a range of sources to explain the nature and impact of television on Australian popular culture.

CHECKPOINT 8B

HOW HAVE THE MUSIC, FILM AND TELEVISION INDUSTRIES CHANGED IN AUSTRALIA SINCE WORLD WAR II? 8C

In this section, you will:

» describe how advances in communication technology changed the music, film and television industries during the post-war period in Australia

» discuss how overseas influences have affected Australian television.

CHECKPOINT 8C

WHAT HAS AUSTRALIA CONTRIBUTED TO INTERNATIONAL POPULAR CULTURE? 8D

In this section, you will:

» assess the contribution of Australian men and women to international sport

» using a range of sources, investigate and assess the contribution of Australian men and women to international music and film.

CHECKPOINT 8D

WHAT BELIEFS AND VALUES HAVE INFLUENCED THE AUSTRALIAN WAY OF LIFE? 8E

In this section, you will:

» outline and assess the impact of Americanisation and global events on Australian society over time

» discuss the nature of Australian popular culture today and the legacy of past influences.

CHECKPOINT 8E

POPULAR CULTURE – A TIMELINE



Source 2 Australia's Betty Cuthbert (third from left) crosses the finishing line to win the Women's Final 100-metre event in the Melbourne Olympic Games.

TIMELINE

1940

1946
England tours Australia to resume the Ashes cricket tests after World War II.

1950

1955
The film *Jedda* is released.

1956
Television starts in Australia as the Olympic Games open in Melbourne.

1957
Bill Haley and the Comets headline the first rock 'n' roll tour of Australia.

1960

1964
The Beatles arrive in Australia.

1966
The Easybeats record 'Friday on my mind' in London.

1967
ABC TV starts the first evening soap opera, *Bellbird*.

1970

1971
Walkabout and *Wake in Fright* released.

1972
The television series *Number 96* premieres.



Source 3 The Easybeats perform their hit 'Friday on my mind'.



Source 4 A film still from *Walkabout*



Source 5 Midnight Oil perform 'Beds are burning' at the closing ceremony of the 2000 Sydney Olympics.



Source 6 Cate Blanchett at the 86th Annual Academy Awards, Los Angeles, USA, 2014

1975 Colour television arrives in Australia.

1976 Peter Finch is the first Australian to win the Academy Award for Best Actor.

1977 The rock band The Go-Betweens forms in Brisbane.

1980

1981 *Gallipoli* is released.

1985 *Neighbours* premieres on the Seven Network.

1986 *Crocodile Dundee* is released.

2000 Midnight Oil performs in 'Sorry' suits at the Sydney Olympics closing ceremony.

2000

2002 Nicole Kidman is the first Australian to win the Academy Award for Best Actress.

2010 Australian women's national soccer team, the Matildas, win the Asian Cup.

2010

2012 Gotye wins a Grammy for Record of the Year, as well as two other Grammys in that year.

2014 Cate Blanchett becomes the first Australian to have won two Academy Awards for acting.

2015 The Australian men's team, the Socceroos, win the Asian Cup in Sydney.

2018 *Neighbours* broadcasts its 8000th episode.

2020 BlackLivesMatter protests lead to a reappraisal of racial representations in popular culture.

2020



Source 7 The Matildas celebrate their win in the 2010 Asian Cup final.

TIMELINE: CHECK YOUR LEARNING

1. When was the film *Jedda* released?
2. When was 'Friday on my mind' recorded, and by whom?
3. When was the first evening soapie shown in Australia?
4. What was the international sporting achievement by Australian football teams in 2010 and 2015?
5. Which soapie broadcast its 8000th episode in 2018?

8A WHAT WAS THE NATURE OF POPULAR CULTURE IN AUSTRALIA AT THE END OF WORLD WAR II?

8.1 WHAT IS POPULAR CULTURE?

KEY CONTENT

In this topic you will:

- identify the meaning and context of popular culture.

Culture is a significant part of any society. When we speak about culture, we are referring to the shared values, beliefs, ideas and artefacts that help give meaning to any group of people that are joined in a society. The anthropologist Clifford Geertz described culture as 'webs of significance' that humans spin for themselves. The idea of webs is an effective way of understanding culture, as the various strands of culture bind any society together.

Popular culture is, however, more complicated to define than by simply saying that it is culture that is liked by many people.



Source 1 A sociologist and a historian would differ in their recognition of Australian Rules Football as part of popular culture.

A historian's definition of popular culture

sociologist
a person who studies the way human society develops and functions

Sociologists have suggested that there are four distinguishing characteristics shared by major parts of popular cultures:

- They can move from local to international significance.
- Commercial products are associated with them.
- They can change and evolve over time.
- People have widespread access to them.

Historians prefer to focus on the idea of popular culture as being a cultural activity that reaches a level of wide acceptance. The Australian historian Richard Waterhouse has described popular culture as 'that which is widely practised, watched, heard and read, generally accepted and approved by the majority'.

In studying Australian popular culture, a sociologist would not regard Australian Rules, for example, as popular culture, because of its lack of global impact. To a historian, its significance and popularity would qualify it for study as a popular culture.

SPOTLIGHT

COMPREHENSION

The differing interpretations of the term 'popular culture' show why context is so important when reading historical texts. The correct context helps establish meaningful definitions of terms.

Studying popular culture in Australia from 1945 to the present

This study of popular culture focuses on rock 'n' roll music, radio, television, film and sport. They are not the only examples of popular culture, but they have been selected because they will help you build a strong understanding of the cultural forces that have helped to shape the country you live in.

Studying popular culture in this period allows you to trace the impact of changing technology on various forms of cultural expression. You have been born into a world in which the digital storage and retrieval of data (including images and sound) is commonplace. Communication is instant and global. In contrast, at the end of World War II, telegrams were regarded as the quickest way to send written information, and Australian houses received two mail deliveries a day. Australian newspapers in the 1950s referred to an 'electronic brain' because the word computer was not yet in common use. This dramatic change in technology has helped frame the development of popular culture in Australia, which in turn has helped shape the life you lead today.

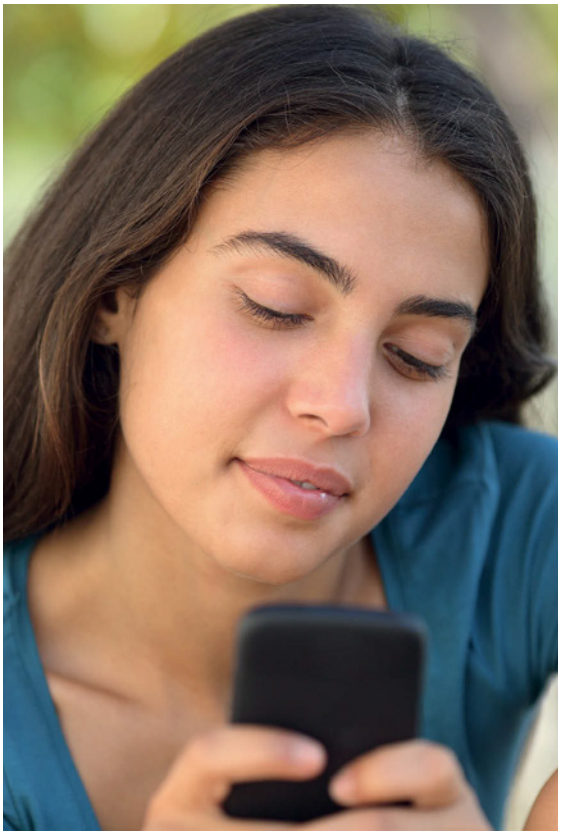
SPOTLIGHT

CONTINUITY AND CHANGE

You will often be confronted by examples of continuity and change in your study of popular culture. Reflect on the various examples of communication in the paragraph to the left to help you identify continuities and changes that influence the development and transmission of popular cultures.



Source 2 Telegrams were the quickest way to send a written message in 1945. Messages were transmitted to the telegram office closest to the recipient then delivered by a messenger.



Source 3 Instant messaging today

8.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Define the terms 'culture' and 'popular culture' in your own words.
2 How do sociologists and historians differ in the way they recognise activities as part of popular culture?

STRANGE BUT TRUE

In 2013, the world's last telegram was sent in India on 14 July. In the same year, Canada made the decision to end mail deliveries to individual houses.

8.2 POPULAR CULTURE IN AUSTRALIA AT THE END OF WORLD WAR II

KEY CONTENT

In this topic you will:

- identify the main features of Australian popular culture at the end of World War II, including music, film, fashion and sport.

The immediate post-war period brought some political changes. The federal government changed from Labor to Liberal in the 1949 elections, and Australia's relationships with Britain and the United States started to change. During World War II, Australia had been under threat of invasion from Japan, but the old certainty of relying on Britain for protection had been swept away with the fall of Singapore. The new political reality was that post-war Australia 'looked to America', as Prime Minister John Curtin (1941–45) put it.

Culturally, however, it was a time of continuity rather than change. Despite the changed political relationship between Britain and Australia, the cultural ties were more enduring, assisted by a strong commitment to British immigration to Australia. A study of popular culture in Australia in 1946 reveals that, while US influence was undoubtedly strengthening, Britain's cultural influence was still strong.

Popular sports at the end of World War II

Sport was very popular in Australia, and played a key role in restoring normality after the traumas of World War II. One of the great traditions of Australian sport was test cricket clashes with England for the Ashes. These contests had been disrupted by the war, and both England and Australia were keen to see the contest resume as a sign that life was returning to normal. An English team toured Australia in the summer of 1946–47. It was to be a goodwill tour, but Australia played with a determination to show the 'mother country' how strong they were. The result was a 4–1 series win to Australia, a superiority that was confirmed when Don Bradman led the team to England in 1948 and they remained undefeated.



Source 4 Don Bradman led Australia to victory in the Ashes series against England, 1946–47.

Rugby League was another popular culture drawn from Britain. Centred in New South Wales and Queensland, the most prestigious competition was the NSWRL premiership. Rugby League was matched in the southern states by Australian Rules, a sport that had developed locally. Unlike many sports, both Rugby League and Australian Rules continued to be played throughout World War II, providing some sense of normality as young men went off to fight.

Baseball was mainly played as a winter sport in Australia, complementing rather than competing with cricket. It is thought that baseball arrived in Australia with US gold miners in the Victorian gold rush of the 1850s. Interstate baseball games resumed after the war, and its success in the immediate post-war period shows that it was not only British traditions that influenced sport in Australia.



Source 5 The first test of the Australia versus England Rugby League series, 12 June 1950

Children's literature at the end of World War II

An influential aspect of popular culture in the years after World War II was children's literature. Books by two British writers, Enid Blyton and Captain W. E. Johns, helped give Australian children a sense of a wider, if very British, world. For the post-war generation, Blyton's *The Famous Five* and *The Secret Seven* series, and Johns's *Biggles* series became must-reads for Australian children. They played an important role in reinforcing cultural links with the 'mother country' for another generation.



Source 6 The cover of a book from Enid Blyton's *The Secret Seven* series

Radio in post-war Australia

Until the 1920s, pianos and pianolas (self-playing pianos) were the main source of home entertainment. Sheet music allowed songs to be shared and the sales of that sheet music indicated a song's popularity. In 1923, public broadcasting of radio in Australia started in Sydney with radio station 2SB (later renamed 2BL). Radios soon became commonplace in Australian homes and replaced the piano as the focus of home entertainment.

Radio broadcasts helped to introduce and popularise jazz music from the United States, which had become popular during World War II with the presence of US servicemen in Australia. During the war, clubs such as the Booker T Washington club in Sydney and Dr Carver Club in Brisbane had been established to cater for visiting Black American troops, and these clubs had regular live jazz performances. American performers such as Frank Sinatra and Bing Crosby also influenced Australian tastes in music, as they were popular performers heard and seen regularly on radio and in films in Australia.

Technological developments from the 1930s led to portable radios which increased the reach and influence of radio. Portable radios meant that music could be played outside the living room, and after the development of even smaller transistor radios in the 1950s, radios were also built into cars.

By 1946, all capital cities and most regional centres in Australia boasted their own radio stations. This helped overcome the great distances involved in communicating across the country, and radio became the ideal medium for introducing Australian audiences to the recorded music that was coming from the United States.

8.2A SOURCE STUDY

Radio in post-war Australia



Source 7 Inside the Dr Carver Club, Brisbane, during World War II (AWM 015578)



Source 8 Sunbathing and listening to a portable radio, Bondi Beach, 1940s

INTERPRET

1 What evidence do these sources provide about cultural influences and technological developments in popular culture in 1940s Australia?

Radio serials

As well as recorded music, radio serials became increasingly popular. Radio serials were stories or plays presented in instalments, usually weekly. They covered all the styles, genres and age groups you find on television today: dramas such as *Hagen's Circus*, comedies such as *McCackie Mansion*, and children's shows such as *The Air Adventures of Biggles* were all popular. Quiz shows were also popular, and made stars of radio presenters such as Jack Davey and Bob Dyer.

One of the most famous radio serials was the rural soap opera *Blue Hills*, which ran on ABC radio from 1949, survived the impact of television in the 1950s and 1960s, and finally finished in 1976. To get a sense of the time span this long-running serial covered – including its original version as *The Lawsons* – Blue Hills ran while John Curtin, Frank Forde, Ben Chifley, Robert Menzies, Harold Holt, John McEwen, John Gorton, William McMahon, Gough Whitlam and Malcolm Fraser were all sitting prime ministers.

STRANGE BUT TRUE

The term 'soap opera' or 'soapie' originated from the sponsorship of early radio serials by soap companies. The serials were aired during the day when housewives were the main audience. The term transferred to television serials when they were introduced in 1957.

Film in post-war Australia

The world's first feature film, *The Story of the Kelly Gang*, was produced in Australia in 1906. In the years between 1906 and 1912, Australia led the world in feature film production, producing more films than either the United States or Britain. However, when the New South Wales and Victorian governments banned 'bushranger' films in 1912 because they were fearful of political rebellion, they effectively destroyed the early Australian film industry. From 1914 to 1918, the government placed a large import tax on foreign films to try to protect the Australian industry. After the tax was lifted in 1918, US films began to dominate Australian cinemas. By 1923, 94 per cent of all films shown in Australia were American; and in the 1930s, 'talkies' from Hollywood began to dominate the global film industry.



Source 9 A film still from *The Story of the Kelly Gang*, 1906

STRANGE BUT TRUE

The Story of the Kelly Gang, which was made only 26 years after the execution of Ned Kelly, was sympathetic to the Kelly gang. The film was said to inspire school children in Ballarat to break into a photographic studio and bail up a group of other school children at gunpoint. The film was banned in the Victorian towns of Benalla and Wangaratta because these towns had strong connections with the Kelly family.



Source 10 A film poster for the 1955 film *Jedda*

There was a brief revival in Australian film in the 1930s, and the documentary *Kokoda Front Line!* won Australia's first Academy Award in 1943, for Best Documentary. However, the Australian film industry struggled in the years after World War II. Australian actors travelled to Hollywood with hopes of success, and films made in Australia in the 1940s and 1950s were usually co-productions with US and British film companies. Some of the major Australian stars that emerged in this period were Errol Flynn, Peter Finch and Chips Rafferty.

The 1955 film *Jedda* stands out as a significant milestone in Australian film because it had two Indigenous Australian leads and was the first Australian film to be shot in colour. By introducing a mainstream audience to Indigenous issues, it also showed the potential of film to create debate and stimulate social change.

The Disney studio became the main source of children's entertainment. *Dumbo* and *Bambi* had been major hits during the war, and by the 1950s Disney films were clearly established as the must-see movies for Australian children. US serials and cartoons also emerged as staples of Saturday afternoon picture shows, and ensured that children in post-war Australia were introduced to a steady diet of US popular culture. These serials showed the merging of US popular culture influences as they frequently drew on comic-strip heroes such as Batman, the Phantom and the Green Hornet as their source.

Before television, newsreels at cinemas were the only way people could see major news events. Serials and newsreels ensured that people kept coming back on a weekly basis, as post-war prosperity made the local cinema a centre of popular culture. It also explains why, when the Australian film industry went into decline after World War II, newsreel production continued until the introduction of television eventually ended it.

SEE, THINK, WONDER

Examine Source 10.

What do you see?

What do you think?

What does it make you wonder?

Fashion in post-war Australia

Fabric had been rationed during World War II and a shortage of dress-making material meant that hemlines were shorter and clothes simpler. Many Australian women wore what was known as an 'austerity suit'. This was a plain, straight skirt and a jacket limited to four buttons and two pockets. When material became more readily available, women looked for more feminine styles.

Australia followed fashion trends particularly from Europe and the United States. Ruffles and peplums (short skirt-like additions to jacket hems) were in vogue immediately after the war.



Source 11 A woman wearing an outfit designed by Christian Dior, 1947

In 1947, Christian Dior revealed his 'New Look' collection with pinched-in waists and full skirts. His designs were a reaction against the wartime restrictions, and the popularity of full skirts continued into the 1950s.

For Australian men, a suit and a hat were the required business attire, and many companies had rules for what should be worn in the office.

For ordinary Australians, clothes were most often sewn at home or by a dressmaker.

8.2B SOURCE STUDY

Australian fashion in 1946



Source 12 An advertisement from the *Australian Women's Weekly*, 13 April 1946



Source 13 An advertisement from the *Australian Women's Weekly*, 13 April 1946

INTERPRET

1. Use your modern perspective to analyse the fashions worn by the models in these 1946 advertisements from the *Australian Women's Weekly*. What is the risk of analysing something like fashion with a modern perspective?
2. The jacket in the second advertisement is available in a range of colours including Spitfire Red, American Beauty and Californian Green. How do the names chosen for these colours reflect continuities and changes in Australian popular culture immediately after the war?
3. Describe the impression of post-war life that is created by the photo in the first advertisement.
4. Explain how these two advertisements help you understand continuities and changes in Australian fashion. What other information would you require to come to a more definite conclusion?

8.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Which sports in Australia were disrupted by the war?
2. Which series of children's books were popular in post-war Australia?
3. Describe the different ways Australian audiences were introduced to jazz music.
4. How did the term 'soapie' originate?
5. For how many years did the radio serial *Blue Hills* run?
6. Explain why US films dominated Australian cinemas in the years before and after World War II.

APPLY AND ANALYSE

7. In small groups, conduct research to create a snapshot of post-war Australia. Find information such as the average age and country of birth of the Australian population, as well as details of daily life in a typical Australian family in 1945. Write a paragraph that summarises the main features of Australian society at the end of World War II.
8. Research the 1955 film *Jedda* and discuss why it is considered to be a landmark Australian film.

EVALUATE AND CREATE

9. You have been commissioned to create a documentary on life in Australia in the period after World War II. Using the material in this chapter and your own research, develop an outline for your documentary. You can negotiate the option of actually developing a documentary for presentation to the class.

GO DEEPER

10. Read a novel from the *Famous Five*, *Secret Seven* or *Biggles* series. In a 200-word report, analyse the book from a modern perspective. Is there anything in the novel that would seem dated or inappropriate now? What view of England do you get from reading the novel?



OXFORD UNIVERSITY PRESS

WHAT WAS THE NATURE OF POPULAR CULTURE IN AUSTRALIA AT THE END OF WORLD WAR II?

» Identify the main features of Australian popular culture at the end of World War II, including music, film, fashion and sport

1 How do historians define popular culture? (2 marks)

2 What were the main sports that were popular in Australia at the end of World War II? Explain why these represent either cultural continuity or cultural change in Australia. (5 marks)

3 What did Enid Blyton and Captain W. E. Johns have in common? (2 marks)

4 Explain why radio became so popular in Australia from the 1940s. (10 marks)

5 Describe what you could expect to see on a visit to the Australian cinema in the late 1940s. Explain the role films played in Australian life at this time. (5 marks)

6 Outline the significance of *Jedda* in the Australian film industry. (3 marks)

7 Explain the influence of fashion in post-war Australia. (3 marks)

Total marks [/30]



Source 14 An ABC publicity photo of the *Blue Hills* cast from 1949

8A

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

» 5 marks = a paragraph

» 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Rich task
A write-in worksheet for the Rich task

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Answers
Answers to every Check Your Learning, Interpret and Checkpoint question in this section

8B WHAT DEVELOPMENTS OCCURRED IN POPULAR CULTURE AND HOW DID THEY IMPACT AUSTRALIAN SOCIETY?

8.3 THE ARRIVAL OF ROCK 'N' ROLL AND TELEVISION

SPOTLIGHT

SIGNIFICANCE

It is crucial to consider historical context when making decisions about significance. In 1956, it would have been difficult for a historian to see the introduction of rock 'n' roll and television to Australia as significant. By the twenty-first century, the historical significance of both was clear.

KEY CONTENT

In this topic you will:

- explain ways in which Australia in the 1950s was influenced by American culture.

It is difficult to imagine life today without rock music and television. Both rock music and television had their origins in the United States, and both became major vehicles for social and cultural change in Australia. Both allowed the transmission of US popular culture in a more direct way than film or the visits of US troops during World War II had been able to do.

In cultural terms, you can make an argument that 1956 was a year that the country changed, but that is a perspective that could only have been established in later decades.

Rock 'n' roll arrives in 1956

Sydney newspaper *The Sun* reported on 21 June 1956 that 'rock and roll raised no more than a flutter' in Australia, and many adults thought rock music was just a fad that would quickly die out. Yet six months later, rock music had become part of the cultural environment. In that year, Elvis Presley's 'Heartbreak Hotel' was released, and Bill Haley's 'Rock around the clock' broke sales records when it sold 175 000 45s and 78s (vinyl records that spun on a turntable at 45 and 78 rpms – revolutions per minute). Twelve-thousand LPs (long-playing records) were also sold.

There is no doubt that rock 'n' roll changed Australia in the 1950s. Teenagers had a different outlook from the earlier generations that had experienced the **Great Depression** and World War II. Attendance at rock music concerts became a symbol of the enthusiastic adoption of US popular culture. For teenagers, it also signalled a break with their parents' generation. When artists such as Johnny O'Keefe, Col Joye, Betty McQuade and Lonnie Lee absorbed these influences, so did their fans. The arrival of rock music set off the start of social change in Australia. It also led to the development of original contributions to Australian culture by Australian songwriters and performers.

Great Depression
a period of severe economic downturn that began in the United States and quickly spread around the world during the 1930s and 1940s; it was triggered by the stock market crash in 1929 and was one of the long-term causes of World War II

Source 1 A rock 'n' roll dance in the Manly RSL



Introduction of television in 1956

Television in the United States was critical in exposing rock music to a national audience. By 1956, teenagers across the United States could see Elvis Presley perform on nationally broadcast shows such as *The Ed Sullivan Show* and *The Milton Berle Show*. In a country the geographical size of Australia, television had the same potential to influence popular culture, but the much smaller population in Australia delayed the adoption of the new technology. Political disputes about the broadcast model to be used also delayed its introduction.

It was finally decided that Australia would have a joint government (the British model) and private structure (the US model) of television station ownership.

The Melbourne Olympic Games in November 1956 were the catalyst for the introduction of television. Both public and private stations were operating in Sydney and Melbourne in time to televise the games, and by 1960, Brisbane, Adelaide, Hobart and Perth all had television stations.

Like many new technologies, television sets were initially expensive. In 1956, a new set cost over $400 at a time when the average weekly wage was just over $30 a week. As a result, it is estimated that only about 5 per cent of Melbourne and 1 per cent of Sydney households had a television by 1960. For the first few years of television in Australia, many people could only see television by watching sets in stores.



Source 2 A family watches a television in the television lounge at a department store in Sydney on 24 November 1956.



Source 3 The 1956 Melbourne Olympics was one of the main motivating factors for the introduction of television in Australia. The games were broadcast as a test transmission by all three television stations operating in Melbourne at the time. This photo shows Betty Cuthbert anchoring Australia to win the women's 4 x 100m relay final.

STRANGE BUT TRUE

After Elvis Presley's appearance on *The Milton Berle Show*, performing 'Hound Dog', United States authorities banned the filming of Elvis below the waist because of his suggestive dance movements.

8.3 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Identify the songs by Elvis Presley and Bill Haley that signalled the arrival of rock 'n' roll in Australia.
2. When was television first broadcast nationally in Australia?
3. In which year did all Australian state capitals have television stations?

APPLY AND ANALYSE

4. As a class, discuss the suggestion that 1956 was a significant year for popular culture in Australia. Summarise three key points from the discussion.

EVALUATE AND CREATE

5. Script a discussion between a father and daughter watching Elvis Presley performing on *The Milton Berle Show* in the US in 1956. Ensure the discussion reflects the social and cultural context of 1956. Then, in pairs, act out your scripts.

GO DEEPER

6. A television in 1956 cost roughly 13 times the average weekly wage. Find out the current average weekly wage for a full-time adult worker and use this figure to calculate the equivalent cost of a television in today's terms. What does this tell you about access to television in Australia today?

8.4 ROCK 'N' ROLL IN AUSTRALIA

KEY CONTENT

In this topic you will:

- assess the way American and British music influenced post-war Australian entertainment, such as rock 'n' roll.

Rock 'n' roll exposed a developing generation gap in Australia. The emergence of teenagers as a distinct social group had been underway since the end of World War II. Part-time work provided disposable income for young people. With money to spend and few responsibilities, teenagers' free hours became a time for fun. Parents had less direct control over teenage children, and products such as records, magazines and cosmetics were developed for the teenage market.

Rock 'n' roll was identified as rebellious music for teenagers from its earliest days in Australia. The first rock music exploitation film, *Rock Around the Clock*, was released in Sydney on 14 September 1956. Ten days later, two youths were fined for dancing in Pitt Street after viewing the film. The link between rock music and teenage misbehaviour was established, even before there were any Australian rock bands.

Australian origins

There is some debate about the identification of Australia's first rock music record. The most likely pioneer of Australian rock music, however, was an Indigenous Australian called George Assang, who regularly fronted jazz and swing bands on the Australian live music circuit. On 12 July 1956, under his stage name of Vic Sabrino, he released a version of 'Heartbreak Hotel' simultaneously with Elvis Presley's original version. It reflects the status of Aboriginal and Torres Strait Islander people at that time that Assang felt he had a greater chance of success by passing as an Italian migrant than being recognised as Indigenous.

Typical of the early Australian rock industry, most records released were covers of US songs. The first original Australian song was probably 'Rock 'n' roll washboard' by the Schneider Sisters, written in November 1956.

Rock 'n' roll goes global

Radio, television and film all helped to spread rock music, and tours by live acts were the next step. Although Australia was geographically isolated in the 1950s, a US promoter living in Australia named Lee Gordon realised the potential of rock music. He organised the first rock music tour outside of North America when he booked Bill Haley and the Comets, Big Joe Turner, The Platters, LaVern Baker, and Freddie Bell and the Bell Boys on a package tour of Australia in 1957. The musicians were of mixed race and gender, both certain to attract controversy in a 'white' Australia where women were yet to be considered men's equals. A sign of the success of the tour was the fact that it sold out across the country, playing to 330 000 people at a time when Australia's population was around nine million.

STRANGE BUT TRUE

It took Bill Haley five days to travel (by train and plane) from the east coast of the United States to Sydney for his tour of Australia in 1957.

Different perspectives of Bill Haley's Australian tour

Reviews of the live shows confirmed that adults and teenagers viewed rock music very differently. The review in the Sydney *Sun* called it the 'noisiest show to ever hit Sydney', and included comments that 'plates rattled half a block away, dogs cringed in their kennels and the boxing stadium at Rushcutters Bay loosened its nails'.

It described scenes of teen rebellion, when 'groups of teenagers jumped up and began jiving and jitterbugging in the aisles' and 'ushers and police rushed to break them up'.

Valuable primary source materials for the tour are the recordings of the *Jack Davey Ampol Show* on Sydney radio station 2GB. In an interview with Davey, Haley said that rock 'n' roll was ideal for people to 'relax and enjoy themselves'. As a spokesman for rock music, Haley was a long way from the rebellious image that the press was creating.

The excitement generated by the Haley tour accelerated change in Australia. Young people were prepared to announce themselves as different from their parents, and music was the easiest way to express that difference. A generation gap was emerging.

Source 4 The cover of the program for Bill Haley's tour of Australia in 1957



8.4A SOURCE STUDY

Differing perspectives of Bill Haley's Australian tour

Source 5

It will be interesting to note the effects of the visit to Sydney of a band of American entertainers. Reports of the way 'rock and roll' has been received by overseas audiences, coupled with the almost unanimous acceptance of Elvis Presley who, despite his repulsive antics, is now the current idol of the younger set, lead one to believe that the arrival of Mr Haley could be regretted for years to come.

We have only to glance through the daily papers to read the shocking manner in which teenagers of today, throughout the world, carry on. The morals of the modern generation, with the exception of a small minority, have nearly reached an all time low, and 'rock and roll' has done nothing to improve them.

Already the general outlook of the Australian teenager has begun to deteriorate rapidly and to such an extent that something must be done to prevent the low level which they are gradually approaching, being attained.

Strongly opposed by most leading musicians, both modern and classical, 'rock and roll' represents a serious threat to the community. In both Britain and the United States riots are prevalent where this form of entertainment is played. We must see that it is not given the same opportunity to take a grip on our own youth.

A letter to the editor by John Sutton, *The Sun*, Sydney, January 1957, while Bill Haley was touring Australia. It was given the heading 'Menace of rock and roll'.

Source 6

The show opened with Freddie Bell and the Bellboys. They opened with a song, 'We're Gonna Teach You To Rock,'... Their stage act was superb, with dance moves, comedy routines, all just too much. This was the first time I had seen or heard a bass guitar, and from that moment I knew what instrument I wanted to play. I was hooked on bass. The crowd reaction was sensational, no one had ever seen or heard anything like it before.

On came Bill Haley and the Comets ... They had a great stage show, namely round the sax player and bass player. He played a double bass and climbed all over it, and stood on it. They played all their hits, 'Rock a Beatin' Boogie', 'R-O-C-K', '13 Women' and 'Rock Around the Clock'. I was a little disappointed with Bill. He just stood there, sang, and played rhythm guitar – not really part of the act ... The band played and sounded great, just like the records ... I'm glad I was there, and I suppose, part of it.

John Manners sharing his memories of a Bill Haley concert at Sydney Stadium in January 1957 in a private letter. Manners is regarded as one of Australia's greatest and most innovative bass players, and was a member of the band The Whispers, with three singles reaching number one in the charts.

SPOTLIGHT

PERSPECTIVES

The examples of perspectives shown here are evidence of the so-called 'generation gap'. In examining popular culture, identify the age of the people who are expressing the perspectives you are examining to ensure you understand their context.

INTERPRET

Sources 5 and 6 show two very different perspectives on the first international rock 'n' roll tour of Australia in 1957.

1. Identify the perspectives of John Manners and John Sutton.
2. List the words used that help you identify each perspective.
3. Mr Sutton's age is not given. Is there any evidence to indicate his approximate age?
4. Is one perspective more accurate than the other?
5. How would you use these two sources as evidence to argue that rock music created a generation gap in Australia in 1957?



Source 7 Johnny O'Keefe performing on stage in 1963

Australia's early rock music industry

The early Australian rock music industry was centred on Johnny O'Keefe – who led what was initially regarded as Australia's only working rock 'n' roll band – and Festival Records. O'Keefe introduced a live rock music circuit of suburban dances, while Festival Records gave local artists the opportunity to record in their studios.

O'Keefe released his first single 'You hit the wrong note, Billy Goat' in 1957. His 1958 release 'The wild one' was the first genuine Australian hit record. It was inspired by a riotous night at one of the suburban dances, where teenagers took the opportunity to cut loose from the conservatism of the time.

The Australian music industry continued to develop in the early 1960s. Artists such as Lonnie Lee, Col Joye and Johnny Rebb pioneered an Australian rock music sound with local songs that often drew on American rockabilly influences.

Surf music

From 1962, the international surf music boom launched the next phase of Australian music. A Sydney band called The Atlantics created a huge local hit, 'Bombora', which was released internationally, even attaining status as US Cashbox Magazine's 'Record of the Week'. Following the impact of 'The wild one', this showed that Australian rock music was already developing the capacity to have an influence internationally. Suddenly, surf bands were everywhere, playing suburban dances and imitating the British band The Shadows.

The classic rock line-up of guitars, bass and drums emerged at this point, and major international labels such as CBS and HMV started investing in the local music industry. As The Beach Boys started to hit the charts, vocals started to influence surf music, and 14-year-old Little Pattie entered the charts with 'He's my blonde headed stompie wompie real gone surfer boy' late in 1963. The summer of 1963–64 was the high point of the surf music craze in Australia, before British popular culture reasserted itself with The Beatles.

STRANGE BUT TRUE

Little Pattie was studying at Sydney Girls High School when she first entered the charts. She abandoned plans to become a doctor, and has been performing continuously ever since.

The Beatles arrive

On 11 June 1964, The Beatles arrived in Australia for their only visit. The tour had been arranged before the start of Beatlemania, but by the time the band arrived they were arguably the most famous people on the planet. Crowds, such as the 350 000 people who lined the entire drive from Adelaide's airport to the city, were repeated wherever The Beatles went. For two weeks, Australia was the centre of the popular culture universe.

The Beatles' tour had a direct impact on Australian society. Many teenagers disobeyed authority for the first time in their lives, ignoring police instructions as they massed anywhere that The Beatles might appear. The mobilisation of so many teenagers was an early sign of the mass movement that would later protest against the Vietnam War.



Source 8 Police hold back Beatles fans at Sydney airport in June 1964, as Ringo Starr and Brian Epstein (manager of The Beatles) arrive.

The Beatles' tour changed the face of Australian music. Groups replaced solo singers almost instantly. The music industry boomed from 1964, as teenagers across the country demanded records and live concerts. Music became the quickest way for many migrants to assimilate into Australian culture. The Easybeats in Sydney and The Twilights in Adelaide, two bands that formed after The Beatles' tour, consisted mainly of migrants. By 1966, The Easybeats and Normie Rowe, two of the biggest names on the local scene, had moved to England to try to crack the international market.



Source 9 The Beatles at their press conference in Melbourne, June 1964

SPOTLIGHT

SIGNIFICANCE

An event can be considered significant because of its impact at the time, its impact on later times, or a combination of both. Reflect on The Beatles' 1964 Australian tour to consider which interpretation of significance applies to it.

8.4B SOURCE STUDY

Rock 'n' roll in Australia

TOP 20

1 Friday On My Mind – The Easybeats (AUS)
2 Ooh La La – Normie Rowe (AUS)
3 No Milk Today – Herman's Hermits (UK)
4 Let It Be Me EP – Johnny Young (AUS)
5 Sorry – The Easybeats (AUS)
6 The Boss's Daughter – Gene Pitney (USA)
7 The Loved One EP – The Loved Ones (AUS)
8 Winchester Cathedral – The New Vaudeville Band (UK)
9 Bend It – Dave Dee, Dozy, Beaky, Mick and Tich (UK)
10 Stop Stop Stop – The Hollies (UK)
11 I'm A Boy – The Who (UK)
12 Spicks and Specks – The Bee Gees (AUS)
13 Dandy – Herman's Hermits (UK)
14 Psychotic Reaction – Count Five (US)
15 It's Not Easy – Normie Rowe (AUS)
16 I Can't Control Myself – The Troggs (UK)
17 Mellow Yellow – Donovan (UK)
18 Needle In A Haystack – The Twilights (AUS)
19 Ever Lovin' Man – The Loved Ones (AUS)
20 Green, Green Grass Of Home – Tom Jones (UK)

Source 10 The Top 20 in Australia, 16 March 1966

TOP 20

1 Women – The Easybeats (AUS)
2 These Boots Are Made For Walkin' – Nancy Sinatra (USA)
3 We Can Work It Out – The Beatles (UK)
4 Gloria – Them (Ireland)
5 Barbara Ann – The Beach Boys (USA)
6 The Carnival Is Over – The Seekers (AUS)
7 Tennessee Waltz – Ray Brown and the Whispers (AUS)
8 Love Letters – Billy Thorpe and the Aztecs (AUS)
9 Listen People – Herman's Hermits (UK)
10 My Generation – The Who (UK)
11 Michelle – The Beatles (UK)
12 Someday – Tony Barber (AUS)
13 Warlord – The Shadows (UK)
14 As Tears Go By – The Rolling Stones (UK)
15 The Sounds Of Silence – Simon and Garfunkel (USA)
16 To Whom It Concerns – Chris Andrews (UK)
17 Tell Him I'm Not Home – Normie Rowe (AUS)
18 The Best In Africa – The Groop (AUS)
19 Some Sunday Morning – Wayne Newton (USA)
20 Second Hand Rose – Barbara Streisand (USA)

Source 11 The Top 20 in Australia, 4 January 1967

INTERPRET

1 Why are these Top 20 charts primary sources?
2 How could a historian investigating the impact of American and British popular culture on Australia use these sources?
3 What evidence is there that Australia was able to absorb and respond to overseas popular culture in the 1960s?
4 Is there any evidence in these charts to support the suggestion that The Beatles' tour of 1964 changed the face of Australian music?
5 Identify the elements of continuity and the elements of change between the two charts.

SPOTLIGHT

ANALYSIS AND USE OF SOURCES

Popular culture provides an opportunity to explore new sources that reflect the nature of the topic. Top 20 music charts would once never have been regarded as historical sources, but new topics such as 'pop' music led to new understanding of the value of various sources.

8.4 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What did police and ushers try to stop at a Bill Haley concert?
2 What was the first Australian hit record, and who was the performer?
3 How did the tour of The Beatles affect the behaviour of Australian teenagers?

EVALUATE AND CREATE

4 Create a playlist that you think captures the sounds Australians your age would have been listening to in the mid-sixties. Explain the differences with today in terms of continuities and changes.

GO DEEPER

5 Investigate which performers have recorded versions of Johnny O'Keefe's single 'The wild one'. Use this information to write a paragraph about the significance of O'Keefe to Australian and global popular culture.
6 Because of the strong cultural links between Australia and Britain, The Beatles entered the Australian charts six months before they charted in the United States. Newly arrived British migrants had kept Australians up to date on the pop boom in England. Search for websites that provide copies of Top 40 charts in the 1960s and investigate the differences between the Australian, British and US charts at that time.

What was Australia's first rock 'n' roll record?

CASE STUDY

Sometimes during your study of History, you are confronted by questions that don't appear to have a clear and obvious answer and may appear to have a range of responses that could be correct. Asking, 'which was Australia's first rock 'n' roll record?' is one of those questions. The correct approach to this type of question is to research as much reliable information as you can and come to a decision based on the evidence. That evidence can then also be used to support your response.

In this case study, you will be guided through the steps you can take to answer this question. You will then be required to make up your own mind and support your conclusion with evidence. You are the historian! If you simply search online for 'what was Australia's first rock 'n' roll record?', you will get over one million results. Obviously with that much information available, it is impossible to quickly assess which would be useful resources. If you simply followed the featured snippet that topped the Google results, you could also have an answer: *Rock-A-Beatin'-Boogie* by Frankie Davidson. That's not historical research though, and it is important to never simply accept the first site offered to you by Google. Instead, develop an organised approach to your investigation.

Step 1: Define your question, key terms and search

You have had the question set for you: 'What was Australia's first rock 'n' roll record?' Firstly, what do you understand by the term 'rock 'n' roll'? How you define this will have an impact on what can be categorised as a rock 'n' roll record. Another important point to consider is what is meant by 'Australia's'. To be Australia's first rock music record, does it need to have been written and recorded by Australians? Does an American song covered by an Australian qualify? Does it have to be released by an Australian record company? Defining these sorts of terms before you get started helps to make your search more focused.

A good starting point is to investigate a range of possibilities. In your initial research, develop a list of possible artists and songs that you think are worthy of further research. This is not a quick process, because you will have to make sure you have considered a range of resources that suggest candidates. That list becomes the basis of your next step. Keep a list of the resources you use and assess during your research, so that you can show where your information and understanding has come from.

Step 2: Refine your research

As you become more familiar with the material, and your list becomes final, make your research more specific. Look for evidence to keep a song on or off the list, with the aim of bringing your list down to a manageable number of candidates.

Step 3: Move to detailed research

With your list finalised, it becomes the focus of more detailed research. Each song can be the focus of a specific search as you assemble evidence. Each search should help you refine your list further. Assemble the evidence that justifies including or excluding a song.

Step 4: Interrogate your research

It is important to ask questions of your research. What is reliable? Why is it reliable? What is fact and what is opinion? These are key questions that drive reliable historical research.

Step 5: Prioritise your research

You have now reached the stage where you can prioritise your research. Which songs have the strongest claims? Why? Are there songs you can now rule out because of the date? Can all the songs remaining on your list be described fairly as rock music according to the definition you established? Are there any songs where the only supporting evidence is opinion rather than fact?

Step 6: Analyse your findings closely

You are coming closer to a conclusion. Make sure that your final analysis relies on evidence. Assemble the evidence and reflect on why your conclusion is valid. What makes the evidence you have assembled convincing?

Step 7: Come to a conclusion

What are you going to argue was Australia's first rock 'n' roll record? What evidence are you going to use to support your choice? Which evidence are you going to reject? Why?

Step 8: Present your conclusion

How are you going to present your argument? Have you been given specific instructions or a free choice? It is vital that whoever accesses your response can clearly see what choice you've made, what evidence you have to support it, and what sources you have relied upon to come to your conclusions.

Source 12

The Schneider Sisters – Washboard Rock 'n' roll – 1956

Frankie Davidson – Rock a Beatin' Boogie – 1956

Vic Sabrino – Rock Around the Clock – 1955

Les Welch – Saturday Night Fish Fry – 1954

Four songs listed under the heading 'Rare Collections: What was the First Australian Rock 'n' roll Record' by David Kilby and Jordie Kilby on abc.net.au

Source 13

The late Johnny O'Keefe is regarded as the true founder of Australian rock 'n' roll, his 1957 song The Wild One being the first of its type recorded here. An Australian-composed rock song by an Australian artist, it lives on 48 years later in Iggy Pop's version *Real Wild Child*, which has propelled the ABC music show Rage for nearly two decades.

Extract from: 'Discovered: Rock 'n' roll's Scratchy Start' by Steve Waldon, *The Age*, June 4, 2005

Source 14 Vic Sabrino (centre back row) after he had reverted to his original name of George Assang and developed a successful career as an actor



CASE STUDY: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Explain why some historical questions appear to have no clear answer.
2 Why is it important to define key terms early in any historical investigation?

EVALUATE AND CREATE

3 Create a fully researched presentation that allows you to argue what you believe was Australia's first rock 'n' roll record.

GO DEEPER

4 Investigate the career of Vic Sabrino. Could he be described as Australia's first rock music star? What evidence supports your response?

8.5 TELEVISION IN AUSTRALIA

KEY CONTENT

In this topic you will:

- use a range of sources to explain the nature and impact of television on Australian popular culture.

The arrival of television in Australia in 1956 caused great cultural change, as it ensured easy access to US popular culture. At the time, there were no local content requirements or quotas, to encourage investment in television stations. This meant that early Australian television was dominated by American shows, as television companies found it was cheaper to import ready-made shows from the United States, in particular. When a Senate Committee reported on Australian content on television in 1963, it estimated that 97 per cent of all television drama shown between 1956 and 1963 was American. This became a powerful agent of cultural change. Australian kids grew up with *The Mickey Mouse Club* and *The Wonderful World of Disney*, while cowboys such as Roy Rogers and Hopalong Cassidy meant Australians became more familiar with the Wild West than the Outback. Crime-based shows such as *Perry Mason* and *Dragnet* were popular adult fare. Sitcoms such as *Father Knows Best* and *I Love Lucy* also attracted large audiences.

At the time, there were few facilities and no equipment in Australia to produce programs or record broadcast material. As a result, local content consisted of live quiz and game shows that had been popular on radio. For historians, one of the difficulties in studying the early years of Australian television is that so little primary source material survives. With no videotape or equipment to record television shows, live broadcasts were unique events.

The Mickey Mouse Club

The stars of *The Mickey Mouse Club*, which featured talented young performers called Mouseketeers, were invited to tour Australia in 1959. The television show was a must-see show for suburban Australian children whose families had television sets. Thousands of excited Australian children and teenagers flocked to the airport, hotel and concert appearances of the Mouseketeers. Streets were closed and the Mouseketeers required security to ensure their safety. The memories of some of those young television stars were recorded in an oral history of *The Mickey Mouse Club*, which is a valuable primary source on the impact of US television on Australia in those early years. Mouseketeer Sharon Baird remembered, 'There were more people to greet us there than Frank Sinatra when he arrived. I thought that was really something. Before then, I don't think I realised how big the show was.'

The excitement generated by the tour helped inspire a generation of Australians to become consumers and, in some cases, producers of Australian popular culture. In 2020, popular culture expert Glenn A. Baker remembered the Mouseketeers at Sydney Stadium as his first concert. As with the first rock music tours, personal experience helped Australians connect to an increasingly global popular culture.



Source 15 The absence of local content requirements meant that Australians saw more of Roy Rogers and the Wild West than the Outback.

Television in Australia

These two Sydney television program guides, a decade apart, give historians the opportunity to examine primary sources that provide evidence of the impact of television on Australian popular culture.

Source 16 Television program guide for Monday 13 July 1959, Sydney

	ABN2	ATN7	TCN9
4PM	4pm Woman's World 4.30 New Zealand Parade 4.45 Kindergarten Playtime	4pm Sheena Jungle Queen 4.30 Captain Fortune Presents	4pm These Were the Hits 4.30 OSS
5PM	5pm Children's TV Club	5pm Rocky Jones Space Ranger 5.25 Crusader Rabbit 5.30 Teen Time. Keith Walshe	5pm Annie Oakley 5.30 Desmond and the Channel 9-Pins
6PM	6pm Wells Fargo 6.30 Life of Riley 6.55 Focus	6pm Popeye's Cartoon Theatre 6.30 Laurel and Hardy 6.56 News, Weather	6pm The Mickey Mouse Club 6.25 Tom Terrific 6.30 Huckleberry Hound 6.45 News, Weather
7PM	7pm News, Newsreel, Weather 7.30 Glencannon	7pm McKenzie's Raiders 7.30 Movie: Gallant Legion	7pm Abbott and Costello 7.30 Border Patrol
8PM	8pm Overseas Press Club 8.30 Any Questions?		8pm The Restless Gun 8.30 I Love Lucy
9PM	9pm Assignment Foreign Legion 9.30 Sports Cavalcade	9pm The Loretta Young Show 9.30 Movie: Double Jeopardy	9pm Whitehall Playhouse 9.30 Trackdown
10PM	10pm Science Makes News 10.30 News, Newsreel 10.55 Close		10.30 Movie: Give Me Your Heart. 1936

Source 17 Television program guide for Monday 6 October 1969, Sydney

	ABN2	ATN7	TCN9	TEN10
4PM	4pm Play School 4.30 Adventure Island	4.25 Little Folk 4.30 The Munsters	4pm Junior New Faces 4.55 Name to Remember	4pm Batman 4.30 Operation Starlift
5PM	5pm Cartoons 5.05 Kimba 5.30 Why Is It So? 5.40 The Forest Rangers	5pm The Three Stooges 5.30 Bugs Bunny Show	5pm National Velvet 5.30 Ozzie and Harriet	5.30 Blind Date
6PM	6.05 The Ghost and Mrs Muir 6.30 GTK 6.40 Bellbird 6.55 In a Good Cause	6pm Beverly Hillbillies 6.30 News. Roger Climpson	6pm The Lucy Show 6.30 News. Brian Henderson	6pm News. John Bailey 6.30 Paycards 6.32 Gilligan's Island
7PM	7pm ABC News 7.25 Weather 7.30 This Day Tonight	7pm Pick a Box 7.30 Department S	7pm Skippy 7.30 Voyage to the Bottom of the Sea	7pm Hogan's Heroes 7.30 Showcase 69
8PM	8pm That's Life 8.48 News in Brief 8.50 Sue Becker	8.30 Movie: Major Dundee. 1965	8.27 News 8.30 Ironside	8.30 Name of the Game
9PM	9.05 The Export 9.55 News, Weather		9.27 News 9.30 The Outcasts	
10PM	10.05 Dialogue 10.35 Soccer		10.30 News 10.45 Movie: Blue, White and Perfect. 1942	10pm Paycards 10.30 Sports Magazine

THINK, PAIR, SHARE

Think about what Sources 16 and 17 reveal about television in Australia compared to your personal experiences.

Discuss your thoughts and reflections with a partner.

Share your ideas with the class and discuss what they reveal about continuities and changes.

INTERPRET

1. How reliable are television program guides as a historical source for examining the impact of popular culture on Australian society?
2. What limits are there on using this evidence in a historical argument about the impact of popular culture on Australian society?
3. What evidence is there that the development of television encouraged the emergence of more Australian popular culture?

Television expands

The early 1960s saw the expansion of television into regional New South Wales and Victoria. In 1964 new commercial channels (Channel 0 in Melbourne and Channel 10 in Sydney) commenced broadcasting. Technological development saw a coaxial cable installed between Sydney and Melbourne which allowed for closer networking, and the use of a split screen which wowed audiences by allowing Graham Kennedy in Melbourne and Don Lane in Sydney to appear simultaneously.



Source 18 *Our World* was the first worldwide live satellite broadcast.

The world's first live satellite broadcast

The other major change to television in the 1960s was the development of satellite broadcasts. Perhaps more than any other technological development, this helped bring the world to Australia. In 1964, *Everybody's Magazine* had boldly predicted that Australians would be able to watch the 2000 Ashes series played in England live on television. By 1967, they were watching The Beatles recording 'All you need is love' live from Abbey Road studios as part of the historic *Our World* broadcast. On 25 June 1967, the two-hour live show was watched by 400 million people, the largest worldwide audience of the time. It linked the world by satellite, with contributing countries showing the world an aspect of life in their country.



Source 19 Australia's contribution to the *Our World* program

8.5 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Explain why there was very little local content shown in the first years of Australian television.
2. Why is primary source material from the early years of Australian television so scarce?

APPLY AND ANALYSE

3. Explain why *The Mickey Mouse Club* television show and the tour of Australia by the Mouseketeers were so significant.

EVALUATE AND CREATE

4. Select a program from Sources 16 or 17, and research to find information about it. Then use that information to create a front cover from a television magazine that highlights an aspect of that show.

STRANGE BUT TRUE

Some British viewers of the *Our World* broadcast complained to the BBC about choosing The Beatles as a symbol of British life and culture, with comments such as, 'What a dreadful impression they must have given the rest of the world.'

8B

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

WHAT DEVELOPMENTS OCCURRED IN POPULAR CULTURE AND HOW DID THEY IMPACT AUSTRALIAN SOCIETY?

» Explain ways in which Australia in the 1950s was influenced by American culture

1 What evidence is there that rock 'n' roll arrived in Australia in 1956? (5 marks)

2 Explain the implications of the Menzies government decision not to include a quota for local content when television was introduced into Australia in 1956. (5 marks)

3 How widespread was television ownership in Australia by 1960? How can you explain this level of ownership? (5 marks)

» Assess the way American and British music influenced post-war Australian entertainment, such as rock 'n' roll

4 How does the career of George Assang reflect the emerging cultural influence of American rock 'n' roll in Australia? (5 marks)

5 Who were the artists involved in the first global rock music tour? Where did they travel to? Describe the impact they had there. (10 marks)

6 What evidence is there that American rock music had a cultural impact in Australia between 1956 and 1965? (5 marks)

7 Explain the significance of 11 June 1964 in Australian popular culture. Outline the impact of the event. (5 marks)

» Use a range of sources to explain the nature and impact of television on Australian popular culture

8 What impact did the 1959 tour by the stars of *The Mickey Mouse Club* have in Australia? Explain how that helps you to understand the impact of television on Australia. (5 marks)

9 Explain what television program guides reveal about the nature and impact of television on Australian popular culture. (5 marks)

Total marks [/50]



Source 20 Early stars of *The Mickey Mouse Club*

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Checkpoint worksheets
Differentiated worksheets for use in class or as homework

8C HOW HAVE THE MUSIC, FILM AND TELEVISION INDUSTRIES CHANGED IN AUSTRALIA SINCE WORLD WAR II?

8.6 DEVELOPMENTS IN THE AUSTRALIAN MUSIC INDUSTRY AND THE IMPACT OF CHANGING TECHNOLOGIES

KEY CONTENT

In this topic you will:

- describe how advances in communication technology changed the music industry during the post-war period in Australia.

Australian music became more diverse in the 1970s. A new range of performers, such as Tully, Tamam Shud and Levi Smith's Clefs, reflected the changes in society and alternative lifestyles that mirrored foreign trends. As the first rumblings of punk music erupted in both Britain and the United States, Brisbane produced The Saints. By the late 1970s Australian music had developed a sound that could be recognised as distinctly Australian. Names such as Midnight Oil, AC/DC, INXS, Cold Chisel and The Angels would all come out of Australian pubs to find varying degrees of international success.

As music became popular at festivals such as Ourimbah and Sunbury, and required bigger venues, technology created larger amplifiers for concert sound. Sound recording studios moved from machines that could only record two tracks of sound to tape machines that could record up to 32 tracks. With other new technological developments such as colour television and FM radio broadcasting, Australian music was able to enter an era of genuine international status.



Source 1 Peter Garrett, the lead singer of the band Midnight Oil

The development of concert sound became a crucial element in the ongoing development of rock music as a popular culture. The 60s moved into the 70s, and rock music moved from dance halls into major stadiums and outdoor arenas. At the forefront of that technological development was an Australian engineer called Bruce Jackson. Moving from creating his own sound and lighting systems in Australia, Jackson helped revolutionise the way sound reached audiences. So successful was he that he became the sound engineer for artists as significant as Elvis Presley and Bruce Springsteen.

8.6A SOURCE STUDY

Bruce Jackson's sound mixing revolution

Source 2

> We got there, eventually, and I took it out on the first Elvis tour. It did everything we wanted. I used it with Elvis for six years and then – still good – with Bruce Springsteen through the eighties. The ten we built were the Clair (sound company) mainstay for a dozen years. It was the first live concert touring console to use parametric EQ.

Bruce Jackson speaking about the development and application of the first multi-channel, portable, folding live sound mixing consul for concerts. Quoted in, *Bruce Jackson; On the Road with Elvis by Gary Jackson,* Band Book Publishers, Australia, 2018, p. 82



Source 3 The famous 'Jackson/Elvis board' sound consul in 1973 that revolutionised concert sound



Source 4 Bruce Jackson working his sound desk for Elvis Presley in concert

INTERPRET

1. Investigate Bruce Jackson's life and achievements, and describe the contribution he made to popular culture through technological development.
2. Investigate the reputation Elvis Presley and Bruce Springsteen have in rock music history. How important was their ability to perform live? Is it fair to say that Bruce Jackson contributed to their global reputation?

Impact of television: *Countdown* across Australia

Since the 1950s, television had played a significant role in providing access to rock music. As the only national broadcaster at the time, the ABC was able to bring popular culture to the more remote areas of Australia. *Countdown* first aired on 8 November 1974. A television show dedicated to music and showing live acts, it became an essential venue for emerging Australian artists.

The show quickly became compulsory viewing on Sunday evenings if you wanted to know what was happening in Australian music. Appearances on *Countdown* made stars of acts such as Skyhooks, Sherbet and John Paul Young, while alternative bands such as Cold Chisel and Midnight Oil made careers from resisting Countdown's star-making power.

Impact of FM radio: Triple J

The first new radio licence in an Australian capital city since 1932 was granted to the ABC in Sydney in 1974. The ABC started Double J, the first non-commercial rock radio station, in January 1975. Committed to alternative music and challenging the commercial monopoly on rock, they started broadcasting with the Skyhooks' song 'You just like me 'cos I'm good in bed', which had been banned by commercial radio because of its lyrics.

Double J became Triple J in 1980 when the FM band was finally opened for radio broadcasting. The dream of a national youth radio network was finally realised in 1989, when Triple J became a national network. It has played a crucial role in championing Australian music, often playing music that commercial radio programmers considered to be unsuitable. The Triple J annual *Hottest 100* has become a staple of Australian music. Perhaps the greatest indicator of Triple J's contribution to the Australian music industry is its support for emerging independent Australian bands.

Source 5 From left to right: Daryl Braithwaite, John Paul Young, Ally Fowler, Jon English and Molly Meldrum at the launch of the Countdown Spectacular live touring show in 2006 that brought nostalgia to the original TV show's now older audience.



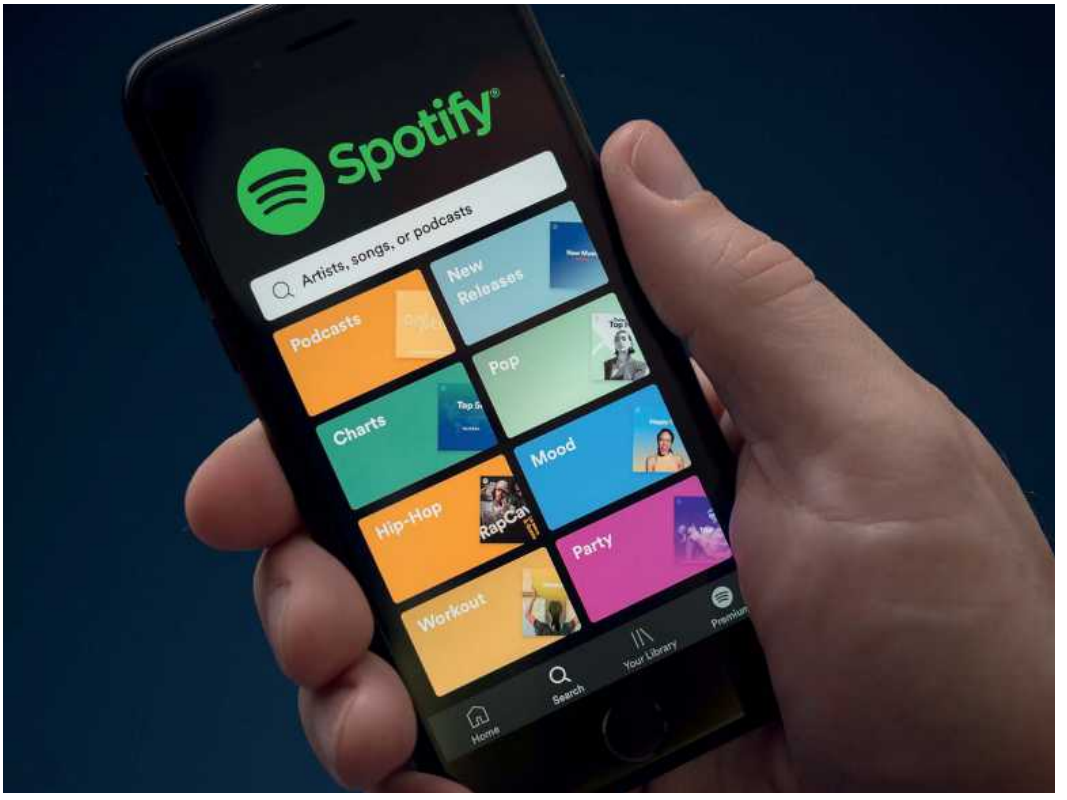
Source 6 Triple J Radio presenters Sally Coleman and Erica Mallett, 2019



OXFORD UNIVERSITY PRESS

Impact of digitalisation

The twenty-first century has seen an explosion of technological change that has transformed rock music as a popular culture. Digitalisation has led to the advent of non-physical formats of music such as iTunes-type platforms and streaming services such as Spotify that allow access to millions of songs without ever having to store a physical copy. Social media allows for a much more direct interaction between the artists as producers and fans as consumers. Music can be recorded in home studios and sold online as a virtual cottage industry. It is inconceivable that a band could develop a following without using social media today.



Source 8 Streaming services such as Spotify have transformed the way we access music.

8.6B SOURCE STUDY

Impact of digitalisation in the music industry

Source 7

When Beyoncé released her latest pop opus without warning last week, pundits noted the audacity of doing so without the usual three-ring marketing circus. But few commented that it was released only on iTunes. So far, it has sold more than 1 million copies and topped the US Billboard album charts – and not one sale was a CD. In the US, most music is sold online. It seems 2013 will mark a point of no return for the humble CD in Australia, too. While we still spend more on physical than digital albums, total revenue from digital sales of music will exceed physical sales this year, said the Australian Recording Industry Association (ARIA).

'We expect digital will overtake physical sales [revenues] for the first time,' said ARIA chief executive officer Dan Rosen. In 2005, less than 2 per cent of sales were online. 'It's an important milestone, it's great to see the industry continue to innovate and embrace digital culture.'

You might think the trend is driven by the growing spending power of a generation who have always shopped online. But Rosen said that's a furphy.

'My mum gets on iTunes and buys her songs and albums there. The availability of music has never been greater ... the embrace of digital is mainstream.'

Likewise, not all music fans under 30 prefer to buy online. Jonathan Notley, who performs as MC Bliss for chart-topping Australian hip hop group Bliss N Eso, said physical records remain popular with their fans.

'For us, physical [sales] are still important because of the artwork on our albums. A physical album is the complete package, you can hold it in your hands. You miss out on that with digital.'

But Notley said selling music online has big advantages for independent musicians: direct connection with audiences. 'It's created an avenue to get your music heard around the world at the click of a button.'

Peter Vincent, *Sydney Morning Herald*, 20 December 2013



Source 9 Beyoncé

INTERPRET

1. Describe the growth of digital sales compared to sales of music CDs between 2005 and 2013, according to Source 7.
2. What evidence does Dan Rosen provide that digital albums have a mainstream market?
3. Why do some music fans still prefer to buy physical albums according to Jonathan Notley?
4. Comment on how you think the consumption of music has changed since this article in 2013. Do you think it reflects more continuity or change?

8.6 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Why were *Countdown* and Triple J important for the Australian music industry?
2. How have changing technologies allowed bands and their audiences to connect directly?

OXFORD UNIVERSITY PRESS

8.7 DEVELOPMENTS IN THE AUSTRALIAN FILM INDUSTRY AND THE IMPACT OF CHANGING TECHNOLOGIES

KEY CONTENT

In this topic you will:

- describe how advances in communication technology changed the film industry during the post-war period in Australia.

Australia has had a vibrant film industry at various times in its history, and film has become a significant way for Australians to reflect on their national identity and confront aspects of Australian life. The early 1970s saw the emergence of what has been called the 'new wave' of Australian film.

The great film revival

The timing of the new wave reflected a growing interest in Australian culture and the political support of two Australian prime ministers: Liberal Prime Minister John Gorton (1968–71) and Labor Prime Minister Gough Whitlam (1972–75).

Gorton established the Australian Council for the Arts, the Australian Film Development Corporation and the National Film and Television Training School. Whitlam continued the support by creating the Australian Film Commission to help finance and produce films that could reach an international market. This was the first time film had received such specific government support and the result was a boom in Australian film making.

The themes of films in this period also signalled a new confidence in Australian culture. *Stork*, *The Adventures of Barry McKenzie* and *Alvin Purple* celebrated the larrikin Australian spirit. Uniquely Australian stories such as *Picnic at Hanging Rock*, *Caddie* and *Sunday Too Far Away* all received attention outside of Australia.

The vastness of the Australian outback was captured in *Walkabout*, which introduced Australians to the Indigenous actor David Gulpilil. *Wake in Fright* focused on the darker side of country life.

Australian literature was a rich source of material for film-makers in this period, and showed the capacity of Australian culture to change and evolve. *Walkabout*, *Picnic at Hanging Rock*, *The Chant of Jimmie Blacksmith* and *My Brilliant Career* were all 1970s films that were based on great Australian novels. Playwright David Williamson had two plays turned into successful 1970s films, *Don's Party* and *The Removalists*, and continued that trend into the 1980s with *The Club*, *Travelling North* and *Emerald City*.

Directors Peter Weir, Gillian Armstrong, George Miller and Bruce Beresford, and future international film stars such as Mel Gibson, Sam Neill, Jacki Weaver and Judy Davis all starred in new wave movies of the 1970s.

Australian film has built on the new wave. The 10 highest-grossing Australian films have all been made since 1982, and have told mainly Australian stories such as the fictional *Crocodile Dundee* and *Babe*, through to film versions of historical events such as *Lion* and *Australia*, which focused on the bombing of Darwin during World War II.

Australian film in the twenty-first century

Digital film technologies are allowing film-making to become less labour- and resource-intensive. One section of the industry that has benefited from these changes is film animation. Digital technologies have been embraced by Australian animators who have received international recognition for their work. Examples include *Harvie Krumpet* (2003), made using the method of stop-motion claymation, and *Happy Feet* (2006), featuring computer generated 3D animation. Both films went on to win Academy Awards.

One of the difficulties for new and unknown Australian film-makers is getting their films distributed in cinemas. As an alternative, digital technology is being used by young film-makers, allowing them to produce films on small budgets and then use alternative media platforms and sites such as YouTube to release their films to the public. The popularity of festivals such as Sydney's Tropfest – the biggest short-film festival in the world – is also on the rise as young film-makers look for alternative ways to distribute their films through cinemas to reach their audience. Tropfest has now expanded globally, another example of an Australian contribution to popular culture being exported.

8.7 SOURCE STUDY

Australian film in the 1970s: The 'new wave'



Source 10 A poster for the 1971 film *Walkabout*



Source 11 A still from the 1971 film *Wake in Fright*

INTERPRET

Sources 10 and 11 are from two films from the start of the 'new wave' of Australian film-making.

1. Are these primary or secondary sources?
2. Describe the image of Australia conveyed in the two sources.
3. What are the limitations of these images as sources of information for understanding life in Australia in the 1970s?

8.7 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. How did political support help to foster the new wave of Australian cinema in the 1970s?
2. Name three films that were made during the Australian new wave period.
3. What effect is digital technology having on the Australian film industry today?

8.8 DEVELOPMENTS IN THE AUSTRALIAN TELEVISION INDUSTRY AND THE IMPACT OF CHANGING TECHNOLOGIES

KEY CONTENT

In this topic you will:

- describe how advances in communication technology changed the television industry during the post-war period in Australia.

SPOTLIGHT

CONTESTABILITY

Historians often clash over the meaning and significance of events. Reflect on how the success of *Skippy the Bush Kangaroo* could lead to contested interpretations of its significance.

Australian television suffered at first because of a government decision not to require a quota of locally produced shows when television was launched in 1956. As a result, Australian television was colonised by US and British popular culture with only an occasional locally produced hit show. With little Australian material, Australian television did not have an impact globally until the 1980s.

The one exception to this was *Skippy the Bush Kangaroo*, produced in Sydney between 1966 and 1968. The stories of the adventures of a clever kangaroo that guided his human friends to safety and captured baddies with ease presented a distinctly Australian vision to the world. Skippy's international success was unprecedented at the time, and gave audiences around the world their only knowledge of Australia. It was sold to the United States, Canada, Czechoslovakia, Spain and Iran; it was also translated into Spanish and Portuguese and sold throughout Latin America.

STRANGE BUT TRUE

The one country Skippy couldn't crack was Sweden, where authorities refused to show it because they were afraid it would give children false ideas about the capabilities of animals.

Australian soapies

Like the radio soapies that preceded them, television soapies are characterised by an ongoing storyline that continues across several episodes. They often try to depict 'real life' with the day-to-day dramas of a family, neighbourhood or workplace, but still require viewers to accept some unrealistic scenes and plots. Cliffhanger endings are frequently used to end individual episodes or at the end of a season, leaving viewers waiting anxiously for the next show. This is a technique that now seems ancient in the age of streaming and on-demand viewing.

Australia's first television soapie was *Autumn Affair*, which ran for 15 minutes a day in 1958–59. In 1967, the ABC launched the first early evening soapie, *Bellbird*, dealing with life in a fictional rural town of the same name. *Bellbird's* 15-minute episodes drew a large and loyal following at a time when the ABC was the only network to broadcast nationally. Bellbird lasted until 1977, when viewers were left shattered by its abrupt end as it became a victim of government budget cuts.



Source 12 Skippy and Sonny from the children's television program *Skippy the Bush Kangaroo*

The 1970s: From *Number 96* to *The Sullivans*

The 1970s was a time of social, political and cultural change. After 23 years of largely conservative governments, Australia at the end of the 1970s was unrecognisable from the country that had had black-and-white television, refused to recognise China, conscripted young people to fight in Vietnam and had a 'White Australia' **immigration** policy.

The sense of excitement and social change in early 1970s Australia was picked up by television programmers. *Number 96* was launched in 1972, and caused a sensation with its depiction of topics that had previously been taboo on television. These included nudity and the acknowledgement of sexual activity, homosexuality and drug use.

A new style of soapie was introduced in 1976 when *The Sullivans* was launched. Set in Melbourne during World War II, it followed the lives of its fictional family. *The Sullivans* reflected an interest in Australians exploring their own culture and history. Its success was echoed in the 1980s by *A Country Practice*, which revived a Bellbird-style of storytelling set in a country town. *Prisoner* and *Sons and Daughters* also found long-running success in the 1980s, as television emerged as a major focus of Australian popular culture.



Source 13 Actors Abigail and Joe Hasham in a scene from the television show *Number 96*



Source 14 Over a thousand episodes of *The Sullivans* screened from 1976 to 1982.



Source 15 Almost 700 episodes of *Prisoner* screened from 1979 to 1986.

The 1980s: The miniseries boom

immigration
the act of entering and settling permanently in a country that is not the person's country of origin

The election of Bob Hawke in 1983 returned the Labor Party to power, and heralded a period of consensus in Australian politics. The Hawke government was re-elected three times and was characterised by economic reform and a confidence in Australian popular culture. Television launched a number of miniseries that depicted aspects of Australian life. Miniseries were longer than a traditional film, but limited to a single, self-contained story rather than an open-ended narrative that would be found in a series.

Australian history and culture became favoured topics for exploration. These included *Bodyline*, which looked at the events behind the 1932–33 cricket series between Australia and England; *The Dismissal*, which examined the sacking of the Whitlam government; *The Cowra Breakout*, a famous incident from World War II; and *Vietnam*, which was a major examination of a war that was still a hotly debated topic in Australian society. Ruth Park's novels *The Harp in the South* and *Poor Man's Orange*, and Nevil Shute's novel *A Town Like Alice*, and memoirs such as Albert Facey's *A Fortunate Life*, all provided material for successful miniseries. Indigenous issues were firmly placed on the television agenda with the acclaimed *Women of the Sun*, while *Bangkok Hilton*, starring Nicole Kidman, fictionalised the experiences of young Australians caught attempting to smuggle drugs out of Asia.

Neighbours and *Home and Away*

Australia's interest in gathering around the television to share the lives of fictional soap characters reached a peak with two extraordinarily long-running shows, *Neighbours* and *Home and Away*. When *Neighbours* was first shown in 1985, Ronald Reagan was President of the United States and the **Cold War** still pitted the United States and the Soviet Union against each other. *Home and Away* followed, premiering in January 1988, as Australia celebrated its bicentennial of British settlement. *Neighbours* and *Home and Away* have been training grounds for aspiring actors and musicians. Among the talent to have emerged from *Neighbours* and *Home and Away* are Guy Pearce, Kylie Minogue, Jason Donovan, Natalie Imbruglia, Delta Goodrem, Melissa George, Julian McMahon, Isla Fisher and Margot Robbie.

These long-running television soapies have, between them, aired over 15 500 episodes. Like the miniseries boom, they emerged from an Australia that was becoming increasingly confident about using popular culture to explore its own stories. As the bicentennial approached, there was a focus on national reflection and a questioning of what being Australian meant. The lives of 'ordinary' Australians in the fictionalised settings of Erinsborough and Summer Bay were now seen as a valid source of entertainment. Teen audiences emerged as a target for advertisers, and this helped cement the emergence of these two soapies that dominated the 1990s and early 2000s.

STRANGE BUT TRUE

Neighbours was so successful in Britain that in 1988, programmers were forced to move it from early to late afternoon because so many school students were failing to return to school after going home at lunchtime to watch it.



Source 16 Characters from an early episode of the long-running Channel 7 soapie *Home and Away*



Source 17 Former and current cast members attend the *Neighbours* 30th anniversary party in Melbourne, 2015.

Both shows have dealt with social issues such as drugs, sexuality and teen pregnancy, but they have both attracted criticism for failing to reflect the ethnic diversity of Australian society in their cast members. However, in recent years, *Neighbours* in particular has transitioned towards a more diverse cast, reflecting the diverse nature of Australian society.

Both series project a vision of Australia that has proven extremely attractive to foreign viewers. *Neighbours* and *Home and Away* have had extraordinary international success. The image of Australia as a country of sunshine, surf and white faces proved irresistible in many markets. *Neighbours* was a huge hit in Britain and has been shown in countries as diverse as Kenya, Barbados, Iceland and Ireland. In the 1990s, it was broadcast in the prized US market. *Home and Away* has also been popular throughout Europe, as well as Israel and Canada.

More recently, each show has enthusiastically embraced social media as a way of interacting with its young audience. In 2009, *Neighbours* became the first Australian television show to establish Twitter accounts for its characters and, in 2011, was the first television show to be available on an iPhone app.

Australian television in the twenty-first century

In the twenty-first century, digital and satellite television and access to shows online mean that people can watch a wider variety of shows from Australia and other countries than ever before. As a result, shows have an increased chance of making an impact globally.

Australian comedian Chris Lilley is an example of someone who has been able to take advantage of these technological changes to take Australian popular culture to the world. From an appearance on Channel 7's *The Big Bite* in 2003, Lilley has developed a series of successful television programs. *Summer Heights High* was shown on the HBO network in the United States, as well as such diverse markets as Togo, Kenya and Croatia. His shows were reappraised in the light of the BlackLivesMatter movement, and Lilley's use of brownface and blackface saw most of his shows removed from Netflix in 2020.

In the wake of Lilley, comedians like Hannah Gadsby and Josh Thomas have presented a new vision of Australia internationally. Gadsby has risen through the ranks of Australian comedy competitions, from regular television appearances on *Adam Hills Tonight*, to global success when Netflix released the film version of her stage show *Nanette*. The follow up *Douglas* proved just as popular in 2020 as all areas of live entertainment became impacted by the COVID-19 pandemic. Gadsby's success was mirrored by the work of Josh Thomas. Gadsby contributed to Thomas's breakthrough *Please Like Me* series, which also broke through in the United States on a new digital/satellite channel, Pivot. His follow up series, *Everything's Gonna Be Okay*, premiered on the US Freeform digital channel in 2020, and has already been picked up for a second season. Both Gadsby and Thomas have opened the door for more realistic portrayals of same-sex-attracted characters, while utilising changing technology to achieve international success.

Cold War
a state of political conflict and hostility that existed between the USSR (and its allies) and the USA (and its allies) from 1945 to 1990; characterised by threats, propaganda and public competition, but not resulting in direct fighting or military conflict

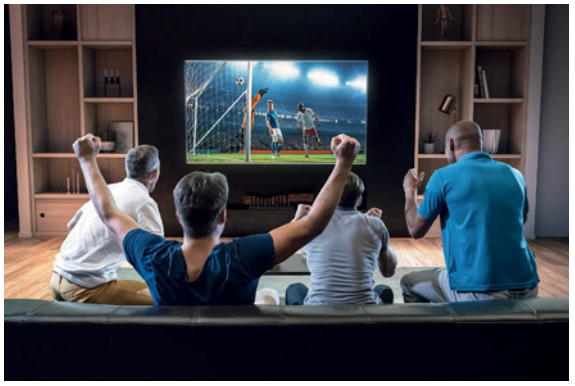


Source 18 A still from Josh Thomas's series *Please Like Me*

Pay television

The early 1990s saw two major changes to the Australian television landscape. A policy introduced by the Hawke government meant that regional areas suddenly had access to three commercial channels rather than one. This meant that regional Australia was seeing virtually the same programs as their city counterparts for the first time ever.

The next major change was the introduction of subscription (pay) television. It was a complete change in the way Australians consumed television. It commenced in Australia in 1995, and Foxtel emerged as the major player. By 2012, it had absorbed its rivals and dominated pay TV.



Source 19 Sport is the main driver in encouraging people to subscribe to pay TV.

Sport has been the main driver in encouraging people to sign up for pay TV, but numbers have stabilised. Despite predictions by Foxtel in 1999 that three-quarters of Australian homes would have pay TV within 10 years, the take-up stalled. By mid-2013, Foxtel had only 2.5 million subscribers, and by December 2019 that had dropped to 2.2 million. The impact of the COVID-19 pandemic in 2020 placed further pressure on the Foxtel sport-dominated model when live sport disappeared from television screens at the pandemic's height. The desire of pay-TV companies to monopolise sports broadcasting to drive up the purchase of subscriptions has led to heated debate over which sporting events should be guaranteed access on free-to-air television.

Digital television

Australia switched to digital-only television in December 2013. Free-to-air stations developed spin-off channels catering to specialised audiences. When combined with pay television, it meant viewers had greater choice than ever before. That would help prepare the country for the next major technological innovation: streaming.



Source 20 Continuity and change: television viewing in the 2020s

Video on demand and digital downloads

As the development of the National Broadband Network expanded across Australia, bandwidth increased. This in turn created increased demand for streaming services that brought viewing into the home, and also to a wide range of devices. In 2015, the US company Netflix launched in Australia, and by 2019 it was estimated that it reached 50 per cent of the population. Other companies entered the market, and free-to-air offered streaming options to allow viewers to catch up with programs. Streaming transformed what Australians regarded as 'television', and has changed traditional viewing patterns. It also raised questions about whether foreign streaming companies such as Netflix, Prime and Apple should be forced to provide new Australian content, which would further facilitate the global spread of Australian talent and culture.

8.8 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Which show in the 1960s was the first Australian series to have an international audience?
2. How did content in *Number 96* reflect a time of social and cultural change in the 1970s?
3. How have shows such as *Neighbours* and *Home and Away* reflected social issues in Australian society, and what criticism have these shows received about their depiction of 'ordinary Australians'?
4. Give three examples of Australian television shows that have succeeded overseas in the twenty-first century.

APPLY AND ANALYSE

5. Explain how the advent of streaming has changed the Australian television landscape. Why do you think this change has occurred?
6. Discuss the impact of the BlackLivesMatter movement on popular culture. Do you think companies such as Netflix did the right thing in dropping Chris Lilley's shows?

8.9 THE IMPACT OF OVERSEAS INFLUENCES ON THE AUSTRALIAN TELEVISION INDUSTRY

KEY CONTENT

In this topic you will:

- discuss how overseas influences have affected Australian television.

As we have seen, Australian television programming was originally dominated by shows from the United States and Britain. The presence of these shows encouraged the strong cultural ties that Australia already had with these countries. But from the 1960s onwards, Australian television became more multicultural as a reflection of its audience. The early success of Japanese television shows in Australia led the way, while by the 1980s, Australia had its own multicultural broadcaster called Special Broadcasting Services (SBS).

The success of *The Samurai*

Children growing up in 1960s Australia had been watching multicultural television without the term ever being used. Channel Nine had started showing a Japanese series called *The Samurai* in 1964 to take advantage of the interest in the Olympic Games in Tokyo that year. They invited viewers to write in if they wished to see more episodes and received many positive replies. *The Samurai* became a massive hit in mid-1960s Australia.

Japanese anime

Japanese anime was also introduced to Australian television viewers in the 1960s. *Astro Boy* was a mid-1960s favourite, and the Japanese-style drawing was quite different from the traditional US cartoons that were shown on most afternoon television. Another Japanese cartoon series that was a hit in Australia in the 1960s was *The Adventures of Kimba the White Lion*. By the time *Sailor Moon* arrived on Australian television screens in the 1990s, Australian viewers had long accepted anime as a form of television popular culture.

Multicultural broadcasting

The composition of the Australian population had changed significantly since World War II. The establishment of SBS in Melbourne and Sydney in 1980 under the Fraser government was the first real mainstream media recognition of this. Broadcasting in a wide range of languages, it played a crucial role in helping migrants adjust to their new homes in Australia. By the mid-1980s it had expanded throughout most of the country, using new technology to reach a national audience.

8.9 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. When was Japanese anime first introduced to Australia?
2. How does SBS differ from other television stations in Australia?

GO DEEPER

3. Investigate Studio Ghibli anime cartoons, and compare and contrast them with traditional US cartoons. Create a table summarising the key differences and similarities of the two forms of animation.

8C

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

HOW HAVE THE MUSIC, FILM AND TELEVISION INDUSTRIES CHANGED IN AUSTRALIA SINCE WORLD WAR II?

» Describe how advances in communication technology changed the music, film and television industries during the post-war period in Australia

1 Outline the role the ABC has played in promoting Australian rock 'n' roll through television and radio. How important do you think it has been? (10 marks)

2 Discuss the role technology has played in the development of the Australian rock music industry. (5 marks)

3 Explain how digitisation has changed the way television and film is accessed in Australia today. Include examples of continuity and/or change in your explanation. (10 marks)

4 Outline the influence of Australian television soapies on the development of Australian popular culture. (10 marks)

5 Outline the influences on the revival of Australian film in the 1970s. (5 marks)

» Discuss how overseas influences have affected Australian television

6 Explain how Australian television was influenced by a changing audience from the 1960s. (5 marks)

7 Explain why the influence of Japanese television on Australian children in the 1960s could have caused a generation gap. (5 marks)

8 In 2020, the BlackLivesMatter movement saw some of Chris Lilley's television shows removed from viewing because of his use of blackface and brownface. Discuss the impact of global social movements such as BlackLivesMatter on popular culture. (10 marks)

Total marks [/60]



Source 21 Astro Boy

Check your Student obook assess for these digital resources and more:

- **Checkpoint** — A write-in answer sheet for the Checkpoint questions for this section
- **Rich task** — A write-in worksheet for the Rich task

Check your Teacher obook assess for these resources and more:

- **Teacher support** — Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas
- **assess quiz** — Interactive auto-marking multiple-choice quiz to test student comprehension

8D WHAT HAS AUSTRALIA CONTRIBUTED TO INTERNATIONAL POPULAR CULTURE?

8.10 AUSTRALIAN SPORT TO THE WORLD

KEY CONTENT

In this topic you will:

- assess the contribution of Australian men and women to international sport.

Australia has always been regarded as a sporting nation. This has been interpreted to mean that Australians like playing sport, watching sport, discussing sport and developing policies that reflect a national interest in sport. It has been suggested that Australians are more interested in sport than politics. Sport is seen by many Australians as a way of measuring the country's international impact.

Cricketing traditions on the world stage

The Ashes test series with England, already an important tradition in 1945, remains an important part of Australia's sporting culture. The Ashes has particular significance in Australian culture not only because it has been played since the nineteenth century, but also because it has been used by Australia as an opportunity to demonstrate colonial superiority over the 'mother country'. Successive failures in the Ashes series of 2009 and 2010–11 launched a major inquiry into the state of Australian cricket. Regaining the Ashes was considered a national priority, which was achieved with widespread celebration in December 2013. This reaction reflected the significant role cricket still plays in Australian life and popular culture. This role was challenged by the infamous 'Sandpapergate' scandal in South Africa in 2018. The ball tampering incident saw captain Steve Smith, vice-captain David Warner and batsman Cameron Bancroft banned from playing for up to a year. The heroics of Steve Smith in helping to retain the Ashes in England in 2019 was seen as a restoration of national pride.



Source 1 Steve Smith celebrates a test century against England in the 2019 Ashes series, when the precious urn was retained.

Football: The world game

Football (commonly referred to in Australia as soccer) is often referred to as the 'world game', and over 200 countries are members of FIFA, the international football federation. Football's World Cup is rivalled only by the Olympics for generating global interest, and there are over three billion followers worldwide.

Qualification to the World Cup finals is seen as one of the greatest prizes in world football, but Australia only qualified once during the twentieth century, in the 1974 finals in West Germany. Australia failed to score a goal during those finals, with a draw against Chile gaining their only point. In 2005, a new national competition, the A-League, was launched as a rebranding of Australian football. 'Old soccer' became 'new football', and even the team name, Socceroos, was briefly abandoned. The public refused to relinquish a term that had become an accepted part of popular culture, however, and it was with the name Socceroos that Australia attempted qualification for the 2006 World Cup finals. The deciding game against Uruguay at Sydney's Olympic Stadium went into extra time and ended in a penalty shootout. In front of 82 000 supporters, John Aloisi scored the most famous goal in Australian football history to secure Australia's spot in the World Cup finals.



Source 2 The most famous goal in Australian football history: John Aloisi scores a penalty against Uruguay to send Australia through to the 2006 World Cup.

STRANGE BUT TRUE

Football in Australia has been perceived as mainly a game for migrants, but the game has a long history here. The first recorded game was played in 1879, only 20 years after Australian Rules had been organised in Melbourne, and 15 years after Sydney University established Australia's first Rugby Union club. Rugby League, in contrast, didn't start until 1908.

The squad that represented Australia against Uruguay mirrored the audience that cheered them on in the stadium and on television. Although all proudly Australian, the team represented the post-war Australian migration boom. There were Australians of Croatian, German, Slovenian, Italian, Samoan, English, Greek and New Zealand heritage.

The joy that greeted Australia's qualification represented recognition of the unique role football plays in Australia's multicultural society. In 2006, Australia joined the Asian Football Confederation, reflecting an emerging understanding of Australia's future in the region on a broader scale. Successive World Cup appearances followed 2006, with Australia participating on the world stage in South Africa (2010), Brazil (2014), and Russia (2018). The success of joining Asia culminated in the Socceroos winning the Asian Cup in Sydney in 2015, the first time the men's team had ever won a major international competition.

The Matildas

The Matildas is the name given to the Australian women's football team. They were formed in 1978, and like many women's sports, have struggled for mainstream media attention. The World Cup has been a much more achievable target for the Matildas than it has been for the Socceroos. They have qualified for each World Cup since 1995, and won Australia's first major international football trophy with the 2010 Asian Cup.

Like their male counterparts, the Matildas reflect a modern, multicultural Australia. With strong players such as Samantha Kerr, Chloe Logarzo and Elise Kellond-Knight taking Australian soccer onto the world stage, they represent a different Australia from the one commonly portrayed in soapies. The heritage of these players represents the Australian story of migration, opportunity and achievement that our commitment to migration and **multiculturalism** has produced.

The Matildas' many contributions to Australian society may be the great strides they have taken in being recognised for their ability and achievements rather than their gender. If they are able to achieve this in the one sport that is truly a part of global popular culture, and make a genuine impact internationally, they will have changed Australian society. They have an opportunity to take a major step towards achieving this when Australia hosts the 2023 World Cup with New Zealand.

multiculturalism the policy of encouraging and maintaining a diverse range of different cultures within a single country or society; a policy of multiculturalism aims to achieve a society in which a range of different cultures are included, accommodated and protected by law



Source 3 The Matildas before a game against The Netherlands in Eindhoven in 2019

8.10 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Why are the Ashes so important in Australian sport?
2. In which years did the Socceroos reach the World Cup finals?
3. What did the Matildas achieve in 2010?
4. Explain how the team members of the Socceroos and Matildas can be seen as representative of modern Australian society.

APPLY AND ANALYSE

5. Investigate 'Sandpapergate', and explain why it created such a reaction in Australian society.
6. Select an Australian sportsperson to research. Examine their contribution to international sport. Discuss whether their sport can be regarded as a form of popular culture. Analyse the impact of their contribution locally and internationally.

8.11 AUSTRALIAN MUSIC TO THE WORLD

KEY CONTENT

In this topic you will:

- **using a range of sources, investigate and assess the contribution of Australian men and women to international music.**

The first wave of Australian rock 'n' rollers in the 1957–63 period tended to stay in Australia. Rock 'n' roll was still considered a novelty, and many musicians were amazed that they could get paid for having fun. The Beatles made rock 'n' roll an international business, and the explosion of Australian acts after The Beatles tour of Australia in 1964 developed a uniquely Australian take on rock 'n' roll.

The next group of Australian rock 'n' roll pioneers, such as The Easybeats, Twilights and Normie Rowe, travelled to England, driven by a desire to prove themselves in what was then regarded as the centre of the rock 'n' roll universe. Each created their own niche. The greatest impact was made by Sydney's The Easybeats. In 1966, they recorded 'Friday on my mind' in London. Their song reached the Top 10 in England and Top 20 in the United States, and made The Easybeats major European stars.

The desire to be successful outside of Australia continued to drive Australian acts overseas. Some achieved great success. Savage Garden dominated late 1990s charts in the United States and Britain and played sell-out concerts at Wembley Stadium in London, as did INXS. It has been a continuity in Australian cultural life that success outside of Australia is widely regarded as the measure of 'making it'. Many current bands, such as Sydney's Jezabels, have based themselves in Europe for periods of time, continuing to make a significant international contribution to the popular culture of rock 'n' roll.

International success has continued, ranging from Gotye's (Wouter De Backer's) enormous global 2011 hit, 'Somebody that I used to know', which led to a Grammy, through to the incredible success of Tones and I (Toni Watson). Across the second half of 2019 and January of 2020, Tones and I's second single, 'Dance monkey', reached number one in over 30 countries, and became the first Australian song to top Spotify's daily streaming chart, a position it had held for 118 days by mid-February of 2020.

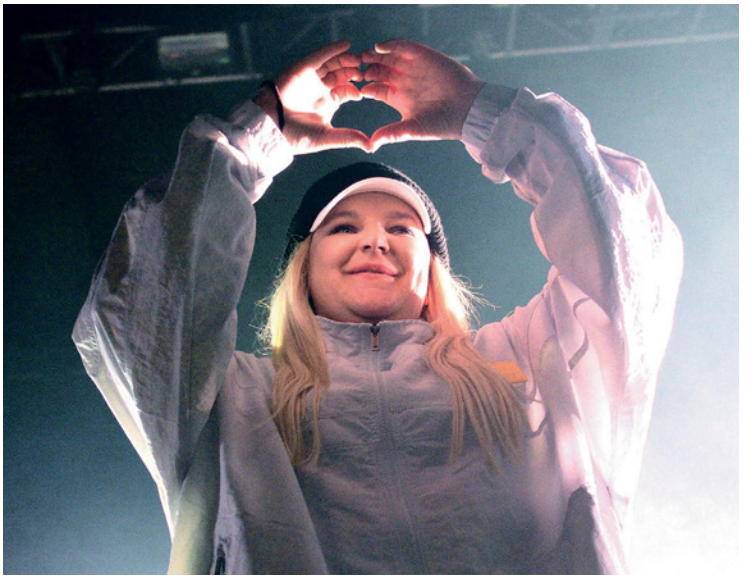
STRANGE BUT TRUE

During his 2014 Australian tour, Bruce Springsteen covered songs by The Easybeats, AC/DC, The Saints, the Bee Gees and INXS.

Source 4 Australian rock band The Easybeats in 1966



Source 5 Tones and I performing in London, 2020





Source 6 The Jezabels performing in London, 2011

The Go-Betweens

A study of the Australian band The Go-Betweens provides an opportunity to explore the concept of international 'success' and to recognise that influence in popular culture can be measured in terms other than the financial. Although they never sold large numbers of records, their music made a lasting impact, particularly on fans and other musicians internationally.

The Go-Betweens formed in Brisbane when university students Robert Forster and Grant McLennan met in 1977. A shared interest in popular culture, particularly American music and film, led to the formation of a band.

Brisbane at the time was very conservative. The Queensland government of Joh Bjelke-Petersen (Premier 1968–87) was infamous for suppressing opposition political activity. Police were granted unlimited power at times to deal with dissent. Because of the difficult environment this created for creative artists, The Go-Betweens left Brisbane for Britain.

The Go-Betweens were based in London for most of the 1980s where they released a series of critically acclaimed albums and toured constantly. They expanded their base of supporters from Europe to include North America. Their greatest commercial success came with the single 'Streets of your town'.

The band disbanded in 1989, but Forster and McLennan continued to occasionally perform together throughout the world. A new line-up of The Go-Betweens emerged in 2000, released further albums and finally won mainstream recognition with an ARIA award in 2005. The band formally disbanded after Grant McLennan died in 2006 in Brisbane. Tributes to McLennan and the Go-Betweens came from bands around the world. U2 dedicated the Brisbane performance of their 2006 Vertigo tour to Grant McLennan and named The Go-Betweens' song 'Cattle and cane' on their list of the greatest rock 'n' roll songs of all time. In 2010, a new bridge across the Brisbane River was named the Go-Between Bridge in recognition of the band's lasting contribution.

SPOTLIGHT

RESEARCH

Research is what enables historians to find the evidence and examples to support historical understanding and argument. Examine the section on The Go-Betweens and identify the evidence that has been researched and presented to support the suggestion 'that influence in popular culture can be measured in terms other than the financial'.



Source 7 The Go-Betweens in 1988 (from left to right): Amanda Brown, John Willsteed, Grant McLennan, Robert Forster and Lindy Morrison

Kylie Minogue



Source 8 Kylie Minogue as Charlene Mitchell in *Neighbours*, 1980s

In comparison with The Go-Betweens, Kylie Minogue has achieved great commercial success internationally. Throughout her career she has moved easily across television, music and film, but it is arguably in music that she has had the biggest international impact. She became the first female artist to have number-one albums in Britain in four consecutive decades (1980s through to the 2010s).

Minogue first emerged as a child actor on Australian television. Her first major career breakthrough came in 1986 when she was cast as mechanic Charlene Mitchell in the popular soapie *Neighbours*. It was her *Neighbours* role that established Minogue as an Australian television star. Teenage girls felt empowered by her role as a female battling in a male-dominated profession. As the show became an international success, Minogue's profile rose. Her on-screen wedding to Jason Donovan (as Scott Robinson) attracted 20 million viewers in Britain. With her profile growing, Minogue entered the recording studio to record her first single, a cover of a 1962 US dance hit 'Locomotion'. It became the biggest selling Australian single of the 1980s and spent seven weeks at number one on the charts. It led to a recording contract in Britain, and a series of international hits that led to a major recording career.

In an interview three weeks after the release of 'Locomotion' in Australia, Minogue revealed the impact popular culture had made on her. 'I grew up in the middle of the disco era. I just loved all that music. I always wanted to be in *Grease*. I just loved that film. It was the first musical I had ever seen, and it really meant something to me.' This helps us to understand the cycle of regeneration that allows popular culture to change and evolve. *Grease* was an attempt to recycle American 1950s popular culture. Some songs in the film were written by Australians Barry Gibb and John Farrar, it starred an Australian singer-turned-actress (Olivia Newton-John), and had a major influence on an Australian who would go on to achieve global fame.

Kylie Minogue's international contribution to popular culture is wide ranging. She has worldwide record sales of over 80 million; has won ARIAs, Brit Awards and a Grammy; made the ARIA Hall of Fame; and had a song placed on the National Film and Sound Archive's collection of Sounds of Australia. As well as *Neighbours*, she has appeared in such major television shows as *The Vicar of Dibley* and *Doctor Who*; starred in major international films such as *Moulin Rouge*; raised millions of dollars for a variety of charitable causes; been an outspoken advocate of gay rights; inspired girls to have regular health checks as she battled breast cancer; and appeared as a coach on *The Voice* talent show in both Britain and Australia.

8.11 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Why did Australian bands and performers travel to England in the mid-1960s?
2. Which Australian bands played sell-out concerts at London's Wembley Stadium?
3. What evidence is there that The Go-Betweens made a significant contribution to international popular culture, despite not having a hit record?
4. What is Kylie Minogue's most significant achievement on the British charts?

APPLY AND ANALYSE

5. Read the sections on The Go-Betweens and Kylie Minogue. Write a similar history and assessment of another Australian musician. Use a range of sources to help you assess their contribution to international popular culture.

8.12 AUSTRALIAN FILM TO THE WORLD

KEY CONTENT

In this topic you will:

- **using a range of sources, investigate and assess the contribution of Australian men and women to international film.**

Since the 1980s, a series of internationally successful films have taken Australian stories and settings to the world. On top of this, Australian film-makers and actors have developed international careers and become some of Hollywood's best-known names.

The *Crocodile Dundee* effect

Crocodile Dundee, released in 1986, was the highest-grossing Australian film of all time and a huge global success. It was the second-highest grossing film at the American box office in 1986, and achieved Golden Globe, Academy Award and British BAFTA nominations. Its celebration of Australia as a laid-back, 'ocker' culture with a vast outback full of strange wildlife and laconic characters became a highly marketable vision of Australia. It made a global star of Paul Hogan and provided a huge boost to the local tourism industry.

The success of *Crocodile Dundee* was followed up in 1994 with *The Adventures of Priscilla, Queen of the Desert*. Although also bringing Australia's outback scenery onto the screen, the film has been both praised and condemned for its presentation of a variety of sexual preferences and approaches. Its positive depiction of cross-dressing entertainers certainly helped to make it a significant film, and contributed to its international success. The film won an Academy Award for costume design, and a stage version won a further award on New York's Broadway in 2011.



Source 9 Paul Hogan as Mick Dundee in *Crocodile Dundee*, 1986

Australia makes films for Hollywood

The opening of Fox Studios in Sydney in 1998 was a huge boon to the local industry. Along with major studios on the Gold Coast and in Melbourne, it ensured that Australia had the facilities to build on the success of *Crocodile Dundee* and *The Adventures of Priscilla, Queen of the Desert*. Since opening, Fox Studios has been used to make such global successes as some of the Star Wars episodes, The Matrix series, and films in the X-Men, Superman and Mission Impossible franchises.



Source 10 A still from *The Adventures of Priscilla, Queen of the Desert*, 1994, starring Hugo Weaving, Terence Stamp and Guy Pearce



Source 11 Margot Robbie in *Birds of Prey*, 2020

Australian actors take on Hollywood

Many Australian actors, after establishing their careers in Australia, have gone on to have success in Hollywood. Actors such as Geoffrey Rush, Nicole Kidman, Cate Blanchett and Hugh Jackman are now household names in the United States and regularly star in Hollywood movies.

In much the same way that Australian musicians head to Britain in search of international success, young Australian actors now regularly try their luck in Los Angeles, hoping to establish a career in Hollywood. A new generation of Australian actors is now finding success there including Chris Hemsworth (the Thor films) and his brother Liam (*Hunger Games*), Therese Palmer (*Hacksaw Ridge*), Margot Robbie (*Birds of Prey*) and Alice Englert (*Beautiful Creatures*).



Recent film successes

Australian film-makers continue to be successful internationally. *The Sapphires* (2012) and Baz Luhrmann's version of the American novel *The Great Gatsby* (2013) were internationally successful. *The Rocket* (2013), set and filmed in Laos, won film festival audience awards around the globe and proved that the Australian film industry had moved beyond the need to rely on the Australian outback or 'ocker' characterisations to tell its stories. In 2016 *Mad Max: Fury Road* won six Academy Awards, the most ever by an Australian film, and *Lion* received six nominations.

Source 12 *The Sapphires*, internationally successful in 2012, is based on the true story of four Indigenous Australian women who formed a singing group and travelled to Vietnam to entertain US troops on the frontline during the Vietnam War.



Source 13 Charlize Theron in *Mad Max: Fury Road* in 2015. Her fierce character has been described as a contrast to the male-centred hero in earlier *Mad Max* films.



Source 14 A still from *The Rocket* (2013), set and filmed in Laos, with a Laotian cast, is about a young boy who leads his family and friends across Laos to find a new home.

How film can change culture: *Gallipoli*

The 1981 film *Gallipoli* was a major example of the new wave revival of the Australian film industry of the 1970s. Directed by Peter Weir, and starring Mark Lee and Mel Gibson, it not only dramatised the role of Australian troops at the World War I site at Gallipoli, it also linked the Australian soldiers to Australian cultural values such as mateship, larrikinism and a disdain for authority.

The film was written by Australian playwright David Williamson. It focused on Western Australian members of the Australian Light Horse enlisting, training in Egypt and finally participating in the attempt to capture The Nek on the Gallipoli Peninsula from the Turks. The film placed the blame for the needless slaughter of Australian troops firmly on the shoulders of the British leadership.

A number of criticisms of the factual content of the film have been made, including that the Nek was a diversion for New Zealand troops, not the British; that other groups such as the Royal Welsh Fusiliers also suffered losses trying to support the Australians at the Nek; and that the failure to call off the attack was an Australian, not a British, decision.

The film has proven just how influential popular culture can be. Historical inaccuracies have been shrugged off, and it has become a staple of high-school history lessons since its release in 1981. It has ensured the elevation of Gallipoli to almost mythical status in Australian history.

Prior to 1981, it was an important part of Australia's historical story, but it wasn't politicised or mythologised. By linking the Gallipoli campaign so closely to the values of mateship and Australian identity, the film changed the perceived significance of the campaign.

Political leaders, starting with Prime Ministers Bob Hawke and John Howard, have travelled to Anzac Cove to attend dawn services with veterans on Anzac Day. Attendance at the Anzac Cove Dawn Service at Gallipoli has become so popular that a ballot had to be introduced to limit the number of Australian and New Zealand visitors attending the 2015 centenary events at Anzac Cove to 10 500. Former Prime Minister Paul Keating ignited controversy in 2008 when he said, 'The truth is that Gallipoli was shocking for us. Dragged into service by the imperial government in an ill-conceived and poorly executed campaign, we were cut to ribbons and dispatched – and none of it in the defence of Australia.'

The impact of the film reached beyond Australia. It was released in Britain and the United States, and was nominated in 1982 for a Golden Globe award in Los Angeles as best foreign film. It portrayed some of the key values with which Australia was keen to associate itself, and influenced foreign perceptions of the country.

STRANGE BUT TRUE

Gallipoli was denied government funding when it was being made, because a film about Gallipoli was regarded as 'uncommercial'.

I USED TO THINK, NOW I THINK

Reflect on the text showing how the film *Gallipoli* changed Australian culture, and then complete the following sentences:

I used to think ...

Now I think ...

What has changed your understanding?

8.12 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What did the movie *Crocodile Dundee* achieve in 1986 and what vision of Australia did it present to the world?
2. What Australian values did the film *Gallipoli* portray?
3. What do the recent Australian films that have been successful internationally prove about the development of Australian films since *Crocodile Dundee*?

8D

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

WHAT HAS AUSTRALIA CONTRIBUTED TO INTERNATIONAL POPULAR CULTURE?

» Assess the contribution of Australian men and women to international sport

1. Explain why the National Institute of Sport was established. What does this say about Australia? (5 marks)
2. Compare the achievements of the Socceroos and Matildas. Which team has had the most success at an international level? Is each team's level of success reflected in their public profile? What conclusions can you draw from this? (10 marks)
3. Discuss the suggestion that football is in the best position to be Australia's national sport. (5 marks)
4. List the major contributions Australians have made to international sport. (5 marks)

» Using a range of sources, investigate and assess the contribution of Australian men and women to international music and film

5. Discuss the evidence showing the international impact of The Easybeats. Does it support the suggestion that they made a contribution to international popular culture? (10 marks)
6. Explain how The Go-Betweens 'redefined the very meaning of success'. (5 marks)
7. Outline the impact Kylie Minogue has made internationally. Assess how successful she has been, using at least one source as evidence. (5 marks)
8. Explain how one Australian film has made an impact internationally. Explain the evidence that indicates it has made an impact. (5 marks)

Total marks [/50]

Source 15 The film *Gallipoli* has contributed to the resurgence of interest since the 1980s in the Anzac legend and increasing attendance by Australians at the Anzac Cove Dawn Services on Anzac Day.



Source 16 Mark Lee and Mel Gibson in *Gallipoli*



Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Rich task
Open-ended inquiry task to engage students and develop their historical skills

8E WHAT BELIEFS AND VALUES HAVE INFLUENCED THE AUSTRALIAN WAY OF LIFE?

8.13 THE IMPACT OF AMERICANISATION AND GLOBAL EVENTS ON AUSTRALIAN SOCIETY

KEY CONTENT

In this topic you will:

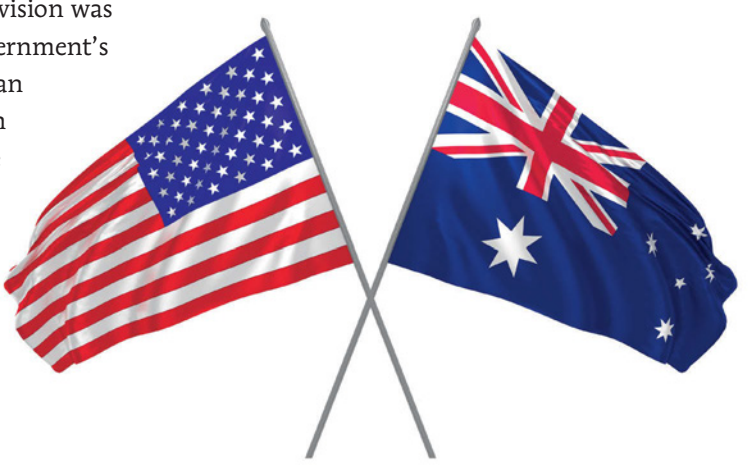
- **outline and assess the impact of Americanisation and global events on Australian society over time.**

In this section, we examine how US culture and key global events and movements have influenced Australian society over past decades.

The impact of Americanisation

Although it can seem as if US cultural influence started in 1956 with the arrival of rock 'n' roll and television, it can be traced back much further. American ideas of democracy and independence were certainly a part of the goldfields spirit that culminated in the Eureka rebellion. Baseball and basketball are home-grown American sports that have become part of global popular culture. Australia now has a national basketball competition, and in March 2014, the American baseball season commenced with two games between the Los Angeles Dodgers and Arizona Diamondbacks at the Sydney Cricket Ground. These events represent the continuity of Australians' traditional love of sport married to a change associated with the influence of US culture since World War II.

The popular cultures we have focused on – music, television and film – can also be viewed in this way. Rock 'n' roll was a musical development that drew on several American musical forms such as jazz, rhythm and blues, country and gospel. World War II allowed Australians to experience both American and local jazz musicians. American films had been a staple since the 1920s and when television was introduced, the Australian government's reluctance to demand Australian content ensured that American culture continued to dominate in this new industry.



Source 1 American culture has been a dominant player in Australian television.

8.13 SOURCE STUDY

Americanisation



Source 2 Major League Baseball stars A. J. Ellis of the LA Dodgers and Patrick Corbin of the Arizona Diamondbacks seen here on the Sydney Harbour Bridge during their promotional tour ahead of the MLB Opening Series in March 2014.

INTERPRET

1 Explain how this source could be used as part of a historical argument outlining the Americanisation of Australian society.
2 Develop your own argument explaining why you think this source represents continuity or change in Australian history.

The impact of global events and movements

At the end of World War II, Australia became caught up in global events as Australia strengthened its alliance with the United States and became a key player in helping to prevent the spread of communism throughout Asia. The post-war period was also a time of considerable social change. Global movements demanding equality for minority groups such as Indigenous and gay people also reached Australia and had a significant impact on the shape of Australian society.

The Cold War

The Cold War dominated the political environment after World War II, and Australia was completely committed to the American side. The Petrov Affair in 1954, where a Russian diplomat in Canberra sought to defect to the West, brought the world of spy films to life, and when Cold War thrillers such as *The Manchurian Candidate* were released in cinemas here, Australians felt close to this wider world of espionage.

The Vietnam War

For many Australians, the biggest impact of the Cold War was through our involvement in the Vietnam War. Australian troops were sent to this Asian conflict in support of the United States, as the Americans attempted to prevent the Vietnamese communists coming to power. Many young people took to the streets to protest against the war, defying authority in the same way they had during The Beatles' 1964 tour.

conscription
the compulsory recruitment of people to serve in the armed forces, often during times of war

Protests against the war became a major element of rock 'n' roll in particular. This showed a clear generation gap developing in Australian society. Adults who had experienced World War II tended to accept government decisions such as the need for **conscription** to fight a war in Vietnam, while many young people were against the war.

As the anti-war movement in Australia grew in the 1960s and 1970s, popular culture gave voice to their protest. Songs such as Barry McGuire's 'Eve of destruction' in 1965 became increasingly popular in outlining an alternative to the government view. Johnny Young wrote the 1970 hit 'Smiley' for Ronnie Burns as a comment on the conscription of teen idol Normie Rowe, sent to fight in Vietnam. Frank Lewis also reflected the impact of Vietnam with his 1970 single 'Year of war'. In 1978, the band Cold Chisel told the story of a Vietnam veteran's struggle to return to civilian life in their song 'Khe Sanh'.



Source 3 Thousands of protesters use the peace sign to call for an end to the Vietnam War at an anti-war demonstration in Melbourne, 1971.

STRANGE BUT TRUE

For showing his support for human rights on the podium, Peter Norman was never selected to run for Australia again and he was not invited to the Sydney Olympics in 2000. In 2012, six years after his death, he received an official apology from Federal Parliament. Smith and Carlos carried his coffin at his funeral in 2006. In 2019, a statue of Norman in the same pose as he stood on the podium, was unveiled in Melbourne.

Movements for Indigenous rights

Other global events that had an impact on Australian society, and showed the shared beliefs and values of Americans and Australians, were key events in the 1960s civil rights movement that raised awareness of racial issues and inequalities. In 1965, the Australian Freedom Ride was inspired by the American Freedom Rides of the early 1960s to raise awareness of discrimination against Indigenous Australians in country New South Wales.

The discrimination against Indigenous Australians also motivated Australian athlete Peter Norman to support US athletes Tommie Smith and John Carlos during a historic moment in the 1968 Mexico City Olympics. The two Americans gave 'Black Power' salutes on the podium, after coming first and third in the men's 200 metres at the Mexico City Olympics. The other athlete sharing the podium was Peter Norman. He showed his support for Smith and Carlos by wearing a badge opposing racism in sport.



Source 4 Tommie Smith (gold medallist) and John Carlos (bronze medallist) give Black Power salutes at the 1968 Mexico City Olympics. Australian Peter Norman, who won silver, is on the left.

SPOTLIGHT

CAUSE AND EFFECT

It takes time for the effects of an event to be understood. Thus, time is an important component of understanding cause and effect. Consider the length of time between some of the global events mentioned here, and their effects on popular culture.

Movements for gay equality

In 1969, the New York gay community rioted against ongoing police harassment of patrons at the Stonewall Inn, a gay bar in Greenwich Village. Known as the Stonewall Riots, this incident inspired movements by gay activists in the United States, Europe and Australia. In 1977, a demonstration in Sydney calling for an end to the discrimination of gay people and in commemoration of the Stonewall Riots was ended by police action, and 53 people were arrested. The Sydney Mardi Gras was started the next year to commemorate the police action and has been an annual event ever since.

Popular culture has played a significant role in supporting the rights of gay people, including same-sex marriage. Kylie Minogue's open support of gay rights was a significant factor in bringing these issues to mainstream attention. Television has played a key role in the normalisation of gay life, with traditional Australian shows such as *Neighbours* and *Home and Away* having gay characters, and more recent shows such as *Crownies* and Josh Thomas's *Please Like Me* portraying gay relationships. There is a strong argument that popular culture was a crucial factor in defining the change in social views that led to the legalisation of gay marriage in 2017.



Source 5 The Sydney Gay and Lesbian Mardi Gras is attended by hundreds of thousands of people from Australia and overseas.

8.13 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What is the link between The Beatles' Australian tour in 1964 and the Vietnam War in terms of causing a change in Australian society?
2 How was an Australian involved in historic events at the 1968 Mexico City Olympics?

APPLY AND ANALYSE

3 Read the Case Study in Chapter 11, and research songs about the Vietnam War (both in support of and against the war.) Some examples to get you started are 'War (what is it good for?)', 'What's goin' on?', 'Ballad of the Green Berets' and 'Eve of destruction'. Write a brief report explaining how you might have reacted to these songs if you had been an 18-year-old American at the time.

EVALUATE AND CREATE

4 Create a compilation album of anti-Vietnam War songs based on your research. Create the album cover, and include liner notes to give some background to the period, the songs and artists, to help the listener understand what they are hearing.

GO DEEPER

5 Investigate Peter Norman's career and write an opinion piece that describes his action in Mexico in 1968, and your opinion of his subsequent treatment.

8.14 THE NATURE OF AUSTRALIAN POPULAR CULTURE TODAY

KEY CONTENT

In this topic you will:

- discuss the nature of Australian popular culture today and the legacy of past influences.

We have looked at the emergence and development of Australian popular culture since World War II, particularly in the areas of music, film, television and sport. Here we look at the trends of continuity and change that can be seen across these areas and that have affected and are still affecting Australian popular culture.

STRANGE BUT TRUE

The song 'Gangnam style' was a single released by the Korean artist Psy in July 2012. By 21 December 2012, the associated video became the first YouTube video to reach one billion views.

Continuity and change

Examining Australian popular culture since World War II, it is clear that in many ways it is a hybrid of traditional British and American influences. There is no doubting the enormous impact of the US-driven forms of popular cultures such as rock 'n' roll, television and film, while sport has tended to reflect more long-standing British influences with the popularity of sports such as cricket and football.

As we have seen, popular culture is constantly changing and evolving. Australian popular culture in the twenty-first century is beginning to draw from a wider pool of inspiration and influence than its traditional sources. In recent years, the influence of Asian rock 'n' roll has begun to be recognised in Australian popular culture. The 'Gangnam style' phenomenon of 2012 showed that Australians are not immune to the impacts of globalisation and social media. Other influences from Asia include Japanese anime and Indian Bollywood films. The 2015 Bollywood film *UnIndian* is a good example of how popular culture can become integrated in a globalised world. It was an Indian film that was filmed in Sydney. The male star was cricketer Brett Lee, whose appeal in India was based on his sporting achievements. Even the soundtrack was developed by Amanda Brown who was a member of The Go-Betweens in the 1980s, but now also works in a world music context.

Source 6 Korean singer Psy (at left) performing 'Gangnam style'



These changes are logical, given the changing nature of migration to Australia, and the increasing influence of social media which has accelerated global interaction. The Australian enthusiasm for travelling overseas has also played a role, ensuring that local artists are constantly receiving new influences.

Australian popular culture today

The geographic and historical factors that have contributed to Australian popular culture reflect both continuity and change. Today we can clearly identify a diverse range of elements that are a part of a distinctly Australian popular culture. They draw from traditional British and US sources, as well as the success of Indigenous Australian artists such as Jessica Mauboy, Gurrumul and Archie Roach, television shows such as *Redfern Now* and *Total Control*, which won three Australian Academy (AACTA) Awards in 2019, films such as *Bran Nue Dae* and *Top End Wedding*, and the success of playwright Nakkiah Lui. Successive waves of migration have ensured that new cultural influences have led to gradual change in what is accepted as popular culture. Recent Asian and Middle Eastern influences, captured perfectly in the award-winning 2017 film *Ali's Wedding*, ensure that Australian popular culture will continue to reflect the diverse and changing nature of the Australian population.



Source 7 *Redfern Now* (2012) is the first drama series written, directed and produced by Indigenous Australians.

8.14 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What are three factors that play a role in changing and evolving Australian popular culture?

GO DEEPER

2 Investigate the highest grossing films and most-viewed television shows in Australia in 2010 and 2020. Explain the continuities and changes you can identify across the decade.

WHAT BELIEFS AND VALUES HAVE INFLUENCED THE AUSTRALIAN WAY OF LIFE?

» Outline and assess the impact of Americanisation and global events on Australian society over time

1 Explain what evidence a historian could use to show the impact of Americanisation on Australian society over time. Analyse whether this influence is a historical continuity or change. (10 marks)

2 Select a global event and outline the impact it has had on Australian society. (5 marks)

» Discuss the nature of Australian popular culture today and the legacy of past influences

3 Explain why you see Australian popular culture today as being dominated by continuity or change. (10 marks)

Total marks [/25]



Source 8 Bollywood dancers at a celebration marking the one-year countdown to ICC Cricket World Cup 2015 in Sydney, 14 February 2014

8E

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Quizlet
Test your knowledge of this topic by working individually or in teams.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Quizlet Live
Launch a game of Quizlet Live for your students.

obook-only chapter

9



Source 1 A fire truck races to escape an inferno whipped up by sudden 80-kilometre-per-hour winds in Orangeville, New South Wales, December 2019.

THE ENVIRONMENT MOVEMENT

.Ever since it was realised that the Industrial Revolution had caused changes in air quality in the first industrial cities, people have become aware of threats to the delicate environmental balance on Earth. This awareness, and a desire to preserve natural areas for future generations, was behind the late-nineteenth-century movement to establish national parks.

In the twentieth century, two world wars created widespread environmental destruction. The world's growing dependence on fossil fuels also contributed to a phenomenon called global warming. By the twenty-first century, governments and businesses were being pressured to become active in preserving the environment, which led to the adoption of 'green' policies – that is, policies to promote environmentally friendly products and procedures. Today, it is difficult for politicians and businesspeople – as well as ordinary citizens – to ignore environmental issues.



WHAT THREATS TO THE ENVIRONMENT LED TO ENVIRONMENTAL AWARENESS AND ACTIVISM? 9A

In this section you will:

» identify major threats to the natural environment

» outline the origins of environmental awareness and activism

» explain the purpose of the nineteenth century National Parks movement in America and Australia.

CHECKPOINT 9A

WHAT DEVELOPMENTS AND EVENTS INTENSIFIED ENVIRONMENTAL ISSUES IN THE TWENTIETH CENTURY? 9B

In this section you will:

» use a range of sources to explain how the growth of cities, population and industries have affected the environment in Australia and the world

» discuss how global resource needs and trade have intensified environmental issues in developed and developing nations

» describe the response to key environmental issues in Australian agriculture.

CHECKPOINT 9B

WHAT KEY EVENTS AND POLICIES LED TO THE GROWTH OF THE ENVIRONMENT MOVEMENT? 9C

In this section you will:

» discuss key events in the growing awareness of environmental issues in Australia and the world before 1975

» outline the origins and policies of green political parties in the 1980s

» describe the influence of one of the environmental ideas that developed in the twentieth century

» outline the important developments in one environmental event and campaign.

CHECKPOINT 9C

HOW HAVE GOVERNMENTS RESPONDED TO ENVIRONMENTAL THREATS? 9D

In this section you will:

» assess changing Australian government policies and actions towards environmental issues since the 1960s

» discuss an Australian government achievement in response to an environmental threat since the 1960s

» examine the role of international governments and organisations in dealing with an environmental threat.

CASE STUDY: THUNBERG VS TRUMP, DAVOS 2020

CHECKPOINT 9D

THE ENVIRONMENT MOVEMENT – A TIMELINE

TIMELINE

1824
The theory about a greenhouse effect is first suggested by French physicist Joseph Fourier. His work is extended by British physicist John Tyndall, who proves its existence in 1858.

1945
The first atomic bombs are dropped on Japan at the end of World War II.

1900
The world population reaches 1.6 billion.

1810 1820 1870 1900 1940 195

1816
'The Year Without a Summer' begins after ash from a volcanic eruption adds to industrial pollution, leading to crop failure and mass starvation in the northern hemisphere.

1872
Yellowstone National Park, the first national park in the world, is established in the United States. The second, the Royal National Park south of Sydney, is proclaimed in 1879.



Source 2 *Sunset* and other paintings by Joseph Turner are thought to be inspired by the dramatic sunsets experienced during 'The Year Without a Summer'.



Source 3 An eerie landscape during Australia's 2019–20 summer of bushfires



1956
Britain begins to conduct nuclear testing in Maralinga in South Australia, to 1957.

1962
The influential book *Silent Spring* is published, highlighting the damaging effects of pesticides in the environment.

1968
The crew of *Apollo 8* orbit the Moon and take the first photo of an 'earthrise'.

1971
Greenpeace is established to protest nuclear testing in Alaska. Australia's first environment ministry created.

1972
Lake Pedder, part of a national park, is destroyed after the building of several dams in south-western Tasmania. This leads to the formation of the world's first 'green' political party.

1983
People power saves the Lower Franklin River in Tasmania.

1986
The Chernobyl nuclear power plant goes into meltdown in Ukraine. The world's worst nuclear accident contaminates 24 000 square kilometres around the plant.

1989
The tanker *Exxon Valdez* spills 11 million gallons of oil into the northern Pacific Ocean near Alaska, destroying local wildlife.

1997
The Kyoto Protocol is developed at a UN Framework Convention on Climate Change.

2014
The dumping of 3 million cubic metres of sediment in the Great Barrier Reef Marine Park is approved by the Australian government.

2019–20
A summer of bushfires in Australia leads to increased concern about the impact of climate change.

2020
The world Economic Forum at Davos, Switzerland, discusses the economic impacts of climate change. The world population reaches 7.8 billion.



Source 4 A group of Greenpeace activists protest against the nuclear testing in Amchitka, Alaska.

TIMELINE: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. In what year was the famous 'Earthrise' photo taken?
2. Where and when were the world's first national parks established?
3. Name significant environmental events and campaigns that occurred in Tasmania.
4. What is the world population increase between 1900 and 2020?

APPLY AND ANALYSE

5. Explain why the bushfires of the 2019–20 summer in Australia provoked discussions about climate change and protecting the environment.

9A WHAT THREATS TO THE ENVIRONMENT LED TO ENVIRONMENTAL AWARENESS AND ACTIVISM?

9.1 EARLY ENVIRONMENTAL THREATS, AWARENESS AND ACTIVISM

KEY CONTENT

In this topic you will:

- identify threats to the environment
- outline the origins of environmental activism.

environmentalism
a political and ethical movement that seeks to improve and protect the quality of the natural environment by avoiding (or making changes to) human activities that are environmentally harmful

BCE
the abbreviation of Before the Common Era, used to indicate any time before the birth of Christ

deforestation
the cutting down of trees and other plant life in a forest

On Christmas Eve in 1968, the three-man crew of *Apollo 8* became the first humans to leave Earth's gravitational pull and orbit the Moon. When they came around from the far side of the Moon, they saw Earth rise as a single, fragile ball in space, just as we see the Moon. William Anders, the Lunar Module Pilot, took a photograph of an 'Earthrise' (see Source 1). That image impressed upon many people the idea that the Earth was a small and vulnerable part of the universe.

The *Apollo 8* mission in 1968 emphasised to people how precarious and unique Earth's existence was. *Life* magazine commented on the Earthrise photo, saying that it 'inspired contemplation of our fragile existence'. Much of what we regard as **environmentalism** originated in the 1960s. A study of the historical roots of environmental thought and action is essential to understand what happened in the 1960s.

However, concerns about the human impact on the environment are not new. As early as 6000 **BCE** there is evidence that **deforestation** was contributing to the collapse of societies in the Middle East. By 200 BCE the Greek physician Galen observed copper miners and noted the danger of acid mists. Throughout history there have been individuals and groups determined to protect their environment.

SEE, THINK, WONDER

Look at the photograph in Source 1. You are now in the same situation as the *Apollo 8* astronauts, who were the first humans to ever see this view.

What do you see?

What do you think?

What does it make you wonder?



Source 1 The famous Earthrise photo in 1968 changed the way people perceived the planet.

Environmental protectors: The Bishnoi tribe in the eighteenth century

The Bishnoi tribe of Rajasthan, a region in modern-day India, linked environmental activism with strong spiritual beliefs. The Bishnoi people worshiped nature, and their warrior heritage led to their aggressive protection of all living things.

In 1730, over 300 Bishnoi people were massacred while protecting a grove of Khejri trees. A local king needed wood to build a palace, and sent officials into Bishnoi territory to remove a forest of Khejri trees. A Bishnoi woman hugged a tree to protect it, saying that she would rather die than give up her beliefs, so a soldier cut her head off. Eventually, the king gave way to the Bishnoi protesters, and today the Bishnoi territory is a green oasis in a largely desert area.



Source 2 A Bishnoi man meditating under a Jal tree. The tree is estimated to be 1000 years old.

The Industrial Revolution and environmental awareness

Britain, and then other countries in Europe, began to industrialise quickly from the mid-eighteenth century. Smoke spewed out of factory chimneys day and night, and the worsening air quality became obvious. The year 1816 became known as the 'The Year Without a Summer' when a variety of environmental problems – including a major volcanic eruption in Indonesia – caused average temperatures to drop. The result was severe food shortages and mass starvation across the entire northern hemisphere. This event showed that if the environmental balance was disturbed, whether by nature or human action, the consequences could be disastrous.

The early impact of the Industrial Revolution

From the mid-eighteenth century the world underwent dramatic and rapid changes that we now refer to as the **Industrial Revolution**. Agricultural changes – in the way crops were produced and the introduction of labour-saving machinery – meant that fewer farm labourers were needed. People had to change their living situations when they moved to cities in search of jobs at the fast-growing factories. The demand for coal increased as it became the fuel to drive the machinery of the Industrial Revolution. The invention of the **internal combustion engine** was the final step in the revolution that saw the increasing use of **fossil fuels** such as petroleum to produce energy. People at this time considered themselves to have gained control over nature.

Historians have argued about the impact of the changes, but it has become clear that major environmental degradation began in this period. The burning of coal made the air in cities polluted with smoke and other by-products of manufacturing. **Acid rain** – which forms when sulphur dioxide and nitrogen oxide mix in the atmosphere – was first identified in 1852 as a result of manufacturing processes. With population concentrating in cities, the disposal of waste also became a problem. Advanced farming techniques contributed to the rapid degradation of soil, and the deforestation of previously untouched land began in many of the colonised countries of the world.



Source 3 The Industrial Revolution saw working people move off the land and into factories. Coal was burned to drive steam-powered engines, causing the first examples of industrial pollution.

Industrial Revolution
the name given to a period of rapid development in manufacturing and industry from 1750 to 1900, particularly in Britain

internal combustion engine
a type of engine developed during the Industrial Revolution in which fuel is burned inside the engine itself rather than in an external furnace (as was the case with earlier steam engines); the internal combustion engine is arguably one of the most important inventions of the industrial age

fossil fuel
a type of fuel (e.g. petrol, oil, coal) that is made from the organic remains of plants and organisms that have been dead for a long time

acid rain
rainfall that has been affected by pollution so much that it becomes acidic, and in turn harms the environment

SPOTLIGHT

CAUSE AND EFFECT

Although there has been a contested debate, more and more evidence has suggested that the decisions taken during the Industrial Revolution have had an effect on the environment today.

volcanic winter
a period after a large (and particularly explosive) volcanic eruption during which global temperatures drop because volcanic ash and droplets of sulphuric acid block and reflect the sun's rays and prevent them from warming the atmosphere

STRANGE BUT TRUE

The Year Without a Summer had other effects. Because oats for horse feed became scarce, German inventor Karl Drais was encouraged to invent an early type of bicycle to replace the horse as a means of transportation. The terrible weather forced a group of writers to stay indoors that summer where they had a contest to write the scariest story to amuse themselves. Mary Shelley wrote *Frankenstein*, her friend John William Polidori wrote *The Vampyre*, and their host, Lord Byron, wrote his poem *Darkness*.

The demand for fuel resources meant mining expanded rapidly, as did international trade. Steamships required massive amounts of coal – thousands of tonnes for one transatlantic crossing. For the first time in history, large-scale burning of coal, and later oil, poured polluted air into the atmosphere.

The Year Without a Summer, 1816

In 1815, with the European Industrial Revolution in full swing, Mount Tambora, a volcano on the Indonesian island of Sumbawa erupted. It killed around 100 000 people and is regarded as one of the largest volcanic eruptions in recorded history. However, in an age before mass media, very few people knew of the devastation the volcano caused. What did become obvious was that the ash thrown up into the atmosphere by the volcano had a dramatic impact on the climate of Europe and North America, in addition to the pollution caused by industrialisation.

The large quantities of gas and ash released by the eruption reduced the amount of solar radiation reaching Earth, causing a **volcanic winter**. This was felt throughout the world, with the following effects:

- Temperatures dropped and summer snow meant that crops failed in many areas.
- In the north-eastern United States, a dry, red fog was so thick that it dimmed sunlight.
- In Europe, frosts killed crops, and temperatures varied widely, from above average heat to near freezing in a matter of hours.
- Spectacular sunsets resulted from volcanic ash in the atmosphere, which are reflected in the paintings of the English artist Joseph Turner (see Source 2 in 'The environment – A timeline').
- Brown snow fell in Hungary in the summer. Italy experienced red snow.

Crop failures across large parts of the world resulted in the rapid rise of food prices. In Europe this frequently led to riots, and hundreds of thousands died as food became increasingly scarce.

Source 4 The view from the edge of the crater on Mount Tambora, on the Indonesian island of Sumbawa



9.1 SOURCE STUDY

The early impact of the Industrial Revolution

Charles Dickens (1837–1901) is regarded as one of the great novelists of nineteenth-century Britain. Dickens's experience of poverty during his childhood, during which he worked in a blacking (shoe polish) factory, would influence much of his writing. In his novels, Dickens wrote about the impact that the growth in industry had on people's lives, including the growth of urban slums. His detailed descriptions of life in nineteenth-century London have become a valuable primary source for historians examining the impact of the Industrial Revolution on the environment.

Source 5

> Smoke lowering down from chimney-pots, making a soft black drizzle, with flakes of soot in it as big as full-grown snowflakes – gone into mourning, one might imagine, for the death of the sun.
>
> from Charles Dickens, *Bleak House* (1852–53)

Source 6

> Time went on in Coketown like its own machinery: so much material wrought up, so much fuel consumed, so many powers worn out, so much money made. But, less inexorable [hard] than iron, steel, and brass, it brought its varying seasons even into that wilderness of smoke and brick ...
>
> from Charles Dickens, *Hard Times* (1854)



Source 7 A nineteenth-century engraving of an English slum

INTERPRET

1. Identify the environmental perspective in these two extracts from Charles Dickens's work in Sources 5 and 6.
2. For historians, how important is the fact that Dickens lived at the time he was describing?
3. Explain how and why these extracts could be useful to a historian studying the environmental impact of the Industrial Revolution.
4. Describe the scene in Source 7. What evidence does it provide about the impact of the Industrial Revolution on:
   - **a** the growth of cities in Britain during the nineteenth century?
   - **b** the impact of industrialisation on the environment?

9.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What was the contribution of the Bishnoi people to early environmentalism?
2. What caused 'The Year Without a Summer'?
3. What impact did the Industrial Revolution have on the environment?
4. What does Charles Dickens tell us about the environment of nineteenth-century London?

APPLY AND ANALYSE

5. What is your reaction to the Earthrise photo (Source 1)? Why do you think it had such a profound effect after it was published in January 1969?

GO DEEPER

6. Investigate acid rain. What causes acid rain? What are its effects? How common is it in the world today?

9.2 THE GREENHOUSE EFFECT: RESEARCH IN THE NINETEENTH CENTURY

KEY CONTENT

In this topic you will:

- identify threats to the environment.

greenhouse effect
a natural process that warms the Earth's surface; when the sun's energy reaches the Earth's atmosphere, some of it is reflected back to space and the rest is absorbed and re-radiated by greenhouse gases; also commonly used to describe the increased warming of the Earth's atmosphere to unsustainable levels due to the release of large amounts of greenhouse gases into the atmosphere caused by human activity

The **greenhouse effect** is a term that has come into common use since the late twentieth century. When gases in the Earth's atmosphere hold onto the heat from the Sun and redirect it back to Earth, the resulting warmth is like that of a greenhouse. In its natural state, the greenhouse effect makes life on Earth possible because it allows the Sun's warmth to be retained in the atmosphere and the surface of the Earth.

Since the Industrial Revolution, however, the burning of fossil fuels and clearing of forests has made the greenhouse effect more severe. This is called the enhanced greenhouse effect. Scientists argue that when we burn fossil fuels, there is an increase in carbon dioxide in the air. This means that less infrared radiation can escape from the atmosphere, which leads to the warming of the planet. Because Earth is warming too much now, sea levels are higher. Higher sea levels have led to the destruction of many island and coastal habitats.

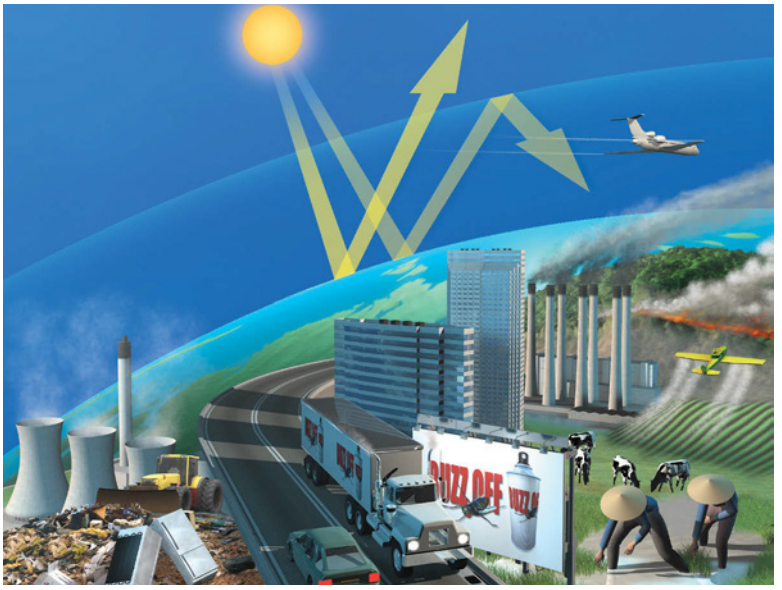
A French mathematician and physicist, Joseph Fourier, first introduced the theory of a greenhouse effect. In 1824, he calculated that the Earth should be significantly colder than it is because of its distance from the Sun. His research suggested that the Earth's atmosphere may act as an insulator, helping it retain warmth. Fourier's work was built on by British physicist John Tyndall in 1858. Tyndall developed technology that measured the ability of various gases to absorb infrared heat. His experiments proved that water vapour absorbed large amounts of infrared radiation, and was the major controller of air temperature. He was the first to accurately measure the capacity of gases such as nitrogen, oxygen, carbon dioxide and ozone to absorb infrared radiation. This work proved the existence of the greenhouse effect.

Despite the pioneering work of Fourier and Tyndall, there are still arguments among scientists and politicians. There is considerable debate about whether human activity (such as large-scale manufacturing and the use of fossil-fuelled cars) is responsible for or contributes to global warming and climate change.

SPOTLIGHT

COMPREHENSION

It is important to know the meaning of context specific terms such as 'greenhouse gasses'. Being able to comprehend these types of terms enables you to use them correctly to enrich responses.



Source 8 The greenhouse effect

9.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Who first developed a theory about the greenhouse effect?
2 Explain why increasing levels of carbon dioxide in the atmosphere would cause Earth to become warmer.

GO DEEPER

3 Investigate current arguments for and against the concept of the greenhouse effect. Create a table that briefly outlines these arguments.

9.3 THE NATIONAL PARKS MOVEMENT OF THE NINETEENTH CENTURY

KEY CONTENT

In this topic you will:

- briefly describe the purpose of the nineteenth-century national parks movement in America and Australia.

The national park movement of the nineteenth century reflected an emerging awareness of the need to preserve natural landscapes for future generations. At a time when the Industrial Revolution was changing the world forever, national parks represented a vision for the future.

Yellowstone National Park, USA

When US President Ulysses S. Grant signed into law the creation of Yellowstone National Park in 1872, he protected nearly 9000 square kilometres of wilderness for future generations. This decision created a tourist site that has continued to attract visitors from around the world. A geological survey in 1871 included both a photographer and an artist, and their images helped to convince Congress of the value of preserving the area.

The leader of the geological expedition, Ferdinand Hayden, was the main force behind the area's protection. As well as preserving the area for the future, Hayden believed the area would become a place people in his own time could travel to for recreation. The development of the railway and car eventually allowed that to happen.

In 1978, Yellowstone was included on the United Nations Educational, Scientific and Cultural Organization (UNESCO) World Heritage list. Its significance was that it contained half of the world's known geothermal features. It contains two-thirds of the world's known geysers (see Source 9). It is also a storehouse of information about the history and functioning of the Earth, and has been preserved rather than commercialised. The foresight of those early pioneers ensured that both scientists and tourists could continue to benefit from Yellowstone National Park.

Royal National Park, Australia

The National Park in New South Wales was formally opened in 1879, which made it the second national park in the world, after Yellowstone. In nineteenth-century Sydney, which was the first urbanised part of Australia, it was felt that city dwellers needed an outdoor place for recreation and fresh air. Initially, it was this role rather than preservation for future generations that drove the formation of the park.

STRANGE BUT TRUE

Yellowstone National Park contains the Yellowstone Caldera, which is a supervolcano. It is thought by scientists that the supervolcano beneath Yellowstone is large enough to severely disrupt the United States if it ever erupted. Although the lava would most probably be contained within the park itself, the effects of the huge volume of ash in the air would ruin crops and pollute waterways for hundreds of miles.



Source 9 'Old Faithful' is Yellowstone's most famous geyser, which shoots boiling water up to 55 metres about every 90 minutes.

In keeping with the British influences of the time, the park was seen as a recreational area, and native flora was replaced with imported species. The intention was to try and reproduce the rolling parks of England. Native trees were logged, and deer, rabbits and foxes were imported for hunting. These introduced species remain a major problem in the park.

The National Park became more popular when a branch line from the Illawarra railway station was built in 1886, making direct access from Sydney easier. The park eventually became the Royal National Park, in 1955, after a brief visit from Queen Elizabeth. In 1967, the management of the park was taken over by the newly formed National Parks and Wildlife Service, in recognition of the park's increasing importance as an area of conservation and preservation. In 2006, the Royal National Park was added to Australia's National Heritage List.

SPOTLIGHT

SIGNIFICANCE

The significance attached to an event can change across time. The creation of national parks to preserve areas for future generations could be seen to have more significance today than at the time they were created.

Rocky Mountain Parks, Canada

The construction of a railway across Canada led to the discovery of hot springs in the Banff area of the Rocky Mountains. A dispute between companies who wanted the rights to exploit them was settled by the Prime Minister, John Macdonald, with the creation of a 26-square-kilometre public park in 1885. To protect one of Canada's most beautiful mountain regions, four adjoining national parks were added, until its final size was 6697 square kilometres. In 1984, the entire area was proclaimed a World Heritage Area by UNESCO because of its natural beauty and the information its geological features provide about the evolution of Earth.

Tongariro National Park, New Zealand

New Zealand also became part of the emerging movement to conserve natural areas for the future when Tongariro National Park on the North Island was set aside as a reserve in 1886. The local Māori people used a Native Land Court to have the area, based on three sacred volcanoes, set aside in the names of local chiefs. This secured the area against exploitation by European settlers. Like other early national parks, the coming of the railway in 1908 made the area more accessible, and like the Royal National Park in Sydney, an introduced species – heather – was planted to reproduce the landscape of the Scottish Highlands. Heather has spread rapidly and remains a threat to the **ecosystem**. In 1993, Tongariro National Park was added to the UNESCO World Heritage list because of its cultural significance to the Māori people.

ecosystem
a complex community made up of living organisms that interact with each other and with their environment; an abbreviation for 'ecological system'

9.3 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What was the world's first national park? Why was it established?
2. Explain how Sydney's Royal National Park reflected a British rather than an American view of a national park.
3. What do the Royal National Park and Tongariro National Park have in common?

APPLY AND ANALYSE

4. As a class, discuss the value of national parks for preserving the natural environment for future generations. Do you think this is a worthwhile goal? Give reasons for your answer.

EVALUATE AND CREATE

5. Create a poster to encourage people to both visit and preserve one national park you have visited, or would like to visit.

GO DEEPER

6. Select a national park you are familiar with and find out why and when it was created. How effective has the preservation and management of the natural environment in this area been? Summarise your findings in a table.

9A

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

WHAT THREATS TO THE ENVIRONMENT LED TO ENVIRONMENTAL AWARENESS AND ACTIVISM?

» Identify major threats to the natural environment

1 Outline the major threats to the natural environment that people have become aware of over time, as a result of human activity or events in the natural world. (5 marks)

» Outline the origins of environmental awareness and activism

2 Outline examples that show that human impact on the environment has been a concern since ancient times. (5 marks)

3 Explain how the Industrial Revolution made people more aware of the environment. In your response, refer to sources that show how this awareness was expressed by writers and artists. (5 marks)

4 Outline how developments in science and technology in the nineteenth century influenced environmental awareness. (5 marks)

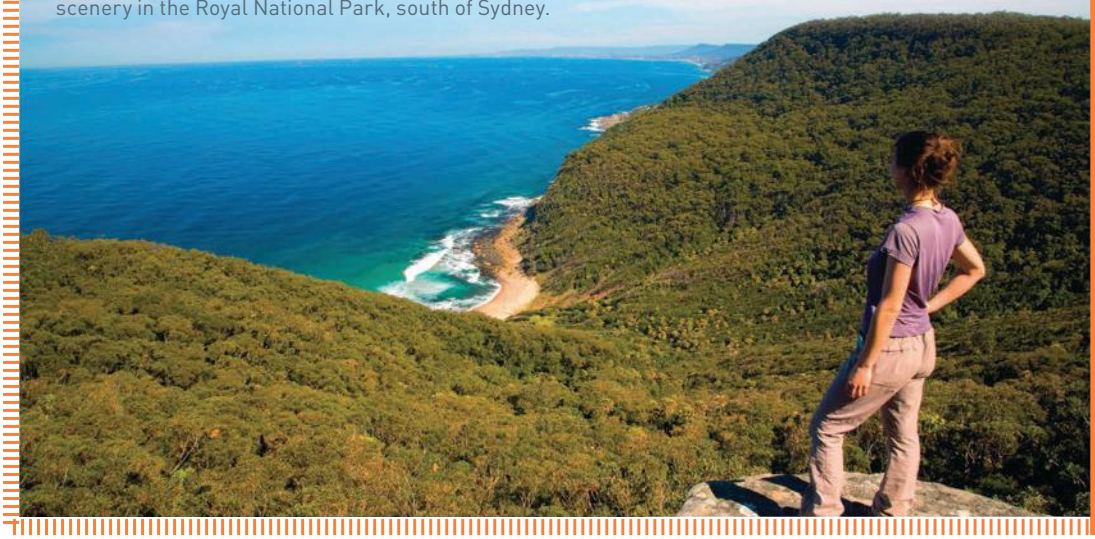
5 Discuss the environmental impacts in the twenty-first century of decisions made during the Industrial Revolution. (5 marks)

» Explain the purpose of the nineteenth-century national parks movement in America and Australia

6 Explain why national parks were established in the late nineteenth century. (5 marks)

7 Analyse the impact that developments in transport had on the growth and popularity of national parks in the nineteenth century. (5 marks)

Total marks [/35]



Source 10 A bushwalker enjoys spectacular natural scenery in the Royal National Park, south of Sydney.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Rich task
A write-in worksheet for the Rich task

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Answers
Answers to every Check Your Learning, Interpret and Checkpoint question in this section

9B WHAT DEVELOPMENTS AND EVENTS INTENSIFIED ENVIRONMENTAL ISSUES IN THE TWENTIETH CENTURY?

9.4 THE TWENTIETH CENTURY: A RAPIDLY CHANGING WORLD

KEY CONTENT

In this topic you will:

- identify major threats to the natural environment.

THINK, PAIR, SHARE

Think about what Source 1 tells you about the impact of humans upon the environment.

Discuss with a partner whether the global environment can afford any more wars.

Share your thoughts with the class.

By the start of the twentieth century, improvements in areas such as agriculture, transport, communications and health were some of the positive consequences of the Industrial Revolution. Industrialisation meant that mass-produced goods were more affordable. Reforms in cities that replaced slums with new settlements led to some improvement in living conditions. However, for many urban dwellers, cities were still places where disease thrived and environmental issues from the ongoing effects of air pollution were starting to emerge.

Threats to the environment

Two world wars in the twentieth century also had an impact on the environment. The massive destruction of trench warfare in World War I had shown the destructive potential of modern warfare for the environment. The development of nuclear weapons – and their first military use at the Japanese cities of Hiroshima and Nagasaki – meant that the future of the entire planet seemed precarious, as people now had the power to destroy their world for the first time in history. The traumas of war and rising tensions brought on by the arms race of the **Cold War** helped to increase awareness of environmental issues. The use of chemical weapons, such as **Agent Orange** in the Vietnam War, also contributed to widespread environmental degradation.

A technological revolution that called for increasing reliance on fossil fuels, rapid urbanisation, and an increasing reliance on substances such as fluorocarbons (a human-made chemical compound) and pesticides all emerged as environmental threats during the twentieth century.

Population pressures also developed dramatically during the twentieth century. This has meant greater demand on land and resources, and helps explain the growing awareness of environmental issues. In the following topics, we explore how population increase, urbanisation, increasing industrial production and trade have affected the environment in the twentieth century.

Cold War
a state of political conflict and hostility that existed between the USSR (and its allies) and the USA (and its allies) from 1945 to 1990; characterised by threats, **propaganda** and public competition, but not resulting in direct fighting or military conflict

Agent Orange
a highly poisonous herbicide sprayed onto areas of thick jungle by US forces during the Vietnam War to deprive Viet Cong troops of cover

Impacts on the environment during the twentieth century



Source 1 A devastated environment on the Western Front, World War I



Source 2 An aerial view of Nagasaki, one of the two cities that were levelled by atomic bombs in World War II



Source 3 A plane spraying pesticide over crops



Source 4 Cars travelling on a freeway in Los Angeles in the United States



Source 5 A street scene in Shanghai, China

INTERPRET

1. Create a graphic organiser to describe all the possible threats to the environment, based on your examination of Sources 1 to 5.
2. What evidence do the sources provide about the intensification of environmental threats during the twentieth century?

9.4 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Name two effects of war on the environment during the twentieth century.
2. List three environmental threats that emerged during the twentieth century.
3. On which two Japanese cities were the first atomic bombs dropped?

APPLY AND ANALYSE

4. Find sources that provide evidence that cities in Australia were still unhealthy places to live and work at the start of the twentieth century. What evidence do your sources provide about the effect of growing cities and industries on the environment at this time?

EVALUATE AND CREATE

5. Create a dialogue between two generations discussing the environmental impacts of the technological changes of the twentieth century. What warnings or advice could the younger generation give the older?

GO DEEPER

6. Investigate how fluorocarbons are used in products. Summarise the effect they have on the environment.



OXFORD UNIVERSITY PRESS

9.5 THE IMPACT OF POPULATION INCREASE AND URBANISATION

KEY CONTENT

In this topic you will:

- use a range of sources to explain how the growth of cities, population and industries have affected the environment in Australia and the world.

Since the beginning of the twentieth century, the population of the world has grown immensely, and people have become increasingly urbanised. Where once most people lived in rural communities as farmers and small tradespeople, now half the world lives in urban centres.

Population increase in the twentieth century

Over the past century, our planet has sustained a rapidly growing population. The total world population in 1900 was estimated to be 1.6 billion. In January 2020, it rose to 7.8 billion. In 1901, the first census of the newly federated Australia revealed a population of 3 773 801. In January 2020, the population of Australia exceeded 25.5 million.

SPOTLIGHT

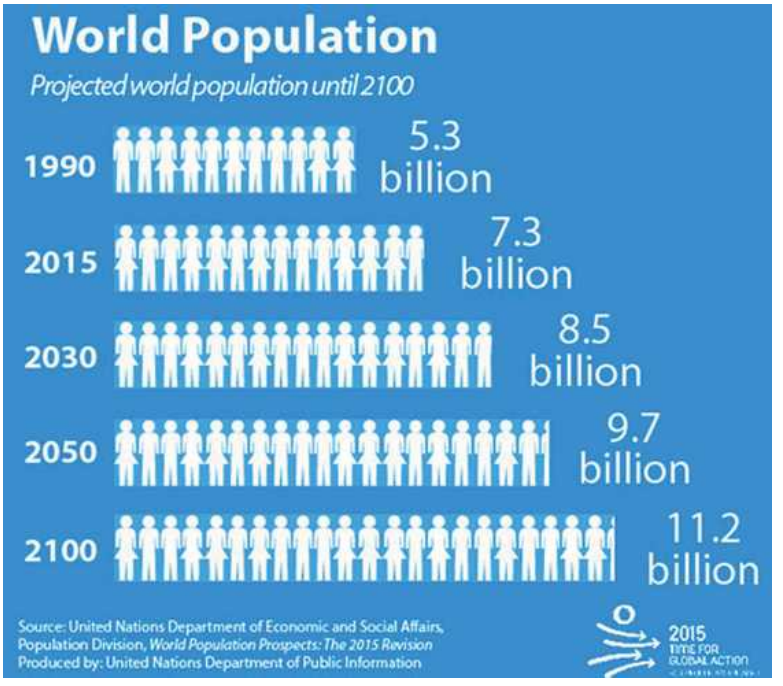
ANALYSIS AND USE OF SOURCES

Consider what makes a source such as the United Nations authoritative. This helps a historian understand why some sources may be more reliable or useful than others.

Future population predictions

On 17 June 2019, the United Nations released its latest World Population Prospects. It revealed that, 'The world's population is expected to increase by 2 billion persons in the next 30 years, from 7.7 billion currently to 9.7 billion in 2050.' It concluded that the world's population would reach a peak of nearly 11 billion at the end of the twenty-first century. It predicts that India will overtake China as the world's most populous country by 2027. The population of Australia and New Zealand was only expected to increase by 28 per cent by 2050. Sub-Saharan Africa is expected to see a population growth rate of 99 per cent in the same period, meaning its population will double by 2050.

UN predictions have historically had to be updated regularly, but they can give us a general idea of what the world can expect in the future. We know that the population of the world will be considerably greater than it is now. It is obvious that there will be major decisions to be made regarding distribution of resources. We also must recognise the impact that providing resources for that population will have on the environment.



Source 6 The United Nations' predicted world population growth to 2100

Urbanisation

The United Nations' World Urbanization Prospects report showed that the world's urban (city) population had increased from 13 per cent in 1900 to 49 per cent in 2005. It showed that 2007 was the 'tipping point' year when more people on Earth lived in urban rather than rural areas. The move from rural to urban areas increased quickly after World War II, when increasing industrialisation spread across the globe. Cities became the major source of employment in most countries. In its 2018 World Urbanization Prospects report the United Nations predicted that 2.5 billion people will be added to the world's urban population by 2050. India, China and Nigeria are expected to contribute 35 per cent of the world's urban growth in that period.

The growth of cities has major ecological implications. Most of an urban population is engaged in producing goods and services rather than food. Cities are a major drain on energy resources, and they concentrate problems such as waste disposal. It takes energy to process and transport food to urban areas, and cities are built over the natural environment. It is predicted that cities could contain 5 billion people by 2030, with the greatest growth coming in Asia and Africa. There is no general agreement on what numbers the Earth can sustain.



Source 7 High-density living in large apartment buildings, such as these in Hong Kong, is becoming an increasingly common urban experience.

CE
the abbreviation of Common Era, which refers to any time after the birth of Christ

Source 8 The world's most populous cities through time

Year CE	Most populous city	Population
100	Rome, Italy	450 000
1000	Cordova, Spain	450 000
1500	Beijing, China	672 000
1900	London, England	6 480 000
1950	New York, USA	> 12 000 000

9.5 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Which organisation is regarded as a reliable source on future population?
2. How much did the world's population increase between 1900 and January 2020?
3. What does the United Nations predict will be the world's population by the end of the twenty-first century?
4. When is it predicted that India will replace China as the world's most populated country?
5. Outline some of the environmental problems associated with cities.
6. What is the predicted population of cities for 2030?

APPLY AND ANALYSE

7. Use the data provided to calculate the percentage growth in the Australian population between 1901 and 2020, and the world population from 1900 to 2020.
8. Write a statement based on your observations of Source 6.
9. List potential problems the world could face if the United Nations' predictions are accurate.

EVALUATE AND CREATE

10. Create a graphic representation of the impacts of continued population growth on the planet.

GO DEEPER

11. In 1987, a historian called Tertius Chandler did the first serious study of urban population through history. Source 8 summarises his findings on the world's most populous city over time. Conduct research to find out what the world's most populous city is today. What impact is that city having on the environment?

9.6 THE IMPACT OF INCREASING INDUSTRIAL PRODUCTION AND TRADE

KEY CONTENT

In this topic you will:

- use a range of sources to explain how the growth of cities, population and industries have affected the environment in Australia and the world
- discuss how global resource needs and trade have intensified environmental issues in developed and developing nations.

Industrial powers in the twentieth century

At the start of the twentieth century, Britain dominated industrial production. It had been the first country to adopt new technologies and systems in the Industrial Revolution. Its empire had grown because of its industrial and military strength. Its need for more and more raw materials and new markets saw it expand its colonies across the globe.

After World War II, the United States emerged as the world's strongest economy. The war had helped the United States recover from the economic impact of the **Great Depression**, and the Cold War with the Soviet Union helped fuel an economic boom in the 1950s and 1960s. The first major shock to the economic dominance of the USA came with the oil crisis. This crisis resulted when oil-producing Arab nations, such as Saudi Arabia, refused to supply the United States with oil in 1973 and 1974 because of its support for Israel in the 1973 Yom Kippur war. The shortage of oil had a significant impact on the US economy.

Great Depression
a period of severe economic downturn that began in the United States and quickly spread around the world during the 1930s and 1940s; it was triggered by the stock market crash in 1929 and was one of the long-term causes of World War II



Source 9 Pipes loading oil onto an oil tanker, at the port of Ahmadi in Kuwait

non-renewable resource
a resource that cannot be regenerated once it is used up (e.g. oil, coal, natural gas)

Oil became a major commodity in the world after World War II. Oil is a limited, **non-renewable resource**, but the world is still largely dependent on it as an energy source. The environmental impact of the reliance on oil became more obvious as East Asian nations started to industrialise.

By the twenty-first century, the United States was the industrial leader of the world. But as the world began to globalise at this time, East Asia became the most rapidly industrialising region in the world. China, India, South Korea and Japan now represent a huge international industrial power. In 2018, China had the world's largest manufacturing output, valued at over US$2.01 trillion, followed by the United States with US$1.87 trillion, and Japan with US$1.06 trillion. South Korea was fifth with US$372 billion.

STRANGE BUT TRUE

The initial impact of the COVID-19 pandemic in China saw carbon emissions fall by 25 per cent, a trend that continued globally as air and road traffic fell. It was offset to some extent by the rapid rise of medical waste to be disposed of.

Environmental impacts of China's industrialisation

Increasing industrial production, and the trade that goes with it, brings massive rises in energy consumption. With its huge demands for coal, China's industrialisation is now having severe environmental effects. It is estimated that uncontrolled fires in Chinese mines burn 20 million tons of coal each year. The huge industrial output of China, which is largely fuelled by coal, is causing major environmental problems. Already large clouds of pollutants from northern China's industrial region have blown into Korea. It is estimated that the increase in global-warming gases from China's coal use over the next 25 years will probably exceed that for all industrialised countries combined.



Source 10 An assembly line at an electronics factory in Guangdong Province, China



Source 11 Air pollution in Beijing, China



Source 12 Ballast water being discharged from a container ship

Environmental impacts of global trade

Shipping has increased throughout the twentieth century. It is the main means of transporting industrially manufactured products around the globe. However, shipping brings with it a range of environmental issues.

In 2009, Britain's *Guardian* newspaper reported that the world's 15 largest ships emit as much pollution as all the cars in the world combined. It was shown that one giant container ship can emit almost the same amount of cancer- and asthma-causing chemicals as 50 million cars. Other research cited indicated that pollution from the world's 90 000 cargo ships leads to 60 000 deaths each year in the United States alone, and costs up to $330 billion a year from lung and heart diseases.

The discharging of ballast water (water that has been loaded onto ships for stability) from one port to another affects marine environments. This has led to the transfer of bacteria and species from one ecosystem to another. These introduced species can bring in diseases that affect native species or compete with native species for food and habitat.

The northern Pacific sea star (a species of starfish) is one example of a pest that has been introduced into Australia's marine environment in this way. Marine experts believe that sea star larvae were introduced into Tasmanian and Victorian ports in ballast water. The natural habitat of the sea star is coastal China, Korea, Russia and Japan. In Australian waters, it has no natural predators but is itself a predator, forcing open the shells of oysters, mussels and other shellfish. Marine authorities consider it to be a threat to native species and shellfish fisheries. The only way, at present, to control its numbers is to physically remove it.



Source 13 The northern Pacific sea star

Transporting oil by sea poses additional risks. The *Exxon Valdez* oil spill showed the devastating impact of oil spills in pristine areas. On 24 March 1989, the US oil tanker the *Exxon Valdez* struck a reef off the Alaskan coast. Although the actual figure is still disputed, it is estimated that around 41.6 million litres of oil spilt into the pristine waters surrounding Prince William Sound. It had a major impact on the environment.

A wide range of wildlife populations such as seabirds, otters, seals, eagles and orcas were all devastated. Long-term monitoring of the area has indicated that some species have still not fully recovered, 30 years later. The destruction of Alaskan wildlife and environments was a graphic reminder of the impact oil spills can have. Unfortunately, *Exxon Valdez* was simply one of many similar incidents that have occurred since the mass transportation of oil began in the late 1960s. The *Exxon Valdez* spill was neither the first nor the largest, nor will it be the last.

Even the extraction of oil and gas from the ocean floor can have a devastating impact when things go wrong. This was dramatically shown in April 2010 when British Petroleum's Deepwater Horizon oil rig in the Gulf of Mexico exploded. It was the largest oil spill in history, with an estimated 60 000 barrels of oil a day escaping into the marine environment. The oil slick covered thousands of square kilometres, and 1.8 million gallons of dispersants were used to try and control damage. It was estimated that 1770 kilometres of shoreline were polluted.

Source 14 The 2010 oil spill at BP's Deepwater Horizon drilling rig caused major environmental damage.





Source 15 Workers spray oil-covered rocks on the shore of an Alaskan island after the *Exxon Valdez* oil spill.



Source 16 Recovery crews collect dead sea otters along Green Island, Alaska, following the *Exxon Valdez* oil spill.

9.6 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Which country is now the world's largest manufacturer?
2. How much coal is China burning in mine fires each year?
3. How much pollution do the world's 15 largest ships produce each year?
4. What was the name of the ship that produced an oil spill in Alaska in 1989?
5. How much coastline was polluted by the Deepwater Horizon oil rig explosion?

GO DEEPER

6. Analyse the impact of the 2020 COVID-19 pandemic on the environment. How lasting do you think this impact will be?
7. Conduct research on either the *Exxon Valdez* oil spill or the marine oil spill from BP's Deepwater Horizon drilling site in the Gulf of Mexico. Create a presentation to evaluate the impact of the spill on the environment, including written and image sources.

9.7 AUSTRALIA'S RESPONSE TO ENVIRONMENTAL ISSUES IN AGRICULTURE

KEY CONTENT

In this topic you will:

- describe the response to key environmental issues in Australian agriculture such as the back-to-the-land movement, organic farming and permaculture.

Australia has traditionally relied on agricultural production as a key element of its economy. In the nineteenth century, wool and wheat were major exports. Colonial produce such as this helped fuel the British economic boom. As a member of the British Empire, the colony of Australia had a guaranteed market.

In the twentieth century, Britain moved closer to Europe. In 1973, it became a full member of the European Economic Community, and Australia lost its status as a preferred supplier of agricultural produce. The twentieth century also saw Australian agriculture having to deal with the impact of urbanisation and the extreme climatic conditions that are a part of Australian agricultural life. There have been attempts to cultivate food crops in challenging environments, such as the failed Humpty Doo rice production project in the Northern Territory in the 1950s. There was greater success, however, in the late twentieth century when mangoes became a significant crop at Humpty Doo. Increasing controversy over the management of the Murray–Darling river system, described as one of the most stressed river basins in the world, and the selling of water has drawn increasing attention, particularly after the massive fish kill of 2019.

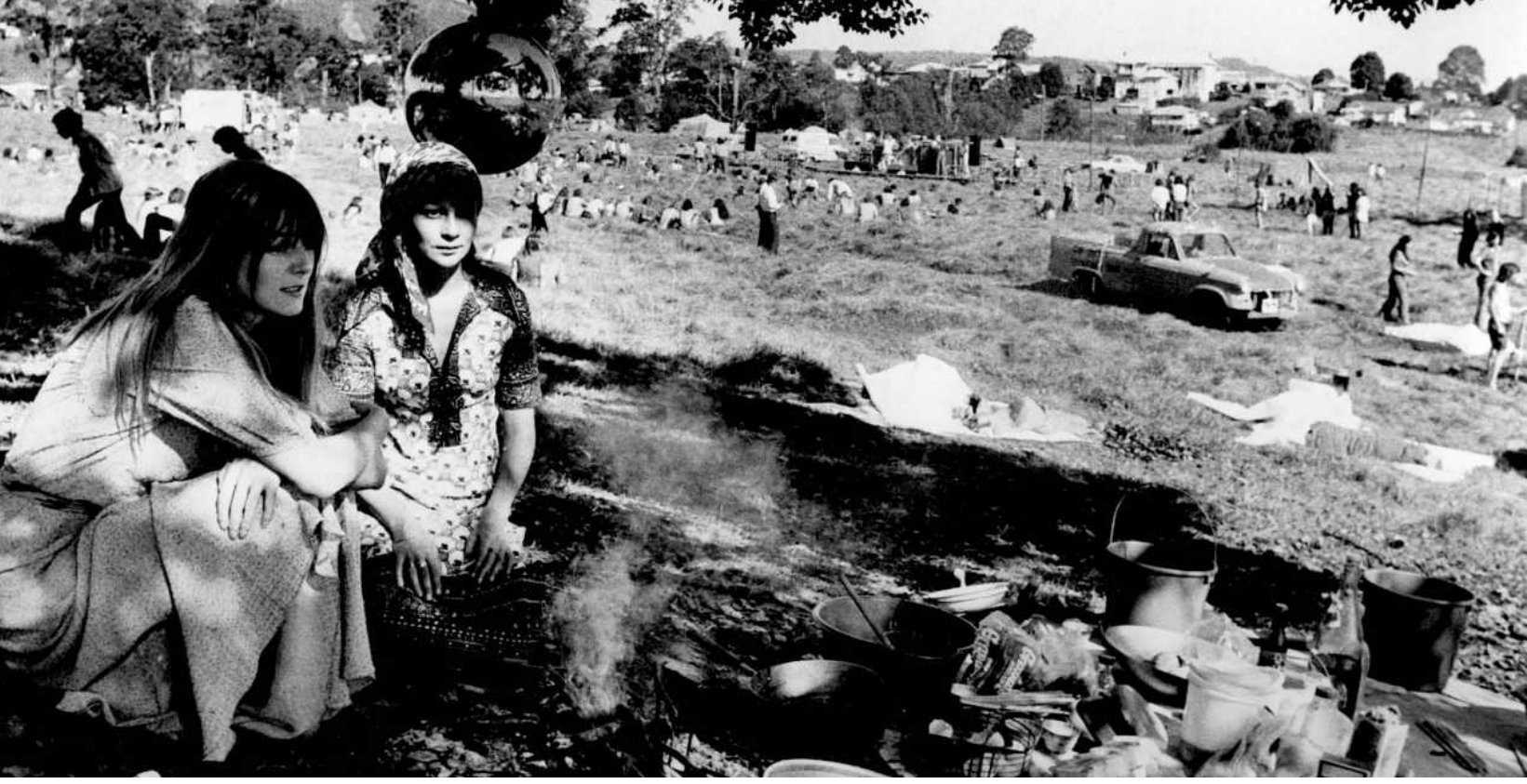
Back-to-the-land movement

Two US publications found their way into Australia by the early 1970s, and influenced a movement usually referred to as 'back to the land'. The *Whole Earth Catalogue* and *Mother Earth News* were influential, initially in the United States, and eventually globally. They encouraged a more sustainable, and often communal, living style that coincided with the social changes of the late 1960s that are associated with the hippie movement.

In Australia, the Aquarius Arts Festival of 1973 was held at Nimbin, on the north coast of New South Wales. At the conclusion, several festivalgoers remained in the town. An alternative community developed that embraced many of the ideals of the back-to-the-land movement: communal living, sustainable food production and people removing themselves from what they regarded as the commercial rat race.



Source 17 The 2019 'fish kill' at Menindee, New South Wales: a shocking demonstration of the environmental stress that water management schemes have created.



Source 18 Festival-goers at the Aquarius Arts Festival, Nimbin 1973



Source 19 Marine biologist and author Rachel Carson (1907–64)

Organic farming

In 1962, the US author Rachael Carson published a book called *Silent Spring*. It was a condemnation of the use of pesticides and their impact on the environment. The book exposed the dangers of pesticide use, with Carson concluding that pesticides not only killed insects but also entered the food chain. She explained how the powerful pesticide DDT could accumulate in the tissues of animals, including people.

Publication of *Silent Spring* helped to make environmental issues more mainstream. Technological developments had led to increasingly effective pesticides that removed pests and allowed larger crop production. Many of these pesticides were also dumping poisons into the environment and affecting human and animal life, as well as destroying natural vegetation. *Silent Spring* is now seen as one of the foundation stones of the modern environmental movement. One impact was the development of an organic farming approach. This entailed a reversion to natural methods of fertilisation and pest control. Its popularity increased in response to the introduction of genetically modified crops.

The Organic Federation of Australia was formed in 1998 to draw together all areas of the organic food industry that were making an emerging contribution to Australian agriculture. The organic food industry in Australia has now reached mainstream supermarkets; and cruelty-free, free-range animal farming has become normalised. The contamination of organic crops by genetically modified crops has also emerged as a significant issue in Australian agriculture.

Permaculture

In 1978, two Australians – Bill Mollison and David Holmgren – first used the word 'permaculture'. Permaculture refers to 'permanent agriculture', which Mollison describes as working with rather than against nature. It is designed to encourage agriculture that is sustainable and treats the Earth as a resource that requires renewal rather than unrestrained exploitation. The emphasis in permaculture is the development of systems that encourage:

- the building of environmentally sustainable homes
- the careful management of natural resources such as rainwater
- recycling
- the restoration of degraded areas
- the safe and sustainable production of food.

As environmental concerns have increased, the principles underlying permaculture have also grown in popularity. The success of Bruce Pascoe's 2014 book *Dark Emu* has seen an increasing interest in the agricultural techniques of Indigenous Australians prior to colonisation. Research is now indicating that they may have mastered the ongoing production of safe and sustainable food 40 000 years ago.



Source 20 Organic produce is now widely available in mainstream supermarkets.

9.7 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Why did Australian agriculture have a guaranteed market in the nineteenth century?
2. What is the back-to-the-land movement?
3. Why is *Silent Spring* regarded as a significant environmental text?
4. Who were the Australians who first used the word 'permaculture'?

APPLY AND ANALYSE

5. Conduct research on genetically modified crops. Create a table comparing the advantages and risks of such products.

EVALUATE AND CREATE

6. Investigate the management of water in the Murray–Darling system, and compose a letter to the New South Wales parliament outlining your thoughts and ideas on how this precious resource should be managed.

GO DEEPER

7. Conduct research on the failed Humpty Doo rice project. In a paragraph, explain the reasons why you think it failed.
8. Investigate the content and impact of Bruce Pascoe's book *Dark Emu*. What do you think modern Australia could learn from Indigenous land management practices?

9B

CHECKPOINT

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

WHAT DEVELOPMENTS AND EVENTS INTENSIFIED ENVIRONMENTAL ISSUES IN THE TWENTIETH CENTURY?

» Use a range of sources to explain how the growth of cities, population and industries have affected the environment in Australia and the world

1 Outline the trends in global population growth in the twentieth century. (4 marks)

2 Explain the implications of a world population of 9.7 billion by 2050 for the global environment. (4 marks)

3 What evidence is there that urbanisation has increased during the twentieth century? (4 marks)

4 Explain how population growth and urbanisation have affected the environment. Refer to specific sources in your response. (10 marks)

» Discuss how global resource needs and trade have intensified environmental issues in developed and developing nations

5 Discuss the environmental implications of oil emerging as the main commodity of the twentieth century. (10 marks)

6 Describe the impact of China's industrialisation on the world's environment. (5 marks)

7 Explain the environmental impacts of the global shipping transport industry. (5 marks)

» Describe the response to key environmental issues in Australian agriculture

8 Describe the role played by the back-to-the-land movement, organic farming or permaculture in helping Australian agriculture manage environmental issues. (8 marks)

9 Discuss how successful you think Australian responses to environmental issues in agriculture have been in improving environmental sustainability. (10 marks)

Total marks [/60]

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Rich task
Open-ended inquiry task to engage students and develop their historical skills

9C WHAT KEY EVENTS AND POLICIES LED TO THE GROWTH OF THE ENVIRONMENT MOVEMENT?

9.8 KEY CAMPAIGNS AND EVENTS PRIOR TO 1975

KEY CONTENT

In this topic you will:

- discuss key events in the growing awareness of environmental issues in Australia and the world before 1975.

biosphere
those parts of the Earth and its atmosphere in which living organisms exist, or that are capable of supporting life

temperature inversion
a reversal of the normal behaviour of air temperature, when cold air is trapped beneath a warmer airflow

Several major events after World War II made people more aware of threats to their environment. The introduction and use of nuclear weapons in World War II terrified many, and helped lead people to seriously consider the environmental consequences of human actions. As the world recovered from World War II, the increasing pressure on economic development would also have environmental consequences. As countries in Asia and Africa decolonised, they found the exploitation of their own natural resources was the key to economic and social progress. Environmental groups developed around the world as a response to business and government indifference to environmental threats.

Environmental activists became increasingly militant as threats to the Earth grew during the second half of the twentieth century. Just as social activism in areas such as civil rights, conscription and the anti-war movement became increasingly popular, so did environmental campaigns. People who had previously been dismissed as crackpots and 'tree-huggers' began to be taken seriously. Caring for the environment was becoming normalised.

Source 1 London smog in 1952



As the end of the twentieth century approached, there were clear differences between those who saw the planet as a resource to be exploited, and those who saw it as a unique **biosphere** to be preserved. Development and conservation frequently became opponents during this era.

Smog incidents after World War II

As the world settled into post-war prosperity and industrial expansion after World War II, there were clear warning signs that the environment was suffering. In 1948, in Donora, in the United States, 20 people and 800 animals died, and 7000 of the town's 14 000 population were made ill when a wall of poisonous smog descended on the mill town. A **temperature inversion** prevented the escape of emissions of hydrogen fluoride and sulphur dioxide from nearby factories. The situation continued for five days until rain helped clear the poisons from the air. The factories didn't begin shutting down until the fifth day, and re-opened the next morning after rain fell. About 200 more people died in the days after the smog lifted, and many people were left with permanently damaged lungs and hearts.

STRANGE BUT TRUE

Donora opened the Donora Smog Museum in 2008. Its slogan is 'Clean air started here'.

SPOTLIGHT

EMPATHETIC UNDERSTANDING

Examine the Donora smog incident, and reflect on how your personal experience during the COVID-19 shutdown of 2020 helped you understand what they experienced in Donora in 1948.

Around 200 more people died in another major smog incident in New York City in November 1953. These incidents led to campaigns for cleaner air. In 1955, the US Congress passed the *Air Pollution Control Act*, and finally, the *Clean Air Act* in 1970.

This movement was echoed in Great Britain after the Great Smog of 1952 in London. In similar conditions to Donora, the smog lasted five days, and it is now thought that up to 12 000 people may have died because of the pollution. Britain enacted a *Clean Air Act* in 1956. In October of 2013, in Harbin, China, there was a similar event, which shows that smog continues to be a grave problem, particularly in areas of rapid industrialisation that rely on coal power. The heavy smoke layers across many parts of Australia during the 2019–20 bushfires showed that air quality remains a global issue, with strong local implications.

Minamata Bay incident, 1956

Minamata Bay in Japan was heavily contaminated by mercury during the 1950s. Mercury – which is highly toxic – was a waste product that had been pumped into the bay from a chemical and plastics factory. Fish caught in the bay were contaminated as well as the residents, who regularly ate fish caught in the bay. In 1956, mercury poisoning led to the deaths of 9000 people, and an estimated 2 million others suffered permanent health problems, such as blindness and paralysis.

Maralinga nuclear tests, 1956–57

In Australia, the Maralinga nuclear tests conducted in South Australia by Great Britain in 1956 and 1957 contaminated the food chain, with radioactivity being found in cow's milk far from Maralinga. At the time of the Cold War, Australians tended to broadly accept nuclear tests as necessary for their survival. The anti-nuclear campaign really started to develop as Australia was dragged more deeply into the Vietnam War in the 1960s.

Earthrise photo, 1968

Environmental campaigns were encouraged by the release of the Earthrise photo taken by an astronaut aboard *Apollo 8* on 24 December 1968 (see Source 1 in topic 9A, earlier). That single image – which revealed the Earth as a unique, fragile biosphere floating in space – was a profound moment in history. It revealed the interconnected nature of life on the planet, and started movements such as back-to-the-land, which have been discussed earlier.

Source 2 Firefighters face the billowing smoke at the Cuyahoga River fire, 1952



Cuyahoga River fire, 1969

The Cuyahoga River in northern Ohio was renowned as one of the most polluted rivers in the United States. For many years, industrial waste had been dumped into the river. The first fire on the river was in 1868, and the largest was in 1952, which caused millions of dollars of damage to bridges and other structures. It was not until 1969, however, after there had been several more fires on the river, that one fire was reported in *Time* magazine. The incident caught national attention, and stimulated a campaign that culminated in the *Clean Water Act* of 1972. It showed that people were starting to effectively organise themselves to oppose unrestricted expansion of industry at the planet's expense.

The flooding of Lake Pedder, Tasmania, 1972

In the 1960s, the Tasmanian government cancelled the national parks listing of Lake Pedder and flooded the region as part of a dam system to provide cheap electricity for industry. The environmental and political consequences of Lake Pedder are discussed in a later topic: 'The origins and policies of Green political parties'.

Karen Silkwood and the Kerr-McGee company, 1974

Karen Silkwood was a chemical technician at the Kerr-McGee nuclear fuel production plant in Oklahoma in the United States. The company was a major employer in the region, producing plutonium pellets for nuclear reactor fuel rods. As part of her union activities, Silkwood was responsible for investigating health-and-safety issues. At an Atomic Energy Commission hearing in August 1974, she revealed employee safety risks such as exposure of workers to contamination, faulty respiratory equipment and improper storage of samples.

Karen Silkwood was herself tested for contamination on 5 November 1974, where it was found that she was 400 times over the safe limit for exposure to plutonium. There has been considerable debate over how Silkwood became so contaminated at this time. Kerr-McGee later suggested she was deliberately poisoning herself to make the company look negligent. There has been other evidence to suggest the source of the contamination may have been from within her house.

On 13 November 1974, Silkwood had decided to go public with her investigations of safety breaches at Kerr-McGee. According to a witness, she left a union meeting with a folder of documents to meet a *New York Times* reporter and a union official.

On the way to that meeting Silkwood's car ran off the road and she was killed. Local police investigations called it a single-car accident in which Silkwood fell asleep at the wheel. Later investigations raised doubts about the circumstances of her death. The documents she was supposedly carrying to her meeting were never found in the car. There was evidence that her car may have been rammed from the back and forced off the road.

Impact of Karen Silkwood's campaign

Karen Silkwood's death led to several inquiries into the nuclear fuel industry. One of the revelations was over 40 pounds of plutonium missing from the Kerr-McGee plant where Karen Silkwood worked. In 1975, Kerr-McGee closed all its nuclear plants. Twenty-five years later, the plant Silkwood worked at was still being decontaminated. The film *Silkwood* (1983) tells the story of Silkwood's time at Kerr-McGee and her death. She has become a symbol of the struggle for regulation of the nuclear power industry.

SPOTLIGHT

CONTESTABILITY

The competing views of Kerr-McGee and Karen Silkwood over what was occurring in the Oklahoma plant are a clear example of contested viewpoints that require historians to do further research to understand the validity of each viewpoint.



Source 3 Karen Silkwood

9.8 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Create a timeline to summarise key environmental events and campaigns from the end of World War II to 1975, based on the information in the text and your own research.

APPLY AND ANALYSE

2 Both Paul Kelly, an Australian musician, and Midnight Oil, an Australian band, have written and recorded songs called 'Maralinga' about the effects of nuclear tests on the area and its people. Listen to these songs and discuss them as a class.

EVALUATE AND CREATE

3 Select one of the key campaigns and events mentioned in this topic, and create an entry explaining its significance for an online encyclopaedia.

GO DEEPER

4 Investigate Karen Silkwood's life and death. What conclusions do you come to? What evidence can you produce to support your opinion?

9.9 THE ROLE OF POPULAR CULTURE IN RAISING ENVIRONMENT AWARENESS

KEY CONTENT

In this topic you will:

- **discuss key events in the growing awareness of environmental issues in Australia and the world before 1975.**

SPOTLIGHT

RESEARCH

Research is the fundamental tool that historians use. The list of songs shown here might be a useful starting point, but research is essential for a historian to understand the context in which each was created.

From the birth of rock 'n' roll in the 1950s, music was a common form of popular culture for young people. Environmental concerns grew rapidly at the same time as rock 'n' roll, and music became a powerful means of raising consciousness about social and political issues. Protests against the Vietnam War are well known in music, but rock music also played a major role in spreading awareness about the fragility of our environment. Well before political campaigns, a range of artists had hits warning about the potential destruction of the Earth. These songs and artists were major hits globally and, as the music spread, countries such as Australia were heavily influenced. Artists who expressed their concern about environmental issues from the 1960s to the 1980s are summarised in Source 4.

Source 4

Artists and year	Song and theme
Verdelle Smith, 1965	'Tar and cement', an early warning about urbanisation
Joe South, 1969	'Don't it make you want to go home', describes the changes around Atlanta, Georgia
Zager and Evans, 1969	'In the Year 2525', a look into the future and what it holds
Cat Stevens, 1970	'Where do the children play?', a song that predicted many of the effects that were becoming apparent from rampant urbanisation and industrialisation
Joni Mitchell, 1970	'Big yellow taxi', a song about urbanisation and loss of nature
Marvin Gaye, 1971	'Mercy, mercy me (the ecology)', a song about the spoiling of the natural environment
The Beach Boys, 1971	'Don't go near the water', a song about water quality
Randy Newman, 1972	'Burn on', recounts the Cuyahoga River fire of 1969
Midnight Oil, 1990	'Blue sky mine', a song about the experiences of workers who were contaminated at the Wittenoom asbestos mine in Western Australia



Source 5 Xavier Rudd performs at BottleRock in the US, 2015. He is an Australian singer-songwriter whose songs incorporate socially conscious themes and environmentalism.

OXFORD UNIVERSITY PRESS

9.9 SOURCE STUDY

The role of popular culture in raising environmental awareness

Use a search engine to find the lyrics for Joe South's 'Don't it make you want to go home', then respond to the Interpret questions.



Source 6 Joe South

INTERPRET

1. What environmental perspective does Joe South present in this song?
2. Identify the environmental changes South comments on.
3. Why might the song have been successful in 1969? Does it reflect any of the understanding that arose from the Earthrise photo from the same year?
4. What issues raised by the song are still relevant today? How could you use the song to help you understand continuity and change?
5. How valid are song lyrics as primary sources for historical study?

9.9 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Which environmental issues were highlighted by artists from the 1960s to 1990s?

EVALUATE AND CREATE

2. Draw on your own experiences and interests to explain how an example of popular culture that you are interested in deals with environmental issues.

9.10 THE ORIGINS AND POLICIES OF GREEN POLITICAL PARTIES

KEY CONTENT

In this topic you will:

- outline the origins and policies of green political parties in the 1980s.

STRANGE BUT TRUE

The 1950s nuclear tests in Nevada became a tourist attraction. The mushroom cloud was visible from Las Vegas hotels.

In the 1980s, the growth of green politics was a reaction to major environmental issues such as nuclear testing. In Australia, opposition to the proposed damming of Lake Pedder in Tasmania led to the formation of the Australian Greens party. This topic provides background information on the environmental issues that led to the formation of significant green organisations and political parties.

A weapon as powerful as the atomic bomb had to be tested, releasing radioactive material into the atmosphere. The first nuclear test was on 16 July 1945 when the United States tested a nuclear weapon in New Mexico. Weapons were also tested above ground in the state of Nevada during the 1950s.

The 'nuclear club' grew, but most countries tested away from their own country. The United States conducted tests in the Marshall Islands in the Pacific between 1946 and 1958. This included the testing of the first hydrogen bomb, code-named Castle Bravo, on Bikini Atoll in 1954. Its blast was more powerful than scientists expected, contaminating the entire area and fishing boats after the wind changed.

Britain tested its nuclear weapons in Australia. Testing was most famously at Maralinga in South Australia. Despite British assurances about the limit of the radiation released by the tests, there is clear scientific evidence of radioactive material entering the food chain in Australia in the 1950s.

The impact of nuclear testing in the South Pacific is still being felt, with the contamination remaining well into the future. A ban on nuclear weapons testing was signed by most nuclear countries in 1996. The most recent confirmed nuclear weapons test was by North Korea in 2017.



Source 7 The mushroom cloud from the Castle Bravo hydrogen bomb test in 1954, sometimes referred to as the United States' worst nuclear accident

9.10 SOURCE STUDY

Nuclear testing

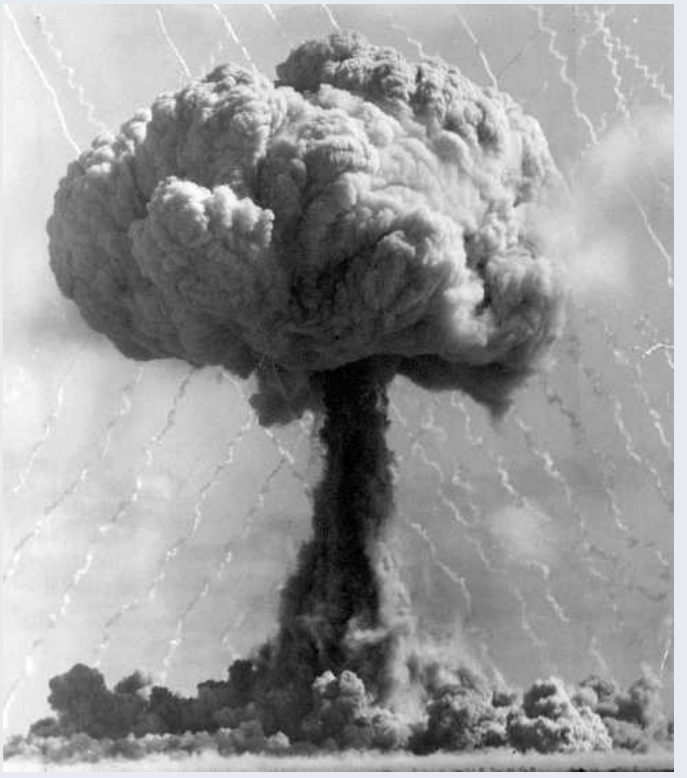
Nuclear testing was carried out by the British at the Maralinga testing site in South Australia from 1956 to 1963. When soldiers and residents watched the blast and experienced the fallout, they suffered from the effects of radiation. Some soldiers were deliberately exposed so that scientists could test the later effects of radiation on people.

The United States also seemed unconcerned about the effects on soldiers and locals who would be exposed to nuclear fallout after the Bikini Atoll nuclear tests. Although the locals were removed from the region before the blasts, they were put back within three years. Many people developed symptoms of radiation sickness, so they were removed once again.

Source 8

> It would be very interesting to go back and get good environmental data ... so as to get a measure of the human uptake, when people live in a contaminated environment ... Now, data of this type has never been available ... While it is true that these people do not live, I would say, the way Westerners do, civilized people, it is nevertheless also true that they are more like us than the mice.

A statement by scientist Merril Eisenbud in a secret meeting held before Marshall Islanders were returned to live on the island – temporarily – in 1957.



Source 9 Fallout from nuclear tests has affected many soldiers and civilians.

INTERPRET

1. What evidence do these sources provide about the knowledge, among scientists and the public, about the effects of nuclear contamination during the 1950s?
2. Australian Prime Minister Robert Menzies readily agreed to Britain's request for a permanent nuclear testing site at Maralinga. Write a letter to the editor that supports or disagrees with decision, from the perspective of an Australian veteran of World War II.

The formation of Greenpeace

In 1970, the United States announced its intentions to continue nuclear testing on the Alaskan island of Amchitka, at the western end of the Aleutian Islands. Knowing that the testing would take place despite the risks of a major tectonic fault in the region, a group of Canadians and Americans formed in British Columbia, Canada, to oppose the tests and sail into the testing area. To raise funds, a concert with Joni Mitchell, James Taylor and Phil Ochs was held in Vancouver, British Columbia. The protesters, who would soon be known as Greenpeace, sailed to Amchitka for the first, and ultimately successful, direct action campaign. Greenpeace established itself with the aim of ensuring 'the ability of the Earth to nurture life in all its diversity'. Today, Greenpeace is a major international force for environmental action, and continues to campaign to achieve its goals.

Lake Pedder

Today, the south-western area of Tasmania is known as a region of great natural beauty. In 1982, UNESCO added over one million hectares of the region to the register of World Heritage sites. Its significance is reflected in its qualification for World Heritage listing based on seven different criteria.

Proposed damming of Lake Pedder in 1967

The area around Lake Pedder had been a National Park since 1955, but in 1967 the Tasmanian government withdrew the national park listing so that the region could be flooded by damming the Gordon, Serpentine and Huon Rivers. The damming was regarded as necessary because Tasmania planned to attract industry to the island with the lure of cheap, renewable electricity. The Hydro-Electric Commission (HEC) was going to provide that cheap electricity. Both the state government and the Hydro-Electric Commission rejected opposition to the planning.



Source 10 The Lake Pedder protests were the start of a continued campaign to protect Australia's natural environment.

Opposition to the proposal became widespread as awareness of the ecological significance of the region started to grow. Supporters came from around the world to see such unique features as the pink quartzite beach and demand recognition of the precious nature of the region.

Despite opposition, the damming took place in 1972. The original, natural Lake Pedder was destroyed when it was submerged (along with the even smaller Lake Edgar) by the new and much larger artificial lake. Three species appear to have been made extinct by the flooding: an earthworm, a flatworm and a fish.

Source 11 A view of Lake Pedder in the Southwest National Park in Tasmania

The growth of green politics

Although the flooding of Lake Pedder was a significant loss for the emerging environmental movement, it encouraged further resistance. The United Tasmania Group was formed, the world's first green party, and it paved the way for green issues to become specifically political. Proper political organisation developed to fight further plans for destruction of the south-western wilderness. In many ways, the loss of Lake Pedder created the modern Greens movement.

Green politics has gradually made an impact on the international political scene. It was a form of political action that first emerged from the frustration of the damming of Lake Pedder in Tasmania in 1972. Shortly after the United Tasmania Group contested the 1972 state election, similar parties formed in New Zealand, Switzerland and Britain. Western Europe has been the major centre of green politics. Germany's Green Party was part of a governing coalition between 1998 and 2005.

sustainability
the ongoing ability of the Earth to maintain life

SPOTLIGHT

CONTINUITY AND CHANGE

Reflect on how a history of green party politics could help you understand the concept of continuity and change on a national and a global scale.

Australia's Greens today

Today, green political participation in various levels of government has become a regular part of political life. The Australian movement formally organised into the Australian Greens political party in 1992, with four core values standing with their broad environmental aims: ecological **sustainability**, social justice, grassroots democracy, and peace and non-violence. Since 1992, they have become politically successful, having members elected at state and federal level. In the 2010 election, they had their first member elected to the House of Representatives, when Adam Bandt won the seat of Melbourne, and has not only retained his seat, but increased his share of the vote in each election up to, and including, 2019, and was elected leader of the Greens in 2020.



Source 12 Adam Bandt was the first Greens candidate elected to the House of Representatives, in the 2010 Federal election. In 2020, he was elected leader of the Greens.

9.10 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What were the environmental costs of damming Lake Pedder?
2. How did the damming of Lake Pedder in Tasmania contribute to green politics?
3. List the main aims of green political groups in Australia and globally.

APPLY AND ANALYSE

4. Investigate what happened in the Castle Bravo test at Bikini Atoll in the Marshall Islands. List the ongoing effects on the environment and the Marshall Islanders.

9.11 THE INFLUENCE OF ENVIRONMENTAL IDEAS

KEY CONTENT

In this topic you will:

- describe the influence of the following environmental ideas:
  - 'Gaia'
  - limits to growth
  - sustainability
  - the rights of nature.

As the twentieth century progressed, the emergence of theories about the interconnectedness of life and the importance of nature clashed with mainstream beliefs about the necessity of growth and development. Some of the key environmental ideas are explored in this topic.

Gaia

Gaia hypothesis
a theory proposing that all organisms on Earth interact with their surroundings to form a complex, self-regulating system (similar to a single organism) that attempts to maintain the conditions for life on the planet

One of the developments in environmental thinking was the **Gaia hypothesis**. This proposes that life on Earth is interconnected and forms a self-contained system that allows life to flourish. In other words, the Earth is a single, interconnected system.

The original theory was developed by a chemist, James Lovelock, and a microbiologist, Lynn Margulis. Their work suggested that the Earth was self-regulating, and organisms adapted the environment in their favour. It has inspired scientific investigation, and is winning acceptance as more evidence is found. Its idea of interconnectedness has had significant impact on environmental thinking. Understanding of the Gaia concept developed rapidly after the publishing of the *Apollo 8* Earthrise photograph in 1969.

Source 13 The Gaia hypothesis sees Earth as a self-regulating organism, supporting life.



Limits to growth

In 1972, a book entitled *Limits to Growth* was published. It was written by a group of economists who used computer modelling to predict the effects of uncontrolled economic and population growth on the Earth's finite resources. They looked at five variables for their modelling: world population, industrialisation, pollution, food production and resource depletion. The authors concluded that if the average rate of consumption growth continued, virtually all major minerals and energy resources would be used up by 2070.

Critics of the book at the time argued that the authors could not make any accurate predictions as there was no way of knowing the amount of resource supplies available or what new technologies might become available. They also argued that restricting growth levels to conserve resources, as the authors suggested, would create new problems and keep millions of people in poverty.

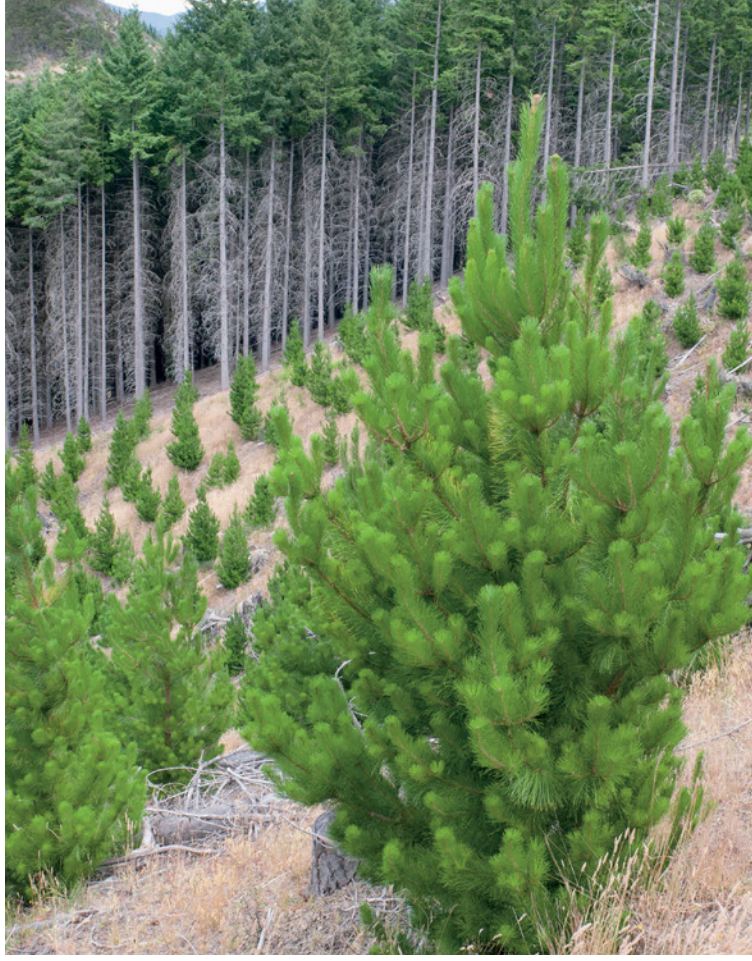
In 2008, however, Graham Turner at the Commonwealth Scientific and Industrial Research Organisation (CSIRO) in Australia published a paper comparing figures from the past 30 years with the predictions made in 1972. He found that the actual changes in industrial production, food production and pollution matched the predictions made by the authors.

Sustainability

The idea of sustainability has become increasingly important during the twentieth century. It takes a long-term view of environmental systems and use of resources. The exploitation of natural resources needs to be measured and managed so that those resources are still there to be used by future generations.

Countries today are caught between the need to develop economically and the necessity of doing this without ruining the natural environment. If we want to sustain the natural resources we need, we must take a long-term view of how we will live in our world. In Australia, we are moving towards a more sustainable way of living and working.

An increased emphasis on recycling is an example of sustainability. The planting of forests specifically for paper production, rather than exploiting natural forests, is another. Water restrictions in many Australian cities have become part of life, as governments seek ways to make our use of water more sustainable. Calls for 'paperless' offices tap into a similar demand for more sustainable practices in business. The annual Earth Hour campaign, which asks that lights be turned off between 8:30 pm and 9:30 pm on the last Saturday in March, is an example of a global movement for sustainability. Earth Hour started as a lights-off campaign in Sydney in 2007 to raise awareness of environmental issues. It has now spread to over 7000 towns and cities worldwide.



Source 14 A sustainable forest is managed so that older trees, felled to produce paper and other products, will be replaced by younger plants that will grow into mature trees.

The rights of nature

There has been a growing acceptance of the idea that nature has rights. It picks up on indigenous peoples' relationships with the Earth, and recognises that ecosystems – plants, oceans and mountains – deserve recognition, as do animals. This is a component of many traditional beliefs, and has become increasingly influential. An acceptance of this idea is regarded as essential to the continuation of successful life on the planet.

The rights of nature, however, are frequently in conflict with development and are therefore regarded by opponents as a restriction on progress. It is this division that will prove significant in environmental discussions in the twenty-first century.



Source 15 Recycling of bottles, papers and cans has become common practice in Australia.

9.11 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Who developed the Gaia theory?
2. What did the 2008 CSIRO research discover regarding the 1972 predictions about Earth's future in *Limits to Growth*?
3. What are some examples of sustainability that have started to become accepted?
4. What do the rights of nature challenge?

9.12 SIGNIFICANT EVENTS AND CAMPAIGNS

KEY CONTENT

In this topic you will:

- outline the important developments in significant environmental events and campaigns.

In this topic we explore significant events and campaigns from the late 1970s to the 1990s that have that led to a growing awareness of environmental issues in Australia and the world. In Australia, Tasmania was again the battleground between developers and environmentalists.

The Franklin Dam campaign, 1978–83

The Lake Pedder campaign had been a failure for the Tasmanian environmental movement, but the activists learnt from that experience. When the Tasmanian Hydro-Electricity Commission announced plans to dam the Franklin River in 1978, there was immediate and planned opposition. The Tasmanian Wilderness Society had emerged from the world's first Green party, the United Tasmania Group. Under the leadership of activist Bob Brown, they were to emerge as a significant political force.

If completed, the proposed Franklin Dam would destroy even more of the pristine south-western Tasmanian wilderness. In 1980, Tasmania already had 39 dams and 26 hydroelectricity stations. The area was being considered for listing as a World Heritage Area, and the decision to build a dam while that process was underway was seen as particularly provocative.

informal vote
a ballot paper that has been incorrectly completed or not filled in at all; an informal vote is not counted towards any candidate

The Tasmanian government tried to negotiate compromises. A referendum to give people the choice of two dam locations or no dam at all suddenly changed to become a vote for one of two dams. Opponents were outraged and almost 45 per cent of the Tasmanian electorate cast an **informal vote** as a protest against the 'no dam' option being removed from the ballot paper. The state Labor government was defeated in the May 1982 election, and a new Liberal government tried to force the dam through.

Political organisation was supported by a publicity campaign that made the south-western Tasmanian wilderness a national issue. Campaigners came from across the country to support a direct-action campaign that would physically block attempts to build the dam. Arrests became common as a wide range of people decided that the Franklin Dam was the issue on which they would make a stand.



Source 16 Bob Brown leads a protest against the Franklin Dam in the early 1980s. He would later become the leader of the Australian Greens and a senator in the Federal Parliament.

Singer-songwriter Shane Howard wrote and produced a song entitled 'Let the Franklin flow'. He, along with members of his band Goanna and other musicians from the band Redgum, performed the song as the Gordon Franklin Wilderness Ensemble. The reverse side of the single was a message from Tasmanian Wilderness Society leader Bob Brown. As the song went up the charts, its chorus of 'has to be something worth fighting for' became a rallying cry.

In January 1983, Prime Minister Malcolm Fraser tried to negotiate a compromise by offering the Tasmanian government $500 million in compensation.

After Fraser called an election in February 1983, the Labor opposition, led by Bob Hawke, promised to stop the dam. His election meant the issue was headed for the courts. On 1 July 1983, the Australian High Court decided (by a vote of four to three) that the Federal Government had the power to stop the dam and finally resolved the issue.

The Australian environmental movement took a huge step forward in the Franklin Dam campaign. The lessons of Lake Pedder had been learnt. The combination of political activism, non-violent direct action and effective publicity created a large amount of support. For the first time in Australian politics, the environment had been a major political issue.

9.12 SOURCE STUDY

The Franklin Dam campaign

Source 17

> Led by a young doctor, Bob Brown, men and women from all walks of life built a national campaign to save the river from damming. They held public meetings, distributed pamphlets, wrote letters to the media, appeared on television, spoke to politicians and hosted trips up the Franklin. By mid-1980, Wilderness Society membership had risen from 200 to almost 2000.
>
> People flocked in their thousands to our southernmost state to join a huge blockade. As Bob Brown says in the foreword to Alice Hungerford's book *UpRiver*, 'All up, some 6000 people registered to help, nearly 1500 protectors of the wilderness were arrested and 600 went in paddy wagons [police vans] across the island, overnight, to Risdon Prison.' For almost a year this non-violent blockade continued, drawing international attention.
>
> The Wilderness Society, 'Saving the Franklin Dam: 30 Years On'



Source 18 Protesters blockade the Franklin River.

INTERPRET

1. Describe the scene shown in Source 18.
2. List the methods used to oppose the building of the Franklin Dam, based on the evidence provided in Sources 17 and 18.
3. Write a diary entry that describes the activity shown in Source 18:
   - **a** from the perspective of a protester blockading the river to physically stop the building of the dam
   - **b** from the perspective of a dam worker on a barge in the river, whose work is being stopped by protesters.

The Jabiluka mine protests, 1990s

Jabiluka is a uranium deposit within (but not part of) the World Heritage–listed Kakadu National Park in the Northern Territory. Because uranium is a key ingredient in the nuclear industry, any mining of it has significant economic benefits for Australia. The mining of uranium at Jabiluka has been further compromised by the deposit being on land belonging to the Mirarr people.

Uranium was discovered in the Northern Territory in the 1960s, and there was a move to mine it at the time of the 1983 federal election. The Hawke government had made it clear it would resist the granting of export licences for uranium, so work on the mine stopped.

There was renewed interest in the project in 1996 when John Howard was elected as Prime Minister. In 1998, the Mirarr people called for volunteers to join a blockade to prevent the mine's development. In a campaign that was like the Franklin Dam confrontation, over 500 people were arrested as part of the blockade. Indigenous concerns were largely ignored as work was started.

In 1998, falling uranium prices put an end to the further development of the mine. A further sale of the lease saw the project shelved. The Mirarr people have been given the right to reject any future project, and have successfully campaigned for work to begin on restoring the site.

Source 19 The Jabiluka mine protest in the late 1990s



Chernobyl nuclear disaster, 1986

The sense that the world was coming closer to a major environmental disaster increased after the Chernobyl nuclear disaster on 26 April 1986. The Chernobyl nuclear power plant in Ukraine (then part of the Soviet Union) exploded. Large quantities of radioactive material were released into the atmosphere – over 400 times the amount that was released when the atomic bomb was dropped on Hiroshima. Over several weeks, the cloud of radioactive material made its way west across Europe, eventually spreading across Greenland, Canada and the United States. Chernobyl is considered the world's worst nuclear accident. It and Fukushima in Japan in 2011 are the only nuclear accidents that have been officially recorded as a Level 7 nuclear disaster.

The safety of the entire Soviet nuclear industry was questioned. After initially attempting to cover up the incident, Soviet authorities realised that it was simply too large to be hidden. The acknowledgement of the accident at Chernobyl became part of the opening of the Soviet government that ultimately paved the way to the end of the Cold War.

Over 100 000 people were evacuated from within a 30-kilometre radius of the nuclear plant, and another 230 000 people relocated. The number of deaths that can be attributed to Chernobyl varies widely. There is agreement that 31 workers died as a direct result of the explosion. The problem with a nuclear accident, however, is accounting for the later deaths from radiation and related cancers. Estimates ranged from 4000 to 200 000. A Russian publication in 2007 concluded that 985 000 people worldwide had died prematurely from exposure to radiation and fallout from Chernobyl.

Regardless of the number of direct and indirect victims, Chernobyl exposed the realities of reliance on nuclear power. Orders for nuclear power plants dropped rapidly after the Chernobyl accident. Supporters of nuclear power still argue that it is the most environmentally safe option for power generation. As Chernobyl showed, however, if it goes wrong, the consequences can be catastrophic.

9.12 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Who led the opposition to the Franklin Dam project?
2. Which government ultimately saved the Franklin River?
3. On whose land does the Jabiluka uranium deposit lie?
4. How many people are thought to have eventually died as a consequence of the Chernobyl nuclear disaster?



Source 20 The abandoned town of Pripyat, near Chernobyl

9C

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

» 5 marks = a paragraph

» 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

WHAT KEY EVENTS AND POLICIES LED TO THE GROWTH OF THE ENVIRONMENT MOVEMENT?

» Discuss key events in the growing awareness of environmental issues in Australia and the world before 1975

1 Copy and complete the following table in your notebook. (20 marks)

Event	Location	Date	Environmental implications
	New Mexico	16 July 1945	
Donora smog incident	USA		
	London	1952	
	Marshall Islands	1956	
British nuclear tests		1950s	
		1968	Created awareness of the Earth as a single, fragile environment
Cuyahoga River		1969	
	USA		Important song that showed the destruction of environment in Atlanta
Formation of Greenpeace		Early 1970s	
Lake Pedder			Produced first green political party

2 Select one of the events mentioned in Question 1 and explain how it contributed to awareness of risks to the environment. (5 marks)

» Outline the origins and policies of green political parties in the 1980s

3 Briefly outline the origins of green political parties across the world, and the policies they adopted to further understanding of environmental issues. (5 marks)

» Describe the influence of one of the environmental ideas that developed in the twentieth century

4 Select one of the following concepts. Explain what the concept means, and how it influenced ideas about the environment. (10 marks)

Choose from:

- 'Gaia'
- limits to growth
- sustainability
- rights of nature.

» Outline the important developments in one environmental event and campaign

5 Select one of the events and campaigns discussed in this section. Outline the developments and the impact of the event and campaign. (10 marks)

Total marks [/50]

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Rich task
A write-in worksheet for the Rich task

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

assess quiz
Interactive auto-marking multiple-choice quiz to test student comprehension

OXFORD UNIVERSITY PRESS

9D HOW HAVE GOVERNMENTS RESPONDED TO ENVIRONMENTAL THREATS?

9.13 AUSTRALIAN GOVERNMENT RESPONSES

KEY CONTENT

In this topic you will:

- assess changing Australian government policies and actions towards environmental issues since the 1960s, including deforestation and climate change.

Australian governments have rarely involved themselves in environmental matters unless they have been forced. Jobs and development have usually been their stronger priorities, and most Australian governments have been followers rather than leaders on the environment.

The first environment ministry, 1971

In 1971, Liberal Prime Minister William McMahon created a ministry for Environment, Arts and Aboriginal Affairs and appointed Peter Howson as Australia's first Minister for the Environment, Aborigines and the Arts. Howson had previously been defence minister, and was known to have been angry about his new appointment, complaining: '[McMahon] gave me trees'. Howson's attitude was an indication of the low opinion many politicians had towards the environment.

Little was achieved in Howson's ministry. However, the government's recognition of the need for an environment ministry reflected the changes that were taking place in Australian society. In Sydney, the Builders Labourers Union started a direct-action plan to preserve significant buildings, bush and landmarks. These actions – called 'green bans' – were a refusal to work on sites where development threatened important heritage sites. This movement saved many significant Sydney buildings.

I USED TO THINK, NOW I THINK

Reflect on Source 1, which shows community action about the environment in the 1970s, and complete the following sentences.

I used to think ...

Now I think ...

What has changed in your understanding?

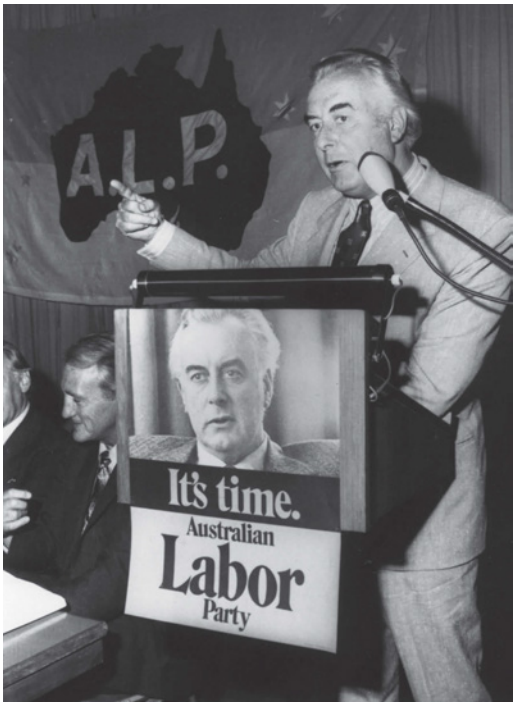


Source 1 Protesters in the 1970s opposing the development of parkland in Hunters Hill were part of the green bans movement.

The Whitlam government, 1972–75

When the Whitlam government came to power in December 1972, Gough Whitlam kept the environment ministry. He appointed Moss Cass as Minister for the Environment and Conservation in the first Whitlam ministry. By allowing his minister to focus completely on environmental issues in his portfolio, Whitlam gave much greater importance to environmental issues.

Although Cass was unable to prevent the flooding of Lake Pedder, he did end sand mining on Fraser Island off the Queensland coast, and helped protect and preserve the Great Barrier Reef. His actions ensured that two significant natural attractions are still available for the current generation of Australians to visit. Cass continued to work in environmental areas after his retirement from parliament in 1983.



Source 2 Gough Whitlam

The Fraser government, 1975–83

While Malcolm Fraser was Prime Minister, he had 10 environment ministers. The Fraser government did build on some of the achievements of Moss Cass. They implemented the recommendation to end sand mining on Fraser Island, and prohibited oil exploration and drilling on the Great Barrier Reef. Fraser also banned whaling and trading in endangered species. However, the Fraser government did allow the development of limited uranium mining in the Northern Territory, and Fraser's conviction about states' rights meant that he refused to intervene meaningfully in the Franklin Dam issue.

The Hawke/Keating governments, 1983–96

When Bob Hawke replaced Fraser in 1983, he arrived in government with a clear understanding of the importance of environmental issues. At least in part he owed his election to his pre-election promise to stop the Franklin Dam in Tasmania. He used legislation and the courts to ensure the Franklin was saved. He introduced the *World Heritage Properties Conservation Act 1983* to give the Commonwealth government responsibility for World Heritage areas. This was important in battles with pro-development governments such as the Bjelke-Petersen government in Queensland. He also prioritised the selection of Kakadu National Park as a World Heritage site. His successor Paul Keating confirmed the Act protecting the Antarctic's environment.

The Howard government, 1996–2007

Although the Howard government established a reputation for hard-line conservatism on environmental matters, it must be remembered that Howard did introduce an environmental act: *The Environment Protection and Biodiversity Conservation Act 1999*. This Act was introduced as part of the negotiations with the Australian Democrats to win support for the introduction of the Goods and Services Tax.

The Environment Protection and Biodiversity Conservation Act 1999 was the centrepiece of Howard's environmental legislation. The Act outlined the following aims:

- provide for the protection of the environment, especially matters of national environmental significance
- conserve Australia's **biodiversity**
- protect biodiversity internationally by controlling the international movement of wildlife
- provide a streamlined environmental assessment-and-approvals process where matters of national environmental significance are involved
- protect our world and national heritage
- promote ecologically sustainable development.

biodiversity
the variety of living organisms (i.e. plants, animals, bacteria and fungi) found in an environment

With the goal of achieving these aims, the Act ensured that the Howard government was keeping step with the major demands of the environment movement. The biggest block to environmental progress under Howard was the refusal to compromise on Australia's economic development. For Howard, this was always the priority, and meant that environmental matters could only be considered if they didn't compromise economic development and advancement.

Source 3 The selection of Kakadu National Park was prioritised by the Hawke government as a World Heritage site.



The Rudd/Gillard governments, 2007–13

While still Opposition leader in 2007, Kevin Rudd commissioned a study by Dr Ross Garnaut, a prominent economist, into the impact of climate change on the Australian economy. It was recognition that environmental decisions were becoming more pressing. The link between climate change and the economy was controversial, and the Garnaut report was an attempt to systematically examine the evidence.

By the time the final report was delivered in 2008, Rudd was Prime Minister. The basis of Garnaut's report was that Australia should commit to reducing greenhouse gases, and that we should implement an **emissions trading scheme**. Garnaut also found that Australia could cope economically with the costs of dealing with climate change. Perhaps more crucially, he recognised that the cost of doing nothing would be higher than the cost of taking action.

emissions trading scheme
a market-based approach used to control the amount of pollution or greenhouse gases (e.g. carbon) released into the atmosphere by providing economic incentives to companies or industries for reducing emissions of these gases

In 2010, Garnaut was asked for an update on the 2008 report. The update, which was delivered to the Gillard government in 2011, examined the evidence for climate change. According to Garnaut, 'new data and analysis generally are confirming the likelihood that outcomes will be near the midpoints or closer to the bad end of what had earlier been identified as the range of possibilities for human-induced climate change'.

The Gillard government introduced an emissions trading scheme in 2011 that placed a price on carbon emissions that were damaging the environment. This basically required a price to be placed on all carbon that was emitted by industry, and that industry would be responsible for paying for their emissions. Businesses could offset the costs by purchasing credits against future emissions.

The Abbott/Turnbull/Morrison governments, 2013–

The then Leader of the Opposition, Tony Abbott, opposed the emissions trading scheme, and it became a divisive political issue. Abbott's view has been that Australia should not act on its own because it risks losing jobs to countries that do not place a price on carbon. Removal of the scheme became Abbott's first priority after winning the 2013 federal election. It was abolished in July 2014. Many commentators regard the failure to implement an emissions trading scheme in 2011 as the key moment that created a decade of inaction by subsequent governments on climate change and alternative energy.

Other issues involving climate change and the development and exploitation of resources ensured that the environment would continue to be a matter of political debate. The 2009 *Great Barrier Reef Outlook Report*, which examined the future of the reef, concluded that the long-term outlook for the reef was poor because of the impacts of climate change. After the election of the Abbott government in 2013, permission was given for the dumping of sediment at Abbot Point in north Queensland for port expansion for coal export. This move, which was confirmed in February 2014, increased pressure on the World Heritage Committee to place the Great Barrier Reef on the endangered list.

The election of the Abbott government appeared to tilt the balance in favour of development over environmental protection. Many of the government's first actions in office involved winding back legislation such as the emissions trading scheme and mining tax, and removing advisory or research bodies investigating the impact of climate change. When Environment Minister Greg Hunt proposed removing World Heritage listing from 74 000 hectares of Tasmanian wilderness area that had been listed in 2012, it appeared that environmental protection would once again become a major issue in Australian politics.

Malcolm Turnbull's elevation to the Prime Ministership in 2015 was seen as a victory for a more moderate political approach to environmental matters. He had been Leader of the Opposition in 2009 when he proposed supporting Prime Minister Rudd's Carbon Pollution Reduction Scheme. It was resistance to this approach that contributed to Turnbull's replacement by Abbott as Opposition leader in 2009. The resistance to any progressive moves in the environmental area from conservative Liberal and National Party parliamentarians stymied Turnbull's attempts in this area, and ultimately led to his downfall in 2018. Turnbull's replacement, Scott Morrison, followed the conservative approach towards climate change, and was forced to accept its reality amid criticism of his environmental approach during the 2019–20 bushfires.

9.13 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Who was Australia's first Minister for the Environment?
2. What were the Hawke government's main environmental achievements?
3. Why did the Howard government introduce the *Environment Protection and Biodiversity Conservation Act*?
4. What were the main findings of the Garnaut Report?
5. What were some of the initial environmental actions of the Abbott government?
6. Outline the main differences between the Rudd/Gillard and Abbott/Turnbull/Morrison governments in their approaches to the environment. What comments would you make on these approaches?

APPLY AND ANALYSE

7. As a class, debate the competing priorities of economic development and environmental protection.



Source 4 The horrific bushfires of the 2019–20 Australian summer brought a sharp focus on government environmental policies.

9.14 THE AUSTRALIAN GOVERNMENT'S RESPONSE TO COMMERCIAL WHALING

KEY CONTENT

In this topic you will:

- discuss one Australian government achievement in response to an environmental threat since the 1960s.

Whaling was one of Australia's earliest export industries, with whale products earning more than land produce for the first 40 years of the colony. The demand for whale oil for lighting and heating dropped as petroleum became increasingly available in the early twentieth century.

A whaling station operated on Moreton Island in Queensland between 1952 and 1962. In that time, it processed over 6000 humpback whales. At the same time, more than 1000 whales were processed in a whale factory at Byron Bay in New South Wales. In 1977, Australia still had one whaling station at Frenchman's Beach near Albany in Western Australia. As technology improved, exploding harpoons and faster ships meant that the whaling industry hunted many whale species almost to extinction.



Source 5 Whalers using explosive harpoon heads



Source 6 Protesters at Cheynes Beach, Albany, Western Australia

The movement against whaling in Australia

The movement against whaling grew in the 1970s as science and popular culture combined to create an awareness of the significance of some of the largest marine mammals. Musicians such as David Crosby and Graham Nash, bands such as Yes, and novels such as *Musco: Blue Whale* by Vincent Smith all helped raise awareness of the disappearance of whale species. Biologists documented the details of whales' family relationships, their communication systems, the cruelty of their slaughter by whalers and commercial fisheries, and their rapidly declining numbers.

Greenpeace started a major campaign in the 1970s to draw attention to the nature of the whaling industry. The formation of the activist group Project Jonah had a specific focus on campaigning to ban whaling in Australia. Through direct action and publicity campaigns Project Jonah made whaling an important environmental issue in Australia. Protesters travelled to Albany, taking direct action by riding out to sea in rubber dinghies and placing themselves between whales and the whaling ships' explosive harpoons.

When Phoebe Fraser, daughter of Prime Minister Malcolm Fraser, wore a Save the Whales badge during the 1977 federal election campaign, the campaign to save whales took off. After Fraser won the election, he instigated an inquiry that recommended the end of whaling and a ban on all whale-related products. The success of the campaign was reflected in Australia's move from a supporter of whaling to a major opponent in the deliberations of the International Whaling Commission.

The legacy of Fraser's decision is seen in the growth in tourism associated with whale-watching cruises, and the public excitement when previously endangered species come close to human habitats, such as Sydney's waterways. There has also been rising hostility towards whaling nations such as Japan.



Source 7 The Japanese whaling fleet vessel *Yushin Maru No 3* clashes with Sea Shepherd activists.

9.14 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Name three organisations that have campaigned to end whaling.
2. Who was the Australian Prime Minister who ended whaling in Australia?
3. Where was Australia's last active whaling station?

APPLY AND ANALYSE

4. The issue of whale conservation emerged again when the Japanese issued themselves licenses to hunt whales for 'scientific purposes' in the 1980s, despite increasing opposition. Australian Minister for the Environment Peter Garrett summarised Australia's opposition to 'scientific whaling' in 2008 when he stated, 'you do not have to kill a whale in the Southern Ocean to gain a deeper understanding of it'.
   a. Conduct research to find out about the direct-action campaign against Japanese whaling by Sea Shepherd. Sea Shepherd activists have been involved in violent confrontations with sealers and whalers, using tactics such as hurling stink bombs at the whalers, and using ropes to tangle their propellers.
   b. Have a class discussion about whether you think these tactics are successful because they focus media and public attention on the sustainability of marine life, or are more likely to lose mainstream environmental support because of the use of violence.
5. On 31 March 2014, the United Nation's International Court of Justice ruled that Japan should halt its annual whale hunt in the Antarctic.
   a. Conduct research to find out the part that Australia played in this court case and the reason for the ruling.
   b. Investigate the current extent of whaling in the Antarctic and the Pacific Ocean.

9.15 INTERNATIONAL RESPONSES

KEY CONTENT

In this topic you will:

- examine the role of international governments and organisations in dealing with environmental threats.

Environmental concern has become an international phenomenon. Established political parties have been reluctant to address environmental concerns and have instead valued traditional links between industrialisation, economic wealth and political power. As a consequence, new groups have emerged, particularly the green political parties mentioned earlier, to challenge existing values.



Source 8 Prime Minister David Lange was instrumental in creating a nuclear-free New Zealand.

New Zealand's anti-nuclear policy, 1984

New Zealand's former Prime Minister David Lange made international news in 1984, when he barred nuclear powered or armed ships from entering New Zealand's waters. He effectively created a nuclear-free zone around New Zealand that became enshrined in legislation in 1987. It allowed New Zealand to emerge as a strong, forward-thinking and independent nation.

The roots of Lange's decision were in New Zealand's vulnerability as a Pacific island while Britain, France and the United States tested nuclear devices in the region. The ongoing French testing on Mururoa atoll, in French Polynesia, caused widespread resentment in New Zealand. France was never able to explain why nuclear testing was not carried out closer to mainland Europe if the testing was as safe as it claimed.

New Zealand's anti-nuclear policy made it the champion of the French South Pacific territories. The sinking of the Greenpeace ship *Rainbow Warrior* by French secret agents also hardened New Zealand attitudes about the French. The French agents were responsible for two explosions in July 1985 that sank the ship while it was berthed in Auckland Harbour, killing a Greenpeace cameraman. France's decision to continue testing until 1996 created a strong anti-French movement in many French Pacific territories.



Source 9 The Greenpeace ship the *Rainbow Warrior* after it had been bombed in Auckland Harbour

Global initiatives

Another aspect of international environmental action has been through the United Nations and its associated organisations.

World Heritage listings

The role of UNESCO in preserving significant natural areas through World Heritage listing is well known. World Heritage listings have raised the status of many national parks and other special natural areas to international importance, worthy of preservation for future generations.

United Nations Framework Convention on Climate Change

In 1992, countries joined an international treaty: the United Nations Framework Convention on Climate Change. This was to cooperatively consider what they could do to limit average global temperature increases and resulting climate change. It was also to consider the potential impacts of climate change, which were emerging as a major political topic.

By 1995, countries realised that emission reductions provisions in the Convention were not sufficient to make any meaningful change. They launched negotiations to strengthen the global response to climate change, and two years later adopted the Kyoto Protocol.

Kyoto Protocol

The signing of the Kyoto Protocol became a major political issue in Australia during the first decade of the twenty-first century. The protocol was developed at the United Nations Framework Convention on Climate Change in 1997 in Kyoto, Japan. It was an international meeting to develop an environmental treaty that would attempt to limit the production of greenhouse gases. It was argued that these greenhouse gases were damaging the ozone layer that surrounded the Earth and contributing to global warming.

Australia refused to sign the protocol, along with the United States. It became a consistent element of the Liberal government's response to environmental issues. Signing it became one of the first actions of the Labor government after it won power in November 2007. The United States remained the only major country to refuse to sign the protocol.

The main aim of the protocol was to have nations who were members of the UN commit themselves to reducing greenhouse gas emissions from their 1990 levels by 5.2 per cent. It was not radical, but allowed climate change deniers the opportunity to resist potential change. It made the conflict between unrestricted development and environmental protection more obvious.

While Kyoto allowed flexible approaches, the Liberal government consistently argued that they would not compromise economic growth for the sake of cutting greenhouse gas emissions. This stance contributed to the Liberal Party's loss at the 2007 election, as well as Howard's loss of his own seat in parliament.



Source 10 The Kyoto Protocol is an international agreement to limit the emission of greenhouse gases.

From Paris to Madrid

In 2016, all members of the United Nations Convention on Climate Change signed the Paris Agreement. Its aim was to keep the global temperature rise below 2 degrees Celsius above pre-industrial levels. The main thrust was to keep global temperature rises to 1.5 degrees Celsius because this would reduce the impacts of climate change. Each country was required to plan and report on their progress to reduce global warming. Iran and Turkey were the only significant emitters to have not signed the agreement by November 2019. President Trump had announced in June 2017, however, that he was withdrawing the United States. That withdrawal was to occur in November 2020.

The 25th United Nations Climate Change conference was held in Madrid, Spain, in December 2019. It was originally planned for Brazil, but they withdrew, and their replacement, Chile, withdrew in October 2019 because of civil unrest in the country. Spain then became the host on very short notice. News that was presented to the conference indicated that Greenland's ice sheet was melting seven times faster than it was in the 1990s, the world's oceans are losing oxygen, and a quarter of the world's population will face water supply problems associated with the reduction in glaciers and other ice sources from global heating.

Several nations formed a block to oppose decisions about establishing a carbon market and cutting emissions. These included the United States, Russia, India, China, Brazil, Saudi Arabia and Australia. The Australian delegation, led by Energy Minister Angus Taylor, drew widespread criticism for using an accounting loophole to apply carry-over credits from the expiring Kyoto Protocol to try to reach its emission targets. As an example of the attention this stance received, Costa Rica's environment and energy minister Carlos Manuel Rodriguez named Australia, Brazil and the United States for 'blocking progress'. The focus on Australia's approach was compounded by the widespread fires that were spreading across the country.

SPOTLIGHT

EXPLANATION AND COMMUNICATION

Reflect on how developing a historical understanding of the environment movement can assist you in explaining developments in the contemporary world and give you the specific examples to communicate your own understanding.



Source 11 Thousands of demonstrators gather in Madrid as the Spanish city hosts climate negotiations by the UN.

9.15 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Which New Zealand Prime Minister introduced the anti-nuclear policy?
2. When was the Kyoto Climate Change conference held?
3. When did Australia sign the Kyoto Protocol?
4. What was Australia's stance at the 2019 Madrid climate change conference?

Thunberg vs Trump, Davos 2020

CASE STUDY

The World Economic Forum meets annually in the alpine Swiss town of Davos. It was started in 1971 by the German engineer and economist, Klaus Schwab and brings together the world's business and political leaders to discuss the world's future directions, and the challenges facing the planet. On the forum's website, Schwab comments that, 'People are revolting against the economic "elites" they believe have betrayed them, and our efforts to keep global warming limited to 1.5C are falling dangerously short.' In that comment, Schwab addressed the critical link between social justice, economic progress and environmental protection that had emerged as the major issue facing global progress.

On the opening day of the Davos 2020 summit, US President Donald Trump and teenage Swedish environmental activist Greta Thunberg had back to back presentations. They not only represented a generational gap (Trump was 73, Thunberg had just turned 17), but widely different views of the environment, and what needed to be done to protect it.



Source 12 Greta Thunberg at Davos 2020, a month after being named *Time* magazine's Person of 2019.



Source 13 President Trump at Davos 2020

The Trump view

President Trump had already started the process of withdrawing the United States from the Paris Agreement. As president, the *New York Times* reported in December 2019 that his administration had successfully rolled back 58 environmental protection policies, with another 37 in progress, giving a total of 95. Many are caught in legal challenges as the administration often forced changes without proper consultation or reason. New York University Law School's State Energy and Environmental Centre suggested Trump's environmental rollbacks could significantly increase greenhouse gas emissions.

At Davos 2020, Trump provided an upbeat description of the state of the world, while Greta Thunberg sat in the audience. He spoke about the economic importance of oil and gas, and castigated the 'perennial prophets of doom', and their predictions of an environmental 'apocalypse'.

The Thunberg view

In August 2018, 15-year-old Swedish school student Greta Thunberg decided to act on her concerns about global inaction on climate change. She started camping out in front of the Swedish Parliament with a sign saying 'Skolstrejk for klimatet' (School Strike for Climate). Since then, she has addressed heads of state at the UN, clashed with President Trump, and on 20 September 2019, her single-person strike developed into the largest global climate strike in human history, when four million people around the globe joined her campaign. In December 2019, she was named *Time* magazine's Person of the Year, as the face of the global youth-led climate movement.

She continued her outrage at Davos 2020. After listening to President Trump, she told her audience that the world wasn't moving fast enough to reduce greenhouse gas emissions. She placed herself in direct opposition to Trump's 'development first' approach, pointing out that, 'in case you hadn't noticed, the world is currently on fire'. Her call for an immediate end to fossil fuel investment directly opposed Trump's view. She also called on world leaders to listen to young activists, clearly setting the climate debate as a clash between the past and the future.

Source 14

> This is not a time for pessimism. This is a time for optimism. Fear and doubt is not a good thought process because this is a time for tremendous hope and joy and optimism and action.
>
> United States President Donald Trump, Davos, Switzerland, 21 January 2020

Source 15

> No political ideology or economic structure has been able to tackle the climate and environmental emergency and create a cohesive and sustainable world.
>
> Greta Thunberg, Davos, Switzerland, 21 January 2020

CHECK YOUR LEARNING: CASE STUDY

REVIEW AND UNDERSTAND

1. What is the purpose of the World Economic Forum that is held in Davos each year?
2. How old were Donald Trump and Greta Thunberg when they spoke at Davos in January 2020?

APPLY AND ANALYSE

3. Find two people approximately the same age as Donald Trump and Greta Thunberg, and interview them to understand their views on climate change and environmental policy. To what extent do they match the views of Trump and Thunberg? Do you think there is evidence of a generation gap on environmental action?
4. Do you think economic progress and environmental protection can be compatible? Explain your response.

GO DEEPER

5. Examine Sources 14 and 15, and explain how they help you understand the concept of perspective in History. Which source do you personally find more accurate? What evidence can you produce to support your viewpoint?

9D

CHECKPOINT

HOW HAVE GOVERNMENTS RESPONDED TO ENVIRONMENTAL THREATS?

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

» Assess changing Australian government policies and actions towards environmental issues since the 1960s

1 Explain how Australian governments from the 1960s to the present day have acted on environmental matters, and assess the effectiveness of their policies and actions. (10 marks)

2 Assess the implications of the Abbott government's decisions to allow the dumping of sediment in the Great Barrier Reef Marine Park and de-list areas of the World Heritage–listed Tasmanian forests. (5 marks)

» Discuss an Australian government achievement in response to an environmental threat since the 1960s

3 Discuss the Australian government's achievements in protecting whales from exploitation. (5 marks)

» Examine the role of international governments and organisations in dealing with an environmental threat

4 Outline the major issues dealt with at United Nations Climate Change conferences. Evaluate how effective you think the United Nations has been in preserving the world's environment for future generations. (5 marks)

5 Explain how effective you think Davos 2020 was in highlighting environmental threats to the world's future. (5 marks)

Total marks [/30]

Check your Student obook assess for these digital resources and more:

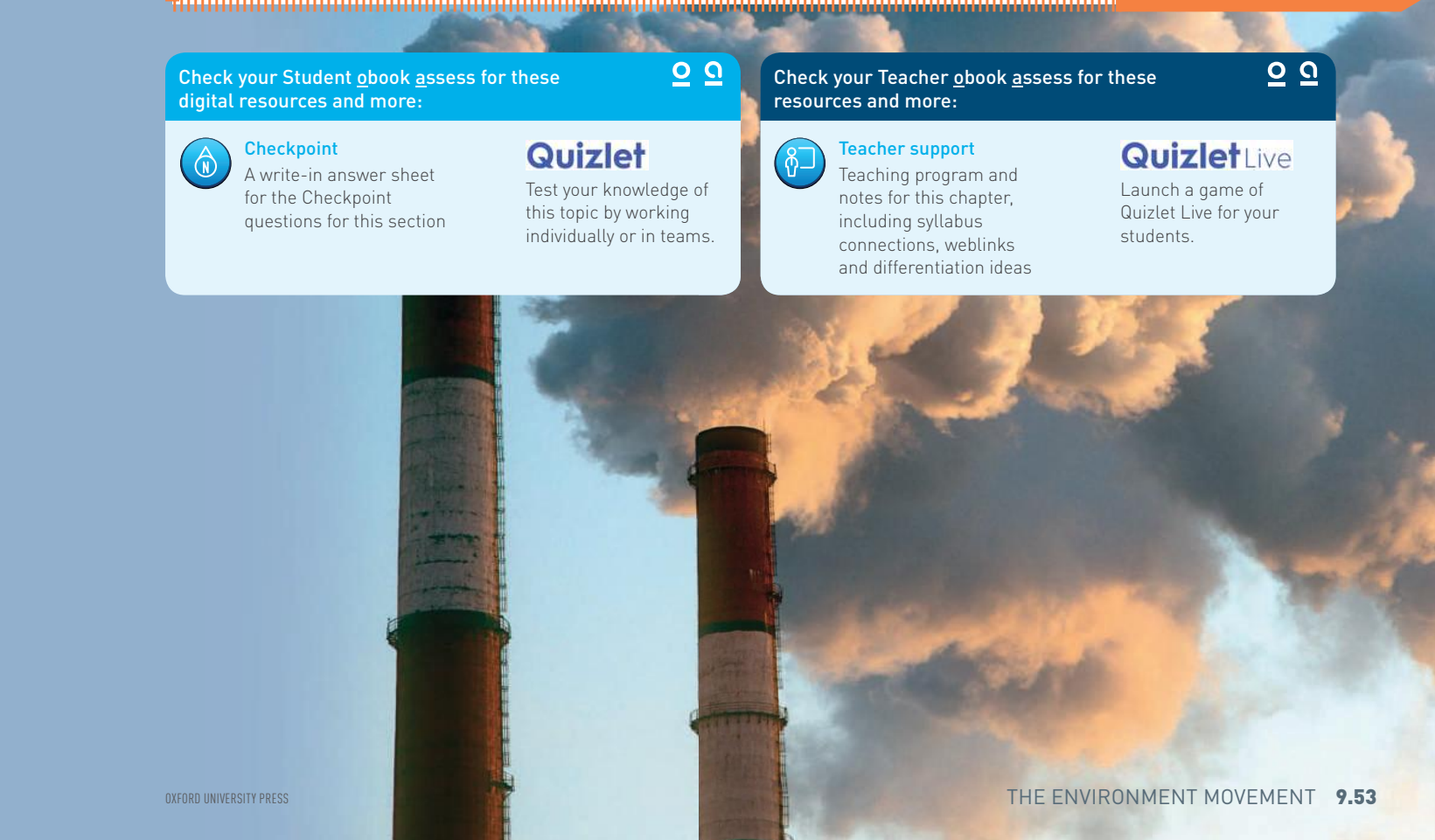
Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Quizlet
Test your knowledge of this topic by working individually or in teams.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Quizlet Live
Launch a game of Quizlet Live for your students.





10

Source 1 #LetThemStay rally in Melbourne: protesters campaign for the government to allow asylum seekers to remain in Australia, 2015.

MIGRATION EXPERIENCES

Australia has always been a place where migrants have arrived and settled. Indeed, historians argue that tens of thousands of years ago the very first Australians arrived in this country. In the more recent past, convicts, free settlers and goldminers have arrived by boat, either because they were forced to leave their homes or because they sought a new life.

After World War II, many people left war-torn Europe in the hope of finding a peaceful and prosperous home. Since the 1970s, refugees from the Vietnam War and other lands ravaged by conflicts have risked everything to reach Australia on boats. Australia is full of 'boat people' and their descendants.

Immigration has clearly changed Australia. Your investigation of immigration in this period, and the reactions to those changes, will help you better understand the Australia you live in today.

OXFORD UNIVERSITY PRESS



HOW HAVE WORLD EVENTS INFLUENCED MIGRATION TO AUSTRALIA SINCE WORLD WAR II? 10A

In this section you will:

» describe the size and composition of Australia's population in 1945

» sequence the main waves of migration to Australia in the 40 years following World War II, identifying numbers of migrants and countries of origin

» identify significant world events which influenced post-World War II migration to Australia.

CHECKPOINT 10A

HOW HAVE GOVERNMENT POLICIES INFLUENCED MIGRATION TO AUSTRALIA? 10B

In this section you will:

» outline government policies and practices that restricted migration to Australia before World War II

» explain why the government attempted to attract more migrants to Australia during the 1950s and 1960s, using the slogan 'Populate or Perish'

» use a range of sources to describe the hardships faced by migrants, with a particular focus on the experiences of one group who came to Australia between 1945 and 1970.

CHECKPOINT 10B

HOW DID THE VIETNAM WAR AFFECT MIGRATION TO AUSTRALIA? 10C

In this section you will:

» describe the impact of the Vietnam War on Australia's migration policy

» discuss the response of Australians, including the Australian media, to the arrival of refugees from Indochina in the 1970s and 1980s

» use a range of sources to describe the experiences of Vietnamese refugees on their journey to Australia and experiences on arrival after 1975.

CASE STUDY: THE MEDIA RESPONSE TO IMMIGRATION

CHECKPOINT 10C

HOW HAS MIGRATION SHAPED AUSTRALIA'S IDENTITY AND INTERNATIONAL RELATIONSHIPS? 10D

In this section you will:

» assess the contribution of migrant men and women to Australia's social, cultural and economic development and Australia's changing identity

» explain how Australia's changing migration policies have affected our relationships with other nations.

CHECKPOINT 10D

MIGRATION EXPERIENCES – A TIMELINE

TIMELINE

1900 1940 1950 1960 1970

1901
Australia federates and passes the *Immigration (Restriction) Act*. This policy, together with others, forms the basis of the White Australia policy.

1945
World War II ends and the Chifley government begins the post-war 'Populate or Perish' program to boost migration. Arthur Calwell is appointed as the first Federal Minister of Immigration.

1947
The 'Ten Pound Pom' scheme begins, bringing British migrants to Australia. The Australian government comes to an agreement with the International Refugee Organization, an agency of the United Nations, to accept displaced persons from Europe.

1949
Construction begins on the Snowy Mountains Hydro-Electric Scheme, employing thousands of workers – two-thirds of them migrants. The scheme is completed in 1972.

1950
The Colombo Plan to assist regional development in Asia begins.

1958
The *Migration Act* is revised and abolishes the dictation test, which had been used as a barrier for non-Europeans attempting to migrate to Australia.

1962
Australia becomes involved in the Vietnam War. The last Australian army personnel pull out of Vietnam in 1975.

1966
Australian Immigration Minister Hubert Opperman changes the criteria for migration from 'race' to 'suitability'.

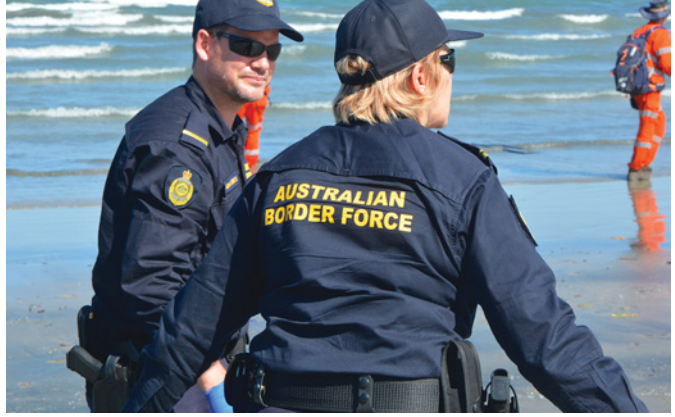


Source 2 This badge from 1910 was produced by the Australian Natives' Association, a group made up of Australian-born white people. The prime minister at the time, Alfred Deakin, was a member.

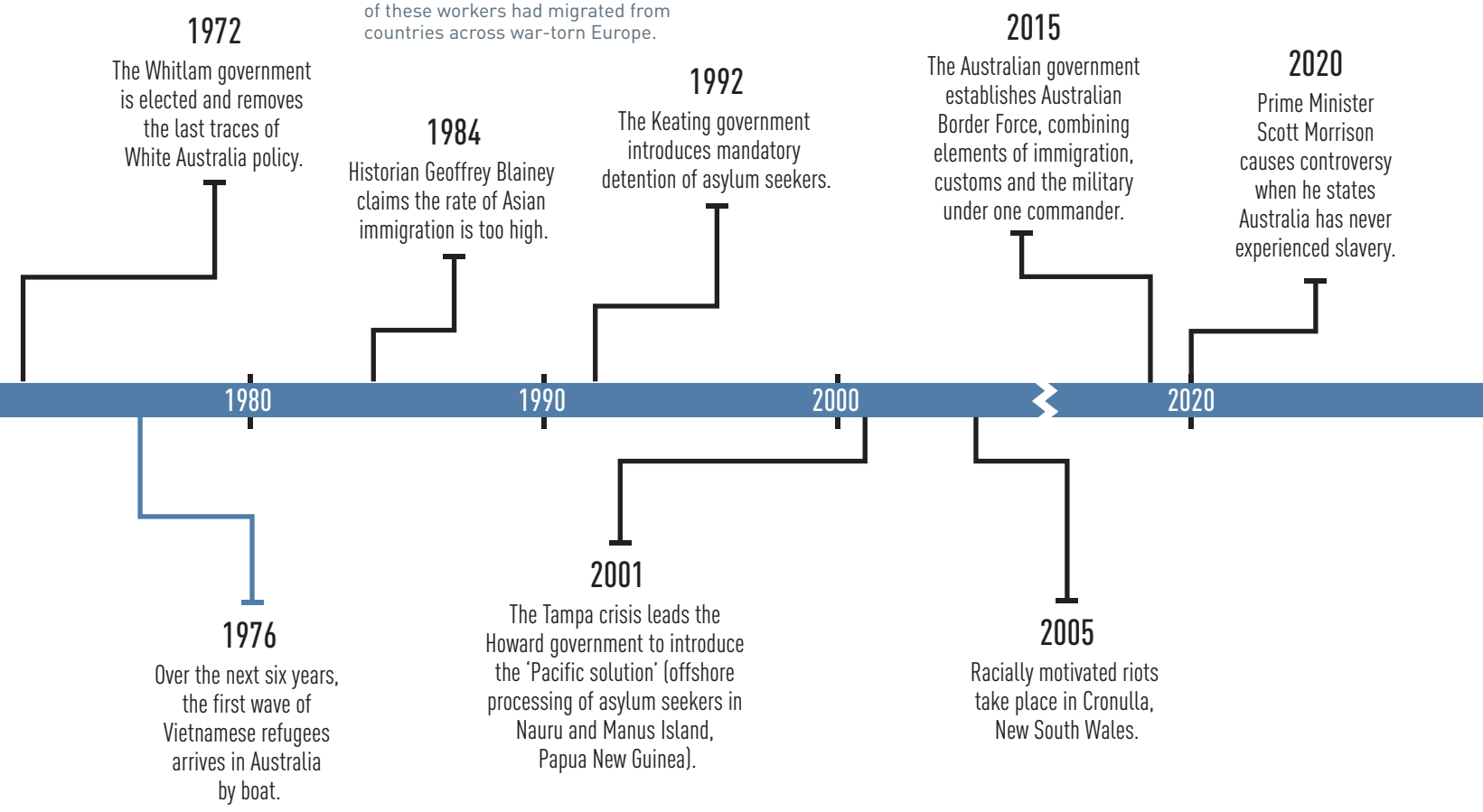
OXFORD UNIVERSITY PRESS



Source 3 Labourers in the Snowy Mountains Scheme in 1968: many of these workers had migrated from countries across war-torn Europe.



Source 4 Australian Border Force agents inspect the beach at Cape Kimberley where an empty illegal fishing trawler was found, 2018.





Source 5 Refugees fleeing the war in Vietnam for the safety of Australia during the 1970s often had to escape on cargo boats, facing dangers from storms, rough seas and pirates.

TIMELINE: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Explain the significance of the *Immigration (Restriction) Act* being passed in the year 1901.
2. Which government abolished the dictation test?
3. What did Hubert Opperman do in 1966?

10A HOW HAVE WORLD EVENTS INFLUENCED MIGRATION TO AUSTRALIA SINCE WORLD WAR II?

10.1 AUSTRALIA: AN IMMIGRATION NATION

KEY CONCEPTS

In this topic you will:

- describe the size and composition of Australia's population in 1945.

Immigrants are the foundation of Australia's population. Modern Australia has been created and shaped by national and international population movements. The earliest Australians arrived on the Australian continent over 100 000 years ago. When the First Fleet arrived in 1788 – loaded with almost 1500 convicts, sailors and soldiers from Britain – Australia's Indigenous population was over 1 million.

penal colony
a colony set up primarily to receive and contain prisoners from the home country

Early migration

British authorities established **penal colonies** at Sydney, Port Arthur, Fremantle and Moreton Bay. Increasing numbers of free migrants from Britain came after the convict ships. They were attracted by various factors, such as the promise of wealth from the gold rush in the 1850s, and the prospects of a better life. By the 1860s, more than 75 per cent of Australia's population was of Anglo-Celtic origin. As a sign of the impact of over a century of migration, the 2016 census estimated about 58 per cent of the Australian population was of Anglo-Celtic origin.

Although most early migrants came from Britain, migrants also arrived from other parts of the world, including Asia. During the gold rush, migrants from China were the largest non-British group. Labourers were also recruited, in many cases against their will, from the South Pacific islands to work on plantations in Queensland in the 1860s.



Source 1 Miners in Gulgong, New South Wales, during the gold rush

Source 2 Tobacco workers in New South Wales, *c.* 1885



OXFORD UNIVERSITY PRESS

Pre-World War II migration

Due to the economic depression that Australia experienced in the 1880s, the number of Australians born overseas declined. This trend continued until the end of World War II in 1945. Hostility towards labourers from Asia and the Pacific Islands grew because British Australians believed that these cheaper workers would result in fewer jobs and lower wages for themselves.

Colonial governments introduced legislation to restrict entry and impose high taxes on any Chinese people arriving in the colonies. More restrictive legislation was introduced soon after Australia's Federation with the *Immigration (Restriction) Act 1901*. This Act formed the basis of several policies referred to as the **White Australia policy**, which remained in place until the 1970s. The White Australia policy is discussed in detail later in the chapter.

When World War I broke out in 1914, migration to Australia came to a standstill. Once peace resumed, the government offered **assisted migration** programs to British ex-servicemen. In the 1920s and 1930s, there was an increase in migrants from Italy and Greece seeking to establish lives in Australia, as well as a rise in Jews escaping persecution in Europe.

The **Great Depression** in the 1930s saw an end to government assistance programs. When World War II broke out in 1939, migration effectively came to a standstill again as travel became difficult, if not impossible.

Post-World War II migration

In December 1945, Australia's population reached 7 430 197. The end of World War II would lead to waves of migrants travelling to make their homes in the country. A consistent element of Australian migration from World War II to the end of the twentieth century was the dominance of migrants from the United Kingdom. Additionally, the end of the war saw large groups of migrants arriving from southern European countries, such as Italy and Greece, for the first time. The war had made Australia fearful of an Asian 'invasion' – especially from Japan. Consequently, the government instituted an active policy of 'Populate or Perish', which encouraged migration from Britain and Western Europe.

Since then, Australia's immigration policies have evolved. Migrants from the Middle East, Asia and South America were welcomed to the extent that Australia has now become a multicultural country. In fact, Australia has one of the highest rates of immigration in the developed world. Its population is much more racially and ethnically diverse than other long-established European and Asian countries, such as France and Japan. Just like the United States, Canada, New Zealand and Argentina, modern Australia is a nation of immigrants.



Source 3 Primary school students in Melbourne celebrate their different cultures at a school multicultural day.

SPOTLIGHT

CONTINUITY AND CHANGE

Migration has been a continuity throughout Australian history. Historians examine that continuity and make judgements about the changes to Australian society caused by migration.

White Australia policy
a term used to describe a series of government policies introduced after Federation in 1901 that prevented 'non-white' immigrants from settling in Australia, favouring instead those from certain European nations (especially Britain); these policies were progressively overturned between 1949 and 1973

assisted migration
a process where transportation costs for a person wanting to settle in Australia are paid by the government in exchange for a set period of unpaid work on arrival

Great Depression
a period of severe economic downturn that began in the United States and quickly spread around the world during the 1930s and 1940s; it was triggered by the stock market crash in 1929 and was one of the long-term causes of World War II

Using census information

In 1901, 77 per cent of the population had been born in Australia. The great majority of foreign-born people had come from the United Kingdom and Ireland. Population figures in 1901 and 1947 did not include Indigenous Australians. The 1947 census was the first census since the 1930s because of the war. It showed an Australian population on the verge of major change.

By the time of the 2016 census, two-thirds (66.7 per cent) of Australians had been born here. England remained the most populous source of foreign-born residents with 3.9 per cent of the total population, but that percentage has continued to fall. China had grown to equal New Zealand with each providing 2.2 per cent of our foreign-born population, while India continued to rise to 1.9 per cent.

Source 4 Country of birth of the foreign-born population of Australia in 1901

Ranking	Birthplace	Number	Percentage
1	United Kingdom	495 074	57.7
2	Ireland	184 085	21.5
3	Germany	38 352	4.5
4	China	29 907	3.5
5	New Zealand	25 788	3.0
6	Sweden and Norway	9 863	1.2
7	India	7 637	0.9
8	USA	7 448	0.9
9	Denmark	6 281	0.7
10	Italy	5 678	0.7
	Top 10 total	810 113	94.5
	Other	47 463	5.5
	Total foreign-born	857 576	100.0

Source: Data from the Department of Immigration and Multicultural Affairs

Source 5 Country of birth of the foreign-born population of Australia in 1947

Ranking	Birthplace	Number	Percentage
1	United Kingdom	496 454	66.7
2	Ireland	44 813	6.0
3	New Zealand	43 610	5.9
4	Italy	33 632	4.5
5	Germany	12 291	1.7
6	Greece	9 863	1.2
7	India and Sri Lanka (Ceylon)	8 160	1.1
8	Poland	6 573	0.9
9	China	6 404	0.9
10	USA	6 232	0.8
	Top 10 total	672 736	90.4
	Other	71 451	9.6
	Total foreign-born	744 187	100.0

Source: Data taken from the Department of Immigration and Multicultural Affairs

Source 6

Since 1945, when the first federal immigration portfolio was created, over 7.5 million people have settled here and Australia's overseas-born resident population – estimated to be 28.2 per cent of the population in June 2015 – is considered high compared to most other OECD countries ...

Australia has a long history of accepting refugees for resettlement and over 800,000 refugees and displaced persons have settled in Australia since 1945.

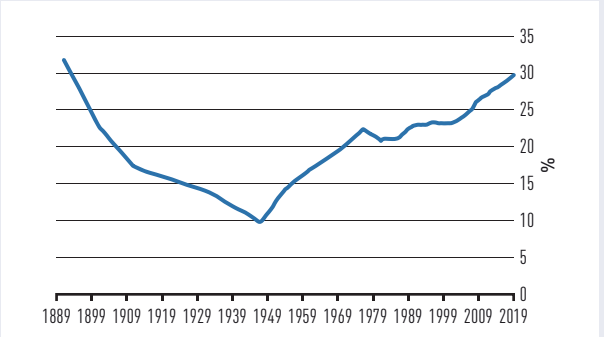
Source: Australian Parliamentary Library, 2020

Source 7

In 2018, 7 341 910 (29%) of the Australian resident population were born overseas. Australia has the eighth largest immigrant population in the world, and the highest proportion of immigrants of any country over 10 million. Every single country from around the world was represented in Australia's population in 2018.

Source: Australian Bureau of Statistics

Source 8 Percentage of overseas-born in Australian population 1889–2019



Source: Data taken from the Australian Bureau of Statistics

Source 9 Country of birth of the foreign-born population of Australia in 2019

Ranking	Birthplace	Number	Percentage
1	England	986 000	13.1
2	Mainland China	677 000	9.0
3	India	660 000	8.8
4	New Zealand	570 000	7.6
5	Philippines	294 000	3.9
6	Vietnam	263 000	3.5
7	South Africa	194 000	2.6
8	Italy	183 000	2.4
9	Malaysia	176 000	2.3
10	Sri Lanka	140 000	1.8
	Top 10 total	4 143 000	55.0
	Other	3 387 000	45.0
	Total foreign-born	7 530 000	100.0

Source: Data taken from the Australian Bureau of Statistics

INTERPRET

Sources 4 to 9 provide information about the composition of the Australian population at the start and middle of the twentieth century, and in 2019.

1 Explain how they help you understand continuity and change in the composition of Australia's population over the period 1901 to 2019.
2 Discuss the implications of the statistics in Sources 4 to 9 for Australia's present-day social and cultural profile.

10.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What is the country of origin of the largest migrant group in Australia over the twentieth century?
2 When did migrants from southern European countries start coming to Australia in large numbers?

APPLY AND ANALYSE

3 Conduct research to find out the composition of the populations of New Zealand, Canada, the United States and United Kingdom, and use Sources 4 to 9 to compare the percentage of foreign-born populations in each of those countries with Australia's foreign-born population. Then, write a statement using this information comparing the impact of immigration on each of the countries.

SPOTLIGHT

ANALYSIS AND USE OF SOURCES

Data taken from the Australian Bureau of Statistics are regarded as official sources. Statistics still require interpretation to provide meaning, otherwise they are simply information. Interpreting statistics requires detailed analysis and understanding of context.



10.2 MIGRATION TO AUSTRALIA SINCE WORLD WAR II

KEY CONCEPTS

In this topic you will:

- sequence the main waves of migration to Australia in the 40 years following World War II, identifying numbers of migrants and countries of origin
- identify significant world events which influenced post-World War II migration to Australia.

THINK, PAIR, SHARE

Think about the idea that Australia's response to the end of the Vietnam War reflected a humane refugee policy and sense of moral obligation.

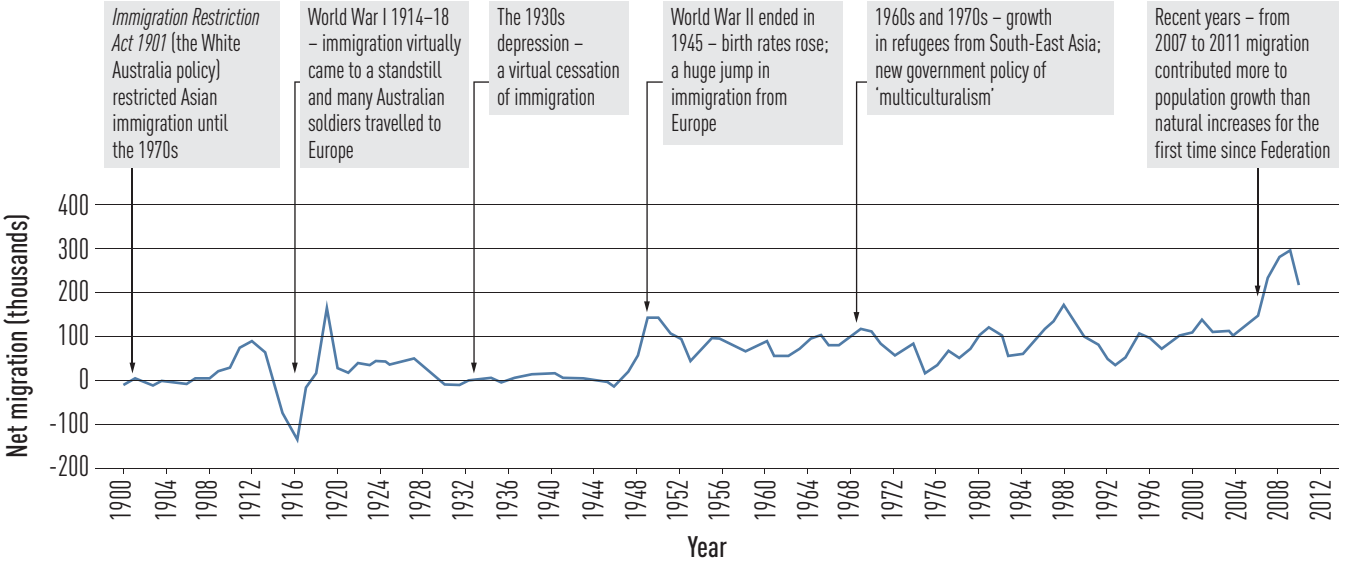
Discuss with a partner how that response saw Australia emerge as a genuinely multicultural country.

Share your thoughts with the class.

British migrants formed the backbone of Australia's 'Populate or Perish' immigration policy after World War II, which adhered to the White Australia policy. These immigration policies are discussed in detail in topic 10B. The other significant nation of origin for Australian migrants was New Zealand, which provided nearly half a million migrants.

The initial post-war wave of immigration was boosted by the addition of Europeans leaving countries such as Lithuania, Latvia, Estonia, Germany and the Netherlands. Italy and Greece were then included in the scheme. The massive wave of European migration continued until the formal end of the White Australia policy in the 1970s.

When the Vietnam War ended, the Fraser government allowed a significant number of Indo-Chinese refugees into the country, at a time when Australia opened their doors to refugees from war and persecution. A humane refugee policy, linked to a sense of moral obligation to those who had supported Australia during the Vietnam War, saw Australia emerge as a genuinely multicultural country.



Source 10 Net migration (total arrivals less total departures) to Australia during the period 1900–2010

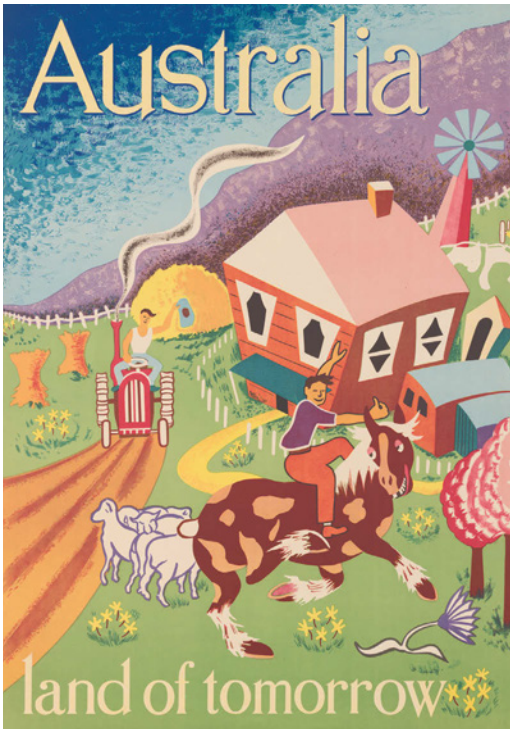
Australian immigration policies in the post-war boom

In the years following World War II, Australian governments introduced new policies and programs that were designed to boost Australia's population. The period saw a large increase in immigration from Britain and Europe. Government policies encouraged and assisted migrants from that part of the world to make the journey to Australia, particularly to work on large-scale construction projects. However, there were still restrictions on migrants with Asian backgrounds.

Ambitious post-war Australian government projects also required a much higher population. **The Snowy Mountains Scheme** required 10 000 new workers, and many of those came from post-war Europe.

In 1945, the Chifley Labor government created the first Department of Immigration, with Arthur Calwell as its first minister. Europe was full of **displaced persons** as the turmoil of World War II was replaced with the new Cold War divisions between communist Eastern countries (such as Poland, Bulgaria, Hungary and Czechoslovakia) and the capitalist West.

After years of bombings and ground warfare, reconstruction in Europe was a massive task. Britain had been severely hit, particularly during **the Blitz** in 1940 (see Source 12), and many people felt that making a new start in Australia was a good option. Government propaganda, such as the poster in Source 11, created a vision of a peaceful, prosperous Australia that contrasted with many Europeans' views of their own war-battered countries.



Source 11 This 1948 poster encouraging Europeans to relocate to Australia – the 'land of tomorrow' – was displayed in migration and refugee camps across Europe at the end of World War II.



Source 12 World War II bomb damage to the Tower of London

Snowy Mountains Scheme
a large hydro-electric and irrigation complex located in the south-east of Australia; built from 1949 until 1974, the Snowy Mountains Scheme remains the largest engineering and construction project in Australia's history

displaced person
a person forced to leave their home region or country due to war, persecution or natural disaster

Blitz
a term used to describe a period during World War II when major cities across the United Kingdom were the target of sustained bombing campaigns by the German air force

SPOTLIGHT

CAUSE AND EFFECT

Source 12 shows the damage caused by the Blitz in London. This destruction can be seen as a cause that encouraged many British people to seek new lives away from the destruction. One effect was a rapid rise in British migration to Australia after World War II.

Immigration policies based on race

As Australia's first Immigration Minister, Arthur Calwell had a clear view of the type of 'new Australians' he wanted to encourage. In instructions to his department he said, 'no Japanese women, or any half-castes either, will be admitted to Australia ... they are simply not wanted and are permanently undesirable ... a mongrel Australia is impossible'.

More than 6000 Asians had been admitted during the dislocation of World War II, but Calwell was determined to eject them as soon as possible after the war. By 1947, the message was clear: Australia didn't want anyone from Asia living here. Instead Calwell turned to Lithuania, Latvia and Estonia, which had been invaded by Russia. The big appeal of these peoples was that they were anti-communist and, according to Calwell, 'were red-headed and blue-eyed ... [with] a number of natural platinum blondes of both sexes'. Thus the two main ingredients of Australia's post-war immigration policy were established: immigrants had to be anti-communist and white. If they conformed to these requirements, they were welcome. Former Nazis also found it much easier to enter Australia than other Western countries.

STRANGE BUT TRUE

Between September and November of 1940, during the German Blitz of London, over 30 000 bombs were dropped on the city.

Immigration policies based on race

Source 13

The government has decided that all persons who came to Australia as evacuees or refugees during the war and who, under our immigration laws, are not eligible to become permanent residents of this country, must leave. We have been very tolerant of these people. We could have asked them all to go immediately the war ended, but we have allowed them to stay for a certain period, in some cases so that they may wind up their affairs here and in other cases so that they might get decent shipping facilities to take them back to their own countries. In all 15 000 evacuees of all nationalities came to Australia during the war. Of that number, 4400 were Asiatics. Most of the evacuees, including the Asiatics, have gone. There are about 500 Chinese, mostly seamen, and about fifty Malays left. All of these people will have to leave Australia ... What this government proposes to do is not unusual. I am carrying out the policy of every Australian government since federation, and, as far as I am concerned, it will not be altered ...

Arthur Calwell, Minister for Immigration, in a speech on immigration policy in the House of Representatives, delivered 2 December 1947



Source 14 Arthur Calwell, Australia's first Immigration Minister

INTERPRET

1. What is the purpose of Calwell's speech to parliament? Who is the target audience?
2. How can this source help you understand Australia's immigration policy in 1947?
3. What was Australia's immigration policy based on at this time?
4. Do you think the audience at the time of the speech would interpret it differently from an audience today? Explain your answer.

Bringing out the Britons

Ten Pound Pom
an informal term used to describe an assisted migrant from Britain who migrated to Australia after World War II

Traditional ties to Britain were politically, culturally and economically strong, and British migrants were always the most favoured. In 1947, the British and Australian governments decided to subsidise British migrants to Australia. The fare was reduced to ten pounds, giving rise to the phrase '**Ten Pound Pom**'.

In 1957, the government also launched a popular campaign called 'Bring Out a Briton'. This campaign encouraged Australians to nominate British friends and families to come to Australia. Local committees were formed to sponsor and recommend new migrants to the Department of Immigration for assisted passage. The successful campaign continued through the 1960s.



Source 15 A British family of 15 disembark from their ship as they arrive in Australia, 2 July 1957.

Refugees from international conflicts

War and political oppression have often resulted in mass migration from countries. Until relatively recently, Australian policy has welcomed refugees from international conflicts.

Refugees from Europe after World War II

In 1947, the Australian government came to an agreement with the International Refugee Organization to select displaced persons from camps in Europe who would be settled in Australia. The main groups were Poles (63 394), Yugoslavs (23 543), Latvians (19 421), Ukrainians (14 464), Hungarians (11 919), Lithuanians (9906), Czechs (9142) and Estonians (5329). Because they were white and chose to leave communist countries, they were the perfect migrants for Calwell's 'new Australia'. They were required to work for two years, wherever the Australian Government decided. This was the source of much of the labour for the Snowy Mountains Scheme. Other groups of refugees settled in Australia after the Soviet invasions of Hungary in 1956 and Czechoslovakia in 1968.



Source 16 This photograph, taken in 1948, shows a group of 'Beautiful Balts', some of the first displaced persons from Europe to arrive in Australia. Albury's *Border Morning Mail* described the new arrivals as 'attractive, cheery, eager to work and neatly clad', with 'good complexions and figures'.

Refugees from South-East Asia after the Vietnam War

The next major wave of immigrants into Australia was triggered by the end of the Vietnam War in 1975; Australia accepted around 137 000 Vietnamese refugees. This was the major driver of social and cultural change in the composition of the population. The contribution of refugees from South-East Asia is discussed in section 10D of this chapter.

The influence of other world events on migration to Australia

Other world events have had a lasting effect on the types and numbers of people arriving in Australia since World War II. Source 18 summarises these world events. They include: the military coup in Chile in 1973, after which Australia received over 20 000 refugees; the absorption of Indo-Chinese refugees into the Australian community after the Vietnam War, which was accompanied by the opening of the country to those fleeing from the Indonesian takeover of East Timor in 1975; and the civil war in Lebanon that began in 1975 and led to a dramatic rise in migration to Australia.

The election of Robert Mugabe in the newly independent Zimbabwe in 1980 led to the arrival of a different sort of refugee from southern Africa. These wealthy and white economic refugees flew across the Indian Ocean to start a new life in Australia. They came from both Zimbabwe and South Africa as the days of apartheid started coming to an end.

In the early 1980s, conflicts in Iran, Iraq, El Salvador, Ethiopia, Somalia, Sudan and the former Yugoslavia resulted in smaller numbers of refugee arrivals from these countries.

Two thousand Chinese students who were in Australia at the time of the brutal suppression of pro-democracy demonstrators in June 1989 (often referred to as the Tiananmen Square protests) were permitted by Prime Minister Hawke to stay in Australia. This approach was also adopted by Prime Minister Morrison in 2020 when the Chinese government moved to tighten control of Hong Kong. Ongoing conflicts in the Balkans in the 1990s saw Australia as a chosen destination for a range of people of various ethnicities escaping the brutal wars in the region.

SEE, THINK, WONDER

Look at the people in Source 17.

What do you see?

What do you think?

What does it make you wonder?

Source 17 Palestinians in the Shatila refugee camp on the outskirts of Beirut, Lebanon, in 1987



OXFORD UNIVERSITY PRESS

In more recent years, major events influencing migration have included the US-led 'war on terror' in Iraq, Afghanistan and Pakistan. Australia's involvement in the 'coalition of the willing' against al Qaeda in Afghanistan in 2001 led to the displacement of large numbers of people. As the US-led coalition fought the Taliban, people fled the country. Many boarded boats for Australia, but Australia's 'closed-door' policy at the time was a very different response from that of the earlier Fraser government when confronted by a similar situation after the Vietnam War. The Howard government continued to reject refugees after the invasion of Iraq in 2003. The slaughter of Tamils in Sri Lanka's civil war during this period also saw Australia rejecting people seeking refuge.

The global financial crisis in 2008 created a new wave of economic migrants. The recession that followed the financial crisis resulted in a large number of Irish economic migrants to Australia, with 40 000 arriving in 2011 alone.

Source 18 Significant world events influencing migration since World War II

Year	Event
1945	World War II ends
1947	Cold War begins (fear of communist threat in the West)
1949	People's Republic of China founded
1950–53	Korean War
1950–60	Malayan Emergency
1955–75	Vietnam War
1956	Unrest in Eastern Europe – Hungary
1968	Unrest in Eastern Europe – Czechoslovakia
1973	Unrest in South America – Chile
1975	Indonesian take-over of East Timor
1975–90	Civil war in Lebanon
1979–92	Unrest in South America – El Salvador
1980	Robert Mugabe Prime Minister of Zimbabwe
1983–2009	Sri Lankan Civil War
1989	Tiananmen Square protests, China
1990–91	Gulf War
1991–99	Yugoslav conflicts
1994	South Africa elects first democratic, non-apartheid government
2001–	'War on Terror'
2003–11	Iraq War
2008	Global financial crisis
2010–12	'Arab Spring'
2012–	Civil war in Syria



Source 19 Vietnamese refugees arriving in Darwin



Source 20 Refugees from Somalia



Source 21 Refugees fleeing conflict in Afghanistan seek asylum in Australia, *c.* 2001



Source 22 Following the Chinese Government's suppression of pro-democracy demonstrators in Tiananmen Square, 1989, the Australian government granted permanent residency to the Chinese students studying in Australia at the time.



Source 23 One hundred thousand people protest in Ireland during the Irish recession of 2009–13.

10.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Who was Australia's first Immigration Minister? Which party did he represent?
2. What were the two main requirements to be accepted as a migrant to Australia in the period after World War II?
3. What was the ambitious building project that required large numbers of migrant workers?
4. Where did most migrants come from in the immediate post-war period?
5. List examples of places of unrest that have contributed to the waves of migration to Australia.

APPLY AND ANALYSE

6. Discuss how Sources 11 and 12 could help explain the decision of so many Europeans to migrate to Australia after World War II.

EVALUATE AND CREATE

7. Select either Source 15 or 16 for analysis, and then write a conversation between some of the people shown in the source, discussing what their hopes and fears are upon arriving in Australia.

HOW HAVE WORLD EVENTS INFLUENCED MIGRATION TO AUSTRALIA SINCE WORLD WAR II?

» Describe the size and composition of Australia's population in 1945

1 How large was Australia's population in 1945? How does the Department of Foreign Affairs and Trade describe its composition at that time? (2 marks)

2 In 1947, the first census after World War II, which were the top three countries for foreign-born Australians? (1 mark)

3 What were the main countries of origin for migrants in Australia in 1947? (7 marks)

» Sequence the main waves of migration to Australia in the 40 years following World War II, identifying numbers of migrants and countries of origin

4 Complete the following table in your notebook. Conduct research to allow you to fill in the missing elements. You might like to work in pairs. Some information has been completed for you. (10 marks)

Group that arrived	Approximate dates	Reason
Lithuanians, Latvians and Estonians	After 1945	Invasion by Soviet Union
British		
Italians		
South Africans and Zimbabweans		
		Fall of Saigon to Communists
	June 1989	

5 Create a timeline that outlines the major waves of migrants that have arrived in Australia since the end of World War II. Include detailed labels and images from the text or your own research. (20 marks)

» Identify significant world events which influenced post-World War II migration to Australia

6 Explain how each of these world events contributed to the changing composition of the Australian population:

- World War II
- the Cold War
- the Vietnam War
- the Gulf Wars
- the war in Afghanistan. (10 marks)

Total marks [/50]

10A

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

» 5 marks = a paragraph

» 10 marks = 400 words

» 20 marks = 600 to 800 words.

Include historical terms and concepts and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Answers
Answers to every Check Your Learning, Interpret and Checkpoint question in this section

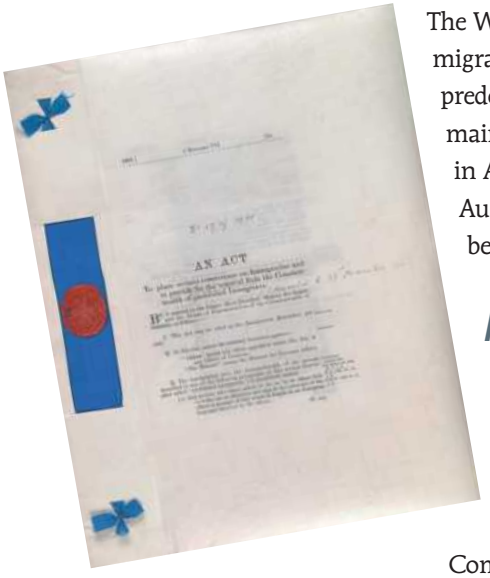
10B HOW HAVE GOVERNMENT POLICIES INFLUENCED MIGRATION TO AUSTRALIA?

10.3 THE WHITE AUSTRALIA POLICY

KEY CONCEPTS

In this topic you will:

- outline government policies and practices that restricted migration to Australia before World War II.


AN ACT

Source 1 The front page of *The Immigration (Restriction) Act 1901*

The White Australia policy was not, in fact, a single policy. Rather, it refers to a series of migration policies in Australia that gave favourable treatment to immigrants from Europe, predominantly Britain, and discriminated against those from other parts of the world. Its main aim was to restrict people of colour from Asia in particular from entering and living in Australia. It was not until the second half of the twentieth century that the White Australia policy finally began to unravel, and Australia's modern immigration policies began to take shape.

Immigration (Restriction) Act 1901

The original *Immigration (Restriction) Act 1901* became the basis of a White Australia policy. The Act was one of the first introduced to the new Federal Parliament after Federation, and reflected the priorities of the new nation. Although not barring any race specifically from Australia, the preamble to the Act made its intentions clear: 'to place certain restrictions on Immigration and to provide for the removal from the Commonwealth of prohibited Immigrants'.

Under Section 3(a) of the Act, a dictation test could be given to a potential immigrant. This allowed officials to dictate a 50-word passage in any European language they chose, which the applicant would write down. Later, the test could be given in any language at all. To restrict access to potential migrants, Australian officials simply chose languages that they knew would be unfamiliar – guaranteeing failure. It was mainly used against Chinese people trying to enter the country, but was also used for Africans and other Asians, or any other people regarded as 'unsuitable'.



Source 2 In mining camps during the gold rushes, Chinese miners were mistrusted and resented.

Anti-Asian sentiments originated during the gold rushes of the nineteenth century. European miners were resentful of successful Chinese people, and disliked them because they looked different and had different customs. That resentment was sufficient to spark riots. In 1861 at Lambing Flat in New South Wales, the complete destruction of a Chinese mining camp was accompanied by a brass band playing 'Rule Britannia'. This kind of racism was reflected in much of Australia's twentieth-century immigration policy.

Pacific Island Labourers Act 1901

A further consolidation of the White Australia policy was the passing of the *Pacific Island Labourers Act 1901*. This was one of several pieces of national legislation passed in the first year of Federation, as the first parliament set out national priorities. The Act said that no Pacific Island labourer could enter Australia on or after 31 March 1904 except under a licence, and that the Minister for External Affairs could order the deportation of any Pacific Island labourer found in Australia after 31 December 1906.



Source 3 Pacific Islanders who had settled in Australia in the nineteenth century, after being brought in to work on the cane fields in Queensland, could be deported after the passing of the *Pacific Island Labourers Act 1901*.

10.3 SOURCE STUDY

How effective was the *Immigration (Restriction) Act*?

Source 4

> But the most astonishing figures are those which record the increase in the coloured and Asiatic population of Australia. I find that during the month of August the increase in the number of departures of Asiatics was 165, whilst the increase in the number of arrivals during the same month was 199. The increase in the number of departures for eight months was 740, and in the number of arrivals for the same period it was 926. These figures have been an eye-opener to me, because I was under the impression that we were gradually reducing the numbers of our Asiatic population.
>
> *Extract from William Hedges, Member for Fremantle, 'Question estimates', House of Representatives Debates, 13 November 1912, p. 5569*

INTERPRET

1. What perspective do you think William Hedges has on migration? What evidence is there in his speech to support your view?
2. How does this source provide evidence about the reasons for the *Immigration (Restriction) Act 1901*?
3. What other evidence would you require in order to establish how effective the *Immigration (Restriction) Act 1901* was in keeping Asian immigrants out of Australia?

10.3 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What can the origins of an anti-Asian approach in Australian society be traced to?
2. Which act of the new federal government in 1901 determined who would be allowed to immigrate to Australia in the first half of the twentieth century?
3. What method was used by immigration officers to exclude Asian immigrants?

GO DEEPER

4. Discuss whether the White Australian policy reflected the fears of a white British colonial outpost on the fringes of Asia or was a justified attempt to protect a way of life.

10.4 'POPULATE OR PERISH'

KEY CONCEPTS

In this topic you will:

- explain why the government attempted to attract more migrants to Australia during the 1950s and 1960s, with reference to the slogan 'Populate or Perish'.

SPOTLIGHT

SIGNIFICANCE

The significance of government policy may not be apparent for many years. What do you think the significance of the 'Populate or Perish' policy has been for Australia? Would that significance have been apparent in 1950?

The threat of Japanese invasion during World War II came as a shock to the government and the Australian people. Australia saw itself as a European outpost on the edge of a teeming, jealous and aggressive Asia. Physical attacks on areas as far apart as Broome, Darwin, Sydney and Newcastle had opened the country's eyes to the potential for invasion. It raised the long-standing fear, which had existed since the Gold Rush era, of a 'Yellow Peril' sweeping down on Australia. The fall of Singapore to Japanese forces in 1942 made Australia realise that it could not rely on the might of the British Empire for protection.

Australia's post-war policy to increase its population

At this time, Australian made the decision to look to the United States for its defence. The government also came to believe that a larger population was essential for Australia's long-term security.

baby boom
a temporary marked increase in the birth rate, especially the one following World War II

Prime Minister Robert Menzies, as leader of the United Australia Party, led Australia into World War II. Labor was in power when the war ended, and Menzies had formed a new party – the Liberal Party. Labor's Ben Chifley was Prime Minister at the end of World War II, but it made little difference which party was in power when it came to migration policy.



Source 5 Young British migrants such as these, who arrived in 1962, helped to boost Australia's population.

The war had clearly shown the need for a larger population to help protect Australia from invasion. The Labor Party's post-war slogan became 'Populate or Perish'. The **baby boom** would help the population expand, but a large-scale migration program was also seen as essential to boost Australia's population quickly, as fears of a Cold War intensified.

Post-war construction projects

As well as being motivated by a fear of invasion, the Australian government was keen to increase the population to enable a post-war construction program. Large infrastructure projects, such as the Snowy Mountains Scheme, required a much larger workforce than was available.

The Snowy Mountains Scheme was a complex series of tunnels and dams to divert the Snowy River in southern New South Wales. This would provide electricity from the water flow, and the water would then be used to irrigate inland Australia. Building the tunnels and dams required 10 000 new workers, which made the scheme a major destination for migrants. Their original skills and qualifications were irrelevant, and they were put to work in physically demanding labouring jobs.

The scheme was instigated by the Chifley Labor government and constructed during the 23 years of Liberal Federal government, from 1949 to 1972. It was a major employer of the European migrants arriving in Australia, and the workplace became multicultural as wave after wave of European migrants found themselves working in the isolation of the Snowy Mountains.

This scheme became a symbol of the assimilation phase of Australian migration policy. Migrants were expected to blend into Australian society, and become 'new Australians'. It was hoped they would abandon their previous cultural attachments and language, and adapt to Australian customs and values. Projects like the Snowy Mountains Scheme worked against this policy because the migrant workers were such a long way from the very people they were supposed to assimilate with.



Source 6 Migrants working on tunnels in the Snowy Mountains Scheme lived and worked far from the people they were expected to assimilate with.

10.4 SOURCE STUDY

Snowy Mountains Scheme

Source 7

> Not that many years ago we marked the 50th anniversary of what was the largest engineering project in the world – the Snowy Mountains Hydro-Electric Scheme – which, in ways that had nothing at all to do with power generation, changed the face of this country.
>
> The almost exclusively white Anglo-Saxon character of society was opened up to new ideas, customs, cuisines and celebrations by the men and their families who came from all over the world.
>
> I am, I suppose, a Baby Boomer and, for my generation, the post-war migration surge provided a defining dimension.
>
> *Extract from Australia Day ambassador Glenn A. Baker, speech given at Lithgow, 2010*

INTERPRET

1. Explain what Glenn A. Baker means when he says the Snowy Mountains Scheme 'changed the face of this country'.
2. What evidence does Baker give to support his view?
3. Discuss whether the post-war migration surge did provide a 'defining dimension' for Australia. What other sources could you access to help answer this question?

10.4 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. How did World War II change Australia's attitude to migration?
2. What slogan did the government adopt after World War II regarding migration?
3. What were 'new Australians' expected to do to fit into Australian society once they arrived in this country?

10.5 THE END OF WHITE AUSTRALIA

KEY CONCEPTS

In this topic you will:

- explain why the government attempted to attract more migrants to Australia during the 1950s and 1960s, with reference to the slogan 'Populate or Perish'.

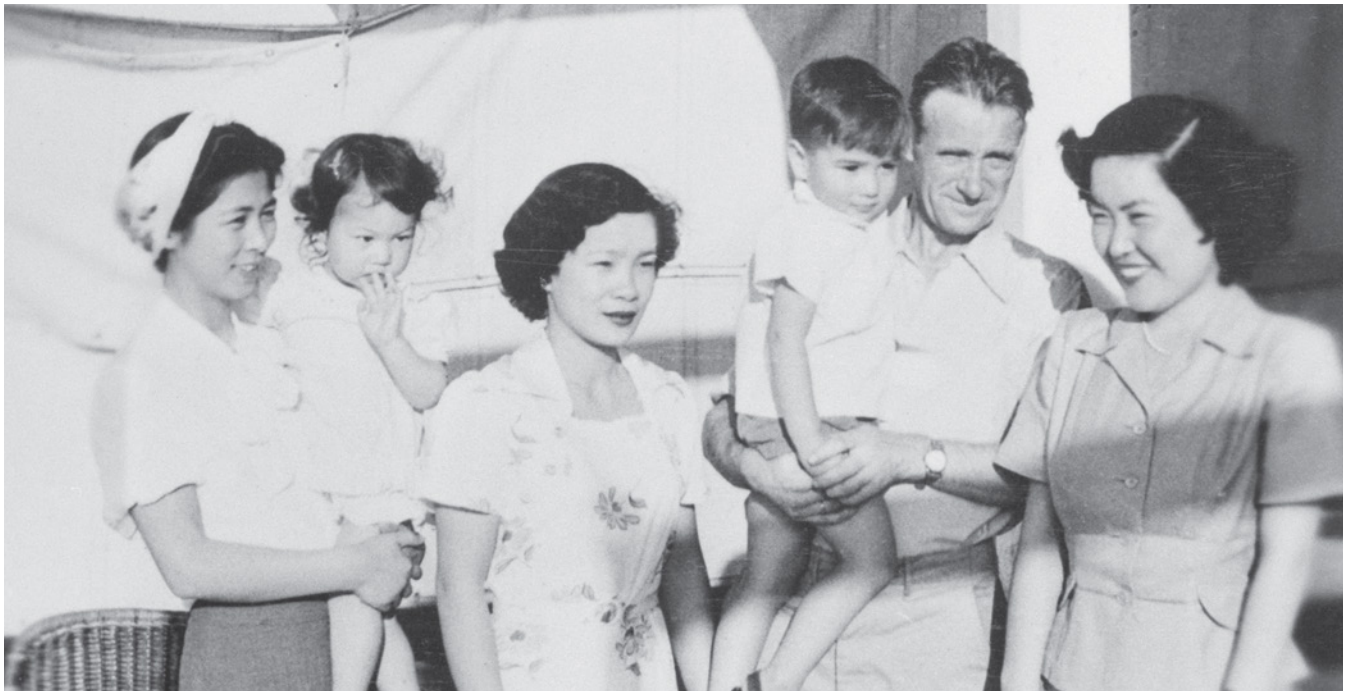
During World War II and in the years after it ended, the Australian government made it clear that the White Australia policy would remain central to Australia's migration program. Over time, this position became increasingly difficult to maintain. Pressure on the need to 'Populate or Perish' combined with growing dissatisfaction with the policy in parts of Australian society and the international community. The government's attempts to expel displaced persons after the end of the war were not well received and the policy was in direct conflict with Australia's increasing ties to Asia in the decades after World War II. The policy was gradually changed, before being completely abolished in 1973.

Initial steps

During the Menzies Government (1949–66), Harold Holt began to dismantle the discriminatory policy after he succeeded Calwell as Immigration Minister in 1949. Holt made the historic decision to allow 800 non-European refugees to stay in Australia, as well as allowing Japanese **war brides** to be admitted. This started the long process of ending the White Australia policy.

war bride
a woman who marries a man whom she met while he was on active service

In 1957, non-Europeans with 15 years' residence were allowed to become Australian citizens. The following year, the *Migration Act 1958* finally abolished the dictation test as a means of keeping non-Europeans out. According to Immigration Minister Sir Alick Downer, it meant that 'distinguished and highly qualified Asians' could immigrate to Australia. It also reflected continuity in the Labor Party's 'Populate or Perish' policy, as the Menzies Liberal government continued to invest heavily in migration, although immigrants continued to be mainly European.



Source 8 Japanese women and their children on the deck of the SS *New Australia*, on their way to join their Australian husbands

The next major step was a 1966 review of non-European immigration policy by the Immigration Minister, Hubert Opperman. The criteria for migration became suitability as settlers, ability to integrate into Australian life, and having skills and education useful to Australia. This was a critical breakthrough because it finally removed race or ethnicity as a consideration when assessing the suitability of migrants. Non-European settler arrivals rose from 746 in 1966 to 2696 in 1971.

Abolishing the White Australia policy

The Whitlam government (1972–75) removed the last traces of the White Australia policy in 1973 when it issued instructions to overseas embassies to disregard race as a factor in selecting migrants. This was supported with legislation that all migrants, regardless of origin, could apply for citizenship after three years of permanent residence.

A policy that had aimed to protect jobs for white Australian workers and preserve Australia as a British outpost, had gained Australia an international reputation for racism. Prime Minister Hughes had alienated Japan at the Paris Peace Conference after World War I with his insistence that the treaty did not include any mention of racial equality. Herbert Evatt, so instrumental in ensuring the voice of small nations be represented at the establishment of the United Nations, successfully fought to prevent the United Nations being able to act on discriminatory immigration policies.

The fact that the White Australia policy remained in place in some form or other for 70 years shows how deeply ingrained it was in Australian life.

10.5 SOURCE STUDY

Abolishing the White Australia policy

Source 9

> We removed the assertion that a primary national objective must be to increase population. We removed the commitment to expand the immigration program. We related our immigration needs simply to the capacity of Australia to provide 'employment, housing, education and social services' – in other words a very specific instruction to the incoming Labor Government that people, the welfare of people, the people already here and the people who may come, must be the prime consideration, not mere numbers. And thirdly we said unequivocally that there must be no discrimination on grounds of race or colour or nationality.

Extract from G. Whitlam, The Whitlam Government 1972–1975, *Penguin, Melbourne, 1985, pp. 497–500*

INTERPRET

1 Source 9 is an extract from an address made by the Opposition leader Gough Whitlam in October 1971 to the press, outlining three changes he would be making to the Labor Party's immigration platform ahead of the 1972 federal election.

- **a** According to the source, what is the basis of the immigration policy that Whitlam intended to make before his election as Prime Minister in 1972?
- **b** How does this statement compare with policies and legislation during the time of his government?

Increasing ties with Asia 1945–75

Australia's increased ties with Asia and involvement in successive wars inevitably led to the removal of the White Australia policy. The Colombo Plan was an important step towards increasing Australia's ties with Asia and improving stability in the region.

In 1950, the Australian government set up a fund, known as the Colombo Plan, with other countries in the Asian region to help improve the economic and social development of people in need of assistance. The original signatories to the Colombo Plan were Australia, Ceylon (Sri Lanka), India, Canada, New Zealand, Pakistan, the United Kingdom, North Borneo and Malaya.

Australia donated more than $300 million in expertise, food and equipment to the scheme. The scheme also provided funding for thousands of Asian students to study in Australian universities. Although students were supposed to leave after their studies, many settled in Australia permanently.

domino theory
a theory put forward by US President Eisenhower that if one nation in South-East Asia adopted communism, others would follow, just like a row of dominoes topple once the first one is pushed over

STRANGE BUT TRUE

Despite the size and importance of China, Australia did not officially recognise the country until Gough Whitlam was elected in December 1972. The United States waited until 1 January 1979.

Fear of the spread of communism

One of the reasons Australia and other countries gave support to the Colombo Plan was the belief that improving development and stability would help stop the rising spread of communism in the Asian region. The spread of communism was of particular concern to Australia. Many people in the West believed the **domino theory**, a fear that a communist victory in one country would lead to a chain reaction of communist takeovers in neighbouring states, including Australia. It was highly influential in the United States and Australian foreign policy in the 1950s.

Australia's fear of China had been made worse in 1949, when the Chinese Communist Party under Mao Zedong won the Chinese Civil War. This was frightening to Australia, since a large country in their region was now communist. The Menzies government came to power in December, two months after Mao had proclaimed the People's Republic of China. Menzies' response was simple and followed the lead of the US government: he refused to recognise the existence of China.

Australian involvements in conflicts in Asia

In 1945, the Allied forces of World War II decided to divide Korea – without consulting Korea – with the north being administered by the Soviet Union and the south being administered by the United States. After five years, Korea was supposed to once again be independent. However, tensions between communist and non-communist groups in the region boiled over in 1950 in the Korean War (1950–53). This became one of the first genuine 'hotspots' of the Cold War. Australia supported the United Nations forces that opposed the Chinese-backed North Korean invasion of the south. The result politically was the official division of the Korean peninsula into a communist north and capitalist south, but for Australia it confirmed deep-set fears of engaging with Asia.

The pattern for Australia's engagement with Asia continued in the Malayan Emergency (1950–63), in which Australian military forces supported the British in opposing independent communist fighters. Australian troops were then sent to Vietnam in support of the anti-communist drive by the United States against the North Vietnamese. That engagement lasted from 1962 until 1975. Australia had also joined the Southeast Asian Treaty Organization (SEATO) in 1954, an anti-communist alignment of Western powers with some Asian countries, which achieved little in practical terms.

SPOTLIGHT

PERSPECTIVES

To what extent do you think Australia's perspective as an anti-communist country affected its relations with Asia and approach to migration from Asia?



Source 10 Australian Prime Minister Gough Whitlam meeting the Chinese Premier, Chairman Mao Zedong, 3 November 1973

Source 11 The Colombo Plan was the start of Australia's popularity as a place to study for Asian students.



10.5 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Why did Australia's fear of China increase in 1949?
2. Name an Asian military conflict Australia sent troops to during the Cold War period.
3. Which scheme allowed some Asian students to study in Australian universities in the 1950s and 1960s?
4. When was racial discrimination officially removed from Australia's immigration policy?

10.6 MIGRANT EXPERIENCES: ITALIAN MIGRANTS

KEY CONCEPTS

In this topic you will:

- use a range of sources to describe the hardships faced by migrants with a particular focus on Italian migrants between 1945 and 1970.

In 2016, 1 000 013 Australians identified themselves as having Italian ancestry. This made Italians the sixth largest identified ancestry in Australia behind English, Australian, Scottish, Irish and Chinese. In 2018, 187 000 (0.75 per cent) of Australia's population had been born in Italy.

Although there was an Italian convict on the First Fleet, the bulk of Italian migrants arrived in Australia between 1945 and 1970. Most were looking for a better life, and they spread throughout Australia. Victoria and South Australia have the largest proportions of citizens of Italian ancestry. They are distributed across the country in both rural and urban areas.

Australians of Italian heritage have been major contributors to Australian life and culture. Their contributions have ranged from politics (such as the federal leader of the Australian Labor Party, Anthony Albanese, and the former federal leader of the Greens, Richard Di Natale), to journalism (such as Virginia Trioli and Emma Alberici), the arts (such as comedian Santo Cilauro and musicians Laura and Natalie Imbruglia) and sport (such as former surfing world champion Mark Occhilupo and footballer John Aloisi).

10.6 SOURCE STUDY

Being Italian in Australia

Source 11

My family are from Trieste, situated up in the north of Italy. My grandfather on my dad's side was a professional trumpet player in his day. My dad played guitar and sang most of his life, non-professionally. However, he had a great love and passion for music. My mother, having a wonderful natural singing ability, had ambitions to pursue a career in opera. This was cut short when the Nazis occupied Trieste soon after World War II began. Some years after the war had ended, the Italian/Yugoslav border was changed. Their house and restaurant fell inside the communist rule of Yugoslavia. Finding themselves with many other Italians in the same dilemma, they chose to leave their homeland and start a new life [in Australia] leaving everything behind. They arrived in Australia in 1954.

As far as I know, for a short time Britain was offering free passage by sea to Australia on board the *Oceana*. You can imagine how difficult it would have been, not knowing the language or any of the customs. They arrived in Australia with a couple of suitcases and two daughters, one 14 and the other 3 years old. By that stage the 'wog', 'dago' and 'greaseball' labels were alive and well, and this made it even more traumatic for them to settle in this faraway land. My father was a qualified diesel mechanic, but as a result of not being able to read or write English, spent his working years in Australia as a factory hand on the lowest of wages. In amongst the hardships, however, there were also many humorous stories of things that happened in their early years here. [But] my mum often reminds me that from the time they first arrived in Australia, she has never gone to sleep hungry as she did many times back in Italy.

For me, growing up with the name Mario was a hassle most of the time. I remember my first horrific day at school barely knowing how to speak English. I only knew a few words here and there, taught to me by my older sister Rosanna, who must have been through the same ordeal. I was in fourth class primary school. We lived very close to the public school and one day I invited one of my best friends home for some lunch. It was my mum's day off and she prepared spaghetti and also an Italian native lettuce (radiccio) which looks like leaves. He thoroughly enjoyed the food but a few days later the gossip in the playground was, 'Mario Ovaltine eats worms and grass'. From that point on we were no longer friends.

From an interview with Mario Millo, whose family emigrated to Australia from Italy in 1954. Mario was born in Sydney in 1955.



Source 12 Mario Millo, a significant Australian musician

INTERPRET

1. What forces led Mario Millo's family to migrate to Australia?
2. How did migration to Australia affect the lives of the two generations of the Millo family?
3. What evidence does this source provide to help historians understand the way migrants were accepted in Australia, and problems they may have faced, in the 1950s and 1960s?
4. Investigate Mario Millo's career and evaluate his contribution to Australian culture.

SPOTLIGHT

EXPLANATION AND COMMUNICATION

Why would a personal account such as Mario Millo's be useful to a historian? How does it help you understand the importance of clear communication when explaining information?

10.6 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. In 2018, what percentage of Australians had been born in Italy?
2. Identify three Australians of Italian origin who have contributed to Australian life.
3. For each of the people you named in Question 2, identify:
   - the field in which this person has made themselves known
   - their contribution to that field
   - how they have made a difference to Australia.

APPLY AND ANALYSE

4. Using a range of sources, investigate and describe the experiences of Italian migrants, or another group of migrants, who came to Australia between 1945 and 1970.

10B

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

HOW HAVE GOVERNMENT POLICIES INFLUENCED MIGRATION TO AUSTRALIA?

» Outline government policies and practices that restricted migration to Australia before World War II

1 Outline the intent of the White Australia policy and explain how it restricted migration to Australia. (5 marks)

2 Explain how the White Australia policy gradually changed after World War II. (5 marks)

3 Identify the nature of Australia's relations with Asia in the 30 years after World War II. (10 marks)

» Explain why the government attempted to attract more migrants to Australia during the 1950s and 1960s, using the slogan 'Populate or Perish'

4 Explain what the slogan 'Populate or Perish' meant. How was it applied after World War II? (5 marks)

5 Explain how the implementation of the 'Populate or Perish' and assimilation policies changed Australia between 1945 and 1975. (10 marks)

» Use a range of sources to describe the hardships faced by migrants, with a particular focus on the experiences of one group who came to Australia between 1945 and 1970

6 Explain how Mario Millo's experiences help you identify the difficulties that faced Italian migrants moving to Australia after World War II. (5 marks)

7 Investigate one group of migrants and describe their experiences, including the areas in which they settled, common occupations and personal accounts of life in Australia. Refer to a range of sources in your response. (10 marks)



Total marks [/50]

Source 13 One of the most famous of the contributions by Italian Australians: John Aloisi's penalty that took Australia to the 2006 World Cup football finals

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Rich task
A write-in worksheet for the Rich task

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Checkpoint worksheets
Differentiated worksheets for use in class or as homework

10C HOW DID THE VIETNAM WAR AFFECT MIGRATION TO AUSTRALIA?

10.7 THE VIETNAM WAR

KEY CONCEPTS

In this topic you will:

- describe the impact of the Vietnam War on Australia's migration policy.

The Vietnam War is referred to in Vietnam as 'the American War'. Australia sided with the United States, from 1962 to 1975, to intervene in what was essentially a civil war. Both the United States and Australia opened their doors to refugees from the conflict. The Vietnam War changed the nature of migration to Australia and Australia's development as a multicultural society.

The Vietnam War took place in the historical context of the Cold War and was part of the US campaign to prevent the spread of communism, a stance that was enthusiastically supported by Australia.

Background to the Vietnam War

The Vietnamese proudly point to 2879 BCE as the foundation of their society. Since then, they have fought ferociously to preserve their independence. A failure to understand this fundamental element of Vietnamese society was at the root of the Vietnam War. Vietnam fought lengthy wars against the Chinese and the French throughout their history. Vietnam had been part of the French Empire since the nineteenth century. During World War II, Japan invaded Vietnam and a group led by the communist revolutionary Ho Chi Minh fought both the Japanese and the French occupation.

The Vietnamese Communist Party had sided with the Americans in World War II and expected US support for their declaration of independence at the war's end. Worried that any support for Vietnam would encourage communism in the region, the United States instead supported the return of France as the colonial power.



Source 1 The Viet Minh flag is set up during the final assault in the battle of Dien Bien Phu in 1954.

guerrilla warfare
a form of warfare in which small (and often independent) groups of fighters (known as guerrillas) take part in non-traditional fighting such as ambushes, sabotages and surprise raids, rather than large-scale battles on the open battlefield

conscription
the compulsory recruitment of people to serve in the armed forces, often during times of war

In the French Indochina War that followed this decision, France was finally defeated at the Battle of Dien Bien Phu in 1954 (see Source 1), which led to the end of French rule. The United States then demanded a division of Vietnam into a communist north and US-backed south. That artificial division was at the heart of what became the Vietnam War.

In 1956, the United States refused to allow elections to reunify the country. As a result, the north began a **guerrilla war** in hopes of a reunification. North Vietnamese forces began to infiltrate the south in 1959. In 1961, the United States, under President Kennedy, started sending US advisers to support the south. This support escalated to bombing raids and an increasing number of US forces on the ground.

Australian involvement in the Vietnam War

The Menzies government fully supported the anti-communist policy of the United States, and remained supporters throughout the Cold War. Like Kennedy, Menzies was a believer in the domino theory. In 1962, the Australian government committed its first military advisers to South Vietnam. That initial commitment of 30 grew to 60 000 over the next decade. It would lead to the reintroduction of **conscription** for overseas military service, which divided Australian society.

Until the deployment of Australian soldiers to Afghanistan in 2001, Vietnam was Australia's longest war. Five hundred and twenty Australians died during the conflict, including 202 National Servicemen who had been conscripted to fight.



Source 2 The division of Vietnam into a communist North Vietnam and a non-communist South Vietnam

How the Vietnam War ended

The Vietnam War became a drawn-out guerrilla war in which it was often unclear to Australian and US troops who their actual enemy was. The conflict is often referred to as the first television war because television news crews often accompanied soldiers, and news bulletins reported the growing death tolls.

Source 3 Australian troops during the Vietnam War, 8 June 1965



OXFORD UNIVERSITY PRESS

Politicians continued to speak of the 'light at the end of the tunnel', while television viewers became depressingly familiar with the sight of body bags.

The Tet Offensive in 1968 carried the North Vietnamese to Saigon, the capital of South Vietnam. Although the offensive was eventually repelled, it shattered any illusions that the war effort was going well for the forces of the south. With public confidence and support dwindling in both the United States and Australia, politicians looked to remove themselves from a conflict that appeared to have no end in sight. Australia pulled out of the war in 1972, and the United States followed in 1973. All support personnel and advisers pulled out in 1975 as the North Vietnamese approached Saigon. As the tanks rolled into the former Presidential Palace in Saigon, the United States totalled up the cost of the conflict. Just over 58 000 American military personnel had died throughout the US involvement, and the result was that Vietnam's great cultural pursuit of independence, regardless of obstacles, had triumphed again.

Moral obligations to the South Vietnamese

When South Vietnam eventually fell, many people in the United States felt they had a moral responsibility to those who had supported the US forces. This also applied to the Vietnamese people who had supported the Australian war effort. The number of people affected in South Vietnamese society was considerable. Armies required translators, administrative support staff and guides simply to function as an armed force. Then there were all the support services that helped supply any army in the field. Shopkeepers, bar owners, taxi drivers and owners of accommodation used by soldiers were regarded with suspicion by the North Vietnamese. Added to these were the actual soldiers who fought alongside South Vietnam's allies in the field – the United States, Australia, South Korea, New Zealand and others. In total, hundreds of thousands of South Vietnamese were endangered because they had associated with what were regarded as invading troops.



Source 4 An Australian soldier on duty with a South Vietnamese solider near Dat Do, Vietnam, 1969

SPOTLIGHT

CONTESTABILITY

When considering the Vietnam War, consider the perspective of your sources. Even the name of the war is contestable, with the Vietnamese referring to it as the American War.

10.7 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Who did the Vietnamese communists fight with during World War II?
2 On which side did Australia fight in Vietnam?
3 When did Australian and US forces pull out of Vietnam?
4 Explain how the Vietnam War created a moral obligation for Australia to support Vietnamese refugees.

10.8 VIETNAMESE EMIGRATION AFTER THE WAR

KEY CONCEPTS

In this topic you will:

- discuss the response of Australians, including the Australian media, to the arrival of refugees from Indochina in the 1970s.

re-education camp the official term used to describe prison camps set up across Vietnam by the new Vietnamese government following the end of the Vietnam War; an estimated one to two million military officials, government workers and individuals from South Vietnam were imprisoned in these camps under extremely harsh conditions

After the north was victorious in 1975, Vietnam started the difficult process of reunifying what had become a divided country. The establishment of **re-education camps** confirmed the fears of many who had fought on the losing side. As the re-education camps were set up, it appeared to many people in the south that the West had simply abandoned them. The lucky ones had managed to secure passage with the Americans during the frantic final hours of the evacuation of Saigon. It was the millions left behind who were to be the greatest test of moral obligation for the West.

Re-education camps

Anyone who had worked with, or had some association with the United States and its allies was regarded as a traitor. Investigations in the United States have concluded that about one million Vietnamese were imprisoned in re-education camps after the fall of Saigon in April 1975. It is thought that about 165 000 people died in these camps, and were subjected to torture and ill treatment. Most terms in the camp ranged from three to ten years, but some people were imprisoned for 17 years. About 150 camps were built, and one in three Vietnamese families had a relative in a prison.



Source 5 A re-education camp in Vietnam

For historians, one of the difficulties in coming to firm conclusions about this period of history is that very few records have survived. Historians have had to build their understanding of the period after the north's victory on oral testimonies from survivors of re-education camps. These will quite naturally contain bias, and make it difficult for any accounts or figures from the period to be objective.

Given the horrors of war and the fear of imprisonment in re-education camps, many Vietnamese were desperate to leave the country. Some chose to leave because they feared political persecution because of their pro-American beliefs. Others felt their opportunities to prosper in a communist Vietnam would be limited by the new political system.

Boat people

The first **boat people** from Vietnam to arrive in Australia landed in Darwin in April 1976, a year after the fall of Saigon. This started a new form of migration to Australia – one driven by fear and desperation. According to government figures, the initial boat was followed by a further 2058 boats from Vietnam, with the final boat arriving in August 1981. Their acceptance into Australia not only signalled the final removal of the White Australia policy, but also changed the composition of the Australian population, and challenged many Australians' ideas about what a 'real Australian' was.

boat people
a common term used to describe people who travel by sea to seek asylum (as opposed to gaining entry by land, air or via local processing centres)



Source 6 Over 2000 boats of Vietnamese refugees arrived in Australia between 1976 and 1981.

Terminology: Refugees and asylum seekers

The two terms that are used most commonly when referring to the people who fled Vietnam after the fall of Saigon are 'refugee' and 'asylum seeker'. These are two terms that have continued to be used in the media as the victims of conflicts throughout the world seek a safer life and more secure future for their families.

Refugee

The **United Nations High Commission for Refugees (UNHCR)** cites the 1951 Refugee Protocol to define refugees. A refugee is defined as any person who:

> owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.

This is a straightforward definition that clearly included those fleeing re-education camps in Vietnam.

United Nations High Commission for Refugees (UNHCR)
an international organisation that protects refugees and helps them find homes; set up as part of the United Nations

Asylum seeker

According to UNHCR, an asylum seeker is someone who:

> is seeking international protection. In countries with individualized refugee status determination procedures, an asylum-seeker is someone whose claim has not yet been finally decided on by the country in which he or she has submitted it. Not every asylum-seeker will ultimately be recognized as a refugee, but every refugee is initially an asylum-seeker.

Other categories

Other categories that UNHCR refers to include the following:

- 'Stateless people' are people who, under national laws, are not legally part of any state (nation or country). That is, people who officially have no country that will accept them. This emerged as an issue for people who left Australia to fight for ISIS in the Middle East, when the Australian government removed Australian citizenship from them.
- 'Internally displaced people' are people who leave their homes because of – or to avoid – wars, general violence, natural or human-made disasters, or violations of human rights but who have not crossed a state border.
- 'Returnees' are refugees who have returned to their home country, usually with help from UNHCR.

Global response to Vietnamese refugees

There are no clear statistics, but between 250 000 and 500 000 asylum seekers died trying to leave Vietnam. Terrible stories of robbery, rape and murder by pirates are told by survivors. Families typically split up before leaving Vietnam in the hope that at least one family member would survive and reach safety. The refugees survived with little food and water. With a voyage to Darwin lasting four weeks, many arrived in Australia near starvation.



Source 7 Thailand gave asylum to over 1.3 million refugees from Vietnam, Cambodia and Laos. Most would then go on to permanent homes in countries like Australia and the United States.

UNHCR recognised the scope of the tragedy that was unfolding and established refugee camps in Malaysia, Hong Kong, Thailand, the Philippines and Indonesia to try to process the claims of Vietnamese leaving the country. Their work won UNHCR the Nobel Peace Prize for 1981. From these camps, refugees were processed and resettled in countries willing to house them.

The main countries to accept Vietnamese refugees were the United States with 823 000, Australia and Canada with 137 000 each, France with 96 000, Germany with 40 000, the United Kingdom with 19 000 and Japan with 11 000. It was argued that the United States, Australia and France had a moral obligation after supporting the South Vietnamese directly during the war.

10.8 SOURCE STUDY

The media view of Vietnamese refugees

Source 8

Flight from tyranny

> On Monday six small fishing-boats arrived unexpectedly – a comment on our coastal security – off Darwin. Aboard were 218 people, refugees from Vietnam seeking a new homeland. Behind their arrival lies an epic story of perilous voyages endured in ill-equipped craft ...
>
> Australia must take all that it can. These people deserve our admiration, our compassion and our help. Admittedly there are problems, but they are manageable ... People who detest their communist conquerors should not have to prove persecution to gain our help if they choose to risk death to get away to freedom. Here is a test of our democratic idealism. Let us meet it.
>
> Sydney Morning Herald *editorial, 23 November 1977, p. 6*

INTERPRET

1. How would you describe the *Sydney Morning Herald's* attitude to Vietnamese refugees? Which words or phrases support your view?
2. What is the newspaper calling on the government to do?
3. Can you identify any arguments that suggest the newspaper's attitude reflects Australia's Cold War perspective?
4. To what extent do you think this newspaper editorial represents continuity or change in Australia?

10.8 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Outline the difference between a refugee and an asylum seeker.
2. When and where did the first Vietnamese boat refugees arrive in Australia?
3. What is UNHCR?

GO DEEPER

4. As a class, discuss what you understand by the terms 'refugee', 'asylum seeker' and 'boat person'. As a group, create definitions of these terms.

10.9 EXPERIENCES OF VIETNAMESE REFUGEES

KEY CONCEPTS

In this topic you will:

- using a range of sources, describe the experiences of Vietnamese refugees on their journey to Australia and their experiences on arrival after 1975.

For most Vietnamese boat people, the journey was horrendous. Regardless of their final destination, the journey usually involved bribing officials to leave Vietnam on boats, some of which were not seaworthy. From sturdier craft that could hold 400, down to makeshift rafts, people took to the open sea in the hope of reaching sea lanes where they could be forwarded on to refugee camps. Some ended up being at sea long enough to make it as far as Australia.

Before leaving Vietnam, families had to sell all their belongings, and any money was usually converted to gold, which was easier to carry and easily converted to cash. Unfortunately, that made the boats a prime target for pirates, particularly from the coast of Thailand. Pirates became a major risk for potential refugees, and added further danger to a voyage that was already highly dangerous because of storms and rough seas.



Source 9 The routes refugees took to escape Vietnam by boat

10.9 SOURCE STUDY

Anh Do's story

Anh Do was born in Vietnam in 1977. After leaving Vietnam by boat with his family, he arrived in Australia in 1980 after first spending time in a refugee camp in Malaysia. He wrote about his family's experience in his book *The Happiest Refugee*. He studied business/law but opted for a career as a stand-up comic, author and artist.

Source 10

> I recently found out that my mum's two older brothers were in concentration camps in Vietnam. And they were supposed to be there for two weeks, they were there for three years. And prisoners around them are getting executed randomly. So my father goes and he steals a ... communist soldier's uniform and paperwork, he walks right through the front door and says, 'I need to take these two with me, right now'. ... We had to go into hiding and make plans to leave Vietnam 'cause if ... any of them are captured, then they could be executed.

I find myself using this saying quite a lot. I think it describes how I go about making decisions in my life and it's something I've learnt from my father. There's only two times in life, there's now, and there's too late. I was born in Vietnam, so when the war finished ... we eventually had to leave Vietnam. There were 40 of us on a 9-metre fishing boat. On day four of our journey we spot a boat in the distance ... we realise it's a boatload of Thai pirates. Seven men with knives, machetes and guns get on our boat. ... One of the pirates picks up the smallest child on the boat, he lifts up the baby and rips open the baby's nappy and $150 worth of gold falls out. And the pirate dangles the kid over the ocean and threatens to throw the kid in. In that moment, for whatever reason, the pirate decides to spare the kid's life. And that's a good thing, cos that's my little brother, Khoa Do, who in 2005 became the Young Australian of the Year. And we were saved on the fifth day by a big German merchant ship which took us to a refugee camp in Malaysia, and we were there for around three months before Australia says, 'Come to Australia' ... So often, we heard Mum and Dad say, 'What a great country. How good is this place? And the other thing – kids, as you grow up, do as much as you can to give back to this great country and to give back to others less fortunate'. And so, that's how Mum and Dad taught us to fit in.

Anh Do speaking on the ABC's Talking Heads *program*



Source 11 Author, artist and stand-up comedian Ahn Do (left) and his brother, film-maker Khoa Do

INTERPRET

1 Anh Do was three years old when he finally arrived in Australia. What impact does that fact have on the validity of his account here? How useful would his account be to a historian?

2 How does Anh Do's account of his journey to Australia:
   - **a** help you understand the conditions experienced by Vietnamese refugees travelling to Australia by boat?
   - **b** explain Anh Do's attitude to living in Australia?

3 How does the source help you understand what refugees can contribute to Australia?

10.9 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Outline common experiences of Vietnamese refugees on their journeys to Australia.

APPLY AND ANALYSE

2 Discuss how Anh Do's story shows any benefits or problems from abandoning the White Australia policy.

10.10 AUSTRALIAN RESPONSES TO THE ARRIVAL OF REFUGEES

KEY CONCEPTS

In this topic you will:

- discuss the response of Australians, including the Australian media, to the arrival of refugees since 1975.

The term 'boat people' is a highly charged term in Australian politics. In an island nation with a relatively small population and long, open borders, security has become a key political issue. Politicians have usually overlooked the historical origins of people arriving in Australia by boat when using the term to score political points. Australia has been settled by people who arrived by boat, from the first humans that arrived in Australia in ancient times, to the British and other settlers well into the twentieth century.

Source 12 As this 2019 demonstration shows, the Australian government's refugee policy continues to divide the country.



OXFORD UNIVERSITY PRESS

The refugee debate in Australia

Since the first wave of Vietnamese boat people in 1976, Australia's political environment has changed. Historians can measure this change by investigating polls over time.

- In June 1979, a Morgan poll of Australians found that 53 per cent said that Australia should accept the refugees arriving by boat. Only 28 per cent said that the boats should be put back to sea, and 19 per cent were undecided.
- In September 2001, a similar poll found that 68 per cent of Australians wanted boats sent back to sea. Only 20 per cent wanted Australia to accept the refugees, and 12 per cent were undecided.

The decrease in indecision indicated that this issue was polarising people. In other words, people were developing firm opinions, and most were hostile to refugees arriving in Australia.

The question for historians to think about is what caused this change of attitude. Politicians would argue that it was a result of the Australian people developing a clear vision of what sort of country they want Australia to be. Refugee advocates could argue equally as strongly that poor political leadership had helped create a selfish Australia with a strong 'us and them' mentality. Neither of these perspectives is entirely true, and it is the job of historians to recognise perspective when building an understanding of the past.

What has not been part of the debate over migration in Australia has been the numbers of refugees that try to reach Australia. In 2000, for example, approximately 3000 boat people arrived in Australia. By contrast, in that same year, Iran and Pakistan each accepted over 1 million Afghan refugees. An Australian Government Parliamentary Note from 2011 made the point that 'the burden of assisting the world's asylum seekers mostly fell, and still falls, to some of the world's poorest countries'. In 2009, Pakistan accepted 1.75 million refugees, Iran 1.07 million, and Syria 1.05 million. In 2008, Australia accepted 8742.

There were 6170 applications for asylum in Australia in 2009. By comparison, there were 49 020 asylum applications in the United States, 41 980 in France and 33 250 in Canada. What is clear is that the number of boat people arriving in Australia is not particularly large by world standards, and the number of asylum seekers is nowhere near that experienced by similar countries. Yet, it is a major political issue here and challenges the outstanding achievements of the Australian migration program in creating a multicultural country.

To place Australia's refugee acceptance into a global perspective, the United Nations Refugee Agency Global Trends in Forced Displacement revealed that 13.6 million people were displaced due to conflict or persecution in 2018. Developed countries hosted 16 per cent of refugees, while one third (6.7 million people) were in least developed countries. By the end of 2018, 3.5 million people were waiting for decisions to be made on their claims for asylum. For the fifth consecutive year, Turkey hosted the largest number of refugees, with 3.7 million. Australia settled 12 706 refugees in 2018.

SPOTLIGHT

EMPATHETIC UNDERSTANDING

Explain your personal reaction to the statistics revealed by the United Nations Refugee Agency Global Trends in Forced Displacement in 2018. Do you think historical understanding helps you develop empathetic understanding?

mandatory detention
a process of keeping people in custody; a feature of current Australian immigration policy under which the Australian government legislated for the compulsory detention of all persons attempting to enter the country without a valid visa while security and health checks are undertaken and the legitimacy of their claims are processed

bipartisan
an action or vote involving agreement from both parties; can be used in a two-party political system such as Australia's

Refugee policies since the 1990s

Introduction of mandatory detention

When Labor Treasurer Paul Keating replaced Bob Hawke as Prime Minister in 1991, he was responsible for the next major policy determining migration to Australia. In 1992 he introduced **mandatory detention** of asylum seekers. This policy was developed as a response to the increasing number of Vietnamese, Chinese and Cambodian refugees seeking asylum in Australia. It was introduced with **bipartisan** support. In 1994, the Keating government removed the 273-day limit on detention, meaning asylum seekers could be detained indefinitely.

From the Pacific solution to 'turn back the boats'

Since 2001, most of the asylum seekers have come from conflicts in Afghanistan, Iraq and Sri Lanka. Prime Minister John Howard's solution to the arrival of asylum seekers was called the 'Pacific solution'. This meant that any asylum seekers would have their claims assessed away from Australia so that they could not access Australian courts and the Australian legal system.

The Rudd and Gillard governments maintained mandatory detention, and in 2011 the Gillard government negotiated a deal with Malaysia. Malaysia was to accept refugees attempting to come to Australia. In return, Australia would accept refugees who had been living in Malaysia. This was to be called the 'Malaysian solution'.

The 'Malaysian solution' was the first immigration policy of the twenty-first century to be challenged in the High Court. On 31 August 2011, the High Court effectively rejected the 'Malaysian solution' by a vote of 6 to 1. While it was a political blow for a government narrowly holding onto power, it also ensured that immigration would remain a political issue into the future.

The 2013 federal election campaign led by Prime Minister Kevin Rudd and Opposition leader Tony Abbott again focused on dealing with refugees and asylum seekers. Both major parties advocated a tough line after the Rudd government had instituted a 'New Guinea solution' that involved all boat refugees being sent immediately to a centre on Manus Island. In many ways, this was a reintroduction of Howard's 'Pacific solution'.

In 2013, the newly installed Abbott government indicated that it would continue this hard line after being elected on a policy that included proposals to turn all boats back to Indonesia and buy up Indonesian fishing boats used for people smuggling. Shortly after the election, they reduced the flow of information regarding attempts to reach Australia.

On 18 September 2013, as Immigration and Border Protection Minister, Scott Morrison launched Operation Sovereign Borders, which aimed to stop any boats thought to be carrying refugees entering Australian waters. He gained further power through a 2014 Bill, making him responsible for all arrivals. He routinely refused to comment on attempted arrivals, an approach continued by his successor, Peter Dutton.



Source 13 Former Prime Minister Tony Abbott was elected after a campaign that focused heavily on stopping the flow of asylum seeker boats to Australia.

Dutton received even more power when his role changed into a new position as Minister for Home Affairs in December 2017. He gave up the administration of Immigration, but gained oversight of ASIO, the Federal Police and Border Force. This separated refugees and asylum seekers from all others seeking to live in Australia, and placed them clearly as a legal rather than humanitarian problem.

The 'deal' approach

In 2016, Prime Minister Malcolm Turnbull negotiated a deal with US President Barack Obama. This would see up to 1250 refugees removed from offshore detention in Nauru or Manus Island, and resettled in the United States. In return, Australia would accept refugees currently housed in Costa Rica. It was this deal that made international headlines when incoming US President, Donald Trump, called it 'the worst deal ever' in a conversation with Turnbull shortly after he took office in 2017. Turnbull responded by saying, 'We will take more. We will take anyone you want us to take.' The deal eventually went ahead, but was again put under scrutiny in 2018 when it was revealed that as part of the deal, Australia received two Rwandans who had been charged with participating in the brutal murder of eight tourists visiting the Ugandan rainforest in 1999. Although they had confessed to the murders, the US trial fell apart when the judge ruled that they had been tortured in Rwanda. In 2019, Prime Minister Scott Morrison confirmed that the men were now in Australia. It left the Morrison government open to charges of hypocrisy as they fought to prevent offshore asylum seekers receiving urgent medical treatment in Australia because of their 'adverse character'.

10.10 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 How do polls help historians identify changing social attitudes in Australia?
2 Compare Australia's acceptance of refugees with less developed nations.
3 Who was the politician responsible for Operation Sovereign Borders?

APPLY AND ANALYSE

4 Use the figures in the text to construct a graph that allows people to see the acceptance of refugees in 2018, showing the total figure, the contribution of the most and least developed countries, Turkey and Australia.

EVALUATE AND CREATE

5 Create an annotated timeline that shows Australia's policy towards refugees in the twenty-first century.

GO DEEPER

6 As a class, research and create a portfolio of media presentations of refugees to Australia since 1975.
7 In 2001, the Norwegian freighter *Tampa* rescued 438 asylum seekers from Afghanistan after their boat was spotted drifting without power. The freighter was then refused entry into Australian waters by the Howard government. Conduct research to find out more about the *Tampa* crisis in 2001 and its consequences.
   a Discuss whether you consider Australia's treatment of asylum seekers aboard the *Tampa* was justified.
   b Why was the *Tampa* crisis significant in the history of Australia's treatment of refugees?

CASE STUDY

The media response to immigration

One element of Australia's migration experiences that the syllabus asks you to consider is the media's response to the arrival of migrants. The types of media and their impact have changed since the post-World War II migration program started. From newspapers and radio being the main media accessed by most Australians, the arrival of television and the internet have transformed access to media, access to ideas and information, and access to education.

A *Digital News Report* in 2016 showed that Australians were increasingly drawn to social networks and search engines to access the latest news. That has created problems, with social media networks becoming increasingly under fire for the dissemination of unverified information and opinion cited as fact. This has led to the phenomenon of 'fake news' which has been identified as affecting elections across the world.

Thus, it is important to question whether a story's headline is trying to push you towards a certain interpretation. Analyse the content for accuracy:

- Is it using factual material?
- Is relying on emotion?
- Is there evidence to support what it is saying?

What follows are some examples of media information linked to migration. They focus on the arrival of refugees from Afghanistan and Iraq after the start of the 'War on Terror' in 2001. Approach them as a History student rather than as a consumer of media.

Source 14

Reith rewrites history to hide the shame of children overboard lie

ENOUGH, Peter Reith. It has been infuriating hearing the former defence minister repeat all this week that the Children Overboard scandal was just 'a minor incident, long finished', just 'a small thing', a 'bit of a stuff-up' and that he has nothing to answer for ...

As defence minister Reith, as well as John Howard and Philip Ruddock, promulgated the great untruth that asylum seekers had thrown their children in the water. And despite his office learning within hours of his statement that this was untrue, Reith did not correct the record at that time and did not admit he had been told his statement was false ...

Reith then allows four weeks of the election campaign to pass without correction. The majority opinion of the Senate committee was that 'Mr Reith deceived the Australian people during the 2001 election campaign'.

Why does this still matter? Because truth in public life matters. Because the slur – the appalling accusation that people would be prepared to kill their own children to get into Australia – has never really gone away. And because Reith has re-entered the public debate and wants to be taken seriously in it. To do that, he's finally going to have to account for this sorry chapter. An apology for the concealment would be good, too.

Article by Virginia Trioli, Sydney Morning Herald, *1 September 2012*

The *Daily Telegraph* article 'Open the Floodgates' from 26 November 2011 was subject to a complaint to the Australian Press Council. The article suggested that, 'Thousands of boat people will be released into Sydney's suburbs as the government empties detention centres.'

In its findings, the Australian Press Council found 'use of the word "invade" was gravely inaccurate, unfair and offensive because of its clear connotations of forceful occupation'. Accordingly, the complaint was upheld on this ground.



Source 15
Front page of the *Daily Telegraph*, 26 November 2011

Source 16

A quote from the front page of the *Daily Telegraph* on 27 September 2017, under the heading 'Manus to Manhattan'

If they can make it out of here ... they can make it anywhere. There are clear skies ahead for 25 asylum seekers who left Papua New Guinea for a new life in the US on Tuesday.

From the front page of the Daily Telegraph, *27 September 2017*



Source 17 The front page of the *Daily Telegraph*, 27 September 2017

CASE STUDY: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Explain why History students need to be critical of media as a historical source.
2 Which newspaper headlines here do you think rely on emotion rather than fact?

APPLY AND ANALYSE

3 Select one of the front pages shown here, and write an analysis of the page, discussing its intention, any evidence of bias, its target audience, and how successful you think it was.

GO DEEPER

4 Investigate the 'Children Overboard' affair referred to in Source 14. What does Virginia Trioli accuse Peter Reith of in the source? Does your research support Trioli's accusation?

SPOTLIGHT

CONTESTABILITY

Reconciling competing points of view by relying on fact rather than opinion is an important part of a historian's work.

10C

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

HOW DID THE VIETNAM WAR AFFECT MIGRATION TO AUSTRALIA?

» Describe the impact of the Vietnam War on Australia's migration policy

1 Describe the impact of the Vietnam War on Australia's migration policy. (2 marks)

2 Explain why Australia responded in the way that it did. (2 marks)

» Discuss the response of Australians, including the Australian media, to the arrival of refugees from Indochina in the 1970s and 1980s

3 Identify the responses of Australian governments to the arrival of refugees from Indochina in the 1970s and 1980s. (5 marks)

4 Explain why immigration changed so dramatically in Australia in the 1970s. (2 marks)

5 Discuss whether the Australian media has reflected or challenged government attitudes towards refugees. (4 marks)

6 Analyse how Australian migration policy has changed since the acceptance of Vietnamese refugees in the 1970s and 1980s. (10 marks)

» Use a range of sources to describe the experiences of Vietnamese refugees on their journey to Australia and experiences on arrival after 1975

7 Describe the experiences of Vietnamese refugees travelling to Australia since 1975, including their arrival here. In your answer, refer to a range of primary and secondary sources. (10 marks)

Total marks [/35]

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Rich task
Open-ended inquiry task to engage students and develop their historical skills

10D HOW HAS MIGRATION SHAPED AUSTRALIA'S IDENTITY AND INTERNATIONAL RELATIONSHIPS?

10.11 A MULTICULTURAL AUSTRALIA

KEY CONCEPTS

In this topic you will:

- explain how Australia's changing migration policies have affected relationships with other nations.

Over time, changes have taken place in Australia's immigration policies and in the attitudes of its citizens. You will find that from the relatively recent time of the White Australia policy in 1901, Australia has emerged as a multicultural country that now is home to people from all over the world.

The move to multiculturalism in the 1970s was a reaction to the previous assimilation policy, which required migrants to reject their original culture and become 'Australian'. This policy ignored the significance of culture as a defining feature of a person's identity. Multiculturalism allowed new Australians to celebrate their cultural origins while embracing the values of their adopted country. It meant increasing diversity in all aspects of life, and the start of a national redefining of what it meant to be 'Australian'.

Whitlam and Fraser

Two great political rivals of the 1970s, Gough Whitlam and Malcolm Fraser, were the fathers of multiculturalism in Australia. Whitlam's appointment of Al Grassby as Minister for Immigration was the start of rapid change. Although the White Australia policy had effectively finished, Grassby formalised its removal. He called for increased migration from non-English speaking countries, ended racially selected sporting teams (a move designed to differentiate Australia from apartheid South Africa) and removed the legal requirement for Indigenous Australians to seek permission before they travelled overseas.

Grassby lost the 1974 election after his seat was targeted by anti-immigration groups. Whitlam responded by appointing him the first federal Commissioner for Community Relations, responsible for administering the *Racial Discrimination Act 1975*.



Source 1 Al Grassby (seated), the first Commissioner for Community Relations, with Gough Whitlam at the proclamation of the *Racial Discrimination Act 1975*.

bipartisan
an action or vote involving agreement from both parties; can be used in a two-party political system such as Australia's

It was a clear signal that despite the lobbying of conservative, race-based groups, the government was not going to deviate from a policy of multiculturalism.When Fraser replaced Whitlam in 1975, the **bipartisan** approach to matters of immigration continued. It was a characteristic of politics until late in the twentieth century that immigration was rarely an election issue. Fraser continued to advance multiculturalism through legislation such as the Ethnic Affairs Commission, and the acceptance of Vietnamese refugees in the aftermath of the Vietnam War.

The Fraser government's adoption of a National Multicultural Festival in 1980 was the start of official community celebrations of multiculturalism. It raised the status and identity of the cultures that by 1980 reflected the diverse origins of Australian society.

The combination of legislative and political support for multiculturalism as an important part of Australian society was maintained by Hawke and Keating governments.

Clashes and debates

The first sign of trouble in Australia's approach to multiculturalism came in 1984. During a speech to members of a Rotary group, historian Geoffrey Blainey complained that the rates of Asian migration were too high and threatened the social cohesion of Australian society. It made migration a priority issue in the media and started a debate that broke the bipartisan approach that had characterised the previous decade. It also signalled to Australia's Asian neighbours that Australia's multicultural approach could still be contested in Australian politics.



Source 2 The National Multicultural Festival was adopted in 1980 and remains a popular festival each year in Canberra.

One Australia

Since Blainey's 1984 speech, immigration policy has become a major political issue. In 1988, John Howard (leader of the Opposition at the time) developed the Liberal Party's policy on immigration and ethnic affairs, which he called 'One Australia'. When discussing it on radio on 1 August 1988, he commented that he thought the rate of Asian migration needed to be slowed. For the first time since the ending of the White Australia policy, a politician had made race and migration a political issue.

The Labor Party sought to score political points with Howard's remarks. They introduced a motion into parliament that rejected the use of race to select immigrants. Howard opposed the motion, and three members of his own party crossed the floor to vote against him. Howard also criticised multiculturalism. His argument was that such a resolution would make it impossible to have an Australian ethos or common Australian culture.

Howard's 'One Australia' policy was never put into practice because he was replaced as Opposition leader in 1989. He had, however, highlighted the emergence of race as a divisive issue in Australian life.

National identity and the immigration debate under the Howard government

When he came to power in 1996, John Howard changed the Department of Immigration, Multiculturalism and Indigenous Affairs to the Department of Immigration and Citizenship. Perhaps more controversially, he failed to challenge Pauline Hanson's first speech to parliament.

Hanson had been a Liberal candidate until shortly before the election, and criticised multiculturalism in her first speech after being elected as an Independent. In her speech, she said: 'I and most Australians want our immigration policy radically reviewed and that of multiculturalism abolished. I believe we are in danger of being swamped by Asians.'

Hanson also went on to say that 'Arthur Calwell was a great Australian and Labor leader', in a clear reference to his support of the White Australia policy. Howard simply responded by saying this was an example of freedom of expression in the country.

Hanson went on to form the right-wing One Nation party, and was elected to the Senate in 2016. In the time since her first appearance in the lower house in 1996, her position on immigration had an impact on the Australian political landscape. Immigration became a topic of division in society, and politicians were quick to manipulate fears and jealousies into votes. Hanson highlighted her anti-Islam perspective by appearing in the Senate in a burqa in August 2017, in a move that received widespread criticism.

Howard saw the continuation of Australian traditions at the centre of national identity, and expected migrants to embrace that. This was reflected in his attempts to create a citizenship test that required knowledge of Australian history and sport, and an attempted introduction to the Constitution that celebrated 'mateship'. He summed up his ideas in his 2006 Australia Day address to the National Press Club:

> Most nations experience some level of cultural diversity while also having a dominant cultural pattern running through them. In Australia's case, that dominant pattern comprises Judeo-Christian ethics, the progressive spirit of the Enlightenment and the institutions and values of British political culture. Its democratic and egalitarian temper also bears the imprint of distinct Irish and non-conformist traditions.

The Cronulla riots

Contested views of national identity were made most obvious on 4 December 2005, when the Sydney beachside suburb of Cronulla experienced a riot that shook Australia. The friction started with a conflict between youths of 'Middle Eastern appearance' and lifesavers on Cronulla Beach in New South Wales. There had been ongoing local resentment at the influx of visitors to the Cronulla beaches on weekends. The resentment was a bomb waiting to explode.

Some of Sydney media played a role by encouraging a response to an assault by Lebanese youths on one of Australia's icons – surf club lifesavers. Leading the media reaction was Sydney radio announcer Alan Jones. On his popular breakfast show, he called for 'a community show of force', calling the group responsible for the attack on the lifesavers 'Middle Eastern grubs'. When a listener complained that he was making derogatory remarks, Jones responded saying: 'We don't have Anglo-Saxon kids out there raping women in western Sydney.' It was this kind of racial stereotyping that fanned the flames of hatred in Cronulla the following weekend.

A series of text messages were widely circulated during the following week calling on 'Aussie Pride' to come to a 'Leb and wog bashing day' at North Cronulla on Sunday 11 December. A crowd of about 5000 assembled at North Cronulla Beach wearing clothing and chanting slogans that were racially offensive. Young men were bashed, and beer bottles smashed as police moved to restore order. The news of what had occurred at Cronulla circulated through western Sydney, and gangs of youths assembled to drive to Cronulla and Maroubra Beaches. Incidents continued for the next three nights as groups on both sides of the divide made claims and counter claims.

I USED TO THINK, NOW I THINK

Reflect on your understanding of the Cronulla riots, and complete the following sentences.

I used to think ...

Now I think ...

What has changed in your understanding?

The aftermath

Police investigating the riot arrested 51 people as a result of the original Cronulla riot, and 53 from the retaliation riots. However, the Cronulla riots also had wider impacts, affecting Australia's international reputation. Authorities in Great Britain, Canada and Indonesia issued travel advisory warnings to their citizens about the dangers of travelling to Australia. The years of patient development of closer cultural, political and economic ties with Asia since the ending of the White Australia policy were strained.

Prime Minister Howard refused to see a racial element in the riots, calling them basically a law-and-order issue. He restated that he didn't think Australia was a racist country, and that Australia's international standing wouldn't be harmed. The New South Wales Government invested $250 000 in a tourism campaign to try to fix the damage it felt the riots had done to Australia's image as a holiday destination.



Source 3 A police officer tries to separate two men fighting at Cronulla, 2005.

Embracing diversity

In 2011, the Labor Government launched a new policy called 'The People of Australia: Australia's Multicultural Policy'. The policy was designed to reaffirm the importance of a culturally diverse and socially cohesive nation. As an indication of the changes in Australia since 1945, it was released in 11 languages: English, Arabic, Chinese, Dinka, French, German, Greek, Hindi, Italian, Spanish and Vietnamese. The geographical and cultural spread of these languages represents the history of Australian post-war immigration. In a speech at the time, Prime Minister Julia Gillard acknowledged her own immigrant roots. Gillard was the sixth Australian prime minister to have been born overseas. In 2013, Tony Abbott became the seventh.

10.11 SOURCE STUDY

The meaning of multiculturalism

Source 4

Late last year, Labor MP Anne Aly went to a medical appointment in her northern Perth electorate of Cowan.

'I came [to Australia] when I was two, my family's been here for 50 years. The first question the woman behind the desk asks me – in one of the most multicultural suburbs in my electorate – is: 'Where are you from? Because you're not from Australia.'

Dr Aly, who was born in Egypt, said she often had similar interactions.

'How long do I have to be in this country, how long do people have to be in this country, before they can own being Australian?'

Dr Aly, the first Muslim woman to be elected to federal Parliament, told *The Sun-Herald* and *Sunday Age* it was time to revisit what multiculturalism 'actually means'.

'It's no longer just about celebrating our cultural diversity one day a year by dipping your sausage roll in soy sauce,' she said. 'It actually has significant impacts on people's lives as well.'

'"You're not from Australia": Labor's multiculturalism reboot' by Judith Ireland, Sydney Morning Herald*, 25 January 2020*

INTERPRET

1 How typical do you think Anne Aly's experience is in Australia today?
2 Explain how the article helps you understand the difficulties of implementing multiculturalism is in Australia.

10.11 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What is 'multiculturalism'?
2 How did political leaders support multiculturalism in the 1970s and 1980s?

EVALUATE AND CREATE

3 Create a timeline of the history of multiculturalism in Australia, with the events you regard as positive above the timeline, and those you regard as negative below. Explain what you think the timeline shows you.

GO DEEPER

4 Investigate the Pauline Hanson burqa incident from 17 August 2017, and outline what it reveals about acceptance of a multicultural Australia.

10.12 THE CONTRIBUTION OF MIGRANTS IN AUSTRALIAN SOCIETY

KEY CONCEPTS

In this topic you will:

- assess the contribution of migrant men and women to Australia's social, cultural and economic development and Australia's changing identity
- explain how Australia's changing migration policies have affected relationships with other nations.

Migrants have contributed to all aspects of Australian society. Migrants, or the children of migrants, who have achieved in sport are often in the public eye. For example, cricketer Ashton Agar's mother migrated from Sri Lanka, and Usman Khawaja was born in Pakistan. Socceroos team members have come from a diverse range of backgrounds, including Italian, German, Anglo-Saxon, Croatian and Lebanese. In rugby league, players from Pacific Island heritage have become increasingly significant. Tongan internationals Jason Taumalolo from the North Queensland Cowboys, and Tevita Tatola from the South Sydney Rabbitohs, are two of the many examples.



Source 5 Australian cricketer Ashton Agar, whose mother migrated from Sri Lanka



Source 6 North Queensland Rugby League player Jason Taumalolo has elected to play for Tonga to reflect his pride in his Tongan heritage.

However, the contribution of Australian migrants extends well beyond sport. Migration has also contributed to the country economically and culturally. Businessman Frank Lowy escaped Nazi Europe to found Westfield shopping centres, now a thriving international business. In politics, New South Wales Premier Gladys Berejiklian has migrant parents of Armenian descent. In the field of medicine, Hong Kong-born heart surgeon Victor Chang, New Zealand-born eye surgeon Fred Hollows, and British-born plastic surgeon Fiona Wood (developer of a new technique for treating burns victims) have all transformed people's lives with their work.

Source 7

> One in two exporters are born overseas, two thirds of our entrepreneurs, one in four Australians. Just look at a city skyline and you see Westfield, Myer, Bing Lee. Everyone who's come here has been a migrant who's created great jobs for everyone.
>
> *Extract from an interview with UNSW economist Tim Harcourt, on ABC Radio National's* Mongrel Nation *program, 4 August 2013*



Source 8 Fiona Wood was named Australian of the Year in 2005 for her work in developing new technologies to treat burns victims.



Source 9 Frank Lowy migrated to Australia after surviving World War II in Nazi-occupied Hungary.

Rock 'n' roll: A multicultural success story

The Beatles tour of Australia in 1964 sparked an explosion of **popular culture** in Australia. Virtually every suburb and town boasted a rock 'n' roll band in what has been referred to as the second wave of Australian rock music. What was extraordinary was the role of migration in this period. Arguably Australia's greatest musical export of the period, The Easybeats was formed in Villawood migrant hostel and comprised Scottish, English and Dutch migrants. Their close rivals The Twilights were also of English extraction. Keith Potger from The Seekers reflects the extent of the British Commonwealth by being born in Ceylon (present-day Sri Lanka), and New Zealand provided Max Merritt, Ray Columbus and Dinah Lee.

popular culture
film, television, music, sport, etc. that has broad appeal and is international in scope

The contribution of migrants to Australian popular culture has been immense, and reflects the strength of Australia's migration policies in attracting talented, ambitious and dynamic people to enrich the country.

10.12 SOURCE STUDY

Rock 'n' roll: The Beatles and immigration

Source 10

Dear Mr Brodziak,

We're wondering whether you would be interested in the possibility of cooperating in a publicity idea intended to assist us with our immigration publicity overseas. We thought we might be able to link the visit of The Beatles to Sydney with the impressive story of British migration to Australia ...

... It is obvious we would get widespread publicity in the United Kingdom, and since we have an urgent need for more skilled workers it is the Department's wish to exploit every opportunity.

The idea ... would be for us to select, say, about a dozen impressive families who have settled here successfully ... and have some members of these families introduced to The Beatles ... Possibly we could arrange a meeting on the top of the Commonwealth Centre in Sydney, which gives a commanding view of the Sydney Harbour ...

Extract from a letter written by Mr Aub Williams, New South Wales Public Relations Officer for the Department of Immigration to Mr Kenn Brodziak, the promoter who brought The Beatles to Australia in 1964

INTERPRET

1. Explain whether this source is useful in establishing links between migration and rock 'n' roll in Australia in the 1960s.
2. What does this letter reveal about official government policy on migration in 1964?
3. Discuss why an Australian Federal Government department would want to use The Beatles in this way.
4. What do you think the term 'impressive families' means? How could you judge this?
5. Although the proposed idea never proceeded, create a publicity campaign that shows how the Department of Immigration could have used footage of the proposed meeting between The Beatles and British migrants to Australia in 1964.

The contribution of Vietnamese migration to Australia

One of the great achievements of Australia's acceptance of Vietnamese boat people has been the number of Australians of Vietnamese heritage who have gone on to contribute to Australian life. Two Young Australians of the Year have been former Vietnamese refugees, and Vietnamese Australians are making a major impact on Australian culture.

Tan Le

Tan Le was named Young Australian of the Year in 1998 for her work in her community as well as outstanding contributions to telecommunications and business. Born in Vietnam in 1977, she migrated to Australia as a refugee in 1982. By the time she was 18 she was president of the Vietnamese Community of Footscray, in Melbourne, finding jobs for Vietnamese Australians.

In 2000, she was admitted as a barrister and lawyer, and in 2003 co-founded Emotiv, a neuroengineering company that developed a breakthrough interface technology for digital media, taking inputs directly from the brain. It is regarded as technology that transforms the way we interact with computers. By 2011, Tan Le was named by *Forbes* magazine as one of 50 names to watch.



Source 11 Tan Le was named Young Australian of the Year in 1998.



Source 12 Nam Le at the Melbourne Writer's Festival, 24 August 2008

Khoa Do

Khoa Do was born in Ho Chi Minh City in 1979, and arrived in Australia in 1980 after leaving Vietnam on a fishing boat and reaching a refugee camp in Malaysia. He used his passion for drama to reach other Vietnamese youth in Sydney's western suburbs. He also graduated in arts/law while developing his skills as a film-maker. His first short film, *Delivery Day*, looked at the problems of a Vietnamese girl balancing demands in Australian society and was nominated for an AFI award in 2001. He was named Young Australian of the Year in 2005 for showing 'leadership, compassion, a will to inspire and inform Australians on issues that affect our communities'. In 2006, his film *Footy Legends* used his western suburbs experience of rugby league as a comedic bridge across cultures. He has continued to use film to focus on Australian life, and his 2011 film *Falling for Sahara*, details the lives of Ethiopian and Somali refugees in Melbourne.

Anh Do

Anh Do, Khoa Do's older brother, was born in Vietnam in 1977. Do chronicled the family's journey from Vietnam to Malaysia crammed aboard a fishing boat in his award-winning memoir *The Happiest Refugee*. After a degree in business/law, Anh Do decided that life as a stand-up comedian was preferable to the corporate world, and he developed a reputation on Sydney's comedy circuit as a witty observer of life as an immigrant. In 2006, he was the star of his brother's breakthrough film *Footy Legends*. His acceptance into mainstream Australia is reflected by his popularity, with appearances on television shows such as *Dancing with the Stars* and *The Footy Show*. The success of *The Happiest Refugee*, which won several awards, confirmed the admiration and affection that the Australian community feels for Anh Do.

Nam Le

Nam Le was born in Vietnam in 1977, and came to Australia as a boat refugee when he was less than a year old. He grew up in Melbourne, graduating from the University of Melbourne with honours in arts and law. He worked briefly in law, but then discovered his passion in writing. In 2004, he attended a writing workshop in Iowa, and completed a master's degree in creative writing. His first book, *The Boat*, dominated literary awards in 2008. A collection of short stories, it ranged from material that echoes his memories of Vietnam through to stories of a Hiroshima orphan and a 14-year-old Colombian assassin. Among the host of international awards Le received was the Dylan Thomas Award for Writers under 30.

SPOTLIGHT

CAUSE AND EFFECT

If Australia's immigration policy since World War II is regarded as a cause, reflect on how the examples of the contributions of migrants and their families given in this chapter help you understand the effects of that policy.

Migration and Australia's international relations

Throughout Australian history, migration has linked Australia to countries around the world. Australia's history as a British colony and maintenance of close political ties has seen Britain retain its position as Australia's dominant source of migrants.

Australia's close historical, political and cultural links to New Zealand, together with its physical closeness, has seen a rise in the number of New Zealand immigrants – now second only to Britain as a source of Australia's migrants.

Australia's relationships with Asian countries such as Vietnam and China have also influenced the numbers of migrants choosing to settle here. In 2020 the Australian government's relationship with China was placed under stress after calling for an investigation into the spread of the COVID-19 pandemic. It remains to be seen if the situation will affect migration patterns.

Australia today

In its most recent census, conducted in 2016, the Australian Bureau of Statistics found that:

> over a quarter (26%) of Australia's population was born overseas and a further one fifth (20%) had at least one overseas-born parent. Throughout the time since the first National Census in 1911, migrants have made up a large component of the Australian population. Historically, the majority of migration has come from Europe, however, there are increasingly more Australians who were born in Asia and other parts of the world (see Source 13). This pattern of migration is evident in the make-up of the richly diverse society which has been recorded in the 2016 census.

The impact of migration on Australia is clear statistically. What continues to be a rich field of historical investigation is what those statistics reveal about Australia's sense of identity and relationship with the world. Just as World War II and the Vietnam War led to changes in Australia's population, so too has our involvement in conflicts in the Middle East. Migration remains a critical element in understanding continuity and change in Australia.

10.12 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Select a person from the text with a migrant background who has contributed to Australian society and outline their background and achievements.

2 With reference to Source 13, describe how the population of Australians born in England, Italy, China and India has each changed in the twenty-first century.

APPLY AND ANALYSE

3 Create a multimedia presentation that assesses the contribution migrants have made to Australia since World War II:

- Select three individuals who were each born in a different country and now live in Australia.
- Write a brief description of each person's reasons for coming to Australia and what each has accomplished since arriving here.
- Choose appropriate images or videos to illustrate each story.
- Provide a summarising paragraph on the theme of 'The role of migrants in modern Australia', which should include specific references to your three chosen individuals.

EVALUATE AND CREATE

4 After completing this topic, create a poster that could be used to advertise the benefits of multiculturalism to Australian society.

GO DEEPER

5 Watch Khoa Do's film *Footy Legends*. Write a report explaining how it helps you understand the experiences of migrant groups when they come to Australia.

HOW HAS MIGRATION SHAPED AUSTRALIA'S IDENTITY AND INTERNATIONAL RELATIONSHIPS?

» Assess the contribution of migrant men and women to Australia's social, cultural and economic development and Australia's changing identity

1 Outline the contribution migrants have made to Australia's social, cultural and economic development since World War II. (10 marks)

2 Explain migration's contribution to Australia's identity. (3 marks)

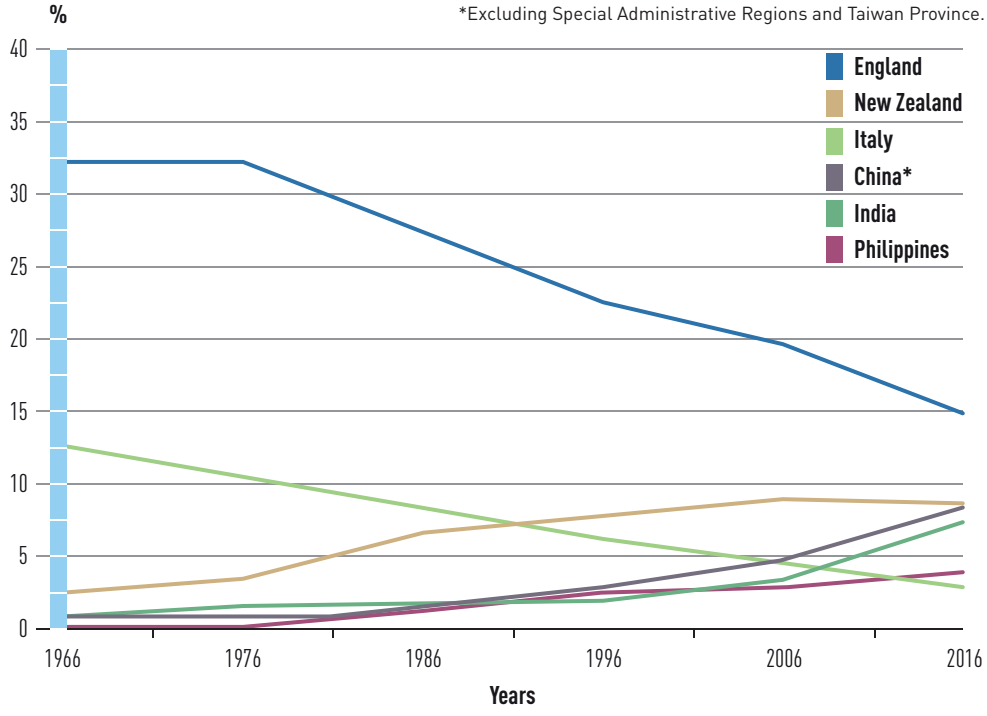
» Explain how Australia's changing migration policies have affected our relationships with other nations

3 Create a timeline of Australia's links through migration with different countries since World War II. (7 marks)

4 Explain how changes in Australia's migration policies since World War II have affected our relations with the countries mentioned on the timeline in Question 3. (5 marks)

Total marks [/25]

Source 13 Selected countries of birth as proportion of overseas-born population in Australia, 1966–2016



Source: Australian Bureau of Statistics, Censuses of Population and Housing, 1966, 1976, 1986, 1996, 2006, 2016

10D

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Quizlet
Test your knowledge of this topic by working individually or in teams.

Check your Teacher obook assess for these resources and more:

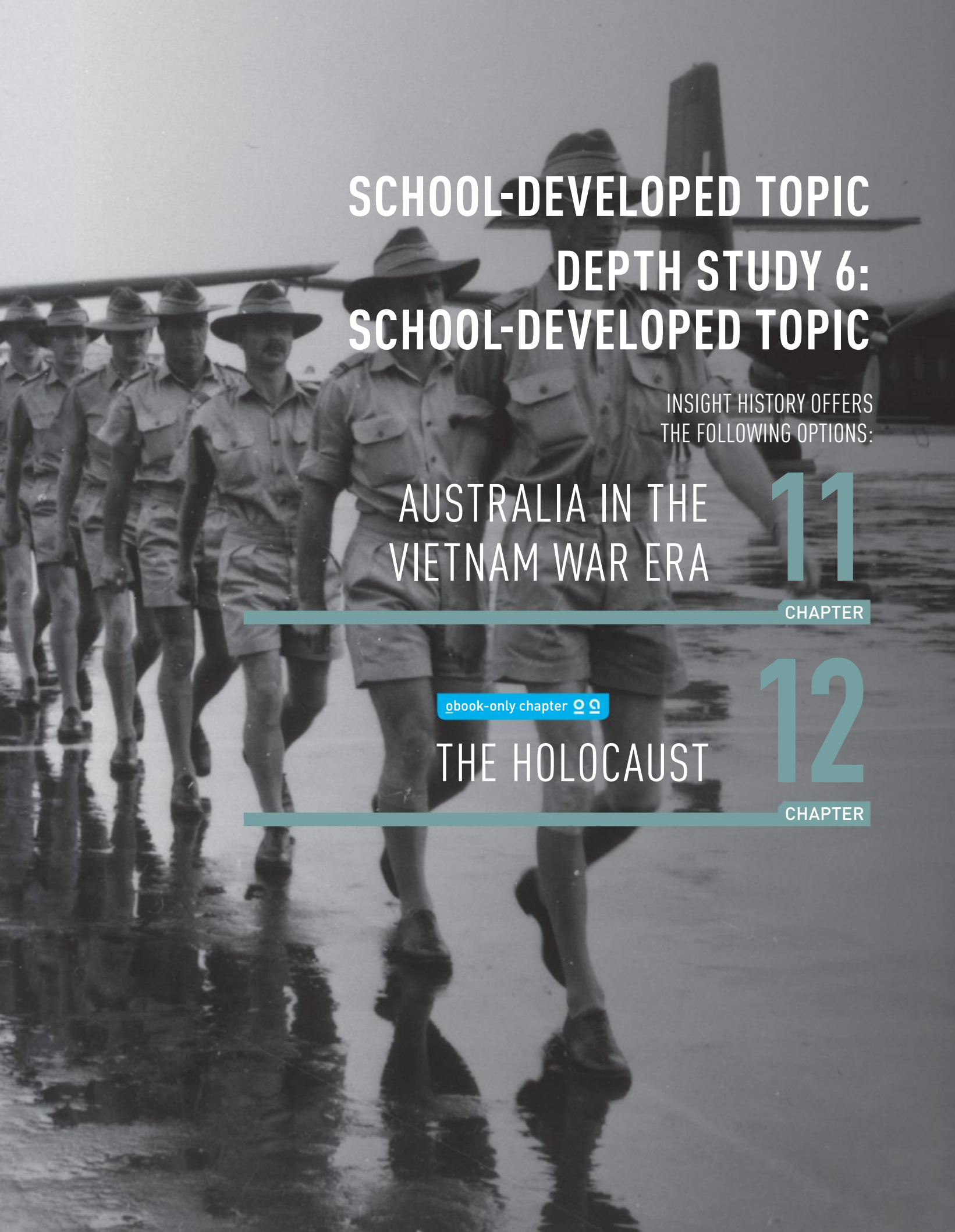
Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Quizlet Live
Launch a game of Quizlet Live for your students.

PART F



A contingent of the Royal Australian Air Force arrives at Tan Son Nhut Airport, Saigon, to work with the South Vietnamese and US Air Forces in transporting soldiers and supplies to combat areas in South Vietnam, 1964.



SCHOOL-DEVELOPED TOPIC

DEPTH STUDY 6: SCHOOL-DEVELOPED TOPIC

INSIGHT HISTORY OFFERS THE FOLLOWING OPTIONS:

AUSTRALIA IN THE VIETNAM WAR ERA

11 CHAPTER

obook-only chapter

THE HOLOCAUST

12 CHAPTER

11



Source 1 Australian women protest against conscription during the Vietnam War.

AUSTRALIA IN THE VIETNAM WAR ERA

The Vietnam War was one of Australia's longest military commitments. In 1962, the Australian government sent the first group of military advisers to Vietnam. In 1973, the last Australian service personnel returned home. The impact of the Vietnam War is still felt today by those who experienced the war and its aftermath. Differing views on Australia's involvement in the war divided families and communities, and many expressed their opposition in mass anti-war rallies and marches. It was a time when Australia started to become a culturally diverse society, and a time when many Australians were willing to be openly critical of their government's views and decisions. A continuing legacy of the Vietnam War era is Australia's recognition of its place in Asia and the need to foster close relationships with its Asian neighbours.



WHY WAS AUSTRALIA INVOLVED IN THE VIETNAM WAR? 11A

In this section you will:

- describe the nature of international relations after World War II, in the period known as the Cold War
- explain Australia's approach to the threat of communism
- outline the Australian government's response to the threat of communism in Asia and within Australia, including involvement in military conflicts and the establishment of alliances
- outline the background to the Vietnam War
- explain why Australia became involved in the Vietnam War.

CHECKPOINT 11A

WHAT WAS THE NATURE OF AUSTRALIA'S INVOLVEMENT IN THE VIETNAM WAR? 11B

In this section you will:

- compare the extent of US, Australian and other countries' commitment of combat troops to Vietnam
- identify the main location of Australian operations in Vietnam
- use sources to describe the approach taken by Australian forces against the guerrilla warfare tactics of their opponents
- outline why the US and Australian governments reduced and then withdrew their country's involvement in the Vietnam War.

CHECKPOINT 11B

WHAT WERE THE DIFFERING VIEWPOINTS IN AUSTRALIA DURING THE VIETNAM WAR ERA? 11C

In this section you will:

- identify individuals and groups in Australia who supported or opposed Australia's involvement in the Vietnam War
- outline why the Australian government believed Australia should send troops to Vietnam and compare this view with the Opposition's
- explain how the National Service Scheme operated
- describe the groups who opposed conscription and Australia's involvement in Vietnam and their forms of protest
- explain how changing technologies in the media affected public opinion about the Vietnam War.

CHECKPOINT 11C

WHAT WAS THE IMPACT OF THE VIETNAM WAR? 11D

In this section you will:

- assess the impact of the war for Vietnam veterans and use sources to explain the difficulties faced by veterans and their families after the Vietnam War
- assess the impact of the war for the Vietnamese people and use sources to explain the difficulties faced by South Vietnamese people after the Vietnam War
- outline the social and political changes that occurred in Australia during the Vietnam War era
- outline how Australia's relationship with Asia changed during the Vietnam War era in the 1970s.

CASE STUDY: POPULAR MUSIC AND THE VIETNAM WAR ERA

CHECKPOINT 11D

AUSTRALIA IN THE VIETNAM WAR ERA – A TIMELINE



Source 2
Chinese Communist leader Mao Zedong in 1949

TIMELINE

1945 — 1950 — 1960

1946
The beginning of the Cold War as World War II allies the United States and the Soviet Union compete for political domination

1949
China adopts a communist government under Mao Zedong.

1950
Start of the Korean War, which ends in 1953; start of the Malayan Emergency, which ends in 1960; Menzies government attempts to ban the Communist Party of Australia.

1951
The ANZUS Treaty is signed by Australia, New Zealand the United States.

1954
The French withdraw from Vietnam and the country is divided at the 17th parallel; the SEATO Alliance is formed; the Soviet official Vladimir Petrov defects to Australia.

1963
Indonesian Confrontation, which ends in 1966

1964
The National Service Scheme commences under the Menzies government.



Source 3
A commemorative service on the site of the Battle of Long Tan (AWM EKN/69/0081/VN)

OXFORD UNIVERSITY PRESS



Source 4 Australian soldiers board a troop carrier at Garden Island, Sydney, prior to their departure for Vietnam. (AWM CUN/68/0129/EC)



Source 5 South Vietnamese flee the country and become refugees after Vietnam's unification in 1975.

1965
The first US ground forces arrive in Vietnam in March; Australia's first combat troops arrive in May.

1966
On 18 August, Australian troops defeat the North Vietnamese army units in the Battle of Long Tan; in November conscientious objector Bill White is arrested.

1969
The number of Australian personnel in Vietnam reaches a peak level of over 8300 troops and support personnel

1970
In April, the government announces Australian forces will be reduced; in May the first Vietnam Moratorium march takes place in Melbourne.

1972
Conscription ends in Australia under the Whitlam government.

1973
In January, a ceasefire agreement ends the Vietnam War; in November the last Australian personnel leave Vietnam following the withdrawal of combat troops in December the year before.

1975
Saigon falls to North Vietnamese forces and Vietnam is unified under a communist government; South Vietnamese refugees fleeing the country start arriving in Australia.

1965 1970 1975 1980



Source 6 Protesters at a Vietnam Moratorium march, Sydney, April 1972

TIMELINE: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Which conflict was underway when conscription commenced under the Menzies government?
2. When did Australian forces reach their peak in Vietnam?
3. For how long did Australian combat troops fight in the Vietnam War?

11A WHY WAS AUSTRALIA INVOLVED IN THE VIETNAM WAR?

11.1 BACKGROUND TO AUSTRALIA'S INTERNATIONAL RELATIONS AFTER WORLD WAR II

KEY CONTENT

In this topic you will:

- describe the nature of international relations after World War II, in the period known as the Cold War.

propaganda information or material that attempts to influence the behaviour or opinions of people within a society; propaganda can take many forms (e.g. posters, flyers, advertising campaigns, films) and is designed to promote a particular cause or course of action and/or damage the cause of an enemy

After World War II, Australia's international relations and involvement in military conflicts were based on the following key elements:

- the broader context of the Cold War
- alliances with Britain and the United States
- involvement with international organisations such as the United Nations (UN).



Source 1 Britain's Prime Minister Winston Churchill, US President Franklin D. Roosevelt and USSR General Secretary of the Central Committee of the Communist Party Joseph Stalin at the Yalta Conference, 17 February 1945. The three Allied leaders met to discuss the reorganisation of Europe after World War II.

The Cold War

The Cold War was a period of intense rivalry between the Union of Soviet Socialist Republics (USSR), also known as the Soviet Union, and the United States. It lasted from 1946 to 1991, and is described as a 'cold' war because the two countries did not directly fight each other. Rather, it was a war of **propaganda**, espionage and rivalry in everything from weaponry to sporting events.

The Soviet Union and the United States had emerged after World War II as the two major world powers. Most European nations abandoned or were driven from their colonies from 1947 onwards, so despite being on the winning side of the war, Britain and France found that their influence in the world was weakened. The United States, a capitalist nation, had enormous economic power as well as a huge army, navy and air force. The Soviet Union, a communist nation, had the world's largest army despite the damage it had suffered because of German invasion during the war. While the United States and the Soviet Union were allies during World War II, this was only because they had Germany as a common enemy. In fact, there was much distrust and suspicion between these two nations, which continued to escalate for the next 50 years.

Communism and capitalism

The Cold War can be seen as a conflict between the values of **communism** and the values of **capitalism**. Communism was aimed at improving the lives of the working classes and its goal was to create a society where all citizens were offered equal opportunity. It was, however, also seen as a threat to the values of freedom and private ownership. Capitalism was associated with the freedom of the individual and private enterprise. To many Australians, communism represented a challenge to their country's values and way of life.

Key events and developments during the Cold War are discussed in Part D 'Rights and freedoms: An overview'.

Source 2 Comparison of the key beliefs of capitalist and communist economic systems

	Capitalism	Communism
Government control	Government should not interfere in the economy any more than necessary.	Government should control the economy for the benefit of all citizens.
Competition	Competition is healthy and encourages individuals to be the best that they can be.	Competition pits people against each other. All should work together for the common good.
Profit	Profits are a fair reward for owners of business. Different wages for different jobs are fair and encourage people to aim higher.	Profits kept in the hands of a few leads to the exploitation of workers.

11.1A SOURCE STUDY

The spread of the Cold War

Source 3

> It is now clear that South-East Asia is the target of a co-ordinated offensive directed by the Kremlin [Soviet government] ... motivated in part by a desire to gain control of South-East Asia's resources and communication lines and deny them to us ... The extension of Communist authority in China represents a grievous political defeat for us; if South-East Asia is also swept by communism ... the repercussions ... will be felt throughout the rest of the world, especially in the Middle East and in a then critically exposed Australia.

Extract from a UN National Security Council document endorsed by President Truman in 1949. In Anthony Burke, Fear of Security: Australia's Invasion Anxiety, *Cambridge University Press, 2008, p. 101*



Source 4 President Harry S. Truman

INTERPRET

1 Explain how the origin of the source indicates that it might be biased.
2 Outline the potential threats to Australia, according to the source.

SPOTLIGHT

CONTESTABILITY

The Cold War provides History students with an excellent example of contestability. Perspectives and sources reflect the communist/capitalist ideological split that defined the period.

communism
an economic and political system under which the means of production (e.g. factories, farms and machinery) are publicly owned (by the state) and goods are supposed to be distributed equally according to need; as opposed to privately owned and controlled systems such as **capitalism**

capitalism
an economic and political system under which investment in, and ownership of, the means of production (e.g. factories, farms and machinery) are privately owned by individuals or corporations and run to generate profits; as opposed to state-owned and controlled systems such as socialism and **communism**; a supporter of this system is called a capitalist

Australia's changing relationship with Britain and the United States

Australia's relations with Britain and the United States changed as a result of World War II. Up until World War II, most Australians believed that Australia's place in the British Empire and the might of Britain's Royal Navy would guarantee the country's security. However, this view of Britain as Australia's protector changed with the Japanese threat during World War II, Britain's inability to prevent the Japanese from taking Singapore, and the bombing of Darwin and other places by the Japanese in northern Australia.

In 1942, British forces were concentrated in the war in Europe and the Middle East. When Japanese forces invaded territories in South-East Asia, the British base at Singapore quickly fell to the Japanese on 15 February 1942. As a result, more than 22 000 Australians became Japanese prisoners of war in South-East Asia. A few months earlier Prime Minister John Curtin had made a statement to the Australian public, which was directed at the United States, saying that Australia now 'looks to America'.

SPOTLIGHT

CAUSE AND EFFECT

Examine the impact of the fall of Singapore on Australia's foreign policy. Can you build an argument that it helps you understand the concept of cause and effect? What evidence could you use to support your argument?

Australia's involvement with the United Nations

The United Nations (UN) was officially formed in 1945, at the end of World War II, at a meeting of 50 nations in San Francisco. The key goals of the UN were to prevent war and ensure the well-being and freedom of all peoples. Australia was a founding member of the UN. During the Cold War period, the UN initiated several peacekeeping missions and military operations to resolve conflicts. The first example of the UN's use of military force was in the Korean War (1950–53).



Source 5 British and Australian prisoners of war captured at the fall of Singapore being marched to a prison ship by Japanese and Korean guards in 1942 (AWM 041107)

Australia's historical and ongoing view of Asia

SPOTLIGHT

CONTINUITY AND CHANGE

How could Australia's relationship with Asia be used by a historian to explain continuity and change?

Another element that is vital to understanding Australian attitudes during the Vietnam War era is Australia's historical and ongoing fear of Asia. One of the reasons for Australia's Federation in 1901 was concern about the numbers of Chinese who had made their way to Australia during the gold rushes, and 'white' Australia's fears of being 'swamped' by Asians. Both China and Japan were at various times the focus of those fears. After 1945, this perspective continued to be a key element of Australian foreign policy. This fear of Asia was combined with the fear of communism after 1945, and especially after 1949 when China became a communist nation.
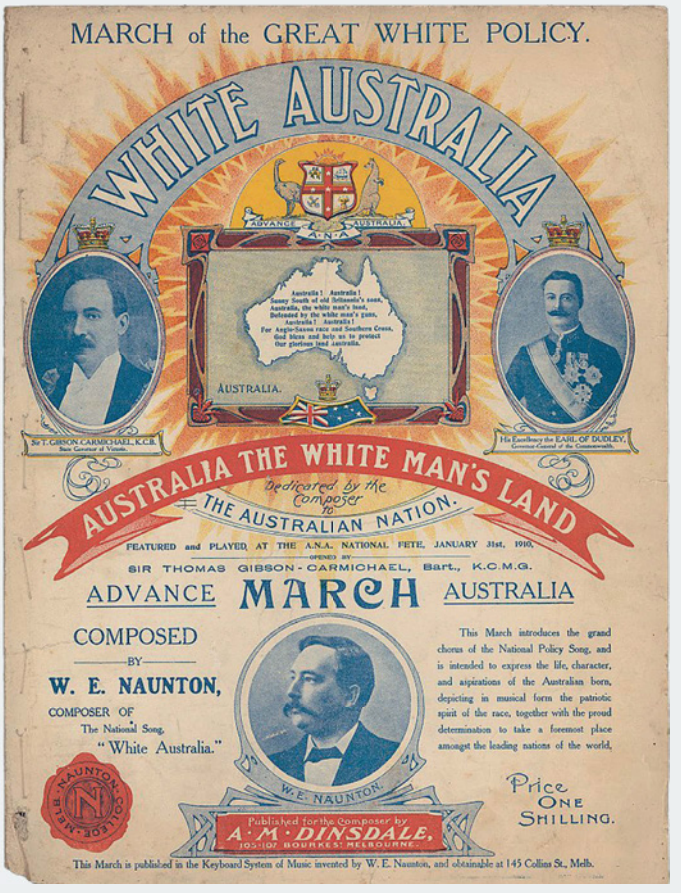
11.1B SOURCE STUDY

Australia's historical and ongoing view of Asia

Source 6

> The post-war Labor government ... wanted to have a larger Australian population, and positively encouraged European immigration to meet that requirement. At the same time, the Minister for Immigration ... rigorously reaffirmed the 'White Australia' policy, and deported those few Asians who had come to Australia as wartime refugees.

Extract from Peter Wicks, 'Australia's Relations with Asia', in Colin Mackerras (ed.) Eastern Asia: An Introductory History, *Longman Cheshire, Melbourne, 2000, p. 485*



Source 7 Cover of the sheet music for the 'White Australia' song, performed at the Australian Natives' Association National Fete, 31 January 1910

INTERPRET

1. Explain how Source 6 and Source 7 help you to understand Australia's official viewpoint on Asia.
2. What impact would these two sources have on the Australian public's view of Asia?

11.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. In your own words, explain what the Cold War was.
2. Explain why the United States and Soviet Union were allies during World War II.
3. Is Australia a capitalist or a communist country?
4. Which event in World War II confirmed to the Australian government the need to look beyond Britain for protection from Japanese invasion?

APPLY AND ANALYSE

5. In a group, research the White Australia policy. In a class presentation, explain its impact on official Australian attitudes towards Asia, and the attitude of the Australian public towards Asia. Provide examples that support your group's explanations.

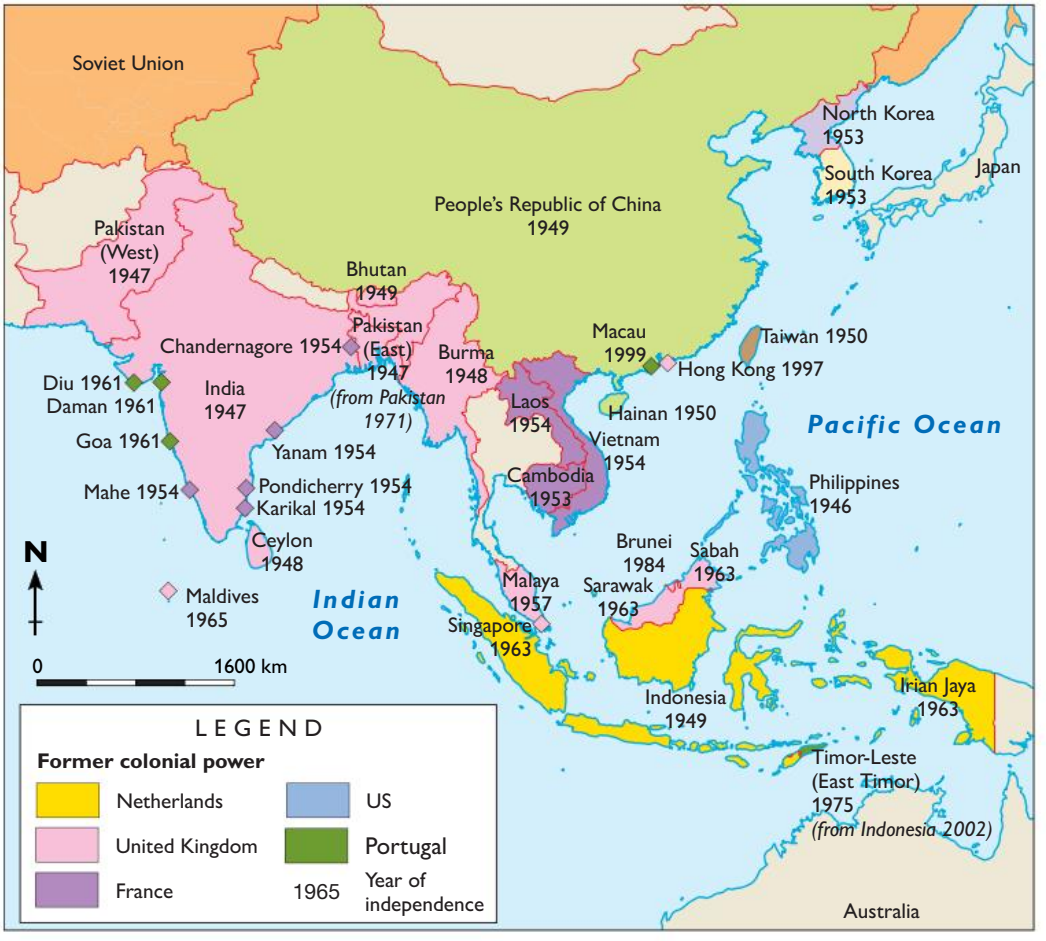
11.2 AUSTRALIA'S RESPONSE TO THE THREAT OF COMMUNISM IN ASIA

KEY CONTENT

In this topic you will:

- explain Australia's approach to the threat of communism
- outline the Australian government's response to the threat of communism in Asia, including involvement in military conflicts and the establishment of alliances.

Asia was seen by the United States and the Soviet Union as one of the key regional areas of conflict in the Cold War. For Australia, the region to our near north was particularly important. Until World War II, Australians had taken comfort in the fact that Western governments ruled most of our Asian neighbours. The Dutch ruled in Indonesia, in what was then called the Dutch East Indies. It was, in fact, fashionable for Australian politicians to refer to Dutch control of Indonesia as Australia's 'political Great Barrier Reef'. The British ruled in India, Pakistan and Malaya (now Malaysia) and the United States controlled the Philippines. Changes to these arrangements in the decade after World War II were seen as potentially dangerous to Australian security (see Source 8).



Source 8 Post-World War II Asia, including the dates when former colonies of Europe gained their independence or experienced a change in their system of government

SEE, THINK, WONDER

Examine the map in Source 8.

What do you see?

What do you think?

What does it make you wonder?

Australian approaches to foreign policy in the 1950s and 60s

Under the Menzies government (1949–66), Australia's foreign policy rested on loyalty to allies Britain and the United States, and the hope that those nations would come to Australia's defence if needed. Menzies referred to them as 'our great and powerful friends'. Foreign policy in the long Menzies era developed in stages. When Menzies came to office in 1949 his focus was on Europe. He predicted that the Soviet Union would go to war against the United States and Britain within three years. Australian defence planning in the early 1950s was based on sending troops to Europe to prepare for possible war with the Soviet Union. This was a continuation of the policy that had seen Australia send troops to support Britain during World War II. However, concern about Asia developed as British, French and Dutch colonies looked for independence and self-determination, and European imperial power gradually declined. The threat to Australia from communism was seen as more real after Mao Zedong took power in China in 1949.

The domino theory

The **domino theory** – the idea that if one country in South-East Asia fell to communism, it would lead to the fall of all countries in the region – had emerged in the United States after China adopted a communist system in 1949. This theory was also accepted by the Australian government.

'Forward defence'

Australia's strategy against a possible threat to Australia's security from Asia was called 'forward defence'. The idea was to meet any possible threat before it came too close to Australian shores. 'Forward defence' meant that Australia would willingly commit troops to conflicts well beyond its shores to counter potential threats. This strategy was behind the decisions made by the Menzies government to contribute forces to conflicts in Asia, where it was thought that communists were attempting to take power. Australian troops were sent to:

- the Korean War (1950–53) in support of both Britain and the United States as part of a UN force
- the Malaya Emergency (1950–60) in support of the British
- the Vietnam War (1954–73) in support of the United States.

domino theory, the
a theory put forward by US President Eisenhower that if one nation in South-East Asia adopted **communism**, others would follow, just like a row of dominoes topple once the first one is pushed over

SPOTLIGHT

COMPREHENSION

It is vital for History students to understand the meaning of terms as well as the context in which they are used. Consider how much you understand the key terms used in this topic 'self-determination', 'domino theory' and 'forward defence', as well as the context in which they are used.



Source 9 Prime Minister Robert Menzies was a believer in the need for 'great and powerful friends' and the idea of 'forward defence'.

'Forward defence' and the 'domino theory'

Source 10

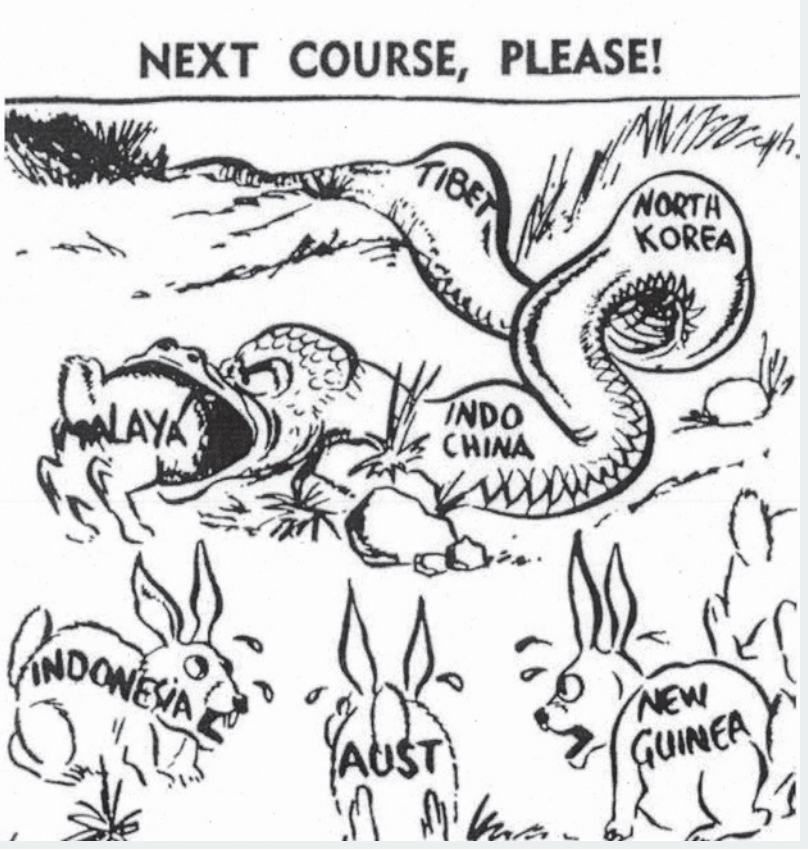
It is a matter of vital importance to maintain the gap between Australia and the present high-water mark of the southward flow of communism. Should this gap narrow, the nature and scale of attack on Australia would become intensified as distance shortened. Finally, should the tide of communism lap our shores, we would face an intolerable defence burden and a scale of attack which would be beyond our capacity to repel alone. There is, therefore, every reason strategically and economically why Australia should co-operate to keep aggressive Communism within its present boundaries, and to stem its onward flow.

Statement by Australian Defence Minister Sir Philip McBride, September 1954

Source 11

If the whole of Indo-China fell to the Communists, Thailand would be gravely exposed. If Thailand were to fall, the road would be open to Malaya and Singapore. From the Malay Peninsula, the Communists could dominate the northern approaches to Australia and even cut our life-lines with Europe.

Richard Casey, Australian External Affairs Minister, speaking in October 1954. Commonwealth Parliamentary Debates (House of Representatives) (CPD–HR), vol. 5, 27 October 1954, p. 2383



Source 12 A cartoon from the *Catholic News Weekly*, 21 July 1954

INTERPRET

1. Analyse Sources 10, 11 and 12 as a group. To what extent do they give only one perspective on the issue of communism in Asia?
2. Two of these sources are quotes from federal cabinet ministers in 1954. Discuss what issues this creates for historians using them to investigate external threats to Australia in the 1950s.
3. Do any of the sources give an explanation why communism might have been increasing in Asia?
4. To what extent do these sources indicate a viewpoint that communism was a single, monolithic organisation?

Cold War conflicts

The Korean War, the Malayan Emergency and the Vietnam War involved a clash between representatives of the communist and capitalist worlds and were seen as part of a wider Cold War conflict. In each case, conflict was the result of a blend of local and international factors including self-determination and poverty.

- **Self-determination**: The peoples of Malaya (now called Malaysia), Korea and Vietnam wanted national self-determination. Each of these countries had been ruled by foreigners and they wanted to govern themselves and determine their own future. Korea had been under Japanese rule, Malaya was ruled by Britain, and Vietnam was part of the French Empire.
- Poverty: Each of these countries had large peasant populations and they were looking for a way to make their lives better. Both communism and capitalism offered different paths to prosperity. In the case of Malaya and Vietnam, communist ideas were particularly appealing to the peasants because the communists favoured land reform, which had the potential to immediately improve the lives of the poorest peasants.

self-determination
the right of people to control and govern their own needs and futures

STRANGE BUT TRUE

North Korean textbooks tell a different story to Western ones about the conflict. They say that the US attacked North Korea, and that North Korea won the war, showing that you can't always trust textbooks!

Australia and the Korean War

When Japan surrendered its former Korean colony after World War II, the country was split in two. North Korea was supported by the Soviet Union, and South Korea was supported by the United States. In 1950, the Soviet leader Joseph Stalin supported the decision of the leader of North Korea, Kim Il Sung, to invade South Korea. The US president, Harry Truman, immediately called on the UN to act. The UN ordered the North Korean army to retreat, but the North Koreans refused. In response, the UN sponsored a military intervention that was led by US troops under the command of General Douglas MacArthur.



Source 13 Australian servicemen heading to the first Australian operations in the Korean War, September 1950 (AWM HOBJ1269)

OXFORD UNIVERSITY PRESS

Prime Minister Robert Menzies immediately offered Australian support for the UN effort. Australia sent elements of the army, navy and air force to join the 20 other nations that made up the UN forces in Korea. Australian troops were involved in two major battles: the Battle of Kapyong Valley, north of Seoul in April 1951, and Operation Commando, an attack on Chinese positions just north of Seoul in October 1951.

The war ebbed and flowed. At first the North Korean Army drove deep into South Korea. Then the UN forces forced the North Koreans back, almost to the Chinese border. This was when China entered the war, fearing that US-led forces were getting too close to the Chinese border. The UN forces were, in turn, driven back. It is interesting to note that there was brief discussion in the United States about using nuclear bombs against China. The United States decided to stay with conventional warfare. By 1951, both sides faced a stalemate. When the fighting eventually ended with a negotiated ceasefire on 27 July 1953, Korea was left divided, as it had been when the war began.

The cost to Australia was 340 dead and 1500 wounded. Australia had displayed its commitment to its alliance with the United States and to the United Nations. The war was justified in Australia and the United States as necessary because it indicated to the communists that they were willing to use force to oppose communist expansion.



Source 14 North Korea and South Korea, showing their division at the 38th parallel in 1950, before the Korean War, and the armistice line at the end of the Korean War in 1953



Source 15 The North Korean leader Kim Il Sung (left) at the time of the Korean War. He was succeeded by his son, and then in 2011 by one of his grandsons, Kim Jong-un (right). Students in North Korea are taught that the Kim family are in power to protect North Korea from the threat of foreign attacks.

Australia and the Malayan Emergency

imperialism
the policy and practice of one country gaining and maintaining control over other countries, regions or territories for economic or strategic (military) reasons

guerrilla warfare
a form of warfare in which small (and often independent) groups of fighters (known as guerrillas) take part in non-traditional fighting such as ambushes, sabotages and surprise raids, rather than large-scale battles on the open battlefield

The Malayan Emergency, as it was called, began in June 1948 when the Malayan Communist Party attempted an uprising against the British. When Prime Minister Menzies committed Australian forces to Malaya in 1955, he told Parliament that communist activities in Malaya were directly associated with other communist rebellions in Asia and that they were 'part of the global pattern of **imperialistic** communist oppression'. Australian support came mainly in the form of aircraft and maintenance crews.

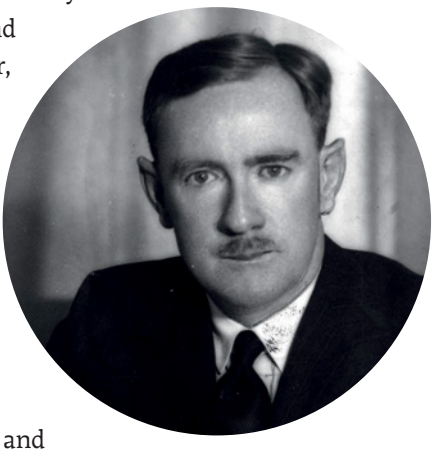
The Malayan Emergency lasted until 1963. There were no major battles and most of the fighting was of the **guerrilla** type against small units. Local support for the communists declined after Malaya was granted self-government in 1957. Although it was on a much smaller scale than the conflicts in Korea and Vietnam, the Australian military involvement in Malaya lasted 13 years.

While Australian troops were involved in the Korean War and the Malayan Emergency, Australia became a party to two security pacts in the Asia-Pacific region: the **ANZUS Treaty** (Australia, New Zealand, United States Treaty) and the **SEATO Alliance** (Southeast Asia Treaty Organization Alliance).

The ANZUS Treaty

The ANZUS Treaty was signed by Australia, New Zealand and the United States in 1951, and still features in Australian foreign policy today. ANZUS is a military alliance between the three countries, commonly considered to have been directed against the possible threat of a newly communist China. Documents left by Percy Spender, the Minister for External Affairs who signed the treaty for Australia, also revealed that another motivation was a long-held desire to formalise an alliance with the United States.

It is important to remember that ANZUS was not a treaty made between equal powers. In 1951, the New Zealand Navy had six warships. The Australian Navy was larger, but consisted mainly of small warships and one aircraft carrier – HMAS *Sydney*. Neither Australia nor New Zealand had large standing armies. Although it was obvious to all that the words of the treaty indicated a partnership, in reality there was little that Australia or New Zealand could do to defend the United States if that country came under attack, especially in the age of nuclear weapons. By contrast, there was a great deal that the United States could do, if it chose, to defend Australia and New Zealand.



Source 16 Percy Spender

Australia, New Zealand, United States Security Treaty (ANZUS Treaty)
a military alliance between Australia and New Zealand, and separately between Australia and the United States, signed in 1952 that binds these countries together on matters of defence in the Pacific region

Southeast Asia Treaty Organization (SEATO Alliance)
an alliance founded after the signing of the Southeast Asia Defense Treaty to oppose the growing communist influence in South-East Asia; dissolved in 1977; member countries included the US, the United Kingdom, France, Australia, New Zealand, Thailand and the Philippines

11.2B SOURCE STUDY

The ANZUS Treaty

Article III states that the parties will *consult* if their 'political independence or security' are threatened. In other words it expresses a general willingness to help one other, but does not necessarily mean taking action.

The strongest commitment in the treaty to take action comes in the first statement of Article IV. The key phrase here is 'in accordance with its constitutional processes', which means that the politicians in the USA, Australia and New Zealand and their Congress and Parliaments would then make the decision about whether or not to help one another.

Article III
The Parties will consult together whenever in the opinion of any of them the territorial integrity, political independence or security of any of the Parties is threatened in the Pacific.

Article IV
Each Party recognizes that an armed attack in the Pacific Area on any of the Parties would be dangerous to its own peace and safety and declares that it would act to meet the common danger in accordance with its constitutional processes. Any such armed attack and all measures taken as a result thereof shall be immediately reported to the Security Council of the United Nations. Such measures shall be terminated when the Security Council has taken the measures necessary to restore and maintain international peace and security.

Source 17 Articles III–IV of the *Security Treaty between Australia, New Zealand, And The United States Of America*, known as the ANZUS Treaty. It was signed in 1951 and came into force in April 1952.

INTERPRET

1 Read Source 17. Discuss whether the wording of the ANZUS Treaty indicates an iron-clad guarantee that the United States would take military action in Australia's defence.

North Atlantic Treaty Organization (NATO)
an international organisation established by the North Atlantic Treaty of 1949 for purposes of collective defence and security; member nations include the United States, Canada, Britain and several European countries

Central Treaty Organization (CENTO)
an international organisation established in 1955 by Iran, Iraq, Pakistan, Turkey and the United Kingdom for the purpose of military and economic cooperation; the organisation was dissolved in 1979

policy of containment
a United States government policy designed to limit the spread of communism abroad after the end of World War II; the policy came in response to attempts by the Soviet Union to increase its influence in countries across eastern Europe

SEATO Alliance

In September 1954, the Southeast Asian Treaty Organization (SEATO) was formed between the United States, Britain, France, Australia, New Zealand, Pakistan, Thailand and the Philippines – all anti-communist states. This was essentially a Cold War pact based on the fear of communism. The reality was that SEATO never proved to be a real guarantee of Australian security for the following reasons:

- Australia and New Zealand had their own alliance with the United States.
- British power was clearly in decline, and Britain, in fact, withdrew all its military forces from the region in 1967.
- France had formerly controlled territories in Indochina, but now had little influence in the region. It had withdrawn all its forces from Vietnam just months before the SEATO Alliance, after its defeat at the hands of Vietnamese nationalists, the Viet Minh.
- Pakistan was more concerned about its relationship with its larger neighbour India, who it had been at war with in 1947–48 and 1965.
- Thailand was thought to be in danger from a communist takeover and therefore might need aid itself.
- The Philippines had formerly been controlled by the United States and looked to the United States for its security.

Perspectives on the Cold War alliances

SEATO did nothing therefore to increase Australian security, and for the United States, it was just one part of a worldwide plan to contain the spread of communism. The United States also formed similar alliances in other regions:

- the **North Atlantic Treaty Organization (NATO)** in 1949, an alliance between 10 Western European countries with the United States and Canada aimed at preventing the spread of communism in Europe
- the **Central Treaty Organization (CENTO)** in 1955, an alliance of anti-communist states in the Middle East that was supported by the United States.



Source 17 Former US President, Harry Truman

The US perspective

Each of these alliances was part of the US **policy of containment** set out in 1947 by US President Harry Truman, a policy that became known as the Truman Doctrine. The policy of containment took the view that rather than risk direct conflict between the United States and the Soviet Union, which might escalate into a nuclear war, the United States would simply aim to stop communist-style governments from spreading. In other words, communism would be contained to places where it existed already and would not be permitted to spread any further.

The Australian perspective

In Australia, the US policy of containment was shared by Menzies. Menzies believed all communist countries to be alike and all part of a global conspiracy that threatened democracy. This ignored the fact that there was no centralised or planned scheme for communist world domination. The communist governments of Russia and China often disagreed with each other, and, in fact, the two countries briefly fought over a border dispute in 1969. Nevertheless, this kind of thinking led both the United States and Australia into the Vietnam War, incorrectly assuming that Ho Chi Minh, the leader of North Vietnam, was a communist puppet controlled by the Soviet Union and China.

The perspective of the Soviet Union and China

The Soviet Union and China saw alliances such as NATO, CENTO and SEATO from a different perspective than did the United States and Australia. They saw these alliances as attempts at encirclement by anti-communist countries, and therefore as threats to their security.

11.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What did politicians describe as 'Australia's political Great Barrier Reef'? What did this mean?
2. Outline the evidence that South-East Asia freed itself from European control in the 1950s.
3. Outline what the 'containment' policy meant for Australia.
4. What was the outcome of the Korean War?
5. Explain why the Malayan Emergency is significant in Australian military history.
6. Who were the members of the ANZUS Treaty?
7. What was the motivation for the formation of SEATO?
8. Explain the implications of Prime Minister Menzies' perspective that 'communists were all alike and part of a global conspiracy that threatened democracy.'

APPLY AND ANALYSE

9. Discuss the idea of 'forward defence'. What events in Asia led Australian leaders to believe in this approach? Do you think it is an effective defence strategy for Australia?
10. Explain the policy of containment, and use a map to show how it would apply to Australia.

EVALUATE AND CREATE

11. Sketch the 'dominoes' between Australia and the Soviet Union, using Source 8 as a reference. Research how many countries had fallen to communism by 1950. Discuss whether this number supports the validity of the domino theory.

GO DEEPER

12. Research the nuclear capabilities of both the United States and the Soviet Union in 1950. Discuss the potential implications of nuclear weapons being used in the Korean War.

Communist Party of Australia (CPA)
an Australian political party founded in 1920; the CPA achieved its greatest political strength in the 1940s and faced an attempted ban in 1951; although it never presented a major challenge to more established political parties in Australia, the CPA did have a significant influence on a number of social movements (including the trade union movement) in the post-war period

Australian Security Intelligence Organisation (ASIO)
Australia's national security organisation; responsible for protecting Australia and its citizens from espionage, sabotage, acts of foreign interference, politically motivated violence, attacks on the Australian defence system, and terrorism

STRANGE BUT TRUE

One of the reasons for the establishment of the Australian Security Intelligence Organisation (ASIO) in 1949 was the discovery that information was being leaked to the Soviets by a member of the CPA and officials in the Australian government's External Affairs Department. The leaks were uncovered by British and US intelligence agents, who were themselves spying on the Soviets by decoding and reading Soviet government communications.

11.3 THE RESPONSE TO THE THREAT OF COMMUNISM IN AUSTRALIA

KEY CONTENT

In this topic you will:

- outline the Australian government's response to the threat of communism within Australia.

Communist groups, including the **Communist Party of Australia (CPA)**, had first formed in Australia in the 1920s. In the 1950s, the Australian government perceived these groups as a threat, but communism hadn't really made much headway with Australian workers. This was probably because Australians enjoyed general prosperity and improved living conditions throughout most of the twentieth century. Workers also felt that their rights were already defended by the Australian Labor Party and a strong trade union movement.

Support for communism did grow after the Great Depression, when capitalism appeared to have failed, but membership of the CPA never went above the peak of 13 450 members in 1946. By the early 1950s, CPA membership had more than halved. This drop in membership was a result of the negative views in Australia of the Soviet Union's behaviour, especially its expansion into Eastern European countries after 1945. The Chifley Labor government had also taken a strong stance against the communist leadership of some of the unions, notably the Miners Federation, who were involved in the coal miners' strike of 1949. Robert Menzies is generally considered to have been the greatest enemy of communism in Australia after World War II. However, a contested aspect of history is the case argued by historians that Labor Prime Minister Ben Chifley had actually broken the back of any threat of a communist takeover of the unions by his actions during the coal strike of 1949 before Menzies came to power.

Referendum to ban the Communist Party of Australia

Robert Menzies was one of Australia's most skilled politicians. He presented himself as the ruthless enemy of communism – imposing a ban on the CPA was part of the Liberal Party's election platform. Having won the 1949 election, Menzies introduced the Communist Party Dissolution Bill in April 1950. The Bill was passed by parliament but immediately challenged in the High Court by the CPA and 10 trade unions. Six of the seven High Court judges found that the Bill was unconstitutional, using powers that the Commonwealth government should only exercise in times of war.

Menzies then held a referendum to change the Australian Constitution and make the ban on the CPA legal. After a bitter campaign, the Australian people rejected the CPA ban, with a 'no' vote of 2 370 000 against a 'yes' vote of 2 317 927. Despite this, Menzies continued to insist that the Cold War was a real war and his government continued to use the **Australian Security Intelligence Organisation (ASIO)** to watch and sometimes harass communists and people they suspected were communists.

The Petrov Affair

In 1954, Vladimir Petrov, an official at the Soviet Embassy in Canberra, **defected**. To prove his intention to defect, Petrov provided the Australian government with information about Soviet spying in Australia. This caused a sensation, and it looked as if the communist conspiracy that Menzies had warned about had arrived. This event happened just before a federal election which Menzies easily won. Much of his success in the election was based on the claim that the Labor Party could not be trusted to meet this very real communist threat.

When Petrov defected, Soviet officials moved to force his wife, Evdokia, to return to Moscow. The plane they were travelling on had to stop in Darwin to refuel and ASIO officials were able to intervene and she stayed in Australia. The case attracted enormous publicity, fuelled by the publication of the photo shown in Source 19. They would eventually be permitted to live quietly in Melbourne for the rest of their lives.



Source 18 Vladimir Petrov

There is still argument among historians today about how long Menzies had known about Petrov's planned defection and whether or not he had managed the event to help his election chances. In support of this view is the fact that before Petrov's defection, the public opinion polls indicated that Menzies might lose the election. We also know that ASIO had their own access to documents from the Soviet Embassy, and Australian government documents from late 1953 indicate that ASIO informed Menzies then that a USSR Embassy official might be ready to defect. The alternative view claims that there is no definite proof of a link, and that Menzies was just lucky in the timing of Petrov's decision to defect.

defect
to give up citizenship in one country in order to seek citizenship and safety in another, often ideologically opposed, country

After Petrov's defection, Menzies established a Royal Commission on Espionage to investigate whether a Soviet spy ring was operating in Australia, as suggested by Petrov's documents. These proceedings, combined with the Labor Opposition leader Herbert Evatt's erratic performance in parliament and the fact that some members of his staff were accused of having links to known communists, led to a split in the Labor Party.

Some Labor members formed a breakaway group, known as the Democratic Labor Party (DLP). The DLP was strongly anti-communist and their reason for existence was to keep the Labor Party out of office, which they succeeded in doing until 1972. The DLP provided strong support for the Vietnam War.



Source 19 Vladimir Petrov's wife, Evdokia, being escorted to a waiting plane by Soviet officials

THINK, PAIR, SHARE

Examine Source 19 and reflect on its significance in the Petrov Affair.

Discuss your ideas with a partner, and focus on the impact the photo might have on an Australian audience in 1954.

Share your ideas with the class.

Referendum to ban the Communist Party of Australia



Source 20 'All I want is power to deal with these reds!', Ambrose Dyson, published in *The Guardian*, 2 August 1951



Source 21 A poster released by the Communist Party of Australia, against the Communist Party Dissolution Bill referendum, 1951

INTERPRET

1. Explain the main point that each source is trying to make to its audience.
2. What does the origin of each source tell you about its perspective?
3. How do these sources compare to those used in the conscription debate during World War I?

11.3 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. In what year did membership of the Communist Party peak in Australia? How many members were there?
2. Why did the High Court reject the Australian parliament's Bill to ban the CPA?
3. Which government organisation, established in 1949, was used to spy on people suspected of being communists?
4. Who was the Soviet official whose defection helped Robert Menzies win the 1954 federal election?

APPLY AND ANALYSE

5. Investigate the Petrov Affair and create a timeline of the dramatic events involving Evdokia Petrov, Vladimir Petrov's wife, after his decision to defect.
6. Investigate Australian politics at the time of the Petrov Affair. Write a short report on the impact that the Petrov Affair had on Australian politics.

EVALUATE AND CREATE

7. Examine Source 21, and then create a poster that would encourage people to support your view on the 1951 referendum on the Communist Party Dissolution Bill.

GO DEEPER

8. Find out what the term 'McCarthyism' refers to. Research Joseph McCarthy and his anti-communism crusade in the United States and report on the effects it had on individuals accused of being 'reds'.
9. Research the Australian government's responses to the 'red scare' of the 1950s, and discuss whether its responses could be considered a local version of McCarthyism.

11.4 BACKGROUND TO THE VIETNAM WAR

KEY CONTENT

In this topic you will:

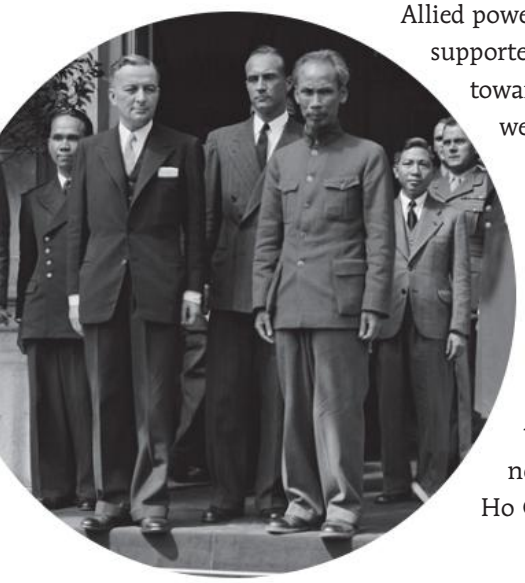
- **outline the background to the Vietnam War.**

Vietnam is part of a region in South-East Asia that was once known as Indochina (see Source 23) and was part of the French Empire from the 1860s. During World War II, Japan occupied Vietnam, treating the Vietnamese people harshly. In May 1941, a Vietnamese nationalist group, the Viet Minh, formed as a united front against the Japanese occupation. The Viet Minh was made up of communist and non-communist groups but was predominantly a communist resistance group. Their leader was Ho Chi Minh. After Japan's surrender in 1945, the Viet Minh formed a government, declared Vietnam's independence and made Ho Chi Minh president.

British forces sent to Vietnam to accept the Japanese surrender were ordered by the Allied powers to restore French rule. The Viet Minh saw this as a betrayal because they had supported the Allies during World War II and expected the Allies to support their move towards independence in return. From December 1946, the French and the Viet Minh were involved in a war with each other that would last for another nine years.

By 1952, the Viet Minh had control of the north, with its capital established at Hanoi. The French had set up a rival government in Saigon in the south under the Vietnamese Emperor Bao Dai. France finally withdrew from Vietnam after their defeat by Viet Minh forces at the Battle of Dien Bien Phu on 13 March 1954.

At peace talks that followed in 1954, Vietnam was officially divided at the 17th parallel (see Source 23). Both the north and south agreed to hold elections to form one government that would reunify Vietnam. However, the election was never held. The idea was opposed by the United States, as they feared a victory by Ho Chi Minh. The country remained divided and the conflict continued.



Source 22 Ho Chi Minh in negotiations with the French in 1946



Source 23 The extent of Indochina in 1954 and the division of Vietnam

11.4 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Which country controlled Vietnam prior to World War II?
2. Why did the Viet Minh go to war with the French after World War II?
3. What was the major decision of the 1954 peace talks in Vietnam?

GO DEEPER

4. Conduct research on Vietnam and prepare a timeline of Vietnam's history from the Han invasion in 111 BCE to Vietnam's colonisation by the French. Use colour shading to indicate periods when Vietnam was an independent territory or a colony of another country.

OXFORD UNIVERSITY PRESS

11.5 WHY AUSTRALIA BECAME INVOLVED IN THE VIETNAM WAR

KEY CONTENT

In this topic you will:

- explain why Australia became involved in the Vietnam War.

Australia's foreign policy at the time of the Vietnam War meant that the Australian government wanted to offer military support to the United States in Vietnam. There were several reasons for this, which are outlined in the following section.

US involvement in the Vietnam War

The Soviet Union and China had offered support and recognition to the Viet Minh in the north, while the United States and Britain did the same for Bao Dai in the south. US presidents Dwight Eisenhower (1953–61), John F. Kennedy (1961–63) and Lyndon B. Johnson (1963–69) regarded the conflict in Vietnam as a war between the free world and communism, rather than a colonial war. Their belief in the domino theory led the United States to provide military aid to South Vietnam. The domino theory was used to justify an increasing level of US military involvement. In 1955, 300 US military advisers had been sent to South Vietnam to help train their soldiers, and this increased to 16 000 military advisers in 1964 and to over 500 000 US troops by 1968.

Australia's decision to send troops to Vietnam

A common belief is that Australia simply followed the United States into the Vietnam War. This idea owes much to the famous statement made by Menzies' successor, the Liberal Prime Minster Harold Holt, who pledged that 'Australia would go all the way with L. B. J.' L. B. J. was Lyndon Baines Johnson who had become President of the United States in 1963 following the assassination of John F. Kennedy.

Historians now believe that rather than just following the United States into the Vietnam War, Australia was actively encouraging an increased US military commitment in both the Vietnam War and within the South-East Asian region in the 1960s. Government documents have provided evidence that Australia did not just follow, but had its own agenda for encouraging the United States to send in more troops. The explanation for this agenda lies in another conflict in our region, known as the Indonesian Confrontation (1963–66).



Source 24 From left, US presidents Dwight Eisenhower, John F. Kennedy and Lyndon B. Johnson

The Indonesian Confrontation

In 1963, the Indonesian government under President Sukarno was involved in a small, undeclared war with Malaysia. The clash was labelled *Konfrontasi* (Confrontation) by the Indonesians. Australian forces became involved as part of a Commonwealth force to support Malaysia, and Australians troops fought Indonesian forces in Borneo and Sarawak. Twenty-three Australians were killed during the Indonesian Confrontation, including seven in combat operations. The Australian public knew little about the scope of the fighting at the time, but the Menzies government became increasingly concerned about a possible Indonesian threat, especially along the border that Australia shared with the Indonesians in Papua New Guinea (see Source 25).

The tension increased further when Sukarno started to indicate that he was favourably disposed to the views of the Communist Party of Indonesia (PKI). The Menzies government wanted a clear US military presence in the region, in response to this potential threat of a communist Indonesia. In order to help ensure that presence, Australia was vigorous in encouraging the United States to expand its military commitment to Vietnam. At a military conference with the United States in April 1965, Australia promised to send combat troops to Vietnam in return for an expanded US role in the region. (Australia had already sent military advisers to South Vietnam, but they did not have a combat role.)



Source 25 During the Indonesian Confrontation, Australian troops were involved in operations in Borneo and Sarawak, which is a Malaysian state on Borneo island.

Reasons for Australia's involvement in the Vietnam War

There is evidence that Australia's decision to send combat troops to Vietnam in 1965 had more to do with the fear of Indonesia becoming communist than it did about events in Vietnam. We have also discussed:

- Australia's foreign policy approach during the Cold War, including the idea of 'forward defence' – the belief that Australia would need to rely on Britain and the United States for its security in the region. Australia was willing to commit troops to support Britain and the United States when they became involved in conflicts in Asia, with the aim of showing loyalty to these 'great and powerful friends' and the hope this support would be reciprocated.
- Australia's belief in the domino theory, following the fall of China to communism in 1949, the first domino in the chain
- Australia's obligations as a member of the United Nations
- Australia's historical and ongoing fear of Asian invasion
- Australia's eagerness to formalise a military alliance with the United States through the ANZUS Treaty, moving to a closer relationship with the United States as Britain's influence in the region declined
- the background to the war in Vietnam, where a non-communist South Vietnam was under attack by communist North Vietnam, and where the United States became heavily committed to fighting communist forces.

The official reason for Australian involvement

The decision to send troops to Vietnam without being asked by the South Vietnamese government or the US had the potential to create diplomatic and media problems for the Menzies government. It was kept from the public until Menzies announced to parliament on 29 April 1965 that Australia would be sending combat troops to Vietnam, as a response to a request from the South Vietnamese government. No such request from South Vietnam had been sent. We now know that the Australian government asked for a request to be cabled before Menzies made his announcement.



Source 26 Australian troops with Indonesian soldiers who were captured while infiltrating Malaysian territory, October 1964 (AWM PO1499.003)

11.5 SOURCE STUDY

Reasons for Australia's involvement in the Vietnam War

Source 27

> In ... 1962 the Government decided, following upon a request from the Government of South Vietnam, that Australia should contribute militarily to the defence of South Vietnam. We sent at that time a group of about 30 military instructors to provide military training assistance.
>
> The Australian Government is now in receipt of a request from the Government of South Vietnam for further military assistance. We have decided – and this has been done after close consultation with the Government of the United States – to provide an infantry battalion for service in South Vietnam ...
>
> We have not, of course, come to this decision without the closest attention to the question of defence priorities. We do not, and must not, overlook the point that our alliances, as well as providing guarantees and assurances for our security, make demands upon us ...
>
> Assessing all this, it is our judgment that our decision to commit a battalion in South Vietnam represents the most useful additional contribution which we can make to the defence of the region at this time. The takeover of South Vietnam would be a direct military threat to Australia and all the countries of South and South-East Asia. It must be seen as a thrust by China between the Pacific and Indian oceans.

Prime Minister Menzies' announcement in the House of Representatives that 800 men of the 1st Battalion Royal Australian Regiment would be sent to Vietnam, 29 April 1965

INTERPRET

1. What indicates to historians that Source 27 is an official source?
2. Does the fact that this speech was given in parliament make it true?
3. Does this source support or contradict the information given in the proceeding section outlining why Australia went to war in Vietnam? How can you explain any differences?
4. What, if any, indication does this source give that Menzies believed in the domino theory?

11.5 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Which theory was used to justify the increased US military presence in Vietnam?
2. Outline the official reason why Australia became involved in the Vietnam War.

APPLY AND ANALYSE

3. Discuss the reasons behind Australia sending troops to fight in the Vietnam War. Which reason do you think was the most significant for the Australian government in 1965 and why?

WHY WAS AUSTRALIA INVOLVED IN THE VIETNAM WAR?

» Describe the nature of international relations after World War II, in the period known as the Cold War

1 Who were the main capitalist and communist powers at the end of World War II? Explain the differences between capitalism and communism that underpinned the Cold War. (5 marks)

2 Explain how events during World War II impacted on Australia's post-war international relations. (5 marks)

» Explain Australia's approach to the threat of communism

3 Outline how the period of decolonisation after World War II impacted on Australia's approach to Asia and communism. (5 marks)

» Outline the Australian government's response to the threat of communism in Asia, including involvement in military conflicts and the establishment of alliances

4 Assess the validity of the concepts of 'forward defence' and the 'domino theory' as the basis of Australia's response to the threat of communism. (10 marks)

5 Evaluate the role that Australia's international alliances played in Australia's involvement in the Vietnam War. (5 marks)

» Outline the Australian government's response to the threat of communism within Australia

6 Explain how the Menzies government responded to the threat of communism within Australia. Why do you think the Australian people rejected attempts to ban the Communist Party of Australia? (5 marks)

» Outline the background to the Vietnam War

7 Discuss the implications of the Allies' decision to order the return of Vietnam to French control at the end of World War II. (5 marks)

» Explain why Australia became involved in the Vietnam War

8 Assess the official and unofficial reasons Australia became involved in the Vietnam War, and explain which ones you believe to be the most accurate. (10 marks)

Total marks [/50]

11A

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Rich task
A write-in worksheet for the Rich task

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Answers
Answers to every Check Your Learning, Interpret and Checkpoint question in this section

11B WHAT WAS THE NATURE OF AUSTRALIA'S INVOLVEMENT IN THE VIETNAM WAR?

11.6 OVERVIEW OF AUSTRALIAN INVOLVEMENT

KEY CONTENT

In this topic you will:

- compare the extent of US, Australian and other countries' commitment of combat troops to Vietnam
- identify the main location of Australian operations in Vietnam.

Australia's part in the Vietnam War began in 1962 when Australian Prime Minister Menzies agreed to send 30 military advisers to help support the South Vietnamese government in Saigon. The number of military advisers was then boosted to 100, along with a small fleet of transport aircraft. In 1965, the Australian contribution was dramatically increased when a battalion of combat troops was sent to Vietnam. By 1973, when the last Australians were withdrawn, almost 60 000 Australian soldiers, sailors and air force personnel had served in Vietnam (see Source 1).

Source 1 Australian service personnel in the Vietnam War

Australian service personnel in Vietnam	
Total number of Australians who served in Vietnam	almost 60 000 (including around 15 000 National Servicemen)
Greatest number of servicemen in Vietnam at the one time	7672
Usual length of service	12 months
Dead	520 (including 202 National Servicemen)
Wounded	3000

SPOTLIGHT

ANALYSIS AND USE OF SOURCES

A historian would certainly examine a source such as Source 1, but could draw extra meaning by comparing the figures given here with other countries who were also involved such as the United States and New Zealand, as well as the figures provided by North Vietnam.



Source 2 Australian soldiers board a troop carrier at Garden Island, Sydney, prior to their departure for Vietnam. (AWM CUN/68/0129/EC)

Australia's main area of operations in Vietnam

The first group of 800 combat troops from Australia arrived in May 1965. They were sent to Bien Hoa province, north of Saigon, in South Vietnam and initially operated under US control, serving with a US airborne brigade. However, the main area of Australian operations was in Phuoc Tuy province, south-east of Saigon, where they operated independently of US command.

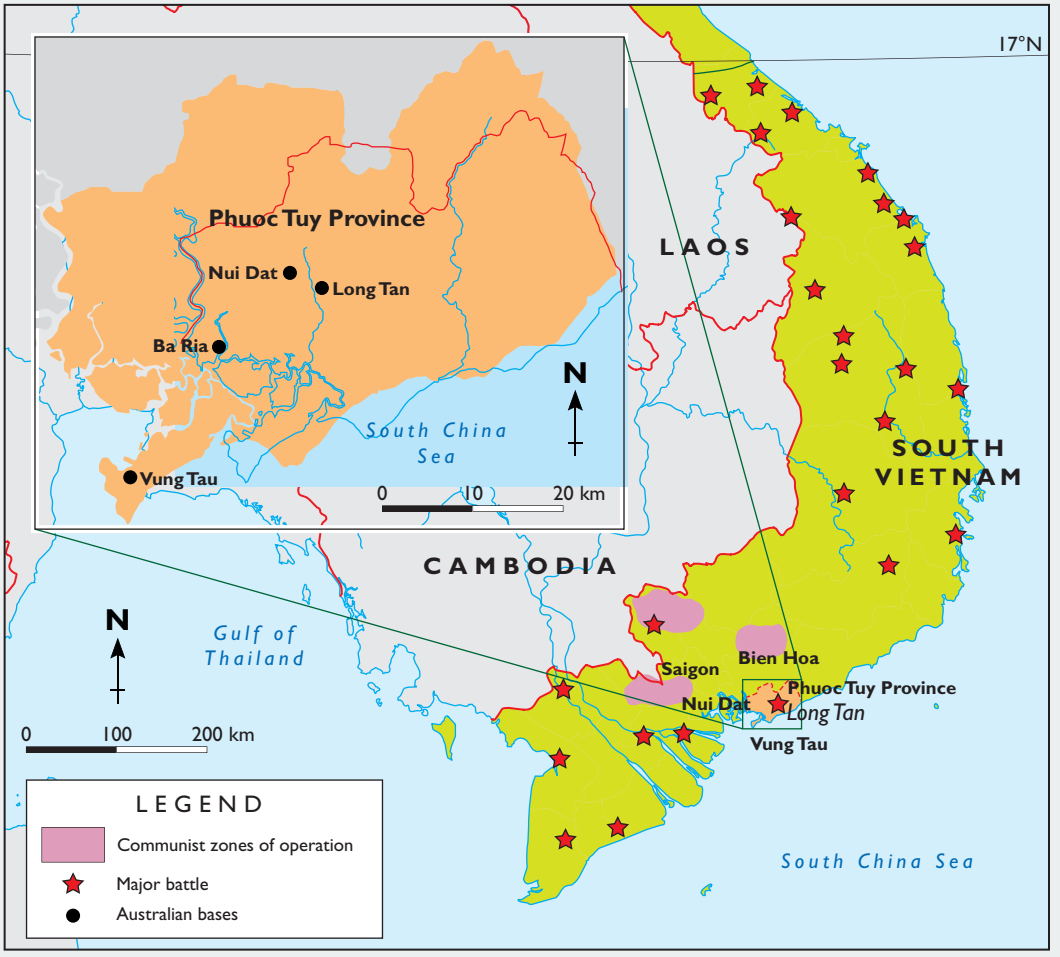
Combat troops and support personnel, known as the Australian Task Force, were established at Nui Dat. Soldiers lived and trained at Nui Dat when they were not on patrol operations. Another Australian base, with medical, engineering, postal and other service operations, was built 30 kilometres south of Nui Dat, at the port of Vung Tau. Known as the Australian Logistical Support Group, this was also where wounded soldiers convalesced, and where troops went for their rest and recreation periods. The main base for the Australian air force was also located here.

11.6 SOURCE STUDY

Australia's main area of operations in Vietnam

Source 3

> The majority of Australian servicemen and women served in Phuoc Tuy province, south-east of Saigon ... The Australians were given this province to control because it allowed good access by air and sea, and so could be reinforced or evacuated easily if necessary.
>
> *Extract from* Australia and the Vietnam War, *Department of Veteran Affairs, 2007, p. 30*



Source 4 The location of Australian bases in Phuoc Tuy province, Vietnam



Source 5 Vung Tau, Phuoc Tuy province, Vietnam, was the base for a US army airfield, and the base of the Australian air force squadron. (AWM P02022.001)



Source 6 Australian soldiers on patrol in a typical jungle area in January 1968 (AWM EKT/68/0083/VN)

INTERPRET

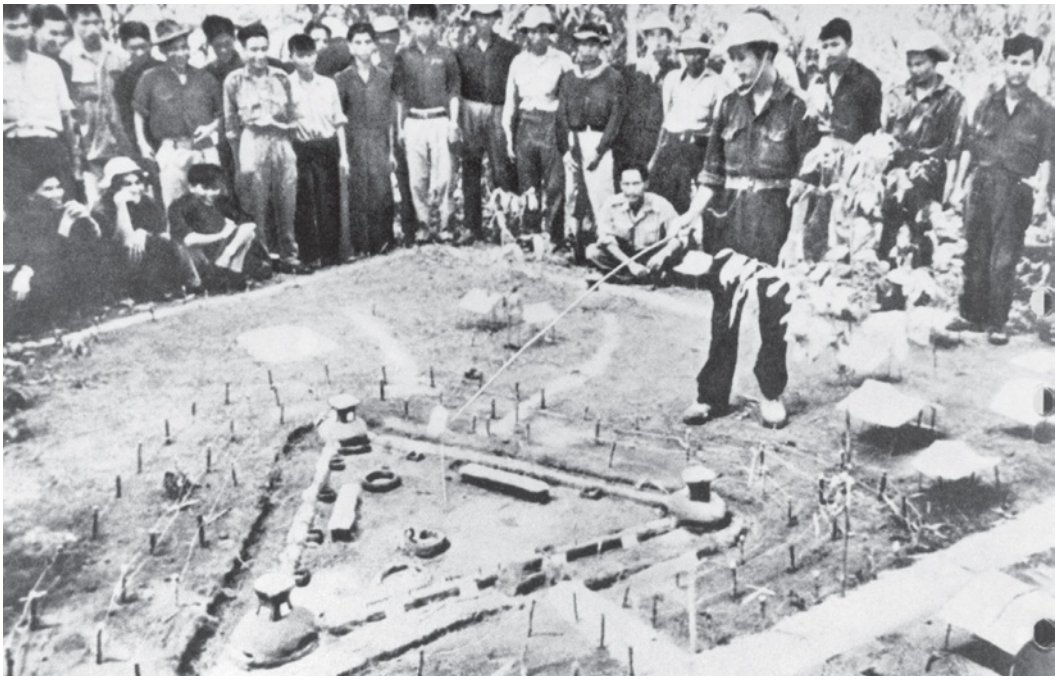
1. Which of these sources is useful for helping a historian understand where Australian troops were located in relation to the fighting along the 17th parallel?
2. Use these sources to explain why Australian troops were located in Phuoc Tuy province.
3. Explain how these sources help you to understand the conditions Australian soldiers fought in.

Who did the Australians fight against?

In the Australian area of operations, in Phuoc Tuy province, the enemy were referred to as the 'VC', an abbreviation for **Viet Cong**. The Viet Cong were South Vietnamese supporters of communist North Vietnam, although they were not one single group. Some were soldiers of Viet Cong army units who were well-trained and equipped, living in bases away from their home villages. Others were guerrilla fighters, part-time soldiers, who were not as well-trained or equipped as the regular soldiers. These were men and women who were farmers and other villagers in Australia's area of operation. The villagers went about their normal occupations by day, and took part in guerrilla warfare activities at night. These could be ambushes or attacks on Australian soldiers or their local Vietnamese supporters, sabotage or intelligence gathering.

Australians also fought against troops from the North Vietnamese Army operating in South Vietnam. These soldiers were experienced fighters and well-equipped.

Viet Cong
the communist force in Vietnam that battled South Vietnamese government forces during the Vietnam War (1954–75); with the support of the North Vietnamese army the Viet Cong fought against the South Vietnam and US forces using guerrilla warfare; also a term used to refer to a member of this force



Source 7 Viet Cong army personnel planning for an attack on a South Vietnamese target (AWM P01011.033)

11.6 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 When did the Australian government start sending combat troops to Vietnam?
2 In which province and town was the Australian Task Force based?
3 Where were Australian soldiers sent to convalesce or have rest and recreation time?

APPLY AND ANALYSE

4 Conduct research to identify which other US allies were involved in the Vietnam War. Find out the extent of their involvement and the casualties they suffered. Summarise your findings in a table.

GO DEEPER

5 Research the methods used by the North Vietnamese Army that allowed it to operate in South Vietnam. Present your findings in a brief report.

11.7 THE NATURE OF AUSTRALIAN OPERATIONS IN VIETNAM

KEY CONTENT

In this topic you will:

- use sources to describe the approach taken by Australian forces against the guerrilla warfare tactics of their opponents.

For the most part, the Vietnam War was a guerrilla war. In other words, instead of fighting on a battlefield, the North Vietnamese and Viet Cong armies used 'hit-and-run tactics', specialising in raids and ambushes. US tactics included a massive bombing campaign, known as Rolling Thunder, and the use of helicopters to locate and attack enemy positions. Their approach was to draw the enemy out and engage them in battle, which often resulted in high US and enemy casualties.

The Australian army's counter-guerrilla warfare tactics

Australian military leaders preferred a different approach. While the aim of the US operations was to destroy the enemy, the main purpose of Australian operations was to stop enemy soldiers from receiving supplies and other support. One of the main ways of doing this was to patrol their area of operation in small units, using stealth to locate and ambush enemy camps. They cordoned off villages between dusk and dawn to block Viet Cong access to food supplies and other support. In some cases, they grouped into larger forces for 'search and destroy' missions on enemy bases.



Source 8 Australian soldiers waiting to be transported by helicopter back to their base in Nui Dat after completing a cordon and search operation of a village. This image was chosen for the Vietnam memorial in Canberra. (AWM EKN/67/0130/VN)

Counter-guerrilla warfare tactics

Source 9

There were significant differences in operational techniques between [the US and Australian] forces. The United States Army had vast resources of men, equipment and firepower at its disposal, which the Australians could never hope to have. The Americans were trained to deploy all these resources quickly to rapidly overwhelm the enemy and kill as many as possible. The Australians, with their tradition of jungle warfare and counter-revolutionary operations, had a more patient doctrine of patrolling and ambush, with less fire support. Their way caused fewer enemy casualties as well as restricting their own losses – vitally important in such a small army.

Extract from Richard Pelvin, Vietnam: Australia's Ten Year War 1962–1972, *Hardie Grant Books, 2013, p. 41*



Source 10 Australian soldiers patrol a coastal strip of Phuoc Tuy province to prevent the landing of Viet Cong reinforcements, supplies and equipment, September 1967. (AWM CAM/67/0804/VN)

Source 11

For some Viet Cong leaders there was no doubt the Australian jungle warfare approach was effective. One former Viet Cong leader is quoted as saying: 'Worse than the Americans were the Australians. The Americans style was to hit us, then call for planes and artillery. Our response was to break contact and disappear if we could ... The Australians were more patient than the Americans, better guerrilla fighters, better at ambushes. They liked to stay with us instead of calling in the planes. We were more afraid of their style.'

Extract from David Chanoff & Doan Van Toai, Vietnam, A Portrait of its People at War, *Taurus & Co., London, 1996, p. 108*



Source 12 An Australian soldier uses a mine detector to search a village for booby traps that may have been left by the Viet Cong, while another soldier stands guard. Australian troops had evacuated then destroyed the village which had been dominated by the Viet Cong. The villagers were resettled. (AWM EKT/67/0059/VN)



Source 13 Australian soldiers searching Dat Do village, August 1967 (AWM EKN/67/0135/VN)



Source 14 Australian soldiers on patrol in Vung Tau, May 1966 (AWM FOR/66/0434/VN)



Source 15 South Vietnam, 1968: a soldier questions a Vietnamese woman during an identity check in a cordon and search of the village of An Nhut, 1968. (AWM EKN/68/0153/VN)

INTERPRET

1. Use these sources to explain the nature of warfare Australian soldiers experienced in Vietnam. What is missing from these sources that might allow you to build a more complete understanding?
2. How does the quote from the Viet Cong leader in Source 11 enhance your understanding of Australian tactics? How reliable is it as a source?
3. What are the values and limitations of the sources from the Australian War Memorial (Sources 10, 12, 13, 14 and 15) in understanding the experiences of Australian soldiers in Vietnam?

Battle of Long Tan

There were exceptions to the use of counter-guerrilla warfare tactics, and a significant example was Australian involvement in the Battle of Long Tan on 18 August 1966. The battle occurred after the Australian base at Nui Dat was attacked by **mortar fire**. In response, 105 Australian soldiers moved into the Long Tan rubber plantation where the mortar shells were thought to have been fired. They immediately came under attack by up to 3000 North Vietnamese and Viet Cong troops.

mortar fire
short-range shells lobbed at targets

The fighting at Long Tan went on for four hours until the Australians received reinforcements, including accurate artillery fire that had a devastating effect on the enemy, who retreated, carrying many of their dead and wounded. The Australians counted 245 enemy dead on the battlefield, while 18 Australians were killed and 24 were wounded. Later research revealed that North Vietnamese Army and Viet Cong losses were as high as 800 deaths and 1000 wounded.

For many years, commentators believed the initial attack had been part of a Viet Cong plan to tempt the Australians out of their base and into an ambush. However, the size of the enemy force and the presence of the North Vietnamese Army battalion operating with the Viet Cong forces has changed some of the thinking about the circumstances of the battle. The evidence now suggests that the Australians had not been lured into an ambush but had in fact come across a regular North Vietnamese Army regiment who were moving in for an attack of the Nui Dat base. The battle probably saved the Australian Task Force at Nui Dat from a major attack from the combined North Vietnamese and Viet Cong armies. After this date, the Viet Cong were far less influential in the area.

SPOTLIGHT

SIGNIFICANCE

Historical significance is dependent on context. The Battle of Long Tan will always be regarded as an essential part of an Australian history of the Vietnam War, but may be much less significant for a US or Vietnamese history of the war.



Source 16 An Australian soldier guards a captured Viet Cong soldier found hiding on the battlefield on the day after the Battle of Long Tan. (AWM FOR/66/0659/VN)

11.7 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Briefly outline the tactics of Australian forces in Vietnam, and the reasons they adopted these tactics.

APPLY AND ANALYSE

2 Investigate the climate and geography of Vietnam and discuss what impact these would have had on the type of war that was fought there.

3 In total, 2.7 million Americans served in Vietnam. The most US troops in Vietnam at the one time was 543 400. Over 58 000 Americans died and 300 000 were wounded.

- **a** Use these statistics and additional research to complete a table similar to Source 1, outlining the US commitment to the Vietnam War.
- **b** Calculate the percentage of US and Australian troops who were wounded or died compared to the total number who served.
- **c** Write a paragraph that compares the American and Australian rate of casualties and relate this to their different tactical approaches.

EVALUATE AND CREATE

4 Investigate the main ways that Australian troops implemented their counter-guerrilla warfare tactics:

- village cordon and search
- patrol and ambush
- search and destroy
- other tasks such as perimeter patrols and protecting artillery bases.

Using that research, create a presentation that outlines the purpose of these operations and the dangers they posed for Australian soldiers. Include sources such as images, maps and diagrams from the text and your research.

GO DEEPER

5 The Battle of Long Tan has been chosen as the date for Australian Vietnam Veterans Day, and Delta Company 6RAR received a US Presidential Citation for 'extraordinary heroism' during the battle. Write a report that explains the significance of the battle in Australian military history.



Source 17 Australian Army nurses make friends with the Vietnamese children of Hoa Long village near the Australian Task Force Base in Vietnam, 1967.

OXFORD UNIVERSITY PRESS

11.8 THE END OF THE VIETNAM WAR AND AUSTRALIAN WITHDRAWAL

KEY CONTENT

In this topic you will:

- outline why the US and Australian governments reduced and then withdrew their country's involvement in the Vietnam War.

Despite the superior firepower of US forces, they were unable to defeat the North Vietnamese Army and Viet Cong. The growing numbers of US troops sent to Vietnam, and the growing casualties, led to a stronger anti-war movement in the United States. In Australia, public support also waned as the war became increasingly drawn out, with victory for the allies seeming no closer than at the start of their involvement. Source 19 summarises Australia's involvement in the Vietnam War, including the Tet Offensive, which proved to be a turning point in the general public's perspective of the Vietnam War in both the United States and Australia.

The Tet Offensive, January 1968

In January 1968, North Vietnamese and Viet Cong forces surprised the allies with coordinated attacks on over a hundred towns and cities in South Vietnam. This was a change from their guerrilla warfare tactics, planned in the hope of a quick victory. The attacks took the allies by surprise as they came during the Tet festival, a holiday period in Vietnam.

The attacks and occupation of South Vietnamese towns and cities were successfully repelled by US forces, including an attack on Saigon in which the US Embassy was targeted. In the process, major losses were inflicted on the North Vietnamese and Viet Cong armies. Despite the military failure of the Tet Offensive, graphic images of fighting and destruction were televised to US and Australian audiences, fuelling the anti-war movements.

Before the offensive was launched, US military commanders had been telling the politicians and the news media that they were winning the war. The dramatic display of enemy resistance seemed to directly contradict everything they had been saying. It shattered any illusions that the war was going well for the allies.

Withdrawal from Vietnam

The Tet Offensive caused a political crisis in the United States and, as a consequence, President Johnson ceased the bombing of North Vietnam in March 1968. He also declared that he would not seek re-election as president, after being widely criticised for his part in a costly war that seemed unwinnable. In November 1968, Richard Nixon was elected president and promised 'peace with honour', while secretly expanding the war. The Vietnam War dominated US politics from 1968 until a ceasefire agreement was made with North Vietnam in 1973.

The Australian government announced its first reduction of troops in April 1970, from three to two battalions. The last of the Australian troops left Nui Dat in November 1973.



Source 18 A street of ruined buildings in Saigon, damaged during the Tet Offensive (AWM P06322.038)

Source 19 Key events in Australia's Vietnam War involvement

Year	Event
1962	February – US military advisers arrive in Vietnam, increasing to 12 000 by mid-year August – first group of 30 Australian military advisers arrives in Vietnam
1964	July – first Australian killed in action November – selective conscription of 20-year-old men introduced
1965	February – US government authorises an air warfare campaign known as Rolling Thunder March – first US combat troops arrive in Vietnam April – Prime Minister Menzies announces Australia will send an infantry battalion May – 1st Battalion Royal Australian Regiment arrives in the province of Bien Hoa and initially serves with a US brigade September – opinion polls in Australia indicate 56 per cent favour Australian involvement in Vietnam, with 28 per cent in favour of withdrawal December – Australian troop numbers reach 1400, US troop numbers reach over 180 000
1966	March – Australian government announces a second battalion will be sent to Vietnam May – 1st Australian Task Force established at Nui Dat in Phuoc Tuy province; 1st Australian Logistical Task Force established at Vung Tau August – Battle of Long Tan November – opinion polls in Australia indicate 63 per cent favour conscription December – Australian troop numbers reach 4500, US troops numbers reach 400 000
1967	March–April – Australian navy and air force provide a missile destroyer and squadron of bombers May – opinion polls in Australia indicate 62 per cent favour Australian involvement, with 24 per cent in favour of withdrawal October – Australian government announces the addition of a third battalion and tank squadron
1968	January – Tet Offensive commences: attacks by North Vietnamese and Viet Cong forces against cities in South Vietnam March – USA halts bombing of North Vietnam May – negotiations towards a truce begin in Paris, though quickly stall
1969	January – Australian personnel in Vietnam reach a peak of 8300, including over 7600 troops; US troop numbers reach a peak of over 540 000 June – US government announces the beginning of the withdrawal of US forces August – opinion polls in Australia indicate 40 per cent favour Australian involvement, with 55 per cent in favour of withdrawal
1970	April – Australian government announces Australian forces will be reduced May – first Moratorium march in Australia, calling for an end to Australian involvement in Vietnam November – Australian forces reduced from three battalions to two
1971	March – Australian government announces the withdrawal of the 1st Australian Task Force as well as support personnel by Christmas December – major withdrawal of Australian troops
1972	August – last US combat troops are withdrawn December – conscription ends in Australia; all Australian troops are withdrawn from Vietnam
1973	January – ceasefire agreements signed; the Paris Peace Accord officially ends the Vietnam War November – last Australian personnel leave Vietnam

11.8 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Why was the timing of the North Vietnamese Tet Offensive a surprise for the US commanders?
2. When did Australia announce that it was reducing troop numbers in Vietnam? When were all Australian troops finally removed?

11B

CHECKPOINT

WHAT WAS THE NATURE OF AUSTRALIA'S INVOLVEMENT IN THE VIETNAM WAR?

» Compare the extent of US, Australian and other countries' commitment of combat troops to Vietnam

1 Create a table that lists the countries involved in the Vietnam War, and the numbers of their troops. (5 marks)

» Identify the main location of Australian operations in Vietnam

2 Draw a map of South Vietnam. On the map label:

- **a** the 17th parallel
- **b** Saigon
- **c** the key locations of Australian forces in Vietnam. (3 marks)

» Use sources to describe the approach taken by Australian forces against the guerrilla warfare tactics of their opponents

3 Drawing on a range of sources, explain the tactics Australian forces used in Vietnam. What evidence is there that they were successful? (12 marks)

» Outline why the US and Australian governments reduced and then withdrew their country's involvement in the Vietnam War

4 Explain the developments and events that influenced the US and Australian governments' decision to withdraw troops from Vietnam. (5 marks)

Total marks [/25]

Marking guide

Questions with higher marks need answers with greater depth. For example:

- » 5 marks = a paragraph
- » 10 marks = 400 words
- » 15 marks = 600 words.

Include historical terms and concepts and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

assess quiz
Interactive auto-marking multiple-choice quiz to test student comprehension



11C WHAT WERE THE DIFFERING VIEWPOINTS IN AUSTRALIA DURING THE VIETNAM WAR ERA?

11.9 DIFFERENT VIEWS ON THE REASONS FOR INVOLVEMENT IN THE VIETNAM WAR

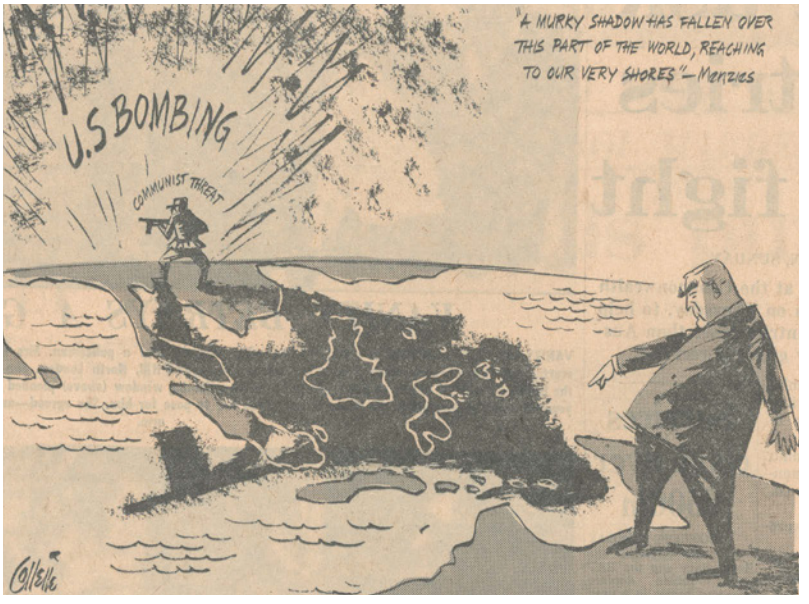
KEY CONTENT

In this topic you will:

- identify individuals and groups in Australia who supported or opposed Australia's involvement in the Vietnam War
- outline why the Australian government believed Australia should send troops to Vietnam and compare this view with the Opposition's.

Views about Australia's involvement in the Vietnam War varied according to the experiences and perspectives of individuals – whether they were the politicians, generals, ordinary soldiers or civilians. During the 1960s and 1970s, the differing opinions bitterly divided Australian politics and society. The Liberal Party, especially under Menzies and then Harold Holt, was a strong supporter of the war. The Labor Party, under Arthur Calwell from 1960 to 1967 and then Gough Whitlam from 1967, opposed the war. The Labor Party believed in the US alliance but eventually argued that the conflict in Vietnam was a civil war and rejected the view that a North Vietnamese victory would see communism spread.

Some historians in this period also argued against the Liberal Party position. They saw Ho Chi Minh, the North Vietnamese leader, as a nationalist rather than simply an agent of communism. They argued that Vietnam and other countries in Asia needed to be understood in terms of their history and their desire for independence, and not just as part of Cold War thinking.



Source 1
A cartoon from *The Australian*, 14 June 1965, with Prime Minister Menzies saying, 'A murky shadow has fallen over this part of the world, reaching to our very shores'.

11.9 SOURCE STUDY

Differing views on the causes of the Vietnam War

Source 2

> We oppose the Government's decision to send 800 men to fight in Vietnam ... We do not think it is the right decision. We do not think it will help the fight against Communism ...We do not believe it will promote the welfare of the people of Vietnam ... [the Government's theory is that North Vietnamese aggression against South Vietnam is] part of a thrust by Communist China ... But is this picture of Chinese military aggression thrusting down inexorably through Indo China, Malaysia and Indonesia to Australia a true or realistic one? ... [the war in South Vietnam] is also a civil war and it is a guerrilla war ... to exhaust our resources in the bottomless pit of jungle warfare, in a war in which we have not even defined our purpose honestly, or explained what we would accept as victory, is the very height of folly ... Humiliation for America could come ... either by outright defeat ... or by ... becoming interminably bogged down in the awful morass of this war, as France was for ten years. Australia's aim should have been to help to end the war ... Instead, we have declared our intention to extend it ...

Leader of the Opposition Arthur Calwell, in response to Prime Minister Menzies' announcement of the involvement of Australian combat troops in Vietnam, House of Representatives debates, 4 May 1965, p. 1102



Source 3 A Liberal Party election poster from the 1966 election suggesting that Australia needed to oppose what was seen as a communist takeover of Vietnam in order to protect Australia from communism

Source 4 First opinion poll taken after the commitment of Australian troops to Vietnam

Poll date	Continue to fight in Vietnam (%)	Bring back forces now (%)	Undecided (%)
September 1965	56	28	16

Source: Australia and the Vietnam War, *Department of Veteran Affairs*

INTERPRET

1. Identify Sources 2 to 4 as pro-war, anti-war or neutral. Outline what enables you to identify the perspective presented in each source.
2. Explain how bias in sources doesn't necessarily stop them from being useful to historians.
3. Draw up two columns, one headed 'Perspective at the time' and the other 'Perspective from today'. Comment on each source, reflecting on how it would have been received at the time it was released, and how it appears from today's perspective.
4. Which theory about communism does Source 3 support?

11.9 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Identify the political leaders in Australia who opposed and who supported Australia's involvement in the Vietnam War.
2. What was the Labor Party's view of the reasons for the war?

11.10 DIFFERENT VIEWS ON CONSCRIPTION AND AUSTRALIA'S INVOLVEMENT

KEY CONTENT

In this topic you will:

- identify individuals and groups in Australia who supported or opposed Australia's involvement in the Vietnam War
- explain how the National Service Scheme operated
- describe the groups who opposed conscription and Australia's involvement in Vietnam and their forms of protest
- explain how changing technologies in the media affected public opinion about the Vietnam War.

conscription
the compulsory recruitment of people to serve in the armed forces, often during times of war

The principal focus of Arthur Calwell's opposition to the Vietnam War was on **conscription**. Calwell and the Labor Party objected to the fact that the 20-year-old conscripts, known as National Servicemen, could be sent to fight in Vietnam but were not old enough to vote (the voting age was 21). Calwell made it the key issue of the 1966 federal election but lost. The new Liberal leader, Harold Holt, convinced the Australian people that the war was all about communism and keeping Australia safe. Holt and the Liberals were supported by most of the media. The people who owned the major newspapers and the commercial television stations were generally in favour of the war. The Catholic Church was also a strong supporter of the war, as were most of the other politically conservative groups in society, such as the Returned and Services League (RSL).



Source 5 Part of the crowd at a Vietnam War Moratorium march, Melbourne, 1970 (AWM P00671.003)



Source 6 Members of the Save Our Sons movement typically held silent demonstrations.

Despite the Liberal election win, many groups opposed conscription:

- **Conscientious objectors**: People who opposed war on moral or religious grounds were called conscientious objectors. One of the best known of these groups was the Quakers, also known as the Society of Friends. There were also well-known individuals who took a stand against conscription, including school teacher Bill White (see Source 13), and children's television host Simon Townsend who were both jailed for their beliefs.
- Save Our Sons: In 1965, a movement known as Save Our Sons was set up. The group was largely made up of mothers of potential conscripts, and they staged peaceful public protests against conscription and the war.
- Vietnam **Moratorium** movement: The Vietnam Moratorium movement was the largest protest movement in Australia's history. People from all walks of life took part in marches and rallies to protest against conscription and Australia's involvement in the war. The largest moratorium marches took place in May 1970, with an estimated 70 000 people marching through Melbourne and 20 000 in Sydney.

conscientious objector
a person who is opposed to war and refuses to perform military service because it goes against their beliefs, religion or conscience

moratorium
the suspension or delay of a planned action

STRANGE BUT TRUE

One of the most famous conscripts who served in Vietnam was pop singer Normie Rowe. The former 'King of Pop' rose to the rank of Corporal/ Crew-Commander of his own Armoured Personnel Carrier.

The National Service Scheme

Conscription was initially introduced by Menzies in 1964, in response to the possible threats posed by the Indonesian Confrontation. When Australia sent combat troops to Vietnam in 1965, conscription, officially known as the National Service Scheme, was used to build up the army's numbers to 40 000, allowing Australia to commit three battalions to the war. Under the scheme, all 20-year-old men were required to register with the Department of Labour and National Service. Bi-annual ballots were held, selecting the 8000 or so men each year who would become 'nashos' (National Servicemen). The men were selected by drawing numbered marbles out of a lottery barrel. The numbers on the marbles were dates of birth and any 20-year-old man with that date of birth would then be considered for national service. Two of the most famous people conscripted were cricketer Doug Walters and singer Normie Rowe.



Source 7 A group of National Servicemen during recruit training at Puckapunyal, Victoria, 1967 (AWM P01597.003)

Results of the National Service Scheme	Number of men
20-year-olds registered for national service between 1964 and 1972	804 286
20-year-olds selected and enlisted in the army	63 740
National Servicemen who served in Vietnam	15 381
Exemptions from national service (including students and ministers of religion and for reasons of physical or mental disability, or conscientious objection determined by court)	3 563
Indefinite deferments from national service (including 20 502 married between selection and call-up – being a married man entitled you to a deferment)	35 548
Imprisoned after refusing to obey a call-up notice	14

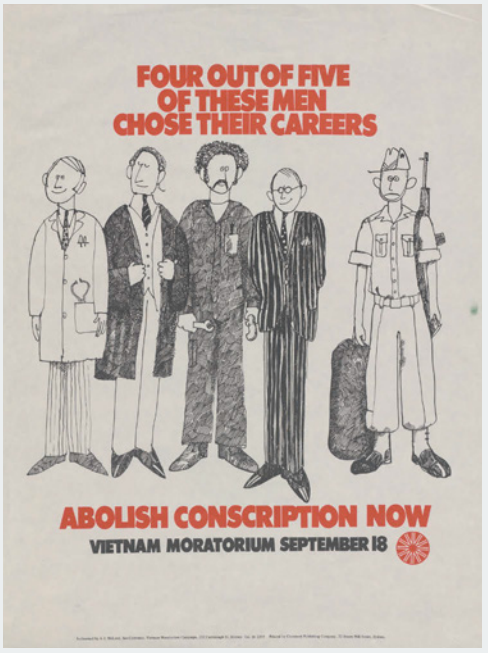
Source 8 Results of the National Service Scheme between 1964 and 1972



Source 9 A marble showing a birth date is pulled from a lottery barrel during the conscription ballet.

Responses to conscription

Anti-conscription posters



Source 10 An anti-conscription poster for the Vietnam Moratorium Campaign, 1970 (AWM ARTV00866)



Source 11 An anti-conscription poster from the Vietnam War era produced by the Organisation to Halt Military Service

Conscientious objectors

Source 12

> White's continued refusal to obey any military order received extensive media coverage ... [by the time he succeeded in his legal appeal to be recognised as a conscientious objector] Bill White had become a folk hero ... White was among the first young men who, by publicly defying the national service system, would symbolise the divisions in Australian society. During the 1939–45 war, 'conchies' had been widely regarded as cowards or religious fanatics. William White's resolute determination ... helped to defeat that image and to make it easier for later objectors to be seen by many, especially younger, Australians as heroes.

Extract from P.G. Edwards, A Nation at War, *Allen & Unwin, 1997, pp. 130–3*



Source 13 Conscientious objector Bill White, a school teacher, was dismissed from the public service and arrested outside his home in Gladesville, Sydney, in November 1966 after refusing to serve in the national service.

The Vietnam Moratorium movement

Source 14

> By marching I was going against my family, my husband [a policeman] and just about everyone I met in day-to-day life ... I attended because I felt I had to finally stand up and be counted, even though it meant so much of a personal risk ... I dressed in clothes that were not identifiable with me. I tied up my blonde hair and hid it under a hat ... I was scared stiff I would be shown in the crowds on the news but I wasn't.

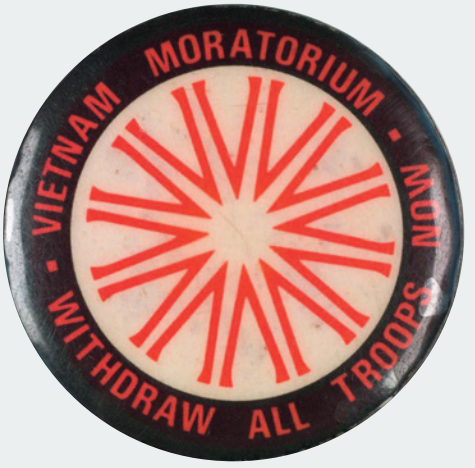
Louise in Greg Langley, A Decade of Dissent: Vietnam and the Conflict on the Australian Home Front, *Allen and Unwin, 1992, p. 138*

Source 15

> I was in 5th Form (Year 11) in 1970 and was asked to do the Anzac Day speech at school. I clashed with our principal, who insisted that I remove my Moratorium badge before speaking. I refused and explained that I believed it was my right to wear the badge because I was morally opposed to our involvement in Vietnam. The History department backed me, and allowed me to deliver a speech pointing out the military failure of Gallipoli while wearing my badge.
>
> My parents also supported me when I took part in a Vietnam Moratorium march that was starting from Sydney University. Finding kindred spirits marching down the street to Town Hall was incredibly empowering for a 16-year-old. I clearly remember chanting 'give peace a chance' as we marched, and being amazed at the size of the crowd. For the first time I thought that perhaps people actually had a chance to change government policies.

Bernie Howitt, a 16-year-old student at Kogarah High School in 1970

Source 16
A Vietnam Moratorium badge. The words around the edge of the badge are 'Vietnam Moratorium. Withdraw all troops now.'



INTERPRET

Anti-conscription posters: Sources 10 and 11

1 Identify the main message of each source. Analyse the methods used in each source to convince you of its point of view.
2 Explain which poster you feel is the most effective in convincing people to agree with its point of view.
3 Describe the main target audience for each source.

Conscientious objectors: Sources 12 and 13

4 Explain how these sources can help a historian understand both sides of the conscription debate.
5 How does Source 12 support the suggestion that Bill White became a 'folk hero'?

The Vietnam Moratorium movement: Sources 14, 15 and 16

6 How do these sources help you understand the types of people who protested against the war?
7 Examine the sources carefully and explain how useful each is to a historian investigating the reasons people protested against the war.
8 Assess the reliability of each source as a tool for understanding divisions in Australian society at the time.

SPOTLIGHT

PERSPECTIVES

How valuable are personal perspectives such as these for historians? What limitations would historians have to place on their reliability?

Growing opposition in Australia

As Source 4 shows, most Australians (56 per cent) surveyed in a 1965 opinion poll favoured a continuing involvement in Vietnam. In 1967, an opinion poll taken after the announcement that more troops would be sent to Vietnam showed that opposition to the war had grown. Only 37 per cent favoured sending more troops. By 1969, opinion polls showed – for the first time – that the majority were in favour of withdrawing troops. As discussed earlier, the Tet Offensive in 1968 had been a turning point in fuelling public opposition to the war, in the United States and in Australia. Changing technologies in the media also played a role in this change.

Source 17 An Australian cameraman filming while out on patrol with South Vietnamese troops, 1967 (AWM P00508.010)



The Vietnam War in the media

Television was introduced into Australia in 1956, and by 1968 almost every household in Australia owned a set. Vietnam has been called the 'first televised war'. Unlike earlier wars and conflicts involving Australia troops, images from the Vietnam War were seen every night on the televised evening news. While images of Australian casualties were never shown, and the media was supportive of Australia's involvement, some graphic images influenced public opinion. In particular, images of battles during the Tet Offensive and alleged atrocities had a part to play in strengthening the anti-war movement in the last years of the war.

11.10B SOURCE STUDY

The Vietnam War in the media

Source 18

> Australians' exposure to earlier wars had largely been by print media and radio ... Visual images of the war were confined to newsreels and documentaries shown at cinemas ... censors carefully controlled the footage presented and there were considerable time lags between filming and screening ... [By 1965] the majority of Australian households had a television set ... Television journalists and cameramen on the ground in Vietnam brought the war to Australians with an immediacy never before attainable ... [audiences were exposed to coverage of battles fought by Americans] that resulted in greater destruction and loss of life than Australian actions. While this did not reflect the reality of the war in Phuoc Tuy, a non-specialist audience could not be expected to make the distinction ... [Later studies of media coverage] indicate that most stories did not contain graphic footage ... But the graphic images are the ones that stay in peoples' consciousness.
>
> *Extract from Richard Pelvin,* Vietnam: Australia's Ten Year War 1962–1972, *Hardie Grant Books, 2013, p. 212*

Source 19

> It was the novelty of seeing war for the first time that led many Australians to oppose it ... In this sense, the technology, the TV – and not the messengers, the reporters – lost support for the war. Had TV cameras filmed the bombing of Dresden or Tokyo, viewers may similarly have turned away in horror. Western viewers weaned on the notion of war as heroic ... and 'just' were suddenly seeing thousands of dead, millions of refugees, unspeakable suffering ... in short, the things common to all wars.
>
> *Extract from Paul Ham,* Vietnam: The Australian War, *Harper Collins, 2007, p. 413*

INTERPRET

1. Identify the perspective given in each source about the significance of television footage in affecting support for the Vietnam War.
2. What is the date of each source? Comment on whether this makes the source more or less valuable as information about the media's role in the war.

SPOTLIGHT

EMPATHETIC UNDERSTANDING

What impact do you think the televising of the war had on the empathetic understanding of people at home during the war? Does your ability to view news footage of soldiers in action enhance your empathetic understanding?

11.10 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Which groups in Australia supported involvement in the Vietnam War?
2. Which people were required to register in the National Service Scheme?
3. Which groups protested Australia's involvement in the war? Outline the types of people involved in these groups.

APPLY AND ANALYSE

4. Discuss whether you think it was fair that:
   - **a** only 20-year-olds were required to register for national service, with possible service in Vietnam
   - **b** men were selected by drawing marbles out of a barrel.
5. Investigate what you had to do if your birthday was selected in the ballot, and the possible length of service that you faced.
6. An opinion poll in 1995, 30 years after Australian troops were first sent to Vietnam, showed that 55 per cent of Australians thought troops should not have been sent, while 30 per cent of Australians thought it had been the right thing to do. Survey your class and compare your results with the historical opinion polls.

EVALUATE AND CREATE

7. The birth dates below were selected in the 1967 ballots.
   - **a** Imagine that your entire class was registered for national service in that year. How many would have been selected?
   - **b** List the feelings that you would have had in 1967 if your number was called. Remember, only men were conscripted, so if you are female, list the feelings you would have had if a friend or relative had his number selected.
   - **c** Work in pairs to construct a dialogue between a person who accepted his conscription, and a friend who was planning to avoid conscription.

Birthdates drawn in the fifth National Service ballot: 10 March 1967	Birthdates drawn in the sixth National Service ballot: 8 September 1967
January 1, 4, 6, 7, 12, 16, 17, 20, 24, 25, 30 February 3, 8, 12, 16, 18, 23 March 3, 11, 16, 21, 22, 23 April 4, 12, 14, 15, 17, 19, 24, 29 May 1, 13, 14, 22, 25, 29 June 5, 11, 12, 15, 16, 20, 29	July 2, 12, 15, 19, 21, 23, 25, 29 August 1, 7, 8, 9, 11, 12, 19, 26, 27 September 10, 13, 15, 16, 19, 23 October 13, 14, 16, 21, 25, 26, 31 November 6, 17, 18 December 4, 10, 15, 22, 24, 25

GO DEEPER

8. How did the National Service Scheme differ from conscription during World War I and World War II?
9. Compare the way that the Australian public responded to conscription in the Vietnam era and during the world wars. Discuss the possible reasons for any differences in the responses.

OXFORD UNIVERSITY PRESS

11C

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

WHAT WERE THE DIFFERING VIEWPOINTS IN AUSTRALIA DURING THE VIETNAM WAR ERA?

» Identify individuals and groups in Australia who supported or opposed Australia's involvement in the Vietnam War

1 Copy and complete the following table in your notebook by filling in the names of groups and individuals who supported or opposed Australia's involvement in the Vietnam War, and the reasons they did so. (10 marks)

Supported war	Reason	Opposed war	Reason

» Outline why the Australian government believed Australia should send troops to Vietnam and compare this view with the Opposition's

2 Outline the Australian government's arguments for involving Australia in Vietnam. Compare this with the federal opposition's arguments. Which argument was successful in the 1966 election? Was the success of this argument maintained for the duration of the war? (10 marks)

» Explain how the National Service Scheme operated

3 Explain what conscription is, and how the National Service Scheme introduced by the Menzies government operated. (5 marks)

» Describe the groups who opposed conscription and Australia's involvement in Vietnam and their forms of protest

4 Outline the evidence available to support the suggestion that Australia was divided by the Vietnam War. (5 marks)

5 In your notebook, copy and complete the following table about groups who opposed conscription and the methods they used. Choose from the trade union movement; university students; school students; politicians; conscientious objectors; Save Our Sons; and the Vietnam Moratorium movement. (10 marks)

Group opposed to Vietnam War	Method of opposition

» Explain how changing technologies in the media affected public opinion about the Vietnam War

6 Explain why Vietnam is sometimes referred to as the 'first televised war'. (5 marks)

7 Explain, using evidence, how the media affected public opinion towards the Vietnam War. (5 marks)

Total marks [/50]

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Checkpoint worksheets
Differentiated worksheets for use in class or as homework

11D WHAT WAS THE IMPACT OF THE VIETNAM WAR?

11.11 IMPACT OF THE WAR FOR VIETNAM VETERANS

KEY CONTENT

In this topic you will:

- assess the impact of the war for Vietnam veterans and use sources to explain the difficulties faced by veterans and their families after the Vietnam War.

The homecoming for Vietnam veterans was very different from the experiences of their grandfathers and fathers after service in World War I and World War II. The Vietnam War had become so unpopular that there was no real welcome home. To avoid demonstrators, returning troops were often flown into Sydney's Mascot airport after dark. Some marched in parades in their home towns and cities on their return, but there was no official parade or welcome for the Vietnam veterans until 1987 (see Source 1).

Many veterans were left to cope with physical injuries. Many reported stress, and for some there were ongoing psychological issues arising from what they had been through. No doubt the veterans from earlier wars had suffered in much the same way, but the Vietnam veterans felt very much alone and unappreciated. As a response to the sense of neglect, they formed the Vietnam Veterans Association in 1979, which continues to actively represent the interests of those who served in the Vietnam War.



Source 1 For many Vietnam veterans, the October 1987 Welcome Home Parade in Sydney was the first official parade or welcome since their return from service in Vietnam.

Exposure to Agent Orange

One of the main concerns of Vietnam veterans was the possible harmful effects of their exposure to **Agent Orange**. Agent Orange was a poison (mainly dioxin) used extensively during the Vietnam War by the US to kill the plant life in the dense jungle areas that had provided cover and hiding places for the Viet Cong. Exposure was thought to lead to higher instances of certain diseases and cancers, as well as birth defects in some children of Vietnam veterans. It was a source of anger and disappointment among Vietnam veterans when governments were slow to react to their concerns.

Agent Orange
a highly poisonous herbicide sprayed onto areas of thick jungle by US forces during the Vietnam War to deprive **Viet Cong** troops of cover

11.11 SOURCE STUDY

Experiences of Vietnam veterans

Coming home

Source 2

> Bob Pride: I think we landed at Sydney airport about ten or eleven o'clock at night, went through customs, got our pay. When the doors opened up there were these people waving placards and someone was holding up a page out of a newspaper about women and children being killed.
>
> ...
>
> John Skinner: We spent about two hours with our families and then we marched through Sydney. I felt ten feet tall, I really felt good. They had ticker-tape and there were people in the street, but what I didn't realise was that most people were only curious. They weren't cheering us home. They just lined up to see something.
>
> ...
>
> Michael Scrase: One minute I was in Vietnam and the next minute I was home, and I was totally lost ... I know my mum and dad found it very hard to handle me ... In fact, they told me quite plainly that I wasn't the same person any more. I was prone to get violent, punch walls, get into rages very quickly. I've never slept right since the day I came home.

Extracts from Stuart Rintoul, Ashes of Vietnam: Australian Voices, *William Heinemann Australia, 1987, pp. 181, 182, 184*



Source 3 Australian soldiers march through Sydney on their return from Vietnam, May 1967.

INTERPRET

1. Explain how these sources help you build an understanding of the experiences of Vietnam veterans.
2. Which of these sources would be most useful for historians investigating the reaction of Australian soldiers to serving in Vietnam?

11.11 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Why did most returning Vietnam veterans fly into Australia at night?
2. When was the Vietnam Veterans Association formed? Why was it formed?
3. What was Agent Orange?

11.12 IMPACT ON THE VIETNAMESE PEOPLE AND MIGRATION TO AUSTRALIA

KEY CONTENT

In this topic you will:

- assess the impact of the war for the Vietnamese people and use sources to explain the difficulties faced by South Vietnamese people after the Vietnam War.

re-education camp
the official term used to describe prison camps set up across Vietnam by the new Vietnamese government following the end of the Vietnam War; an estimated 1 to 2 million military officials, government workers and individuals from South Vietnam were imprisoned in these camps under extremely harsh conditions

The long years of conflict in Vietnam had devastating human costs for North and South Vietnam. The number of soldiers killed on both sides is measured in the hundreds of thousands. An unknown number of civilians, possibly over a million, also died as a result of armed conflicts, bombings and assassinations. An even greater number would suffer from the effects of Agent Orange and other chemicals sprayed by allied forces.

Source 4 Numbers of Vietnamese casualties in the Vietnam War

Type of casualty	Number of people
South Vietnamese troops killed or missing in action	220 357
South Vietnamese troops wounded	1 170 000
North Vietnamese and Viet Cong troops killed	660 000
South Vietnamese civilian casualties	325 000–1 000 000
North Vietnamese civilian casualties from US bombings	65 000
Civilians assassinated by North Vietnamese and Viet Cong	166 000
Vietnamese affected by herbicide poisoning	3 000 000

Source: Paul Ham, Vietnam: The Australian War, *Harper Collins, 2007*

After Australian and US troops had withdrawn from Vietnam, the North Vietnamese advanced southwards. Their tanks rolled into the former Presidential Palace in Saigon on 29 April 1975. Vietnam was finally unified as a communist country. Any South Vietnamese people who had worked with or supported the West were regarded as suspect by the communist government. These included the translators, administrative support staff and guides who the US and Australian armies had relied on. Shopkeepers, bar owners and taxi drivers servicing allied soldiers and owners of accommodation used by soldiers were also considered suspect.



Source 5 Desperate South Vietnamese people scale the wall of the US Embassy in Saigon, trying to reach evacuation helicopters as the last Americans depart from Vietnam, 29 April 1975.

Anyone thought to have come under the influence of the West was imprisoned in a '**re-education camp**'. It is estimated that about one million Vietnamese were imprisoned in these camps after the war. About 165 000 people are thought to have died in these camps, and many were tortured. Most people in the camps were imprisoned for periods of three to 10 years, but some people were incarcerated for up to 17 years.

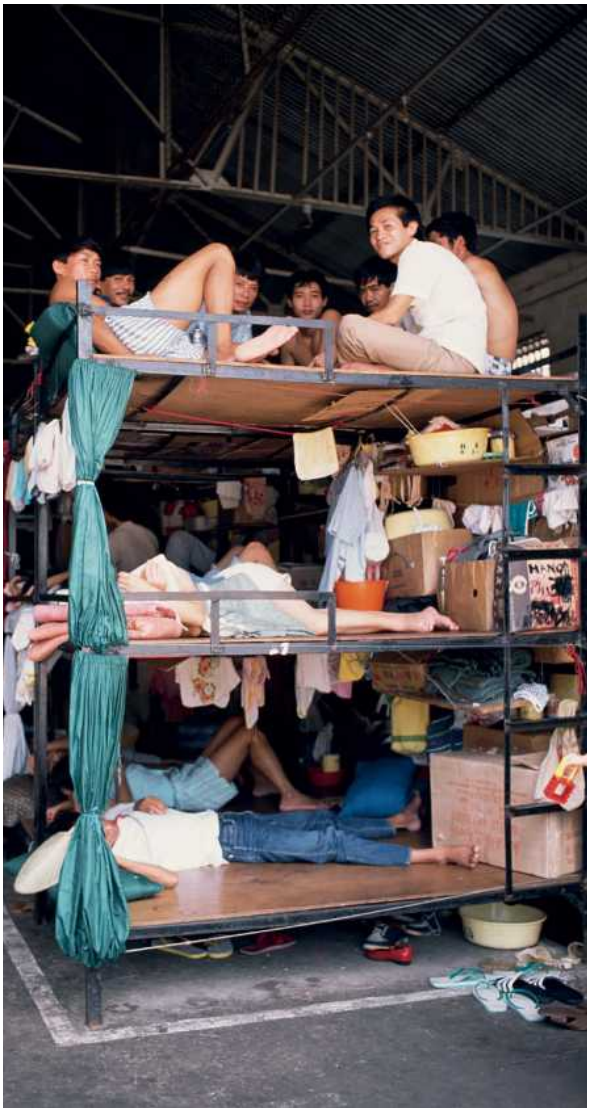
Vietnamese emigration

Many Vietnamese families whose lives had been disrupted by the war and imprisonment in the re-education camps became desperate to leave the country. Some chose to leave as they feared political persecution because of their pro-American beliefs. Others saw fewer opportunities under a communist system.

People fleeing from Vietnam in the 1970s could be described as 'internally displaced persons' or 'stateless people' as categorised by the **United Nations High Commission for Refugees (UNHCR)**. Internally displaced persons are those who have been forced to flee their residence because of armed conflicts while they were still living within their country. Stateless people are those who are not considered a member of any state. Those who fled Vietnam were also categorised as refugees and asylum seekers.

UNHCR recognised the scope of the tragedy that was unfolding and established refugee camps in Malaysia, Hong Kong, Thailand, the Philippines and Indonesia to try to house and process the claims of the Vietnamese fleeing the country. From these camps, refugees were processed and resettled in countries willing to accept them. UNHCR won the Nobel Peace Prize in 1981 for their work with Vietnamese refugees.

The main countries to accept Vietnamese refugees were the United States (823 000), Australia (137 000), Canada (137 000), France (96 000), Germany (40 000), the United Kingdom (19 000) and Japan (11 000). Australian governments after the war felt a moral obligation to help these refugees resettle in Australia. Many refugees were so fearful and desperate to leave that they arrived in Australia without official approval, after a risky journey by sea. They became known as 'boat people'.



Source 6 A refugee camp in Asia for Vietnamese refugees



Source 7 Vietnamese refugees arrive at Sydney Airport in June 1975. Many were accepted as refugees by the Australian government after the war and flown to Australia.

United Nations High Commission for Refugees (UNHCR)
an international organisation that protects **refugees** and helps to find homes for them; set up as part of the United Nations

Boat people

The term 'boat people' refers to refugees who take to the sea, often in small boats, to escape persecution and in search of a better life. The term was used in the 1970s to refer to Vietnamese refugees and has remained part of the Australian political vocabulary as both Labor and non-Labor governments have attempted to deal with a steady flow of refugees attracted to all that Australia has to offer.

As an island nation with a relatively small population, Australia's control of its coastal borders has long been a concern. Boats have been arriving in Australia throughout the continent's history, but the arrival of Vietnamese refugees heralded a new form of migration. The first boat refugees from Vietnam to arrive in Australia landed in Darwin in April 1976, a year after the end of the Vietnam War. According to government figures, the initial boat was followed by a further 2058 boats from Vietnam, with the final boat arriving in August 1981. Australia's willingness to take these people reflected in practice the formal announcement of the Whitlam Labor government in 1973 that the White Australia policy was legally abolished. This slow change had started in 1966 when the Holt Liberal government began to modify the policy.

The journey to Australia

The journey from Vietnam to Australia was difficult and dangerous. After bribing local officials, Vietnamese people took to dangerous seas, often on makeshift boats and rafts. The main hope was to drift into open sea lanes, and be picked up by a vessel that could take them to a safe destination. Sturdier vessels did make it as far as Australia, but many only made it as far as neighbouring countries such as Thailand. Before leaving Vietnam, families had to sell their belongings, and any money was usually converted to gold, which was easier to carry. Unfortunately, that made the boats a prime target for pirates, particularly along the coast of Thailand. Pirates became a major risk for potential refugees, and added further danger to a voyage that was already risky with storms and rough seas.

There are no clear statistics, but estimates suggest 250 000 to 500 000 refugees perished in their attempts to leave Vietnam. Many survivors arrived with graphic accounts of robbery, rape and murder by Thai pirates. Families were typically split before leaving Vietnam in the hope that at least one would survive and reach safety. They survived on very little food and water, and with a voyage to Darwin lasting four weeks, many arrived in Australia in an emaciated condition.



Source 8
Some Vietnamese refugees came to Australia as 'boat people' after hazardous journeys by sea.

11.12 SOURCE STUDY

Experiences of Vietnamese refugees

Source 9

> ... in a matter of weeks, we went from having houses, cars, money, servants, and chauffeurs to homeless. We didn't know where our father was, or if he is alive ... I was 12 years old when the Vietnam War was over, the following four years living under the communist rules, was the pivotal time of my life. I spent my youth watching what to say at school or to anyone outside our family, living in constant fear of what might happen to us if people know who we are, or know of our father's military background.
>
> In 1978, after my sister and brother escaped to Malaysia, for half a year, I never go to bed without fears, because the local policemen would come to our house any time at night to count heads, and I had to lie about the absence of my sister and brother ... I tried to escape with my sister and brother five times ... we made it ... although it wasn't a 'smooth sailing' [with] 373 people, including 75 children, packed in a 25m by 5m wooden boat; we were tossed around by a violent storm the first night on the water, people threw up and urinated all over each other ... we lived with that horrible smell for the next seven days underneath the boat with very little air or light. We survived two Thai pirate groups, then was shot, pushed back at and robbed by Malaysian police. We ran out of food and water and people started to die by the 6th day. After seven days on the sea, we landed on a small fisherman village somewhere in Indonesia ...
>
> *Extract from Carina Hoang's website 'Carina Hoang, a true story of determination and survival'*



Source 10 Vietnamese refugees, Darwin, November 1977

INTERPRET

1 Explain the value of these sources in helping you understand the reasons people fled Vietnam and the conditions they experienced during their journey to Australia.

11.12 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Identify the reasons why the Vietnamese death toll in the Vietnam War was so high.
2 Why did many people choose to leave Vietnam at the end of the war?
3 Outline the conditions Vietnamese refugees experienced during boat trips to Australia.

APPLY AND ANALYSE

4 Topic 10.8 in Chapter 10 covers refugees and asylum seekers. Review that section and, in your own words, define both these terms.

I USED TO THINK, NOW I THINK

Examine Sources 9 and 10 and complete the following sentences:

I used to think ...

Now I think ...

What has changed your understanding?

11.13 AUSTRALIA'S CHANGING SOCIETY AND RELATIONSHIPS WITH ASIA

KEY CONTENT

In this topic you will:

- outline the social and political changes that occurred in Australia during the Vietnam War era
- outline how Australia's relationship with Asia changed during the Vietnam War era in the 1970s.

STRANGE BUT TRUE

For a period in the 1950s, an Australian national opinion poll asked only men for their views. They thought results were being distorted by the number of women who responded: 'don't know' or 'would have to ask my husband'.

At the end of World War II, Australians wanted stability and security after two world wars and the economic hardship of the Great Depression. The priority for Australian governments was economic prosperity and security from possible threats to the 'Australian way of life'. Many Australians felt more closely aligned with Britain than with their neighbours in Asia. They still felt the threat of an Asian invasion, a fear that was heightened by Japan's show of military strength during the war and the communist takeover in China. The White Australia immigration policy was still firmly in place.

Australian society was conservative and, for the most part, people did not challenge the government's views and decisions. Most of the population was either born in Australia or Europe. Political leaders and others in public life were predominantly male.

For ordinary Australians, the 1950s and 60s were years of prosperity in an economic boom time. Workers earned more, and there was virtually no unemployment. The population grew, partly because of post-war migration from Europe that the Australian government encouraged after the war. Consumer goods such as cars and washing machines became commonly available. The arrival of rock 'n' roll and the introduction of television heralded a new era in Australian popular culture. The influence of Britain was still strong, but the US influence was growing.



Source 11 Gough Whitlam and entertainer Little Pattie wear 'It's time' T-shirts during the 1972 election campaign.

By the end of the Vietnam War era, Australians had experienced a decade of further change. Changing views about the role of women and the White Australia policy, and the beginnings of anti-authoritarian behaviour by young people were not only due to Australia's involvement in the Vietnam War. These trends were already emerging. However, the government's decision to send National Servicemen to Vietnam and the drawn-out nature of the conflict led people to question the government's authority as well as the reasons behind its decision to enter the war. People became more politically involved than ever before, by giving their support to anti-conscription and anti-war campaigns, and by joining political parties. This increased political involvement contributed to the election of Gough Whitlam's government in 1972, the first Labor government in Australia in 23 years.

Social and political change in the Vietnam War era

Source 12

> The most dramatic effect wrought by The Beatles' visit was not over music but over the entire fabric of Australian society. In a sense it liberated young people who had not previously dreamed of openly disobeying their parents, police, civil authorities or indeed any adult.
>
> By playing truant, by pushing over airport barriers, by thumping on glass windows, by standing outside a hotel in the rain, thousands of Australian adolescents had asserted their own feelings for perhaps the first time.
>
> This release, which felt so breathtakingly daring and tasted so exhilaratingly fresh, was to mark the behaviour patterns of a decade.
>
> *Extract from Glenn A. Baker,* The Beatles Down Under, *Wild and Woolley, Sydney, 1982, p. 127*



Source 13 Mounted police try to control a crowd of 10 000 people trying to see The Beatles at the Southern Cross Hotel in Melbourne during their June 1964 Australian tour.

INTERPRET

1. Explain how these sources help you understand both the social and political changes that occurred in Australia during the Vietnam War era.
2. Identify the ways that Glenn A. Baker suggests that The Beatles' tour of Australia in 1964 paved the way for later change.
3. To what extent does Source 13 support the argument made in Source 12?

Australia's changing relationship with Asia

Australia's involvement in a war in Asia influenced the way Australians viewed their place in the world. Previously, Australia had considered itself as an outpost of Europe and viewed Asia either with distrust and suspicion or with ignorance. Australians now started to recognise that they were part of the Asian region, as well as seeing the economic benefits of having a better understanding and closer ties with their Asian neighbours.

The Whitlam government established diplomatic relations with China and the unified government in Vietnam. The White Australia policy was officially dismantled, and Australia began to welcome immigrants from Asia, including Vietnamese refugees. As a result, Australian society would become more culturally diverse. A new era of cooperation and trade with Asia was also established and Australia became a member of Asia-Pacific Economic Cooperation (APEC), firmly placing itself as a part of Asia. Australian football's move to join the Asian Football Confederation in 2006 showed that cultural entities were also moving closer to Asia.

11.13 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. How did Australians generally regard Asia at the end of World War II?
2. What evidence is there that Australia was largely a conservative country in the 1950s?
3. Identify areas where Australia changed both socially and politically during the Vietnam War era.

APPLY AND ANALYSE

4. Use census data to find evidence to support the argument that Australia has become a more culturally diverse place since the end of the Vietnam War. Present your findings in a visual display. Discuss those findings in terms of continuity and change.



Source 14 The 30th gathering of APEC leaders in Papua New Guinea, 2018

Popular music and the Vietnam War era

CASE STUDY

As you consider the range and diversity of popular culture about the Vietnam War, it is important to ask, 'When was this created?' There is a huge difference between the historical context of something created in 1965, when the war was beginning to escalate; 1970, when more and more people were becoming disillusioned by the loss of life and questioning the reason countries were fighting there; and 1984, at a time when contesting viewpoints were arguing about the meaning of the Vietnam War and what it achieved. What follows are some examples of popular music and the Vietnam War.

The Vietnam War era coincided with an explosion in popular music. As you have seen, 1964 was the year Australia committed itself to the Vietnam War by introducing National Service, and it was also the year The Beatles toured both the United States and Australia, launching the global phenomenon of Beatlemania. Rock 'n' roll swept through countries, encouraging young people to develop their own identities.

Anti-war songs

The first song to make the Sydney charts that has become indelibly associated with the Vietnam War was Barry McGuire's 'Eve of destruction' in 1965. It raised the question that was on the world's mind as the war escalated, that if the Vietnam War became nuclear, it could lead to the destruction of the world. Written by US songwriter P. F. Sloan, it became a rallying cry for those who opposed the war. The Animals had a US hit with 'We gotta get out of this place'. In US high schools, it became a popular end-of-school song, while it soared to popularity with the increasing number of troops in Vietnam in 1965.

Australian Frank Lewis recorded his own song, 'Year of war' in 1970, which recounted world conflicts within the context of the Vietnam War, and warned that 'the last is yet to come'. Probably the most famous Australian anti-war song was Ronnie Burns's hit single from 1970, 'Smiley'. Written by Johnny Young, it was inspired by the drafting of fellow singer Normie Rowe, the Smiley of the song, who was sent to Vietnam.

SPOTLIGHT

RESEARCH

This topic presents a great opportunity to apply your research skills. These are only a few of the many songs that comment on the Vietnam War, either directly or indirectly. Use your skills as a History student to find more songs and create your own playlist.

SEE, THINK, WONDER

Examine Source 15.

What do you see?

What do you think?

What does it make you wonder?



Source 15 The crowd at Bruce Springsteen's 1988 concert in East Berlin that has been credited with accelerating the end of East Germany

Pro-war songs

Those supporting the war in Vietnam also sought to use music to convince teenagers that the war was necessary. Staff Sergeant Barry Sadler had a number one hit in the US with 'The ballad of the Green Berets' in 1966. Sadler had served and been injured in Vietnam, and the song became a Top 10 hit in Australia, too. US news broadcaster Victor Lundberg had a surprise Top 10 hit in the US late in 1967 with his spoken word, 'An open letter to my teenage son' in which he told his teenage son that if he burnt his draft card, he should also burn his birth certificate because Lundberg would no longer consider the boy his son.

Supporting the veterans



Source 16 'Ohio' by Crosby, Stills, Nash and Young commented on a famous anti-Vietnam War protest where four US students were shot dead.

In later years, there has been a struggle for veterans' voices to be heard. Bruce Springsteen highlighted the struggle for veterans to be accepted into a post-Vietnam war world when he released 'Born in the USA' in 1984. It sparked a major push to understand the difficulties faced by Vietnam veterans and is a great example of why it is important to understand popular culture sources in their context. After the song's release, US President Ronald Reagan spoke about Bruce Springsteen during the 1984 Presidential campaign. Springsteen quickly rejected overtures to endorse Reagan and suggested his aides hadn't understood the song. On 19 July 1988, Springsteen sang the song to thunderous applause at a concert in East Berlin, just over a year before the Berlin Wall came down and East Germany ceased to exist. The sight of hundreds of thousands of young East Berliners singing 'born in the USA' in that context gave the song yet another meaning.

Australian music also dealt with the question of Vietnam vets. Cold Chisel's 'Khe Sanh' was released in 1978 and has gone on to become affectionately regarded as Australia's 'alternative national anthem'. Redgum's 'I was only nineteen' rose to number one on the Australian charts in 1983 and all royalties were donated to the Vietnam Veterans Association of Australia. It was based on the experiences of the writer John Schuman's brother-in-law. Even Normie Rowe tackled what was for him a very personal subject with his 2007 album, *Missing in Action*.

CASE STUDY: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What is the key question to ask when you are dealing with popular culture linked to the Vietnam War?

2 Name one pro- and one anti-Vietnam War song that reached the Australian charts.

APPLY AND ANALYSE

3 Listen to The Animals' 1965 song 'We gotta get out of this place', and analyse the lyrics. Explain how the lyrics could mean different things, depending on the context in which they are used.

EVALUATE AND CREATE

4 Create a compilation album of anti-Vietnam War songs based on the ones mentioned here and others that you have uncovered from your own research. Create the album cover, and include one to two sentences per song as cover notes to give some background to the period, the songs and artists, to help the listener understand what they are hearing.

GO DEEPER

5 Listen to 'Fortunate son' by Creedence Clearwater Revival. Find the lyrics and use them to explain what the song is about. Which three future US presidents would have been eligible for the draft? How did each avoid being sent to Vietnam? How do their experiences help you understand the song?

11D

CHECKPOINT

WHAT WAS THE IMPACT OF THE VIETNAM WAR?

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

» Assess the impact of the war for Vietnam veterans

1 Assess the impact the Vietnam War had on Australian soldiers, both in Vietnam and upon their return home. (10 marks)

» Use sources to explain the difficulties faced by veterans and their families after the Vietnam War

2 Prepare a submission for the Department of Veterans' Affairs calling for increased support for Vietnam veterans and their families. In your submission, include references to specific sources to support your viewpoint. (10 marks)

» Assess the impact of the war for the Vietnamese people

3 Explain the impact of the war for Vietnamese people in terms of casualties suffered by both the North and South. Suggest why sources may differ in listing the casualties experienced by the Vietnamese during the war. (5 marks)

4 Create a digital scrapbook that helps people understand the impact the Vietnam War had on both North and South Vietnam. (5 marks)

» Use sources to explain the difficulties faced by South Vietnamese people after the Vietnam War

5 Drawing on a range of sources, explain why so many people tried to leave Vietnam after the war ended, and the experiences they had in reaching destinations such as Australia. (10 marks)

» Outline the social and political changes that occurred in Australia during the Vietnam War era

6 Outline the way Australia changed both socially and politically during the Vietnam War era. (5 marks)

» Outline how Australia's relationship with Asia changed from the end of World War II to the end of the Vietnam War era in the 1970s

7 Outline the changes in Australia's relationship with Asia between the end of World War II and the Vietnam War. (5 marks)

Total marks [/50]

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Quizlet
Test your knowledge of this topic by working individually or in teams.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Quizlet Live
Launch a game of Quizlet Live for your students.

12



Source 1 Part of the Holocaust Memorial Museum's display of deported people, Washington DC, United States

THE HOLOCAUST

The Holocaust was the systematic, bureaucratic, state-sponsored mass murder of approximately six million Jewish people between 1933 and 1945. It was an attempt by Germany's Nazi regime to eradicate Jewish people from Europe. The regime also targeted the Romani and Sinti peoples (also called gypsies), people with disabilities, Jehovah's Witnesses, homosexuals, German political opponents and, later, Soviet prisoners of war and Polish people. Elie Wiesel, a Romanian-born Holocaust survivor, highlights the importance of studying the Holocaust through the stories of those who were persecuted. He says:

> Let us tell tales so as to remember how vulnerable man is when faced with overwhelming evil. Let us tell tales so as not to allow the executioner to have the last word. The last word belongs to the victim. It is up to the witness to capture it, shape it, transmit it and keep it as a secret, and then communicate that secret to others.

Throughout this chapter, the tales of those who perished and others who survived will communicate the terrors and atrocities that comprised this genocide. The Holocaust is studied so that we never forget, but also in order to never repeat this history.

OXFORD UNIVERSITY PRESS



obook-only chapter

WHAT FEATURES SHAPED THE HISTORICAL CONTEXT OF THE HOLOCAUST? 12A

In this section you will:

» describe the concept of genocide
» sequence the main waves of antisemitism
» identify key features of pre-war Jewish life
» identify historiographical approaches.

CHECKPOINT 12A

WHAT WAS THE ROLE OF NAZI IDEOLOGY IN CONTRIBUTING TO THE HOLOCAUST? 12B

In this section you will:

» outline government policies and practices that restricted life for different groups
» explain how and why the government was successful in implementing its policies
» describe the hardships faced by victims of Nazi ideology.

CHECKPOINT 12B

HOW DID PERSECUTION CONTINUE DURING THE WAR YEARS? 12C

In this section you will:

» describe the impact of increasing persecution during the war years
» using a range of sources, describe the experiences of different groups during the Holocaust
» discuss the response of different individuals and groups during the Holocaust.

CASE STUDY: MUSIC AND THE HOLOCAUST

CHECKPOINT 12C

WAS THERE LIBERATION AND LIFE AFTER THE HOLOCAUST? 12D

In this section you will:

» assess the impact of the Holocaust
» explain the international response to the Holocaust.

CHECKPOINT 12D

THE HOLOCAUST – A TIMELINE



Source 2
An artist's impression of King Nebuchadnezzar II capturing the Jewish people and enslaving them in Babylon

TIMELINE

c. 1400 BCE
The Jewish people enter the Promised Land of Israel, after being delivered from slavery in Egypt.

586 BCE
The Temple in Jerusalem is destroyed by King Nebuchadnezzar II of Babylon, and Jewish captives are taken into exile in Babylon.

c. 538 BCE
King Cyrus the Great of Persia liberates the Jews who were exiled in Babylonia, allowing them to return to Jerusalem and rebuild the Temple.

70 CE
The second Temple is destroyed by the Romans, with nearly one million Jewish people being killed. Most of the survivors are sold into slavery or escape to other nations.

1025
The Kingdom of Poland is founded, providing shelter for persecuted and expelled European Jewish communities.

1144
The first 'Blood Libel' against the Jews takes place in Norwich, England. Blood libels are superstitious, false allegations that Jews murder Christians for ritualistic practice. This concept spreads across Europe.

1290
King Edward I of England declares that all Jews must be expelled from the country within three months. This edict remained in place until 1656.

1560
Approximately 75 per cent of the world's Jewish people live in Poland, the 'Paradise of the Jews'.

1881
Ongoing pogroms against Jewish people in Russia spark the first major wave of *aliyah* (Jewish immigration) into Israel.

c. 1400 | c. 500 | BCE | CE | 70 | 1000 | 1500 | 1880

TIMELINE: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Identify two examples of kings supporting Jewish people.
2. In what year did Germany open its first concentration camp?
3. What evidence is there to suggest that antisemitism existed well before Hitler was appointed Chancellor?
4. What started in Nuremberg in 1945? How does this suggest that the actions of the Nazis were not condoned?

OXFORD UNIVERSITY PRESS

Source 3
On 2 August 1933, Hitler became the führer of Germany, combining the office of the president with the office of the chancellor.



Source 4 Jewish people in the Lodz Ghetto, wearing the compulsory Jewish Badge.



1914
The Ottoman Empire, with control over the whole Middle East, outlaws Zionism, expelling 11 000 of the 60 000 Jewish people living in Palestine.

1929
In Hebron, the oldest continuously inhabited Jewish city in the world, 69 Jews are brutally murdered. The British authorities decide to evacuate the Jewish population and forbid them to return.

1933
Adolf Hitler is appointed Chancellor of the German Reich. He instigates antisemitism across the country and opens Dachau – Germany's first concentration camp.

1935
The Nuremberg Laws are proclaimed on 15 September, placing significant restrictions on Jewish people.

1938
On 9 November, the Nazis unleash series of pogroms against Jewish people with *Kristallnacht* (the Night of Broken Glass).

1939
World War II commences and Polish Jews are forced to wear the Star of David.

1940
The Lodz and Warsaw Ghettos are sealed.

1941
Gas experiments begin at Auschwitz concentration camp, and German Jews begin to be deported.

1942
The Final Solution is agreed upon at the Wannsee Conference. Thirty thousand Jewish people are deported from the Warsaw Ghetto for transport to the newly opened Treblinka extermination camp.

1945
World War II ends, and the Nuremberg trials of war crimes begin.

1910 1920 1930 1940 1950

Source 5
The entrance to the Auschwitz-Birkenau death camp, where it is estimated that over 1 000 000 Jewish people were murdered



12A WHAT FEATURES SHAPED THE HISTORICAL CONTEXT OF THE HOLOCAUST?

12.1 THE CONCEPT OF GENOCIDE

KEY CONTENT

In this topic you will:

- describe the concept of genocide.

In 1944, a Polish lawyer named Raphäel Lemkin coined the term 'genocide'. The Latin suffix *-cide* means killing, and it appears in other English words such as 'homicide' (the killing of man or a human). *Genos* is a Greek word meaning race or tribe, so genocide means the killing of a race or tribe. Genocide is usually understood to be the systematic, **bureaucratic** mass murder of a group of people with something in common such as their nationality, ethnicity, race or religion. Genocide is different to a random mass murder in that the intent is to destroy or eradicate the particular group. Lemkin's definition came about partly in response to the atrocities committed with the deliberate murder of Jewish people as a result of Nazi policies and practices. However, he also intended to encompass previous acts of hatred throughout history, where specific groups were targeted for destruction. By 1946, as a result of Lemkin's campaign, the term 'genocide' was recognised as a crime under international law.

bureaucratic relating to a system of government in which important decisions are made by state officials rather than elected representatives

Genocide as a crime

World War II ended in 1945. In 1946, the United Nations General Assembly recognised genocide as a crime under international law through *Resolution 96 (I) The Crime of Genocide.* The Resolution recognises not only the mass murder of Jewish people by Nazis, but also 'many instances' of genocide in the past.

Source 1 An extract from *Resolution 96 (I)*

> Genocide is a denial of the right of existence of entire human groups, as homicide is the denial of the right to live of individual human beings; such denial of the right of existence shocks the conscience of mankind, results in great losses to humanity in the form of cultural and other contributions represented by these human groups, and is contrary to moral law and to the spirit and aims of the United Nations.
>
> Many instances of such crimes of genocide have occurred when racial, religious, political and other groups have been destroyed, entirely or in part.
>
> The punishment of the crime of genocide is a matter of international concern.
>
> *The General Assembly, therefore,*
>
> *Affirms* that genocide is a crime under international law which the civilized world condemns, and for the commission of which principals and accomplices – whether private individuals, public officials or statesmen, and whether the crime is committed on religious, racial, political or any other grounds – are punishable.

UN General Assembly, The Crime of Genocide, *11 December 1946, A/RES/96, available at: www.refworld.org/docid/3b00f09753.html*

The 1948 *Convention on the Prevention and Punishment of the Crime of Genocide* (the Genocide Convention) **codified** genocide as an independent crime. Australia signed the Genocide Convention on 11 December 1948 and **ratified** it on 8 July 1949. By comparison, France and the United States also signed the Genocide Convention with Australia, but it wasn't until 14 October 1950 and 25 November 1988 respectively, that they ratified their agreement. As of mid-2020, 152 states (countries) had ratified the Genocide Convention. This highlights a difficulty with international law. There is no obligation for different countries to sign conventions or treaties, and once they do, ratification must still take place for it to be officially binding on that state.

codify
to arrange laws or rules into a systematic code

ratify
to approve a treaty through a state's own system; the process of agreeing to be bound by the treaty that has been signed

Source 2 Genocide as defined by Article II of the 1948 *Convention on the Prevention and Punishment of the Crime of Genocide*

> In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:
>
> (a) Killing members of the group;
>
> (b) Causing serious bodily or mental harm to members of the group;
>
> (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
>
> (d) Imposing measures intended to prevent births within the group;
>
> (e) Forcibly transferring children of the group to another group.

The United Nations continues to affirm its stance that genocide is a crime of international concern. In 1998, Article 6 of the *Rome Statute of the International Criminal Court* used the same definition in Article II of the Genocide Convention to consolidate its stance that targeted hatred is a crime, whether within a war or as a stand-alone act.

Source 3 The entrance to the Auschwitz-Birkenau extermination camp, where it is estimated that over 1 000 000 Jewish people were murdered



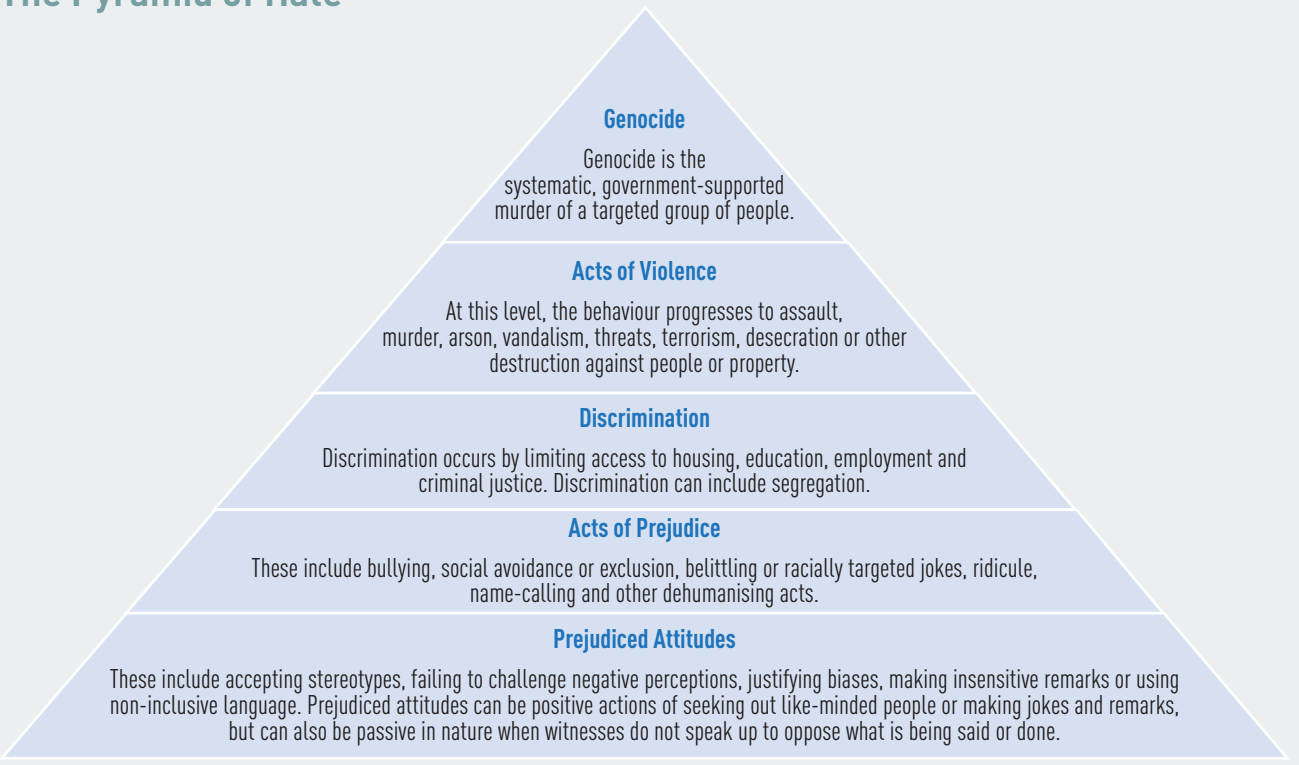
The Pyramid of Hate

Sho'ah
(also Shoah) a Hebrew word meaning 'catastrophe'; in 1942, historian Ben-Zion Dinur used the word to describe the extermination of Jewish people across Europe

When studying the Holocaust or ***Sho'ah***, one of the questions that comes up repeatedly is, 'How was it humanly possible?' It is unfathomable to think that a group of people can choose to hate another group, then put that ideology into practice. Racial prejudice is learnt behaviour. It happens gradually over time, and people can become desensitised to the behaviour they witness, which may inhibit bystanders from intervening. The Anti-Defamation League in the United States established the *Pyramid of Hate* to demonstrate how minor behaviours of prejudice can escalate to the point of genocide. The structure of a pyramid means that the upper levels are supported by the lower levels. This theory suggests that acts of genocide are only possible when there is acceptance and tolerance of the steps below. When studying the Holocaust in light of this theory, it is easy to see that the Holocaust could have been prevented. Had unacceptable behaviours been suppressed through early intervention, the ultimate genocide might never have occurred. A quote, often attributed to Edmund Burke, is used regularly in commentaries on the Holocaust: 'The only thing necessary for the triumph of evil is that good men do nothing.'

12.1 SOURCE STUDY

The Pyramid of Hate



Source 4 The Pyramid of Hate

INTERPRET

1 Which step in Source 4 is most likely to be seen in daily life? Justify your response.
2 Consider the quote by Edmund Burke, 'The only thing necessary for the triumph of evil is that good men do nothing.' How do the stages in the pyramid corroborate or contradict this interpretation?

Source 5 is a well-known quote from German church leader Martin Niemöller, who initially supported the Nazi Party, but then came to oppose it. He was eventually imprisoned in a series of concentration camps.

Source 5

> First they came for the communists,
>
> and I didn't speak out because I wasn't a communist.
>
> Then they came for the socialists,
>
> and I didn't speak out because I wasn't a socialist.
>
> Then they came for the trade unionists,
>
> and I didn't speak out because I wasn't a trade unionist.
>
> Then they came for the Jews,
>
> and I didn't speak out because I wasn't a Jew.
>
> Then they came for me,
>
> and there was no one left to speak for me.
>
> *Martin Niemöller*

12.1 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 Define the term 'genocide'.
2 How did the United Nations criminalise genocide?

APPLY AND ANALYSE

3 What role did Raphäel Lemkin play in making the prevention of genocide an international responsibility?
4 What are the challenges associated with preventing and punishing genocide?
5 Consider the view expressed by Martin Niemöller in Source 5. How does the Pyramid of Hate (see Source 4) support or contradict this?

EVALUATE AND CREATE

6 Do research to find which countries have not signed the Genocide Convention. Write a persuasive speech to their head of state or parliament, arguing why they should sign and ratify this convention.

GO DEEPER

7 In groups, research one of the following topics and outline the key events. Assess the facts in relation to the definition of genocide. Does your topic constitute genocide? Justify your response in a class presentation.

- Rome's destruction of Carthage (146 BCE)
- the Athenian massacre at Melos (416 BCE)
- Tasmania (1825–30s)
- the Stolen Generations (Australia, 1910–70)
- Armenia (1915–17)
- the Soviet Great Purge (1936–38)
- East Timor (1974–99)
- Cambodia (1981–83)
- Rwanda (1994)
- Bosnia (1995)
- Darfur (2003 onwards)
- the Rohingya people (2017 onwards).

12.2 ANTISEMITISM THROUGHOUT HISTORY

KEY CONTENT

In this topic you will:

- sequence the main waves of antisemitism.

pogrom
a Russian word meaning to demolish violently; used to refer to violent uprisings and attacks on Jews in central and eastern Europe by local non-Jewish people

SPOTLIGHT

CONTINUITY AND CHANGE

'Antisemitism' is a fairly modern term, yet prejudice towards Jewish people has existed for thousands of years. Over time, the concept has remained the same, but how it played out in terms of persecution depended on the historical context.

Torah
usually refers to the first five books of the 24 books of the Hebrew Bible; it can also mean the whole Hebrew Bible

Bible
the Christian Old Testament and New Testament; the first five books of the Jewish Torah are in the Old Testament

Promised Land
the land recorded in the Torah and Christian Old Testament as being land granted to the Jews as their homeland

In order to understand the term 'antisemitism', it is important to consider the problems with the word itself. The term (and spelling) 'anti-Semitism' was first used in 1879 by an anti-Jewish German, Wilhelm Marr. At the time, there were **pogroms** and other anti-Jewish campaigns across central and eastern Europe. *Anti* is an ancient Greek word meaning 'against' or 'opposite', so the term anti-Semitism implies being against Semitic peoples. Semites are people belonging to a group who speak a Semitic language. It usually includes Arabs, Akkadians, Canaanites, Ethiopians, Aramaeans and Hebrews. Therefore, anti-Semitism would seem to imply discrimination against all of these groups, but it has only been attributed to anti-Jewish prejudices or actions. This, in itself, highlights the targeted nature of the prejudice.

The International Holocaust Remembrance Alliance articulates concern as the concept of 'Semitism' appears to give weight to the suggested racial classification. The Alliance argues for the unhyphenated spelling of antisemitism, so that the generic term that is clearly associated with Jew-hatred cannot be confused. Antisemitism is the targeted prejudice towards Jewish people, so this term, without a hyphen, is used here for clarity.

Antisemitism in the ancient world

Documented cases of antisemitism in the ancient world exist in the **Torah**, the **Bible** and secular records from different governments. The Jews differed from most ancient societies as they were monotheistic (they believed in one god), rather than polytheistic (the belief in many gods). At different times, the Babylonians, Persians, Greeks and Romans conquered the ancient kingdoms of Judea and Israel, with the Jews being persecuted for their desire to remain a separate cultural group rather than adopting the customs and beliefs of their conquerors.

Jewish people were held in captivity in Egypt, being freed by Moses *c.* 1400 BCE and led back to the **Promised Land**. In 586 BCE, King Nebuchadnezzar II of Babylon captured the Jewish people and destroyed their Temple in Jerusalem. When Cyrus the Great conquered Babylon and established the Persian Empire, the Jews were released from servitude and it was recorded that their Temple would be rebuilt. In the Cyrus Cylinder, an inscribed clay cylinder, Cyrus details religious tolerance, and freedom from racial vilification. However, subject peoples (people who were 'subject' to the king) across the Persian Empire did not necessarily agree with the policy of equality. The Old Testament Book of Ezra 4:11-21 outlines that during the rule of Artaxerxes I (464 BCE – 424 BCE), the Samarians wrote to the king opposing the rebuilding of 'that rebellious and wicked city', with the king agreeing that 'this city be not rebuilt'.

In ancient Rome, Cicero (106 BCE – 43 BCE) expressed hostility towards the Jews by reminding a jury of 'the odium of the Jewish gold' and that they 'stick together'. He even went as far as to claim that Judaism was a barbarous superstition. The Roman historian Tacitus (CE 56 – CE 120) described Jewish customs as 'base and abominable'. Juvenal (CE 55 – CE 120), a Roman poet and satirist, expressed disgust towards anyone who converted to Judaism. The first-century Jewish historian Josephus acknowledged that Rome permitted Jewish religious practice. However, that doesn't mean that it was respected. There are many accounts of violence and attacks on Jewish groups.



Source 6 An artist's impression of King Nebuchadnezzar II capturing Jewish people and enslaving them in Babylon

Antisemitism in the Middle Ages

Throughout the Middle Ages in Europe, public opinion was heavily driven by Christian church leaders. Writings from the early church fathers such as Tertullian (CE 160 – CE 225) were often used to justify antisemitism. Tertullian portrayed Jewish people as rebels against god as they had rejected Jesus as the promised messiah. With many people being illiterate at this time, portrayals of **Ecclesia and Synagoga** emerged in art and sculpture. Synagoga would stand to the left of Ecclesia, since the left side represented evil. She was usually blindfolded, to indicate being blind to Christ. The constant negative portrayal of Jewish people resulted in outbreaks of persecution. A massacre of Jewish people occurred in York in 1190, and attempts at ethnic cleansing included the expulsion of Jews from England in 1290, France in 1306 and Spain in 1492.

The concept of **blood libel** was heavily propagated by Martin Luther in his 1543 publication *On the Jews and their Lies*. Blood libel had been used to accuse Jewish people of causing and spreading the plague, along with other diseases. Across the next 100 years, blood libel charges became common in eastern Europe, including throughout Poland where Jews had been promised protection by nobles in exchange for working the land.

Ecclesia and Synagoga
feminine figures that emerged in Christian art during the Middle Ages; Ecclesia represented the Christian church, and Synagoga represented the Jewish synagogue

blood libel
a false allegation that Jewish people conducted rituals using the blood of Christian or other non-Jewish children they had murdered

Antisemitism in the Middle Ages



Source 7 Synagoga above the portico of Notre Dame, Paris. Synagoga is defeated, with her crown at her feet, the Torah slipping from her hand and a serpent acting as a blindfold.



Source 8 *Ecclesia and Synagoga* (Ecclesia is to the left of Jesus and holding a chalice, while Synagoga is blindfolded on his right) in a crucifixion from a German Book of Psalms *c.* 1260

Source 9

> We hold the Jewish people in special regard because their covenant with God has never been revoked, for 'the gifts and the call of God are irrevocable' (Rom 11:29). ... Dialogue and friendship with the children of Israel are part of the life of Jesus' disciples. The friendship which has grown between us makes us bitterly and sincerely regret the terrible persecutions which they have endured, and continue to endure, especially those that have involved Christians. God continues to work among the people of the Old Covenant and to bring forth treasures of wisdom which flow from their encounter with his word. For this reason, the Church also is enriched when she receives the values of Judaism.

Pope Francis demonstrates the revised Church opinion on Jewish people in *Evangelii Gaudium* (2014), pp. 247–9.

INTERPRET

1. What is the value of Sources 7 and 8 to historians studying antisemitism in the Middle Ages?
2. Compare Source 9 with Sources 7 and 8. What appears to have changed over time?
3. What are the limitations of these sources for understanding antisemitic attitudes?
4. Search online for a picture of Ecclesia above the portico of Notre Dame. How does she differ to the portrayal of Synagoga in Source 7?

Antisemitism in modern times

Professor Rafi Vago of Tel Aviv University suggests that the French Revolution sparked the period of modern antisemitism. The Declaration of the Rights of Man and of the Citizen in 1789 created a new relationship between citizens, with discrimination being outlawed. Jewish people had long been segregated from society throughout Europe, considered the ultimate 'other'. The new statute of liberty for all provided emancipation for Jewish people, but this did not last long, with their 'otherness' returning as traditional attitudes triumphed after the fall of Napoleon in 1815. Jewish people across much of his former empire lost legal equality. Throughout the nineteenth and early twentieth century, Jewish people faced pogroms, with as many as 1326 pogroms in Ukraine alone after the Russian Revolution.

In response to the increasing number of Jewish refugees across Europe, the 1938 Evian Conference brought together 32 nations and 39 private organisations to discuss where Jewish refugees could be repatriated. The United States had a quota on the number of Jewish immigrants it permitted each year, and Australia said that it would accept 15 000 Jewish people over three years. The Australian representative, T. W. White, justified this by saying, 'As we have no real racial problem, we are not desirous of importing one.' This meant that he acknowledged the prevalence of antisemitism and wanted to avoid it, rather than address it, in Australia. The limit of 15 000 people over three years meant 5000 per year. In 1938, there were 50 000 applications from people wanting to escape Europe, so only 1 in 10 were able to obtain refuge in Australia. In 1945, Australia reduced its Jewish immigration quota to 3000 per year and specifically asked on the sponsorship form whether or not somebody was Jewish.

Source 10 The neo-Nazi National Alliance at a rally in Washington DC in 2002, protesting against US aid and support to Israel



In November 2019, the Executive Council of Australian Jewry published a report that found antisemitic incidents increased by 59 per cent between 2017 and 2018. This high level was maintained throughout 2019, but there was a shift in the manner of antisemitism, with a 30 per cent increase in abuse, harassment and intimidation. Even more recently, antisemitism was evident both in Australia and internationally in response to COVID-19. Social media posts accused Jewish people of creating the virus, with reference to antisemitic names for it such as 'Jew flu'. Dr Dvir Abramovich, chairman of the Anti-Defamation Committee, described this as the modern equivalent of the Medieval blood libel of Jewish people spreading the Black Death. Despite learning from atrocities witnessed throughout history, antisemitism still exists in today's society.

Source 11

> It remains true that the Jewish community's places of worship, schools, communal organisations and community centres need, for security reasons, to operate under the protection of high fences, armed guards, metal detectors, CCTV cameras and the like. This necessity is recognised by Australia's law enforcement agencies and arises from the entrenched and protean nature of antisemitism in western and Middle Eastern culture, resulting in a high incidence of physical attacks against Jews and Jewish communal buildings over the last three decades, and continuing threats.

Extract from Julie Nathan, 'Report on Antisemitism in Australia 2019: 1 October 2018 – 30 September 2019', Executive Council of Australian Jewry, *9 November 2019, p. 9*

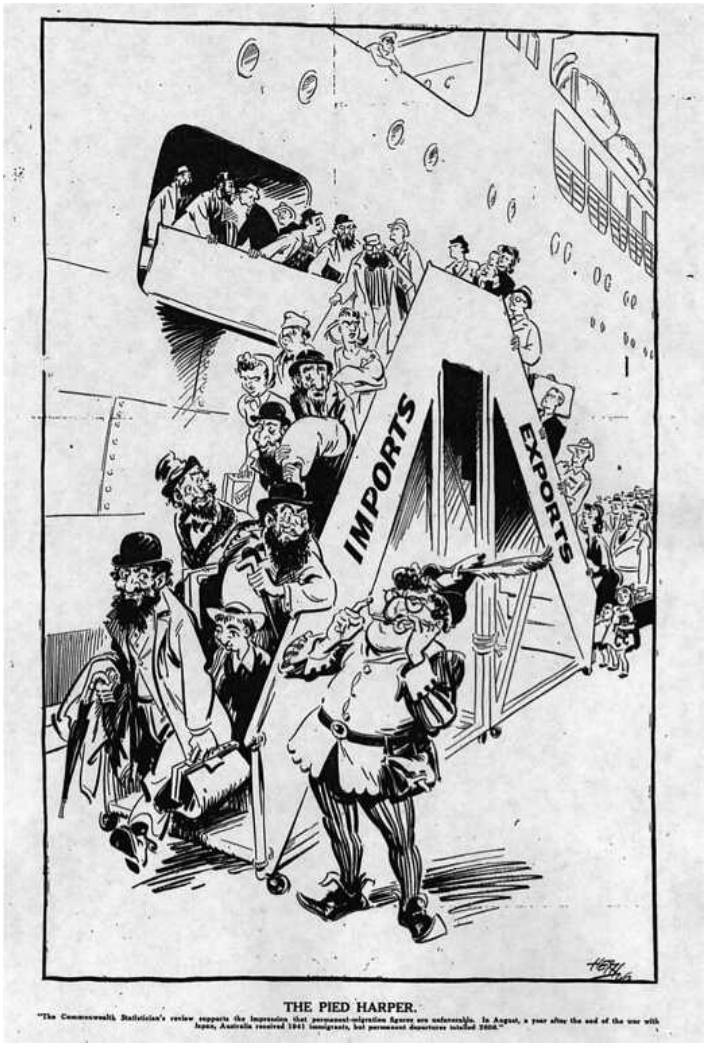
SEE THINK WONDER

Look at the cartoon in Source 12.

What do you see?

What do you think?

What does it make you wonder?



Source 12 A cartoon from *The Bulletin* in 1946: The Minister for Immigration, Arthur Calwell, is depicted playing a Jewish harp to entice Jewish people into Australia, forcing non-Jewish people out.

12.2 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. How did antisemitism present itself in the ancient world?
2. What evidence is there to suggest that at least some ancient rulers were tolerant of different groups and religions?
3. Why did antisemitism emerge in art in the Middle Ages?
4. Why did racial equality provided by the French Revolution not have a lasting impact?
5. How did antisemitism change in 2019?

APPLY AND ANALYSE

6. How have governments contributed to antisemitism?
7. What does the response by Australia and the United States at the Evian Conference suggested about prejudice in their respective societies?
8. To what extent is history repeating itself, considering the rise of antisemitism through graffiti and scapegoating with the COVID-19 pandemic?
9. Study the cartoon in Source 12.
   - **a** What evidence is there to suggest that Arthur Calwell supported Jewish immigration?
   - **b** Despite the Minister for Immigration welcoming Jewish people, how does this cartoon display antisemitic attitudes?
   - **c** Would you consider this cartoon to be propaganda? Justify your response.

EVALUATE AND CREATE

10. Research further examples of antisemitism in the twenty-first century. Devise a campaign to educate society, and implement a response to eradicate antisemitism. Present your ideas as a podcast, talk show, video or other audio-visual format.
    Use a table like the one below to conduct your research. This will ensure you incorporate a variety of perspectives to develop depth to your analysis.

Research findings	Example 1	Example 2	Example 3
Antisemitism in the twenty-first century			
Detail *Provide a description of who, what, where, when etc.*			
Impact *What was the result? Provide detail of any violence, further crime, wellbeing impacts etc.*			
Response *How can this form of antisemitism be addressed? Provide detail on your proposed measures to educate society, or particular groups in society.*			
Source/Authority *News article? Government report? Social Media?*			

GO DEEPER

11. Conduct research on the impacts of racism. Explain the social, political and economic consequences of racist attitudes in society. In your response, consider either a particular case study, or examine the issue more broadly in a global context. Structure your response as an essay, using the themes outlined in the question to develop your paragraphs.



Source 13 A Nazi Swastika spray painted on a wall by ultra Rome football fans, in December 2018

12.3 PRE-WAR JEWISH LIFE

KEY CONTENT

In this topic you will:

- identify key features of pre-war Jewish life.

SPOTLIGHT

COMPREHENSION, CHRONOLOGY, TERMS AND CONCEPTS

A range of Hebrew and Yiddish terms are used when describing Jewish life before, during and after the Holocaust. Many of these terms describe specific elements of Jewish culture and religion, which means there isn't always a direct English translation.

When studying the Holocaust, it is common to learn about the number of victims who perished, along with the conditions faced by those in the ghettos and camps. However, it is in studying individual stories that we can truly understand the meaning and significance of the Holocaust. The world didn't lose numbers. It lost a spiritual community.

More than 70 per cent of Jewish people were living in big cities at the time the Nazis came to power. Life was very similar to life today. Thirty-five per cent of Warsaw, the capital of Poland, was Jewish. The Nazi regime moved the Jewish population into an area that was just 2 per cent of the city when they established the Warsaw Ghetto. To understand just how absurd the Nazi racial ideology was, it is important to understand what Jewish life was like before the Holocaust.

Religious life

Not all Jewish people were religious, with many identifying more closely with the nation in which they lived than with the Jewish community. There were many who lived separately from non-Jews, maintaining a more traditional and religious way of life. The synagogue was the place of worship and study of the Torah, sometimes with a Jewish school attached. The synagogue also served as the central point of the community, with social gatherings and celebrations being hosted there. In some parts of Europe, particularly in the east, more religious Jews lived in communities known as *shtetls*. Their lifestyle was based on shared religious observance and diet.

Orthodox Jew
a traditional Jew with devout and strict observance of the Torah

Shabbat
the centrepiece of Jewish life as the day of rest from sundown on Friday to sundown on Saturday; also called the Sabbath

Memoirs and testimonies reveal that Jewish people practised their religion in different ways. Photographs and oral histories indicate that there were **Orthodox Jews**, with the classic black flock coats and fur hats called *shtreimels* worn by married men, while others adopted Western-style clothing and were largely integrated into the community.

Jewish life centred on **Shabbat** each week and major holidays such as Passover, Rosh Hashanah, Hanukkah and Yom Kippur, the holiest day of the year. Orthodox Jews might pray daily at the synagogue, while others might attend only during major holidays.

Cultural life

Community is valued in Jewish society, as is support for young people. Prior to World War II, 10 to 15 per cent of the Jewish youth belonged to youth movements. Jewish people believed that their youth had the power to change the world because they could think outside the box. Jewish youth took initiative in society, mentoring and teaching younger children within the community.

Between World War I and World War II, Poland had the largest Jewish population in Europe, with Jewish people representing 10 per cent of the Polish population. Three million of the 3.5 million Jewish people in Poland were victims of the Holocaust, meaning that every second Jewish person killed was Polish. Yiddish was predominantly their native language, so they were easily identified due to their accent when speaking Polish. When Nazis conducted physical examinations, Jewish men were easily identified, as only Jewish boys were circumcised at the time.

Eighty per cent of Jewish people worked in commerce and industry, which created a general assumption that Jewish people were wealthy. However, Jewish industry was typically shoemaking and tailoring, with many being ***schleppers***, who were not wealthy. Jewish people were also shopkeepers. In comparison with non-Jewish Poles, the majority of whom worked in agriculture, Jewish people would have appeared wealthy.

schlepper
Yiddish word for a someone who carries things and travels; a pedlar

12.3 SOURCE STUDY

Pre-war Jewish life

Source 14

European Jews, like European Christians, were and are a diverse group. By the early twentieth century many Jews were highly acculturated; neither their appearance, habits of daily life, or language distinguished them from their non-Jewish French, German, Italian, Polish, Greek or other neighbors. Some attended religious services on high holidays only; others, never. Some maintained a strong sense of Jewish identity; others, very little or none at all ... There were wealthy Jews in Europe around 1930 as well as middle-class and very poor Jews. There were Jewish bankers and shopkeepers, Jewish doctors, nurses, actors, professors, soldiers, typists, peddlers, factory owners, factory workers, kindergarten teachers, conservatives, liberals, nationalists, feminists, anarchists, and Communists ... Nazi propaganda would create the category of 'the Jews', a composite based on myths and stereotypes ... In reality there was no such thing as 'the Jew', only Jews who often differed as much, and in many cases more, from one another than they did from the Christians around them.

Extract from Doris L. Bergen, War and Genocide: A Concise History of the Holocaust, *Rowman & Littlefield, New York, 2016, pp. 19–20*



Source 15 Yaacov Lerche and Gitel Zweiman enjoying winter sports in Lubartow, Poland. Both Yaacov and Gitel perished in the Holocaust.

Source 16 Anna (age 10) recalls life before the war in Warsaw, Poland

One day a new movie theatre called The Palladium opened in Warsaw. Isabelle talked my mother into coming with us to see a Shirley Temple movie.

Itshak B. Tatelbaum, Through Our Eyes: Children Witness the Holocaust, *Yad Vashem, Jerusalem, 2004, p. 17.*

Source 17 Hannele (age 11) recalls like before the war in Germany

One of the most popular games which was played by the older children with great vigour was Volkerball, a type of hand-ball game with two teams and complicated rules. It was a great day with the older children allowed us to take part ... Winter in Gerresheim was particularly a happy time ... I loved to watch the first snow falling; large great flakes from behind the windowpane, settling soundlessly on branches, fences, and streetlamps. I loved the sense of warmth and safety it gave me ... Snowball-fights raged up and down the street and even grownups sometimes became involved ...

Itshak B. Tatelbaum, Through Our Eyes: Children Witness the Holocaust, *Yad Vashem, Jerusalem, 2004, p. 18.*



Source 18 Orthodox Jews in Vienna, Austria, around 1910

INTERPRET

1. What aspects of life in these sources do you recognise from your life today?
2. With reference to three sources, describe pre-war Jewish life.
3. What does the evidence reveal about religion and culture for Jewish people?

12.3 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What was the role of the synagogue in Jewish communities?
2. What jobs were typical for Jewish people?

APPLY AND ANALYSE

3. Why is it difficult to describe a 'typical' Jewish person or family?

EVALUATE AND CREATE

4. Using the databases available on websites such as 'Yad Vashem – The World Holocaust Memorial Center' or the 'United States Holocaust Memorial Museum', research people who experienced the Holocaust. Choose an individual whose experience you will follow throughout this unit. For now, establish a document with their name, date and place of birth and any details about their life before the war. Include a photograph. As you continue throughout this unit, you'll be directed to find out what their experience was or, if unknown, what it might have been, based on where they lived, the age they were and what was happening across Europe at that time. This provides an opportunity to honour their story and learn from your class about individual experiences throughout the Holocaust.

12.4 AN INTRODUCTION TO HISTORIOGRAPHICAL APPROACHES

KEY CONTENT

In this topic you will:

- identify historiographical approaches.

When studying the Holocaust, there are several **historiographical** approaches adopted by historians. Historians looking at how the Holocaust could happen often use the intentionalist or functionalist arguments.

historiography
the study of how history is written and constructed

The intentionalist approach

Intentionalists see Hitler as the crucial factor in making the **Final Solution** possible. The intentionalist argument is that Hitler was not merely throwing around idle threats, but instead meant everything he said, and always *intended* the mass murder of Jewish people. Intentionalists concede that opportunity was important, so while there was always intent to kill Jewish people, the circumstances also needed to fall into place to make it possible.

Final Solution
the Nazi plan to exterminate the Jewish people

The functionalist approach

Functionalists (also called structuralists) attribute blame for the Holocaust more broadly than Hitler. They argue that there was no specific order issued by Hitler, nor was there any plan that had been developed over time. Functionalists do not dispute that the Holocaust happened. They suggest that, rather than it being a single leader's decision, both individuals and groups made a combination of decisions independently, which contributed to the evolution of the Final Solution.

SPOTLIGHT

PERSPECTIVES

Historians who access the same sources and materials to study an aspect of history can arrive at different conclusions. Their education or background may have shaped their thinking and interpretation, bringing a degree of personal bias into their analysis of history. Considering different perspectives broadens our learning and understanding of the past.



Source 19 Intentionalists see Hitler as the crucial factor in making the Final Solution possible. Functionalists argue that the Holocaust was not just Hitler's decision alone.

12.4 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 How does the intentionalist argument shift blame from Nazi collaborators?

2 How does the functionalist (structuralist) argument suggest that the Holocaust was a group effort?

APPLY AND ANALYSE

3 For each of the perspectives below, indicate if they are more intentionalist or functionalist in their approach.

	Historian	Perspective	Approach
a	Dietrich Bracher	In his book *The German Dictatorship*, Bracher suggests that Hitler's idea of gassing Jewish people stemmed from his own experience of being in a gas attack at the end of World War I. He claims that for Hitler, the Final Solution had priority over all other war issues.	
b	Martin Broszat	In his book *Der Staat Hitlers*, Broszat argues that rather than being a well-ordered dictatorship directed only by Hitler, the Nazi Party was a jumble of overlapping jurisdictions characterised by constant infighting for power.	
c	Alan Bullock	In his book *Hitler and Stalin: Parallel Lives*, Bullock argues that, 'Hitler alone had the imagination – however twisted – to come up with such a plan ... had there not been a Hitler to conceive of such projects and to convince others that they could actually take place, neither transportation nor the Final Solution would have occurred'.	
d	Lucy Dawidowicz	In her book *The War Against the Jews*, Dawidowicz states that destroying the Jews was always part of Hitler's thinking, and that 'only the question of opportunity mattered'.	
e	Saul Friedlander	In his book *Nazi Germany and the Jews*, Friedlander suggests that Hitler adopted a policy of 'eliminationist antisemitism', which was a policy of excluding German Jews from society. He goes on to say that 'eliminationist antisemitism' became 'exterminationist antisemitism' when Hitler gave the order to commit genocide.	
f	Daniel Goldhagen	The author of *Hitler's Willing Executioners* said in an interview that, 'there are many more people involved in the extermination of Jews ... many of the killers knew that they did not have to kill ... Hitler and the Nazi Party were instrumental for the initiation and commission of the Holocaust .... But they came to power in a country which was already virulently antisemitic and so they were easily able to mobilise ordinary Germans'.	
g	Eberhard Jäckel	During an international conference at Stuttgart, Jäckel accepted many aspects of the functionalist perspective, except one vital point. He insisted that Hitler himself knew that his ultimate goal was the systematic mass murder of European Jews. He argued in his book *Hitler's Philosophy of Life* that Hitler had been dreaming of his goal to remove the Jews as early as 1919.	
h	Hans Mommsen	Mommsen's position suggests that the Holocaust emerged from political-bureaucratic mechanisms crafted by high-ranking leaders such as Reinhard Heydrich and Adolf Eichmann, through improvisation rather than detailed planning.	

GO DEEPER

4 Conduct research on one functionalist and one intentionalist historian from the table above. Outline their key arguments regarding the Holocaust in a table comparing the similarities, differences and weaknesses in their arguments. Which historian's argument is more compelling? Provide reasons to support your response.

OXFORD UNIVERSITY PRESS

12A

CHECKPOINT

WHAT FEATURES SHAPED THE HISTORICAL CONTEXT OF THE HOLOCAUST?

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

» Describe the concept of genocide

1 What is genocide? (3 marks)

2 Explain how the Holocaust fulfils the criteria for genocide. (5 marks)

» Sequence the main waves of antisemitism

3 Why did Poland attract more Jewish people than other European countries from the twelfth century onwards? (5 marks)

4 Outline the ways negative attitudes towards Jewish people were evident in twentieth century policies in both Australia and internationally. (10 marks)

5 With reference to at least one example from each of ancient, medieval and modern history, outline continuity and change in relation to antisemitism. (15 marks)

» Identify key features of pre-war Jewish life

6 Why is it difficult to describe a 'typical' Jewish family? (4 marks)

7 What was the religious role of the synagogue? (4 marks)

8 What was the social or community role of the synagogue? (4 marks)

9 Explain the varied experiences of what it meant to be Jewish in pre-war Europe. (10 marks)

» Identify historiographical approaches

10 Outline the differences between the functionalist (structuralist) and intentionalist arguments. (4 marks)

11 What are the key limitations of each of these approaches to studying the Holocaust? (6 marks)

12 Which approach appears to most align with the Pyramid of Hate theory? Justify your response. (10 marks)

Total marks: [/80]

Check your Student obook assess for these digital resources and more:

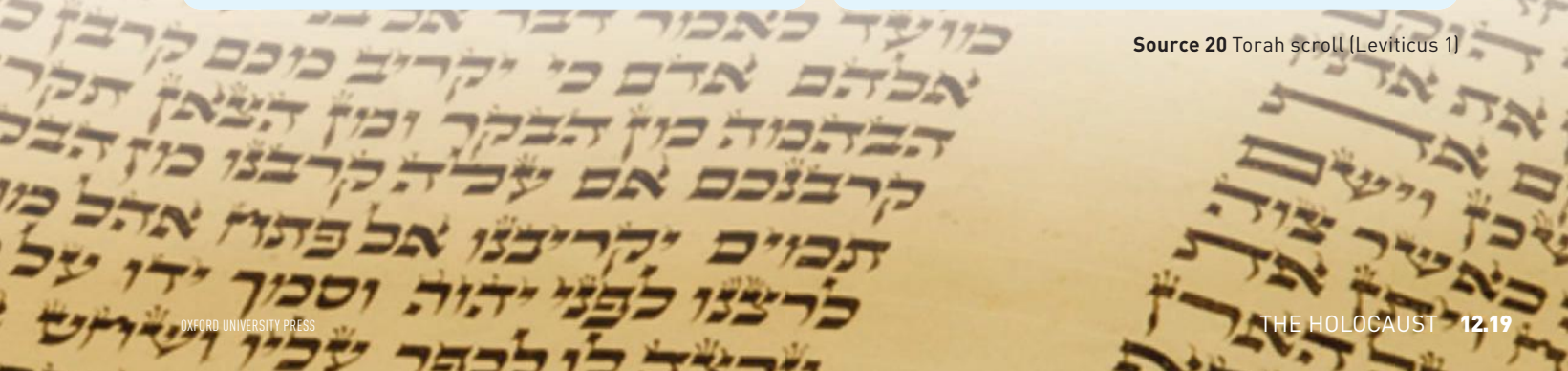
Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Answers
Answers to every Check Your Learning, Interpret and Checkpoint question in this section



Source 20 Torah scroll (Leviticus 1)

12B WHAT WAS THE ROLE OF NAZI IDEOLOGY IN CONTRIBUTING TO THE HOLOCAUST?

12.5 NAZI IDEOLOGY

KEY CONTENT

In this topic you will:

- outline government policies and practices that restricted life for different groups.

Untermensch
German for 'under men'; the Nazi term for non-Aryan 'inferior people'

Aryan Race
Hitler's description of the supreme race, including German, Nordic, Scandinavian and English Europeans

eugenics
the selective process of classifying and breeding out inferior or undesirable characteristics from the human population

Jewish people were the prime focus of the Final Solution, but they were not the only victims of the Holocaust. Anyone seen as ***Untermensch*** was a potential victim. In July 1925, Adolf Hitler published *Mein Kampf* (My Struggle). This was a rambling political commentary filled with ideas about German national and racial purity and superiority. It condemned Jewish people and described them as parasites on society. This ideology fuelled political and social changes that targeted anyone deemed to be 'life unworthy of life'.

In the early 1930s, the Nazis implemented measures such as forced sterilisation of anyone deemed undesirable to remain in their society. By 1939, this extended to a coordinated program of mass murder known as the T4 program (a code name based on the address at Tiergartenstrasse 4 in Berlin). This was a euthanasia program that killed around 275 000 people by gassing and lethal injection. This was separate to the killing of Jewish people in the Final Solution. Victims included those with conditions such as schizophrenia, epilepsy and dementia. In addition, anyone classified by doctors as criminally insane or who had been committed to a psychiatric institution for more than five years could be euthanised under the T4 program. During the war, the program was expanded to include the elderly who were considered a burden on society, bomb victims with injuries too difficult to treat and foreign forced labourers.

Nazi ideology stemmed from more than just *Mein Kampf*. Social Darwinism emerged in the second half of the nineteenth century, promoting the concept that some nations and cultures are inferior to others. Hitler propagated the idea that the **Aryan Race** was supreme and that racial purity needed to be maintained by eradicating racial contamination. Consequently, **eugenics** became mainstream in the Nazi quest to dominate the world.

STRANGE BUT TRUE

Hitler relied on mythology when naming and declaring his 'Aryan Race'. The Aryans *are* one of the earliest (and therefore 'pure' by Hitler's definition) races, but they emerged from pre-historic Iran, with records as far back as 1500 BCE. Iran means 'land of the Aryans'.

Treaty of Versailles
the treaty that ended World War I; it forced Germany to accept responsibility for starting the war and to pay reparations

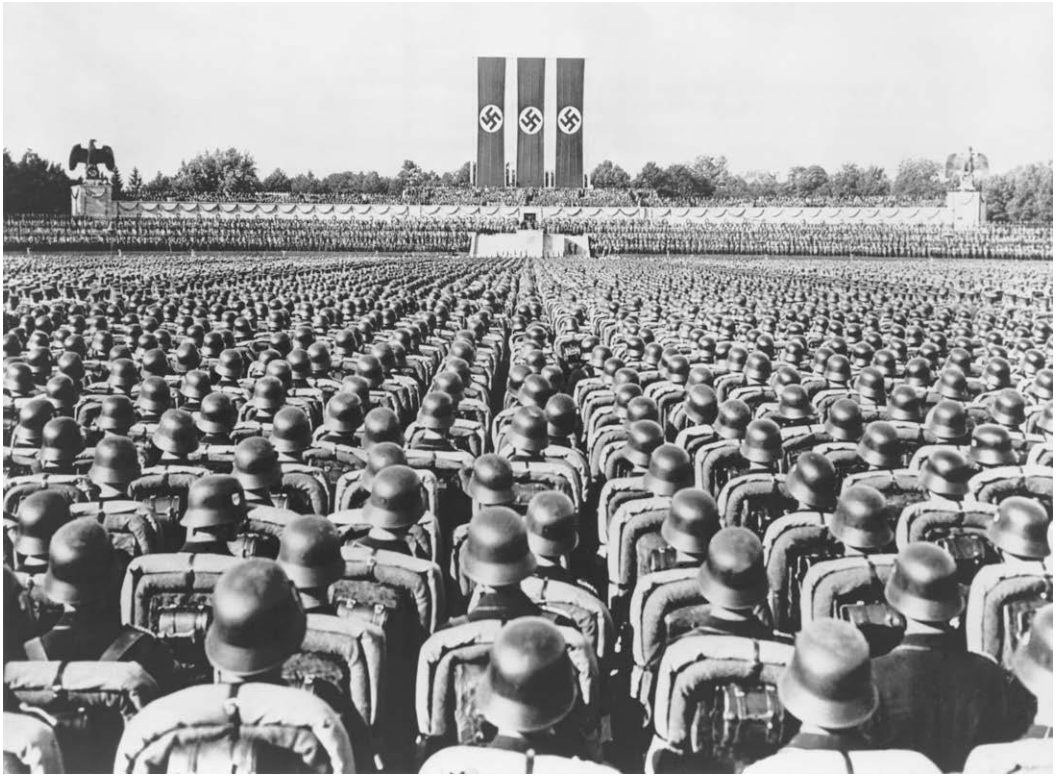
Reichstag
the German parliament

The rise of the Nazi Party

Germany was crippled by the loss of World War I, particularly with the terms of peace under the **Treaty of Versailles**. Germany saw the outcome as harsh and unjust, contributing to violence and anger directed at the new Weimar Republic. Throughout the 1920s, hyperinflation rendered Germany's currency worthless and despite some recovery, the Great Depression instigated a new economic crisis.

The Nazi Party offered a way of life in addition to a political agenda, with sports teams, clubs and a Nazi newspaper. The Nazis failed to gain political traction in the 1928 Federal election, but they had a significant following in local and state elections. Support for the Nazi Party rose from 2.6 per cent in 1928 to 37.3 per cent by the election of July 1932. Even though this was not a majority vote, Hitler used the idea of the Nazi Party as the largest in the **Reichstag** as the rationale for him to be appointed Chancellor of Germany.

In January 1933, Hitler was appointed chancellor by President Paul von Hindenburg, and in August 1934 when Hindenburg died, Hitler merged the roles of President and Chancellor, creating an unassailable position of Nazi power.



Source 1 Nazi German soldiers at the 1936 Nuremberg Rally, September 1936

SPOTLIGHT

CAUSE AND EFFECT

The Holocaust could not have happened without the developments in Nazi ideology that paved the way for hatred and prejudice to escalate over time. This is a clear example of particular events and decisions that contributed to later actions and effects.



Source 2 Adolf Hitler was a gifted orator. He is seen here at the terrace of Royal Castle of the Lustgarten of Berlin, speaking during his election campaign in 1920.



Source 3 Adolf Hitler (left) with Joseph Goebbels (centre) and Gottfried Feder (right) in the mid-1920s. These men were instrumental in the rise of the Nazi Party.

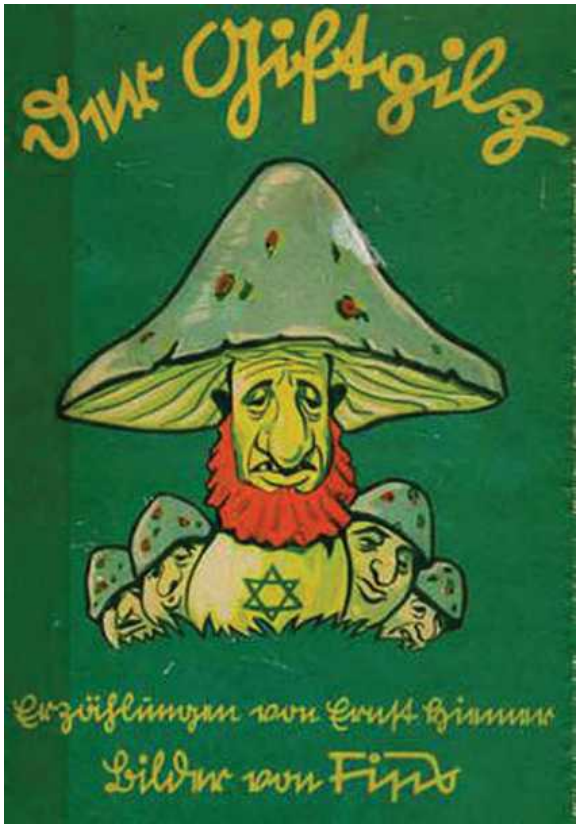
Racial ideology and eugenics

nationalism
a sense of pride in, and love of, one's country; also the idea that one nation's culture and interests are superior to those of another nation

Nationalism was reinforced by the strengthening Nazi Party. In order to do this, the Nazis needed to infiltrate every aspect of society. Children's books such as *The Poisonous Mushroom* and *Trust No Fox* were designed to reinforce the idea that associating with Jewish people would end in the destruction of German society. As clear forms of propaganda, they incited fear, taught and consolidated stereotypes and generated prejudiced sentiment from a young age.

In addition to this, the Hitler Youth was a vibrant movement that had been established in 1922. From 1933 it was the official boys' youth movement in Germany, primarily as a paramilitary unit. The *League of German Girls* (also known as the *Band of German Maidens*) was the girls' wing of the Hitler Youth and it was the only legal female youth organisation in Nazi Germany. The Hitler Youth reinforced the indoctrination of Nazi ideology being taught in schools, which also aligned with what many young people were learning at home. After World War II, the Hitler Youth wasn't condemned for criminal activity as the members were children and teenagers, but the leaders were convicted of corrupting young minds.

Ideology extended beyond education and from 1933 to 1945, anyone considered a biological threat to Germany's national 'health' could be 'cleansed' from society through the T4 program. This involved the combined effort of doctors, geneticists, anthropologists and psychiatrists, with anyone considered 'genetically diseased' being sterilised or euthanised. There were around 400 000 forced sterilisations in addition to the 275 000 euthanasia deaths, with the campaign focusing on the principles of preserving public health and promoting the ideals of genetic fitness that were trending as a result of interest in social Darwinism.



Source 4 The cover of the children's book, *The Poisonous Mushroom*



Source 5 Nazi ideology being taught in a German classroom

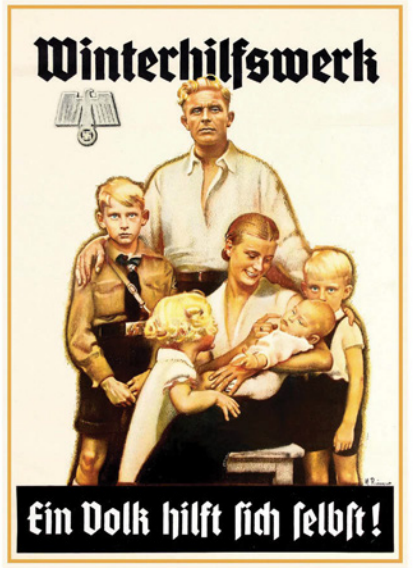
12.5 SOURCE STUDY

Nazi propaganda

In March 1933, Joseph Goebbels was appointed the Minister for Enlightenment and Propaganda. He had proven success in Nazi publications, with a focus on repetition, simplicity, drawing on emotion and presenting the Nazi perspective as the only possible view. He achieved this through creating a sense of unity and belonging by relying on the power of mass groups to generate hysteria and therefore a common enemy against which to unite. Goebbels relied on stereotypes and scapegoats, marginalising the 'inferiors' the Germans wished to target. Prior to Goebbels' appointment, anti-Jewish newspapers such as *Der Stürmer* had been in place since as early as 1923, publishing weekly antisemitic cartoons.



Source 6 A board game available in Nazi Germany. Players were taught to identify Jewish neighbourhoods and businesses.



Source 7 The ideal Aryan family, each with blonde hair and chiselled good looks. The eldest son seems to be a member of the Hitler Youth.

INTERPRET

1. How does *Der Stürmer* present the view that Jewish people are a threat to Germans?
2. What is the value of these sources to historians studying pre-war Nazi ideology?
3. Why would these sources be considered examples of propaganda?

The Nuremberg Laws

As the Nazi Party consolidated its power, the Nuremberg Laws were passed in September 1935. The purpose of these laws was to reinforce Aryan superiority, preserving what the Nazis believed was the purity of race. The Nuremberg Laws were a series of laws covering citizenship and protections. Jewish people had significant restrictions imposed upon them. A Jewish adult who was not married to another Jew and didn't practise cultural or religious aspects of Judaism, but had two Jewish grandparents, or anyone with one Jewish grandparent, was defined as a *Mischlinge*. This became a legal term for those with both Jewish and Aryan heritage. Hitler believed that some *Mischlinge* could be assimilated into German society, while others could not. Source 8 provides the Nazi justification for these actions.

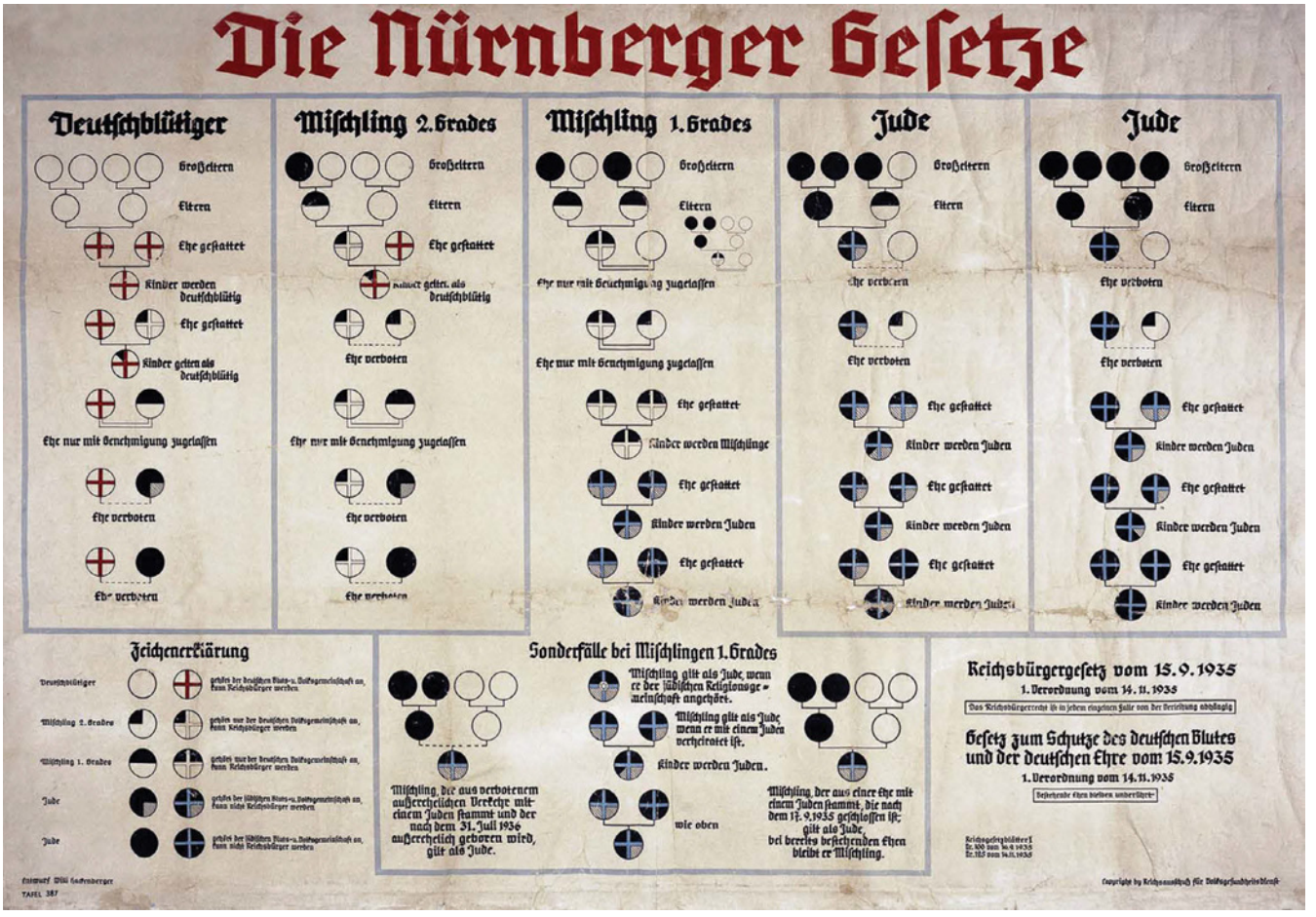
Source 8 Extract from a speech by Hermann Goering at the Nuremberg Party rally in 1935

> We must preserve the Germanic and Nordic purity of the race, and must protect our women and girls with every means at our disposal. In this pure blood stream will blossom forth a new era of Germanic happiness... Never again will we let our Germanism be infected and ruined by Jewish infiltration.

The Nuremberg Laws were initially only aimed at reducing Jewish freedom and equality, but later were extended to Black people, and Romani and Sinti peoples living in Germany. Jewish people had long been persecuted for what they believed, but now were targeted for who they were at birth. Even those who had converted to Christianity were still classified as Jewish. These laws sparked similar laws in other European countries and by 1941, Bulgaria, Croatia, Hungary, Italy, Romania, Slovakia and Vichy France had all enacted their own similar antisemitic legislation.

Source 9 Extract from the *Law for the Protection of German Blood and German Honor*, 15 September 1935

> Moved by the understanding that purity of German blood is the essential condition for the continued existence of the German people, and inspired by the inflexible determination to ensure the existence of the German nation for all time, the Reichstag has unanimously adopted the following law, which is promulgated herewith:
>
> **Article 1**
>
> 1. Marriages between Jews and citizens of German or related blood are forbidden. Marriages nevertheless concluded are invalid, even if concluded abroad to circumvent this law.
> 2. Annulment proceedings can be initiated only by the state prosecutor.
>
> **Article 2**
>
> Extramarital relations between Jews and citizens of German or related blood are forbidden.
>
> **Article 3**
>
> Jews may not employ in their households female subjects of the state of Germany or related blood who are under 45 years old.
>
> **Article 4**
>
> 1. Jews are forbidden to fly the Reich or national flag or display Reich colors.
> 2. They are, on the other hand, permitted to display the Jewish colors. The exercise of the right is protected by the state.
>
> **Article 5**
>
> 1. Any person who violates the prohibition under Article 1 will be punished with a prison sentence with hard labor.
> 2. A male who violates the prohibition under Article 2 will be punished with a jail term or a prison sentence with hard labor.
> 3. Any person violating the provisions under Articles 3 or 4 will be punished with a jail term of up to one year and a fine, or with one or the other of these penalties.



Source 10 The Nuremberg Laws provided a clear framework to classify Jewish people and Germans. The left column of this chart explains 'German-bloods' and the two far right columns explain what it means to be a 'Jew'. The columns between identify 'half-breeds' in varying degrees. The white circles represent 'Aryan' Germans with the red cross indicating that those people are able to be full German citizens. The black circles represent the Jews, with mixed races represented by partial shading.

12.5 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What is meant by the term 'eugenics'?
2. What were the key features of Nazi racial ideology?
3. Identify three ways Nazi ideology was promoted and reinforced in society.

APPLY AND ANALYSE

4. How does the use of the term 'Aryan' by the Nazis indicate that their racial ideology was an ideal rather than reality based on fact?
5. Consider Article 5(2) of the *Law for the Protection of German Blood and German Honor* (Source 9). What does this indicate about gender stereotypes at the time?

EVALUATE AND CREATE

6. Continue research on your chosen individual. How did Nazi ideology affect them or their family and friends? Add detail to your profile to continue building their story.

GO DEEPER

7. Research the Nuremberg Laws to find out more about the restrictions placed on Jewish and non-Jewish Germans. Prepare a report that you would present to the United Nations if such laws were to be introduced today, explaining how and why they breach human rights. Focus on social, political and economic factors, using specific examples from the Nuremberg Laws of 1935.

12.6 IMPLEMENTATION OF NAZI IDEOLOGY

KEY CONTENT

In this topic you will:

- **explain how and why the government was successful in implementing its policies**
- **describe the hardships faced by victims of Nazi ideology.**

Nazi ideology was promoted beyond the genetic field. It was thought that in order to be truly pure and untainted, cleansing of political thought and social practices had to be implemented. This meant a shift from expression of racial ideals to carrying out acts of persecution. Historians often look back and question how this could happen and how people and other governments failed to intervene. It is important to consider the broader policies in Nazi Germany at the time, in order to understand that many people would have feared repercussions and persecution of their own friends and family. However, perhaps the most important lesson to learn is that if individuals don't speak up and intervene when seeing wrong in society, then behaviours are accepted and become the norm. This progression from idea to practice demonstrates the process of indoctrination that can ultimately lead to a genocide.

The burning of books

On 10 May 1933, a practice of burning books that were considered un-German began in 34 different university towns and cities. For many weeks prior to the burning, Nazi-dominated student groups had collected works by prominent writers who were Jewish, liberal or left-wing in their approach. Blacklists identified targeted works, with authors such as Bertolt Brecht and Ernest Hemingway being considered a threat to German nationalism. This was one of the first public acts that stood out as a symbol of censorship, highlighting Nazi intolerance and barbarism. Book burnings were the first step in 'cleansing' education, with libraries, warehouses and bookshops being raided in order to destroy what were now considered illegal titles.

STRANGE BUT TRUE

Heinrich Heine was a famous German poet born in 1797. He was Jewish by birth but converted to Lutheran Christianity as an adult. He made a chillingly prophetic statement in his 1820–21 play *Almansor* with the quote, 'Where they burn books, they will in the end also burn people'. Heine's books were burnt during the 1930s as his works were considered enemies of the German spirit.



Source 11 Thousands of books smoulder in a Nazi bonfire, 1933. The burnings were conducted by the German Student Association of Nazi Germany.

The Night of the Long Knives

Hitler's purification of Germany wasn't only reserved for Jewish people and other groups considered inferior. By 1934, Hitler had become so determined in his quest for supremacy that he ordered a purge within his own political party. Previously, enemies of Nazism and those posing a threat had been killed, but now Hitler moved to assassinating Nazis if he considered that they had the mere potential to be future enemies. The ***Sturmabteilung*** (SA) had assisted Hitler with his rise to power, but now they became especially targeted.

On 30 June 1934, the paramilitary SA was attacked by the ***Schutzstaffel*** (SS), with many of the SA leaders being killed. More than 500 other perceived opponents of Hitler were killed, demonstrating Hitler's ferocity in ensuring the elimination of any threat to his ideology. The Night of the Long Knives is also known as *Röhm Putsch* as prominent figures such as Ernst Röhm, the leader of the SA who was thought to be organising a coup, were killed. In the aftermath, Goebbels controlled the media coverage to portray events as a preventative measure in response to the SA trying to overthrow the government. Public perception was that the SA was violent and unruly, so these reports were accepted as legitimate among society. For absolute certainty that the Nazi regime would receive no backlash for this purge, the Reichstag retrospectively approved a bill stating that the actions were emergency defence measures.

Sturmabteilung
Nazi Storm Troopers; the Nazi Party's original paramilitary wing, abbreviated to SA

Schutzstaffel
a major paramilitary organisation, which translates to 'protective echelon'; it became the elite guard and Hitler's executive force, abbreviated to SS

The Berlin Olympics

The Olympic Games are intended to unite athletes and nations from across the world, so it seems incongruent that they were hosted by Berlin in 1936. Goebbels saw the Olympics as an opportunity to promote Nazi ideology through propaganda. An image of Germany as strong and united after the economic hardships following World War I was put forward, while the growing militarism and the deliberate targeting of Jewish people and other groups was hidden. Despite the full effect of Nazi ideology not being apparent, there was sufficient discontent from other nations, with some people in the United States and parts of Europe demanding a boycott of the Games, although they still went ahead.

The Germans had carefully selected Aryan athletes, with Hitler firmly believing that Aryan racial supremacy would result in unparalleled success. An 'Aryans only' policy had been instituted across all German athletic organisations in 1933. Perhaps to prevent international criticism, Helene Mayer, a non-Aryan, was permitted to represent Germany in fencing. Her father was Jewish, so she didn't qualify as 'Jewish' under the German system of classification. Like all German medallists at the games, Mayer gave the Nazi salute when she was on the podium to receive her silver medal.

Source 12 The Nazi Swastika on display during the opening ceremony of the Berlin Olympics



The US women's relay team beat Germany when the German team conducted a poor baton pass. US athlete Jesse Owens won four gold medals, meaning that Hitler's theory was rendered invalid. It was particularly trying for Hitler, as Owens was a Black American. A common misconception is that Hitler explicitly refused to shake hands with Owens, but the truth is that Hitler refused to shake hands with anyone after the first day of competition.

There are numerous accounts of Hitler losing his temper throughout the games. One such case arose when Peru beat Austria 4–2 in a football match, with Hitler demanding a private rematch between the teams. Peru protested and left the Games, with countries such as Colombia withdrawing in support.

In addition to this, individual Jewish athletes from a number of countries including France, Canada and the UK chose not to compete.

Jewish groups had urged Jewish athletes not to compete. In total, there were nine athletes who were Jewish or of Jewish heritage who won medals in 1936. It is thought that perhaps they had not fully grasped the extent and purposes of Nazi ideology and persecution at the time. During the Olympics, most anti-Jewish signs were removed, and Goebbels ordered that newspapers remain neutral. A false message was propagated of Germany as peaceful, inclusive and tolerant.

Kristallnacht – The Night of Broken Glass

Continued persecution of Jewish people, places and culture saw a rise in violent actions. From 9–10 November 1938, *Kristallnacht* or the Night of Broken Glass, was carried out. Synagogues, Jewish homes, schools and businesses in Germany were torched by Nazis shifting persecution from harassment to acts of violence. The antisemitic violence was directed by Goebbels as retaliation for the death of Ernst vom Rath, a German diplomat in Paris. He had been shot by Herschel Grynszpan, a 17-year-old Jew who was born and raised in Hanover, Germany. He had been living in France for several years before learning that his parents had been exiled to Poland by the Nazi regime.

Mass damage and destruction took place, sanctioned and promoted by local Nazis. Nearly 100 Jewish people were killed in the process, with police and firemen given orders to do nothing. In smaller towns, Nazis were sent to neighbouring locations from where they lived in order to remove any moral difficulties they might have faced in carrying out acts of violence against people they knew personally. This is an example of dehumanisation and removal of human sentiment and care, allowing for greater atrocities to occur. The streets were littered with broken glass and enormous repair works were required. The Nazis held Jewish people responsible for the damage, issuing significant fines to Jewish people who had been attacked. More than 30 000 Jewish men were arrested and transported to concentration camps such as Dachau and Buchenwald, for being perceived enemies of Nazi Germany. *Kristallnacht* was a piercing notice to Jewish people that persecution was real and escalating.

Bystanders, upstanders and collaborators

When studying the Holocaust, or any violent event in history, it is important to note that there are different groups of people who contribute or respond in different ways. For the Holocaust, key players include perpetrators, bystanders, upstanders and collaborators.



Source 13 People observing the aftermath of *Kristallnacht*

The Holocaust collaborators are usually quite evident. The Nazi Party and their supporters all assisted with the implementation of antisemitic policies or behaviours in society. The upstanders are usually quite prominent too, often because they are arrested for contradicting Nazi policy. Bystanders are often not featured when studying topics like the Holocaust, but they are often the majority of a population. Consider the image in Source 13.

It is evident that damage to Jewish businesses occurred because of *Kristallnacht*. The people shown in Source 13 don't appear to have been the perpetrators, as they're not wearing Nazi uniforms. The image appears to be from the next day or following days, so these are probably Germans going about their usual lives.

The photograph suggests that people walked by the damage rather than helping. As they didn't assist with the violence, they were not collaborators. The people don't appear to be speaking out in protest against the violence, so they're not upstanders. This means they're bystanders, standing by and witnessing events, without taking action for or against. It is often argued that if more bystanders became upstanders, perhaps events would not have escalated as they did.

12.6 SOURCE STUDY

Bystanders, upstanders and collaborators



Source 14 Jewish women in Linz, Austria. Their signs read, 'I have been excluded from the national community.'

INTERPRET

1. Which people in Source 14 could be considered perpetrators or collaborators? Give reasons for your answer.
2. What evidence is there of bystanders?
3. Why might potential upstanders be fearful of coming forward in this scene?

12.6 CHECK YOUR UNDERSTANDING

REVIEW AND UNDERSTAND

1. What was the purpose of the burning of books?
2. What was the Night of the Long Knives?
3. Who was affected by *Kristallnacht*?

APPLY AND ANALYSE

4. At the Olympics, Hitler 'allegedly' refused to shake hands with Jesse Owens. Find contradictory versions of this story. Which is more compelling? Justify your choice.
5. Was Germany open about their racial ideology during the Olympics or did they disguise policies? What does this reveal about the Nazis? Were they proud or ashamed of their policies? Justify your response with specific examples.
6. What is the difference between a bystander and a collaborator? Provide examples of both from Nazi Germany.

EVALUATE AND CREATE

7. Continue research on your chosen individual. What impact did the pre-war events have on their life? Add detail to your profile to continue building their story.

GO DEEPER

8. Research international responses to the Berlin Olympics. Did the world know what was truly happening in Nazi Germany? Include reference to statements and opinions in 1936, as well as responses after World War II. Could the world have acted in 1936 to prevent the Holocaust?

SPOTLIGHT

RESEARCH

When conducting research in history, there are many occasions when direct, specific evidence is not available for your particular inquiry. Historians will instead ask questions about the broader historical context to make inferences about their topic. For example, if researching an individual during the Holocaust and there is limited information on their experience, a historian might instead look for information about their town, or any ghetto or camp they were in, and then piece together an idea of the experiences of people with a similar demographic.

12B

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words.

Include historical terms and concepts and give detailed examples to show your understanding.

WHAT WAS THE ROLE OF NAZI IDEOLOGY IN CONTRIBUTING TO THE HOLOCAUST?

» Outline government policies and practices that restricted life for different groups

1 What is meant by the term eugenics and how did the Nazis apply this to society? (5 marks)

2 What role did propaganda play in restricting life for Jewish people? (5 marks)

3 What was the purpose of the Nuremberg Laws? (5 marks)

4 How did the Nazi burning of books in 1933 restrict life for Jewish people? (5 marks)

5 How did *Kristallnacht* display an escalation of prejudice towards Jewish people? (5 marks)

» Explain how and why the government was successful in implementing its policies

6 How did the Night of the Long Knives demonstrate Nazi ideology? (5 marks)

7 Explain the role of collaborators and bystanders in the Nazi success of implementing its policies. (10 marks)

8 With reference to the theory outlined in the Pyramid of Hate, how and why did German society support the implementation of Nazi policies? (10 marks)

9 With reference to the Berlin Olympics, explain how the international community contributed to the Nazi Party's implementation of policies. (10 marks)

» Describe the hardships faced by victims of Nazi ideology

10 Explain the social and economic impacts of the Nuremberg Laws on Jewish people. (10 marks)

11 How did the Nuremberg Laws affect some non-Jewish people? (5 marks)

Total marks: [/75]

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Checkpoint worksheets
Differentiated worksheets for use in class or as homework



OXFORD UNIVERSITY PRESS

12C HOW DID PERSECUTION CONTINUE DURING THE WAR YEARS?

12.7 PERSECUTION DURING WORLD WAR II

KEY CONTENT

In this topic you will:

- describe the impact of increasing persecution during the war years.

THINK, PAIR, SHARE

Think about what it would be like to be told that you're moving out of your home, into a smaller space with other families, and the challenges you and your family would face.

Discuss your ideas with a partner.

Share your ideas with the class.

What began as an attack on German Jews and other minority groups turned into the systematic and calculated mass murder of Jewish people across Europe. Europe progressively came under Nazi rule as Germany expanded its territory across much of the continent from 1939. From November 1939, all Jewish people in Poland and other German-controlled territories in Europe were ordered to wear a yellow star to identify themselves, just as Jewish people in Germany had to. In the same year, Jewish inhabitants of major towns and cities were herded into ghettos, which were fenced off to contain and isolate Jewish people from the rest of society.

Life in the ghettos

When war broke out and Germany invaded Poland, Jewish people were separated from mainstream society through the establishment of ghettos. The rationale was to control and contain the Jewish population, particularly as Poland had the largest Jewish community in Europe, with approximately 3.3 million Jewish people at the time. The ghettos were usually in poor parts of the city, with Jewish families forced to move from homes they might have occupied for decades, into overcrowded dwellings they shared with strangers, all while being separated from the rest of the city by a wall. Most were cut off from their livelihoods, meaning that they now suffered impoverishment, disease and starvation.



Source 1 This 2.5 metre high concrete wall encircled a Jewish ghetto in German-occupied Warsaw, Poland, 1940. Enclosing 500 000 Jews, the wall surrounded more than 100 city blocks.

Ghettos were established as an interim measure while the Germans worked out a solution to what they considered to be 'the Jewish problem'. The ghettos were set up across Europe between 1939 and 1941, before ultimately, the Final Solution was implemented.

Survivors talk about the immediate changes they experienced, such as the loss of freedom, loss of hope and loss of childhood, but also of the ongoing changes as the Nazis developed and evolved their methods of persecution. Some Jewish people were permitted to leave the ghetto each day as part of a work group, while others, particularly children, had to remain inside.

Each ghetto was run by a council called the *Judenrat*. This council acted as a type of government within the ghetto, overseeing education, health, food and supplies, sanitation and work groups. The *Judenrat* were forced to carry out Nazi orders, with the Nazis using this as a way of dividing the Jewish community, generating conflict as people encountered moral dilemmas of whether to follow Nazi orders or suffer the consequences. The reality is that while there could be privileges such as preferential treatment for *Judenrat*, which was likely to increase hostility in the ghettos, some even had to unwillingly share in the killing process. It is important to recognise that unlike Nazi perpetrators, most Jewish people, including those in the *Judenrat*, did not have control over their daily activities. For them, life choices did not exist, so they cannot be considered complicit or collaborators in these atrocities. The *Judenrat* often tried to form a barrier between Nazi hostility and the people in the ghetto.

The ghettos were a significant act by the Nazis to begin to eliminate Jewish people from Europe. Jewish people relied on rations given to them by the Germans, but these were insufficient for survival and they were forced into a reality where they had to smuggle. Cars and vehicles were banned in the ghettos, so people developed rickshaws as a form of transport. This assisted with black market trade, with food sometimes being hidden inside the rickshaw seat. Young children often smuggled on a small scale, being little enough to escape through holes in the ghetto walls to obtain food outside to bring back to their family. Smuggling operated on a larger scale too, with some Jewish people becoming very wealthy and gaining elite status within the ghetto.

Jewish people set up schools, maintained cultural practices when they could and mostly working as a community to support each other. Despite this, death and disease were rampant due to limited access to water and sanitation. The Nazis deliberately enabled these conditions to begin the slow deterioration of the Jewish population in Europe.



Source 2 Nurses treat a sick child in the Bedzin Ghetto, Poland.



Source 3 Jewish people in the Lodz Ghetto, wearing the compulsory Jewish Badge.



Source 4 Nazi soldiers clear the Warsaw Ghetto after an uprising in 1943.

From the ghettos to the camps

When the ghettos had served their interim purposes of gathering and recording Jewish people across Europe, the next step of resettlement in German-conquered territory in the east began. In 1941, the first transport of Jewish people to Theresienstadt Concentration Camp took place. Camps had existed since Dachau was established in 1933, but the systematic transportation of Jewish people from ghettos to camps marked the next stage in the Nazi implementation of the genocide. Jewish people had been forced to wear the Star of David within the ghettos, but the camps identified other groups such as political opponents including communists and trade unionists, Romani people, Sinti people, homosexuals and Jehovah's Witnesses.

The camps were intended to supply manual labour to Germany's war efforts, producing munitions, collecting wood, building railways and other required roles. In the camps, Jewish people feared being sick or tired, because even though many concentration camps never became extermination camps, punishments were harsh and could include prisoners being shot or beaten to death by Nazi soldiers.

A key difference between the ghettos and concentration camps was that in the ghettos, Jewish people could wear their own clothes, remain with their families, and have some degree of autonomy over their life, such as when they would eat. In the camps, prisoners were subject to the schedule set by the Nazis, they usually wore prisoner uniforms, and families were separated, with men and women working and living in different quarters.

Concentration camps had originally been established with regulations for prisoners. These included the right to file complaints about improper behaviour by *kapos* (prisoners chosen by camp guards to help run the camps) or SS troops, subscribe to a daily newspaper and to use the camp library if there was one. However, any complaint usually resulted in a punishment of beating or even death, and newspapers were only offered in German, which many prisoners did not understand. The regulations made no difference because the Nazis disregarded them, and ideology had progressed to such a stage that dehumanisation and promotion of violence was not only accepted, but expected.

The Final Solution

In July 1941, Hermann Goering issued a directive to Reinhard Heydrich to formulate a plan to solve the 'Jewish problem' in Europe. Heydrich became one of the main architects of the 'Final Solution', a coordinated plan to murder Jewish people. The plan was presented at the Wannsee Conference on 20 January 1942, but mass killings had begun prior to this. The Final Solution called for European Jews to be shot, gassed and killed by other means. Extermination or death camps were used to aid the mass execution.



Source 5 Jewish people being transported to camps via train

The largest extermination camp was Auschwitz-Birkenau. This camp was a series of smaller camps and served both as a labour camp and an extermination camp. Those arriving at Auschwitz rarely knew what was to come. A transport from ghettos or concentration camps usually comprised dozens of covered freight cars, with people sometimes being packed into carriages for days without food or water. It was only once the prisoners were inside the train that they could see the primitive conditions, with tiny windows (usually covered in barbed wire), a few bundles of hay that might be used by the elderly or nursing mothers to sit on and a bucket for excrement. Some people attempted to escape during the journey by removing boards from the floors or walls and jumping, but this usually resulted in guards shooting them.

Upon arrival, selection would begin. It is not only the word of survivors by which we learn of the camp selection and conditions; the Nazis themselves also documented the process, commissioning what is now known as *The Auschwitz Album*. The series of photographs by SS Ernst Hoffmann and Bernhard Walter documents the arrival of a train filled with Hungarian Jews. Photographs from the album show 21 physicians determining who was fit to live and who would go straight to the gas chambers. Men and women were separated to split up family units and break down any resolve to resist.

Selection involved a one- to two-second examination of each patient, with two questions being asked – how old they were and what their profession was. At Auschwitz, preferred professions included musicians (to fill the seven orchestras for Nazi entertainment), those with technical skills, nurses and physicians. People deemed unfit, too old or too young were sent immediately to the gas chambers, which were built to look like showers so as not to cause an immediate panic or resistance. Those who were considered fit for work were moved into barracks after the dehumanising processes of being tattooed with a number and having their head shaved. Hair was sometimes used for stuffing mattresses, while clothing and accessories such as shoes and glasses were collected and distributed to civilians outside the camps.

The barracks were crowded, food was scarce and the only way out of an extermination camp was through extermination or liberation. After people had been killed, the Nazis put the by-products of death to use. Gold fillings were taken from teeth, melted down and sent to the Reich Treasury. There is also at least one reliable documented account of fat from cremated bodies being used to make soap.

In 1945, as Soviet troops approached Auschwitz, the SS were unable to murder and cremate prisoners quickly enough. In an attempt to destroy evidence of the mass exterminations that had been taking place, they ordered all prisoners to march west, away from the approaching Soviet army. Prisoners who fell behind were shot, and thousands died from exposure and starvation. These marches became known as the death marches.

The Final Solution was the ultimate step in the state-sponsored, systematic killing of Jewish people and others deemed unworthy of life. It was only possible due to the propagation and acceptance of prejudiced ideas and actions that increased in severity over time. In studying and understanding how such atrocities came to be, we can then make sure that we each play a part to ensure that this can never happen again.



Source 6 Adults and children on the day they arrived at Auschwitz. This group was deemed unfit for work and sent to the gas chambers shortly after the photograph was taken.



Source 8 Women with shaved heads after being selected for work at Auschwitz

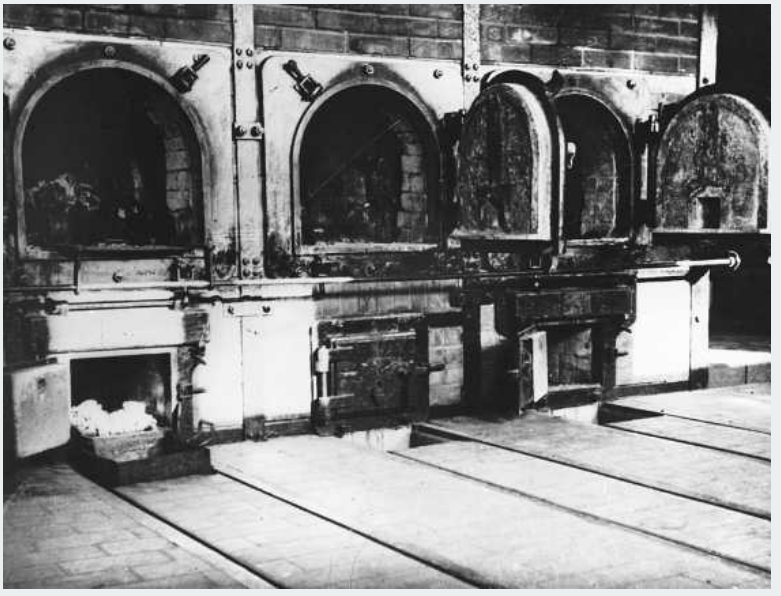


Source 7 A section of the barbed wire fence at Auschwitz, in Poland

Examining the evidence



Source 9 Prisoners at Auschwitz: inmates weighed an average of 75 kilograms each before entering camp. The average weight dropped to 31 kilograms.



Source 10 Crematoria where the remains of people killed at Buchenwald concentration camp were cremated



Source 11 A Zyklon B canister from Auschwitz-Birkenau. The canisters released poisonous gas when they were opened and thrown into a gas chamber.



Source 12 Corpses at Belsen concentration camp

Source 13 Extract from the minutes of the Wannsee Conference, 20 January 1942

> In the pursuance of the final solution, the Jews will be conscripted for labour in the east under appropriate supervision. Large labour gangs will be formed from those fit for work, with the sexes separated, which will be sent to those areas for road construction and undoubtedly a large number of them will drop out through natural wastage. The remainder who survive – and they will certainly be those who have the greatest powers of endurance – will have to be dealt with accordingly. For, if released, they would, as a natural selection of the fittest, form a germ cell from which the Jewish race could regenerate itself. (That is the lesson of history.) In the process of carrying out the final solution Europe will be combed through from west to east.

INTERPRET

1 Assess the value of each source to historians studying the mistreatment and murder of Jewish people during World War II.
2 With reference to these sources, explain what the evidence reveals about Nazi concentration and extermination camps.

12.7 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What role did ghettos play in the Nazi plan?
2 Outline the conditions experienced by people in the ghettos.

APPLY AND ANALYSE

3 Identify examples from the ghettos and camps that demonstrate the following:
   - **a** systematic (elements to show that there were systems in place to organise and carry out what happened)
   - **b** bureaucratic (put in place by the government, people within the government, or government agencies)
   - **c** mass extermination (evidence of killing a mass group of people).

4 Based on your responses to question 3, does the Holocaust fulfil the criteria for genocide?

EVALUATE AND CREATE

5 Continue research on your chosen individual. What was their experience during the war years? Add detail to your profile to continue building their story.

GO DEEPER

6 Conduct research on one of the Jewish ghettos or Nazi concentration camps not explored in this chapter. Explain key features such as when and where it was, its purpose, how many people passed through and what conditions were like for the residents or prisoners.

12.8 THE EXPERIENCES OF DIFFERENT GROUPS

KEY CONTENT

In this topic you will:

- **using a range of sources, describe the experiences of different groups during the Holocaust.**

SPOTLIGHT

EMPATHETIC UNDERSTANDING

When studying the Holocaust, it is important to recognise that experiences differed. This was often dependent on the situation or circumstantial happenings, such as which officers were on duty or where a person lived or worked. Furthermore, people had to make decisions in 'choiceless' situations, so it is important to study their responses to persecution with this in mind.

We often hear of the 'Jews' and what they suffered during the Holocaust. This demonstrates an understanding of the targeted nature of prejudice towards Jewish people, but it fails to acknowledge that each individual had a unique experience.

Women

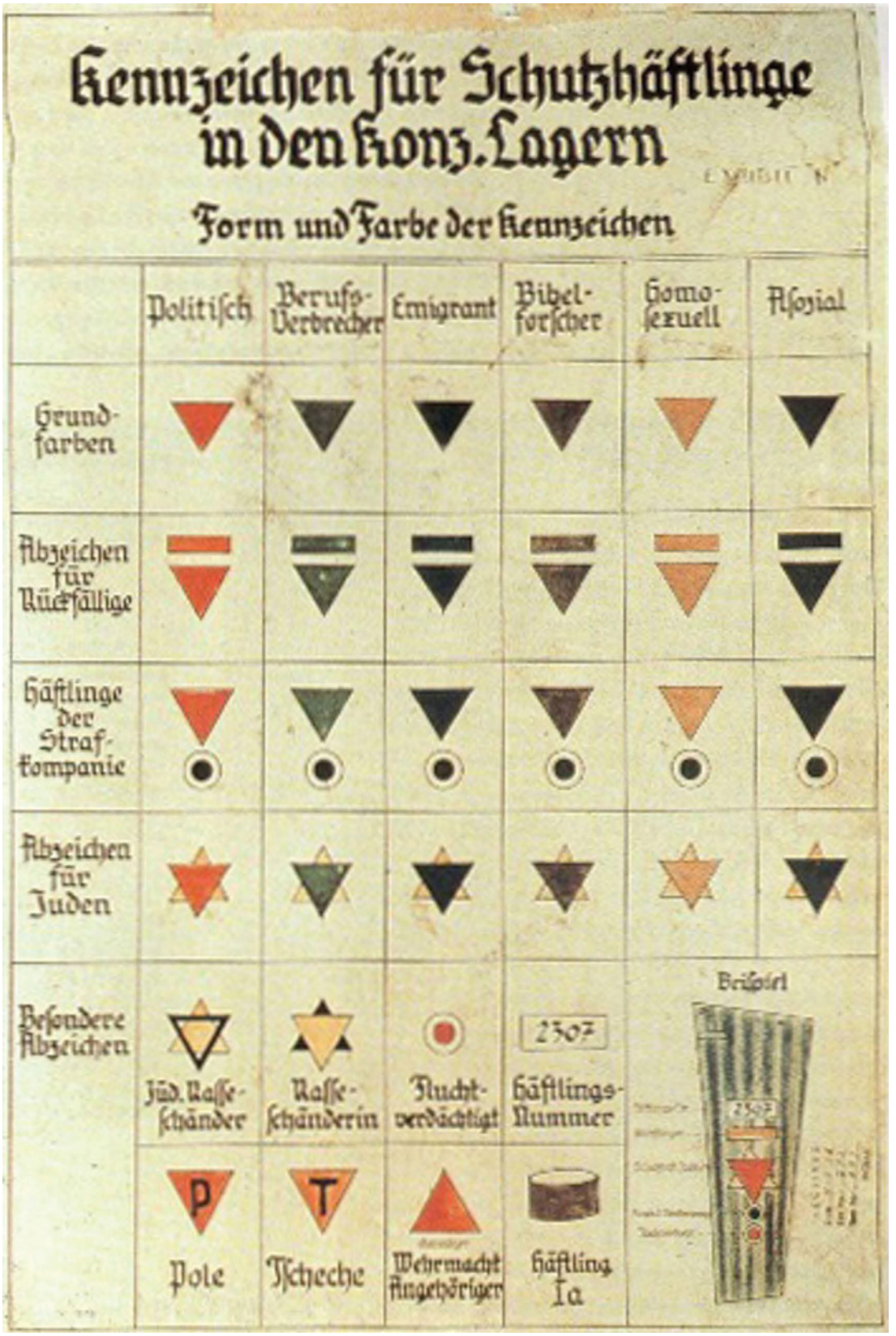
Gender stereotypes prior to World War II played a large role in women's experiences. It was widely anticipated that men would be subject to the implementation of Nazi ideology, so plans were established by many families to hide the men of the family or help them escape. It was also thought that the use of force or violence would not be directed at women. However, German policy was for all Jewish people, male or female, to be killed. As the war progressed, women were humiliated in the streets and were subject to harassment and abuse such as being forced to undress in front of German soldiers who would touch them or jeer at them. Once in the camps, men and women were separated, and women were subject to the same violence as men, often while trying to shelter and protect their children. The Germans almost always assigned any leadership roles to men.

In the early years of the war, women developed resourceful strategies to continue providing food for their family. As ghettos were created and then transportation to camps occurred, women were moved into labour roles. Women were also subject to medical experiments on their reproductive system, with exploratory treatments to discover the best sterilisation methods. In Lithuanian ghettos, German orders were that pregnant women must have abortions, with a similar abortion order being issued in 1943 in the Theresienstadt camp. In concentration camps, pregnant women were selected for immediate killing. Survivor testimonies often recount the moral dilemmas women faced. They wanted to protect their children and their family, but had to contemplate ethical questions such as whether stealing food was acceptable if it meant their children would survive.

Children

Like all groups, children had varied experiences during the Holocaust. Prior to the outbreak of World War II, a mission known as *Kindertransport* helped as many as 10 000 children escape Germany and Austria in particular. They were relocated to Britain to live with foster families. Similar operations emerged across Europe, but many children remained and suffered, with as many as 1.5 million Jewish children being murdered under the Nazis.

Extermination camps tended to have a policy of killing children up to the age of 12 on arrival, with any baby born being killed immediately after birth. If children could pass as 18 years of age or older, they tried to convince the Nazis they were adults, in order to be placed into a work group and have a chance at survival. Children aged 12 to 18 were used for medical experiments or forced labour if they were strong enough. Many children were assisted by non-Jewish people, taken into hiding in homes behind false identification papers, or assuming the identity of a non-Jewish child in the family who had passed away.



Source 14 A chart showing prisoner markings from Dachau

Specialist workers

There were many cases of Jewish people receiving special treatment because of their specialist skills. Others escaped the harsh conditions of the camps due to chance, such as in the case of those selected for the *Sonderkommando*. These men (who were usually Jewish) were tasked with removing bodies from the gas chambers and disposing of them. In 1980, a leather briefcase with a Thermos flask inside was discovered in the forest near Auschwitz-Birkenau. The Thermos contained handwritten notes in Greek, detailing Nazi crimes. The author was Marcel Nadjary, a Jewish man who was one of the *Sonderkommando*. Members of this group were kept in isolation from the rest of the camp inmates, which also meant less exposure to disease as facilities were shared among fewer men. The *Sonderkommando* also received higher rations to ensure they remained fit for the physical labour of moving up to 6000 bodies each day. They faced moral dilemmas such as feeling complicit in the Final Solution, but rationalised their role by concluding that if they weren't the ones doing so, someone else would, and they could do it with care and compassion.

Doctors often faced 'choiceless choices'. In one story from the Warsaw Ghetto, 50 people were in hospital with diabetes, all requiring insulin. A bowl in the middle of the table contained the insulin available for the next three months. If all patients were treated, the supply would diminish after a month. If the least sick were treated, they might survive, but the most sick would miss out and die. The question was put to the ethics committee, with a Jewish lawyer being outraged, saying that such a choice would be the equivalent of Nazi selection policies. The Rabbi said that it was like being asked to replace God, so he refused to have input. The head doctor said that a similar situation had existed a month before and all had died. Without the input from the ethics committee, who couldn't fathom being part of a decision to let some die and others live, the doctor decided to proceed with the treatment of some. In this unfortunate circumstance, no further supplies arrived after three months, so all the patients died anyway. The ultimate realisation for many in specialist roles was that asking the questions and having a choice was a way to exercise humanity. As long as they were looking for the best approach, they were seeking hope in the future. However, often they found that what they did or didn't do resulted in death anyway, as they had no control over the actions of the Nazis.

Other groups targeted by the Nazis

It was not only Jewish people who were targeted by Nazi ideology. Nazi racial ideals centred on superiority, so Germans with mental and physical disabilities were considered 'racially defective', with over 275 000 killed. Furthermore, the Romani and Sinti communities were classified as 'racially inferior', with as many as 250 000 from across Europe being killed as well. Other groups seen as 'racially inferior' were Soviet prisoners of war, and Polish people, who were considered only slightly above Jewish people.

Aside from racially classified groups, the Germans targeted political opponents and resistance workers, as well as Jehovah's Witnesses. Paragraph 175 of the *German Penal Code of 1871* made homosexual acts between men a crime. Consequently, anyone perceived to be a homosexual male was imprisoned so that Germany could achieve its goal of racial and cultural purification. The subordinate role of women in German society, and the fact that the law did not criminalise homosexuality for women, meant that women were not regarded as a social or political threat. The concentration and extermination camps had a classification system – Jewish people were identified with the Star of David, and 'others' were identified according to different colours and symbols.

The Bloodlands Hypothesis

Professor Timothy Snyder, of Yale University, argues that the use of the word Holocaust neglects the eight million non-Jewish people who were murdered under both Hitler's Nazi regime and in Stalinist Russia. Snyder emphasises that most of the genocidal killing took place outside Germany, throughout the land between Berlin in the West and Moscow in the east, and between the Baltic Sea in the north and the Black Sea in the south. He called this region 'The Bloodlands', explaining that both Hitler and Stalin were responsible for the mass murder of 14 million people in that region over a 12-year period. Snyder argues that all the victims need to be remembered, with the view that **exceptionalism** is generated by having a narrow focus mostly on Jewish victims. While it is true that it is important to remember all victims, and true to say that a further eight million people beyond the six million Jewish people were killed across the Bloodlands, the fact remains that six million of one group of people, the Jewish people, is by far the largest group targeted in these deliberate attempts to achieve what Hitler and Stalin believed to be racial superiority.

exceptionalism
the belief that something, someone or a group is exceptional or superior

12.8A SOURCE STUDY

Dr Mengele's medical experiments

Dr Josef Mengele was known as the 'Angel of Death'. He was based at Auschwitz-Birkenau, carrying out sadistic experiments on prisoners who presented with any anomalies such as genetic conditions or being an identical twin. His work included keeping one twin healthy, while conducting experiments on the other to see how much pain a human could tolerate, the effects of different poison or diseases such as typhus, and how well humans could recover afterwards. In addition to 732 pairs of twins he experimented on, he had a fascination with people who had dwarfism or giantism, and also with Romani and Sinti peoples.

Source 15

> Mengele firmly endorsed Nazi racial theory and engaged in a wide spectrum of experiments which aimed to illustrate the lack of resistance among Jews or Roma to various diseases. He also attempted to demonstrate the degeneration of Jewish and 'Gypsy' blood through the documentation of physical oddities and the collection and harvesting of tissue samples and body parts. Many of his 'test subjects' died as a result of the experimentation or were murdered in order to facilitate post-mortem examination.

Extract from The Holocaust Encyclopedia



Source 16 The Ovitz Siblings were Hungarian Jews from modern-day Romania. They were travelling actors and musicians, with seven of the 12 siblings being dwarves.

INTERPRET

1. What does Source 15 reveal about Dr Mengele's approach to medical science?
2. Why would the family in Source 16 have been of interest to Dr Mengele? Refer to evidence from Source 15 to support your response.

SPOTLIGHT

ANALYSIS AND USE OF SOURCES

It is essential to consider a range of perspectives when studying an aspect of history. Sources won't always be relevant for a complete study, but they are useful for a specific historical inquiry. Problems to consider include the intended audience and purpose of creation. Historians also need to corroborate evidence to assess reliability.

12.8B SOURCE STUDY

Humour in the Holocaust

Like many groups, Jewish people developed their own humour as the result of their history that was marked by significant suffering and rejection. Humour was a way of resisting the despair that existed as a result of ongoing persecution and is a testament to their strength and outlook of hope. Within the camps and ghettos, comic situations emerged from contexts driving negative and painful emotions. Those with an advanced sense of humour became quite popular, along with joke-tellers, musicians, artists and others who could use humour and satire to enhance morale. Humour took on many forms, including self-deprecation, critique of events and the physical environment, as well as mockery of persecutors.

Important note

When studying humour during the Holocaust it is important to acknowledge and remember that it is the Jewish people who were living through atrocities who were the ones using humour as a means of survival and resistance. There is no place in today's society for anyone to mock, ridicule or make light of the Holocaust. Humour in the Holocaust is owned by those who endured Nazi persecution. We study and remember this aspect of history to focus on stories of survival and hope for these remarkable people who looked persecution in the face and fought back.

Source 17 A Jewish joke as an example of distorting reality to see its absurdity

- If we can hang on for 21 days, we'll survive.
- How's that?
- Eight days of Passover, eight days of *Sukkot*, two days of *Rosh Hashanah*, two days of *Shavuot* and one day of *Yom Kippur*.

Avner Ziv, Jewish Humor, *Transaction Publishers, New Brunswick, 1998, p. 52*

Source 18

> One of the essential aspects of Jewish life universally valued was the eternal *kol yankev*, the verbal wit of the Jewish people: expressions, jokes, anecdotes, wishes, various meditations and verbal inventions – all this was balm to buried feelings and downcast hearts. [...] The process of popular creativity had thus not halted even under the worst conditions of the ghettos and camps.

Extract from Israel Kaplan, Jewish Folk-Expressions under the Nazi Yoke, *Ghetto Fighters' House, Israel, 1982, pp. 18–19*

Source 19

> The saying, 'hard times either kill you or make you stronger' was verified here. I was one who became stronger. Nevertheless, there were times when, for a short period, I yearned to die or come down with a terrible disease that would render me unconscious. Not to feel a thing, not to think about anything. But reality slapped me in the face. My lucidity was exemplary.

I became stronger inside my being. I did not lose my sense of humor; on the contrary, it was honed due to an addition of cynicism and thanks to the 'don't worry' principle.

Extract from Mina Tomkiewicz, There Was Life There Too: Pages from Bergen-Belsen, *Twersky, Tel Aviv, 1946, p. 85*

Source 20

One could not help but laugh at the sarcastic notes and cartoons that accompanied them [cartoons published in a satirical weekly paper called *Salom na patek* (Hello Friday) in the Theresienstadt Ghetto]. The fact that these still arouse laughter today, among people unfamiliar with the atmosphere of the Terezin ghetto as well as among those who experienced it first hand, proves that black humor of the editorial staff had an existence beyond time and place.

Extract from Dan Re'im, '"Hello, Friday": Laughing in the Ghetto', Kesher, *Vol. 9, 1991, p. 71*

Source 21

Mad as it may sound, there was a funny side even in Auschwitz. [...] In the camps, laughing usually invited punishment or death, but having a sense of humor was critical.

Extract from Eva Salier, Survival of a Spirit. *Shengold, New York, 1995, pp. 61–62*

Source 22 Holocaust survivor Arie Ben-Menachem recalls a joke from the camps.

What is a 'pure Aryan'? This was the joke: A pure Aryan is blonde like Hitler, tall like Goebbels and thin and muscular like Goering.

Extract from Ostrower, Chaya, It Kept Us Alive: Humor in the Holocaust, *Yad Vashem, Jerusalem, 2014, p. 129*



Source 23 From left to right, Adolf Hitler, Hermann Goering, Joseph Goebbels and Rudolf Hess

Source 24 Survivor Luba Daniel remembers jokes about Hitler from even before they were in the ghetto.

> They used to tell the story that Hitler, Goering and Goebbels needed a ride. Their car had broken down, or something like that, and then a peasant walks by with a horse and wagon. They ask for a ride and the farmer takes them. They are not in uniform and Goering says, 'I am Goering!' The second one says, 'I am Goebbels!' The peasant turns around and says, 'If you tell me that that dark Jew over there is Hitler, I'll throw all three of you out!'

Extract from Ostrower, Chaya, It Kept Us Alive: Humor in the Holocaust, *Yad Vashem, Jerusalem, 2014, p. 129*

INTERPRET

1. What was the purpose of humour during the Holocaust? Provide examples from at least two of the sources to support your argument.
2. What is the value of these sources to historians studying Jewish experiences during the Holocaust?
3. What are the limitations of these sources to historians studying Jewish experiences during the Holocaust?
4. What do these sources reveal about the sense of community during the Holocaust?
5. Consider Sources 22 to 24. How do these mock the Nazi ideology of racial superiority?

12.8 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. Why did experiences vary throughout the Holocaust?
2. Outline the moral dilemmas faced by some groups.
3. What was the role of the *Kindertransport*?
4. What is meant by 'The Bloodlands'?

APPLY AND ANALYSE

5. How does the *Kindertransport* demonstrate that the Allied countries were aware of the potential for harm to occur to Jewish people?
6. What is meant by 'choiceless choices'?
7. How does the German criminalisation of homosexuality demonstrate different attitudes towards men and women?

EVALUATE AND CREATE

8. Continue research on your chosen individual. What group/s did they encounter or belong to? Add detail to your profile to continue building their story.

GO DEEPER

9. Choose one of the groups mentioned in the text, or another of your own interest, to research more about the experiences and stories of those who suffered as a result of persecution. Present a report outlining the manner of persecution, the experiences of the victims and the end result.

CASE STUDY

Music and the Holocaust

Musicologist Tamar Machado has studied the experience of musicians in the Holocaust in depth. The paradox of music was that it was something many Germans loved. Music was heard throughout ghettos and concentration camps, usually with popular songs from before the war. Over time, new songs emerged, serving as a form of historical documentation as gossip, news and personal expressions of loss were embedded into lyrics. For many Holocaust victims, music was essential for maintaining humanity when death and destruction was all around them.

Music distorted

In February 1940 in Lublin, Poland, more than 300 000 books were burned by the Nazis in an attempt to destroy Jewish culture. Many Jewish people looked on, crying as Torahs were burned. The SS couldn't stand the crying, so they brought in two orchestras to play happy music to drown out the sound. This is the first record of music being used to distort the sounds of anguish.

During the Babi Yar massacre from 29–30 September 1941, where 30 000 Jewish people were killed in just two days, an orchestra played so that those in Kyiv (also known as Kiev) and the surrounding villages wouldn't hear the sounds of death. Similar accounts exist from Sachsenhausen Concentration Camp, with marching music being switched on when people were being shot, and also at Majdanek in November 1943. On 2 November, the order was given to bring huge loudspeakers to the Majdanek camp, and across the next two days, folk music played while executions occurred.

Dehumanisation and torture through music

One of the cruellest uses of music was when the SS commanded orchestras to play Yiddish lullabies outside the gas chambers when children were being tortured. The children knew they were going to their deaths, and they could hear the lullabies their parents used to sing to them. The pain of separation, combined with fear, was intended as a brutal exercise of power.

Lagerführer Arthur Rödl demanded that a camp song be created at Buchenwald in December 1938. He promised a prize to the winners, but this was never paid. The victorious song, *Buchenwaldlied*, was a symbol of hope for the prisoners, but it was used by the SS as a form of torture. The *Lagerführer* insisted on lengthy rehearsals, with severe punishments for anyone who passed out from exhaustion or wasn't singing loudly enough. Despite this, many Jewish people saw singing the song as an act of resistance. What was intended as a form of dehumanisation became a symbol of hope. As prisoners were transported between camps, the song was passed on. In 1943 *Buchenwaldlied* was forbidden, as it was written by Jews. However, when the ***Kommandant*** of Treblinka gave an order for a Treblinka anthem to be composed, the same tune was used, and the resistance inspired further hope. Duress and torture transformed into resilience, survival and victory.

Lagerführer
the head SS officer assigned to a particular part or section of a concentration camp; he served as the commander of the particular section, rather than the camp as a whole

Kommandant
the chief commander within the SS service of a concentration camp; he had oversight of a whole complex, often with *Lagerführers* of sub-sections reporting to him

Survival through music

Everything was decided by the SS regarding when, where, what and to whom musicians played. An orchestra would often play for the Kommandant of the camp as a form of recreation and relaxation. The SS created these orchestras, and they were very much considered 'projects' for officers. Consequently, conditions for Jewish people were better in an orchestra than in other barracks, because the SS enjoyed their music and wanted to look after those who could play.

Sometimes musicians had better food, or they received cigarettes from the SS, meaning that they could trade these for other food and goods with prisoners.

Mr Lantosh was a Hungarian Jew who survived Birkenau because he could play the violin. When he arrived, an SS screamed at prisoners, asking if there was a musician or violinist among them. Mr Lantosh came forward and was given a violin to play. He was very talented and was taken to where the orchestra was rehearsing. The SS officer handed him the violin of the first violinist, and the previous first violinist was taken away and killed. Playing saved Mr Lantosh's life, but it had come at a price. He promised himself that if he survived the war because of the music, he would never play again. Music was everything to him, but he felt he owed his life to another person's death, so that was to be his sacrifice. His story was recorded in the Displaced Person's Camp in Feldafing, Germany.

The normal barracks in Birkenau had six or seven people to a bunk, but for the orchestra, there were just two people. Regular barracks had straw mattresses and one blanket for two or three people, whereas the orchestra barracks had sheets and blankets for every person. The orchestra sheets were cleaned each week and musicians were provided with weekly showers. When musicians were not motivated to practise, leaders within the orchestra would point to the gas chambers and remind them that if they didn't perfect their work, they would end up being killed.

SPOTLIGHT

ANALYSIS AND USE OF SOURCES

Oral histories provide great insight into personal experiences. A key limitation is that historians can't always obtain full records, such as in this case where there is no written record of Mr Lantosh's first name.



Source 25 Hans Bonarewitz, a prisoner at Mauthausen Concentration Camp in 1942, is led to his execution by the camp orchestra, following a failed escape attempt. He was locked in a crate for a week before finally being executed.

CASE STUDY: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What is meant by the term 'music distorted'?
2 What were the benefits of being a Jewish musician?
3 How was music used simultaneously by the Nazis to torture and Jewish people as a form of resistance?

APPLY AND ANALYSE

4 Why did musicians often face moral dilemmas?

EVALUATE AND CREATE

5 Alma Rosé was the only Jewish person in Birkenau who was given a respectful burial. Research her life before the war, as well as her time as a prisoner, and write an obituary outlining her achievements. Record this as a podcast, using music she was famous for at appropriate times as a backing track.

GO DEEPER

6 Conduct further research on music and musicians during the Holocaust. To what extent did music provide protection from persecution? In your answer, use a range of sources as supporting evidence.

12.9 THE RESPONSE OF DIFFERENT INDIVIDUALS AND GROUPS

KEY CONTENT

In this topic you will:

- discuss the response of different individuals and groups during the Holocaust.

It is hard to ignore the statistic of six million Jewish people being murdered during the Holocaust. It is difficult to witness the photographs of people, clearly malnourished and sick, in camps. For this to happen, people had to will it and permit it. However, despite these usual images and interpretations of the Holocaust, there are many stories of both Jews and non-Jews who resisted the Nazis in various forms. A well-known case is that of Oskar Schindler, famous for saving 1200 Jewish people through his factories. He, along with many others, is recognised as **Righteous Among the Nations**.

Righteous Among the Nations
the recognition of non-Jewish individuals who risked their lives to aid Jewish people during the Holocaust

Leon Leyson was one of the youngest Jews to be saved by Oskar Schindler. He worked 12-hour shifts in Schindler's factories, with Schindler giving him double rations when he saw how weak he was. It was difficult for children to remain safe in such conditions, and it was the work of people like Oskar Schindler who promoted a special need for small hands to clean parts of machinery that kept Leon and other child labourers alive.

Another famous story of Nazi resistance is that of Anne Frank who, along with her family, was hidden in the attic of her father's office for two years. Some of the lesser-known cases of resistance are outlined below.

Jewish resistance

Resistance in the ghettos and camps

Despite the crowded and unpleasant conditions, Jewish resistance in the ghettos took on many forms. Jewish people had little support from local communities and even faced hostility at times. However, armed resistance units emerged in more than 100 ghettos. The most famous uprising was in April 1943 in the Warsaw Ghetto. Jewish locals were outnumbered and outgunned, yet they refused to sit back and accept their fate. It took almost a month for the Germans to subdue the uprising, which in itself was a victory for the Jews, giving them hope and the courage to endure what they were suffering. Revolts also took place in Nazi camps, including at Treblinka, Sobibor and Auschwitz-Birkenau.



Source 26 Jewish refugees wait in a soup line at a shelter in Warsaw, Poland, courtesy of Yad Vashem

These armed uprisings weren't the only form of resistance. Each day, Jewish people resisted Nazis, whose goal had been to confine them and control their religious and cultural practices.

Spiritual resistance was significant, with Jews refusing to relinquish their faith. Jewish people established practices to help each other obtain food legally, ensuring care for those who were less able to provide for themselves. Public soup kitchens were set up, with the largest of these in the Warsaw Ghetto serving up to 4000 bowls of soup each day. In addition to this, illegal smuggling, usually involving children, defied the Nazis' desire to lock Jewish people inside ghetto walls. Often it was children, whose size meant they could escape through holes in walls or be lifted over fences, who were sent out to find whatever nourishment they could to bring back for the family.

Perhaps the most telling sign of Jewish resistance was their will to live. Jewish youth were used to teaching and mentoring younger students at the synagogue, so setting up schools on the streets of the ghettos or in secret locations was a natural extension of their pre-war life. Education is an act of planning for the future and is a sign of learning to overcome challenges. This peaceful resistance speaks volumes, demonstrating that Jewish people were not passive victims, but instead fought back in daily life.

The Bielski brothers

Belarus was under Soviet occupation in the early years of World War II. In 1941, Germany invaded the Soviet Union, and the Nowogrodek District in western Belarus saw tens of thousands of Jewish people killed there. Tuvia, Asael, Zus and Aron Bielski were four of 12 siblings. They were the only Jewish family in their village of Stankiewicze, with strong connections both within and outside of the Jewish community. When the Germans invaded their village, the brothers were not at home, and they returned to find their family massacred.

partisan
a person belonging to a group to fight against an occupying force, usually in secret

They took refuge in the nearby forest and ended up bringing 30 extended family members and friends from other villages together as a **partisan** movement. With the help of local non-Jewish people, they collected weapons and food and became one of the most significant Jewish resistance efforts in the Holocaust. Their focus was on saving people rather than killing, with Tuvia recognised for his courageous leadership, informing the group that he would rather save one Jew than kill 10 Nazis. This was in response to the dilemma the group faced as persecution increased. Should they protect their core group or continue to expand and give others an opportunity to live?

It is estimated that the Bielski brothers amassed a partisan group of 1230 Jewish people. Around 70 per cent of their group was composed of women, children and elderly people who would have been executed under the German occupation if the Bielski brothers had not established their resistance movement. Despite witnessing horror and facing threats to their own lives, they continued to defy the Germans and save others through significant bravery.



Source 27 A group of partisans from various fighting units, who guarded the airfield in the Naliboki forest. Among them are members of the Bielski brothers' group, 1944.

Palestinian parachutists



Source 28 Palestinian parachutists

As Nazi ideology made the situation more dangerous for Jewish people across Europe, some fled to Palestine, the land previously known as Israel that was promised to the Jews when they were liberated from Egypt in 1400 BCE. Between 1943 and 1945, there were European-born Jewish men and women living in Palestine who risked their lives as volunteers in the British army, undergoing training to parachute into German-occupied Europe. With intimate knowledge of their birth language and country, they could move around with greater ease than those who were born in Britain. The purpose was to aid resistance movements and assist with rescues.

One hundred and ten brave men and women underwent training, and 37 of them eventually parachuted into enemy territory, including countries in central and eastern Europe, as well as France and Austria. Twelve of the parachutists were captured, with seven of them being executed. These heroes left behind their freedom in Palestine to enter occupied territory. Hannah Szenes was just 23 years old when she was executed by firing squad after first being tortured for several months by the Germans.

George Mantello and José Arturo Castellanos

György Mandl was born into a well-off Orthodox Jewish family in Transylvania, a Hungarian-speaking part of Romania. After the outbreak of World War II, he changed his name to George Mantello to eradicate any Jewish association with his name. In 1939, he brokered a deal for an El Salvadoran ambassador to purchase weapons and supplies from Czechoslovakia. The El Salvadoran was José Castellanos.

In 1942, Mantello sold his Romanian assets and moved to Switzerland. He was able to move across Europe when other Jewish people were restricted because in 1939, Castellanos had given him diplomatic positions. Mantello, his wife and their son held diplomatic passports and were therefore protected from deportation. Castellanos had requested permission from El Salvador to issue visas to protect many Jewish people, but the president of that country, President Martínez, refused because he was antisemitic and thought highly of Hitler.



Source 29 George Mantello

As the Salvadoran Consul General in Geneva, Switzerland, Castellanos made Mantello the first secretary of the Geneva Consulate and they created the *Certificate of Salvadoran Citizenship*. Mantello's role and this certificate were unofficial and not sanctioned by El Salvador, but they distributed the certificates across Europe to protect Jewish people. Mantello heard of the persecution of Jewish people in Hungary and Romania, and through the Swiss newspapers, was able to campaign for people to take action. Switzerland opened up its borders to Jewish refugees, and Mantello managed to get more than 10 000 Salvadoran citizenship certificates into Budapest to distribute to Jews, with the help of the Swiss consulate there. When a new government came to power in 1944 in El Salvador, they backed Castellanos's plan. Hungarian and Romanian Jews who held a Salvadoran certificate were not deported by the Germans. It is estimated that Mantello and Castellanos saved anywhere from 20 000 to 40 000 Jewish people as a result of their scheme.

Non-Jewish resistance

The village of Le Chambon

Vichy France
the regime under Marshal Henri Pétain after France surrendered to Germany in June 1940

Pastor André Trocmé and his assistant, Pastor Edouard Theis, led a spirit of resistance among the villagers of Le Chambon-sur-Lignon in **Vichy France**. It began when a Jewish woman who had escaped from Germany approached Pastor Trocmé's home, seeking shelter. Magda Trocmé, the pastor's wife, asked the mayor for assistance in preparing false identity documents to protect the woman, but he refused in case the presence of a German Jew endangered the French Jews already in the area. Magda was devastated to send the woman away, with only food and the names of some contacts who might be able to help. Realising that there were many more Jewish people who needed refuge, the village established an underground network to provide refuge for people in need.



Source 30 Pastor André Trocmé and Magda Trocmé

Pastor Trocmé encouraged his congregation to uphold their religious values of respect and tolerance for all people, even when French police descended on Le Chambon in 1942 to put an end to the rescue mission. Working together, the villagers defied the police presence and moved the people in hiding to surrounding farms. Pastor Trocmé, Pastor Theis and the headmaster of the local school were arrested by the Vichy government in 1943. They refused to sign an oath of loyalty to the Vichy government, but were still released. They had to go into hiding, but continued to organise rescues. By 1944, the community effort had saved approximately 3500 Jews and 1500 non-Jews who were also escaping persecution.

Sir Nicholas Winton

Nicholas Winton's work to save 669 Jewish children by transporting them to Great Britain was largely unknown until 1988, when his wife found a scrapbook with photographs and a list of names. Nicholas Winton was born in England in 1909, to parents of German Jewish ancestry. His surname was originally Wertheimer, but to avoid antisemitism, this was changed to Winton. He visited a friend in Czechoslovakia in 1938, where he went to refugee camps filled with Jewish people and political opponents who were escaping persecution.



Source 31 Children saved by Sir Nicholas Winton

Winton was aware of the *Kindertransport* rescuing Jewish children from Germany and Austria, and decided to establish a similar operation from Czechoslovakia. He raised money through campaigns in London, working at his regular job at the Stock Exchange during the day and focusing on finding foster homes for children at night.

His movement was successful, with the first planeload of children leaving for London just one day before the Germans occupied Czechoslovakia. He continue to organise operations by rail and ship, with eight transportations in total before Britain declared war on Germany in 1939. In 2002, he received a knighthood from Queen Elizabeth II for his services to humanity.

Sophie Scholl and the White Rose

Non-violent resistance was pursued by Sophie Scholl, her brother Hans and other members of the White Rose movement. Growing up in Germany, they were former members of the Hitler Youth who had come to question the principles they'd been taught. Sophie and Hans gathered like-minded friends and established the White Rose. They publicly rejected the racist militarism of the Nazis, and encouraged popular resistance of the regime. The White Rose produced leaflets to distribute across Germany and Austria, highlighting Nazi crimes against humanity such as the execution of more than 300 000 Jewish people in Poland. They also used graffiti to denounce Hitler, aiming for as much public awareness as they could garner. Sophie, Hans and other members of the White Rose were arrested on 18 February 1943 when they were distributing leaflets at the University of Munich. Just four days later, they were sentenced to death and executed within hours. Sophie was 21 years old when she died, having been convicted of high treason for speaking out as a political activist who opposed the persecution of the Jews.



Source 32 Sophie Scholl

Father Maximilian Kolbe

Maximilian Kolbe was a friar who grew up in Poland. In 1926 he allegedly stated that Freemasons are 'an organised clique of fanatical Jews who want to destroy the church'. However, this record is either false, or Father Kolbe turned away from antisemitism, because during World War II, his monastery sheltered Jewish refugees. He promoted assisting Jewish people, stating that, 'all men are our brothers'.

In 1941, Father Kolbe's monastery was closed by the Germans. He refused to sign the ***Deutsche Volksliste***, which would have granted him similar rights to German citizens, as his German ancestry was recognised by the Nazis. Owing to this and his shelter of 2000 Jewish people, he was arrested by the **Gestapo** and imprisoned, eventually being transferred to Auschwitz as prisoner 16670. Only months after arriving, and having suffered many beatings for continuing to act as a priest, he switched places with a prisoner who had a wife and children and had been selected for execution. Father Kolbe is an example of political resistance to the Nazis, combined with resistance in providing refuge for so many Jewish people prior to being arrested.



Source 33 A wax statue of Father Maximilian Kolbe, in front of an image of the entrance to Auschwitz. The German sign above the gate translates to 'Work sets you free'.

SPOTLIGHT

CONTESTABILITY

Maximilian Kolbe is someone whose actions, motive and intent have been disputed. Scholars differ in their opinion on how and when an individual should be judged. Father Kolbe is alleged to have held antisemitic opinions in the pre-war period, but his actions during World War II indicate that he, in fact, stood up to Nazi prejudices. Historians must consider which evidence is more convincing, and understand that people can be misrepresented, or they can change.

Deutsche Volksliste
German People's List; a categorisation of people in Nazi-occupied territories who met certain desirability, usually based on German or other approved ancestry

Gestapo
the German secret police under the Nazi regime

Source 34 The Buchenwald Orchestra is famous for creating the *Buchenwaldlied*, which felt like an act of resistance for many prisoners.



12.9 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What forms of resistance took place in the ghettos?

2 What role did the Bielski brothers play in saving other Jewish people?

3 What role did the White Rose play in raising political awareness?

APPLY AND ANALYSE

4 What challenges did group resistance movements face and how did this differ from resistance by individuals?

5 With reference to at least two examples you have studied, explain how individuals and groups who opposed Nazi ideology faced personal danger.

EVALUATE AND CREATE

6 Continue research on your chosen individual. Did they encounter any resistance movements or were they involved in any resistance? If not, research and include detail on resistance efforts by people of your individual's nationality, or for people who were in the same camp/s. Add detail to your profile to continue building their story.

GO DEEPER

7 Choose one of the following groups or individuals to conduct further research on Nazi resistance. Create a multimedia presentation outlining their actions during the Holocaust, the number of Jewish people they saved and the estimated number of descendants of those Jews who survived as a result of their actions.

- Frank Foley (British Secret Intelligence)
- Carl Lutz (a Swiss diplomat)
- Irena Sendler (a Polish nurse)
- Johan van Hulst (a Dutch teacher).

I USED TO THINK, NOW I THINK

Reflect on your learning about Holocaust experiences and complete the following sentences.

I used to think ...

Now I think ...

What has changed in your understanding?

12C

HOW DID PERSECUTION CONTINUE DURING THE WAR YEARS?

» Describe the impact of increasing persecution during the war years

1 What role did the ghettos play in advancing Nazi ideology? (5 marks)

2 What is the purpose of a concentration camp? (3 marks)

3 How does a death camp differ from a concentration camp? (3 marks)

4 What is meant by the 'Final Solution'? (3 marks)

5 Describe the impact of increasing persecution during the war years on both Jewish and non-Jewish people. (15 marks)

» Discuss the response of different individuals and groups during the Holocaust

6 Outline the key features of the Warsaw Ghetto uprising. (5 marks)

7 What is meant by the term 'collaborator'? (2 marks)

8 Why might some individuals and groups have collaborated with the Nazis, even if they disagreed with their ideology? Provide a specific example to justify your argument. (4 marks)

9 Write a paragraph on each of the following topics, outlining the ways Jewish people resisted Nazi persecution in the ghettos:
- education
- spiritual resistance
- humour
- smuggling. (20 marks)

10 Explain the role of three non-Jewish individuals or groups in resisting Nazi persecution towards Jewish people. (10 marks)

» Using a range of sources, describe the experiences of different groups during the Holocaust

11 With reference to at least two sources from this chapter, describe the varied experiences of Jewish children during the Holocaust. (5 marks)

12 What does evidence reveal about the experience of Jewish musicians during the Holocaust? (10 marks)

13 To what extent did the experiences of different groups vary during the Holocaust, according to their perceived threat to the Nazi ideology of supremacy? (15 marks)

TOTAL MARKS: [/100]

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

» 5 marks = a paragraph

» 10 marks = 400 words

» 20 marks = 600 to 800 words.

Include historical terms and concepts and give detailed examples to show your understanding.

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

assess quiz
Test your knowledge with this multiple-choice quiz.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Answers
Answers to every Check Your Learning, Interpret and Checkpoint question in this section

12D WAS THERE LIBERATION AND LIFE AFTER THE HOLOCAUST?

12.10 LIBERATED, BUT NOT FREE

KEY CONTENT

In this topic you will:

- assess the impact of the Holocaust.

The concept of liberation is surely more appealing to anyone than the idea of being imprisoned. Holocaust survivor Rita Weiss states in her testimony that by the time of liberation, she was indifferent. She no longer knew how to be happy after the horrendous acts she had witnessed throughout the Holocaust. Another survivor, Miriam Akavia, recalls that at the time of liberation, she had pain all through her body, with medics assessing her for **diphtheria**, only to determine that it was, instead, the onset of death. Had she not received immediate medical attention, she would have perished. Miriam tells the story of soldiers exclaiming with exuberance that the war had ended, but she was too weak to celebrate and felt lost in terms of what she was now meant to do with her life. For Holocaust survivors, the end of the war and liberation from camps meant freedom from Nazi persecution, but it brought a new set of challenges that they had to navigate.

diphtheria
a contagious disease spread through open wounds, coughing or sneezing; it was common in camps due to poor hygiene and lack of medical care

The war ends

On 6 June 1944 (D-Day), the Allied invasion of Nazi-occupied Western Europe began in Normandy, France. Soviet troops soon moved into eastern Europe. This marked the beginning of the end of war. The Germans' last major offensive of the war was the Battle of the Bulge against the United States and Britain, ending in January 1945. Realising that defeat was upon him, Hitler committed suicide in his bunker in late April 1945. On 8 May 1945, almost a year after D-Day, Germany surrendered unconditionally to the Allies. The European theatre of war had ended, but it wasn't until August, after the United States dropped atomic bombs on Hiroshima and Nagasaki in Japan, that World War II concluded.

The role of the Allied troops

On 27 January 1945, Auschwitz was liberated by Soviet soldiers. More than 230 Soviet soldiers died in the combat to take the camp, sacrificing themselves to save 7000 prisoners in the main camp, and a further 500 in sub-camps. The Soviet Army had liberated Warsaw on 17 January 1945, and six months earlier had liberated the Majdanek extermination camp in Poland. British troops liberated Bergen Belsen in April 1945.

More than 30 US military units were involved in the liberation of camps, with the soldiers organising medical care, supplies of food and eventually, repatriation. While it is true that the Allied troops did much to organise logistics, account for survivors and document what they saw at the camps as evidence against the Nazi regime, there are countless survivor testimonies of mistreatment suffered at the hands of their liberators too. Holocaust survivor Primo Levi said, 'they did not greet us nor did they smile'.

Without justifying such treatment, it is important to note that the Allied soldiers were not prepared for what they saw at the camps. The horrors that befell them as they encountered many thousands of Jewish people and other prisoners who were on the verge of death, came as a shock. A doctor in the US army, Captain William J. Hagood Jr wrote to his wife saying, 'You have to see it – and you are so stunned, you only say it was horrible. You can't think of adjectives. We weren't in the place two minutes before our eyes filled with tears.'



Source 1 Soviet Red Army soldiers with liberated prisoners from the Auschwitz concentration camp in Oswiecim, Poland, 1945

Where to from here?

The biggest question for Holocaust survivors was where to go now that they were free. Most had been separated from their family, their homes had been occupied by enemies, their employment no longer existed and most required extensive medical care and rehabilitation after the treatment they'd suffered.

Many children had immediate needs to be re-educated. Their only knowledge of soldiers was that they were people to be feared. They now had to learn that the soldiers were there to help. When food was put out for survivors, the instinct was to stuff their pockets to save food for later, rather than knowing and trusting that there would be a constant supply.

For most survivors, liberation from the camps meant liberation from Nazi control. Camps remained their home for some time longer, but they were now camps for displaced persons. Learning started taking place, with schools set up to develop vocational skills for adults and teach children to read and write. Despite the significant trauma, Jewish people looked to the future with hope and a determination to rebuild their lives. Weddings took place as part of a cultural and spiritual rehabilitation, now that immediate physical needs of food, shelter and medical care had been provided. The displaced persons camps had a philosophy of 'return to life'.



Source 2 A double wedding at Pocking Displaced Persons Camp in Germany, 1946. The couple on the left are Rachel Spracher and Yishayahu Novogrodsky.

Source 3 A marriage proposal from one survivor to another.

> I am alone. I have no one. I have lost everything. You are alone. You have no one. You have lost everything. Let us be alone together.
>
> *From Jason Skog,* The Legacy of the Holocaust, *Compass Point Books, New York, 2011, p. 14*

12.10 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1. What marked the beginning of the end of World War II?
2. What role did the Soviet Army play in liberating camps?
3. What challenges did Allied troops face when they went into camps?

APPLY AND ANALYSE

4. In order to carry out the large operation required to liberate camps, soldiers needed to give clear orders, categorise people according to their health status so appropriate treatment could be provided, and devise a clear schedule for issuing food and activities. Even though Holocaust survivors had a deep appreciation for the effort, why would this structure have been difficult for them?

EVALUATE AND CREATE

5. Continue research on your chosen individual. What happened to them at the point of 'liberation'? Were they reunited with family? If your chosen individual had perished by this point, find out about others who were in the same camp/s to understand the impact of liberation for them. Add detail to your profile to continue building their story.

12.11 THE INTERNATIONAL RESPONSE

KEY CONTENT

In this topic you will:

- explain the international response to the Holocaust.

During World War II, the world was focused on bringing about a resolution to end fighting across multiple theatres of war. It is hard to understand that the world could know of the Holocaust, yet not intervene. There are many factors at play here, with disputed accounts about the true nature of events. For example, historian Martin Gilbert states that British Prime Minister Winston Churchill wanted to bomb Auschwitz and its supply lines, in order to stop further camp arrivals and gassings. There are differing interpretations about why this didn't happen, but it does suggest that Britain knew that crimes against humanity were occurring. There are claims that the Allied forces knew about the mass murder of people as early as 1942, and that they didn't act because they were concerned about aggravating Hitler, and making things worse. Instead, they focused on fighting the war to end persecution.

The United Nations and international law

In response to World War II, the United Nations was founded by 51 countries in 1945 with the purpose of maintaining international peace and security. They wanted to develop friendly relations among nations and improve quality of life through better human rights. The Universal Declaration of Human Rights was proclaimed on 10 December 1948, with universal protection intended for all people.

The findings at Nuremberg during the war crimes trials resulted in the *Convention on the Prevention and Punishment of the Crime of Genocide* in 1948 and the 1949 Geneva Conventions on the laws and customs of war. Demonstrating the ongoing need for international monitoring of crimes against humanity, the *Rome Statute of the International Criminal Court* was established in 1998, declaring The Hague in the Netherlands as the seat of the court, where crimes against humanity, including war crimes and genocide, can be investigated and tried. More specifically to the Holocaust, the *Declaration of the Stockholm International Forum on the Holocaust* made it clear in January 2000 that crimes such as those committed during the Holocaust would never again take place.



Source 4 Hermann Goering on trial at the Nuremberg war crimes tribunal

The Nuremberg war crimes tribunal

The Nuremberg trials were the first of their kind as there was no precedent for an international trial of war criminals. The London charter of the International Military Tribunal (IMT) was issued on 8 August 1945, defining crimes against peace, war crimes and crimes against humanity. The IMT declared that both civilian officials and military officers could be accused of war crimes. The Palace of Justice in Nuremberg was largely intact after the war and had sufficient prison space.

It was also a symbolic representation that Hitler's regime was destroyed because Nuremberg had been the location for Nazi propaganda rallies.

The most significant of the Nuremberg trials occurred between November 1945 and October 1946. Twenty-four major war criminals were indicted (formally charged), along with six groups such as the Gestapo. Most of the accused put forward a defence that the crimes they committed were only defined in law after their actions had been carried out, and that Allied officers had also engaged in acts of war crimes. The tribunal found only three not guilty. Along with prison sentences ranging from 10 years to life, 12 were sentenced to death by hanging.

The subsequent Nuremberg proceedings included 12 additional trials from December 1946 to April 1949. Crimes against humanity were found against doctors and industrialists, with atrocities such as human experiments, slavery and acts of violence against inmates being punished.

aliyah
the immigration of Jewish people to the Land of Israel

Zionist
a person who believes that Judaism is a nationality as well as a religion and that Jewish people should have their own state in their ancient homeland of Israel

judicial notice
a ruling stating that something is an accepted fact so that in future cases, it does not have to be proved again; in this case, the accepted fact is that the Holocaust did occur

The creation of Israel

The first **aliyah** occurred between 1882 and 1903, settling **Zionists** in the area known as Palestine at the time. The area was controlled by the Ottomans and then the British and French, and during World War II, the British government refused to lift restrictions on Jewish immigration to Palestine on the basis that the significant number of homeless Jewish people would have an impact on the Arab population living there. After World War II, with numbers amassing in the displaced persons camps, the US urged Britain to allow more Jewish refugees into Palestine.



Source 5 The UN Partition Plan

In September 1947, a recommendation that Palestine be partitioned into a Jewish state and an Arab state, keeping Jerusalem as an international zone, was put forward by the United Nations Special Committee on Palestine (UNSCOP). The United Nations voted on the partition plan on 29 November 1947, with 33 nations voting in support and 13 in opposition. Resolution 181 came into effect on 14 May 1948, with Israel declaring the state of Israel. Establishing the state of Israel came with a host of problems regarding land area and borders. The struggle continues today.

Holocaust denial

Considering the abundance of physical evidence, victim testimonies and military and civilian witnesses who have provided evidence, as well as admissions from Nazi perpetrators that the Holocaust did indeed happen, it seems absurd that individuals and groups could deny its existence. Holocaust denial is a form of antisemitism, with claims made that Jewish people exaggerated or invented circumstances in order to advance their own interests.

David Irving is a British revisionist historian who is infamous for Holocaust denial. He claims that Hitler knew nothing of the gassing in extermination camps, or if he did, he opposed it. Irving spent time in prison in Austria for his antisemitic statements, yet continues to support white supremacy, joining with neo-Nazi groups at rallies to propagate his interpretation of the Holocaust. Denial has also occurred through groups such as the Institute for Historical Review in the United States. A Holocaust survivor filed a suit against the organisation in 1981, which resulted in a Superior Court Judge declaring a **judicial notice** that the Holocaust happened.

12.11 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What was the purpose of the Nuremberg trials?

2 Identify three international conventions aimed at preventing war crimes, including genocide, from occurring again.

APPLY AND ANALYSE

3 Could the Allies have prevented the Holocaust? Give three reasons to support your answer.

4 Why do you think an international tribunal was necessary to bring the major Nazi leaders to justice? Justify your response.

5 What were the challenges with establishing the state of Israel?

6 Statutes and declarations on crimes against humanity continued being established more than 50 years after World War II. What does this suggest about the state of humanity?

EVALUATE AND CREATE

7 Continue research on your chosen individual. What impact did the international response have either on them, people of their nationality or people who were in the same camp/s as they were? Add detail to your profile to continue building their story.

GO DEEPER

8 Consider the following perspectives:

In a quote from her book *Antisemitism: Here and Now*, Deborah E. Lipstadt states, 'The Holocaust has the dubious distinction of being the best documented genocide in the world. For deniers to be right, all survivors would have to be wrong.'

David Irving states that deaths were the result of diseases and shortages that were the normal results of war. He also concludes that fuel supplies delivered to Auschwitz for heating were far too small to keep the cremation ovens going.

Evaluate Lipstadt's and Irving's perspectives through consideration of a range of artefacts, government documents, witness statements, survivor testimonies and photographs. Explain which perspective is best supported by the evidence. Present your argument as a report, with detailed examples of primary sources to support your position.

SPOTLIGHT

EXPLANATION AND COMMUNICATION

When analysing events of the past, it's important to articulate a clear argument in a style that's appropriate for the task. A petition or proposal to a government would need more formal language than a style used when discussing ideas with a friend. In each of these situations, it is crucial to use evidence from a range of sources to verify your perspective.



12.12 REMEMBRANCE AND COMMEMORATION

KEY CONTENT

In this topic you will:

- assess the impact of the Holocaust
- explain the international response to the Holocaust.

SPOTLIGHT

SIGNIFICANCE

The Holocaust was clearly significant for those who lived through it or perished at the hands of the Nazis. However, it also holds great significance for us today. There are many lessons that can be learned from the Holocaust, with survivor testimonies continuing to have an impact on our thinking.

When listening to the testimonies of Holocaust survivors, the key message that comes through is that they don't want people to ever forget. Through commemoration and listening to the lessons told by survivors, we can learn how to forgive, persevere and respond to challenging situations.

Eva Mozes Kor was born on 31 January 1934 in Romania. Her two older sisters, along with her parents, were killed at Birkenau in the gas chambers. She survived because she was a twin, so Josef Mengele kept Eva and her sister Miriam alive in order to perform medical experiments. Eva was committed to preventing further hate and prejudice, and on 27 January 1995 (the 50th anniversary of the liberation of Auschwitz), she stood at the ruins of the gas chambers with Dr Hans Munch, a Nazi doctor who had been at Auschwitz. Dr Munch signed a document detailing the operations of the gas chambers, testifying to the truth of what happened, and Eva signed a letter of forgiveness. Eva said that the day she forgave the Nazis, she also forgave her parents. She had hated them for much of her life for not having saved her from Auschwitz. As a child, she'd expected her parents to protect her, yet hers couldn't. Eva said that she also forgave herself for hating her parents. Eva returned to Auschwitz annually, vowing to educate people about the Holocaust and promote healing through forgiveness. On 4 July 2019 during her annual trip to Poland, Eva died just kilometres from the place where she had been tortured 75 years earlier.

Source 6 Lessons from Eva Mozes Kor



Source 7 Eva Mozes Kor

Judge people on their actions, not by who they are.

'The topic is very serious. To prejudge you without knowing you is always unfair. This is what Hitler did. He prejudged us because we were Jewish. He didn't know me. Yet he did all these things against me. The truth is that we can teach young children to grow up without prejudice. Prejudice is the root of a lot of evil, and that is still practised in many places. If I judge a person on their actions I am judging them in the right way.'

Never, ever give up.

'Because I know, I remember and I realise that growing up is very hard even in the United States. As you grow up you will find situations where it will be very difficult. If you give up, nothing happens. On the other hand, if you keep working at it and not give up on yourself or on your dreams, you can accomplish anything in life.'

Appreciate your parents.

'Give your parents an extra hug and extra kiss for all of us children who have no parents to hug and kiss.'

Forgive your worst enemy.

'For any person who has been hurt by anybody, be the hurt big or very small, they don't have to carry that hurt. They have the power. No one can give them that power. They have the power to heal themselves. If they realise they have the power, try it and see what happens. It costs zero. It's not a very expensive thing to do.'

Commemorating the Holocaust

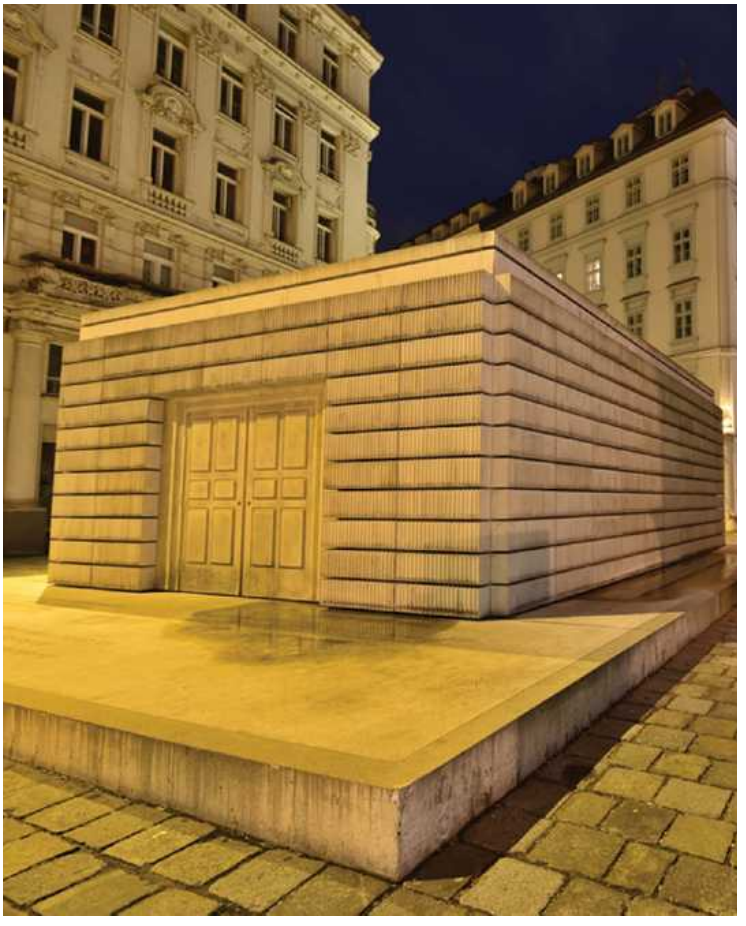
In November 2005, the United Nations General Assembly proclaimed 27 January to be the International Day of Commemoration in Memory of the Victims of the Holocaust. This marks the anniversary of Auschwitz-Birkenau being liberated by Soviet troops. Each year, **UNESCO** reaffirms its commitment to fight racism (including antisemitism) and other forms of prejudice and hate, with the aim of preventing targeted violence from occurring in future. In 2020, an academic conference and commemoration ceremony took place at UNESCO Headquarters, along with many locations around the world, commemorating the 75th anniversary of the liberation.

UNESCO
United Nations Educational, Scientific and Cultural Organization

Each year, specific themes are chosen for the commemoration, with the focus varying between collective experiences, individual survivor stories and the promotion of universal human rights. Survivor testimony has long been crucial in keeping alive the memory of this period of human depravity. Now, as much as ever, it is important for us to remember the lessons learned from the Holocaust. As time passes, there are fewer people with living memory of what happened, so commemoration serves as a way to not only honour those who suffered, but also to remind society of the dangers of **xenophobia** and the part that each person has to play in determining whether they will be a persecutor, collaborator, bystander or upstander when they see wrongdoing.

xenophobia
prejudice against people from other countries; racism

In addition to specific commemoration ceremonies, many countries, particularly across Europe, have Holocaust memorials. The artistic interpretations are a reminder of the significant number of people who perished at the hands of hate. The murder of six million Jewish people is beyond comprehension. The tragedy is that there were many more who suffered permanent physical and psychological scarring.



Source 8 Holocaust Memorial, Vienna



Source 9 Holocaust Memorial, Miami

The International Holocaust Remembrance Alliance

The International Holocaust Remembrance Alliance (IHRA) was established in 1998 with the intention of uniting governments and experts to strengthen, advance and promote Holocaust education. Following on from this, an international forum was convened in Stockholm in January 2000, with the establishment of the *Declaration of the Stockholm International Forum on the Holocaust* (Stockholm Declaration). The members of the IHRA are committed to this declaration, with a desire to promote understanding of the universal implications of the Holocaust and the importance of retaining its magnitude in collective memory.

On 4 June 2019, Australia was admitted as the 33rd member of the IHRA. This demonstrates the commitment Australia has pledged to ensure that the causes and consequences of the Holocaust are studied, so that we can unite against hatred, prejudice and persecution of others.

The date of the International Day of Commemoration in Memory of the Victims of the Holocaust – 27 January – is the day after Australia Day, the day we 'commemorate' the arrival of the First Fleet in 1788. The reality is that 26 January 1788 marks the start of colonial genocide against Australia's Indigenous peoples. Therefore, the Australian government has designated a Holocaust Memorial Week in May each year, so that both of these important issues can be addressed, with the focus being on eradicating hatred and prejudice.

Source 10 Extract from the Stockholm Declaration

Article 1

The Holocaust (Shoah) fundamentally challenged the foundations of civilization. The unprecedented character of the Holocaust will always hold universal meaning. After half a century, it remains an event close enough in time that survivors can still bear witness to the horrors that engulfed the Jewish people. The terrible suffering of the many millions of other victims of the Nazis has left an indelible scar across Europe as well.

Article 2

The magnitude of the Holocaust, planned and carried out by the Nazis, must be forever seared in our collective memory. The selfless sacrifices of those who defied the Nazis, and sometimes gave their own lives to protect or rescue the Holocaust's victims, must also be inscribed in our hearts. The depths of that horror, and the heights of their heroism, can be touchstones in our understanding of the human capacity for evil and for good.

Article 3

With humanity still scarred by genocide, ethnic cleansing, racism, antisemitism and xenophobia, the international community shares a solemn responsibility to fight those evils. Together we must uphold the terrible truth of the Holocaust against those who deny it. We must strengthen the moral commitment of our peoples, and the political commitment of our governments, to ensure that future generations can understand the causes of the Holocaust and reflect upon its consequences.

Article 4

We pledge to strengthen our efforts to promote education, remembrance and research about the Holocaust, both in those of our countries that have already done much and those that choose to join this effort.



Source 11 Holocaust Memorial, Yad Vashem, Jerusalem, Israel

12.12 CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

1 What is the purpose of Holocaust commemoration?

2 Why is it important to keep the Holocaust in 'collective memory'?

APPLY AND ANALYSE

3 How is the Stockholm Declaration relevant for Australians today? Provide examples of how reinforcing these principles would lead to more harmony in society.

EVALUATE AND CREATE

4 Plan a program for your school to commemorate the Holocaust during Holocaust Memorial Week. Consider including a whole-school assembly, workshops for specific classes or grades, or creating a memorial of some sort. Consider creating an artwork or other creative presentation to represent an aspect of the Holocaust or to honour the memory of your chosen individual from this unit. You might be able to create a museum or develop a memorial gallery to educate others.

GO DEEPER

5 In this topic, there are several images of Holocaust memorials. Choose one – or find another one that interests you – and investigate the story behind it, including when it was built, who designed it, and what it represents.

12D

CHECKPOINT

Marking guide

Questions with higher marks need answers with greater depth. For example:

- 5 marks = a paragraph
- 10 marks = 400 words
- 15 marks = 600 words.

Include historical terms and concepts and give detailed examples to show your understanding.

WAS THERE LIBERATION AND LIFE AFTER THE HOLOCAUST?

» Assess the impact of the Holocaust

1 How and why did concentration and extermination camps cease operating? (5 marks)

2 What happened to the survivors of the various camps? (5 marks)

3 What role did the Allied troops play in evacuating the camps? (5 marks)

4 Outline the social and economic consequences for Jewish people across Europe at the end of World War II. (10 marks)

5 Evaluate the view that although liberated from concentration and extermination camps at the end of World War II, Jewish people were not free. (20 marks)

6 Explain why it is important to remember and commemorate the Holocaust today. (8 marks)

» Explain the international response to the Holocaust

7 What international organisation was established to help prevent atrocities like the Holocaust from occurring in the future? Provide detail on how they sought to do this. (4 marks)

8 Explain the purpose of the Nuremberg war crimes trials. (5 marks)

9 Outline the concept of Zionism and explain why many Jewish people wanted to move to Israel after World War II. (5 marks)

10 How do the Genocide Convention and the Rome Statute aim to prevent atrocities like the Holocaust from happening again? (8 marks)



Source 12 Holocaust cenotaph within the Holocaust memorial, Yad Vashem, Jerusalem, Israel

11 To what extent did the international community focus on the needs of Jewish people rather than their own interests, when creating the state of Israel? (15 marks)

12 Explain the significance of the International Holocaust Remembrance Alliance (IHRA) and why it is important to study the Holocaust in schools today. (10 marks)

Total marks: [/100]

Check your Student obook assess for these digital resources and more:

Checkpoint
A write-in answer sheet for the Checkpoint questions for this section

Quizlet
Test your knowledge of this topic by working individually or in teams.

Check your Teacher obook assess for these resources and more:

Teacher support
Teaching program and notes for this chapter, including syllabus connections, weblinks and differentiation ideas

Quizlet Live
Launch a game of Quizlet Live for your students.

INDEX

A

Abbott, Tony/Abbott government, 'turn back the boats' 486
Aboriginal and Torres Strait Islander Commission (ATSIC) 366, 367
Aboriginal and Torres Strait Islander Commission Act 1989 366
Aboriginal and Torres Strait Islander peoples
- and 1967 referendum 361–2, 366
- agricultural practices 151, 159
- artists 420, 444
- assimilation policy towards 340, 341–2, 346
- citizenship rights 312, 345
- civil rights protests 10, 312, 332, 344–5, 357–60
- *Closing the Gap* report 377–8
- communities in Australia 152
- communities in NSW 152–3
- consequences of the Constitution for 195
- contested impact of white settlers on 10
- cultural burning practices 338
- cultural links to the land 115, 123, 151, 152, 360
- Day of Mourning and Protest (1938) 332, 344–5
- deaths from European diseases 115
- disadvantage 375–8
- dispossession from their lands 115, 117, 123, 133, 151, 152, 166, 167, 341
- equal pay 357, 360
- government policies of paternalism, assimilation and protection 168–9, 213
- government rejects official apology to 370
- health comparison with non-Indigenous 376
- impact of British colonisation on 10, 115–18, 133
- Intervention over sexual abuse of children in NT 377
- issues, as television material 423
- land management 159, 161, 162
- land rights 312, 360, 361, 363–5
- massacres 118, 166, 167, 170
- moved on to Reserves, Protectorates or Missions 118, 168–9, 213, 341
- musicians 404
- native title 363, 364–5
- nomadic vs settled lifestyle 117
- not solely as primitive hunter-gatherer societies 340
- participation in World War I 250
- participation in World War II 278
- prejudice towards 293, 294
- racial discrimination against 312, 357–9, 360, 441
- repatriation of remains from British museums 116
- response/resistance to advancement of European settlement 115–17, 166–7
- returned soldiers 293–4
- rights and freedoms prior to 1945 340–3
- rights not recognised at the time of Federation 343
- rights of 311, 336, 357
- segregation policy towards 340–1, 342, 343
- self-determination 351, 363, 375
- situation at the time of Federation 118
- and Stolen Generations 8, 168–9, 311, 333, 341, 346–9, 369, 371, 372, 375
- struggle for rights and freedoms continues 374–8
- towards reconciliation 364, 366–72, 375
- as trackers and guides for explorers and early settlers 167
- violence on the frontier 117–18, 133, 151, 166, 167, 170
- voting rights 195, 200, 201, 312, 343, 357, 361
- welfare payments 357

Aboriginal flag 364
Aboriginal Land Rights Act 1976 360, 363, 366
Aboriginal Protection Boards 341, 345
Aboriginal Tent Embassy 312, 332, 363–4
Aborigines Claim Citizen Rights 344
Aborigines Progressive Association (NSW) 344, 345
AC/DC 415
Adelaide, layout of 158
The Adventures of Priscilla, Queen of the Desert 435
Afghanistan
- asylum seekers 462, 486, 488
- Coalition forces invade 322, 461, 476

Africa
- consequences of slavery 122
- division among European empire builders 68

African Americans 122
African slaves 27, 85, 94, 120
- capture and transport on slave ships 95–7
- contribution of the descendants of 122
- experiences in the Americas 98–9

Agar, Ashton 497
Agent Orange 553
agricultural practices
- by Indigenous peoples 151, 159
- by squatters and settlers, impacts on the landscape 159, 162–3

agricultural production 65, 83
Agricultural Revolution 21, 27, 38–40, 83
- crop rotation 39
- Enclosure Acts 21, 38–9, 83
- improved farm machinery and methods 40, 83

agricultural run-off 75
agricultural society, in Britain 23, 36
air travel 326
aircraft, for warfare 264, 265
al Qaeda 322, 461
Ali's Wedding 444
alliance system 224, 227
- and events leading to World War I 224–5

Allied Powers (World War II) 258, 269
Allies (World War I) 227
alluvial gold 114
Aly, Anne 495
American Civil War 120–1
American culture, impact on Australia 9, 295
American slave laws 98–9
American television shows 411, 422, 427
American War of Independence 29, 87, 91, 150, 191
Americanisation, impact on Australian culture 439
Americas
- convicts sent to 87
- gold rushes 28, 91
- slave markets 27, 85, 94, 98–9
- and triangular trade 85–6
- *see also* Canada; United States

ancestor worship 140
Anderson, Michael 363
animal breeding 40
anti-Asian sentiment 464
anti-Chinese feeling/riots 125–6, 172–3
anti-German sentiment 250
anti-war songs 561
Anzac Cove Dawn Service at Gallipoli 437
Anzac Day 299, 302
ANZAC legend
- origins 302
- perspectives 302–3

ANZAC troops
- at Gallipoli 230, 233, 234, 236, 299, 302
- in France (Western Front) 236, 239–41
- in the Middle East 236

ANZUS Treaty 320, 516, 517, 527
apartheid 343
archipelagos 137
Armistice 250, 299
arms race, Europe 227
army, Japan 142, 143
artillery guns 262
the Ashes test series (cricket) 429
Asia
- Australia's 'forward defence' strategy against 513, 514
- Australia's historical and ongoing view of 511
- Australia's increasing ties with 470–1, 560
- fear of communism in 320, 470, 512–19, 526–7, 558
- influences on Australian popular culture 443, 444
- meets the West 141–5
- physical features 136–7
- post-World War II 512
- rising influence since end of Cold War 323
- and the world 135–45
- *see also* China; India; Japan; Korea; Vietnam

Asia–Pacific century 323
Asia–Pacific Economic Cooperation (APEC) 560
Asian Football Confederation 430, 560
Asian migrants/migration 458, 493, 560
- departures 457, 465
- restrictions on 456, 457, 464, 465

Asian societies
- continuity and change 135–6
- religious beliefs 140
- social hierarchies 138–9

Assang, George 404, 410
assigned convicts 105, 106
assimilation 213

assimilation policy, towards Indigenous Australians 168, 340, 341–2, 346
'assisted migrants' 92
assisted migration programs 453
Astro Boy 427
asylum seekers 7, 387, 461, 480, 555
  Australia's attitude to 485–7
  and Children Overboard scandal 488
  'Malaysian solution' 486
  mandatory detention of 485–6
  'New Guinea solution' 486
  'Pacific solution' 486
  'turn back the boats' approach 486
  UNHCR definition 480
  see also boat people; refugees
Atatürk, Colonel Mustafa Kemal 233
atomic bomb 269–70
  debate about the bombings 270
  dropped on Hiroshima and Nagasaki 261, 269–70
  Manhattan Project 269
Auschwitz–Birkenau concentration camp 267
Australia
  after World War II 295–7
  building a modern Australia 134
  changing technologies, 20th century 324–7
  civil rights movement 357–62
  class differences 179
  closer alliance with US 320
  conscription 321
  development since mid-nineteenth century 164–5
  economic growth 125
  egalitarianism 179
  emigrants from Britain 70, 71, 102–3
  equal pay for women 313
  fear of China 470, 511
  fear of communism in Asia 320, 470, 512–19
  fear of Japanese invasion during WWII 284, 320, 466, 511, 558
  federal system of government 198–9
  Federation 45, 92, 125, 134, 190–5
  gender equality 312–14
  impact of convicts on development 124, 134
  impact of gold rushes 45, 92, 114, 123, 125–6, 157, 164–5
  impact of settlers on development 123, 124, 125, 134
  industrialisation 45, 126
  interwar years 208–13
  involvement in Indonesian Confrontation 526
  involvement in Iraq 322, 461
  involvement in Korean War 320, 321, 470, 510, 515
  involvement in Malayan Emergency 513, 516
  involvement in post-Cold War conflicts 322
  involvement in UN and peacekeeping operations 308–9, 334–5, 510
  involvement in Vietnam War 320, 321, 440, 470, 475, 476, 477, 525–8
  joins regional treaty organisations 320
  legislation that shaped a nation 178, 193, 195, 200–3
  life expectancy 328
  making a nation 133–4, 146–205
  manufacturing 182, 183, 248
  nationalism and racism 125–6, 172–3
  new political ideas 125
  non-Europeans in Australia before 1900 172–6, 190
  opening up the interior 164
  population growth 125, 126
  post-war migration to 296
  racial inequality/discrimination 312, 357–9, 360, 441, 457–8, 468, 494
  relationship with Asia 560
  relationship with Britain and the United States 295, 510, 513
  responses to the arrival of refugees 484–7
  security pacts in the Asia–Pacific region 516–18
  self-government 191
  social and economic change, post-war 295–6
  as *Terra Nullius* 133, 151, 159, 340, 363, 364
  and Universal Declaration of Human Rights 334–6
  vegetation cover change since European settlement 163
  voting rights of women 310, 313
Australia Day celebration, Gosford (30 July 1915) 300–1
Australian Aboriginal Progressive Association 351
Australian Aborigines League (Victoria) 344
Australian agriculture
  establishing 159
  European practices 162–3
  Indigenous practices 151, 159, 161
Australian Capital Territory Government, responsibilities 198
Australian colonies
  defence and immigration concerns 192, 193
  expansion 123
  experiences of convicts in 105–7
  free settlers 91–2, 102–3
  gold discoveries 28, 45, 114, 123
  gradual movement towards self-government and democracy 191
  influences towards/against Federation 193–5
  and nationhood 134
  penal settlements 28, 45, 87–9, 123, 133
  representative democracy 89
  tariffs and free trade issues 193
  vote to become a nation 190–1
Australian Colonies Government Act 191
Australian Constitution 134, 197
  1967 referendum allowing Indigenous Australians to be counted in the census 361–2
  change through referendums 197
  consequences for Indigenous people 195
  consequences for women 195
  establishes High Court of Australia 197
  establishes Parliament of the Commonwealth of Australia 197
  referendums to create the Commonwealth of Australia 190–1
  separation of powers 197
Australian Council for the Arts 420
Australian culture
  as themes for film 420, 437
  as themes for television 423
Australian economy, impact of World War I on 248
Australian Film Commission 420
Australian Film Development Corporation 420
Australian Freedom Rides 357–9
Australian Government
  expansion of Commonwealth powers, World War I and II 247, 285–6
  foreign policy in the 1950s and 60s 513–14, 527
  increasing ties with Asia 470–1
  legislative changes improving rights for Indigenous Australians 356
  policy of forcible removal of Indigenous children from their families 311, 341, 346–9
  policy of segregation and assimilation of Indigenous Australians 168–9, 213, 340–2, 346
  responsibilities 198
Australian identity
  recognition of 193
  see also national identity
Australian immigration policies 453, 464–5
  based on race 457–8, 459
  based on suitability as settlers, skills and education 469
  'populate or perish' 466–7, 468
  in the post-war boom 456–7
  post-war to increase its population 466
  refugees from international conflicts 459
  on refugees since the 1990s 485–7
  White Australia policy 336, 387, 423, 453, 456, 464, 468–71
Australian Imperial Force (AIF) 228, 250
  Second 272, 280
Australian industry, around 1900 124
Australian Labor Party
  origins from 1890s depression and social reform 178
  split over conscription 246
Australian Light Horse
  at Gallipoli 234
  battle against Turkish forces at Beersheba 236
Australian literature, portrayed in film and television 420, 423
Australian navy, involvement in World War I 230
Australian outback, in film 420, 435
Australian Red Cross 239
Australian Rules 394
Australian Security Intelligence Organisation (ASIO) 520, 521
Australian society around 1900 178–81
  1890s depression and social reform 178–9
  bush myth and suburban society 179
  egalitarian spirit 179
  living conditions 184–8
  snapshot 180–1
  working in Australia 182–3
Australian values, portrayal in film 437
Australian Women's Army Service (AWAS) 276, 277
Australian Women's National League 287
Australians at war (World War I)
  anti-German sentiment 250
  at Gallipoli 228, 232–7

Australia's entry into 228–9
casualties 244
conscription referendums 5, 245–7, 249
enlistment 228–9, 245
expansion of Commonwealth government powers 247
impact on Australian economy 248
impact on the home front 245–50
impact on women at home 248
Indigenous Australians in armed forces 250
internment of 'enemy aliens' 248
nurses role on the front line 240
as prisoners of war 239–40
propaganda 229, 249, 250
recruitment posters and campaigns 228, 229, 249
renaming of German sounding towns 250
timeline 218–19
on the Western Front 236, 239–41
Australians at war (World War II) 256
Australia's entry into 272–3
bombing of Darwin 261, 285
censorship 285
conscription 5, 284
expansion of Commonwealth government controls 285–6
experiences 274–8
impact on Australian women 287
impact on the home front 284–7
Indigenous Australians in armed forces 278
internment of 'enemy aliens' 286, 288
Kokoda Track, New Guinea 260, 280–2
numbers serving in the armed forces 284
as prisoners of war in Europe 274
as prisoners of war of the Japanese 274–5
propaganda posters 286
recruitment 272
timeline 220–1
women in the armed forces 276–7, 278, 287
Australia's 150th anniversary of British settlement, Day of Mourning and Protest 332, 344–5
Australia's population, country of birth 454–5, 500
Austria-Hungary 222
assassination of Archduke Ferdinand 223
declares war on Serbia 223
as member of Triple Alliance 224
aviation 186
Axis Powers (World War II) 258
Ayers Rock, regains traditional name 366

B

'baby bonus' 203
baby boom 466
Bakebell, Robert 40
Balkan states 222, 223
Balkans conflict 460
banking sector, Britain 43
Bao Dai, Emperor 524, 525
baseball 395, 437, 440
basic wage 178, 202
basketball 437
Bass, George 155
Batman, John
notes Indigenous land management practices 161
'treaty' with local Indigenous communities 156, 157
Battle for the Kokoda Track 280–1
'Battle of Brisbane' (Australian and US soldiers brawl) 285, 286
Battle of the Coral Sea 280
Battle of Dien Bien Phu 476, 520, 524
Battle of Hamel 239
Battle of Iwo Jima 269
Battle of Long Tan 537
Battle of Midway 280
Battle of Okinawa 269
BCE (Before the Common Era) 11, 140
beef cattle breeding 40
Belgium
industrialisation 44
as path for German invasion of France, World War II 265, 266
Western Front 230, 231
Bellbird 422
Berejiklian, Gladys 496
Berlin, a divided city 317
Berlin Wall 317, 319, 562
bicameral system 199
Bill Haley and the Comets 402
Australian tour 404–5
Binyon, Laurence, 'For the Fallen' (poem) 299
bipartisan support 485
birthplace of Australian population, 1901 179
Black Americans
background to struggle for rights and freedoms 351, 352
bus boycott 354
civil disobedience 353–5
end of racial discrimination 355
Freedom Rides 355
'March on Washington' 355–6
poll tax and voting rights 352
school segregation 353
segregation and discrimination 352–5
violence against 352
'Black Power' salutes 441
'blackbirding' 173
#BlackLivesMatter protests 122
Blainey, Geoffrey 10, 162, 492, 493
Blaxland, Gregory 154
the Blitz 457
Blue Mountains 154
Blyton, Enid 395
'boat people' 7, 387, 461, 479, 481, 482, 484, 486, 555
release from detention centres 489
Bollywood film 443
bomber planes 264
Boulton, Matthew 50
boys, education for around 1900 187
Brahmins 138
Bran Nue Dae 444
'bride ships' 292
Bringing Them Home (report on Stolen Generations) 347, 369
and National Sorry Day 369
Britain
access to raw materials from colonies 25–6, 41, 42, 45, 68, 69, 150
Agricultural Revolution 21, 27, 38–40, 83
appeasement of Hitler 256, 257
Australia' relationship with 295, 510, 513
Australia sends troops in support over Malayan Emergency 513
bomb damage following the Blitz 457
change from agricultural society to urban society 23, 27, 37, 64, 83
code breaking 265
cultural influence on Australia 394
'dark satanic mills' 56–7, 84
declares war on Germany (World War I) 225, 228
declares war on Germany (World War II) 256, 273
as economic and industrial power 23, 29, 41, 71
emigration 69, 70–1, 85, 91–2, 102
establishes penal settlements 28, 45, 87–9, 123, 150
Great Depression 256, 257
Industrial Revolution 36–43, 45, 82–5, 150
begins 37, 42–3
impacts 23–4, 27–8, 69, 70–1
industrial towns and cities 62
internal migration 70–1
as member of Triple Entente 224
naval power and trading power 41, 42
overcrowded jails 28, 85, 87, 150
population growth 37, 64, 86
pre-industrial 36
in SEATO Alliance 518
in slave trade 94
social classes 23, 36, 37, 66, 67
transportation of convicts 28, 45, 85, 87–90, 100–1, 109, 123, 150
war with the United States 29, 87, 91, 150
working conditions during the Industrial Revolution 22, 27, 48, 56–60
British
proclaim Australia *Terra Nullius* 133, 151, 340, 363, 364
rule in India, Pakistan and Malaya 512
British colonies and dominions, as part of Triple Entente 224, 228
British colonisation of Australia 133, 150
impact on Indigenous peoples 115–18, 133
Indigenous resistance to 115–16
see also European settlement in Australia
British East India Company 69, 135, 141
British Empire 41, 133, 136, 226
British migrants 296, 452, 455, 456
subsidised to come to Australia 458
and The Beatles tour 496, 498
British television shows 422, 427
British troops, in Iraq 322
Brown vs the *Board of Education* ruling (US) 352
Brunel, Isambard Kingdom 52
Buchenwald concentration camp 268
Buddhism 140, 141
Burma-Thailand Railway, POWs as forced labour on 274, 275
Burns, Ronnie 561
bus boycotts, US 354
Bush, President George W., 'war on terror' 322
'bush myth' 179
bushfires 338, 386

C

California, gold discoveries 28, 91, 114
Calwell, Arthur 296, 457

immigration policies based on race 457–8, 459, 468
opposition to conscription 544
opposition to Vietnam War 542, 543, 544
Cambodia 144
Canada
emigrants from Britain 70, 71, 85
free settlers 91
gold rushes 91
Cape Helles, Turkey, British troops at 233, 236
capitalism 29, 43, 128–9, 315
vs communism (and the Cold War) 509, 515
car ownership 325
Carlos, John 441
Carr, E.H. 4
cars 186, 212
caste system, India 138
Catholic Church
opposition to conscription 246
supports Vietnam War 544
theories challenging the thinking and teachings of 29
Catholic schools 187
cattle lands/cattle stations 159, 167
cause and effect 6
CE (Common Era) 11
censorship 247, 285, 286
census 118
census information, using 454–5, 500
Central Coast, NSW, commemoration of World War I 300–1
Central High School, Little Rock, Arkansas 353
Central Powers (World War I) 227
Central Treaty Organization (CENTO) 518
Chang, Victor 496
change, expectation and acceptance of, since the Industrial Revolution 73
changes within tradition, in Asian societies 135
Changi POW camp, Singapore 274, 275
Chartism/Chartists 24, 31, 67, 89, 92, 125
Chifley, Ben/Chifley Labor government 296
creates first Department of Immigration 457
'Populate or Perish' migration policy 466
stance against communist leadership of some unions 520
child labour 57, 84, 337
key reforms 22, 60
in mines 22, 59
in textile factories 22, 46, 48, 57, 58
child sexual abuse, intervention in NT over 377
Children Overboard scandal 488
children's literature, at the end of WWII 395
children's rights 337
and Indian Residential Schools, Canada 380
see also Stolen Generations
Chilean refugees 460
China 206–7, 320
Australian government relationship with over COVID-19 pandemic 500
as capitalist economy 323
communist threat to Australia 470, 513
involvement in Korean War 516
pollution levels 75
Tiananmen Square protests 460, 462
tightens control of Hong Kong 456
trading ports 68, 143
and US tariff war 323
view of Cold War alliances 519
war with Japan 143
Chinese in Australia 200, 452, 453, 464, 500
at the time of Federation 200
on the goldfields 125, 172, 464, 511
as political refugees 108
racism towards 125, 172–3
and the White Australia policy 125, 464, 511
Chinese students, permitted to stay in Australia 460, 462
chlorine gas 263
Christian Dior outfits 398–9
chronological order 11
chronology 11
Churchill, Winston 316, 334
cinema 397–8, 421
circumnavigation of the continent 155
Citizen Military Force (CMF) 272, 280
citizenship test 493
civil disobedience (US) 353
bus boycotts 354
Freedom Rides 355
'Little Rock Nine' 353
Civil Rights Act 1964 (US) 355
civil rights movement 312, 336, 441
Australia 357–62
US 312, 351–6
civil rights protests (Indigenous Australians) 332, 344–5, 357
Australian Freedom Rides 357–9
Wave Hill walk-off 360
Clemenceau, Georges 211
climate change 386
effects of 338
Closing the Gap report 377–8
general conclusions 378
clothes washing around 1900 184–5
coal strike of 1949 520
coal supplies 21, 22, 37, 42, 59, 75
code breakers 265
Cold Chisel 415, 417, 562
Cold War 265, 440, 512
alliances 518–19
Australia's involvement in Cold War conflicts 320–1, 470, 515–16
Berlin Wall as symbol of 317
end of 319
impact in Australia 440
nature of 315
and SEATO Alliance 518
seen as conflict between capitalism and communism 509, 515
space race 318–19
spread of 509
start of 316–17
tensions and rivalry between USA and USSR 318–19, 508
see also Korean War; Malayan Emergency; Vietnam War
Colombo Plan 470
colonies
fight for independence 311
as markets for produced goods 68
as place for convicts 28, 31, 85, 150
as sources of raw materials 25–6, 41, 42, 45, 68, 69, 150
'colour bars', in Australia 343
colour television 415
Colvin, Claudette 354
commemorating the war
commemoration days 299
local commemoration – World War I and the Central Coast 300–1
Commissioner for Community Relations 491
Commonwealth of Australia 190–1, 197
Parliament 197
Commonwealth Court of Conciliation and Arbitration
as forum to settle industrial disputes 178, 202
and the Harvester Judgement 178, 202
Commonwealth Franchise Act 1901 195, 200
communication 16–17
formats 16–17
writing historical arguments 16
communications 37, 73, 326–7, 393
code breakers 265
in the field, World War I 264
communism 24, 253, 315
in Asia, and the domino theory 320, 470, 476, 513, 514, 525, 527
Australia's fear of spread in Asia 320, 470, 512–19, 526–7
fear of spread 6
pacts to contain 518
and the Petrov affair 440, 521
response to threat of communism in Australia 520–3
US fear of 513, 524
and the Vietnam War 542, 543
vs capitalism (and the Cold War) 509, 515
Communist Party of Australia (CPA) 520
ASIO watches members 520
referendum 520
Communist Party Dissolution Bill 336, 520
Communist Party of Indonesia (PKI) 526
Community Development Employment Projects (CDEP) scheme 367, 377
computers 327
concentration camps 267–8
concert sound 416
Confederate States of the US ('the South') 120, 121
Confucianism 139, 140, 143
conscientious objectors 545, 546
conscription 321, 440
anti-conscription posters 546
during Vietnam War 440, 544–6
groups opposed to 545, 546
National Service Scheme 544, 545
political divide over 544
Vietnam War 5
World War II 5, 284
conscription referendum (World War I) 5, 245–7
'No' campaign poster 249
reasons for its defeat 246–7
containerisation 326
contestability 10
example 10
continuity and change 5
in Asian societies 135–6
examples 5, 38
Convention on the Rights of the Child (1990) 337
convict ships
conditions and punishments on 101
experiences of convicts on 100–1
convicts
assigned convicts 105, 106
contested views of 89

emancipated convicts and expirees 107–8
experiences of 100–1
female convicts 105
impact on development of the Australian nation 86, 108, 123, 124, 134
life on Norfolk Island 107
offences resulting in transportation 90
penal colonies in Australia 28, 45, 87–9, 123, 133, 154–6
places of secondary punishment 106–7
political prisoners as 89, 90
transportation from Britain 27–8, 31, 85, 87–90, 100–1, 109, 123, 151
varied experiences in Australia 105–7
who were they? 89–90
work tasks 105
Coolgardie safes 184, 185
cotton industry, technological innovations 48–9
Council for Aboriginal Reconciliation 366
Council of Australian Governments (COAG) 198
Countdown 417
counter-guerrilla warfare tactics 534–5
country of birth of foreign-born population of Australia 454–5, 500
A Country Practice 423
COVID-19 pandemic
and Australian government relationship with China 500
impact of 323, 328, 425, 426
craftsmen/craftpeople 47, 48, 138, 139
cricket 394
'Sandpapergate' scandal 429
on the world stage 429
crime (Britain) 27, 45, 62, 85, 87, 150
'criminal class' 86
criminals
death penalty 87
imprisonment on 'hulks' 28, 87
theories on treatment 87
transportation of convicts 27–8, 31, 85, 87–90
Crocodile Dundee 435
Crompton's mule 48, 49
Cronulla riots 494
crop rotation 39, 83
Crowley, Catherine 109
Crown land 112
Crownies 442
Cuban missile crisis 318
cultural genocide 341
Cumberland Plains, NSW 161
Curtin, John 280, 284, 295, 394
Czechoslovakian uprising 318

D

daimyo 138
Dardanelles 232
Darling Downs massacre 166, 167
Darwinism 31
Day, David 151
Day of Mourning and Protest (1938) 332, 344–5
Deakin, Alfred 193
Declaration of Independence (US) 310
Declaration of the Rights of Indigenous Peoples (UN) 338, 374
Declaration of the Rights of Man (France) 310
defence concerns, Australian colonies 193, 194
demobilisation 292
democracy 125, 191
Democratic Labor Party (DLP) 521
demographers 70, 71
Denmark, invaded by Germany 266
Department of Immigration
'Bring Out a Briton' campaign 458
immigration policies based on race 457–8
depression, 1890s, and social reform 178–9
destitute 215
detention centres, asylum seekers in 486, 487, 489
Dharug people 152
dictation test 193, 200, 464, 468
diggers 290
diggings 114
digital downloads 426
digital formats (presentations) 17
digital technologies 73
use in film making 421
digital television 426
digitalisation, impact on music industry 418–19
disadvantage, Indigenous Australians 375–8
disease 22, 23, 64
amongst free settlers on sailing ships 102
amongst soldiers on the Kokoda Track 282
amongst working class 184
on convict ships 100
on the goldfields 114
impact on Indigenous peoples 115
in the World War I trenches 236, 240
Disney films 398
displaced persons 457, 461
internally displaced 480, 555
dispossession and displacement of Indigenous Australians from their land 115, 117, 123, 133, 151, 152, 166, 167, 341
diversity, embracing 495
Do, Anh 482–3, 499
Do, Khoa 499
documentaries 398
Dodson, Pat 372
dogfights 264
domestic scene, Australia around 1900 184–5, 186
domino theory 320, 470, 476, 513, 514, 525, 527
Douglas 425
Dutch East Indies 512
Dutton, Peter 486–7

E

early settlers in Australia 112–13
East Germany 316, 317, 562
East Timorese 460
Easter Rising in Dublin (1916) 246
Eastern Front (World War I) 230
Eastern Front (World War II) 258
economic factors for Federation 193
economic growth
1920s 212
Australia 125
China and India 323
economic refugees/migrants 460, 461
economy
Australia 296
capitalist 29, 43
Germany, post-World War I 253, 254–5
Great Depression 214–15
Edison, Thomas 52
education
in Australia, around 1900 187–8
by age group, Australia, 1901 180
Industrial Revolution 57
egalitarianism 29, 179
Eisenhower, President Dwight 525
electrical appliances 212, 324
electricity 52–3, 212
Elvis Presley 402, 404, 416
emancipated convicts 107
emigration
from Britain and Europe 69, 70–1, 86, 91–2, 296
from Vietnam 7
see also free settlers
empathetic understanding 7, 8, 14
emperors
India 134, 136, 137, 138, 140, 141
Japan 138
employment, returned soldiers 290, 291, 292
enclosures 21, 38–9, 83
'enemy aliens', internment of 248, 286, 288
Engels, Friedrich 24, 29, 66
Enigma code 265
Enlightenment 1, 29
entrepreneurs 29, 43
environment movement 386, 446–7
environmental impacts, since the Industrial Revolution 75
Eora people 152
equal pay
for Indigenous Australians 357, 360
for women 313
Ethnic Affairs Commission 492
Eureka Rebellion 114, 125
Europe
alliance system 224–5, 227
arms race 227
displaced persons 457
Industrial Revolution in 44
in the lead-up to World War I 163, 222
military plans for mobilisation 227
population growth in cities 64
prisoners of war in 239–40, 274
refugees from 459
royal families inter-connectedness 222
slave markets/slave trade 27, 85, 94
and triangular trade 85, 86
European empires
defence concerns over expansion in the Pacific region 193
expansion of 25–6, 30, 68–9, 85
tensions and rivalries over colonies 222, 226
see also Britain
European migrants/refugees 296, 453, 456, 457, 467
European settlement in Australia 150
arrival 150–1
and the Australian landscape 162
European Australians 'supplanting society' by claiming the Australian continent 151, 152
expansion 154–9
government farms 151
impact on the landscape 162–3
patterns of colonisation 161–2
penal settlement at Sydney Cove 88, 150, 154
and *terra nullius* 133, 151
Europe's 'Iron Curtain' 316
Evatt, Dr Herbert ('Doc') 207, 308, 469, 521
and ban on the Communist Party in Australia 336
and Universal Declaration of Human Rights 334–6
Everything's Gonna Be Okay 425
evidence 11
from a range of sources 13
evolution, Darwin's theory of 31
ex-convicts, who contributed to colonial society 89, 108
execution 87, 118
executive power 197
expirees 107–8

explanation and communication 16–17

F

factories, working conditions 48, 56–7, 183
factory system 21, 37, 46–7, 82
Fall of Singapore 274, 284, 295
Faraday, Michael 52
farm machinery, improved 40, 83
farmers 139, 247
fascism 253
fashion
  1920s 153
  in post-war Australia 398–9
federal system of government 198–9
  bicameral system 199
  houses of parliament 197, 199
  three tiers of government 198, 296
Federation 45, 92, 125, 134
  arguments against 195
  Australia votes to become a nation 190–1
  how and why it was achieved 190–5
  key events in the achievement of 192
  Western Australia reluctantly joins 191
  why Australia federated 193–5
female convicts 105
female factories 105
feminist movement 313
Ferdinand, Archduke Franz, assassination 223
fertilisers 40
feudalism 138
film
  American content 439
  in post-war Australia 397–8
film industry in Australia 397, 398
  Australia makes films for Hollywood 435
  Australian actors take on Hollywood 436
  Australian film to the world 435–7
  Crocodile Dundee effect 435
  developments and impact of changing technologies 420–1
  digital technology use 421
  how film can change culture: *Gallipoli* 437
  political support for 420
  recent film successes 436, 444
  revival 420
  short-film festivals 421
  in the twenty-first century 421
fire-stick burnings 161
First Fleet 28, 88, 100, 109, 150
First Nations (Canada) 380
First Peoples *see* Aboriginal and Torres Strait Islander peoples
Fisher, Andrew 247
'flapper' style 213
Flinders, Matthew 155
flying shuttle 48, 49
FM radio broadcasting 415, 417
Foley, Gary 363
food production 39, 65, 83
food supply 328
football
  The Matildas 431
  and qualification for the World Cup 430
  role in Australia's multicultural society 430
  Socceroos 430, 431
foreign policy in the 1950s and 60s 513–14, 527
Forster, Robert 433
'forward defence' 513, 514
fossil fuels, reliance on 75
'four-field system' 39
Foxtel 425, 426
France
  ANZAC infantry in 236
  appeasement of Hitler 256, 257
  at war with Germany (World War I) 223, 224
  declares war on Germany (World War II) 256
  fall of (World War II) 272
  Germany invades through Belgium 265
  Germany's *Blitzkrieg* tactic against 266
  Great Depression 256, 257
  industrialisation 44
  Marginot Line 265
  as member of Triple Entente 224
  and SEATO Alliance 518
  takeover of Vietnam 135
Fraser, Malcolm/Fraser government 363, 427
  multiculturalism 492
  refugee policy 456
free settlers 28, 85, 91
  as 'assisted migrants' 92
  in Australian colonies 91–2, 102–3
  contact experiences with Indigenous peoples 166–7
  contestability on the extent of violence 117–18
  experiences of journey and arrival 102–3
  impact on development of the Australian nation 123, 134
  impact on the landscape 162–3
  lives of in Australia 112–14
  North America 91
  reliance on Indigenous knowledge in inland Australia 167
  violence against Indigenous Australians 117–18, 133, 151, 166, 167, 170
free trade 193
Freedom Rides
  Australian 357–9, 441
  US 355, 441
Freeman, Cathy 371
French imperialism 144, 226
French Indochina 135, 144
French Revolution 29, 191
French rule in Vietnam 515, 524
  ends after defeat at Battle of Dien Bien Phu 476, 524
Friendly Societies 67

G

Gadsby, Hannah 425
Gallipoli, Anzac Day ceremonies at 299
Gallipoli (film) 437
Gallipoli campaign 228, 230, 232–7, 437
  ANZAC's landing at Anzac Cove 233, 234
  Australian capture of Lone Pine 234
  casualties 236
  charge by Australian Light Horse 234
  conditions at Gallipoli 235–6
  disease and parasites 235, 236
  'mystery current' 233
  offensives and counter-offensives 234
  reasons for 232
  Turkish perspective 237
  Turkish resistance 233, 234, 236
  withdrawal 236
Gallipoli story 302
Galvani, Luigi 52
'Gangnam Style' phenomenon 443
Garvey, Marcus 351
gay equality, movements for 442
gender-based prejudice towards women 313
gender equality movements 312–14
genetically modified crops 328
Geneva Convention 274
Geneva Protocol 263
George V, King 222
German imperialism 226
German prisoners of war 239–40, 274
Germany
  aggression against neighbouring countries 257
  annexes part of New Guinea 194
  annexes parts of Europe 256
  Australia at war with 273
  avoids France's Marginot Line 265
  Berlin Wall 317, 319, 562
  Blitzkrieg tactic 266
  and causes of World War I 222–7
  and causes of World War II 252–7
  declares war against Russia and France (World War I) 223, 224
  division after WWII 316–17
  economic and social climate, post-World War I 253, 254–5
  Enigma code 265
  Holocaust and changing nature of war 267–8
  hyperinflation 254
  industrialisation 44
  invades Denmark and the Low Countries 266
  invades France through Belgium 265
  invades Poland 256, 273
  Kaiser Wilhelm II abdicates 254
  as member of Triple Alliance 224
  naval expansion 227
  paramilitary groups 255
  policy of appeasement towards Hitler by Britain, France and US 256, 257
  reparations following World War I 250, 251
  reunification 319
  rise of Adolf Hitler and the Nazi Party 253–4, 255
  Schlieffen Plan 224–5
  Third Reich (Nazi government) 255, 256
  and Treaty of Versailles 211, 250–1, 252
  Weimar Republic (democratic government) 254–5
  Western Front warfare 238–43
getting started (research) 14
ghettos 267
Gillard, Julia/Gillard government
  embracing diversity 495
  immigration policies 486
girls
  education for around 1900 187
  marriage 337
global economy 323
Global Financial Crisis (2008) 329, 461
global trade 329
globalisation
  impact on Australian society 440–2, 443
  overview 384–7
  and standards of living 329
Gojong, King 135, 144
gold rushes
  anti-Asian sentiment 464, 511
  Australia 45, 92, 114, 123, 157, 164–5
  Chinese in Australia 125, 172
  fear of 'Yellow Peril' 466
  impact on Australia 125–6
  North America 28, 91, 114
Gorbachev, Mikhail 319

Gorton, John 418
Gosford community, commemoration of World War I 300–1
Gotye 432
government *see* Australian Government; federal system of government
government examinations
Korea 139
Vietnam 139
government stability, Britain 43
Governor-General 197
Grand National Consolidated Trades Union 67
Grassby, Al 491
grazing lands, and patterns of European colonisation 161
Grease 434
'great Australian dream' 184
Great Depression 214–15, 402, 453, 520
and World War II 254, 256, 257
The Great Gatsby 436
Greek migrants 453
green political parties 386
Green Revolution 328
Greenaway, Francis 89, 108
Greenpeace 386
Greer, Germaine 313
gross domestic product (GDP), for top ranked countries 323
guerrilla warfare
Australian army's counter-guerrilla tactics 534–6
North Vietnamese 321, 476
Gulf Wars 322
Gulpilil, David 420
Gurindji lands 360
Gurrumul 444

H

Hamel, Hendrick 143
Hanson, Pauline 493
Hargrave, Lawrence 186
Hargraves, Edward 112
Harvester Judgment 178, 202
Hawke Bob/Hawke government 366, 367, 423, 425, 437
health
Australia around 1900 184
comparison of Indigenous Australians vs non-Indigenous 376
and population growth, 20th century 328–9
Heidelberg School 179
Higgins, Justice, Harvester Judgement 1907 178, 202
High Court of Australia 197, 202
Mabo decision 364–5
rejects Communist Party Dissolution Bill 520
rejects 'Malaysian solution' 486
Wik decision 365
'Highland Clearances' 85
Hindus 138, 140
Hiroshima
atomic bomb dropped on 261, 269, 270
casualties 269, 270
historian's toolkit 2–17
historical argument, writing guidelines 16
historical concepts 5–10
historical context, and perspective 6
historical skills 11–17
historical texts, developing 16
history, what is it? 4
History Wars 10, 133
Hitler, Adolf
blames scapegoats for defeat in World War I 254
British, French and US appeasement of 256, 257
establishes Nazi party 253
leads Nazi government (Third Reich) 255, 256
makes himself *Führer* 255
rise of 253–4
sworn in as chancellor 255
Ho Chi Minh 475, 519, 524, 542
Hobart convict settlement 155
Hogan, Paul 435
Hollows, Fred 496
the Holocaust 267, 374, 564–5
concentration camps 267–8
mass shooting and the 'Final Solution' 268
Holt, Harold/Holt government
1967 referendum 361
begins dismantling White Australia policy 468
support for Vietnam War 542
Home and Away 424, 442
home entertainment 324
homosexuality 314, 423
Hong Kong students 456
horse manure 187
House of Representatives ('lower house') 197, 199
structure and role 199
housing
Australia around 1900 184
domestic scene 184–5, 186
sanitation and health 184, 185
working-class kitchen 186
Howard, John/Howard government 365, 437
on Cronulla riots 494
intervention in NT over child sexual abuse 377
national identity and immigration 493
'One Australia' policy 493
'Pacific solution' to asylum seekers 486
rejects official apology to Indigenous Australians 369
rejects refugees following invasion of Iraq 461
speech at Australian Reconciliation Convention 370
Hughes, Billy 245–6
human rights 308, 334–6, 374
indigenous rights *see* indigenous rights
rights of children 337, 346–9, 380
Human Rights and Equal Opportunity Commission, *Bringing Them Home* report 347, 369
Hungarian uprising 318
Hunter, Ruby 371
Hussein, Saddam 322
hyperinflation 254
hypothesis 4

I

ice chests 185
immigrants, 'push' and 'pull factors' 28
immigration *see* migration; migration experiences; migration to Australia
immigration concerns, Australian colonies 193, 194
immigration debate
Hanson's view 493
and national identity under the Howard government 493
Immigration (Restriction) Act 1901 453, 464
and the dictation test 193, 200, 464, 468
effectiveness 465
see also White Australia Policy
imperialism 30, 132, 516
European 25–6, 30, 68–9, 85, 226
and Industrial Revolution 68–9, 85
independence movements 311
independent nations, calls for creation of 30
India
British exploitation of 141
change within tradition 135
economic growth and industrialisation 323
industrialisation 69
Mughal emperors 134, 136, 137, 138, 140, 141
physical features 137
pollution levels 75
religious beliefs 138, 140
social hierarchy 134, 136, 137, 138
trade 141
transformation 135
Indian Mutiny 141
indigenous peoples
impact of imperialism on 85
see also Aboriginal and Torres Strait Islander peoples
indigenous rights 338
Canada and the Inuit and Métis peoples 380
Indigenous Australians *see* Aboriginal and Torres Strait Islander peoples
movements for 441
New Zealand and the Māori 379
United States and Native Americans 380
Indonesia, Australia's fear of it becoming communist 526, 527
Indonesian Confrontation 525–6, 545
Industrial Revolution 20, 21–4, 32–77
begins in Britain 37
benefits from, unevenly spread across Europe 222
in Britain 36–43, 82–5
and capitalism 29, 43
and development of railways 51
end of 73
and expansion of European empires 25–6, 30, 68–9
and the factory system 21, 37, 46–7, 82
and the growth of cities and towns 23, 37, 62, 74, 83
impact in Britain 23–4, 27–8, 69, 70–1
impact on movement of peoples 85–6
and imperialism 68–9, 85
key inventions and innovations 21, 46–53
living conditions 22, 27, 62, 84
long-term impacts 73–6
negative consequences 65, 74–5
population growth 37, 64, 84
positive consequences 22, 64–5
and power of steam 21, 26, 37, 47, 49, 50–2
reasons it began in Britain 42–3
short-term impacts 64–72
spread 44–5
timeline 34–5
working conditions 22, 27, 48, 56–60
industrial waste 75
industrialisation 27, 69, 74, 75, 82, 126, 323, 386
Europe, Japan, United States and Australia 29, 44–5
industry development, 1900s Australia 124
industrialists 29
inflation 248
information, identifying, locating, selecting and organising 15–16
inland Australia, opening up 164
internal migration, Britain 70–1
internally displaced persons 480, 555
international arms race 315
internet 327

Intervention over child sexual abuse in NT 377
interwar years 210–15
introduced species 163
Inuit rights 380
Invalid and Old Age Pension Act 1908 178, 202
inventions and innovations, Industrial Revolution 21, 46–53
INXS 415, 432
Iraq
'coalition of the willing' invasion of 322, 461
invasion of Kuwait 322
Iraqi asylum seekers 486, 488
Irish Catholics, anti-British sentiment 246
Irish recession protests 462
Iron Curtain 316, 319
iron and steel, production of 21, 26
Islam 140
Italian Australians
contributions to Australian life and culture 472
early life in Australia 472–3
Italian migrants 453, 472–3
Italian prisoners of war 274
Italy, as member of Triple Alliance 224

J

Jacka, Albert
awarded Victoria Cross 228, 234
heroics at Gallipoli 228, 234
on recruitment posters 228
Jackson, Bruce 416
Jains 140
Japan
aggression against neighbouring countries 257
atomic bombs dropped on Hiroshima and Nagasaki 261, 269–70
Australia at war with 273
change within tradition 135
Closure Edict 142
as feudal society 138
industrialisation 44
as member of Triple Entente 224
naval battles 269, 280
New Guinea campaign 280–2
physical features 137
Potsdam Declaration issued as ultimatum to 269
religious beliefs 140
social hierarchy 138, 142
surrender 269
transformation 135
treaty with Korea 135, 144
under the *shoguns* 138, 142
war with China 143
and war in the Pacific 258, 260–1, 269, 280
war with Russia 143
Western trade 135, 142–3
Japanese
occupation of Vietnam during World War II 524
rule in Korea 515
Japanese anime 427
Japanese Empire 260
Japanese forces, bombing of Darwin 261, 285
Japanese invasion, Australia's fear of 320, 466, 511, 558
Japanese prisoners of war 274–5
Jazz Age 212
Jedda (film) 398
Jews
blamed by Hitler for Germany's loss in World War I 254
extermination in concentration camps 267, 268
and the Holocaust 267–8
mass shootings and the 'final solution' 268
persecution by Nazis 255, 267–8
Jezabels 432
Johns, W. E. 395
Johnson, President Lyndon B. 355, 525, 539
Jones, Alan 494
Joseon Dynasty 135, 137, 139, 140, 143
judicial power 197
'July Crisis' of 1914 223, 227

K

Keating, Paul/Keating government 437
introduces mandatory detention of asylum seekers 485–6
Redfern Park speech 368
Kennedy, President John F. 319, 355, 525
Khawaja, Usman 496
Kim Il Sing 515
Kim Jong-un 516
Kincumber memorial 301
King George Sound, WA, British settlement at 155
King, Martin Luther, Jr 351, 353, 354, 355
'I have a dream' speech 355, 356
kitchen, working-class 186
kitchen appliances 324
Kokoda Track campaign, New Guinea 260, 280–2
Battle for the Kokoda Track 280–1
conditions along 282
legacy 282
Maroubra Force 280, 281, 282
significance 281
Korea
change within tradition 135
divided into North and South 137, 515, 516
government-sponsored examinations 139
Joseon Dynasty 135, 137, 139, 140, 143
physical features 137
religious beliefs 140
self-determination and poverty 515
social hierarchy 139
trade 143–4
transformation 135
treaty with Japan 135, 144
under Japanese rule 515
Korean Empire 144
Korean War 318
Australia's involvement in 320, 321, 470, 510, 513, 515, 516
China involvement 516
UN intervention 515–16
US involvement 321, 515
Kshatriya 138
Ku Klux Klan (KKK) 352, 355

L

Labor Party
opposition to conscription 544
opposition to Vietnam War 542, 544
split 521
land management
European squatters and settlers 162–3
Indigenous Australians 159, 161, 162
land rights 312, 363–5
Aboriginal Land Rights (Northern Territory) Act 1976 360, 363
and Aboriginal Tent Embassy 363–4
granted to Gurindji people and other tribes, NT 360
historical background 363
Mabo decision and *Native Title Act* 364–5
Wik decision 365
landscape change, since the Industrial Revolution 74
landowners, and the Enclosure Acts 21, 38–9, 83
Laos 144
Lawson, William 154
Le, Nam 499
Le, Tan 498, 499
League of Nations, failure of 257, 297
Lebanese 460, 494
legislation that shaped a nation 178, 193, 195, 200–3
legislative power 197
Lewis, Frank 561
Liaodong Peninsula 143
Liberal Party, support for Vietnam War 542, 544
life expectancy 22, 62
changes across the globe 328
Indigenous Australians vs non-Indigenous 376
Lilley, Chris 425
Lincoln, Abraham 120, 121
Lingiari, Vincent 360
Little Children are Sacred report 377
'Little Rock Nine' 353
living conditions
Australia around 1900 184–8
Industrial Revolution 22, 27, 62, 64–5, 84
Lloyd George, David 211
local governments, responsibilities 198
Lone Pine, Turkey, Australian capture of 234
Lowy, Frank 496, 497
Luddites 89
Lui, Nakkiah 444
Lundberg, Victor 562
lynchings 352
Lyons, Tommy 293

M

Mabo, Eddie 340, 364, 365
Mabo Decision and *Native Title Act* 151, 364–5, 366, 375
MacArthur, General Douglas 295
Macarthur-Onslow, Brigadier-General G.M. 301
McCubbin, Frederick 179
McGuire, Barry 561
machine guns 262, 264
McLennan, Grant 433
Mad Max: Fury Road 436
mail, censorship 285
making a nation 133–4, 146–205
timeline 148–9
Malaya
self-determination and poverty 515
under British rule 515
Malayan Emergency 470, 515, 516
Australian involvement in 513, 516
Malaysia, confrontation with Indonesia 526
'Malaysian solution' 486
mandarins 139
mandatory detection 485–6
Manhattan Project 269
manufacturing
employment in, Australia around 1900 182, 183
post-war 296
pre-industrial Britain 36
Manus Island detention centre 486, 487
Mao Zedong 320, 470, 471, 513
Māori, rights 379–80
'March on Washington' 355–6
Marginot Line 265
Maroubra Force 280, 281, 282
Marx, Karl 24, 29, 66
mass entertainment 65
mass media *see* media
mass migration
from Europe 296
from Vietnam 7
massacres 118, 166, 167
Maternity Allowance Act 1912 178, 203
Maternity Leave Act 1973 313
The Matildas 431
Mauboy, Jessica 444
Maynard, Fred 351
measles 328

media 324
portrayal of the Vietnam War 549
response to immigration 488–9
supports Vietnam War 544
view of Vietnamese refugees 481
see also radio stations/broadcasts; television in Australia
Meiji Restoration 135, 142
Melbourne
foundation 156–7
impact of gold rush 165
Melbourne Olympic Games (1956) 403
Meninga, Edward (Great Grandfather) 175, 176
Meninga, Mal, case study 174–6
Menzies, Robert/Menzies government 320, 336, 466
begins dismantling White Australia policy 468
commits forces to World War II 272
declares Australia at war with Germany and Japan 272, 273
establishes Royal Commission on Espionage 521
foreign policy 513
'forward defence' strategy against Asia 513
introduces conscription 545
and Petrov's planned defection 521
referendum to ban Communist Party of Australia 520, 522–3
refuses to recognise the existence of China 470
sends troops to support Malaysia in Indonesian Confrontation 526
sends troops to Vietnam 527–8, 530, 542
supports Britain and US in Asian conflicts 513, 516, 527
supports US anti-communist policy 476
on US policy of containment 519
merchants 138, 139
Meredith, James 355
Métis people, rights 380
#MeToo movement 313
Mexico City Olympics (1968) 441
The Mickey Mouse Club 411
microchip 327
middle class 23, 37, 66, 184, 247
Middle East campaign (World War I) 230, 236
Midnight Oil 371, 415, 417
migration
from Britain and Europe 69, 70–1, 86, 91–2
from Vietnam 7
post-war to Australia 296
migration experiences 387, 448–501
Asian migrants 456, 457, 458, 464, 465
British migrants 452, 455, 456, 458
Chinese migrants 452, 453, 460, 462, 464, 500
contribution of migrants to Australian society 496–500
European migrants 453, 456, 457, 467
Italian migrants 472–3
timeline 450–1
Vietnamese boat people 482–3, 498–9
migration to Australia
and Australia's international relations 500
bringing out the Britons 458
early 452
and idea of assimilation 467
influence of other world events on 460–2
media response to 488–9
and multiculturalism 491–3
national identity and the immigration debate under the Howard government 493–4
'Populate or Perish' 466
for post-war construction projects 466–7
post-World War II 387, 453, 456–62, 466
pre-World War II 453
refugees 454, 459–61, 478–87, 555
see also Australian immigration policies
mill workers, working conditions 48, 56, 57
Millo, Mario 472–3
Miners Federation 520
mines
child labour 22, 59
working in 182
mining industry 182
Minogue, Kylie 388, 434, 442
missionaries 69, 140, 142, 144
missions 8, 118, 168, 169, 213, 341
Mitchell, Major Thomas 159
mobile phones 327
modern world 20
Monash, General John 239
monsoons 137
Montgomery Bus Boycott 354
Moon landing 319
moratorium marches (over Vietnam War) 6, 440–1, 545, 547
Moree, racial discrimination 357, 359
Moreton Bay penal colony, Queensland 89, 156
Morrison, Scott/Morrison government 377
Operation Sovereign Borders 486–7
permits Hong Kong students to stay in Australia 456
mortality rate 22, 62
Mouseketeers 411
movement of peoples 20, 27, 78–127
during Industrial Revolution 85–6
forced transportation of convicts 27–8, 31, 85, 87–90, 100–1, 109, 123
forced transportation of slaves 27, 68, 85–6, 94–9, 120–2
free settlers 28, 85, 91–2, 102–3
from Britain to United States or British colonies 70, 71
internal migration, Britain 70–1
timeline 80–1
movies 212
Mugabe, Robert 460
Mughal emperors in India 134, 136, 137, 138, 141
multicultural broadcasting 427
multiculturalism 453
and Australia's identity 491–5
clashes and debates 492–4
embracing diversity 495
football's role in 430, 431
and post-war European migrants 467
reflected in Australian popular culture 444
under Whitlam and Fraser 491–2
music 212, 213, 385, 396, 406
American influence on 439
anti-war songs 561
Australian music to the world 432–4
pro-war songs 562
supporting the Vietnam veterans 562
Vietnam War era 561–2
see also rock music; rock 'n' roll
music festivals 415
music industry in Australia 406, 407
developments and impact of technologies 415–19
impact of *Countdown* (television show) 417
impact of digitalisation 418–19
impact of FM radio: Triple J 417
Muslims 140
mustard gas 263
Myall Creek massacre 118

N

Nagasaki
atomic bomb dropped on 269
casualties 269
Nanette 425
National Aeronautics and Space Administration (NASA) 319
National Association for the Advancement of Colored People (NAACP) 353
National Broadband Network 426
National Film and Television Training School 420
national identity
aftermath of Cronulla riots 494
contested views and Cronulla riots 494
and immigration debate under the Howard government 493
National Multicultural Festival 492
National Native Title Tribunal 365
National Service Scheme 544, 545
National Servicemen ('nashos') 545, 558
National Sorry Day 369
nationalism 29–30, 125–6
as factor in outbreak of World War I 226
Native American rights 380
native grasslands
impact of European colonisation on 159, 161
Indigenous management 159, 161
native title 363, 364–5
and pastoral leases 365
Nauru detention centre 487
naval blockades 248
Nazi Party/government
Holocaust 267–8
persecution of 'gypsies' and 'homosexuals' 267
persecution of Jews and others 255, 267–8
propaganda 255
rise of 253–4
rule of (Third Reich) 255
stormtroopers (Brownshirts) 255
Neighbours 424, 434, 442
Nelson, Brendan 372
Neptune 109
Netflix 426
the Netherlands, invaded by Germany 266
'new Australians' 467
New Guinea
annexed by Germany 194
Australian troops in the Kokoda Track campaign 260, 280–2
AWAS serve in 276
'New Guinea solution' 486
New South Wales
colonisation 154
gold rushes 92, 172
government farms 151
Indigenous communities 152–3
pastoral settlements 154
as penal colony 87, 88, 150

population growth 165
New Zealand
considers joining Australian Federation 191
emigrants from Britain 70, 71, 85
and Māori 379–80
rights of women 310
security pacts in the Asia–Pacific region 516–18
New Zealand immigrants 500
Newcomen steam engine 50
newspapers, censorship 285
newsreels 327, 398
Nguyen unification of Vietnam 144
Nicholas II, Tsar of Russia 222
Nichols, Isaac 89
'nightmen' 184
Nixon, President Richard 539
non-Europeans in Australia before 1900 172–6, 200
Norfolk Island penal colony 89, 106, 107
Norman, Peter 441
North Africa, battles in (World War II) 258
North America
free settlers 91
gold rushes 28, 91
North Atlantic Treaty Organization (NATO) 518
North Korean troops, invade South Korea 321, 470, 515
North Vietnam, reunification with South Vietnam 6–7, 478
North Vietnamese
and end of Vietnam War 477, 478
guerrilla tactics against South Vietnamese 321, 476, 534
North Vietnamese Army 533, 537, 539
northern Italy (World War I) 230
nuclear weapons, stockpiles 315
Nui Dat, Vietnam 537, 539
Number 96 423
nurses
World War I 240, 241
World War II 276
nutrition 328

O

objective 4
occupations of Australian workers, 1901 181
O'Donoghue, Lowitja 367
O'Keefe, Johnny 402, 406
old age pension 178, 202
One Nation party 493
Opperman, Hubert 469
oral response 16
Orlando, Vittorio 211
outdoor toilet 184, 185
over-cropping 163
over-grazing 163
Owen, Robert and New Lanark, Scotland
care of mill workers and their children 48, 57
establishes Grand National Consolidated Trades Union 67

P

Pacific Island Labourers Act 1901 200, 465
Pacific War 6, 258, 260–1, 269–70
Pakistan 512, 518
Palestinian refugees 460
Papuan infantry units 280
paramilitary groups 255
parasites (in the trenches) 235, 241
Paris Peace Conference (1919), and Treaty of Versailles 211, 250, 252–4
Parks, Rosa 354
Parliament of the Commonwealth of Australia 197
House of Representatives 197, 199
Senate 197, 199
Parsons, Charles 52
Pascoe, Bruce, *Dark Emu* 117, 151, 159, 340
pastoral leases, and native title 365
paternalism 168
patriotism 250
Patten, Jack 344, 345
pay television 425–6
Pearl Harbor, bombing of 284
Pearson, Noel 377
peasants 138
Pemulway 115–16
penal colonies 452
Americas 28, 87
Australia 28, 45, 87–9, 123
New South Wales 87, 88, 154
Queensland, Tasmania, Victoria and WA 89, 155–6
People's Charter 67, 89
Perkins, Charles 358, 359, 364
Perry, Commodore Matthew 142
perspectives 6
example 6–7
and interpretations 13
Petrov Affair 440, 521
the Philippines 512, 518
Phillip, Captain Arthur 150
Phuoc Tuy province, Vietnam 531, 532
pirates 480, 482, 483, 556, 557
places of secondary punishment 106–7
planning research 14
Please Like Me 425, 442
poison-gas attacks 263
Poland, German army invasion of 256, 266
policy of containment 518–19
polio 328
political changes, Vietnam War era 558
political ideas, and the Australian gold rush 125
political prisoners 89
political reform
movements for 24, 29, 31
see also Chartism/Chartists
pollution 75, 182, 187
Poor Law Amendment Act 67
popular culture 385, 388–445, 558
at the end of World War II 394–9
in Australia from 1945 393
in Australia today 444
continuity and change 443
historian's definition 392
and reconciliation movement 371
sociologist's definition 392
timeline 390–1
what is it? 392–3
see also film industry in Australia; music; television in Australia
'Populate or Perish' migration policy 466, 468
population growth
20th century 328
Australia 125, 126, 180
Industrial Revolution 37, 64, 84
NSW and Victoria 165
since the Industrial Revolution 74
Port Jackson, NSW 88
Port Phillip District (Victoria) 156–7
convicts 89, 156
foundation of Melbourne 156, 157
renamed Victoria 157
settlers 156, 157
Portland, Victoria 156
Portuguese, in slave trade 94
post-war Australia 394
post-war construction projects 457, 459, 466–7
post-World War II
Asia 512
migration 387, 453, 456–62, 466–7
postal services 326
Potsdam Conference/Potsdam Declaration 269
power lines 53
pre-industrial Britain 36
pre-World War II migration 453
primary causes 6
primary industry employment 182, 183
primary sources 12
Prisoner 423
prisoners of war (POWs)
in Europe (World War II) 274
in Japan 274–5
return home of 293
World War I 239–40
private schools 187
privileges and rights through history 310
progressive ideas and movements 20, 29–31, 128–9
propaganda campaigns 229, 249, 250, 255, 286, 315
protection/protectorates 118, 168, 213
provenance of sources 13
public health, improvements in 328

Q

Qantas 326
Quakers 545
Queensland
concerns about German designs on New Guinea 194
free settlers 156
Moreton Bay penal colony 89, 156
South Sea Islanders working on sugar cane plantations 175, 200

R

rabbits 163
racial discrimination
Australia 312, 357–9, 360, 441, 457–8, 468, 494
United States 312, 351–6, 441
see also White Australia Policy
Racial Discrimination Act 1975 491–2
racial equality movements 312
racial inequality 122
racial stereotyping 494
racism, towards Chinese 125–6, 172–3
radio serials 397
radio stations/broadcasts 212, 324, 327, 396, 415
impact on music industry 417
in post-war Australia 396–7
radios 324, 396
railways
Australia 45, 51, 164, 186
development of 51, 64, 65
raw materials, access to 25–6, 41, 42, 45, 68, 69, 150
reconciliation 364, 366–72, 375
Aboriginal and Torres Strait Islander Commission (ATSIC) 366, 367
Australian Reconciliation Convention speech 370
Bringing Them Home report 347, 369
purpose of 366
Redfern Park speech 368
rejection of official apology 369
reconciliation movement, and popular culture 371
recruitment posters and campaigns
World War I 228, 229, 249
World War II 272
Redfern Now 444
Redfern Park speech (Keating) 368
Redgum 562
reef gold 114
referendums 197
1967 361–2, 366
conscription, World War I 5, 245–7, 249

new Constitution to create Commonwealth of Australia 134, 190–1
to ban the Communist Party of Australia 336, 520, 522–3
refrigerators 185, 212
refugees 454
Australian responses to arrival of 484–7
from Europe after World War II 296, 459
from other world events 460–2
policies since the 1990s 485–7
rejection of 461
UNHCR definition 479
Vietnamese 7, 456, 459, 460, 478–9, 480–1, 482–3, 555
see also asylum seekers; boat people
regional treaty organisations 320
Reibey, Mary 108
Reith, Peter 488
religious beliefs
Australia in 1901 180
India 138, 140
Japan 140
Korea 140
Vietnam 140, 144
Remembrance Day 299
repatriation/repatriation assistance 290, 291, 292
representative democracy 89
republicanism 125
research 14
Australia's first rock 'n' roll record 409–10
getting started 14
identifying, locating, selecting and organising information 15–16
planning 14
reserves 118, 213, 341
returned soldiers (after World War I) 290–1
employment 290, 291
impact of the war on 290, 291
Indigenous Australians 293
repatriation 290, 291
returned soldiers (after World War II) 292–4
demobilisation 292
employment 292
Indigenous Australians 294
land grants 294
perspectives of returned POWs 293
repatriation 292
returnees 480
Reynolds, Henry 151, 167
rights and freedoms 310, 330–81
civil rights movement, Australia 357–61
in early 20th century 310–11
historical view 310
indigenous rights *see* indigenous rights
land rights 363–72
rights of children 337, 380
struggle for since 1945 311–14
timeline 332–3
UN role, case study 337–8
US civil rights movement 312, 351–6
see also Universal Declaration of Human Rights
Riley, William 107
Risdon Cove colony, Tasmania 155
rivers, European colonisation along 161
Roach, Archy 371, 444
road travel 325
Roaring Twenties 212–13
Roberts, Tom 179
rock music
and development of concert sound 416
impact of digitalisation 418
impact of television on 417
and teenage misbehaviour 404
and Triple J (FM radio) 417
rock 'n' roll 385, 432, 439, 558
arrives in 1956 402
in Australia 404–10, 432
Australian music to the world 432
Australian origins 404
Australia's first rock 'n' roll record, research 409–10
goes global 404
as multicultural success story 496, 498
The Rocket 436
Rodriguez, Carlos Manuel 308
Roosevelt, President Franklin 334
Rowe, Normie 407, 432, 545, 561, 562
Royal Australian Air Force (RAAF) 272
Royal Commission on Espionage 521
Rudd, Kevin/Rudd government 8, 486
apology to Stolen Generations 8, 333, 372, 375
'Malaysian solution' 486
'New Guinea solution' 486
Rugby League 394
ruling class 67
Russia
mass shootings of Eastern European Jews 268
as member of Triple Entente 224
supports Serbia against Austria-Hungary and Germany 223, 224
war with Germany (World War I) 230
war with Japan 143
Russian Front (World War I) 230
Rwandans 487

S

Sabrino, Vic 404, 410
Sadler, Barry 562
sailing ships, life for free settlers on 102, 103
same-sex marriage 314, 442
same-sex preference equality 314
samurai 138, 142
The Samurai (TV series) 427
sanitation 184
The Sapphires 436
satellite communications 327
satellites 319
Satsuma Rebellion 142
Saunders, Reg 294
Savage Garden 432
Save Our Sons movement 545
Schlieffen Plan 224–5
scholars, Vietnam 139
schooling, in Australia around 1900 180, 187–8
schools, segregation in (US) 352, 353
Scots, emigrate to North America and British colonies 85
SEATO Alliance 320, 470, 516, 517, 518
Second Fleet 100, 151
appalling conditions and mortality rate 100, 109
life for convicts on 109
secondary causes 6
secondary sources 12
segregation
Indigenous Australians 340–1, 342, 343
United States 352–3
selectors 112, 113, 179
self-determination 352, 363
self-government, and democracy, Australia's move towards 191
Senate ('upper house') 197, 199
structure and role 199
separation of powers 197
Serbia 223
settlers *see* free settlers
Sex Discrimination Act 1984 313
Sex Discrimination Commissioner 313
shanty towns 214
sheep breeding 40
sheep lands 159
Sherbet 417
Shinto 140
shipping 326
Shoah 267
shogun 138, 142
short-film festivals 421
Shudra 138
significance 9
Sikhs 140
Sino-Japanese War 143
Skippy the Bush Kangaroo 422
Skyhooks 417
slave ships 95, 96
experiences of slaves on 96–7
restrains and punishment on 97
slaves/slave trade 27, 68, 85–6, 94–5, 96
and the American Civil War 120–1
arrival in the Americas 98–9
consequences for Africa 122
consequences for the United States 120–1, 122
contribution of the descendants of African slaves 122
Lincoln's Emancipation Proclamation frees all slaves in the South 120
reparations for injustices of slavery 99
transportation of slaves 95, 97
slums 22, 27, 62, 84, 184
smallpox eradication 328
smelting 248
Smith, Tommie 441
snipers 233, 240
Snowy Mountains Scheme, post-war migrants work on 457, 459, 466–7
Socceroos 430
social and political changes, Vietnam War era 558–9
social change, post-war 295, 296
social classes
Australia 179
Britain 23, 36, 37, 66, 67
views of Chartists 67
views of trade unions 67
social Darwinism 31
social hierarchy
India 138
Japan 138, 142
Korea 139
Vietnam 139
social issues, portrayed on television 423, 424
social media 418
social reform, and 1890s depression 178–9, 182
social revolution 66–7
social thinkers 24, 29, 66
socialism 24, 29, 66
soil erosion 163
Sorrento, Victoria 156
sound mixing consuls 416
sound recording studios 415
sources 11
analysis and use 11
assessing the value of 13
identifying origin, content, context and purpose 12
identifying the type of 12
processing information from a range of 13
reliability 15
South Africa, emigrants from Britain 70, 71
South African refugees 460
South Australia
establishment 158–9
free settlers 89, 158
land sales 159
layout of Adelaide 158
pastoralism and wine industry 159

South East Asia treaty Organisation (SEATO Alliance) 320, 470, 516, 517, 518
South Korea, invaded by North Korean troops 321, 470, 515
South Pacific island labourers 452
South Sea Islanders 175–6
deportation from Australia 200
South Vietnam
fall of 477, 478, 479
North Vietnam guerrilla war against 321, 476
requests Australian troops 527–8
US advisors support 476, 525
South Vietnamese
flee re-education camps 478, 479, 480–1
imprisonment in re-education camps 478, 554
moral obligation to 477, 481, 555
South-East Asian refugees/boat people/asylum seekers 387, 456, 459
see also Vietnamese boat people; Vietnamese refugees
Soviet Embassy in Canberra, and Petrov defection 521
Soviet Union *see* USSR
space race 318–19
Spanish, in slave trade 94
Spanish influenza 210, 290
Spender, Percy 517
spinners 48
Spinning Jenny 48
sport 65
Americanisation of 439
at the end of WWII 394–5
Australian sport to the world 429–31
migrant sportspeople 496, 497
on pay TV 426
Springsteen, Bruce 416, 562
squatters 112
agricultural practices 159, 162–3
Sri Lankan asylum seekers 486
SS Great Britain 52
standards of living, and globalisation 329
state governments, responsibilities 198
state schools 187, 188
stateless people 480, 555
steam engines/steam power 50–2
in cotton-spinning factories 49
development of 21, 26, 37
and the factory system 47
steam locomotives 51
steamships 52, 102
Stephenson's Rocket 35, 51
Stolen Generations 8, 168–9, 311, 346–9
Bringing The Home report and stories 347, 369
debate about 347–9
experiences 348–9
justifications for 347
Kevin Rudd's formal apology to 8, 333, 372, 375
popular support for 371
reasons children removed from their families 346
Stonewall Riots 442
The Story of the Kelly Gang (film) 397
streaming services 426
street lighting 64, 65
Student Action for Aborigines group 358
Sturt, Charles 159
suburban society 25
suburban sprawl 184
Sukarno, President 526
The Sullivans 423
Summer Heights High 425
surf music 406
'susso' (sustenance payments) 215
Swan, Joseph 52
Swan River penal colony, WA 89, 155
Sydney Cove penal colony, NSW 88, 150
Sydney Mardi Gras 442
Sydney Olympics, and reconciliation 371
Sykes, Roberta (Bobbi) 363

T

Taiping Rebellion 172
Taiwan 143
Taliban 322, 461
'talkies' (movies) 212, 213
Tamils 461
tanks 259, 263, 265
tariffs 193
Tasmanian penal colonies 89, 155
Tatola, Tevita 496
Taumalolo, Jason 496, 497
tear gas 263
technological change, in the 20th century 324–7
technology in the home 324
teenagers 402
and rock music 404–5
as social group 404, 559
telegraph 75, 164, 327
telephone 65, 327
television in Australia 324, 385, 411–13, 415
1970s 423
1980s: the miniseries boom 422
American and British content of shows 9, 411, 422, 427, 439
Australian literature portrayed in 423
Australian soapies 422–3, 424
developments and impact of changing technologies 422–6
digital television 426
expansion 413
impact on rock music 417
impact on society 9
international success of Australian productions 424, 425
introduction in 1956 402–3
Japanese shows 427
multicultural broadcasting 427
normalisation of gay life 434, 442
overseas influences 427
pay television 425–6
portrayal of historical and cultural issues 423
portrayal of social issues 423, 424
portrayal of the Vietnam War 321
satellite broadcasts 413
Sydney program guides 412
in the twenty-first century 425
video on demand and digital downloads 426
television stations 403
'Ten Pound Poms' 458
Terra Nullius 133, 151, 159, 340, 363, 364
territory governments, responsibilities 198
terrorist attacks in New York and Washington (11 Sept 2001) 322
Tet Offensive 477, 539
textile factories 22, 48–9
child labour 46, 48, 57, 58
technological innovation 48, 49
working conditions 48, 56
Thailand 518
pirates 482, 483, 556, 557
The Atlantics 406
The Beach Boys 406
The Beatles 413
tour of Australia 406–7, 496, 498, 559
The Easybeats 407, 432, 496
The Go-Betweens 433, 443
The Seekers 498
The Twilights 407, 432, 496
theatres of war
emergence of new technology 262
World War I 230
World War II 258–61
theory of evolution 31
Third Reich (Nazi government)
rise of 255
violates Treaty of Versailles 256
Thomas, Harold 364
Thomas, Josh 425
Tiananmen Square protests, China 460, 462
'Ticket of Leave' 107
time period 14
timelines 11
Australia in the Vietnam War era 506–7
Australians at war (World War I) 218–19
Australians at war (World War II) 220–1
Industrial Revolution 34–5
making a nation 148–9
migration experiences 450–1
movement of peoples 80–1
popular culture 390–1
rights and freedoms 332–3
Tokugawa *shoguns* 142
'Tolpuddle Martyrs' 31, 89
Tones and I 432
Top 20 music charts 408
Top End Wedding 444
Total Control 444
towns and cities
growth of 23, 37, 74, 83
in industrial Britain 62
population growth in 64
social revolution 66–7
urban planning 64
towns and villages, pre-industrial Britain 36
Townsend, Simon 545
Townshend, Charles 39
trade 68–9, 326–7, 560
China 68, 143
global 329
India 141
Japan 135, 142–3
Korea 143–4
slaves 27, 68, 85–6, 94–5
triangular trade 27, 86, 94
Vietnam 144
trade unions 24, 31, 66, 67, 89
opposition to conscription 246
push for social justice reforms 178, 202
transatlantic slave trade 27, 86, 94–5, 98–9
consequences 120–2
transformation in Asian societies 135
transport 21, 37, 45, 73, 186–7
in Sydney around 1900 187
transportation of convicts 27–8, 31, 85, 87–90, 100–1, 109, 123, 150
transportation of slaves 27, 68, 85–6, 94–9
consequences 120–2
experiences of slaves on slave ships 96–7
'loose pack' vs 'tight pack' methods 95
'middle passage' 95
travel 37, 324–5
Treaty of Kanagawa 142
Treaty of Saigon 144
Treaty of Shimonoseki 143
Treaty of Versailles
German people's opposition to 211, 252
Hitler's views on 254
impact on Germany 211, 250–1
key terms 253
Nazi government violates terms of 256
signatories 211
Treaty of Waitangi 379
trench foot 240
trench line 240
trenches, life in the (World War I) 235, 236, 240–1
triangular slave trade 27, 86, 94

Trinh lords, Vietnam 144
Triple Alliance 224
Triple Entente 224
Triple J (FM radio) 417
Tropfest short-film festival 421
Truman, President Harry S. 269
Truman Doctrine 518
Trump, President Donald
  attitude towards Native Americans 380
  on taking refugees from offshore detention centres 309
  tariff war with China 323
Truth and Reconciliation Commission (Canada) 380
tundra 137
Turing, Alan 265
Turkey, Gallipoli campaign 232–7
Turkish forces
  perspective on Gallipoli 237
  resistance during Gallipoli campaign 232, 234, 236
  tribute to the ANZACs 234, 237
Turnbull, Malcolm/Turnbull government, 'deal approach' for dealing with refugees 487

U

Uluru
  return to traditional owners 366
  Uluru Statement from the Heart 333
UN Peacekeeping Forces 309
unemployment 214
UnIndian 443
Union States of the US ('the North') 120, 121
United Nations
  Australia's involvement in 308–9, 334
  branches of 308
  Convention on the Rights of the Child 337
  Declaration of the Rights of Indigenous Peoples (2007) 338, 374
  formation 308, 334
  foundation 297
  role in securing rights and freedoms, case study 337–8
  sponsors military intervention in Korea 515–16
  Universal Declaration of Human Rights 308, 334–6, 374
United Nations Committee for the Elimination of Racial Discrimination 365
United Nations General Assembly 308, 334, 337, 374
United Nations High Commission for Refugees (UNHCR)
  asylum seeker definition 480
  established refugee camps for Vietnamese leaving the country 481
  other definition categories 480, 555
  refugee definition 479
United States
  acceptance of refugees from offshore detention 487
  in Afghanistan 322
  American Civil War 120–1
  anti-communist policy 476, 517, 518
  appeasement of Hitler 256, 257
  Australia sends troops to support US in Korean and Vietnam wars 513
  Australia's relationship with 295, 510, 513
  as capitalist economy 29
  civil rights movement 312, 351–6
  and the Cold War 315, 318–19, 508
  consequences of slavery 120–2
  control in the Philippines 512
  drops atomic bombs on Hiroshima and Nagasaki 269, 270
  economic imperialism 30
  emigrants from Britain 70, 71, 85
  fear of communism 513, 524
  firebombing of Japanese cities 269
  free settlers 91
  Great Depression 257
  industrialisation 29, 44
  influence on popular culture in Australia 411, 422, 427, 439
  in Iraq 322
  in the Korean War 321, 515
  and Native American rights 380
  perspective on Cold War alliances 518
  planned invasion of Japanese home islands 269, 270
  policy of containment 518–19
  security packs in the rest of the world 518
  security pacts in the Asia–Pacific region 516–18
  segregation of races 352
  slave trade 94
  space race 318–19
  as 'superpower' 323
  tariff war with China 323
  and United Nations 334
  in the Vietnam War 321, 470, 475, 476–7, 514, 524–8, 535, 539
  and War of Independence 29, 87, 91, 150, 191
  and war in the Pacific 269–70, 280
'war on terror' 322, 461
Universal Declaration of Human Rights 1948 308, 334–6, 374
  Australian context 335–6
  Australia's involvement in development 334–5
  significance 335
  and struggle for civil rights 336
Universal Negro Improvement Association 351
unskilled workers 46, 48, 56, 62
Untouchables 138
upper class 67, 139, 184, 247
urban planning 64
urban settlements 22, 64
urban society, Britain as 23
urbanisation 386
US Army, segregation ended 352
US Government, two-house system in Australia based on 199
US Supreme Court
  end segregation in schools 353
  ends segregation in the US Army 352
  and Native American rights 380
USSR
  and allied communist states 316, 319
  and the Cold War 315, 318–19, 508
  end of 319
  and possible war against US and Britain 513
  satellite states 316
  space race 318–19
  and United Nations 334
  view of Cold War alliances 519

V

vaccinations 328
vacuum cleaners 212
Vaishya 138
Van Diemen's Land
  convict settlements 89, 155
  expansion of colony 155
  free settlers 155
VCR (video cassette recorder) 324
Victoria, Queen 222
Victoria
  assisted migrants take up pastoral leases 157
  Batman's 'treaty' with Indigenous communities 156, 157
  early colonisation attempts 156
  foundation of Melbourne 156, 157
  gold rushes 157, 164–5, 172
  population growth 165
  Port Phillip District 89, 156–7
video on demand 426
Viet Cong 533, 534–5, 537, 539
Viet Minh 524
Vietnam
  change within tradition 135
  civil service examinations 139
  division at 17th parallel into North and South 321, 476, 524
  fight for independence 321, 475, 524, 542
  French Catholic missionaries in 144
  imprisonment of South Vietnamese in re-education camps 478, 544
  Japanese occupation during World War II 524
  as part of French empire 135, 144, 321, 475–6, 515, 524
  physical features 137
  refugees flee re-education camps 479, 555
  religious beliefs 140, 144
  reunification 6–7, 144, 476, 478, 524, 554
  self-determination and poverty 515
  social hierarchy 139
  trade 144
  transformation 135
Vietnam veterans
  experiences of - coming home 553
  exposure to Agent Orange 553
  music supporting 562
  no official welcome home parades 552, 553
Vietnam Veterans Association 552, 562
Vietnam War 5–6, 318, 475–7, 521
  Australia's involvement in 320, 321, 440, 470, 475, 476, 477, 525–8
    key events 540
    main areas of operations 530–1
    overview 530–3
    reasons for 525, 527–8, 542–3
    who they fought against 533, 534–5, 537, 539
    withdrawal of troops 539
  background 475–6, 524
  casualties 476, 477
  and communism 542, 543
  conscription 5, 440, 544–6
  end of 476–7
  Fall of Saigon as end of 6, 477, 478, 479
  growing opposition to in Australia 548
  impact for Vietnam Veterans 552–3
  in the media 539, 544, 549
  moral obligation to South Vietnamese 477, 481, 555
  moratorium marches 6, 440–1, 545, 547
  nature of Australian operations 534
    Battle of Long Tan 537

counter-guerrilla warfare tactics 534–6
Tet Offensive 477, 539, 548
US involvement in 321, 470, 475, 476–7, 524, 525, 526, 527, 528, 535, 539
Vietnamese casualties 554
Vietnam War era
Australia in 504–63
and popular music, case study 561–2
social and political changes 558–9
timeline 506–7
Vietnamese 'boat people' 7, 387, 479, 481, 555
contribution to Australia 482–3, 498–9
experiences 482–3, 557
journey to Australia 480, 482, 483, 556–7
number of boats 556
number who perished 556
and the refugee debate in Australia 485
Vietnamese migrants 500
Vietnamese refugees 7, 387, 456, 459, 478–9, 485, 555
considered as internally displaced persons or stateless people 555
experiences of 482–3, 557
global response to 480–1
media view 481
settlement countries 481, 555
see also Vietnamese 'boat people'
vinyl records 402
violence against Black Americans 352
violence on the frontier between settlers and Indigenous Australians 117–18, 133, 151, 166, 167, 170
visual presentation 16
Volta, Alessandro 52
voting rights
for Black Americans 352
for Indigenous Australians 195, 200, 201, 312, 343, 357, 361
for women 195, 310, 313

W

wages, Harvester Judgement and basic wage 178, 202
Wakefield, Edward Gibbon 158
Walgett, racial discrimination 357, 359
war, changing nature of
atomic bomb 269–70
Holocaust 267–8
war dogs 263, 264
'war on terror' 322, 461
refugees following 488
warfare and technology
World War I 262–4
World War II 265–6
warrior class, Japan 138
wars
commemoration of 299–301
impact on returned soldiers/civilians 290–4
see also Korean War; Vietnam War; World War I; World War II
wartime propaganda
World War I 229, 249, 250
World War II 286
washing machines 184, 185, 324
water cycle 163
water frame 48, 49
Watt, James 50
Wave Hill Station walk-off 360
wealthy squatters 112
weavers 48
websites, reliability 15
Weimar Republic 254–5
Weir, Peter 420, 437
Wentworth, D'Arcy
as assistant surgeon to the Second Fleet 109
death of 110
as 'nearly a convict' 109, 110
positions in Australia and Norfolk Island 110
Wentworth, William Charles 109, 110, 154
Werribee Plains, Victoria 161, 162
West Germany 316, 317
Western Australia
free settlement 155
joins the Federation 191
penal colony 89
Western Europe, battles in (World War II) 258
Western Front (World War I) 230, 231, 238–43
Australians on 236, 239–41
Australian prisoners of war 239–40
battles involving Australian troops 239
bombardments of trenches in no man's land 238
life in the trenches 240–1
stalemate 231, 238
women on 240
Westminster system 199
wheat industry 159
White, Bill 545, 546
White Australia ideal 193
White Australia Policy 126, 193, 200–1, 336, 387, 423, 456, 464–5, 511, 558
and the dictation test 193, 200, 464, 468
end of 468–71, 491, 560
and *Pacific Island Labourers Act 1901* 200, 465
see also Immigration (Restriction) Act 1901
Whitlam, Gough/Whitlam government
abolishes last traces of White Australia policy 469, 491, 560
creates Australian Film Commission 420
The Dismissal 423
election of 558
establishes diplomatic relations with China 560
and Indigenous land rights 360, 363, 364
meets Mao Zedong 311
multiculturalism 491–2
Wik decision 365, 366
WikiLeaks (Wikipedia entry) 13
Wikipedia 12–13
Wilhelm II, Kaiser of Germany 222, 254
Williamson, David 420, 437
Wilson, President Woodrow 211
Windshuttle, Keith 10
wireless internet services 327
women
in the armed forces (World War II) 276–7, 278, 287
in the Australian workforce around 1900 183
domestic work 184
equal pay 313
fashion, 1920s 213
gender-based prejudice 313
Maternity Allowance 178, 203
post-wars 290, 292
voting rights 195, 310, 313
on the Western Front 240, 241
in the workforce (Industrial Revolution) 46, 48, 57, 60, 61, 84
in the workforce (World War I) 248
in the workforce (World War II) 287
Women's Auxiliary Australian Air Force (WAAAF) 276
Women's Land Army 276, 287
women's liberation movements 313
Women's Royal Australian Naval Service (WRANS) 276
Wood, Fiona 496, 497
wool industry 157, 159
workforce statistics, Australia, 1901 181
working in Australia around 1900 182–3
working class 38, 67
diseases among 184
perceive conscription as unfair burden 246–7
political representation 24, 29, 31
working conditions
Australia around 1900 182, 183
basic wage 178, 202
Industrial Revolution 22, 46, 48, 56–60
trade unions push for improved 178
working hours 48, 57
working poor 23, 37, 56, 62, 88, 184
World Cup (football), Australia's appearances in 430
World Health Organization, smallpox eradication 328
World War I 210
alliance system 224–5
armistice and peace 250
Australia *see* Australians at War (World War I)
casualties 210, 244
causes 222–7
Eastern Front 230
Gallipoli campaign 230, 232–7, 437
and Germany 222–7
'July Crisis' of 1914 223, 227
life in the trenches 235, 236, 240–1
locations of fighting 230–1
Middle East 230
northern Italy 230
nurses role 240, 241
returned soldiers and civilians after 290–1
and Treaty of Versailles 211, 250–1
warfare and technology 262–4
Western Front 230, 231, 236, 238–43
World War II
atomic bombs dropped on Japan 261, 269–70
Australia *see* Australians at War (World War II)
Australia's fear of Japanese invasion 320, 466, 508
causes 252–7
changing nature of war 267–70
fall of France 272
and formation of UN 334
and Germany 252–7, 264–5
and the Holocaust 267–8, 374
impact on Australia's relations with Britain and the United States 510
locations of fighting 258–61
Potsdam Declaration as ultimatum to Japan 269
returned soldiers and civilians after 292–4
USSR and USA during 506
war in Europe and Africa 258–9
war in the Pacific 6, 258, 260–1, 269–70
warfare and technology 265–6
writing historical argument 16

Y

yangban 139
Young, John Paul 417
Young, Johnny 561

Z

zeppelins 264
Zimbabwean refugees 460

ACKNOWLEDGEMENTS

The authors and the publisher wish to thank the following copyright holders for reproduction of their material.

Cover: Shutterstock.

The Historian's Toolkit: Alamy/ FALKENSTEINFOTO, p. 4, source 1; Fairfax Media, p. 8, source 5; Getty Images/fizkes, p. 2 /Patrick Riviere, p. 10, source 10 /Sion Touhig, p. 15, source 11 /Jack Taylor, p. 12, source 9 /Peter Turnley, p. 7, source 3 /Stringer, p. 17, source 14; News Limited, p. 5, source 2; State Library of Queensland and Community at Momomona, p. 8, source 4.

Part A: Alamy/Album, p. 20, source 2 /BNA Photographic, p. 22, source 5 /Chronicle, p. 31, source 20 /FLPA, p. 23, source 8 left /Historical Images Archive, p. 27, source 16 /The History Collection, p. 21, source 4 /The Protected Art Archive, p. 22, source 6 /World History Archive, p. 24, source 9 /Science History Images, p. 24, source 10; Getty Images/Bettmann, p. 20, source 3 /Science & Society Picture Library, p. 23, source 8 right; Mitchell Library, State Library of New South Wales, a2822394, p. 28, source 18; National Library Australia, p. 28, source 17; Shutterstock, pp. 18–19, 24, source 12; © Wolfeweb, p. 24, source 11, 51, source 22.

Chapter 1: Agefoto/DEA PICTURE LIBRARY, p. 37, source 2; Alamy/Album, p. 55, source 26 /Antiqua Print Gallery, p. 71, source 10 / Art Collection 2, p. 62, source 12 /Artokoloro, pp. 65, source 1, 50, source 20 /Chronicle, pp. 49, source 19, 61, source 10, 67, source 4 / Gibon Art, p. 42, source 10 /Granger Historical Picture Archive, pp. 35, source 5, 49, source 18 /JOSE MOSQUERA, p. 74, source 13 /Kirn Vintage Stock, p. 35, source 4 /Lordprice Collection, pp. 69, source 6, 52, source 23 /MH Canals, p.34, source 2 /NASA Image Collection, p. 72, source 11 /Science History Images, p. 58, source 4 /Science Photo Library, p. 36, source 1 /The Print Collector, pp. 57, source 2, 70, source 7 /World History Archive, pp. 40, source 7, 49, source 17 /Yuen Man Cheung, p. 73, source 12 /Zoonar GmbH, p. 32, source 1; Audrius Meskauskas (Audriusa), p. 49, source 16; Bert Lovett Collection, University of Newcastle (Australia), p. 45, source 12; Bridgeman Images, pp. 35, source 3, 48, source 14; British Library, p. 56, source 1; Getty/Bettmann, pp. 44, source 11, 53, source 24 /Construction Photography/Avalon, p. 75, source 14 /Fotosearch / Stringer, p. 60, source 9 /Hulton Deutsch, p. 66, source 3 /Time Life Pictures, p. 40, source 6; Shutterstock, p. 38, source 3.

Chapter 2: Alamy/Allstar Picture Library Ltd, p. 111, right /brett keating, p. 126, source 9 /Chronicle, pp. 92, source 13, 96, source 3 Alamy/Granger Historical Picture Archive, p. 121, source 1 /Hilary Morgan, p. 101, source 13 /Lebrecht Music & Arts, p. 111, source 14 bottom left Alamy/North Wind Picture Archives, p. 98, source 7 /Picture Partners, p. 125, source 8 /Science Photo Library, 98, source 8 / The History Emporium, 80, source 3, 101, source 12 /The Print Collector, pp. 83, source 2, 84, source 3 /World History Archive, 94, source 1; Bridgeman Images, p. 78, source 1; Gangalidda & Garawa Native Title Aboriginal Corporation, p. 116, source 22; Getty Images/Fine Art, p. 81, source 5 /Henry Guttmann Collection / Stringer, p. 116, source 24 /Historical Picture Archive, p. 116, source 23 /Hulton Archive, p. 107, source 6 /James D. Morgan, p. 88, source 7 /Kean Collection, p. 103, source 17 /mark Peterson, p. 122, source 4 /Popperfoto, p. 82, source 1 /Rischgitz/Stringer, p. 80, source 2 /Science & Society Picture Library, p. 97, source 6 /Science & Society Picture Library, p. 102, source 14 /Transcendental Graphics, p. 91, source 12; Photography by Kerry and Co. Tyrrell Collection, Powerhouse Museum, Sydney, p. 124, source 7; Libraries Tasmania p. 111, source 14 top left; Mitchell Library, State Library of New South Wales, 874384 p. 114, source 20; Mitchell Library, State Library of New South Wales, pp. 108, source 7 & 8, 109, source 10, 113, source 19; National Library of Australia, pp. 81, source 4, 87, source 5, 88, source 6, 90, source 10, 105, source 1, 112, source 15, 117, source 25; Shutterstock, pp. 93 background, 99, source 9, 104 background, 119 background, 127 background; State Library of NSW, p. 100, source 10; State Library of Victoria/S. J. Neele, p. 115, source 21.

Chapter 3 (o*book*): Alamy/Classic Image, 3.15, source 14 /Everett Collection Historical, 3.25. source 6 (J. Pierpont Morgan) /GL Archive, 3.5, source 2 (Locke) /Granger Historical Picture Archive, 3.11, source 9, 3.17, source 18, 3.33, source 3 /IanDagnall Computing, 3.12, source 12 /incamerastock, 3.21, source 2 /Lebrecht Music & Arts, 3.27, source 10 /Niday Picture Library, 3.7, source 4 /Paris Street, 3.32, source 2 (after) /Photo 12, 3.12, source 10 /Pictorial Press Ltd, 3.5, source 2 (Voltaire & Rousseau), 3.10, source 8, 3.15, source 15 /SuperStock, 3.2, source 3 /The Picture Art Collection, 3.5, source 2 (Montesquieu), 3.32, source 2 (before) /The Print Collector, 3.2, source 2 /World History Archive, 3.28, source 11; Bridgeman Images, 3.29, source 12; Getty Images/Hulton Deutsch, 2.25. source 6 (John D. Rockefeller) /Mansell, 2.20, source 1 /Samantha Vuignier, 3.14, source 13 /Stock Montage, 3.7, source 5; Library of Congress Prints and Photographs Division Washington, 3.26, source 8; National Library of Australia, 3.3, source 5; Newspix/James Elsby, 3.34, source 4; Shutterstock, p. 128, source 1, 3.13, source 11, 3.23, source 4, 3.30 background, 3.34, source 5, 3.35, source 6, 3.27 background.

Part B: Getty Images/Hulton Archive, p. 136, source 7; National Library of Australia, pp. 130–1, 132, source 1; National Museum of Korea, p. 139, source 12; Newspix, p. 133, source 3; Shutterstock, 137, source 9, 139, source 13, 140, source 14, 141, source 15, 144–5 background; State Library of NSW, pp. 132, source 2, 134, source 4; The Bridgeman Art Library/Archives Charmet, p. 143, source 18; The Hindu Images/S.R. Raghunathan, p. 141, source 16.

Chapter 4: AKG Images/Hypnos, p. 153, source 6 (right); Alamy/Artokoloro, p. 165, source 23 /Have Camera Will Travel Australia, p. 187, source 27 /The Natural History Museum, p. 151, source 2; Art Gallery of New South Wales for Frederick McCubbin (Australia, b.1855, d.1917), On the wallaby track 1896, oil on canvas, 122 x 223.5 cm, Art Gallery of New South Wales, Purchased 1897, Photo: AGNSW, 572, p. 179, source 2; Art Gallery of South Australia, p. 153, source 23; Bridgeman Art Library/Michael Graham-Stewart, p. 153, source 6 (centre); Bruce Pascoe, *Dark Emu*, 2nd ed, Magabala Books, 2018, p28, p. 161, source 16; Courtesy of the University of Melbourne Archives, UMA/I/5185, p. 185, source 22; Getty Images, p. 174, source 2 /Hulton Archive, pp. 149, source 5, 165, source 24 /John van Hasselt – Corbis, p. 148, source 3 /Paul Popper/Popperfoto, p. 163, source 20; Harper Collins Australia, David Day, *Claiming a Continent: A History of Australia*, Harper Collins Australia, p. 152, source 4; Image courtesy of the State Library of South Australia. SLSA: PRG 280/1/40/190 – North Side of Rundle Street, Adelaide c.1865, p. 158, source 12; Museum Victoria, pp. 179, source 3, 183, source 17, 184, source 18; National Archives of Australia: A8746, KN25/8/80/43, p. 149, source 4; National Library of Australia, pp. 148, source 2, 164, source 22, 167, source 28, 191, source 2, 196 background, 201, source 17; NSW state records, p. 185, source 20 & 21; Powerhouse Museum Sydney, p. 184, source 19 /Tyrrell Collection, 85/1284-2127, p. 187, source 26 /Tyrrell Collection, 85/1285-1187, p. 189, source 30; SBS, reproduced with permission, p. 176, source 5; Shutterstock, pp. 179, source 1, 159, source 13, 171 background, 177 background, 198–9 background, 204–5 background; State Library of NSW, Mitchell Library, pp. 153, source 6 (left), p. 156, source 9, 325, source 30; State Library of Queensland, John Oxley Library, pp. 168, source 29, 202, source 31, 188, source 28; State Library of Victoria, pp. 150, source 1, 157, source 10, 173, source 1, 178, source 1, 182, source 13, 183, source 14 & 16, 186, source 24, 200, source 13; Steve J Sinclair, p. 162, source 19; Tasmanian Archive and Heritage Office, pp. 183, source 15, 188, source 29.

Chapter 5 (obook): Alamy/503 collection, 5.25, source 5 /Aflo Co. Ltd, p. 206, source 1 /Alpha Stock, 5.36, source 27, 5.39 background /Artokoloro, 5.19, source 25 /Chronicle, 5.9, source 8 /Everett Collection Inc, 5.30, source 15 /FLHC 55, 5.28, source 11 /IanDagnall Computing, 5.12, source 12 /Imaginechina Limited, 5.17, source 22 /Lebrecht Music & Arts, 5.34, source 25 /Pictorial Press Ltd, 5.31, source 18 /Sean Pavone, 5.11, source 11 /The Picture Art Collection, 5.6, source 4, 5.24, source 3 /World History Archive, 5.7, source 5; Bridgeman Art Library, 5.19, source 26 /© Peabody Essex Museum, Salem, Massachusetts, USA, 5.2, source 3, 5.15, source 18 /Archives Charmet, 5.3, source 5, 5.16, source 19 /Paul Freeman, 5.16, source 20 /Roger-Viollet, Paris, 5.37, source 29; Getty Images, 5.2, source 2 /API, 5.32, source 20 /Bettmann, 5.31, source 17 /China Photos, 5.14, source 16 /DEA/G. DAGLI ORTI, 5.13, source 13 /DEA/ICAS94, 5.13, source 14 /Dean Conger, 5.5, source 2 /Hulton Deutsch, 5.9, source 7 & 9, 5.21, source 27, 5.37, source 28 & 30 /Library of Congress, 5.26, source 8, 5.33, source 22 /Print Collector, 5.17, source 21 /Science & Society Picture Library, 5.23, source 1 /VCG, 5.13, source 15; Harvard Art Museums for Honoré-Victorin Daumier, Profiting by circumstances to engage the Chinese to treat themselves to 200 millions of opium., 1859, Harvard Art Museums/Fogg Museum, Harvard Art Museums/Fogg Museum, Bequest of Frances L. Hofer, M20861, Photo: Imaging Department © President and Fellows of Harvard College, 5.26, source 9; Historical Photographs of China/Jane Hayward collection, 5.10, source 10; Shutterstock, 5.5, source 3, 5.40–5.41 background.

Part C: The Advertising Archives, p. 212, source 4; Brisbane State Library, p. 210, source 1; Getty Images/Bettmann p. 214, source 7 / Hulton Deutsch, p. 211, source 2 /John Springer Collection, p. 213, source 5 /Kirn Vintage Stock, p. 213, source 6 /picture alliance, p. 211, source 3; Newspix/News Ltd, p. 215, source 8; NSW State Archives and Records, pp. 208–9.

Chapter 6: Alamy, p. 245, source 3 /Classic Image, p. 234, source 20 /DC Premiumstock, p. 226, source 8 /Ewing Galloway, p. 261, source 19 /INTERFOTO, p. 222, source 1 (Wilhelm II) /GL Archive, p. 263, source 21 /Photo 12, pp. 219, source 3, 223, source 4, 259, source 10 /Pictorial Press Ltd, pp. 253, source 3, 222, source 1 (Nicholas II) /Shawshots, p. 255, source 5 /Sueddeutsche Zeitung Photo, p. 255, source 6 /The Print Collector, pp. 238, source 25, 242, source 33; Australian War Memorial, pp. 218, source 2 (P02572.005), 221, source 9 (013288), 228, source 9 (ARTV00026), 232, source 17 (P01141.001), 235, source 22 (P09381.007), 239, source 26 (E00870), 241, source 31 (E01513), 250, source 9 (P01692.001), 260, source 16, 381 background (013288), 261, source 17 (128108), 264, source 25, 272, source 38 (ARTV06723), 373, source 41 (011141), 275, source 44 (ART26525), 276, source 46 (ARTV01049), 277, source 47 (136831), 277, source 48 (137466) 353, source 49 (137615), 278, source 50 (P02140.004), 293 background (P02140.004), 279, source 51 (ARTV09088), 282, source 54 (013620), 282, source 55 (013641), 285, source 2 (139316), 286, source 4 (TEP 393543), 286, source 5 (ARTV04332), 286, source 6 (ARTV01064), 287, source 7 (045099), 291, source 5 (P00158.035), 292, source 6 (080984), 295, source 10 (011546), 298, source 12 (C01035), 298, source 13 (125099); Bernie Howitt, p. 259, source 12; Getty Images/Anadolu Agency, p. 236, source 23 /Bettmann, pp. 252, source 1, 254, source 4 /Boyer, p. 241, source 32 /Brendon Thorne, p. 218, source 4 /Fox Photos, p. 220, source 6 /FPG, p. 287, source 8 /Historical, pp. 220, source 7, 264, source 23 /Hugo Jaeger, p. 266, source 28 /Hulton Deutsch, pp. 231, source 14, 259, source 11 /Keystone, p. 259, source 14 /MPI, p. 221, source 8 /PETER PARKS, p. 305, source 9 /Popperfoto, pp. 233, source 19, 259, source 13, 329, source 13, 271, source 37, 275, source 45 /Print Collector, p. 222, source 1 (King George V) /Roger Viollet, p. 263, source 22 /Topical Press Agency, p. 219, source 5; Imperial War Museum, London, p. 264, source 24; Museum Victoria, p. 249, source 8; National Archives and Records Administration, USA, pp. 268, source 32 (111-SC- 203461), 268, source 33 (111-SC-203648); National Archives Australia, p. 246, source 5; National Library of Australia, p. 249, source 7; Newspix/News Ltd, pp. 246, source 4, 296, source 11, 302, source 4; Shutterstock, pp. 242, source 34, 250–1 background, 265, source 26, 274, source 42, 285, source 3, 304–5, source 8; Universal/Amblin/Kobal/Shutterstock, 216, source 1; US Navy and Marine Corps Museum, 261, source 18; Wikimedia Commons/ Adam Jones, Ph.D., 267, source 30.

Part D: AAP, pp. Paul Miller, 314, source 9/Alan Porritt, 325, source 22; Australian War Memorial, pp. AWM P01479.007, 320, source 15/AWM EKT 68 0083 VN, 321, source 16; FairfaxPhotos, pp. 327, source 25/Green, 312, source 7; Getty Images, pp. 325, source 21/Fox Photos, 310, source 4/Doug Kanter, 322, source 17/Paris Match, 317, source 13/Ullstein Bild, 18–19/Underwood Archives, 315, source 10; NASA, p. 318, source 14; National Library of Australia, pp. 311, source 5, 324, source 20; Qantas, p 326, source 23; Shutterstock, pp. 328, source 1, 313, source 8, 323, source 19.

Chapter 7: AAP/Torsten Blackwood, p. 372, source 35; Alamy, pp. 351, source 1/Album, 356, source 9/Archive PL, 353, source 6/Interfoto, 371, source 31/Richard Milnes, 333, source 6; Close the Gap, 378, source 7; FairfaxPhotos, pp. 359, source 13, 361, source 17, 362, source 19/Mervyn Bishop, 360, source 15/Penny Bradfield, 367, source 25/Andrew De la Rue, 333, source 5, 369, source 28/Green, 332, source 4, 363, source 20, 364, source 21/Stuart MacGladrie, 336, source 3/David Mariuz, 367, source 26; Getty Images, pp. 338, source 5, 279, source 6, 375, source 2/Bettman, 353, sources 3, 4, 5/Imagno, 352, source 2/Martin Philbey, 371, source 32/Neil Rabinowitz, 379, source 8/Gary Ramage, 272, source 34/Stygma, 346, source 9, 349, source 14/Time & Life Pictures, 334, source 1, 354, source 7, 355, source 8; National Library of Australia, pp. 341, source 2, 342, source 4; Newspix, pp. 332, source 3, 365, sources 22, 23, 370, source 30, 377, source 5/Stephen Cooper, 368, source 27/Fiona Hamilton, 350, source 15/Lyndon Mechielsen, 366, source 24/News Ltd, 332, source 2, 358, source 10, 359, source 12; Powerhouse Museum, p. 340, source 1; Shutterstock, p. 330; State Library of New South Wales, p. 344, source 6; United Nations, p. 374, source 1.

Part E: Alamy/Zuma Press, p. 387, source 4; Getty Images, pp. 384, source 1/Moment, 386, source 3; Newspix, p. 385, source 2; Shutterstock, pp.382–3.

Chapter 8: AAP, pp. 444, source 7, 445, source 8/Aria, 390, source 3/Feng Zi, 391, source 6/Grundy Organisation, 423, source 15/James Horan, 440, source 2/Seven, 424, source 16; Alamy, pp. 436, source 14, 443, source 6/AF Archive, 411, source 11/Album, 425, source 18/Allstar Picture Library, 390, source 4, 412, source 12, 435, source 10, 436, source 13, 435, sources 9, 10/Greg Balfour Images, 298, source 6/Everett Collection 122, source 14, 411, source 10/European Sports Picture Agency, 429, source 1/Granger Historical Picture Library, 398, source 11/Moviestore Collection, 438, source 16/Photo 12, 428, source 21/Pictorial Press Ltd, 436, source 12/Tsuni, 391, source 7/Warner Brothers, 436, source 11; Australian War Memorial/AWM 015578, p. 298, source 7; FairfaxPhotos/The Age Archives, 441, source 3/Frank Burke, 407, source 8/FJ Halmarick, 396, source 8/Ken Redshaw, 403, source 2/SMH 129, source 6; Getty Images/Archive Photos, pp. 411, source 15/Bettman, 390, source 2/Tabatha Fireman, 433, source 4/Caroline Gillies, 432, source 4/Christie Goodwin, 388/Hulton Archive, 414, source 20/Hulton Deutsch, 393, source 2/LMPC, 398, source 10/Jamie McCarthy, 419, source 9/Martin Philbey, 391, source 5/Popperfoto, 403, source 3, 441, source 4/Patrick Riviere, 357, source 5/Quinn Rooney, 496, source 1/Soccrates, 431, source 3/SSPL, 395, source 5/Gus Stewart, 432, source 5/STR 438, source 15; National Library of Australia 399, sources 12, 13, 405, source 4, 406, source 7, 413, source 18; Newspix, pp. 402, source 1, 423, source 13, 433, source 7/Brett Costello, 430, source 2/Julie Kiracoudis, 424, source 17/Michael Milnes, 394, source 4/News Ltd, 397, source 9, 401, source 14, 407, source 9, 423, source 14, 434, source 8; Shutterstock, pp. 393, source 3, 415, source 1, 419, 426, source 19, 439, source 1, 442, source 5.

Chapter 9 (obook): AAP/AP Photo, 9.47, source 7/Rob Gregory, 9.21, source 17; Alamy, 9.5, source 3, 9.23, source 20/Jason Friend, 9.11, source 10/Granger Historical Picture Library, 9.13, source 2/Keystone Press, 9.48, source 8/Panther Media, 9.39, source 20/Pictorial Press, 9.29, source 6/US Coast Guard Photo, 9.20, source 15/Robert Vine, 9.45, source 4/David Wall, 9.43, source 3; Bridgeman/Christie's Images, 9.2, source 2; FairfaxPhotos, p. 446/Andrew de La Rue, 9.36, source 16/SMH, 9.41, source 1; Getty Images, 9.19, source 14, 9.6, source 4, 9.7, source 7, 9.26, source 2, 9.27, source 3, 9.36, source 15, 9.38, source 19/AFP, 9.17, source 9, 9.51, sources 12, 13/Bettman, 9.3, source 3/E+, 9.18, source 12, 9.35, source 14/Hulton Archive, 9.13, source 1, 9.25, source 1/Keystone, 9.42, source 2/Life Time Pictures, 9.22, source 19/Marcos del Mazo, 9.50, source 11/National Geographic, 9.46, source 5/Photolibrary, 9.32, source 11/Patrick Riviere, 9.48, source 9/William West, 9.33, source 12/Chris Wilson, 9.20, source 16; NASA, 9.4, source 1; Newspix/Kim Eiszele, pp. 9.32, source 10/News Ltd, 9.22, source 18, 9.31, source 9, 9.37, source 18, 9.46, source 4; Shutterstock, 9.3, source 5, 9.9, source 9, 9.13, sources 3, 4, 5, 9.16, source 7, 9.18, source 11, 9.28, source 5, 9.34, source 13, 9.49, source 10.

Chapter 10: AAP/Craig Golding, pp. 496, source 7/Dean Lewins, 486, source 13, 474, source 13/David Longstreath, 462, source 21/Paul Miller, 494, source 3; Alamy/European Sports Photo Agency, pp. 496, source 6/Richard Milnes, 484, source 12/Katerina Richterova, 448; Australian War Memorial/P08339.008, pp. 458, source 8/COM.69.0621/VN, 477, source 4; FairfaxPhotos/The Age Archives, pp. 459, source 16/Elesa Lee, 492, source 2/Stuart MacGladrie, 476, source 3/Photosales, 458, source 15/Andrew de la Rue, 499, source 12;Getty Images/AFP Photo, pp. 461, source 20/Forrest Anderson, 462, source 22/Apic, 475, source 1/Mike Flokis, 483, source 11/Fox Photos, 457, source 12/Hulton Archive, 523, source 10/Ismail Nabil, 460, source 17/Stefan Postles, 497, source 9/Sovfoto, 478, source 5/Sygma, 451, source 5/Darrian Traynor, 455; Migration Heritage, p. 464, source 1; MM, p. 473, source 12; National Archives of Australia, p., 491, source 1; National Library of Australia, pp. 452, source 2, 457, source 11, 465, source 3, 467, source 6; Newspix, pp. 458, source 14, 489, sources 15, 16, 499, source 11/Jeff Darmanin, 451, source 3/Tony Gough, 453, source 3/News Ltd, 461, source 19, 479, source 6/Al Pascoe, 466, source 5/Kym Smith, 497, source 8; Courtesy of Newsport, p. 451, source 4; Shutterstock, p. 471, source 11; State Library of Victoria, pp. 452, source 1, 464, source 2; UNHCR, p. 480, source 7.

Part F: Alamy/Alpha Stock, pp.502–3.

Chapter 11: AAP/AP, p. 554, source 5; Alamy, pp. 525, source 24 (left) /Aflo Co, 516, source 15 (right)/Keystone Press, 521, source 19/Pictorial Press Ltd, 562, source 16/Science History Images, 509, source 4/Suddeutsche Zeitung, 561, source 15/World History Archive, 518, source 17; Australian War Memorial/041107, 510, source 5/VN3118296, 511, source 6/AWM HOBJ1269, 515, source 13/AWM PO1499.003, 527, source 26/P02022.001, 532, source 5/AWM EKT/68/0083/VN, 532, source 6/AWM P01011.033, 533, source 7/AWM EKN/67/0130/VN, 534, source 8/AWM CAM/67/0804/VN, 535, source 10/AWM EKT/67/0059/VN, 535, source 12/AWM EKN/67/0135/VN, 535, source 13/AWM FOR/66/0434/VN, 536, source 14/AWM EKN/68/0153/VN, 536, source 15/AWM FOR/66/0659/VN, 537, source 16/AWM P06322.038, 539, source 18/AWM P00671.003, 544, source 5/AWM P01597.003, 545, source 7/AWM P00508.010, 548, source 17/VN3209923, 557, source 10; Pauline Collette, p. 542, source 1; FairfaxPhotos, pp. 556, source 8/The Age, 513, source 9/Ton Linsen, 555, source 7/R.McCrae, 507, source 6/Stuart MacGladrie, 553, source 3/R. Sharpe, 504/SMH News, 544, source 6, 546, source 13; Getty Images/AFP, pp. 524, source 22/Serge Attal, 555, source 6/Bettman, 507, source 5, 521, source 18, 525, source 24 (right)/Corbis, 506, source 2/Keystone, 508, source 1, 516, source 15 (left)/Kyodo News Stills, 560, source 14/Universal History Archive, 525, source 24 (middle); Museum Victoria, p. 547, source 16; National Library of Australia, pp. 522, source 20, 546, source 10; Newspix/Graeme Fletcher, pp. 558, source 11/News Ltd, 517, source 16, 559, source 13; State Library of Victoria, pp. 545, source 9, 546, source 11; University of Melbourne Archives, p. 523, source 21.

Chapter 12 (obook): Alamy, 12.23, source 7/akg-images, 12.57, source 4/Chronicle, 12.2, source 2, 12.9, source 6/Dario Photography, 12.51, source 33/Amer Ghazzal, 12.13, source 13/Image Broker, 392/Interfoto, 12.46, source/Panther Media, 12.60, source 25/Matteo Omied, 12.40, source 14/Shawshots, 12.22, source 5, 371, source 23/World History Archive, 12.33, source 4; Getty Images/AFP, 12.35, source 8/Bettman, 12.36, source 12, 12.43, source 16/Fox Photos, 12.27, source 12/Christopher Furlong, 12.36, source 11/Galerie Bilderwelt, 12.29, source 14, 12.34, source 5, 12.35, source 7/Albert Harlingue, 12.21, source 2/Franz Hubmann, 12.16, source 18/Popperfoto, 12.36, source 9/Sovfoto 383, source 1/Mike Theiler, 12.11, source 10/Universal History Archives, 12.25, source 10, 12.28, source 13/Roger Viollet, 12.36, source 10; The Jewish Chronicle Archives/HIP/The Image Works, 12.3, source 4, 12.32, source 3; Shutterstock, p. 564, 12.3, source 3, 12.3, source 5, 12.5, source 3, 12.8, source 7, 12.17, source 19, 12.18-12.19, 12.21, source 1, 12.26, source 11, 12.30, 12.31, source 1, 12.34, source 6, 12.59, 12.61, source 8, 12.61, source 9, 12.63, source 11; United States Holocaust Memorial Museum, 12.47, source 26, 12.49, source 28, 12.52, source 34; Yad Vashem Photo Archive, Jerusalem, 12.15, source 15, 12.23, source 6, 12.32, source 2, 12.48, source 27, 12.56, source 2.

NSW Syllabus for the Australian Curriculum: History Stage 4 © NSW Education Standards Authority for and on behalf of the Crown in the right of the State of New South Wales (2012). NSW Education Standards Authority does not endorse model answers prepared by or for the Publisher and accompanying the Material, nor does it take any responsibility for errors in the reproduction of the Material supplied by the NSW Education Standards Authority to the Publisher.

Every effort has been made to trace the original source of copyright material contained in this book. The publisher will be pleased to hear from copyright holders to rectify any errors or omissions.

NOTES

WORLD: POLITICAL



1 **Luxembourg** – Luxembourg
2 **Netherlands** – Amsterdam
3 **Belgium** – Brussels
4 **Switzerland** – Bern
5 **Andorra** – Andorra-la- Vella
6 **Monaco** – Monaco
7 **Liechtenstein** – Vaduz
8 **San Marino** – San Marino
9 **Vatican City**
10 **Czech Republic** – Prague
11 **Slovakia** – Bratislava
12 **Austria** – Vienna
13 **Hungary** – Budapest
14 **Moldova** – Kishinev
15 **Slovenia** – Ljubljana
16 **Croatia** – Zagreb
17 **Bosnia and Herzegovina** – Sarajevo
18 **Montenegro** – Podgorica
19 **Serbia** – Belgrade
20 **Kosovo** – Pristina
21 **Macedonia*** – Skopje
22 **Albania** – Tirane
23 **Malta** – Valletta
24 **Lebanon** – Beirut
25 **Israel** – Jerusalem
26 **Kuwait** – Kuwait
27 **Bahrain** – Manama
28 **Qatar** – Doha
29 **United Arab Emirates** – Abu Dhabi
30 **Senegal** – Dakar
31 **Gambia** – Banjul
32 **Guinea Bissau** – Bissau
33 **Sierra Leone** – Freetown
34 **Ivory Coast** – Yamoussoukro
35 **Ghana** – Accra
36 **Togo** – Lome
37 **Benin** – Porto-Novo
38 **Equatorial Guinea** – Malabo
39 **Sao Tome and Principe** – Sao Tome
40 **Rwanda** – Kigali
41 **Burundi** – Bujumbura
42 **Belize** – Belmopan
43 **Jamaica** – Kingston
44 **St Kitts and Nevis** – Basseterre
45 **Antigua and Barbuda** – St John's
46 **Dominica** – Roseau
47 **St Lucia** – Castries
48 **Barbados** – Bridgetown
49 **St Vincent and the Grenadines** – Kingstown
50 **Grenada** – St George's

** Former Yugoslav Republic of Macedonia*


180°
150°W
120°W
90°W
60°W
30°W
0°
30°E
60°N
30°N
0°
30°S
60°S
Arctic Circle
Tropic of Cancer
Equator
Tropic of Capricorn
Antarctic Circle
PACIFIC OCEAN
ATLANTIC OCEAN
Kalaallit Nunaat (Greenland) (Denmark)
Alaska (USA)
Reykjavik
ICELAND
CANADA
Ottawa
St Pierre and Miquelon (France)
Washington DC
UNITED STATES OF AMERICA
Azores (Portugal)
Bermuda (UK)
BAHAMAS
Nassau
Hawaii (USA)
Socorro Island (Mexico)
MEXICO
Mexico City
Havana
CUBA
HAITI
Port-au-Prince
DOMINICAN REPUBLIC
Santo Domingo
CAPE VERDE
Praia
Clarion Island (Mexico)
GUATEMALA
Guatemala City
HONDURAS
Tegucigalpa
EL SALVADOR
San Salvador
NICARAGUA
Managua
COSTA RICA
San Jose
PANAMA
Panama City
Caracas
TRINIDAD AND TOBAGO
Port of Spain
GUYANA
Georgetown
VENEZUELA
Paramaribo
French Guiana (France)
Bogota
COLOMBIA
SURINAME
Quito
ECUADOR
Galapagos Islands (Ecuador)
Clipperton (France)
MARSHALL ISLANDS
Majuro
NAURU
South Tarawa
Yaren
KIRIBATI
SOLOMON ISLANDS
Honiara
Funafuti
TUVALU
VANUATU
Port Vila
FIJI
Suva
New Caledonia (France)
SAMOA
Apia
American Samoa (USA)
TONGA
Nukualofa
NIUE
Alofi
COOK ISLANDS
Avarua
French Polynesia (France)
Pitcairn Island (UK)
Rapa Nui (Easter Island) (Chile)
San Felix (Chile)
Norfolk Island (Australia)
International Date Line
PERU
Lima
BRAZIL
Brasilia
La Paz
BOLIVIA
Sucre
PARAGUAY
Asuncion
CHILE
Juan Fernandez Islands (Chile)
Santiago
URUGUAY
Montevideo
Buenos Aires
ARGENTINA
Falkland Islands (UK)
South Georgia (UK)
Wellington
NEW ZEALAND
Chatham Islands (New Zealand)
Auckland Islands (New Zealand)
ANTARCTICA
LEGEND
Country border
Disputed country border
Country capital city
Azores (Portugal)
Dependency
0 1000 2000 3000 km
N
SCALE 1:77 000 000 at 40°N and S
1 centimetre on the map measures 770 kilometres on the ground.
Modified Times Projection



This photograph shows part of the Roll of Honour wall at the Australian War Memorial in Canberra. The Roll of Honour commemorates members of the Australian armed forces who have died during wars, conflicts and some peacetime operations. The red poppy is a symbol of remembrance, and is often placed beside a name on the wall in memory of that person.

OXFORD
UNIVERSITY PRESS
AUSTRALIA & NEW ZEALAND

ISBN 978-0-19-032763-7
9 780190 327637

visit us at: **oup.com.au** or
contact customer support: **oup.com.au/help**