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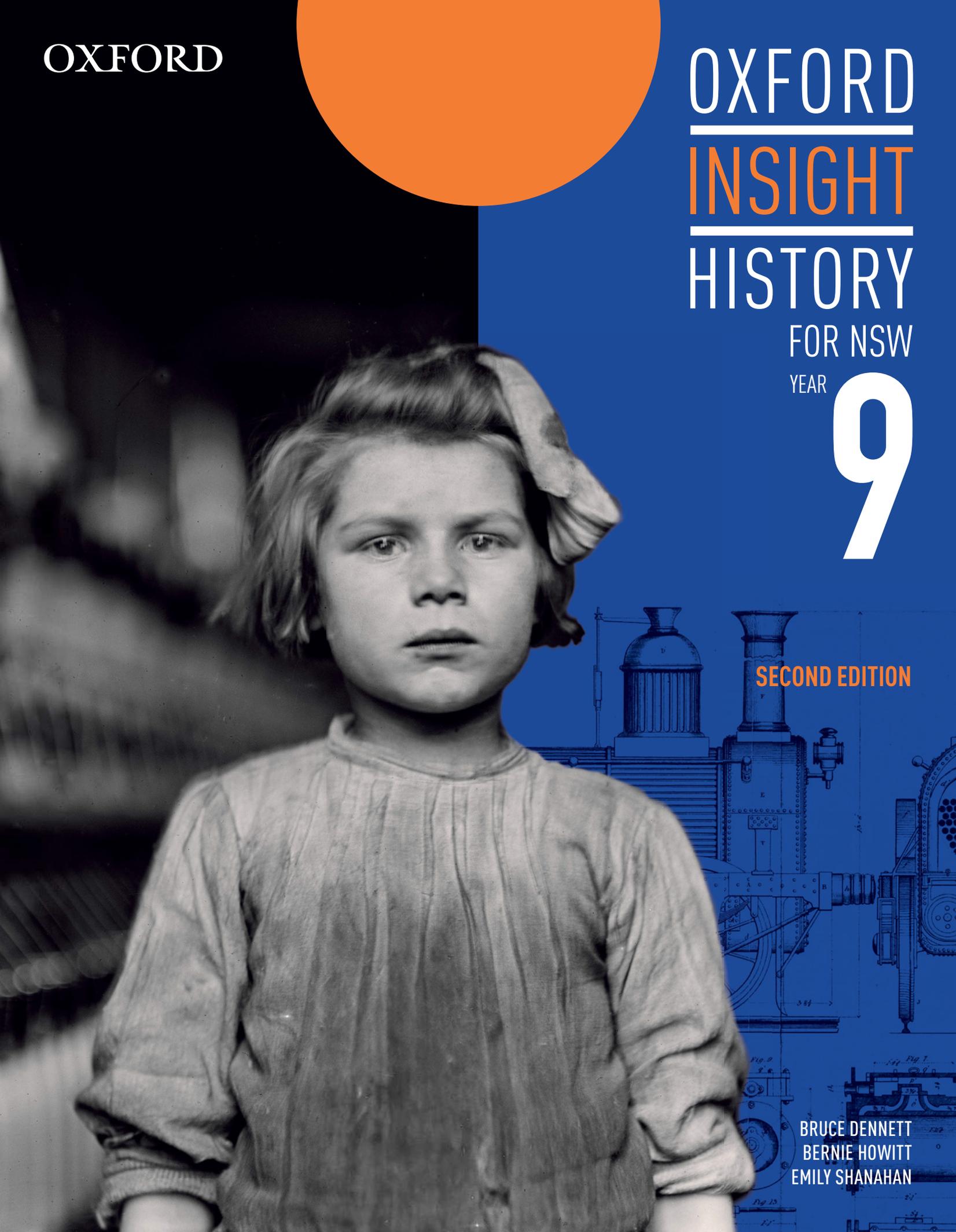
OXFORD
INSIGHT
HISTORY

FOR NSW
YEAR

9

SECOND EDITION

BRUCE DENNETT
BERNIE HOWITT
EMILY SHANAHAN





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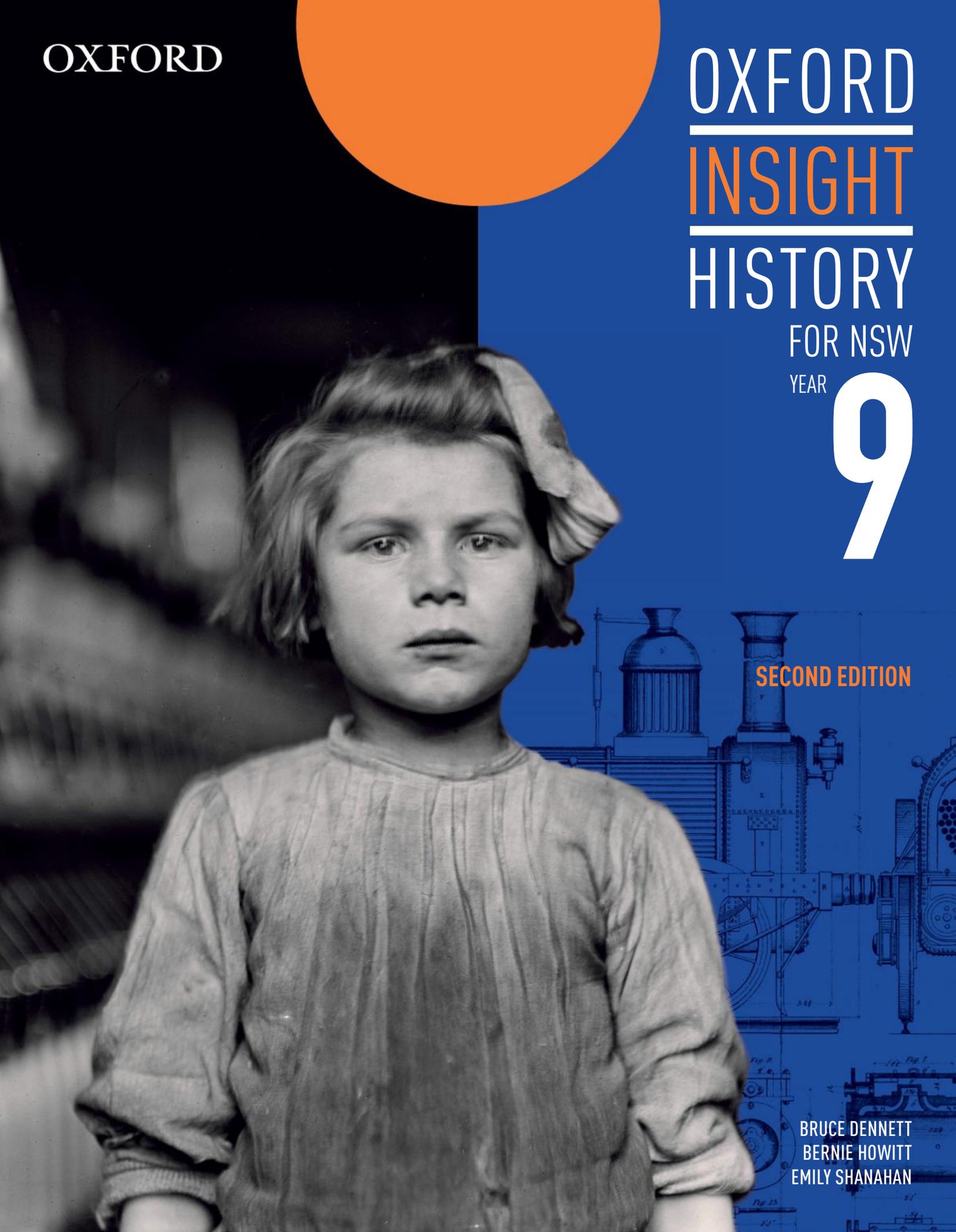
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UNIVERSITY PRESS

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Disclaimer

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

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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

Progressive ideas and movements – a timeline 130

3A What was the nature of key ideas that developed between 1750 and 1918, and how did they emerge? 132

3B What is capitalism and how did it develop? 148

3C What were the short- and long-term impacts of capitalism on Australia and the world? 159



PART B AUSTRALIA AND ASIA: AN OVERVIEW 168

DEPTH STUDY 2: AUSTRALIA AND ASIA

CHAPTER 4 MAKING A NATION 182

Making a nation – a timeline	184
4A Where did Europeans settle in Australia and what were the effects of contact with Indigenous peoples?	186
4B What were the experiences and contributions of non-Europeans in Australian before 1900?	208
4C What were living and working conditions like in Australia around 1900?	214
4D What key events and ideas led to the development of Australian self-government and democracy?	226

CHAPTER 5 ASIA AND THE WORLD: CHINA 242

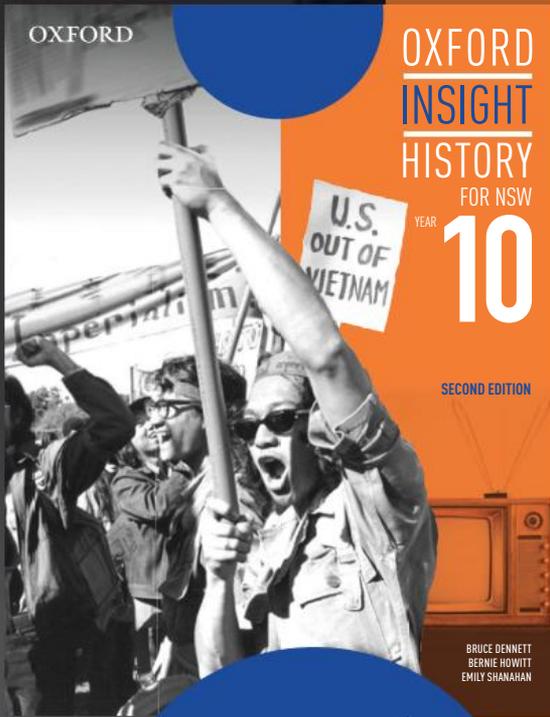
Asia and the world: China – a timeline	244
5A What were the key features of Chinese society around 1750?	246
5B To what extent did Chinese society change as a result of contact with Europeans?	264

PART C AUSTRALIANS AT WAR (WORLD WARS I AND II): AN OVERVIEW 284

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

CHAPTER 6 AUSTRALIANS AT WAR (WORLD WARS I AND II) 292

Australians at war (World War I) – a timeline	294
Australians at war (World War II) – a timeline	296
6A What were the causes, scope and nature of World War I?	298
6B What were the impacts of World War I on Australia?	320
6C What were the causes, scope and nature of World War II?	328
6D What were the impacts of World War II on Australia?	360
6E What was the significance of the wars to Australia?	366
6F How are the wars commemorated?	375
Index	382
Acknowledgements	392



AVAILABLE IN
OXFORD
INSIGHT
HISTORY 10
for NSW Stage 5

THE MODERN WORLD AND AUSTRALIA

THE HISTORIAN'S TOOLKIT: CONCEPTS AND SKILLS

PART D RIGHTS AND FREEDOMS: AN OVERVIEW

DEPTH STUDY 4: RIGHTS AND FREEDOMS

CHAPTER 7 RIGHTS AND FREEDOMS

PART E THE GLOBALISING WORLD: AN OVERVIEW

DEPTH STUDY 5: THE GLOBALISING WORLD

CHAPTER 8 POPULAR CULTURE

CHAPTER 9 THE ENVIRONMENT MOVEMENT

CHAPTER 10 MIGRATION EXPERIENCES

PART F SCHOOL-DEVELOPED TOPIC

DEPTH STUDY 6: SCHOOL-DEVELOPED TOPIC

CHAPTER 11 AUSTRALIA IN THE VIETNAM WAR ERA

CHAPTER 12 THE HOLOCAUST

obook-only chapter  



USING *OXFORD INSIGHT HISTORY*

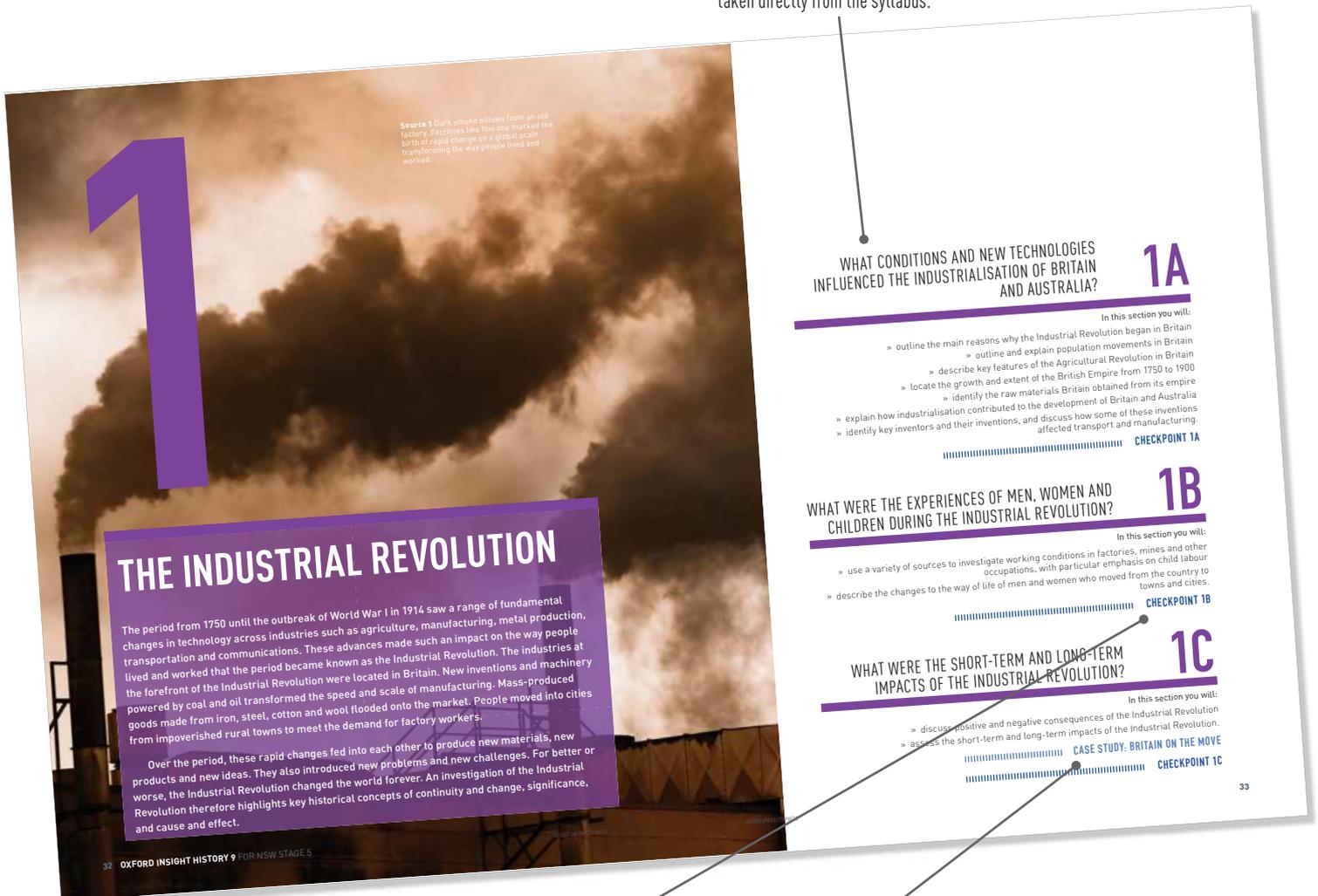
Oxford Insight History has been developed and written by a team of experienced NSW teachers and educators to meet the requirements of the NSW syllabus for the Australian Curriculum: History. *Insight History* comprehensively covers all syllabus content in order to help students successfully meet all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

The learning sequence for each chapter is structured around inquiry questions and content dot points taken directly from the syllabus.



Checkpoint activities at the end of each section are clearly identified.

Each chapter features a Case study.

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.

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.

Major 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.

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 these countries there are high percentages of people of African descent.

The American Civil War

The United States became the destination for 641,000 Africans who had literally been stolen from their homelands.

By the nineteenth century, slavery had become limited to the southern states. As increasingly divisive issues 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).

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 and the first slaves 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 1862, 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.

SPOTLIGHT

RESEARCH

Slavery has been well researched in relation to the United States. In the context of the Caribbean and South America, research would be needed to make valid comparisons across the different areas.

SECESSION

When a state or region withdraws from a political union.

120 OXFORD INSIGHT HISTORY 9 FOR NSW STAGE 5

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 busy markets of the American Civil War

2.11 SOURCE STUDY

Slavery divides the United States

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. Failing the opponents of slavery will across the further spread of it, and place in the course of ultimate extinction; or its advocates will push it forward, till it shall become all slave land 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

Source 2 An image of Abraham Lincoln

INTERPRET

- Identify Lincoln's perspective on slavery from Source 2. Give reasons for your answer.
- What does Lincoln identify as the cause of the United States being a 'house divided'? By 1850, what is the purpose of this speech? What is the significance of the date of the speech?

MOVEMENT OF PEOPLES

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.

Contribution of the descendants of African slaves

Most descendants of transported slaves continued to suffer 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 making much of their contribution 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 economic success of some Black Americans paved the way for equality with white Americans, however, the ongoing racial inequality in America was still far from resolved.

Consequences of slavery for Africa

A growing number of historians argue that, in the long term, the combination of the slave trade and European colonialism contributed to the underdevelopment of many African countries. Slavery and the slave trade removed both people and resources, colonialism exploited Africa, taking away both people and resources, and colonialism had the effect of draining Africa of its human and natural resources.

In some instances, Africans seized opportunities from other whites and then sold them at slaves to the Europeans. This weakened the trust and economic development. The slave trade was also an easy way for some African communities to become rich.

Source 4

The arrival of slaves in Africa led to a significant impact on the continent and the making-up of modern African societies.



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.
- 6 Research the cultural and ethnic backgrounds of the population of the United States, Cuba and Jamaica today. What percentage of each of these populations are the descendants of African slaves?

GO DEEPER

- 7 Research the cultural and ethnic backgrounds of the population of the United States, Cuba and Jamaica today. What percentage of each of these populations are the descendants of African slaves?

122 OXFORD INSIGHT HISTORY 9 FOR NSW STAGE 5

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, 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 all concentrated in Australia's development as a nation. Up until the 1820s, convicts were all concentrated in Australia's development as a nation. Up until the 1820s, convicts were all concentrated in Australia's development as a nation.

In 1840, transportation of convicts to New South Wales came to an end. By this time, the free population of the colonies outnumbered that of convicts. There had been growing demands for free settlers for a long time 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 knowledge were being replaced by European 'progress'. It is important to recognise their attachments were all swept aside by European 'progress'. It is important to recognise their attachments were all swept aside by European 'progress'. It is important to recognise their attachments were all swept aside by European 'progress'.

By 1890, 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.

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By 1890, 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.

Source 5 A photograph of Sydney, taken c. 1900 from the New South Wales building grounds in Sydney Cove

INFRASTRUCTURE

bridges, roads and public buildings

STRANGE BUT TRUE

A livestock count in 1880 recorded 6124 sheep in the New South Wales.

By 1901, Australia had approximately 76 million sheep.

SEE, THINK, WONDER

What do you see?

What do you think?

What does it make you wonder?

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.

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.

4.5 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 the topic. Use a range of written and visual sources to create 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 Carnegie. When you have completed your investigation, write a newspaper article about her experiences under the heading 'Forgotten heroines of World War I'. What do you think would be an appropriate way to remember Dr Carnegie?

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 23 Australian soldiers march down the trenches on 10 September, prior to departing for the battlefield at Hamel in 1918.

Source 24 The Victoria Cross Memorial in Villers-Bretonneux commemorates the British soldiers who fought the battle of Villers-Bretonneux, which was the first battle fought by Australian soldiers on the Western Front.

Source 25 Australian soldiers march down the trenches on 10 September, prior to departing for the battlefield at Hamel in 1918.

Source 26 Australian soldiers march down the trenches on 10 September, prior to departing for the battlefield at Hamel in 1918.

Source 27 Australian soldiers march down the trenches on 10 September, prior to departing for the battlefield at Hamel in 1918.

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Source 32 Australian soldiers march down the trenches on 10 September, prior to departing for the battlefield at Hamel in 1918.

Source 33 Australian soldiers march down the trenches on 10 September, prior to departing for the battlefield at Hamel in 1918.

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Source 37 Australian soldiers march down the trenches on 10 September, prior to departing for the battlefield at Hamel in 1918.

Source 38 Australian soldiers march down the trenches on 10 September, prior to departing for the battlefield at Hamel in 1918.

Source 39 Australian soldiers march down the trenches on 10 September, prior to departing for the battlefield at Hamel in 1918.

Source 40 Australian soldiers march down the trenches on 10 September, prior to departing for the battlefield at Hamel in 1918.

Source 41 Australian soldiers march down the trenches on 10 September, prior to departing for the battlefield at Hamel in 1918.

Source 42 Australian soldiers march down the trenches on 10 September, prior to departing for the battlefield at Hamel in 1918.

Source 43 Australian soldiers march down the trenches on 10 September, prior to departing for the battlefield at Hamel in 1918.

Source 44 Australian soldiers march down the trenches on 10 September, prior to departing for the battlefield at Hamel in 1918.

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)
- 3 Explain why Australians realised to fight
- 4 Locate and sequence the places where Australians fought
- 5 Identify the three main theatres of war where Australians fought during World War I. (5 marks)
- 6 Place these three theatres of war in chronological order according to Australian involvement. (5 marks)
- 7 Describe the nature of warfare during the Gallipoli campaign
- 8 Describe the landing at Gallipoli. Argue whether it was a success or failure. (10 marks)
- 9 Describe the conditions the ANZACs experienced during the campaign on the Gallipoli peninsula. (10 marks)
- 10 Explain why so many Victoria Crosses were awarded to Australians at Gallipoli. (5 marks)
- 11 Explain the outcome of the Gallipoli campaign for both Australia and Turkey. (10 marks)
- 12 The Great War withdrawal is usually remembered as the most successful part of the Gallipoli campaign. To what extent is this statement accurate? Use your response to support your answer. (10 marks)
- 13 Investigate the significant experiences of Australians in World War I
- 14 Describe the conditions Australians found themselves fighting in on the Western Front. Refer to at least two sources in your response. (10 marks)
- 15 Select a World War I battle you are familiar with, and explain the role Australians played in it. (10 marks)

Total marks: / 100

Check your Student book, prepare for these digital resources and tasks:

- 1 Checkpoint
- 2 Checkpoint
- 3 Checkpoint
- 4 Checkpoint
- 5 Checkpoint
- 6 Checkpoint
- 7 Checkpoint
- 8 Checkpoint
- 9 Checkpoint
- 10 Checkpoint
- 11 Checkpoint
- 12 Checkpoint
- 13 Checkpoint
- 14 Checkpoint
- 15 Checkpoint

Each task provides a range of resources and activities for you to use.

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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.

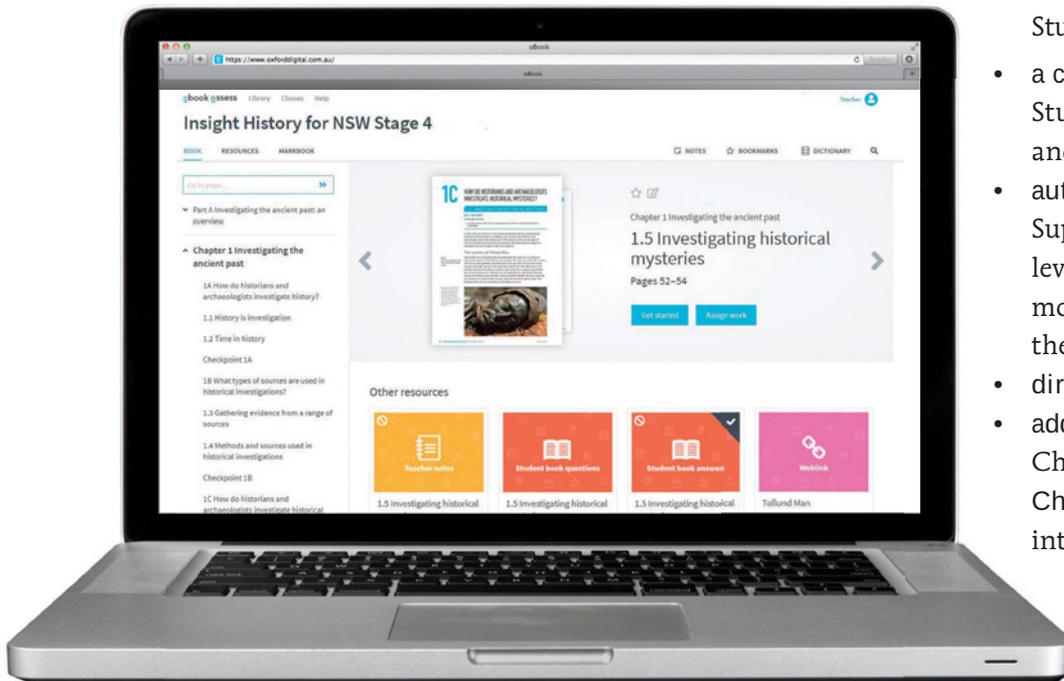
Checkpoint questions appear at the end of every section within a chapter. They are linked to a content dot point in the NSW History syllabus and are designed to help the teacher identify areas of weakness in student understanding. They can be used flexibly – completed orally in class (to support formative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

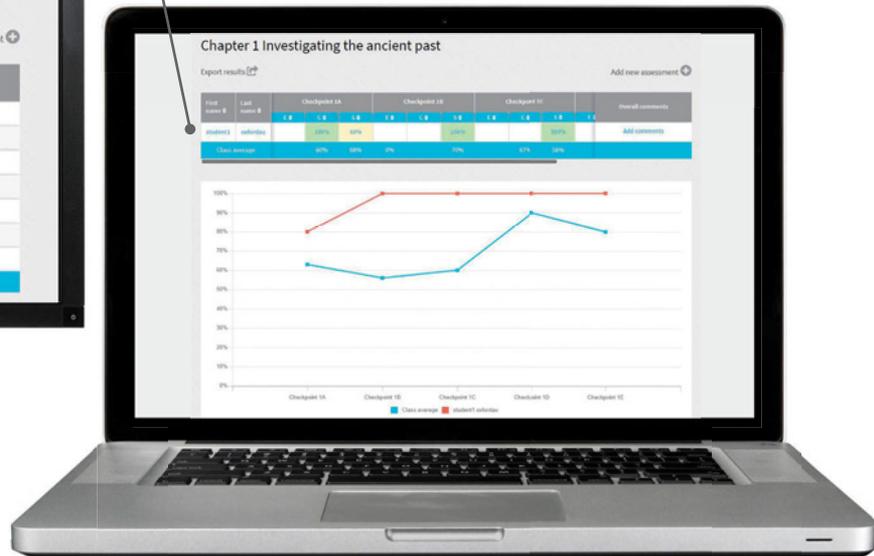
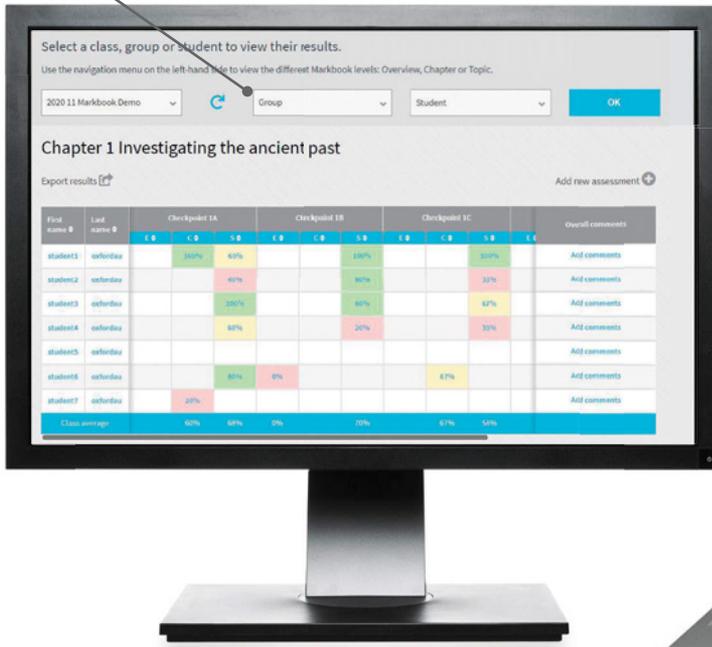
- a complete digital version of the Student book with notetaking and bookmarking functionality
- auto-correcting quizzes at Support, Consolidate and Extend levels to assess understanding, monitor progress and feed into the markbook
- direct access to Quizlet
- additional resources such as Check Your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

TEACHER BOOK 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 .csv 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

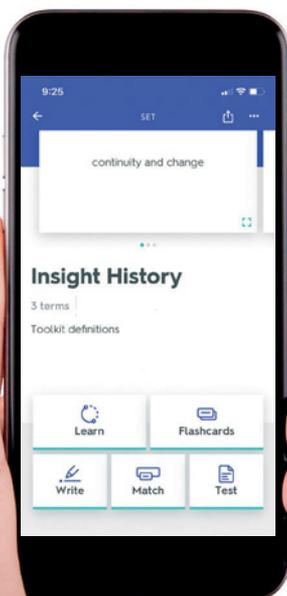


Each chapter of *Oxford Insight History for NSW* is supported by expert-authored content on Quizlet. By accessing Quizlet via a web browser or the Quizlet app, students have access to different interactive learning tools, including:

- 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

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

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

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

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?

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.

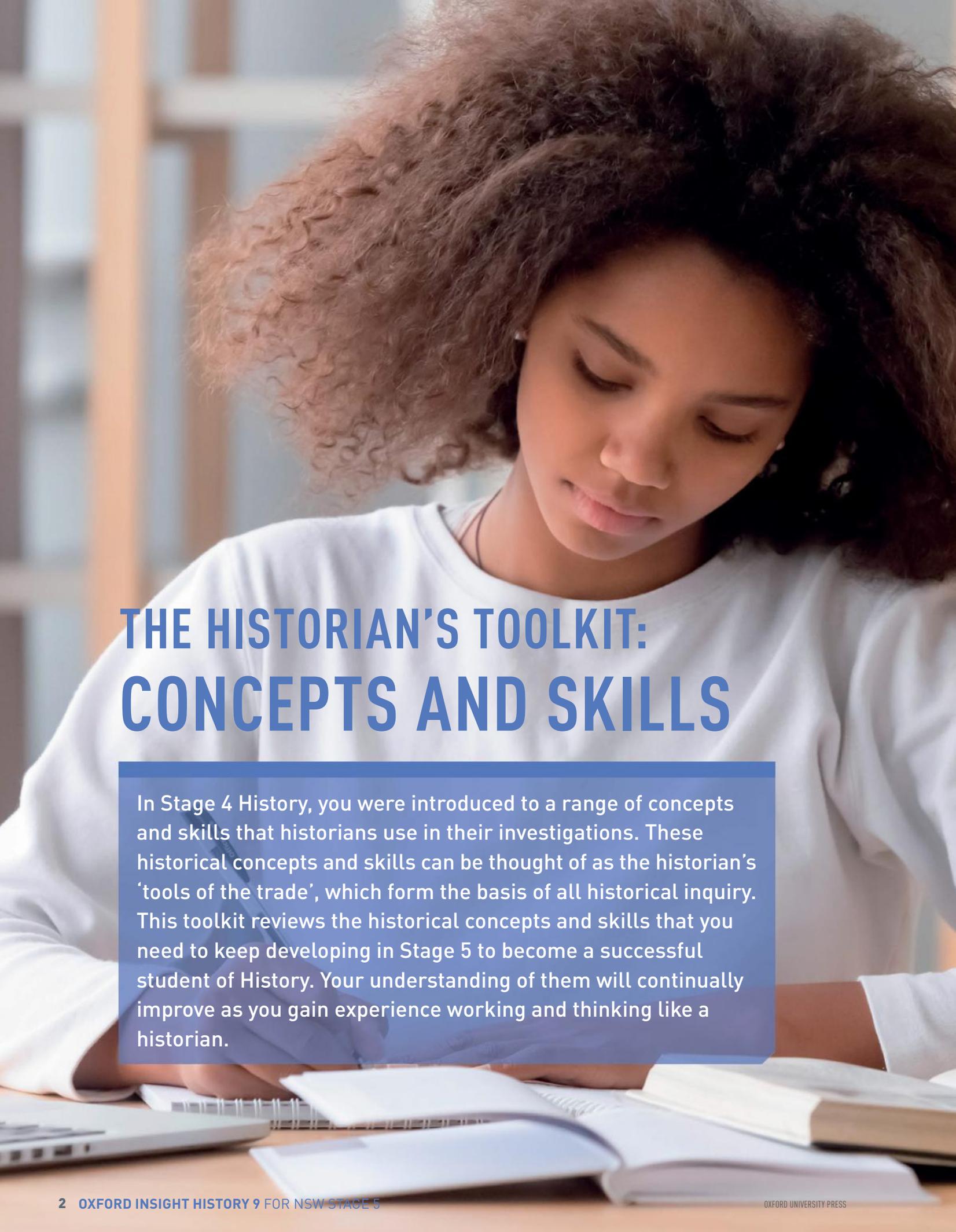
Students briefly outline:

- 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 4 Rights and freedoms. Core study – mandatory for all students
	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 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 3 Australians at war (World Wars I and II). Core study – mandatory for all students	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, <i>The Making of the Modern World or The Modern World and Australia</i> , for example: <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

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.

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.

objective

based on facts and not influenced by personal beliefs or feelings

hypothesis

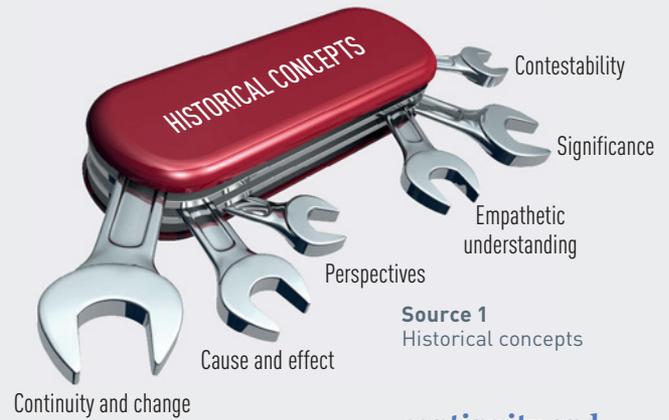
a considered opinion, theory or statement, based on research and evidence, about something that has not been proven



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

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.

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.

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)

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’.



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

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.

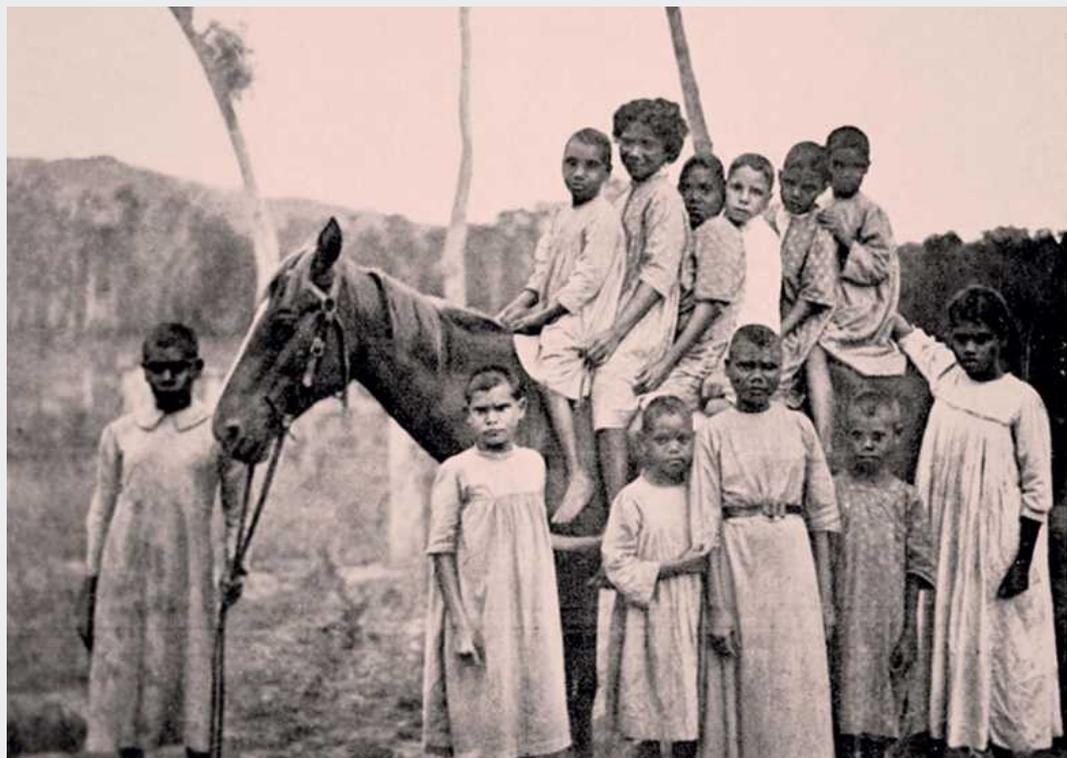
Reserve

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

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



Significance

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.

significance

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

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.

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’.



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.

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

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

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

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 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

- **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.

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.

Source 8 Julian Assange, founder of WikiLeaks

Example: Wikipedia

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.



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.

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.

provenance

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

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	<ul style="list-style-type: none"> The site is linked to an educational institution such as a university or school. These sites are generally very reliable.
.gov	<ul style="list-style-type: none"> The site is linked to a government institution. These sites are generally very reliable.
.net	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 | c visual |
| b oral | 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:

THE INDUSTRIAL REVOLUTION

1
CHAPTER

MOVEMENT OF PEOPLES

2
CHAPTER

PROGRESSIVE IDEAS AND
MOVEMENTS: CAPITALISM

3
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



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.

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.

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

SPOTLIGHT

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.

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.

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.

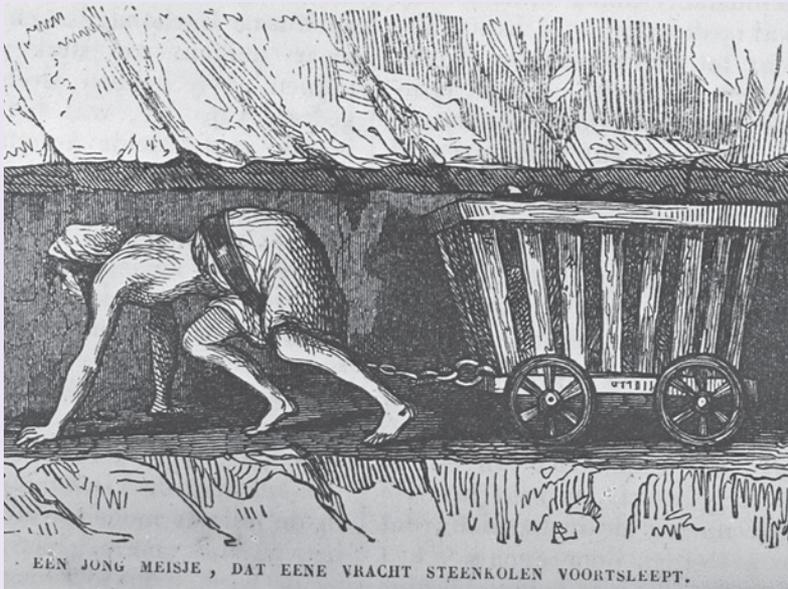
Living and working conditions

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

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.

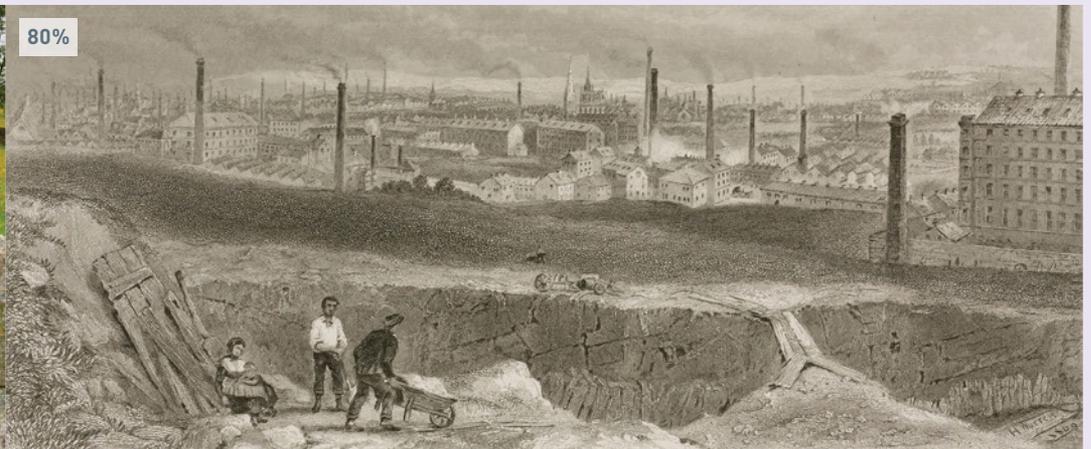
The Industrial Revolution had significant impacts for Britain and its people. It transformed Britain's economy, and Britain became (for a time) the world's leading economic and industrial power. Its population quadrupled from an estimated 6.5 million people in 1750 to more than 27.5 million in 1850,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



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**.

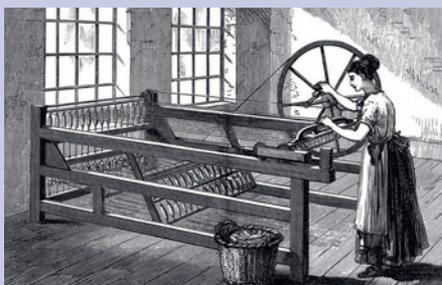
0.1 CHECK YOUR LEARNING

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
- the internal combustion engine
- steam power
- 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:
- working conditions during the Industrial Revolution, particularly for children
 - 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'.
- What is the name of the person who first used this expression, and what was he referring to?
 - 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

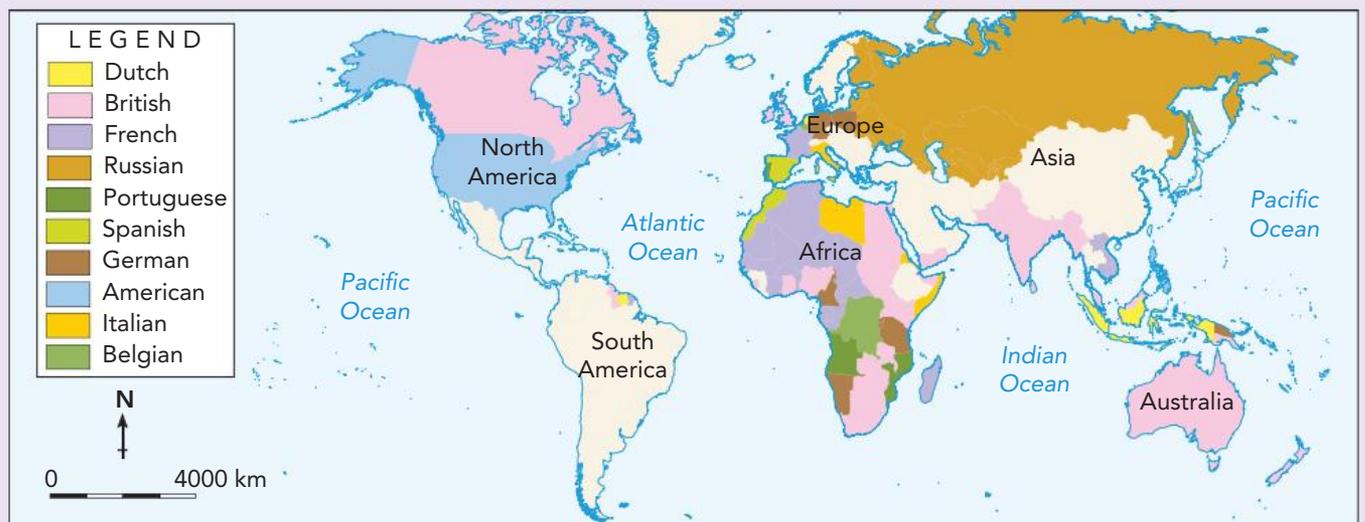
Consider what Sources 13 and 14 reveal about the period between 1750 and 1900.

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.

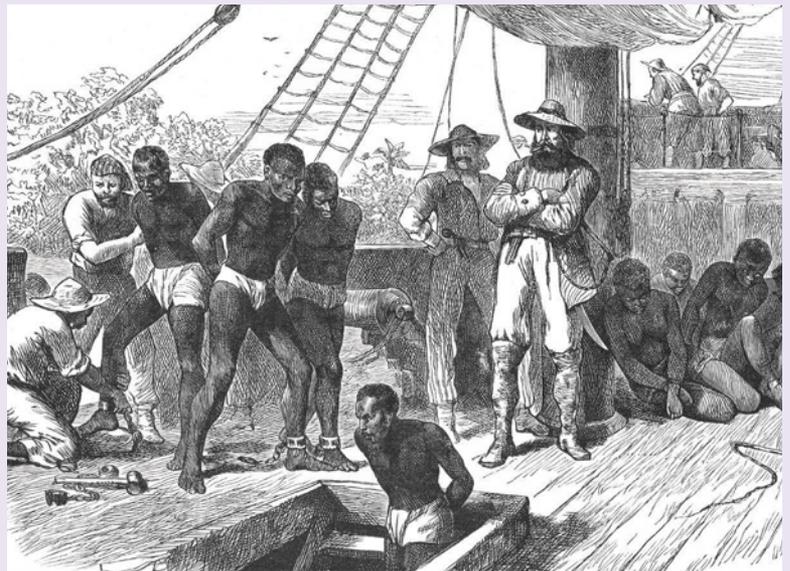
Forced transportation of slaves

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.



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.

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.

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

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.

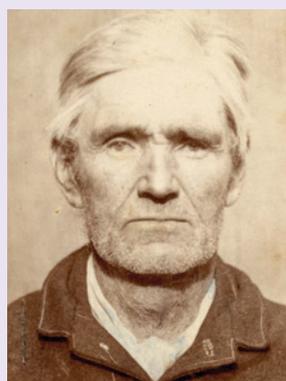
The First Fleet of convict ships to Australia sailed from Portsmouth in England, with 751 convicts and around 250 marines and their families on board. The ships landed in what became known as Sydney Cove on 26 January 1788. The European settlement of Australia had begun.

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.

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.

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.

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.

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

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

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

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

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.

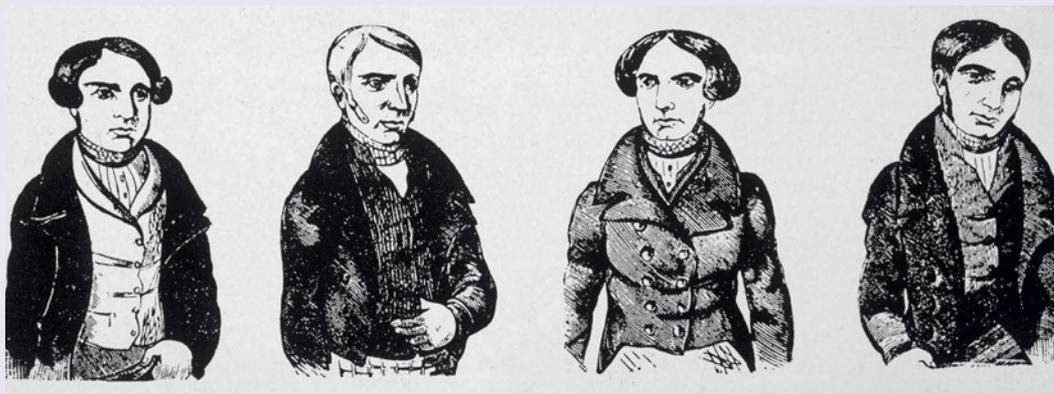
Chartism

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).



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

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.

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.

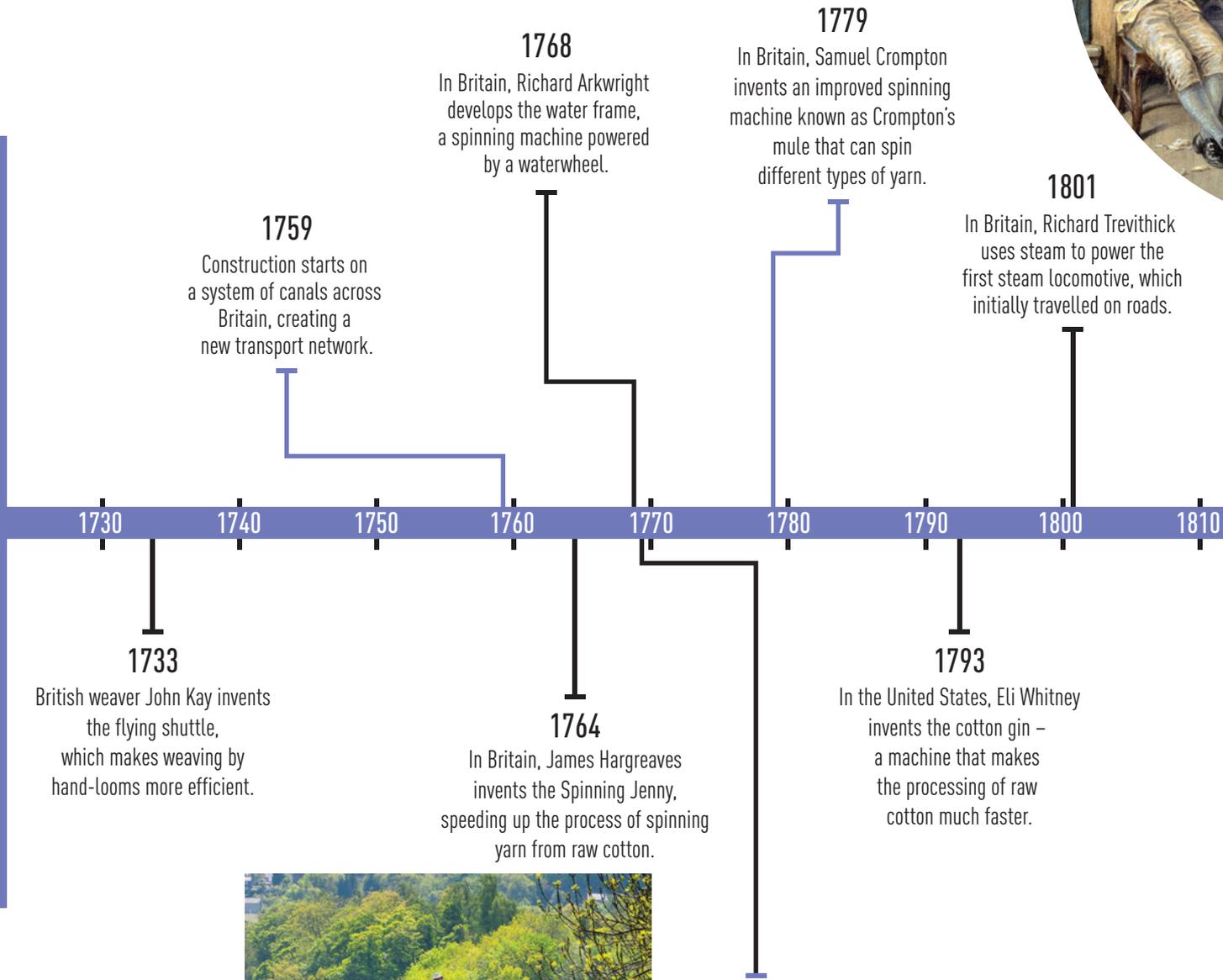
Over the period, these rapid changes fed into each other to produce new materials, new products and new ideas. They also introduced new problems and new challenges. For better or worse, the Industrial Revolution changed the world forever. An investigation of the Industrial Revolution therefore highlights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

THE INDUSTRIAL REVOLUTION – A TIMELINE

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



T I M E L I N E

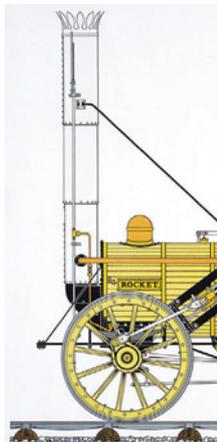


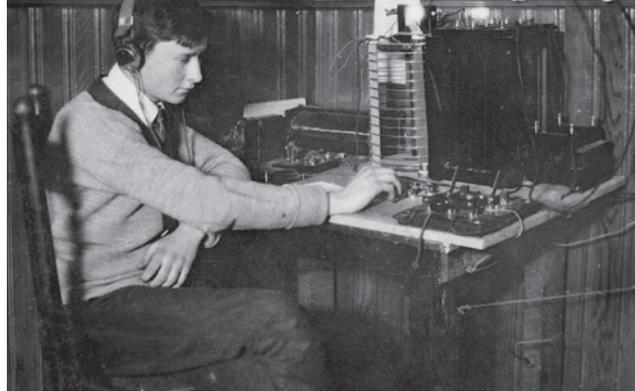
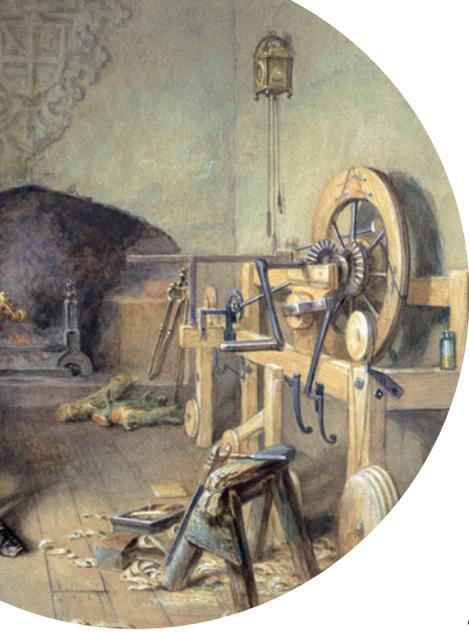
Source 2 A barge crosses the Pontcysyllte Aqueduct on the Llangollen Canal, North Wales. Industrial Revolution-era canals are still used in modern Britain.



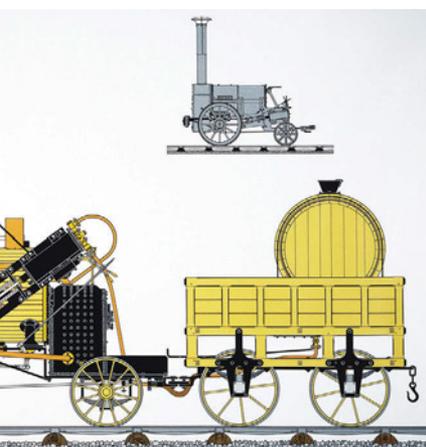
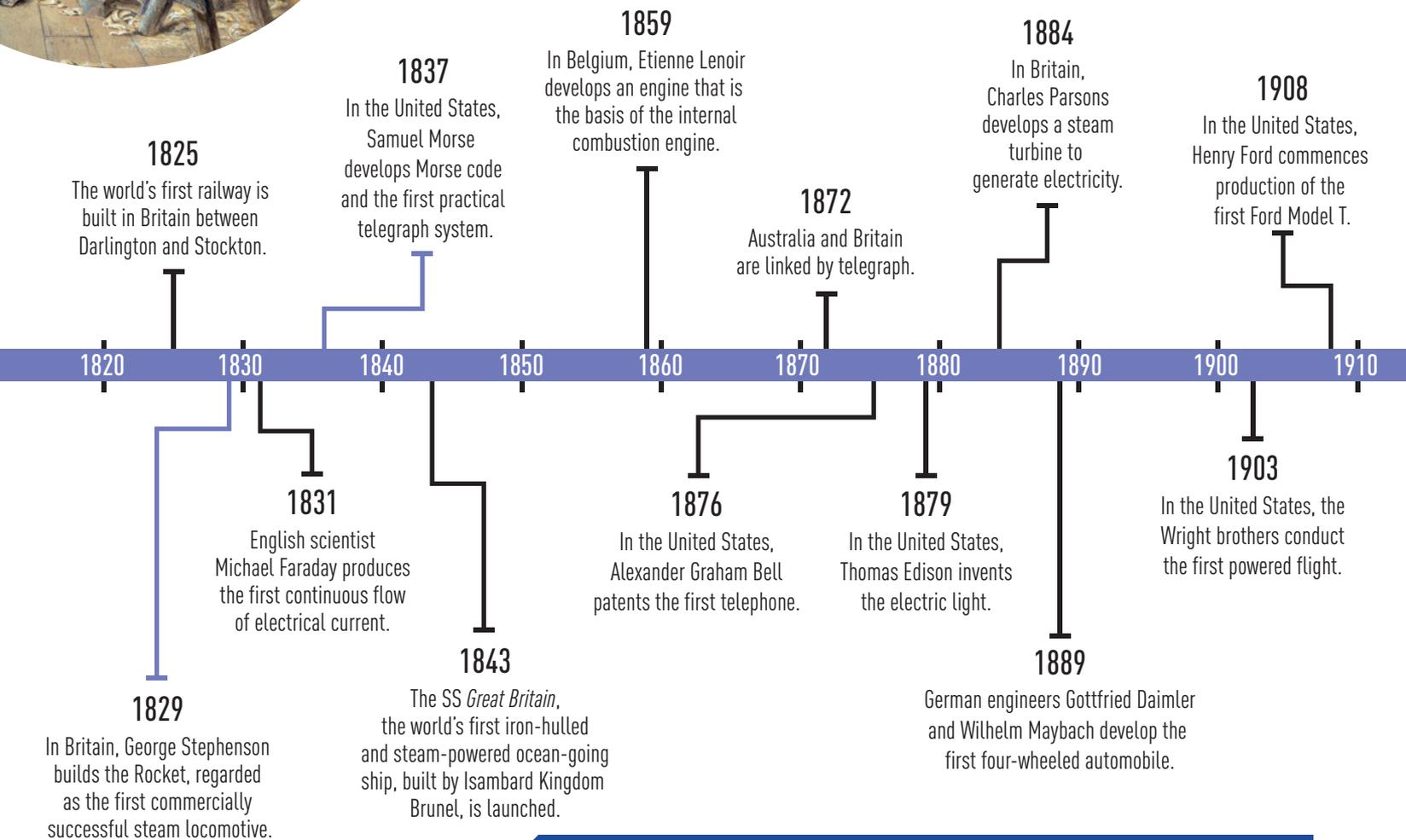
1769 In Britain, James Watt develops a practical steam engine.

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.



TIMELINE: CHECK YOUR LEARNING

REVIEW AND UNDERSTAND

- When was the first practical steam engine developed?
- 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

- 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:

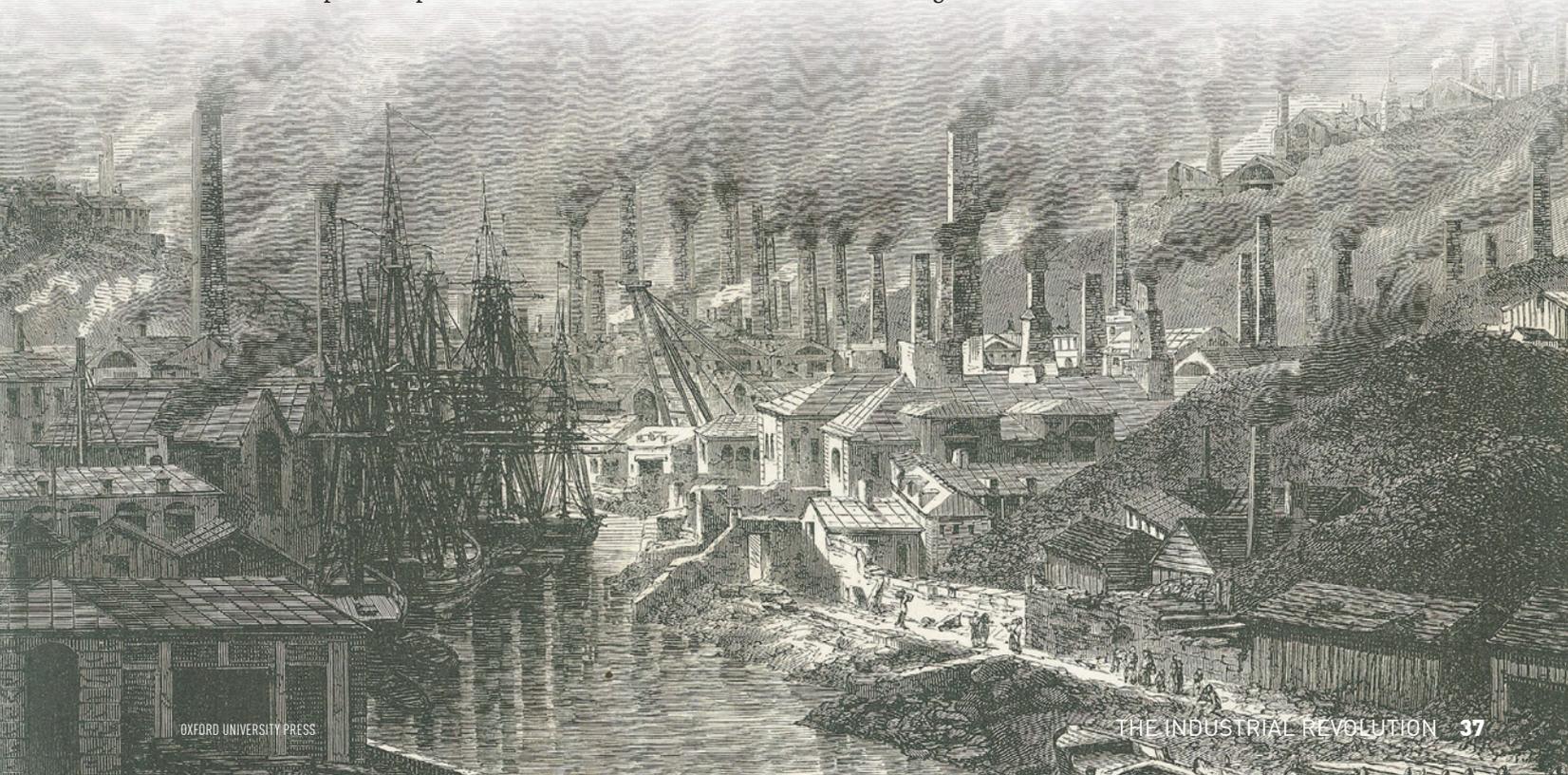
- *factories and textile mills* – the introduction of the **factory system** led to thousands of new factories and mills being built across Britain. The factory system relied on large numbers of workers and machinery to manufacture vast quantities of goods in one place. The growth of factories and textile 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.

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.

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

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.



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.

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

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.



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.

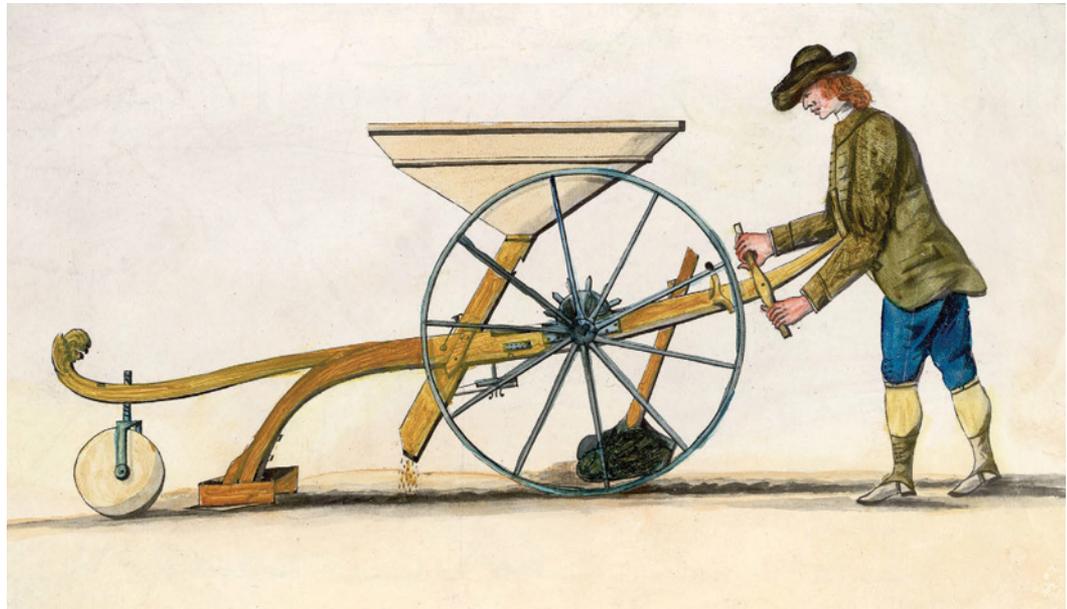
Each season, the crops were rotated (shifted over), which meant that no field was left fallow, but each field benefited from the new crop each season. Wheat and barley were harvested for humans, while the fallow period was now replaced by clover, which could be used as grazing food for animals, and also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

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.

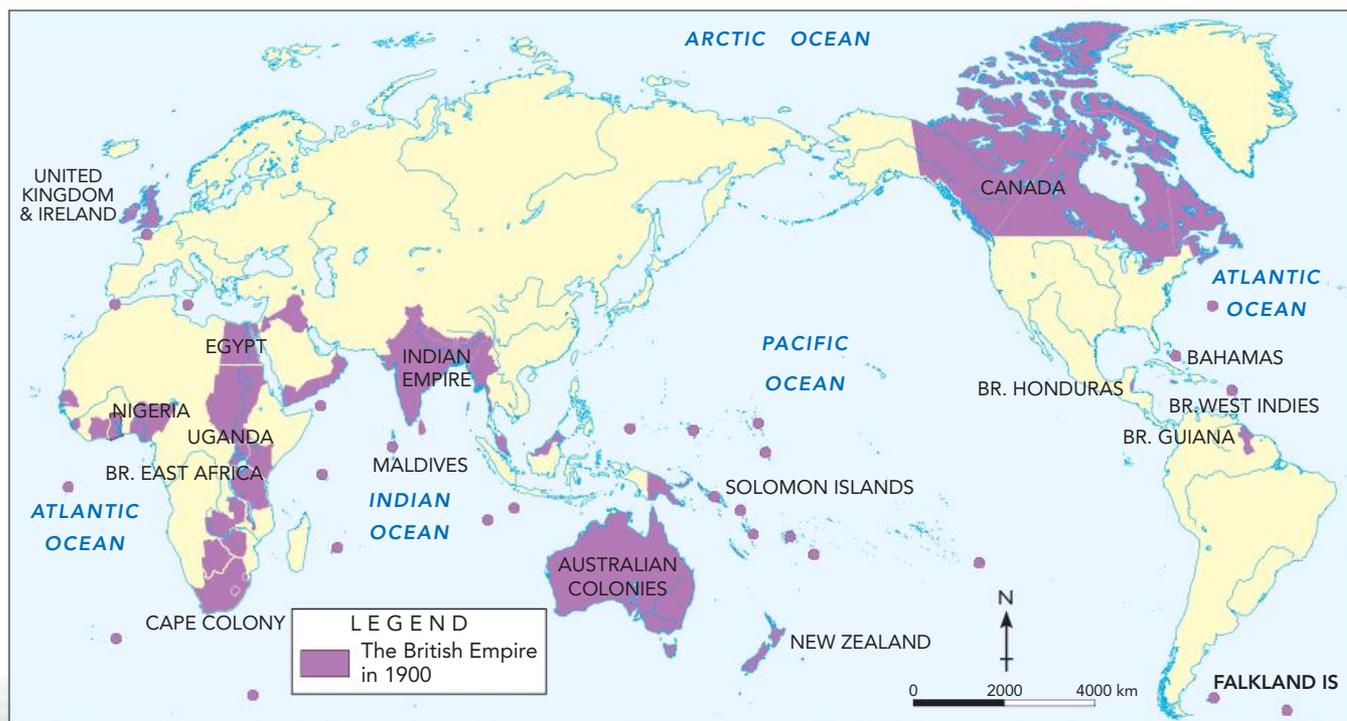
Many of Britain's colonies provided the raw materials, labour and markets needed to drive the Industrial Revolution. This also meant that financial services in England – such as banking, investment and insurance – expanded to support and protect that trade.

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

Britain's access to raw materials

Source 9

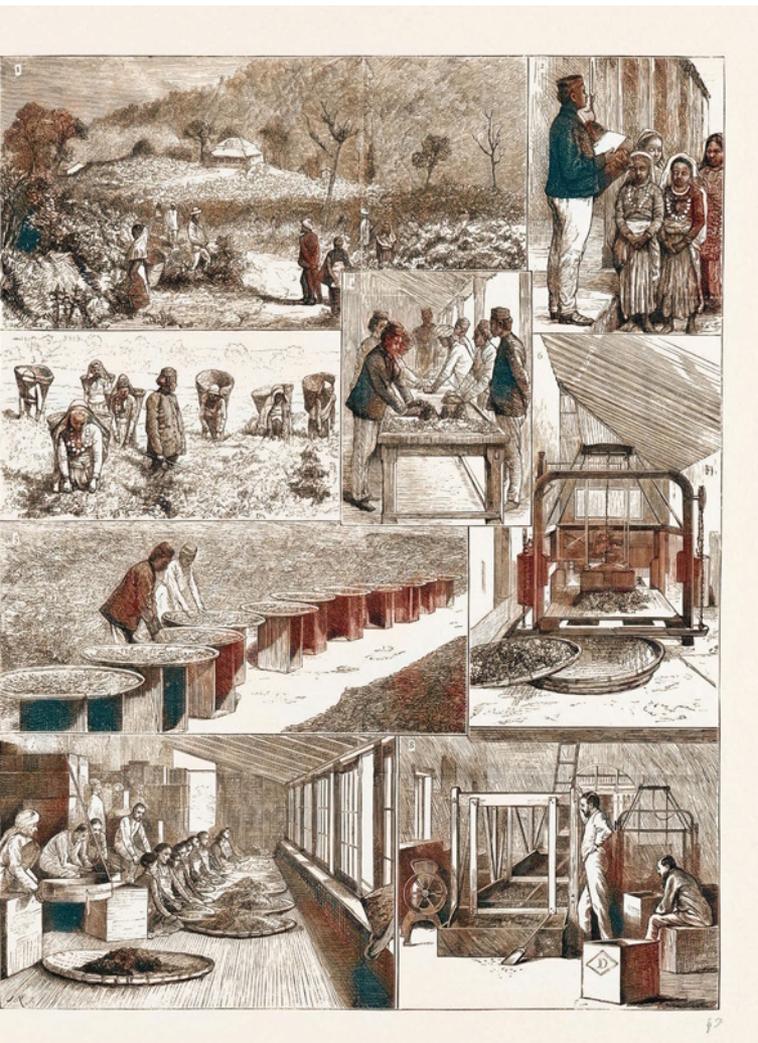
The plains of North America and Russia are our corn-fields ... Canada and the Baltic are our timber-forests; [Australia and New Zealand] contains our sheep-farms, and in South America are our herds of oxen; Peru sends her silver, and the gold of California and Australia flows to London; the Chinese and 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

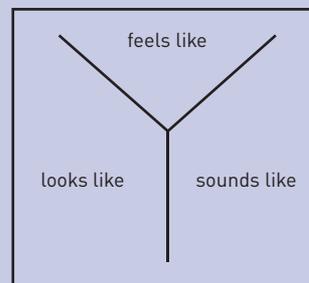
- 7 What do Source 8 in this section and Source 14 in the Part A Overview reveal about the growth of the British Empire from 1750 to 1900?

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

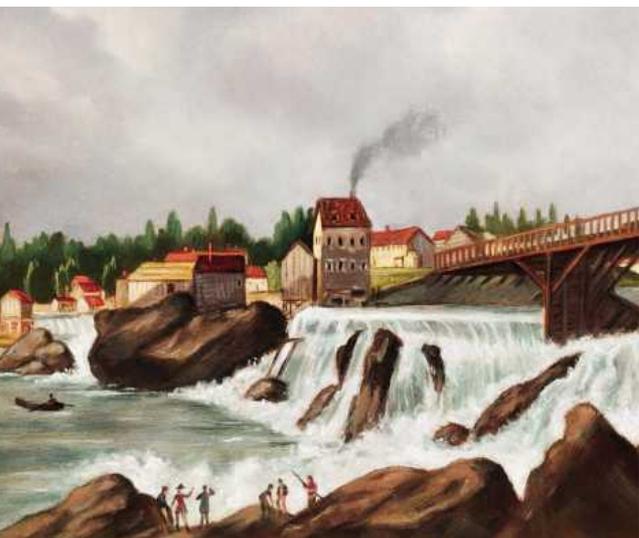
In this topic you will:

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

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’.

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



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.

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.

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.

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.



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.

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

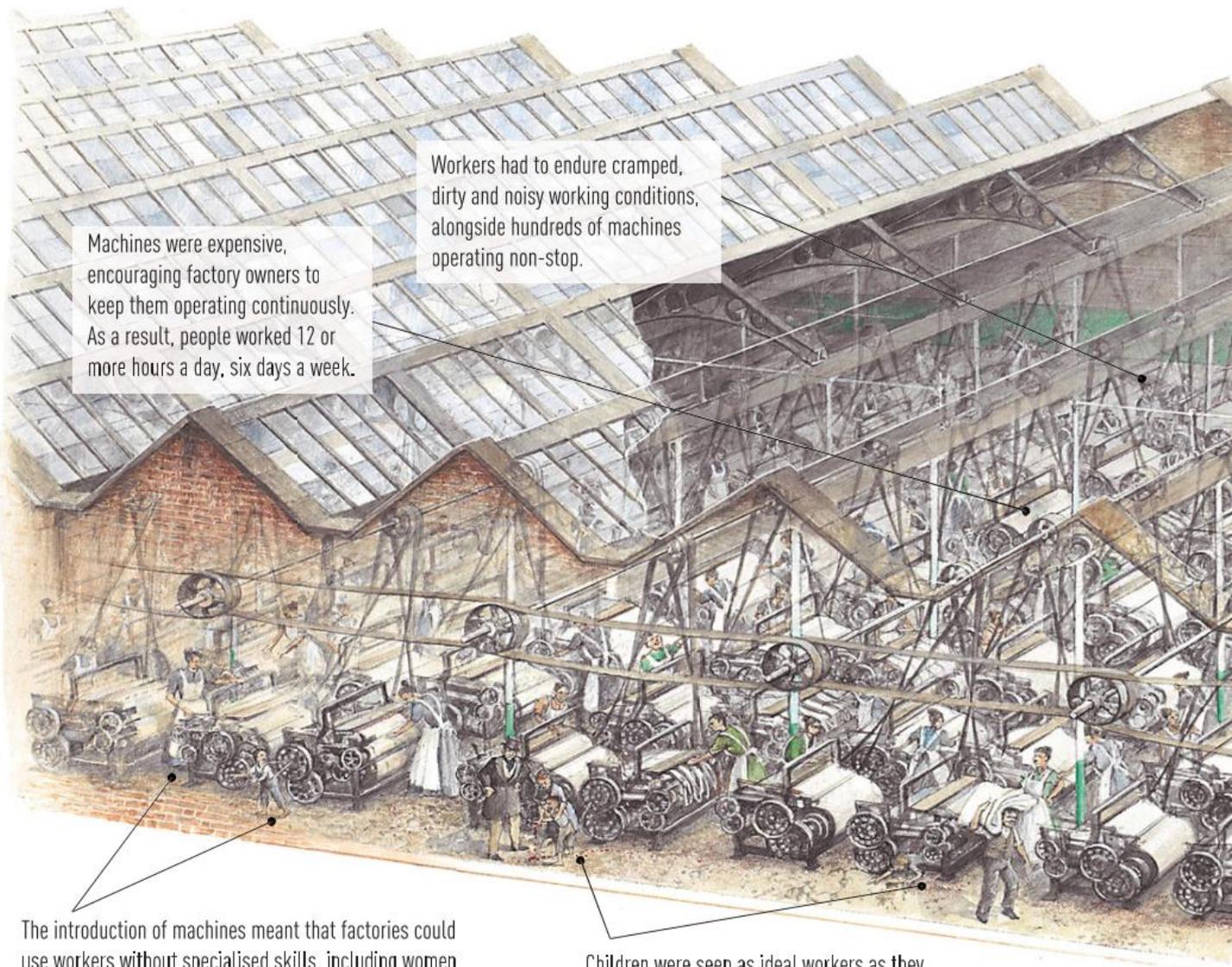
KEY CONTENT

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’.



Machines were expensive, encouraging factory owners to keep them operating continuously. As a result, people worked 12 or more hours a day, six days a week.

Workers had to endure cramped, dirty and noisy working conditions, alongside hundreds of machines operating non-stop.

The introduction of machines meant that factories could use workers **without** specialised skills, including women and children, who were **cheaper** to employ.

Children were seen as ideal workers as they were able to squeeze between machines to reload spindles and repair broken threads. Accidents and injuries were common.

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.

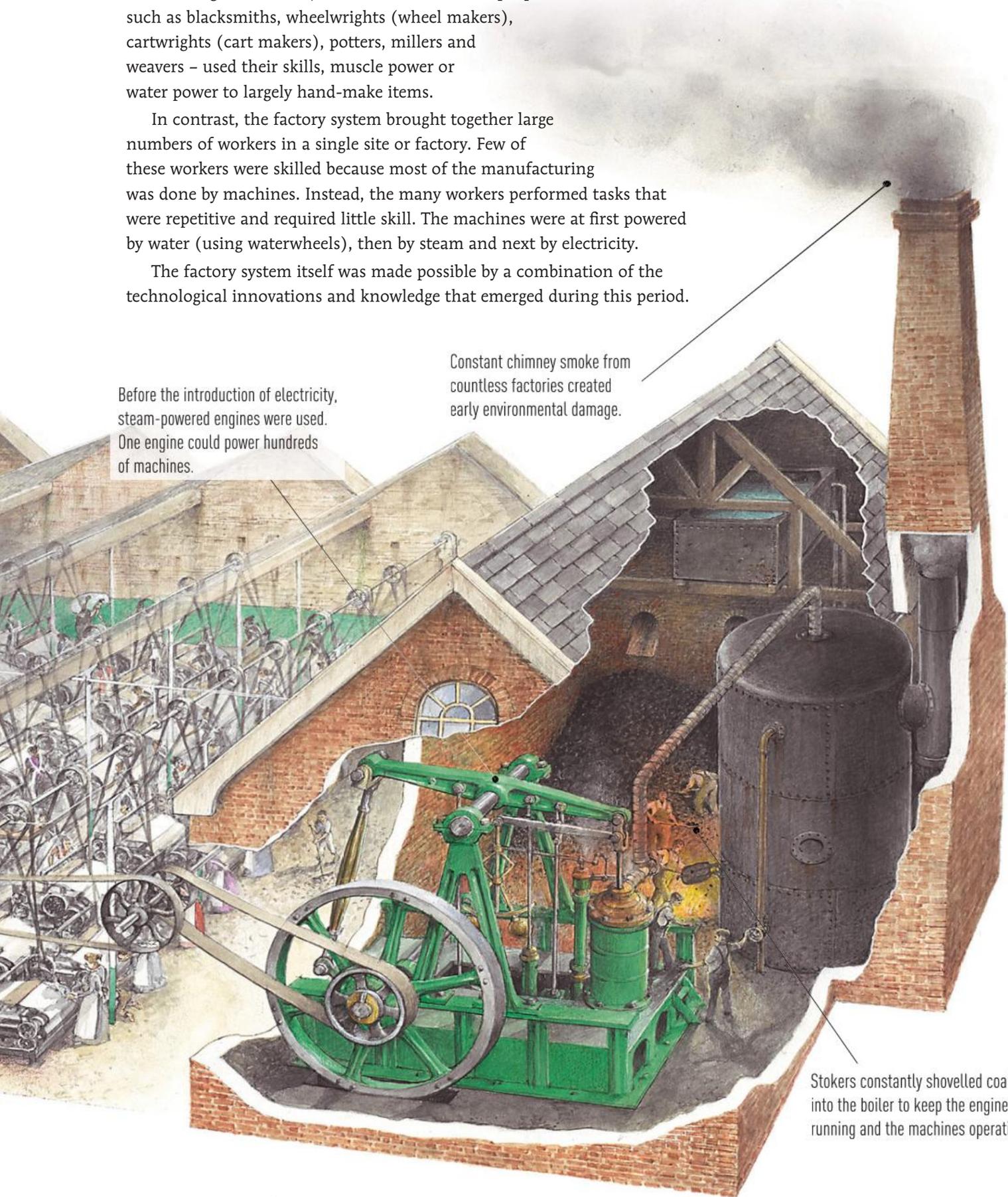
In contrast, the factory system brought together large numbers of workers in a single site or factory. Few of these workers were skilled because most of the manufacturing was done by machines. Instead, the many workers performed tasks that were repetitive and required little skill. The machines were 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.

Before the introduction of electricity, steam-powered engines were used. One engine could power hundreds of machines.

Constant chimney smoke from countless factories created early environmental damage.

Stokers constantly shovelled coal into the boiler to keep the engine running and the machines operating.



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.



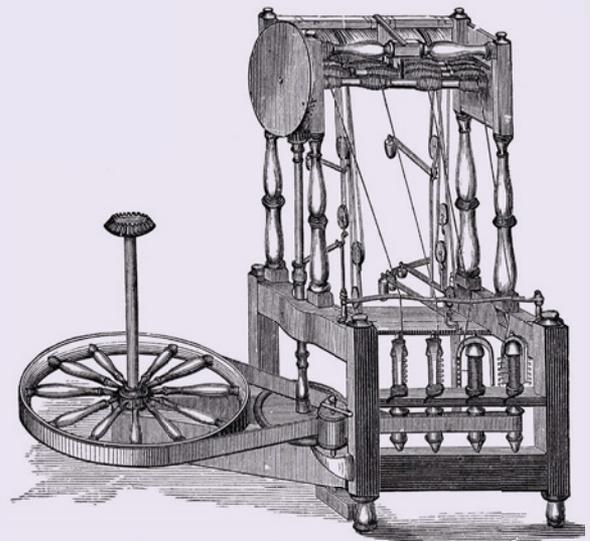
Source 15 Spun yarn was then woven into cloth on a hand-loom, owned and operated by weavers in small workshops or in their own homes.

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

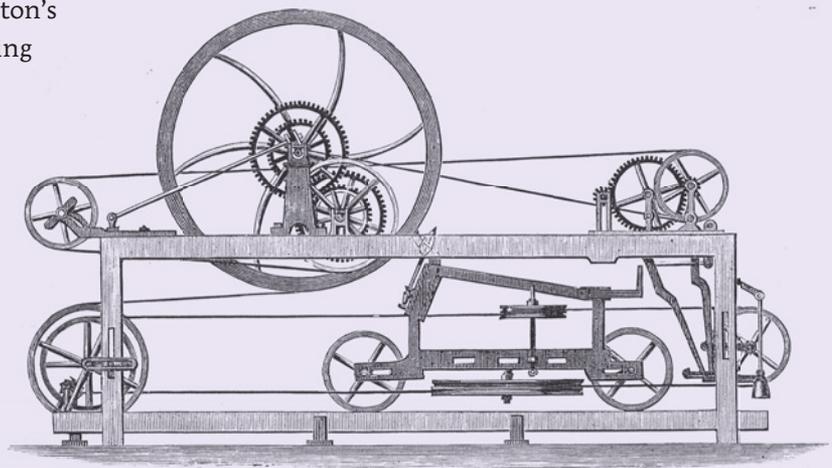


ARKWRIGHT'S SPINNING-FRAME.

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.

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.



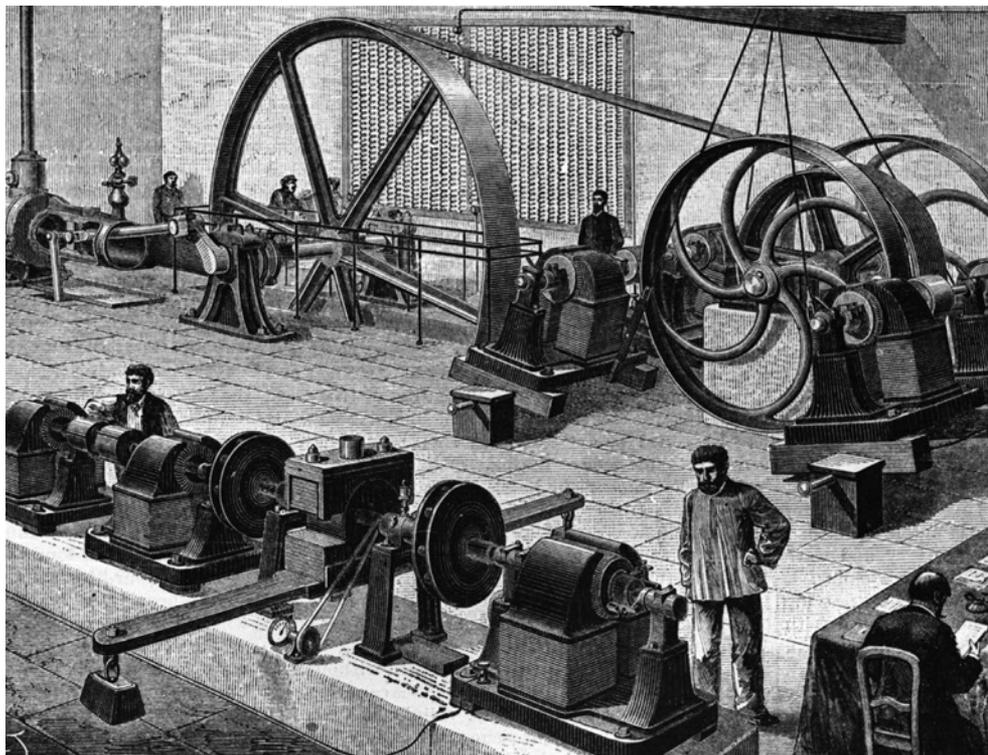
Source 23 The launch of the *SS Great Britain* in Bristol in 1843

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

CHECKPOINT

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

» 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)

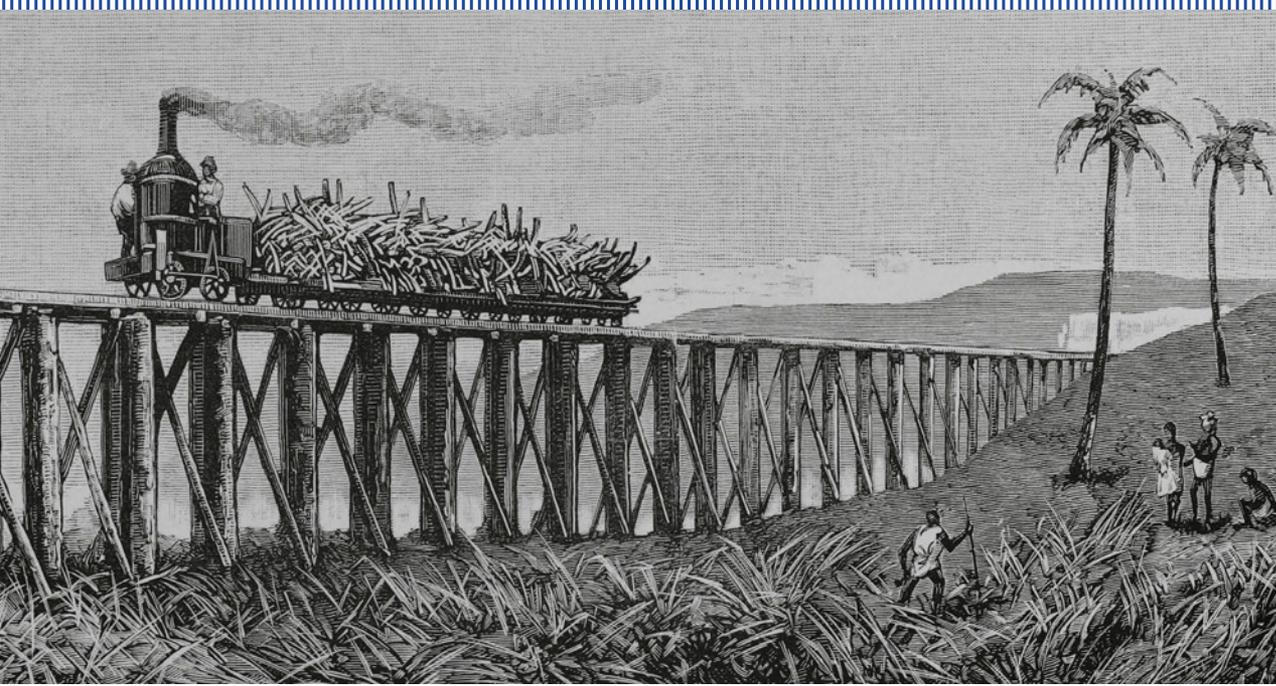
» Locate the growth and extent of the British Empire from 1750 to 1900

- 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 [eBook](#) [access](#) 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 [eBook](#) [access](#) 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.

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.

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

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.



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.

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?

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 caught 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

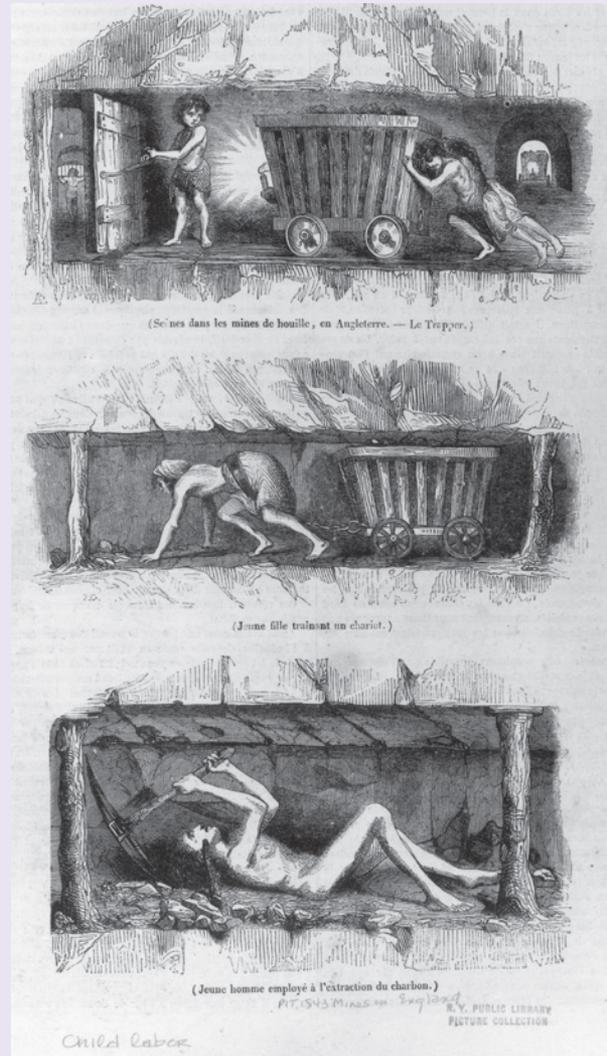
In the coal and iron mines ... children of four, five, and seven years are employed. They are set to transporting the ore or coal loosened by the miner from its place to the horse-path or the main shaft, and to opening and shutting the doors (which separate the divisions of the mine and regulate its 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 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



Source 6 An engraving depicting child labour in mines

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	<ul style="list-style-type: none"> No children under 9 to be employed. Work limited to 12 hours a day. Limited practical impact.
1833	Factory Act	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Introduced the appointment of inspectors to coal mines.
1860	Mines Regulation and Inspection Act	<ul style="list-style-type: none"> Increased the number of inspectors in coal mines. No boys under 12 to be employed underground.
1878	Factory Act	<ul style="list-style-type: none"> 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.

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.

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



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

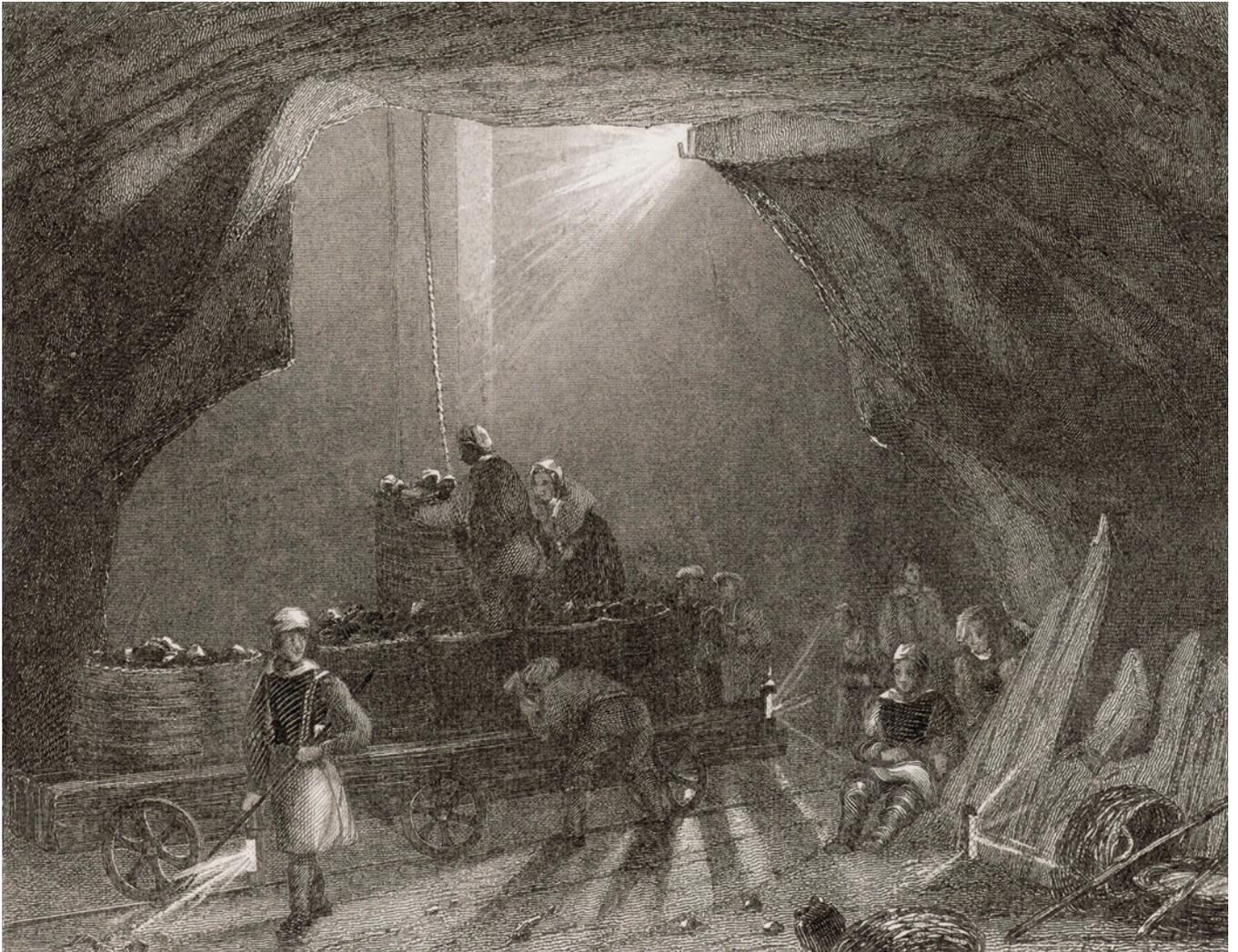
- 6 In groups, select one of the Acts mentioned in Source 8 and link it to the conditions evident in Sources 5 to 7. How effective do you think it was in dealing with the specific problems raised in the sources?

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

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.

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]

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

10

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.

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.

urban planning
the process of planning for organised living in cities

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.

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.

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.

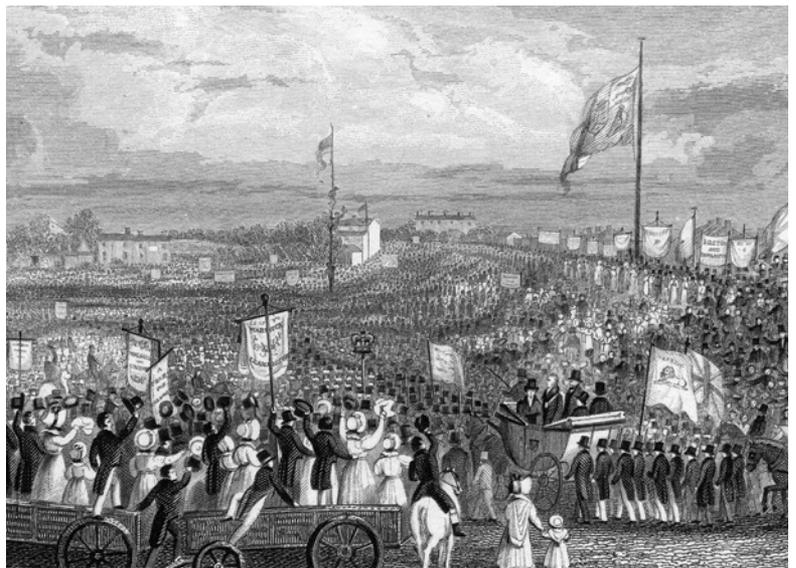
Chartism

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.



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

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

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.

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.

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

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

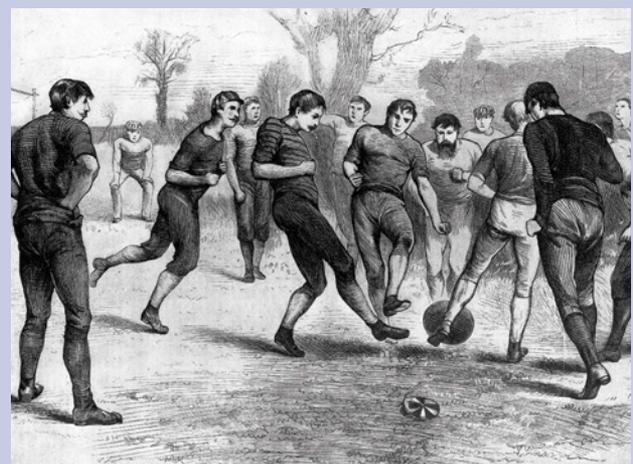
- 8 Explain the value of the sources in topic 1.6 for a historian studying whether people were dissatisfied with the changes brought about by the Industrial Revolution.

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.

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.

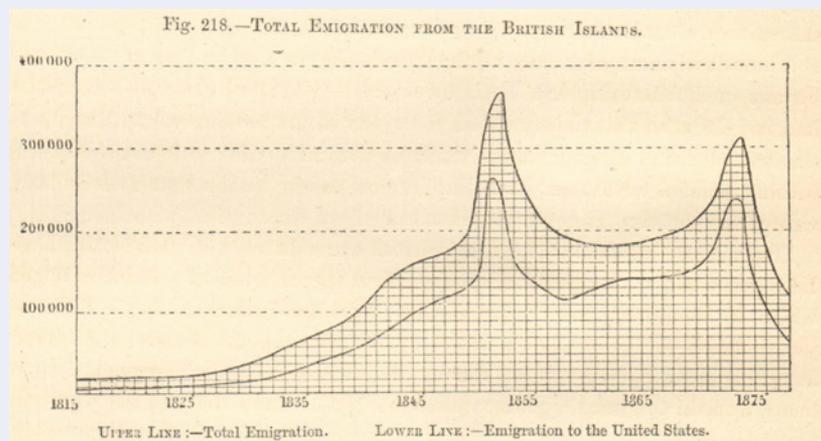
Source 9 The five largest towns in England across time, based on estimates

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.

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.

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).

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?



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

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.

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.



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

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.

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.

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.



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



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.

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]

Check your Student [eBook](#) [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 [eBook](#) [Assess](#) for these resources and more:



Teaching support

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

QuizletLive

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.

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.

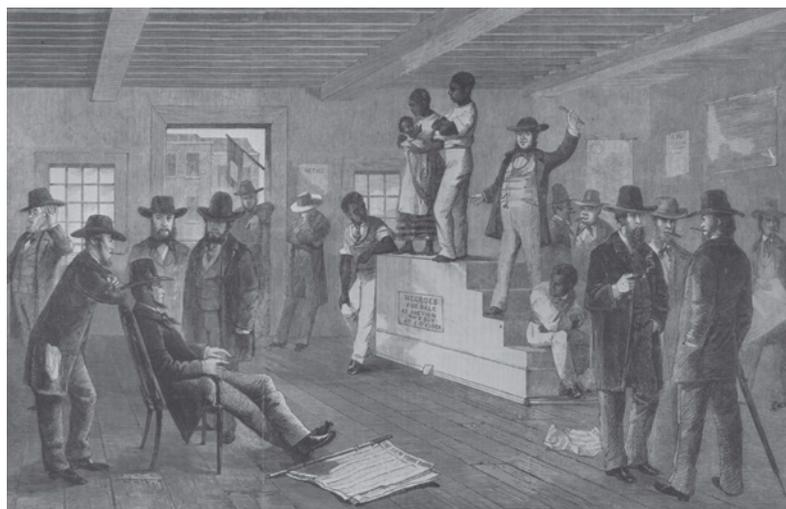
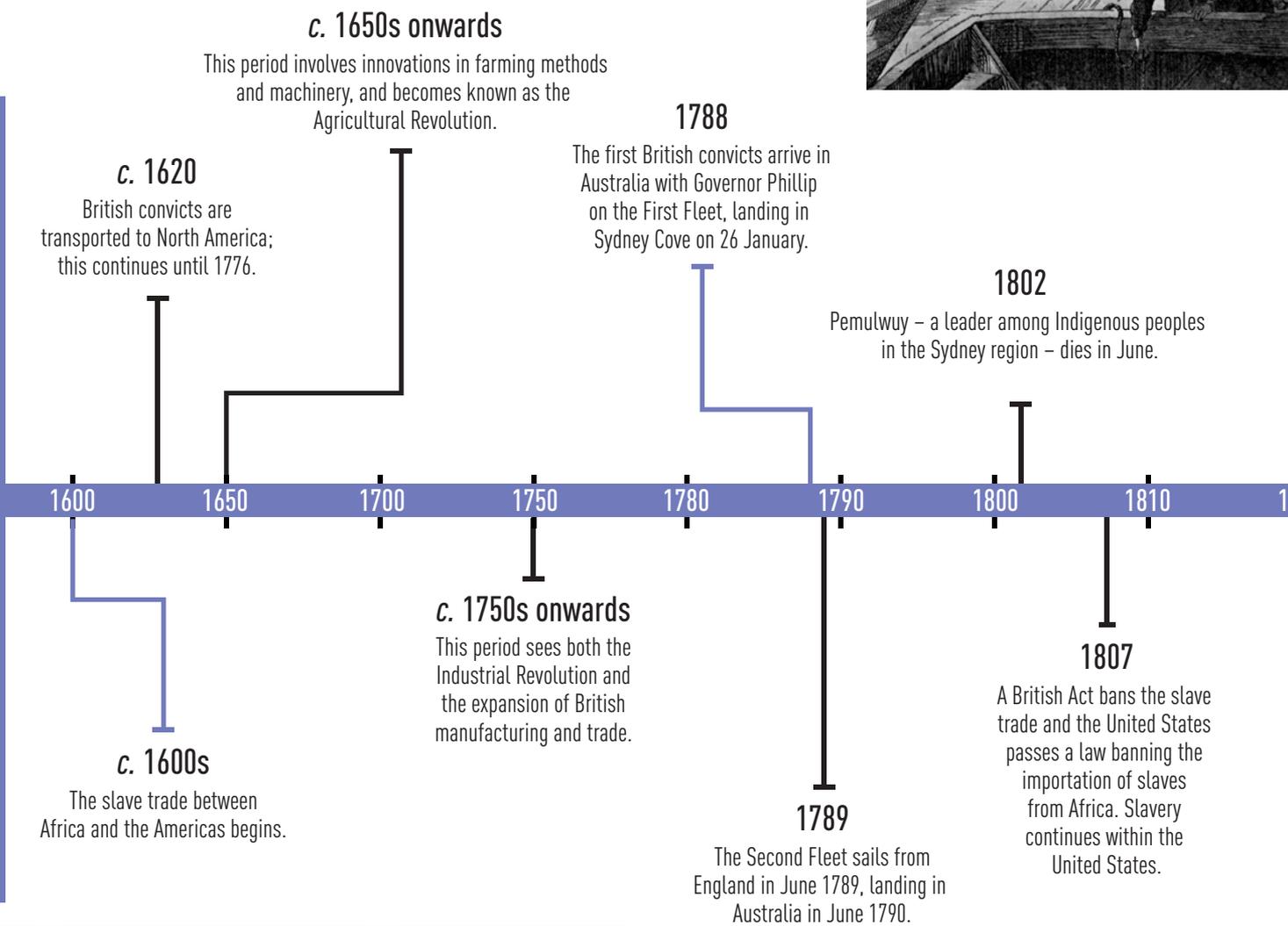
Some of these movements were forced, while others were voluntary. The cruel practice of slavery saw Africans taken from their villages and shipped to the Americas. In Britain, as crime rates increased in crowded cities, convicts were forcibly transported to British colonies – first to North America and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

MOVEMENT OF PEOPLES – A TIMELINE



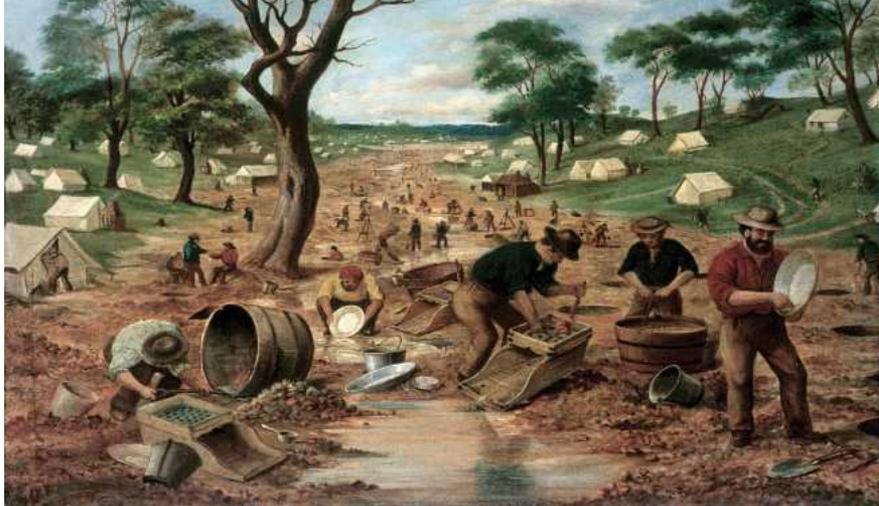
T I M E L I N E



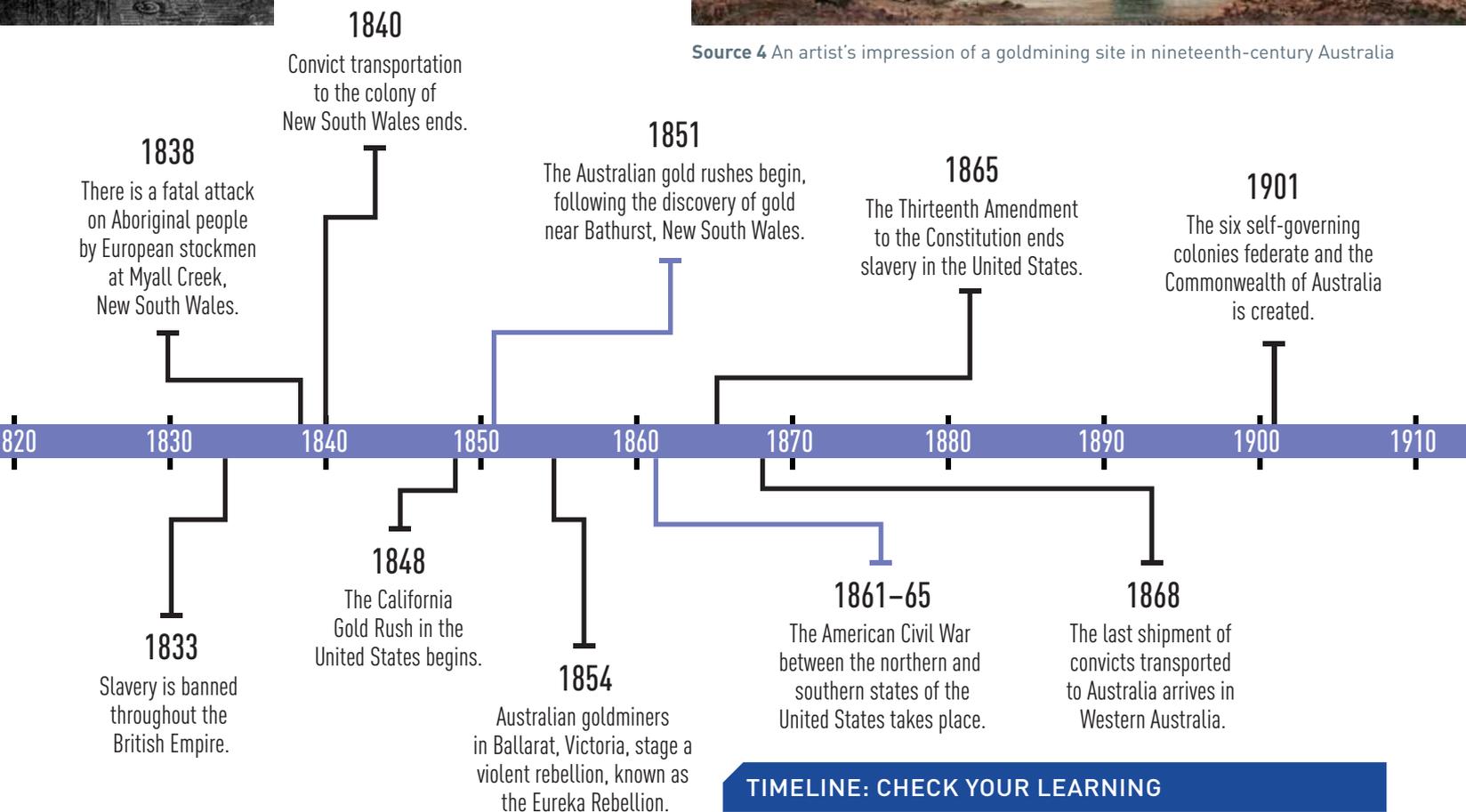
Source 2 A Black family is sold at auction in Virginia, United States, 1861.



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

- In which century did the slave trade between Africa and the Americas begin?
- In what year did the transportation of convicts to Australia commence?
- Place each of the following events in their correct chronological order (from the earliest to the most recent):
 - the banning of slavery in the British Empire
 - the last shipment of convicts to Australia
 - the first transport of convicts to North America
 - the United States banning the import of slaves from Africa
 - the Thirteenth Amendment ending slavery in the United States.
- 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

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.



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.

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.

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.



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

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.

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.

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’.

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.

imperialism

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

convict

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

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

slave

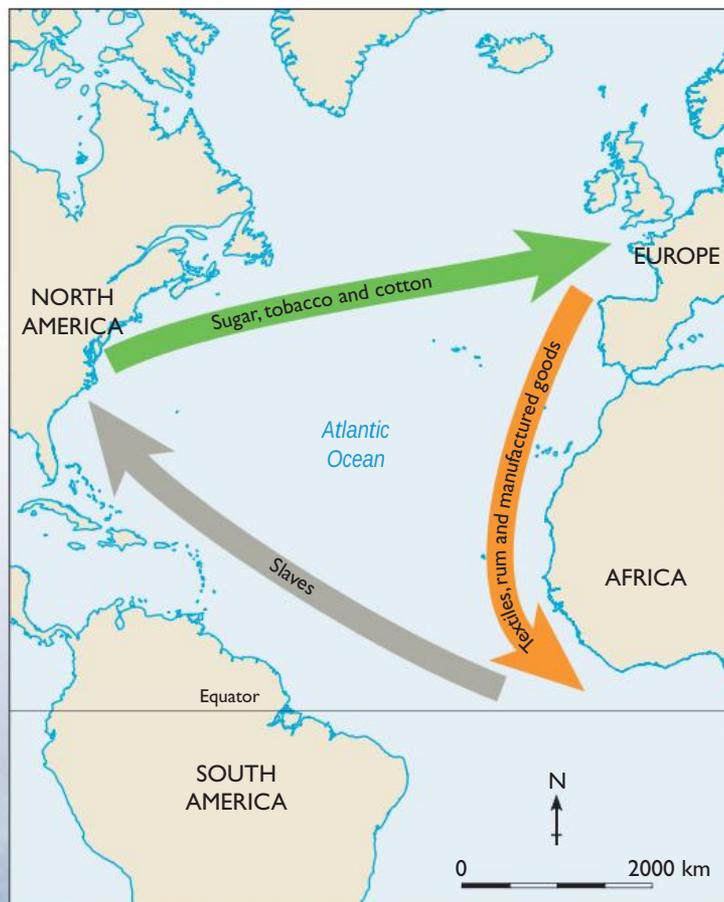
a person who is the legal property of another person and who is forced to work for that person without pay

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.

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.

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.

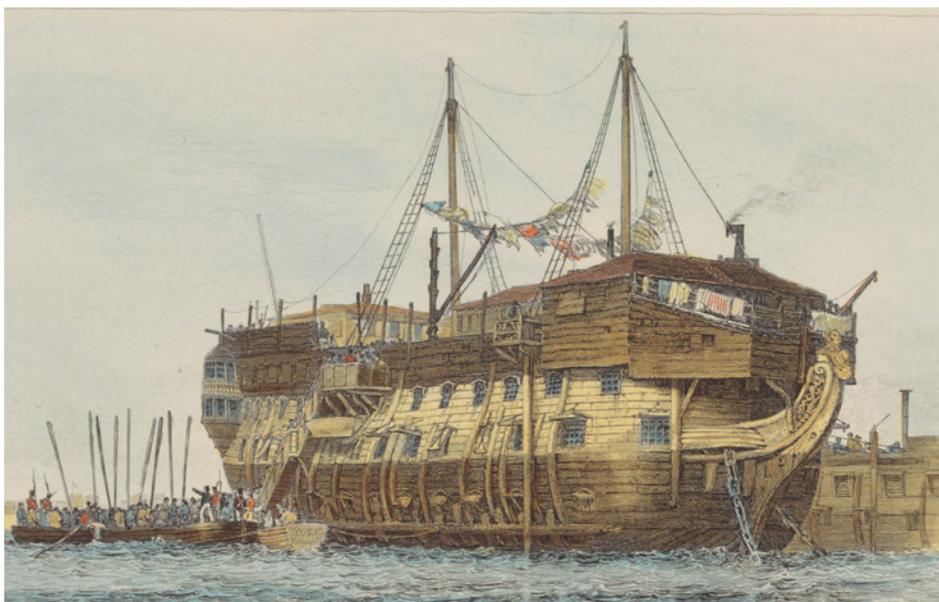
In eighteenth-century Britain, new theories for treating and dealing with criminals became popular. One theory in particular was widely supported – that crimes could be stopped by the removal of the ‘criminal class’ from the wider population. In line with this theory, convicts were first sent to British 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.

treason

the act of betraying or insulting one’s own country or monarch (king or queen)

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’.

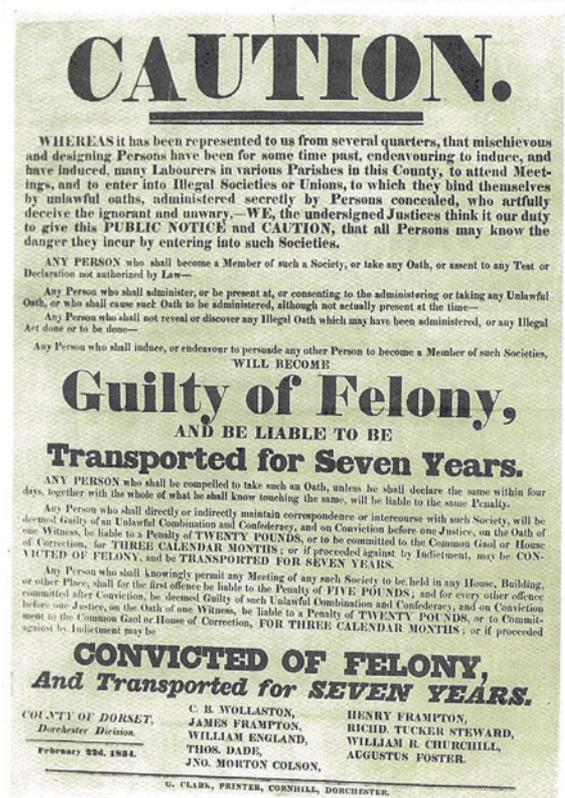
Other political prisoners included:

- **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).



Source 9 Detail from a public poster that cautioned against attending or joining unions

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

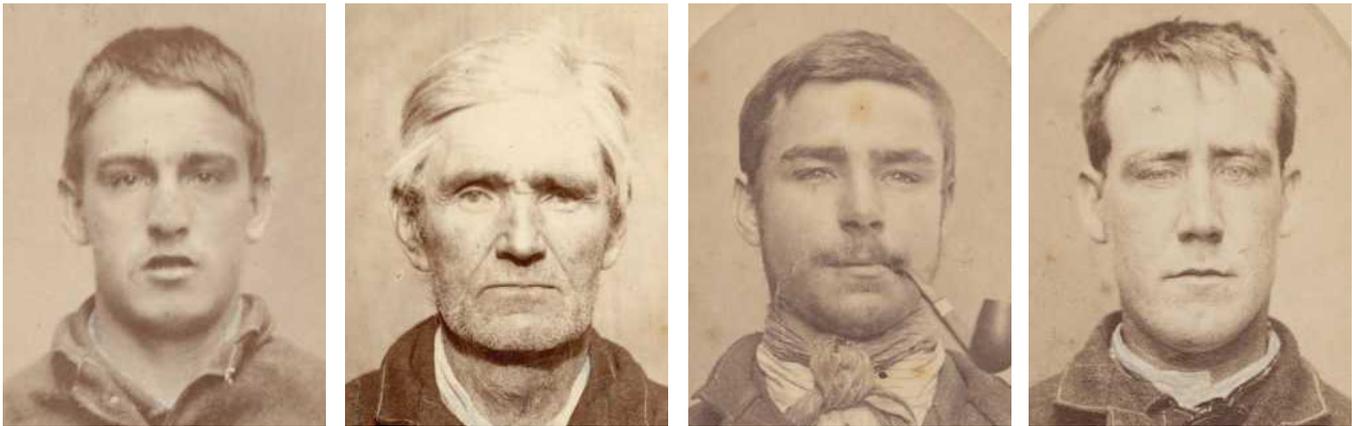
CAUSE AND EFFECT

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.

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.

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.

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.



Source 11 An advertisement for transport to the California goldfields, 1849

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



Source 12 A photograph from the nineteenth century shows a street scene in Idaho Springs, Colorado, as goldminers flocked to the area.

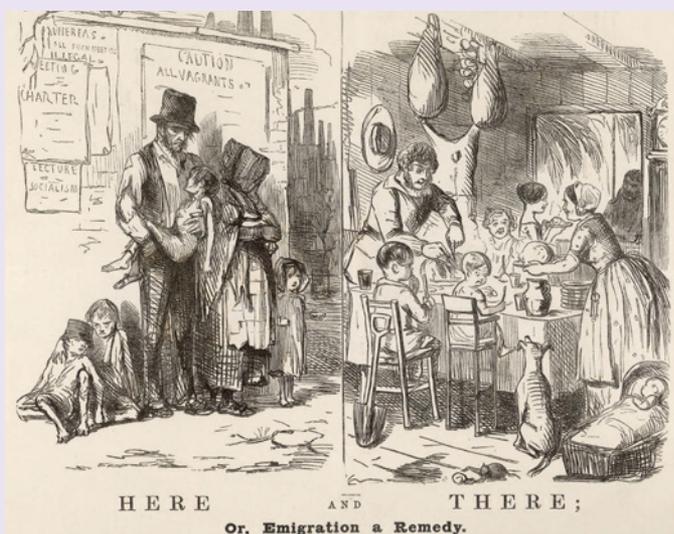
Some settlers were part of a new group of 'assisted migrants', whereby employers could apply for financial assistance to bring workers to Australia if they had a particular skill that was needed. This approach would also be used to boost immigrant numbers in the twentieth century.

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

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 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]

Check your Student [eBook](#) [access](#) 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 [eBook](#) [access](#) 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.

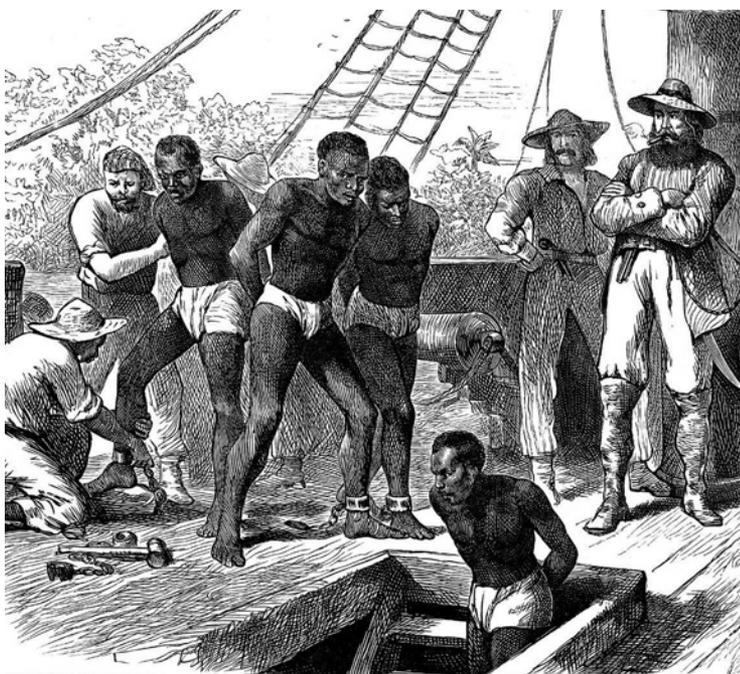
slavery

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.

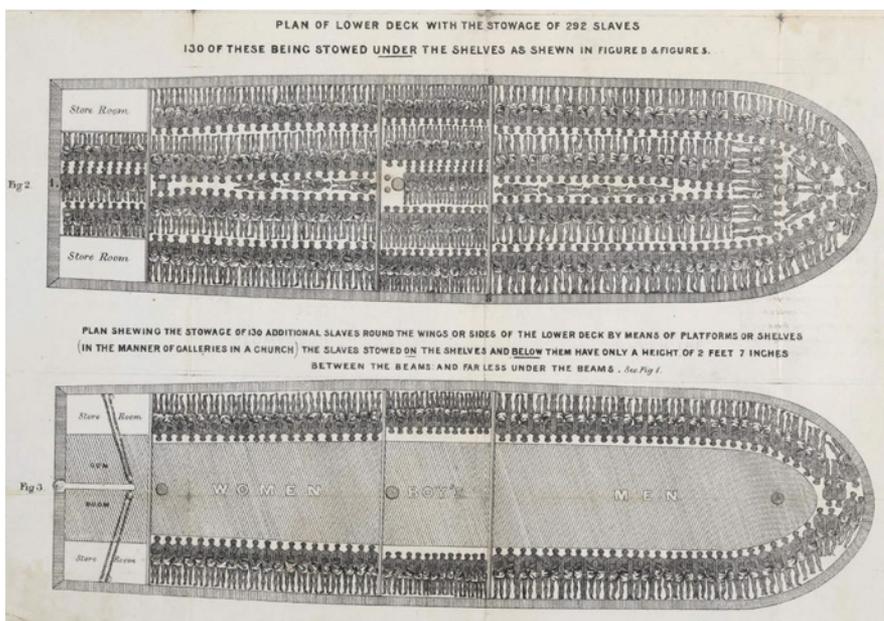
Unlike convicts, who could have opportunities in a new land after completing their sentences, slaves had very little to look forward to. Slavery usually lasted for life, and a slave's children were born into slavery. These children were often the result of European sexual abuse of women in slavery.

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.



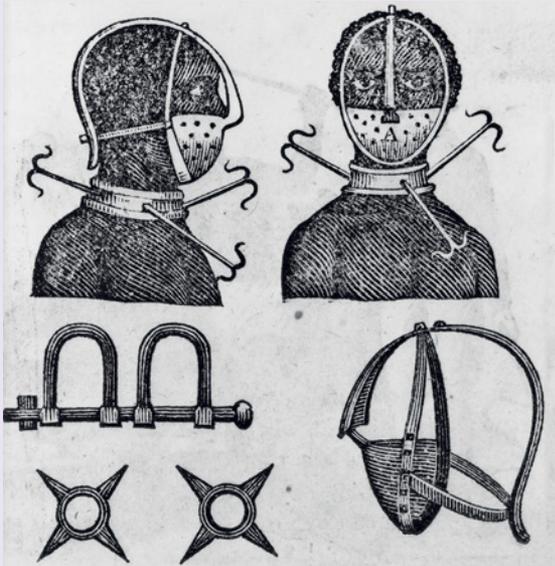
Source 3 An illustration from *The Illustrated London News*, 20 June 1857, shows how slaves were packed together on board slave ships. They were often forced into painful postures, with barely enough room to turn.

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.

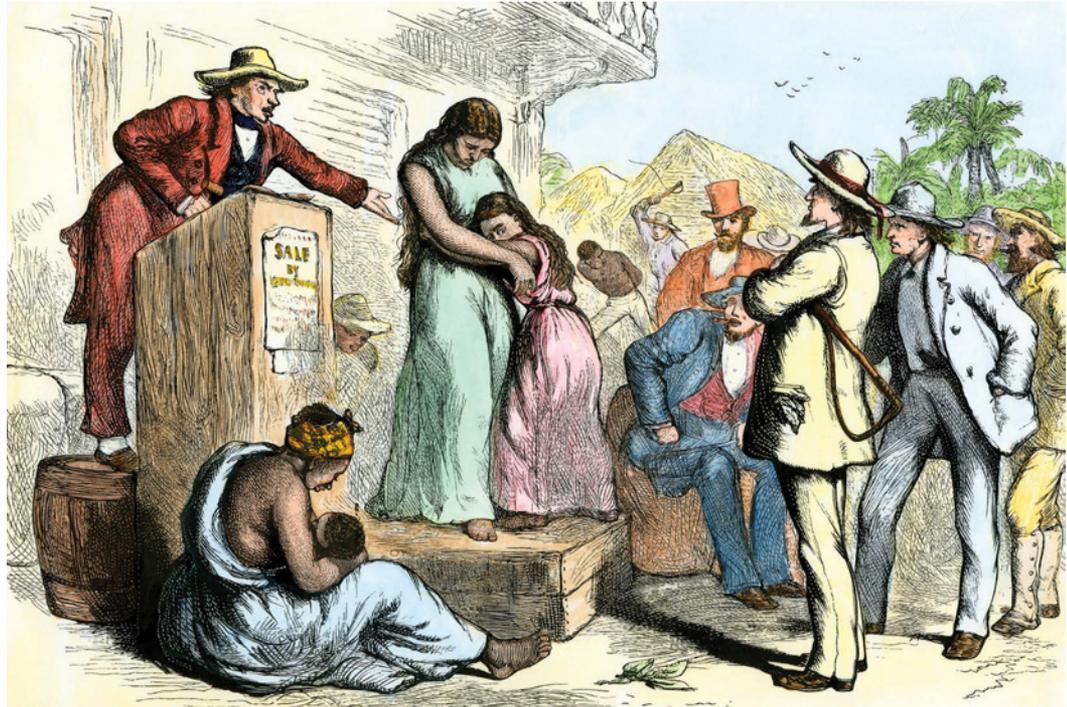
PERSPECTIVES

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.

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.



Source 8 The scarred back of a slave – the result of a brutal series of whippings

- 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**.

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.

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



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:

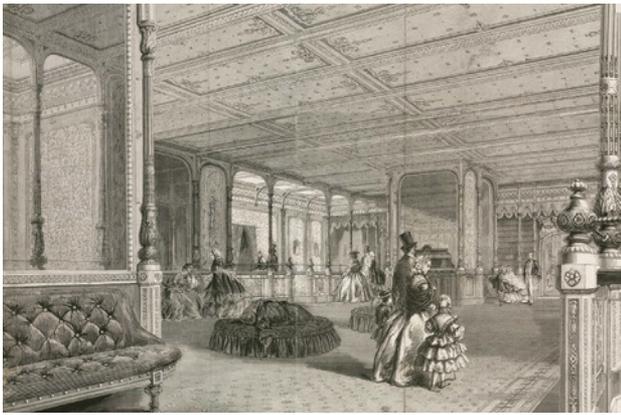
- use sources to construct the experiences of a free settler who came to Australia.

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.

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.



Source 14 An illustration c. 1859, showing a steamship's grand saloon for first-class 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 [ebook 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 [ebook 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

20

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.

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.

jail gangs

groups of prisoners forced to work on public projects, and sometimes all chained together in 'chain gangs' to prevent escapes

Source 1 An illustration of a government jail gang in Sydney, 1830



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

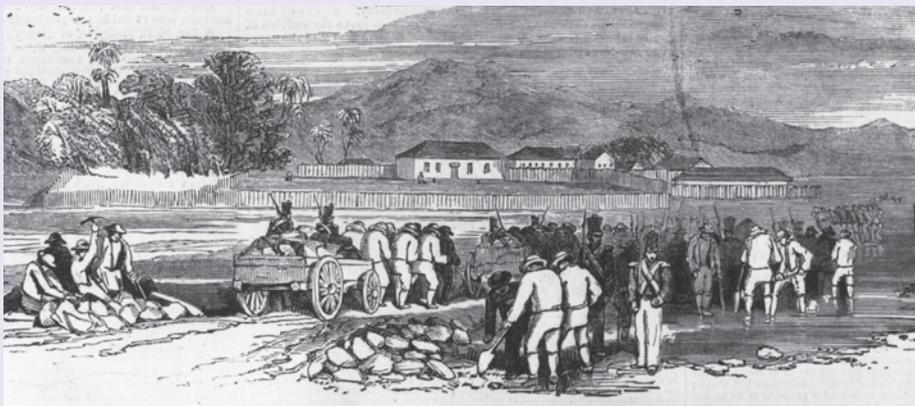
Many convicts sent to the Australian colonies in the nineteenth century suffered brutal treatment from jailers and prison guards. Convicts who reoffended while serving their original sentences were dealt with severely by being sent to places of secondary punishment. The Coal River settlement (later known 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.

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).

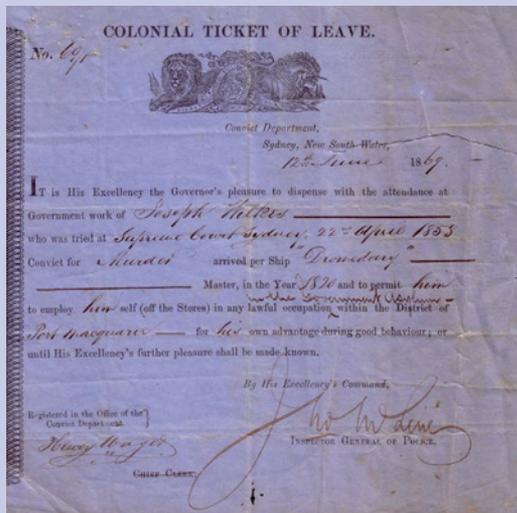


Source 8 Mary Reibey

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'.



Source 9 A 'Ticket of Leave'

- 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
 - William Redfern
 - Mary Wade
 - Mary Bryant
 - John 'Red' Kelly

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.

APPLY AND ANALYSE

- 6 Explain the term 'place of secondary punishment'. Provide the names of three places that were set up for this purpose.

D'Arcy Wentworth: Convict or well connected?

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.

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'.

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 10 D'Arcy Wentworth

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



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.

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.

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'

Source 15 A nineteenth-century painting showing a squatter farming sheep



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

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.

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.

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

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'.

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.

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.

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.

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?



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.

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.

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

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.

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]

20

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 [ebook](#) [access](#) 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 [ebook](#) [access](#) 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.

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).

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.

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.

secession
withdrawal

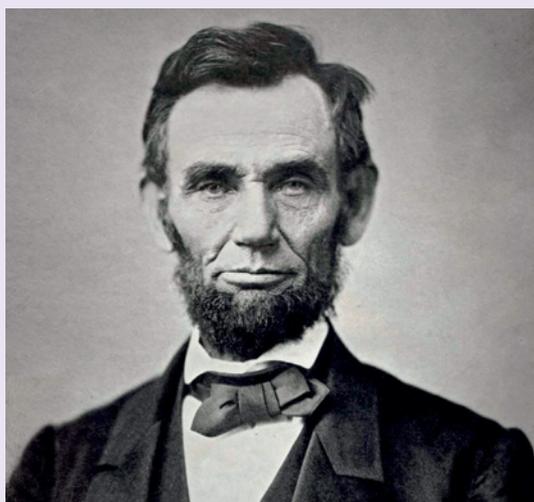
The political make-up of the modern United States was forged by what President Lincoln called the 'second American Revolution' that came with the Union victory in the civil war.



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 suffer 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.

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.



Consequences of slavery for Africa

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]

20

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 [ebook](#) [access](#) 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 [ebook](#) [access](#) for these resources and more:



Teacher support

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

QuizletLive

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.

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.

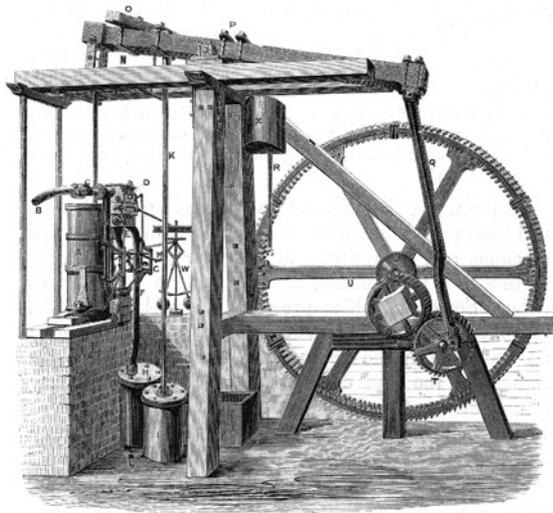
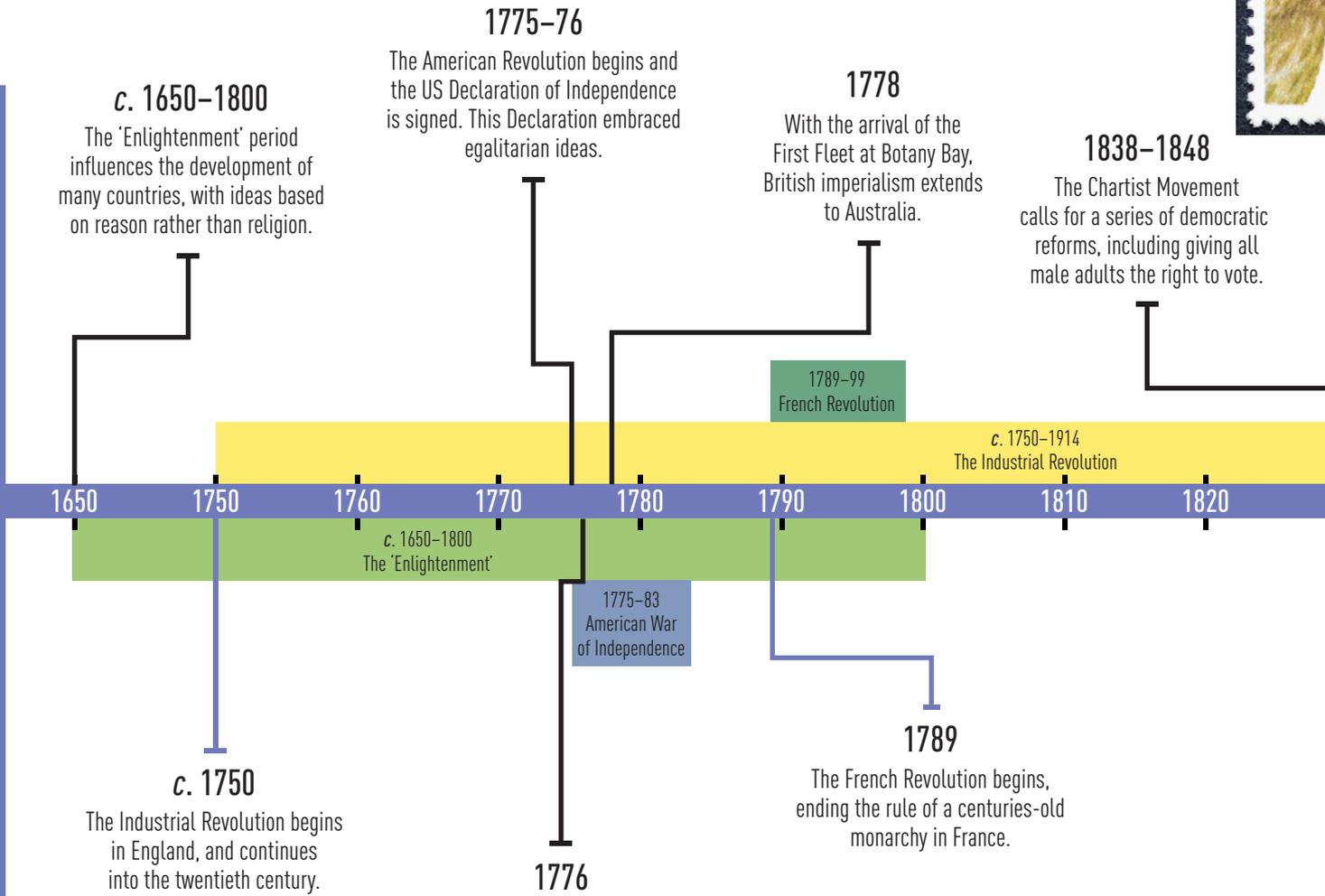
In this chapter we will briefly examine the most important progressive ideas and movements of the time before engaging in a detailed study of capitalism, and how it went on to shape economic and social systems around the world, including in Australia.

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.

T I M E L I N E

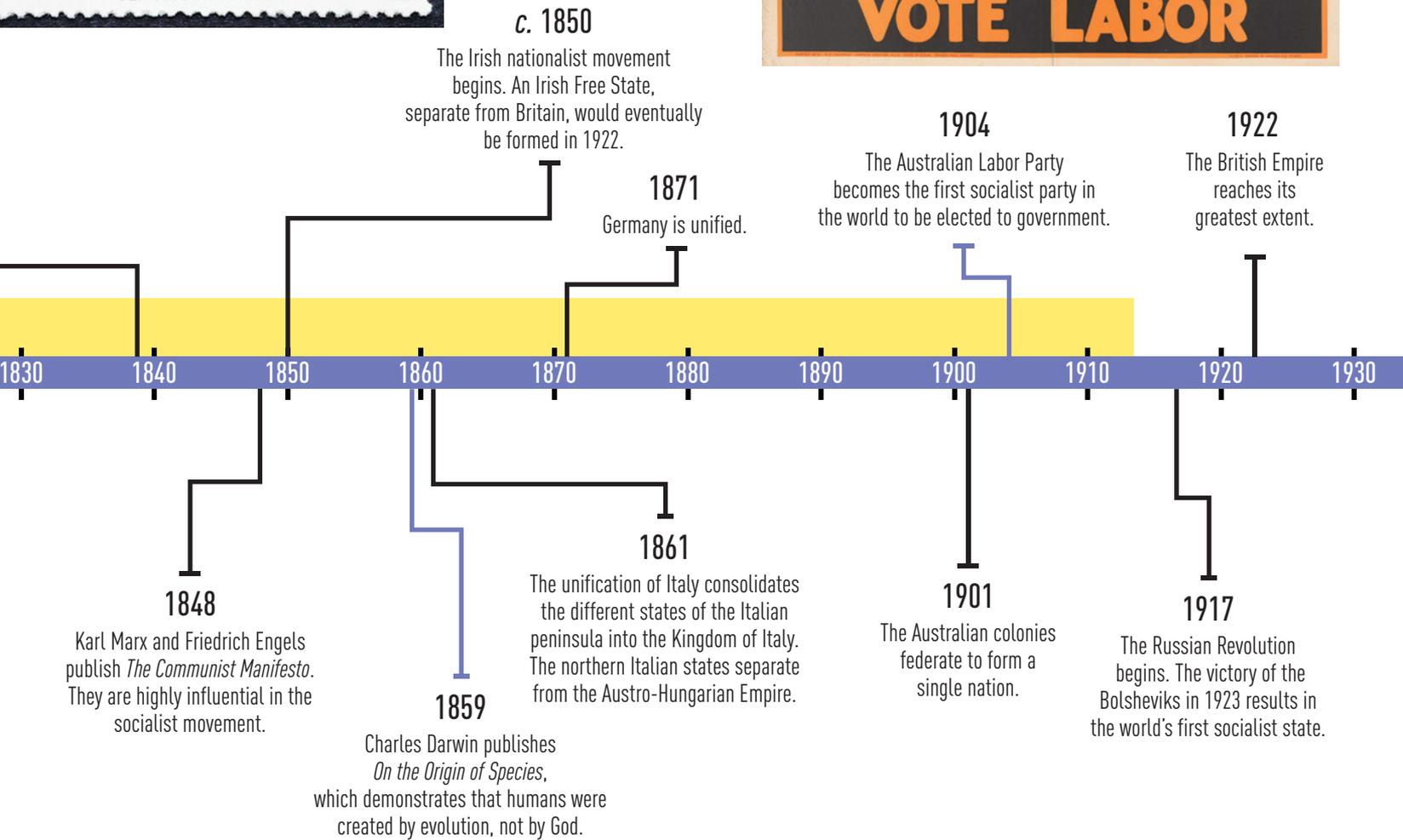


Source 2 Watt's steam engine, invented in 1776, had a significant impact on the early years of the Industrial Revolution.





Source 5 An Australian Labor Party poster, c. 1928



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.

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.



Source 1 Voltaire is shown in a box at the theatre being crowned with laurels, marking him as the epitome of the Enlightenment.

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

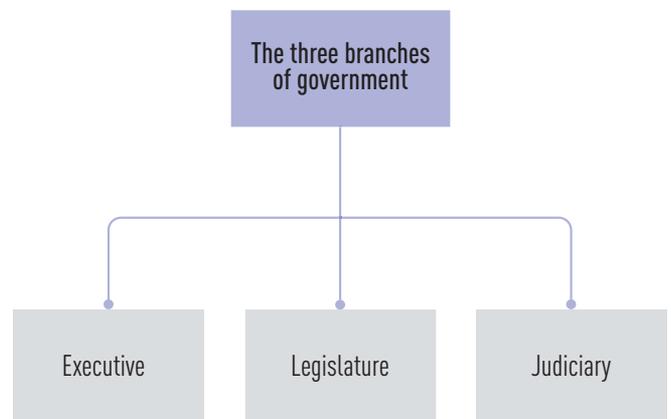
3.1 CHECK YOUR LEARNING

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.

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

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.

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.



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.

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.

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.

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.

sovereignty

the independent authority and right for a nation or region to govern itself without interference from external powers

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

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.

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.

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

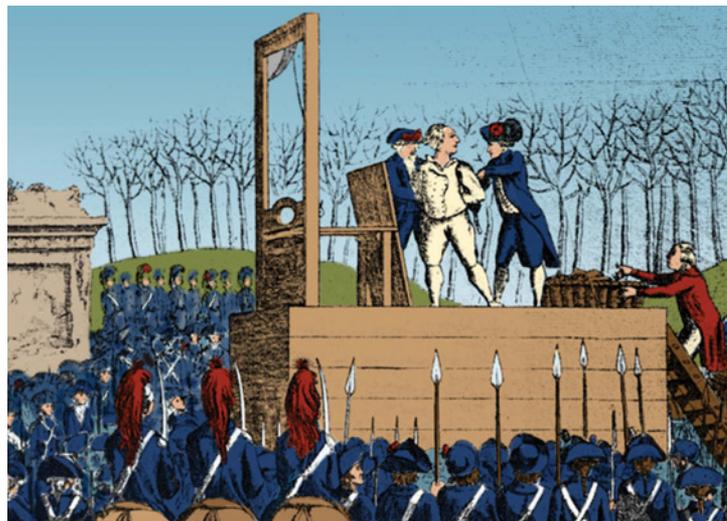
By 1804, Napoleon I had been crowned Emperor of France, and started a period of French territorial expansion and **imperialism**. Although it seemed as if France had again reverted to a form of monarchy, the French Revolution had introduced significant change. It showed that rulers could no longer take 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.



Source 7 Louis XVI was executed by guillotine in 1793.

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.

Egalitarianism

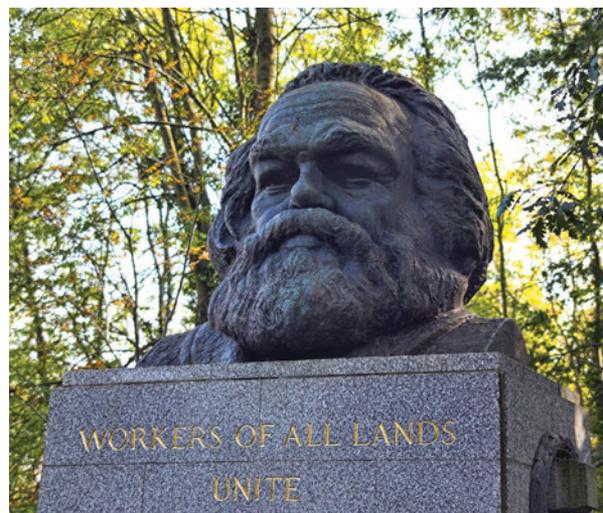
Egalitarianism is the idea of equality among people. The word comes from the French *égal*, meaning 'equal'. Egalitarians argue that all people should be considered to have equal social status, or worth, as human beings and should be entitled to equal opportunities in society. As a political philosophy, 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.



Source 11 Karl Marx's memorial, Highgate Cemetery, London

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

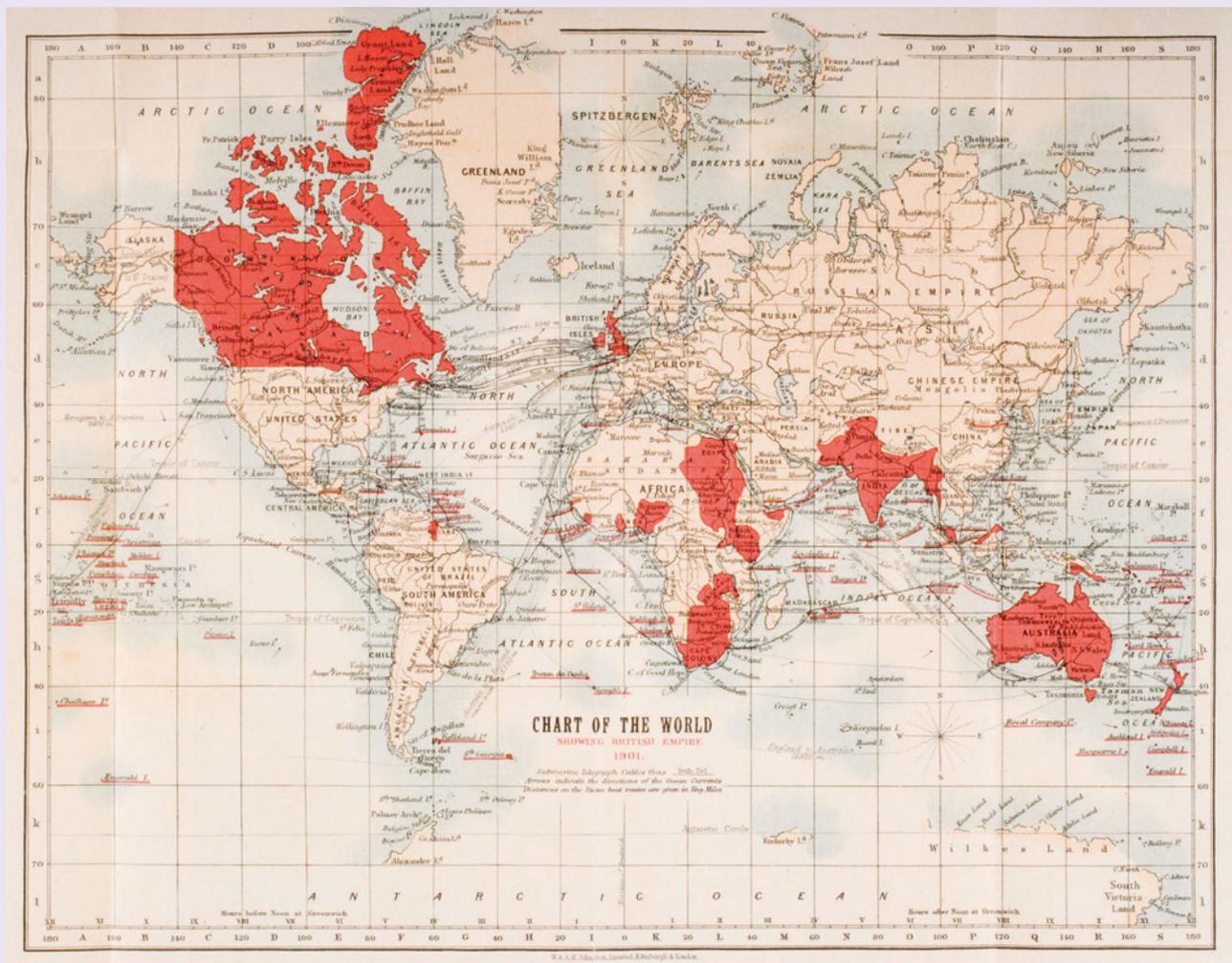
independence. As part of the formation of national identity, Gaelic language and culture began to be revived, and in 1914 a volunteer militia was formed to fight for self-rule. The nationalism of the early twentieth century resulted in the 1916 Easter Rising in Dublin, with Irish nationalists declaring 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

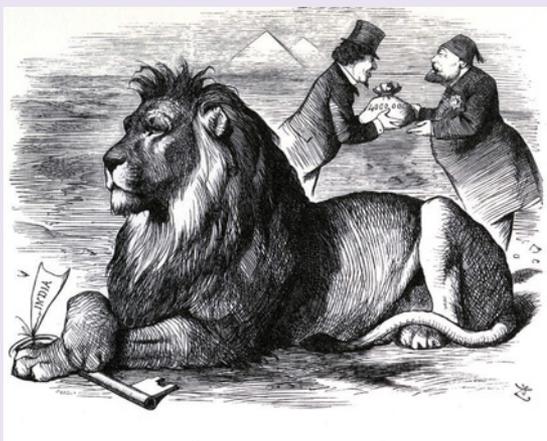
Imperialism is the geographic expansion of one state or people and the resulting domination over another. The Age of Exploration, from the early fifteenth century to the seventeenth century, opened up the world to many countries in Europe and led to the Europeans 'discovering' what they thought were 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.

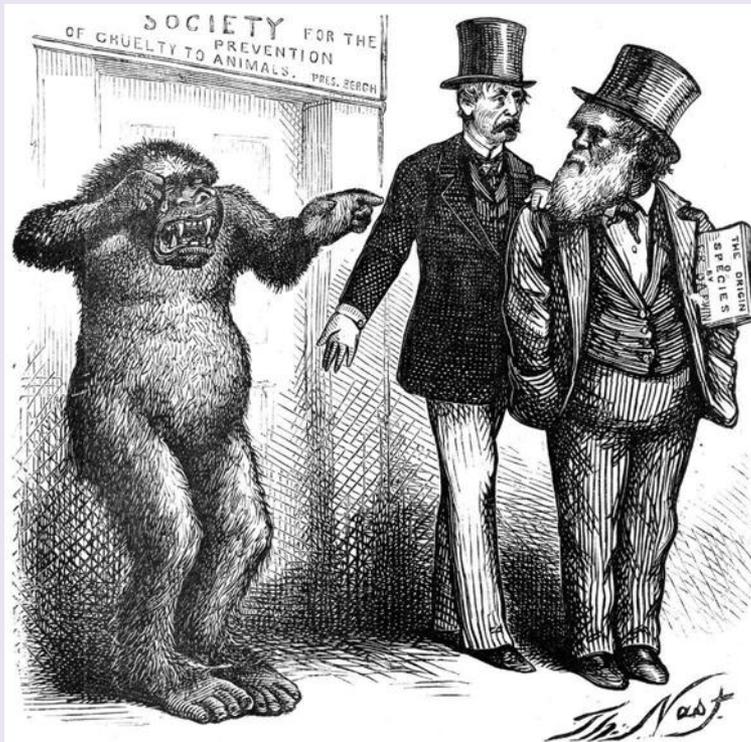
Today, Darwinism is accepted by most people as scientific fact. At the time, however, it was hugely controversial. While some heralded it as a highly influential and important work, many saw it as challenging the religious beliefs that had been held for a long time, and rejected the idea that humans 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?'

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.

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

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.

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.

Source 19 A poster calling people to a meeting to support the Charter in 1848



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.

WHAT WAS THE NATURE OF KEY IDEAS THAT DEVELOPED BETWEEN 1750 AND 1918, AND HOW DID THEY EMERGE?

» **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 [ebook](#) [access](#) 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 [ebook](#) [access](#) 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.

tariff

a tax (usually applied to goods being imported or exported)

monopoly

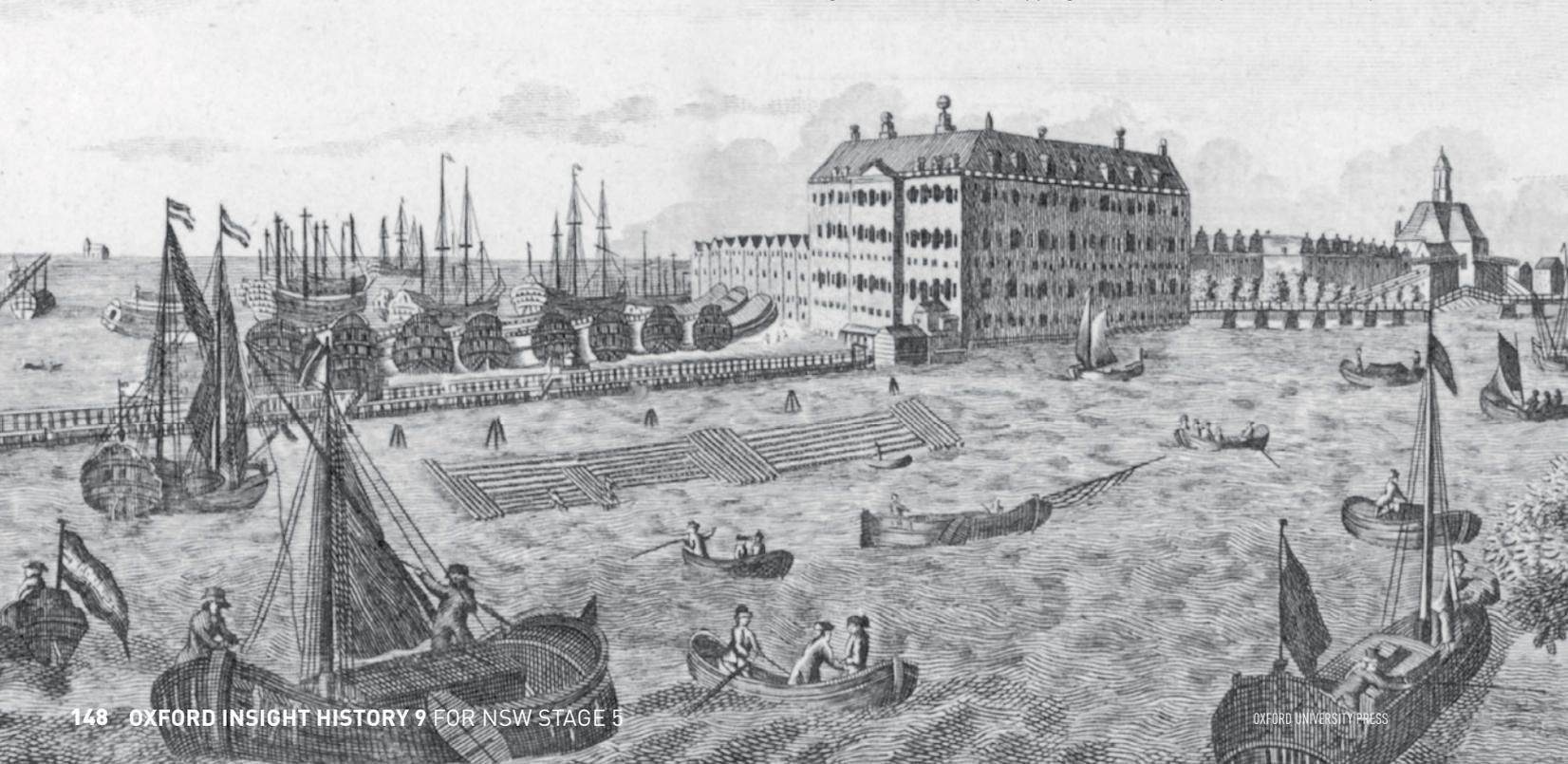
a situation in which a single company or organisation has complete control over a particular market for goods and services; a monopoly normally results in higher prices due to a lack of competition

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.

Source 1 A view of Amsterdam Harbour in the eighteenth century; shipping fuelled the busy trade in the city.



Adam Smith and the origins of capitalism

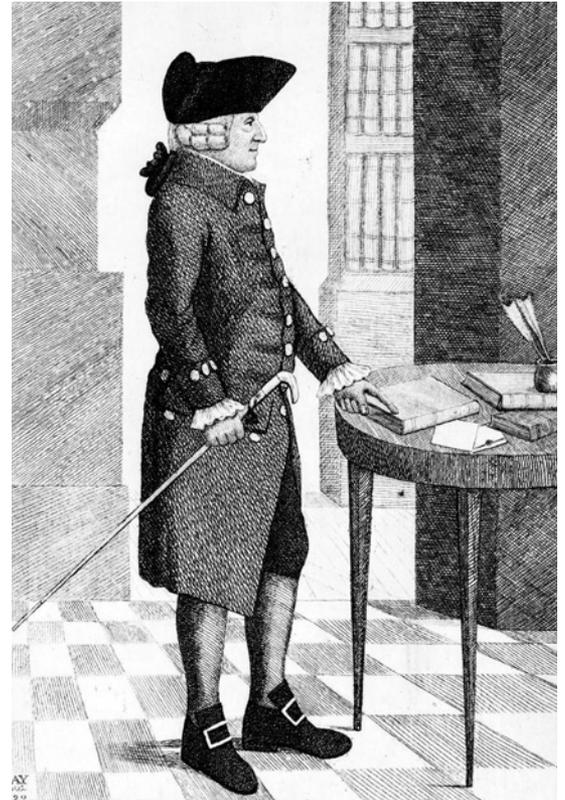
One of the most influential thinkers in the rise of capitalism was Adam Smith. He was a Scottish philosopher who wrote many works challenging the ideas of feudalism. In 1776, Smith published *An Inquiry into the Nature and Causes of the Wealth of Nations*. To this day, it remains one of the most influential 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.

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

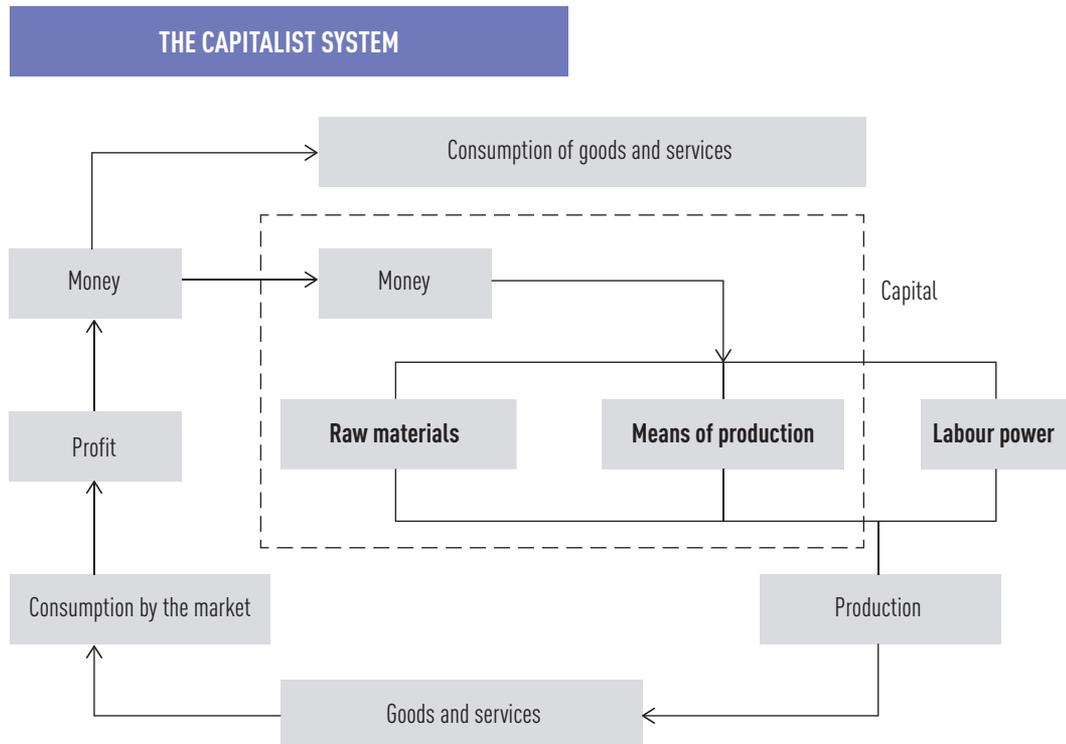
Some of the most important concepts relating to capitalism – described by Adam Smith and other social philosophers and economists – are **capital**, **supply and demand**, **competition** and **laissez-faire**. These terms are explained in further detail below. A clear understanding of these concepts will help you to appreciate the basic functions of capitalism.

Capital

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.

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



Source 4 Apple versus Samsung – competition under capitalism means that companies will compete to provide a lower price or better product.

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.

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

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.

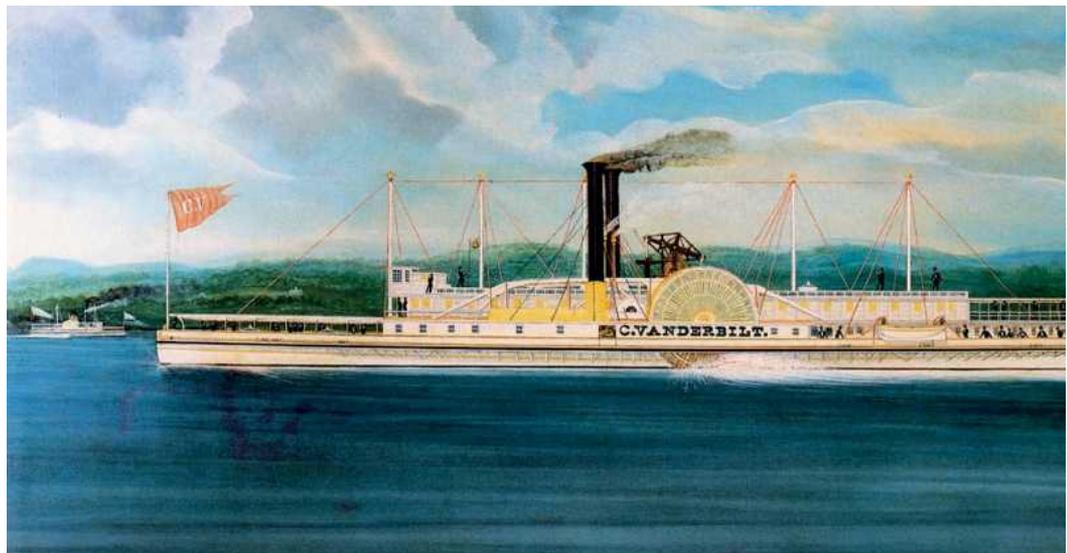
The capitalist system of the nineteenth century led to the development of great wealth for some individuals. These people differed from wealthy classes in previous generations, because they showed that it was possible to build wealth and power from nothing. People who obtained their wealth through industry were called **industrialists**.

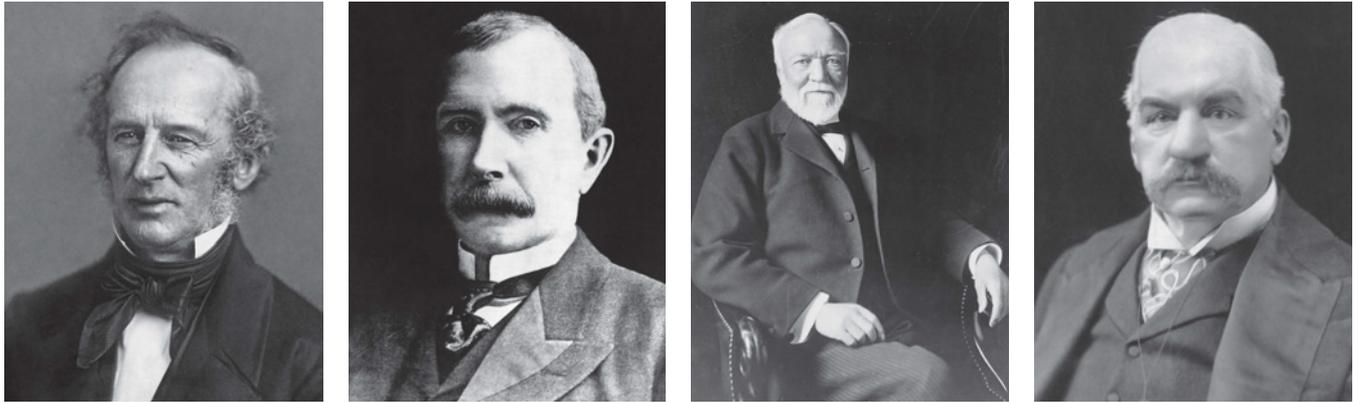
Successful industrialists across the British Empire usually came from classes that owned property. Nevertheless, some middle-class individuals were also able to invest very successfully, and join the ranks of the wealthy and powerful. This was particularly true in the United States, whose class system 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.





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

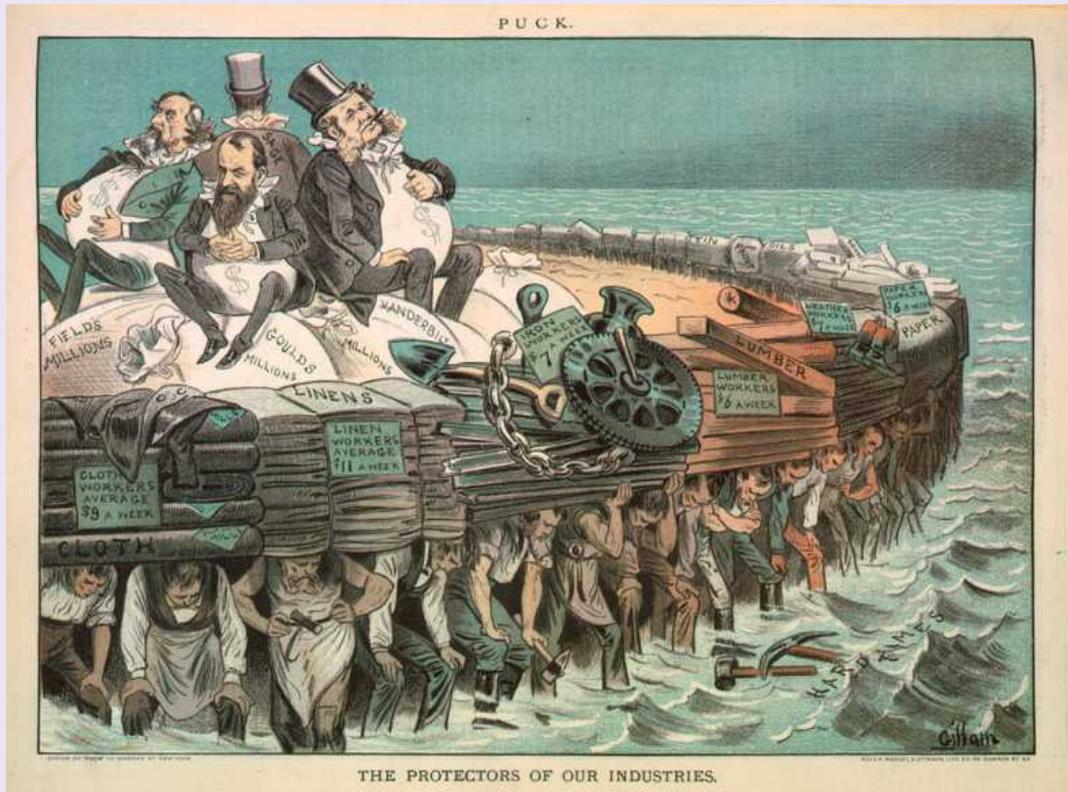
PERSPECTIVES

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

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

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.



Source 10 *The Slums of London*, an engraving by Gustav Doré, depicting poverty in mid-nineteenth-century London

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

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.

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.



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

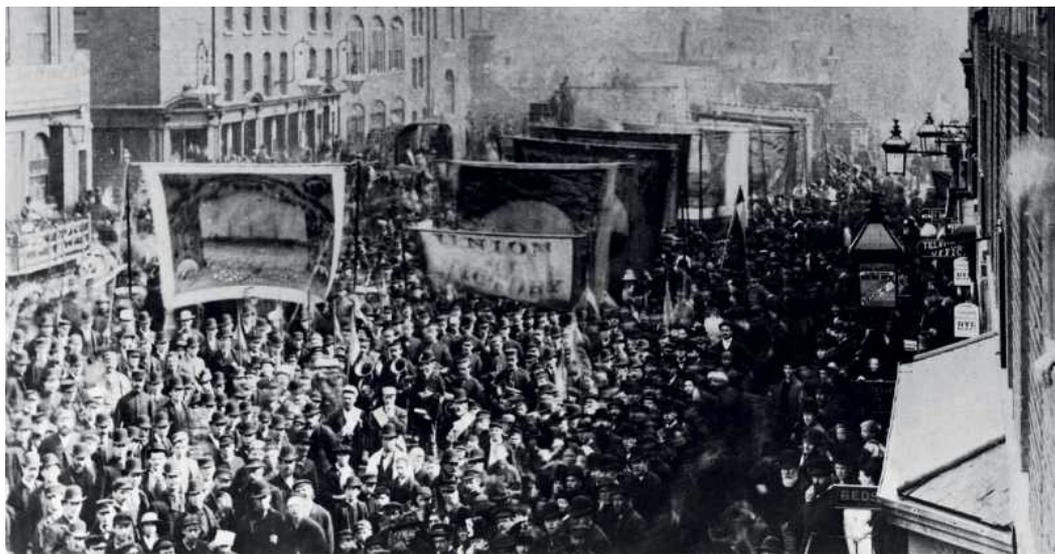
Strong trade unions arose from the mid-nineteenth century, spurred by the increasing popularity of socialist ideas.

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



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.

Source 12 Workers hold up trade union banners as they march in the 1889 London dock strike.

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 [ebook 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



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

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.

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

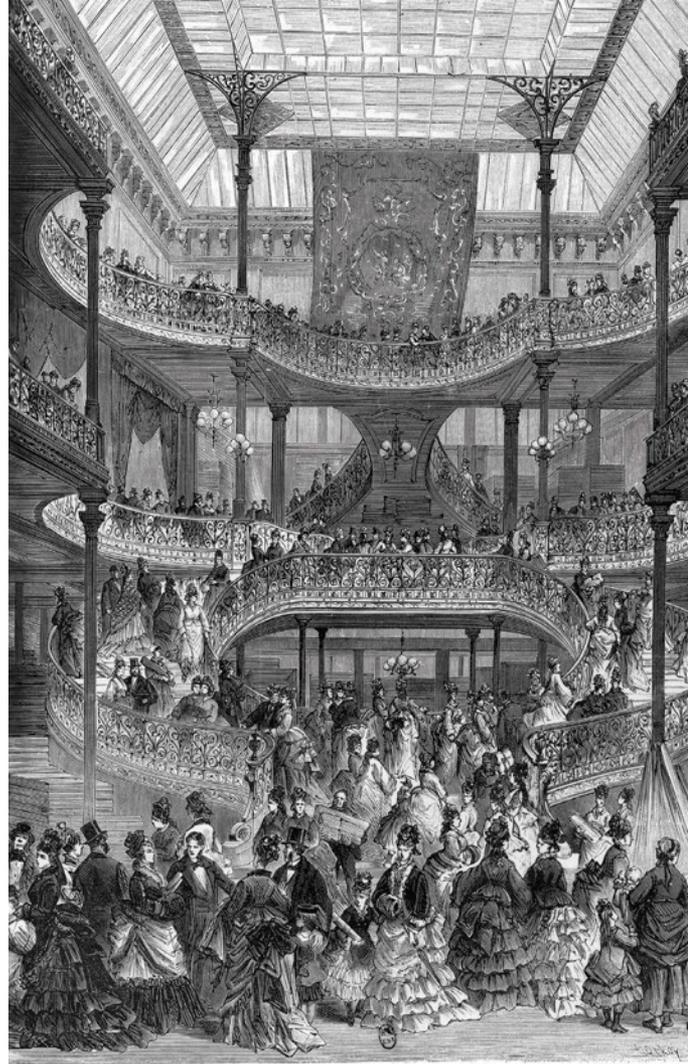
There was demand among women for entertainment, and Boucicaut supplied a product to meet that demand. Thus supply and demand, a central concept of modern capitalism, worked to create department stores and consumerism as we know them today.

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.

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.

commodity

a raw material or primary agricultural product that can be bought and sold (such as coffee, coal and gold)

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?

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.

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?

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.

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.

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]

3C

CHECKPOINT

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 [ebook 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 [ebook assess](#) for these resources and more:



Teacher support

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

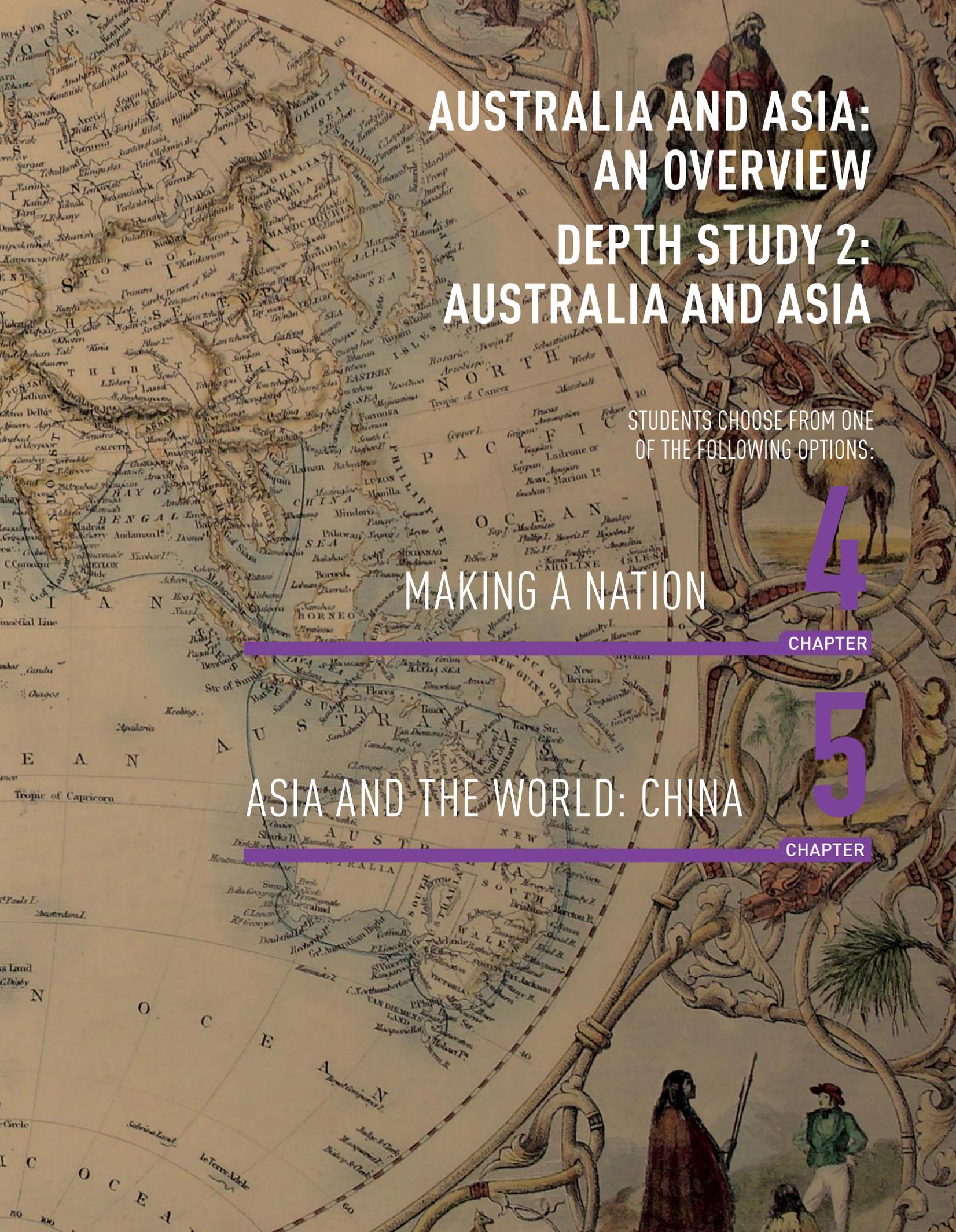
Quizlet Live

Launch a game of Quizlet Live for your students.

PART



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:

MAKING A NATION

CHAPTER

4

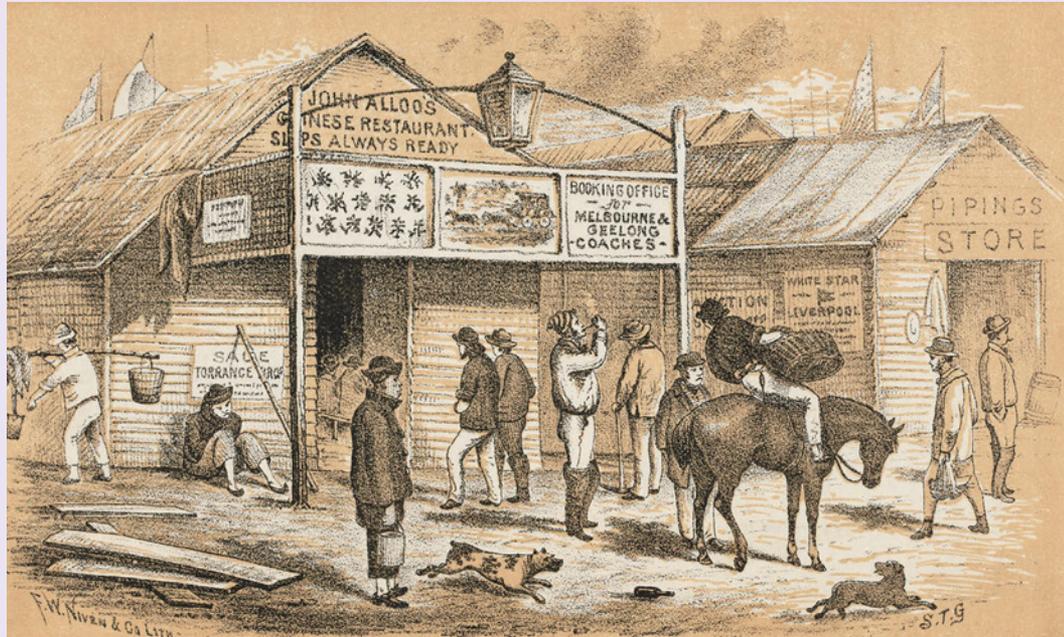
ASIA AND THE WORLD: CHINA

CHAPTER

5

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'.

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.



Source 3

A newspaper headline from 2016 illustrates how Australia's relationship with its colonial past has been contested.

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

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.

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.

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

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.

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.

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**.

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.

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.

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.

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

archipelago
a large group of small islands

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

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



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.

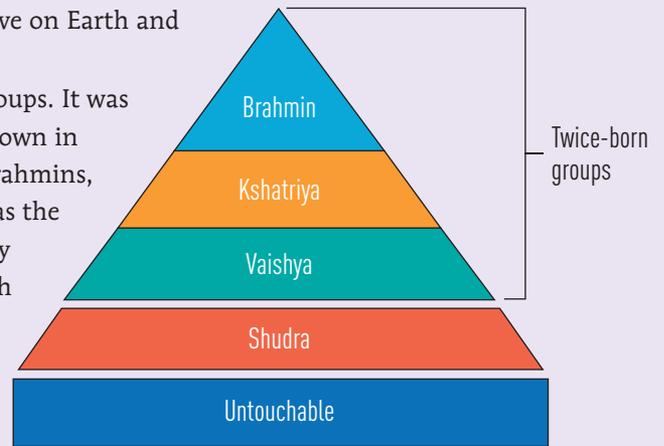
India

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.

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.



Indian caste system

Source 10 The caste system in India

caste system

a social system in which people are born into a social group (called a caste)

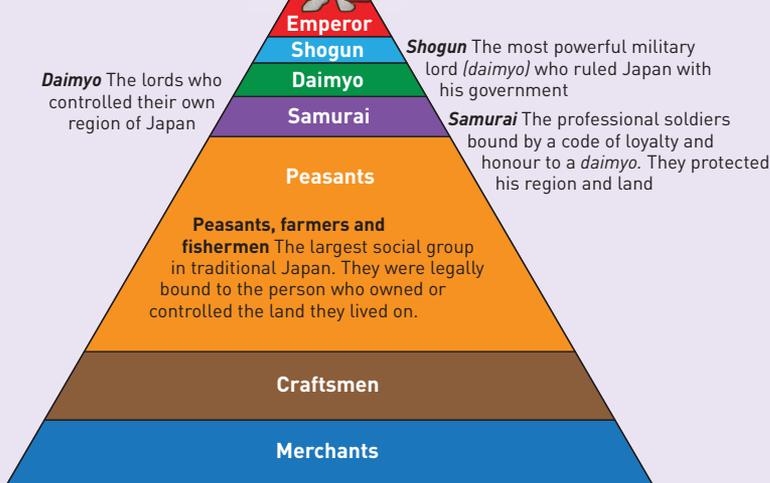
feudalism

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 11 The social structure of Japan



Emperor (Mikado)
The respected figurehead of Japan



Daimyo The lords who controlled their own region of Japan

Shogun The most powerful military lord (*daimyo*) who ruled Japan with his government

Samurai The professional soldiers bound by a code of loyalty and honour to a *daimyo*. They protected his region and land

Peasants, farmers and fishermen The largest social group in traditional Japan. They were legally bound to the person who owned or controlled the land they lived on.

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.

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.



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

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.

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.

Source 14 This statue of Confucius is in Shanghai, China. Confucist beliefs, and statues, spread across Asia.

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.

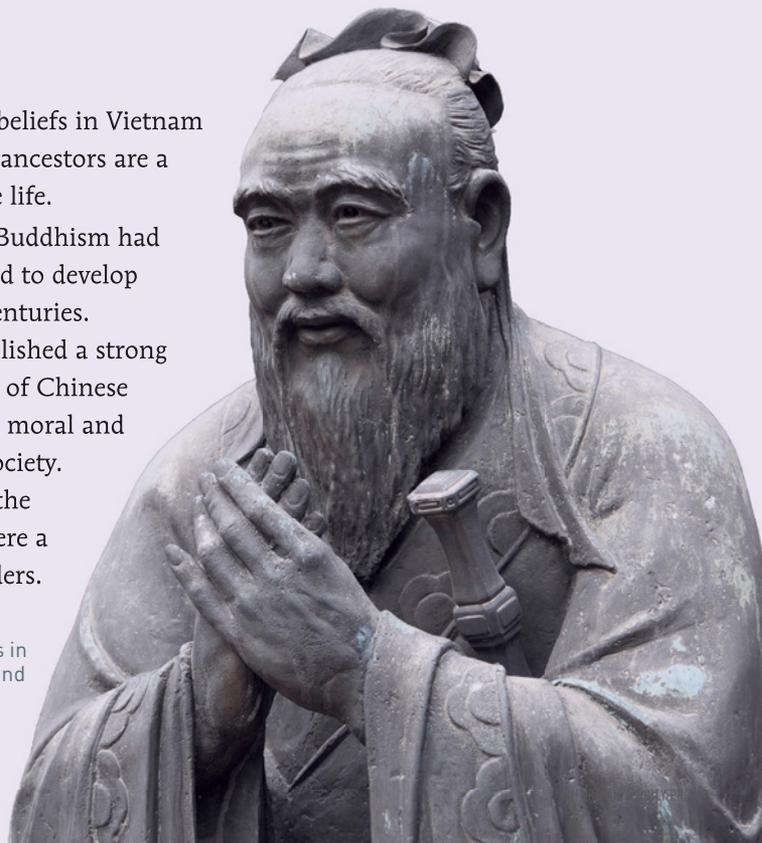
BCE

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 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.

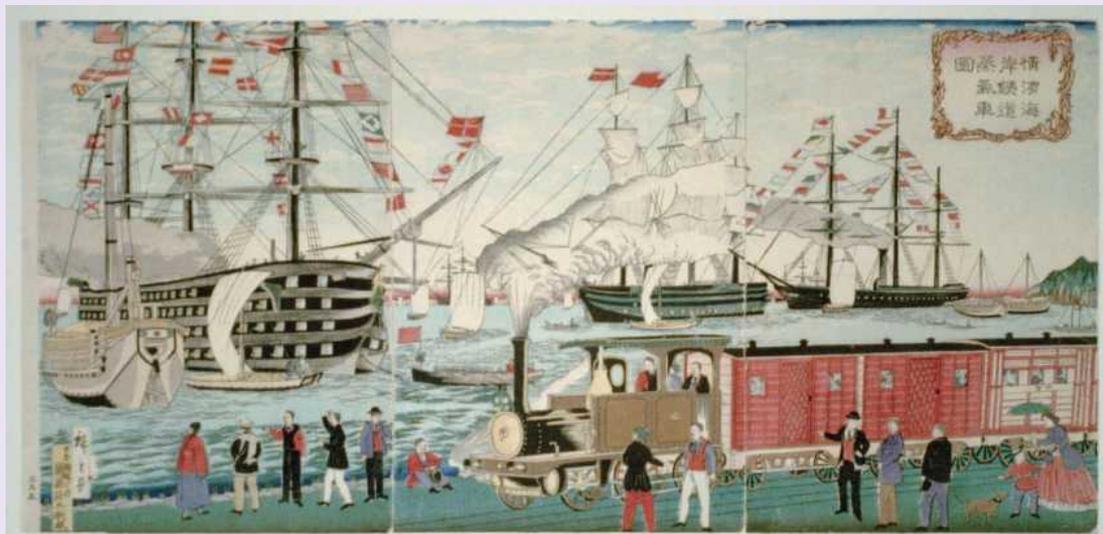
One of the most dramatic changes in Japanese history came in 1853 with the arrival of a fleet of American warships led by Commodore Matthew Perry. The United States wanted Japan to open its doors to trade and, after lengthy negotiations, Japan signed the Treaty of Kanagawa in 1854, which granted some 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.

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.

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



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

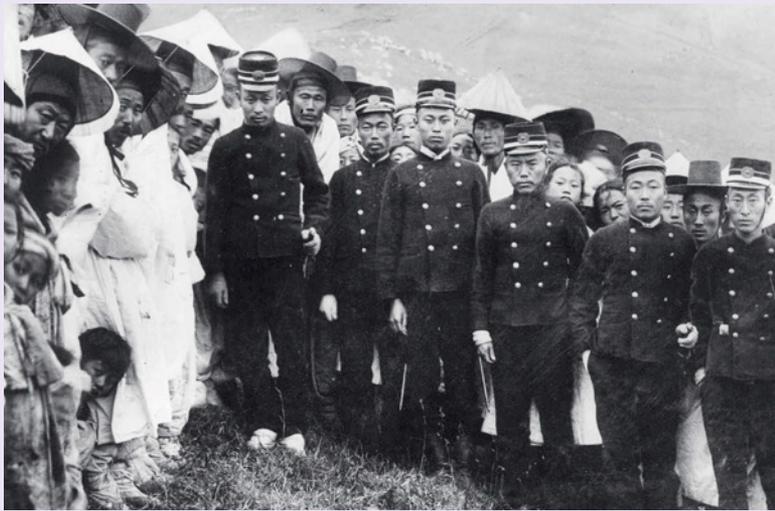
Although China was much larger, Japan's modernised army prevailed over China's antiquated forces, and in 1895, the Chinese were forced to accept defeat, signing the Treaty of Shimonoseki. China handed over control of the strategically important Taiwan and Liaodong Peninsula. China also agreed to open 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.

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.

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.





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

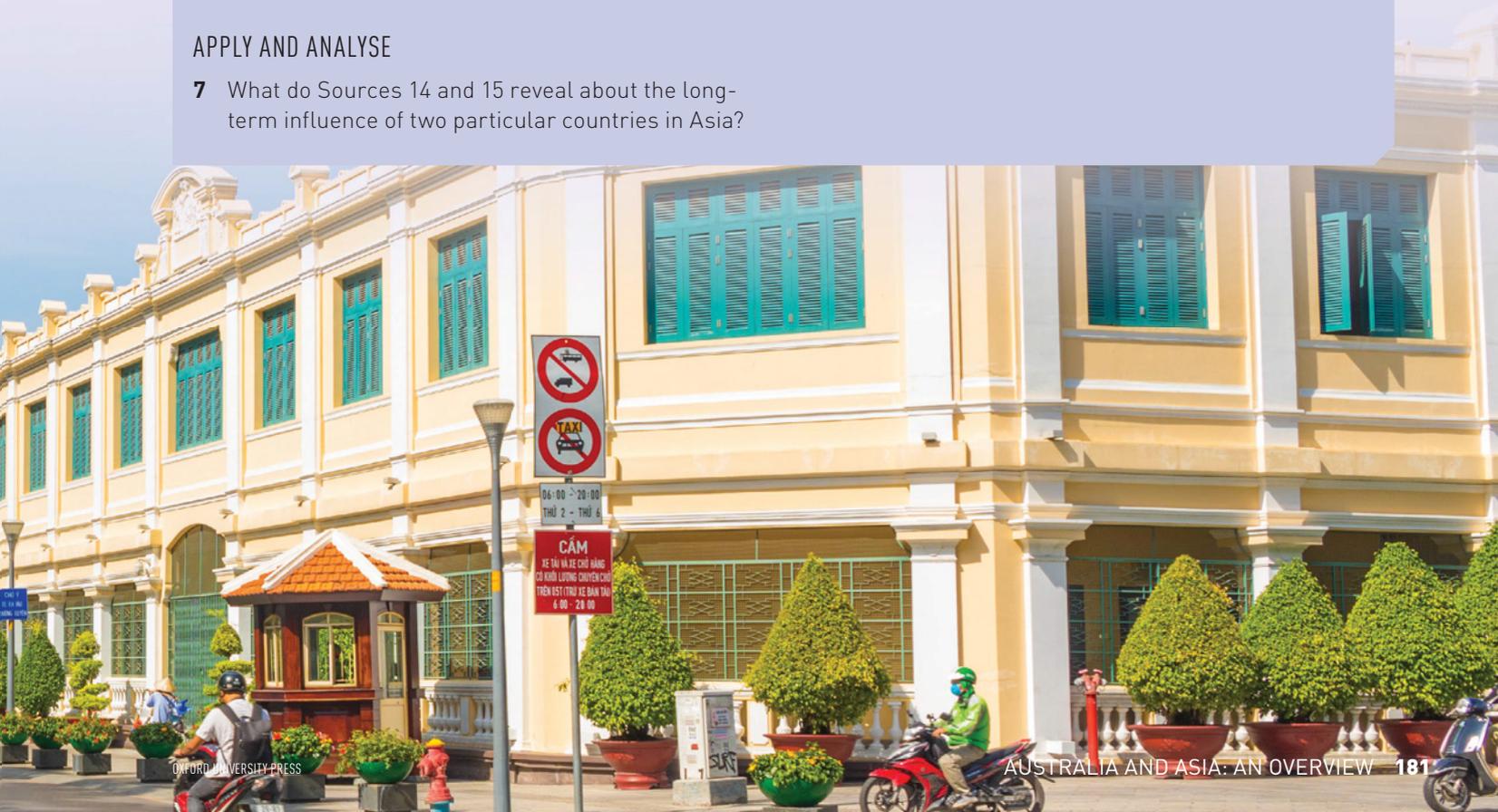
- 7 What do Sources 14 and 15 reveal about the long-term influence of two particular countries in Asia?

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.

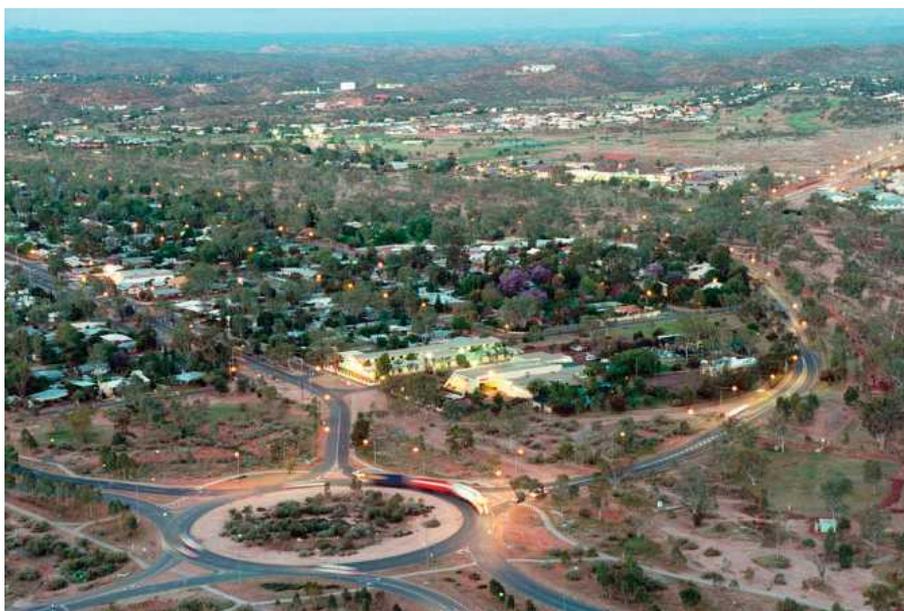
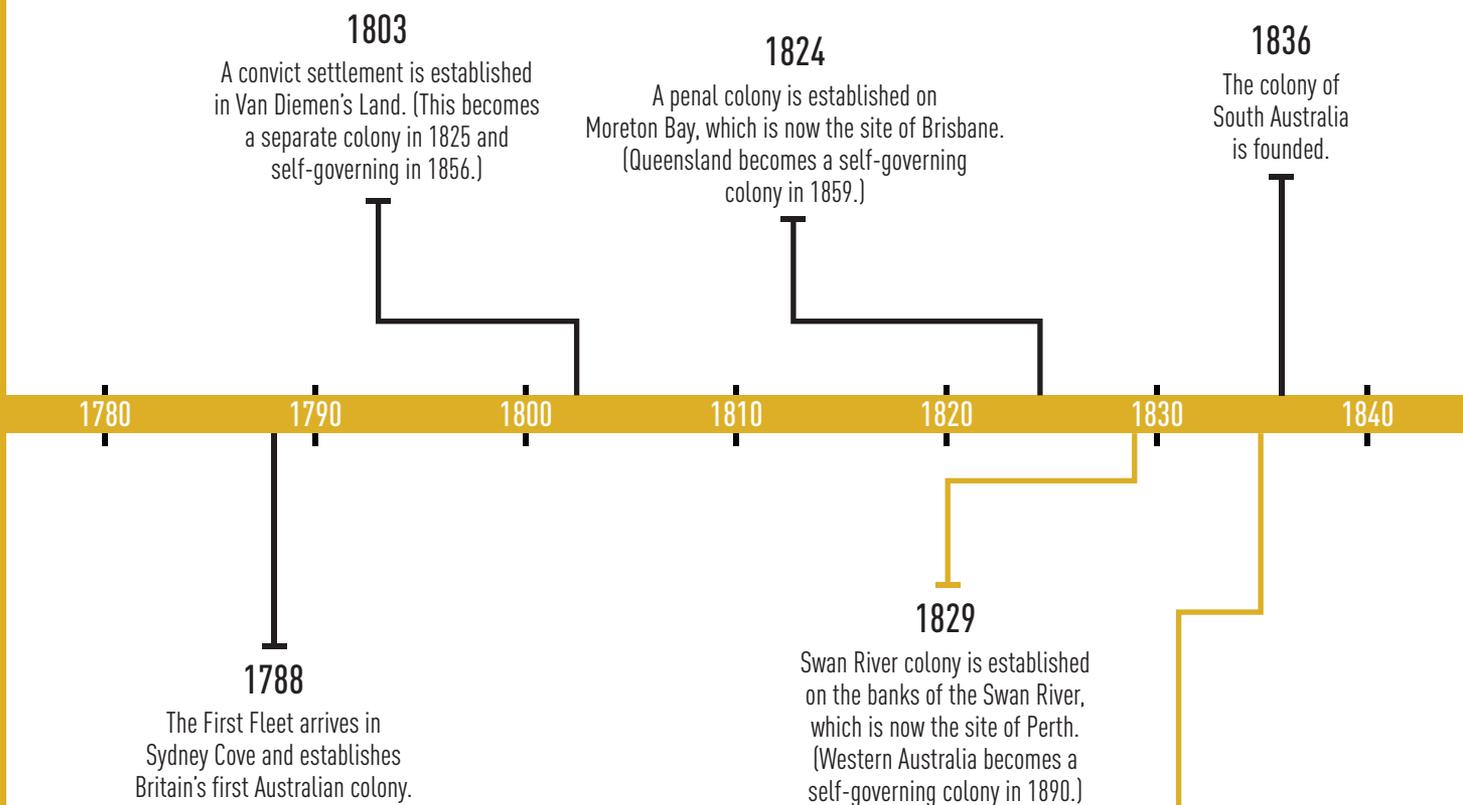
This chapter will explore European settlement in Australia, and analyse the impact of this on both the land and the original inhabitants. We will also examine the lives of European and non-European settlers in colonies within Australia. Finally, we will look at how and why Australia federated, and consider some of the key legislation passed by the new national government between 1901 and 1914 that helped shape contemporary Australia.

MAKING A NATION – A TIMELINE

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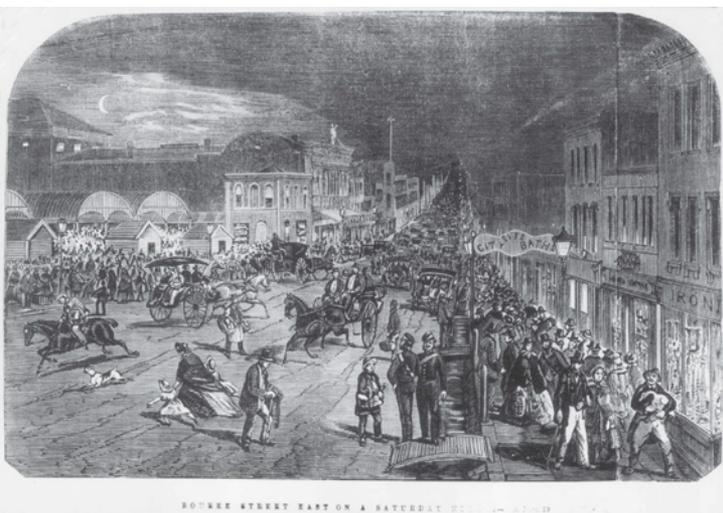
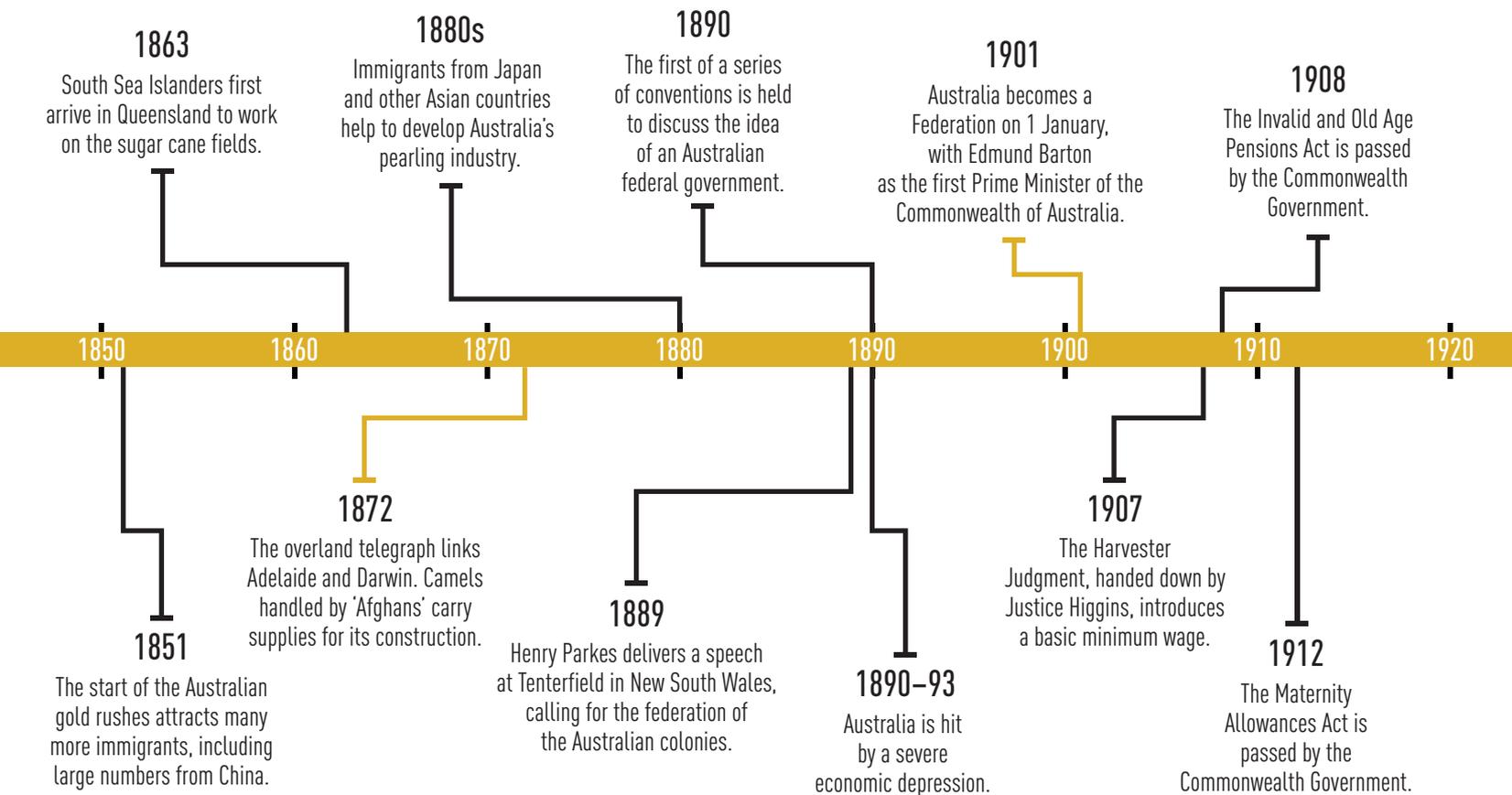
Source 2 An artist's impression of the view at the Swan River Colony in Western Australia



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.



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.

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.

Terra Nullius

a Latin term meaning 'land belonging to no one' or 'empty land'



Source 3 A cartoon that reflects the reality of European settlement in Australia – the land did in fact already belong to Indigenous peoples.

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.

4.2 THE EXPANSION OF EUROPEAN SETTLEMENT

KEY CONTENT

In this topic you will:

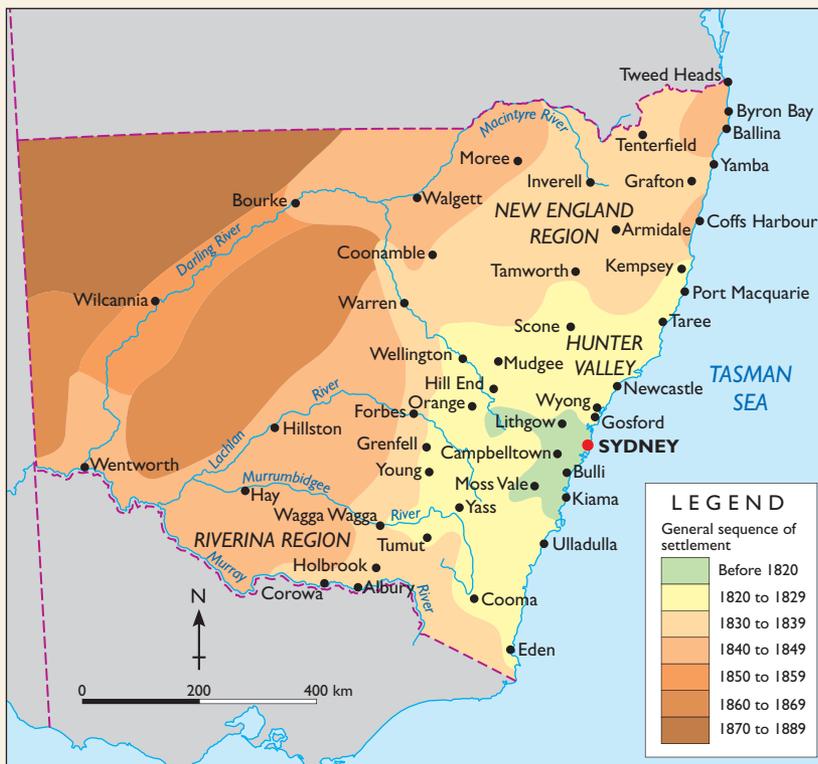
- outline the expansion of European settlement on a map of Aboriginal Australia to 1900.

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. Burt (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





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.

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.

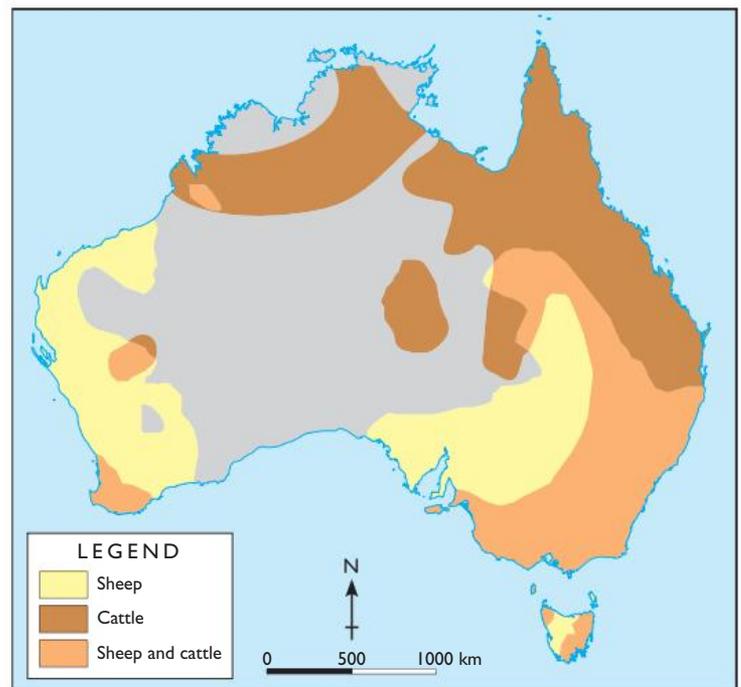
Therefore, when **squatters** – such as the Henty family in Victoria – occupied thousands of square kilometres of prime grazing land, they not only destroyed an environmentally sustainable system of land management and agricultural production, but also introduced sheep and cattle that did so much to 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.

squatter

a person who occupied a section of Crown land for cattle and sheep grazing without purchase or lease

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.

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.

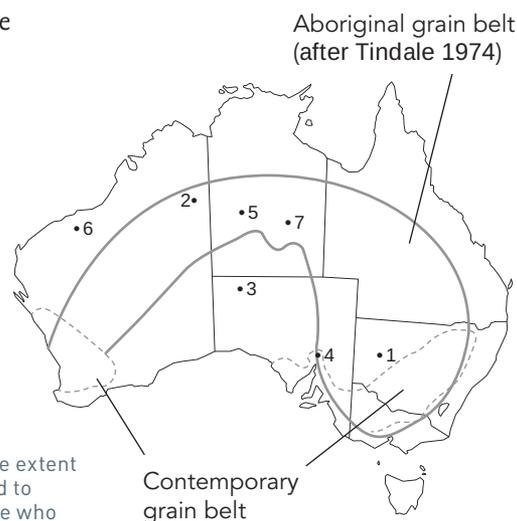
Patterns of colonisation: new grazing lands

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.

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.

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'



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 Werrabee Plains shows how the landscape is likely to have appeared before European settlement. These parts of the Werrabee 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.

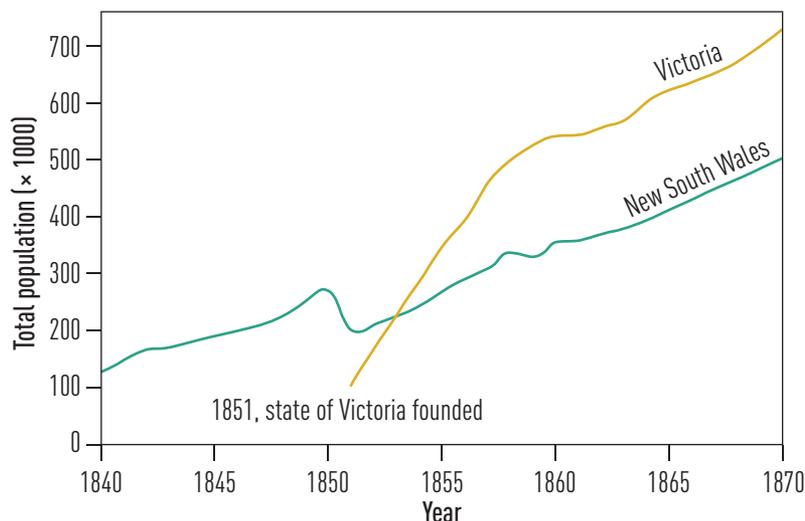
The Europeans were unaware that they were benefiting from Indigenous knowledge of the areas, even while they were taking over Indigenous lands. Indigenous trails had been operating along the most accessible routes for thousands of years. Sheep farmers moved their livestock along these trails, and they 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.

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.



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.



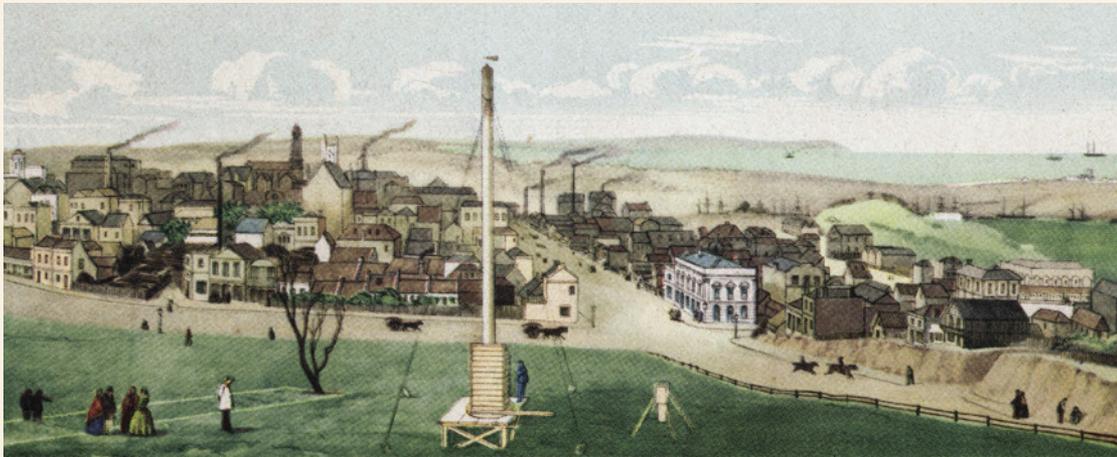
Source 22 This painting from 1851 shows a view of the goldfields in Ballarat, Victoria.

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.

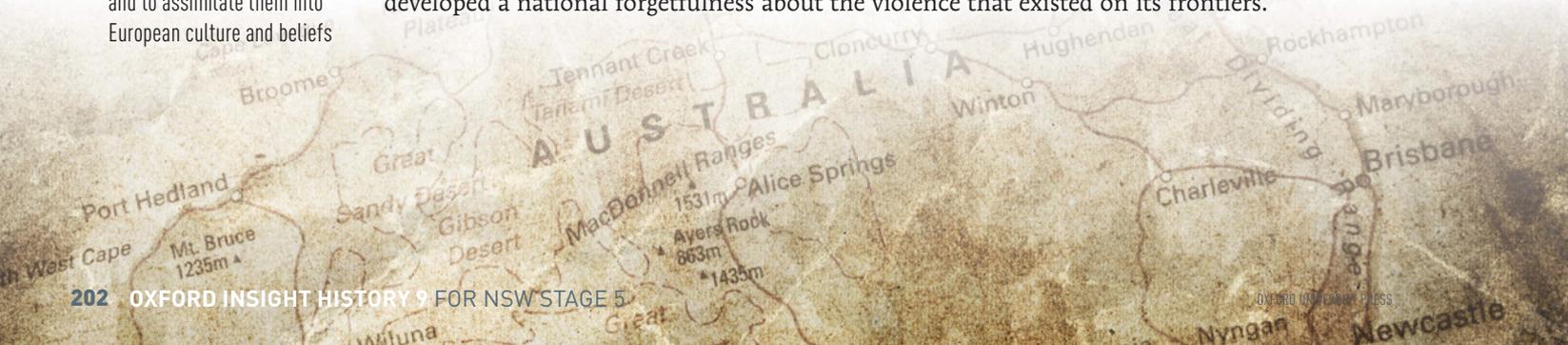
The response of Indigenous communities to the advancement of European settlement varied across the continent, but it is possible to identify certain stages:

- 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.



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.

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.

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.

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.

assimilation

the process by which a minority group adopts the language and customs of a dominant population

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

Protection

a government policy introduced in Australia in the 1850s, designed to give the government extensive power over the lives of Indigenous people

SPOTLIGHT

EMPATHETIC UNDERSTANDING

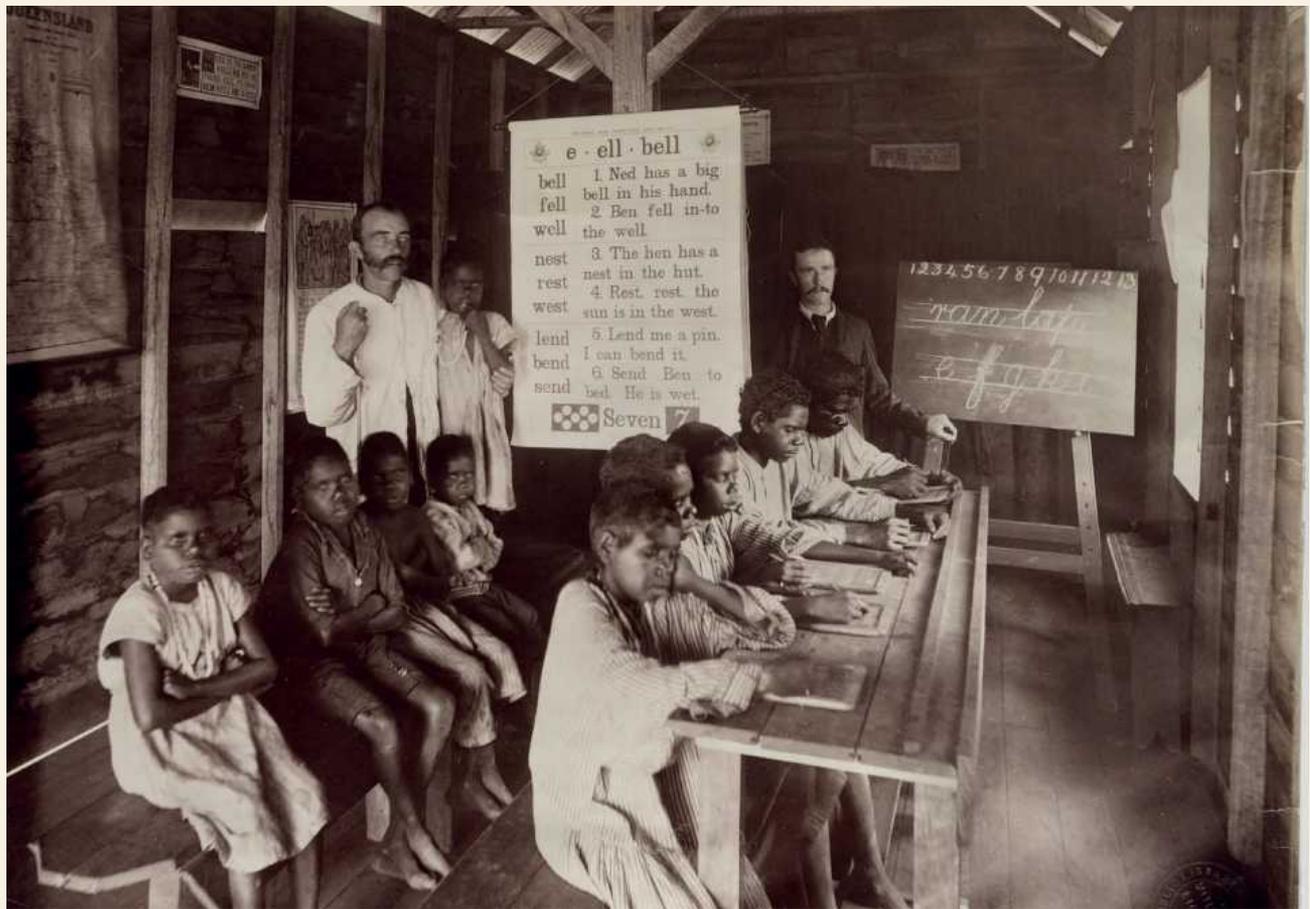
Empathetic understanding requires you to appreciate other points of view than your own. What problems exist for developing empathetic understanding of the experiences of Indigenous Australians if they have been largely excluded from Australia's national story?

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'.

- Discuss what the information in Source 32 tells us about the pattern of contact on the Australian frontier.
- Based on the information provided in Source 32, decide whether you think police involvement would affect the availability of evidence.
- 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

- 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

- 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.

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.

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)
 - Cairns (1876)
 - Murwillumbah (1840s)
 - Alice Springs (1872)
 - Toowoomba (1852)
 - Lightning Ridge (1860)
 - Rockhampton (1855)
 - Cobar (1870)
 - Broken Hill (1883)
 - Nyngan (1883)
- 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]

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:

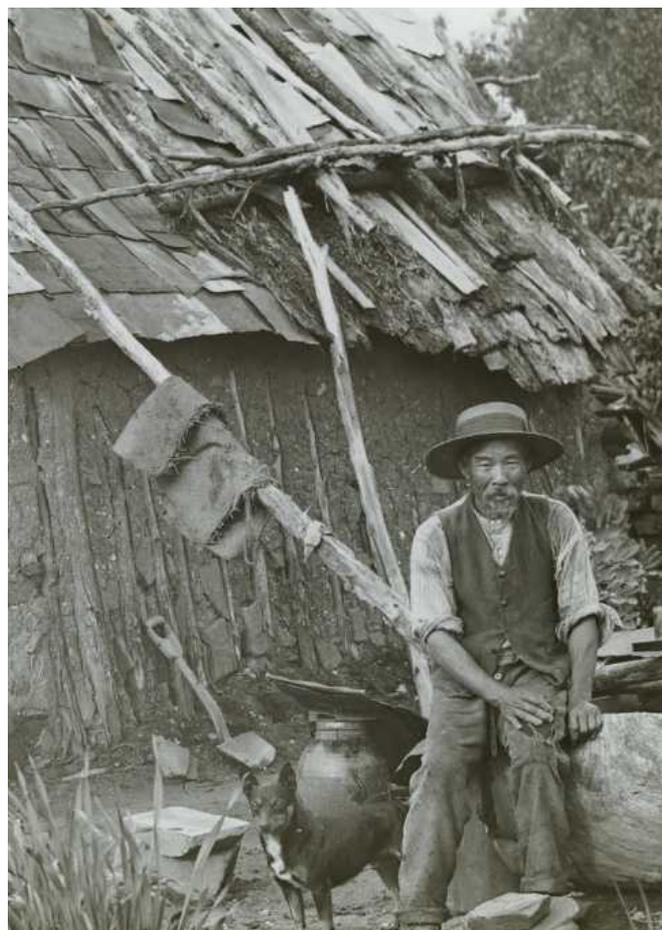
- *Racism* – European people assumed that their own culture and religion were naturally superior. As is the case with almost all examples of racial prejudice and hatred, the Europeans did not understand the Chinese, and their ignorance fuelled fear.
- *Fear of being overrun* – Many Europeans feared that 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

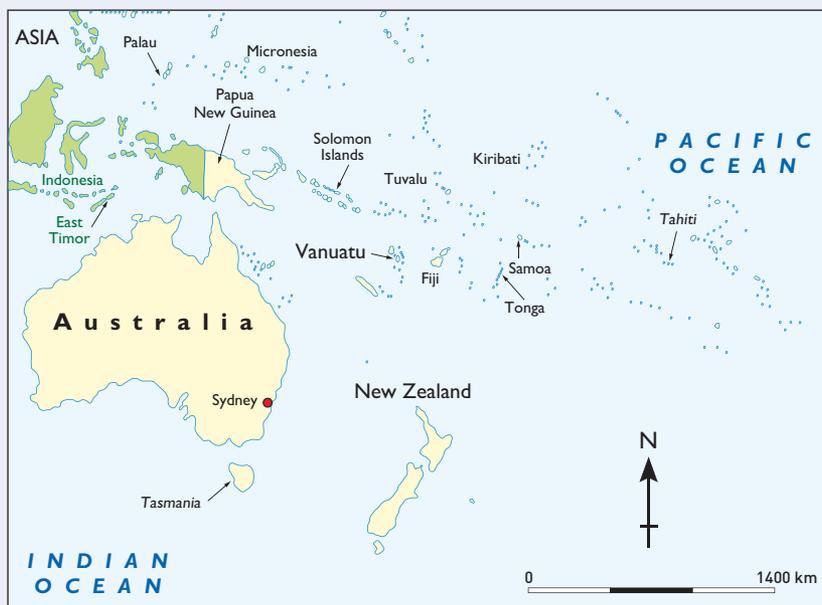
- 6 Investigate the anti-Chinese riots of the Australian goldfields in the nineteenth century. Discuss the treatment of Chinese people during the onset of the COVID-19 pandemic in 2020, and analyse whether this indicates continuity or change in Australian society.
- 7 Select one of the other non-European 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?

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



Source 6 Mal Meninga

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

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 EXPERIENCES AND CONTRIBUTIONS OF NON-EUROPEANS IN AUSTRALIA BEFORE 1900?

» 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 [ebook 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 [ebook 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

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:

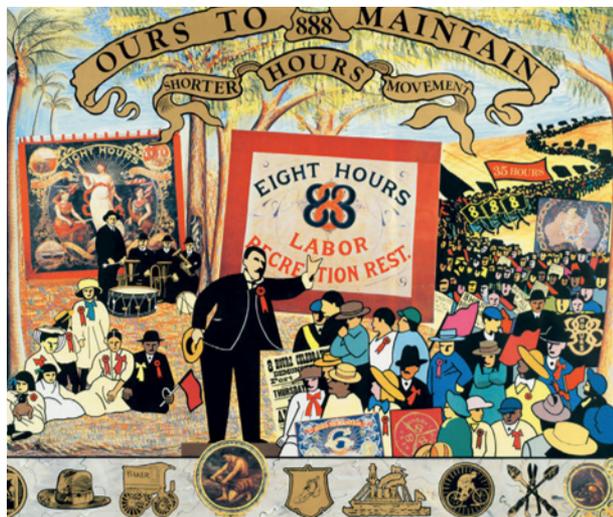
- The Commonwealth Court of Conciliation and Arbitration was established in 1904, and could hear disputes between workers and employers.
- In the 1907 Harvester Judgment, Justice Higgins of the Commonwealth Court of Conciliation and Arbitration gave Australian workers a guaranteed basic wage – an amount 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.

depression

a sustained, long-term downturn in economic activity in one or more economies

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.

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.

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**.



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

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.

egalitarianism

a social and political theory promoting the idea of equal opportunities among all people, regardless of their position in society

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

4.7 SOURCE STUDY

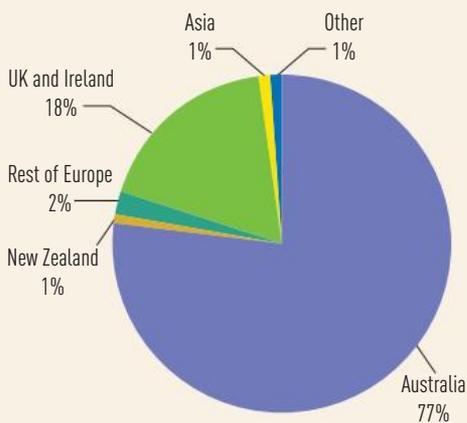
A snapshot of Australian society around 1900

Source 4 The Australian population in 1901

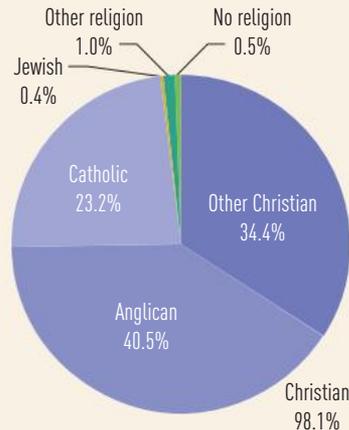
Total population	3.8 million
Indigenous population (estimated)	93 000
European fertility rate	3.8 babies per woman
European life expectancy	A girl born in 1901 – 58.8 years A boy born in 1901 – 55.2 years
European infant mortality rate	1 in 10 babies died in their first year of life

Source 5 Proportion of the population living in rural and urban Australia in 1901

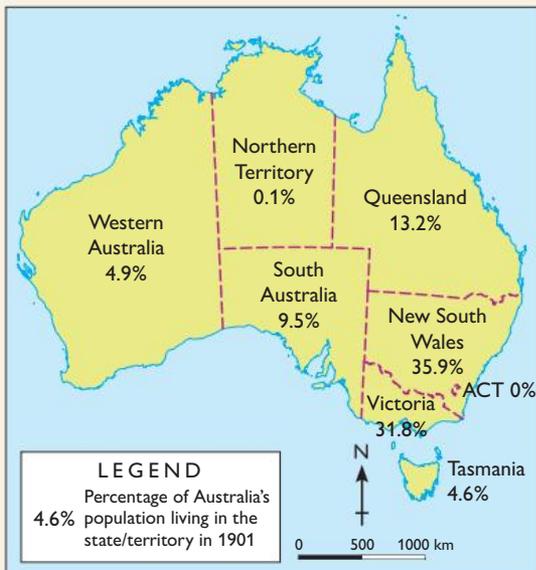
Rural	41.3%
Urban	58.7%



Source 6 Birthplace of the European Australian population in 1901



Source 7 Religion of the European Australian population in 1901



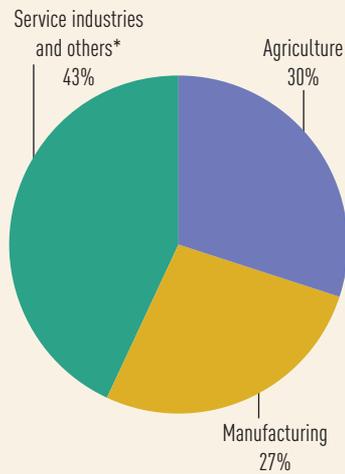
Source 8 Distribution of the European Australian population by state in 1901

Source 9 Participation of European Australians in education by age groups in 1911

Age Group	Percentage
< 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

Year	Percentage
1901	80%
1911	90%



* banking, retail, transport, teaching, construction, domestic work

Source 11 Occupations of Australian workers in 1901

All statistics are taken from *Australian Manufacturing to Federation*, Australian Bureau of Statistics 1301.0 – Year Book Australia, 2001.

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%

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



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.

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 18 A washing machine from the late 1880s



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.

A working-class kitchen



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 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 A0 Collection 1992, Art Gallery of South Australia, Adelaide



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.

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.

Schooling in Australia around 1900



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?

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.

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

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.

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]

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

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).

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

Source 1 Votes for and against Federation, Australian colonies

Colony	First vote (1898)		Second vote (1899; 1900 in WA)	
	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.

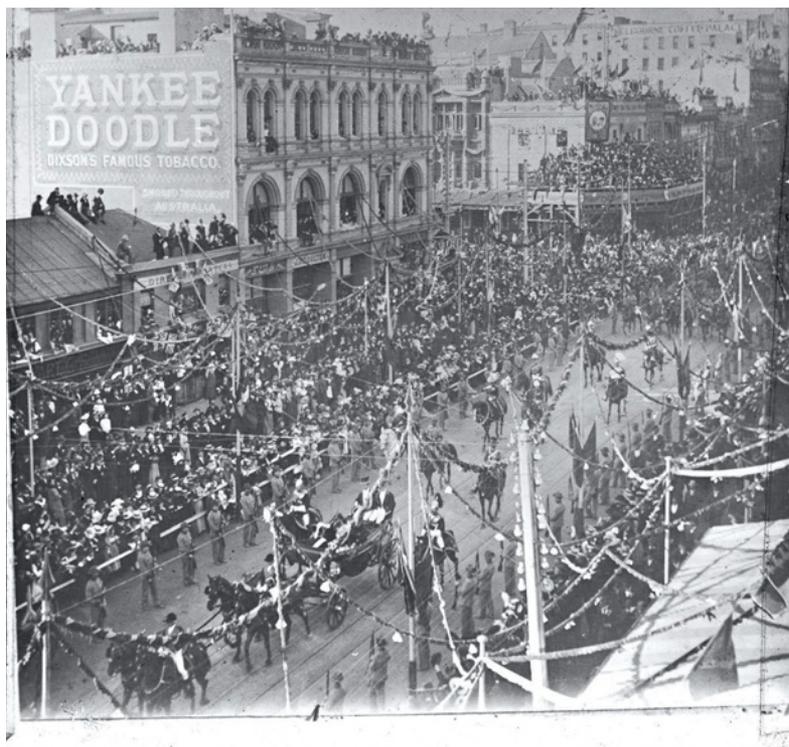
Consider too that there might have been an Australasia that included Australia and New Zealand in the Commonwealth. Representatives from New Zealand attended the 1890 Federation Conference and the 1891 Federation Convention, which worked to draft an Australian Constitution.

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.

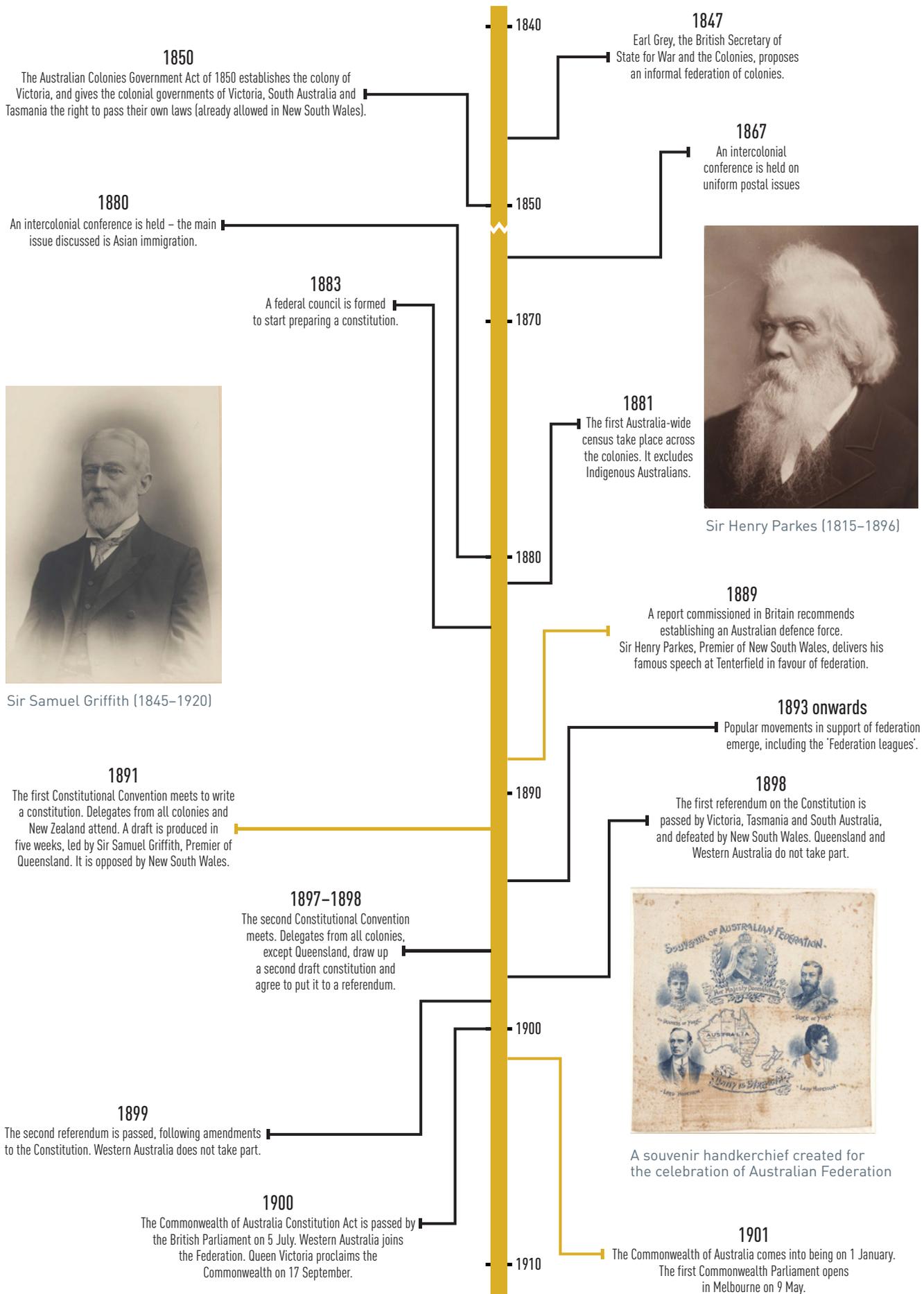
It is also fair to say that Britain had learned from the experiences of losing the American colonies and was not going to make the same mistakes again. In 1850, the British Parliament passed the Australian Colonies Government Act, which provided all of the Australian colonies with the right to govern 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.



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

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.



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.

tariff

a tax (usually applied to goods being imported or exported)

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.

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.

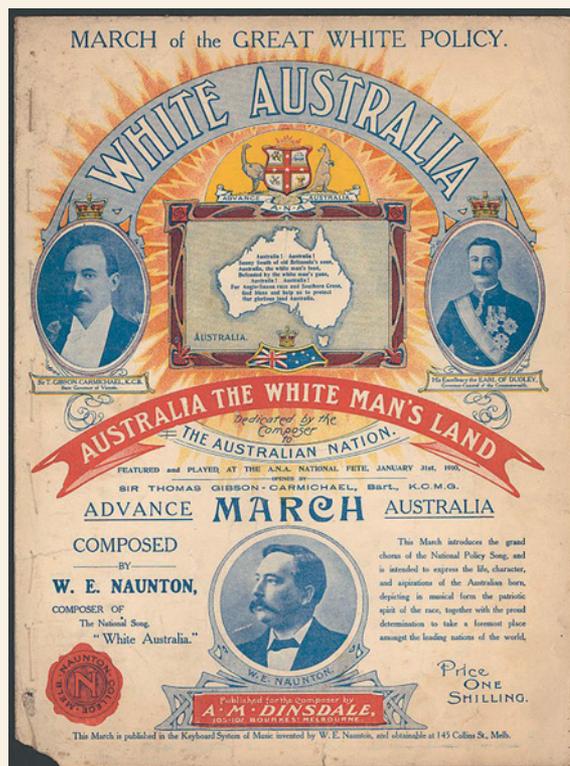
Speech by Alfred Deakin on the Immigration Restriction Bill (which later became the Immigration Restriction Act), Commonwealth Parliamentary Debates, 12 September 1901

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.

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.

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.

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

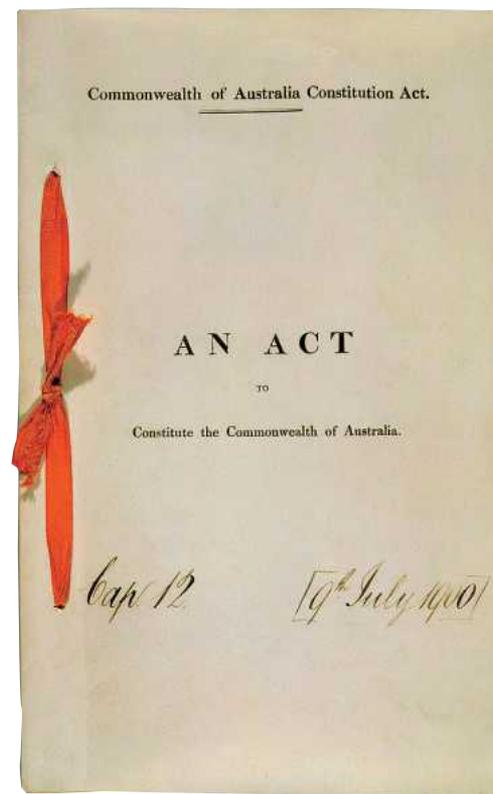
Source 9

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



Source 10 The Australian Constitution

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

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.

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).

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



Source 13 The Chinese community in Melbourne celebrates Federation in 1901.

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 'dirty'.

Source 16

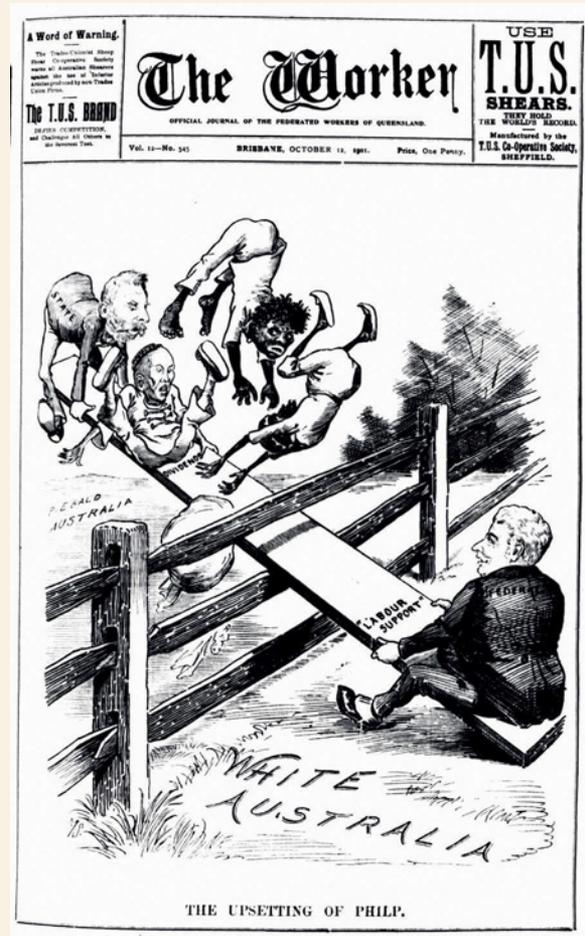
We must take steps to prevent any Aboriginal from acquiring the right to vote. Surely it is absolutely repugnant to the greater number of the people of the Commonwealth that an Aboriginal man or Aboriginal lubra or gin [woman] – a horrible, degraded, dirty creature – should have the same rights that 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 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 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	

» **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 [ebook 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 [ebook assess](#) for these resources and more:



Teacher support

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

QuizletLive

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.

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.

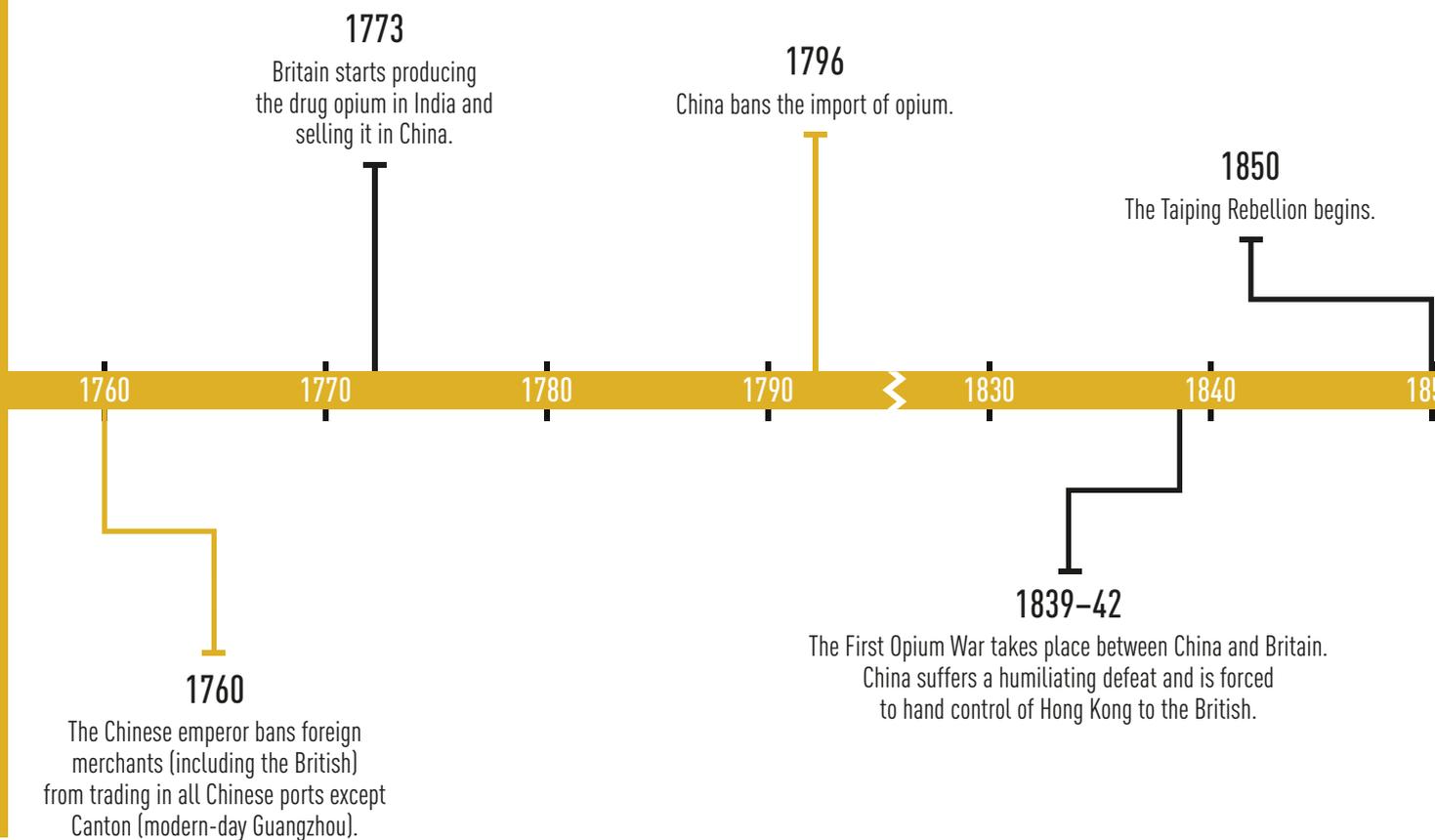
By the end of this period, China was divided and weak. Foreign nations such as Britain, France and Japan had 'spheres of influence' within China that included key trading ports and much of the countryside. New ideas had spread into China from the West, such as the need for modernisation and the emergence of nationalist movements that challenged traditional Chinese beliefs about the right of the emperor to rule.

ASIA AND THE WORLD: CHINA – A TIMELINE



Source 2 A Chinese opium den

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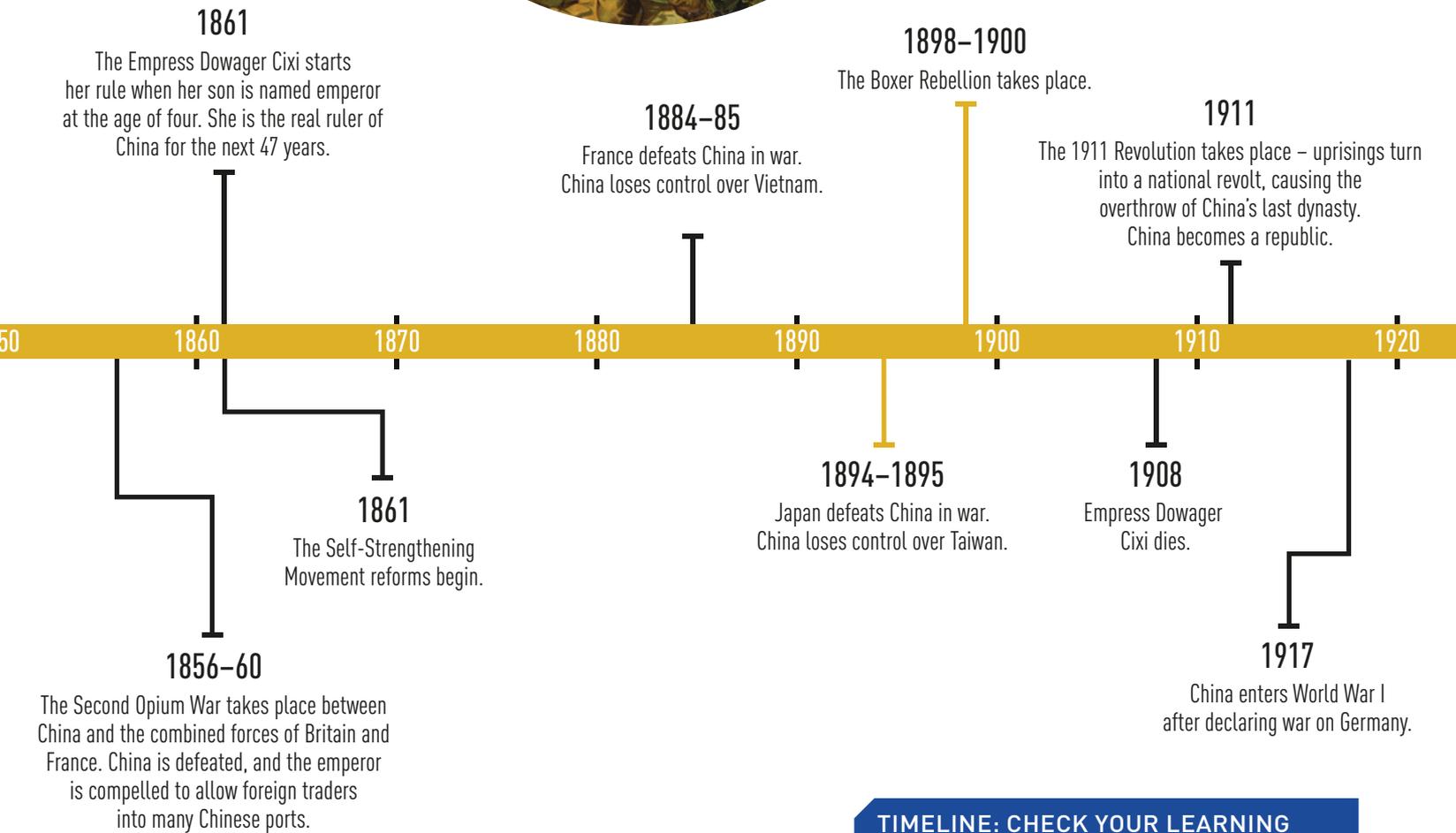
Source 3 The 'Thirteen Factories' area in Canton did not house factories, but was the site of the offices, warehouses and stores of foreign merchants. This was the only legal site of most Western trade with China until 1842.



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).



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

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.

Source 1 The extent of the Chinese Empire under the Qing Dynasty

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.



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.

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.



Source 2 A modern-day view of a bridge over the Grand Canal – the longest artificial waterway in the world – at Jiangsu, China

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)

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.

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 4 The Qing Dynasty Emperor Qianlong, who ruled China from 1735 to 1796



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

banner

a military unit of 300 men that became the basis of the Qing army

The 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.

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.

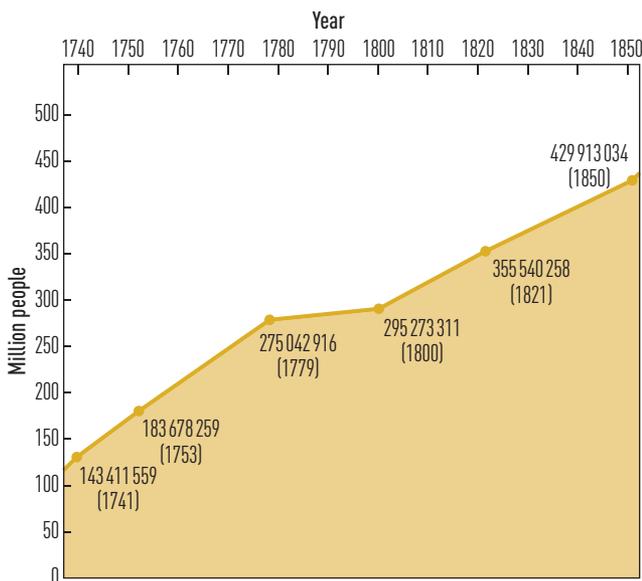
One enormously important crop was tea, which was grown by peasants and bought by tea merchants, who shipped it to other countries. By 1800, Britain in particular was buying huge amounts of tea from China in exchange for millions of pounds worth of silver every year. Most of this, though, went to the 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.

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.



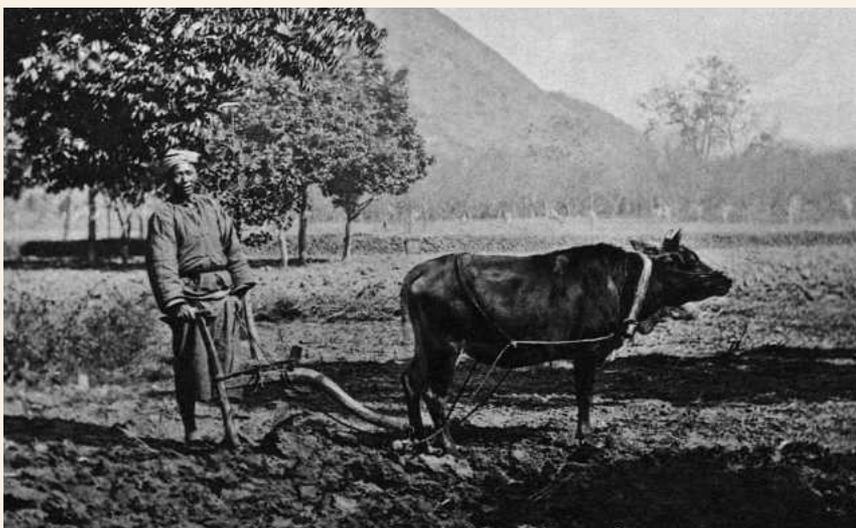
China struggled economically in the second half of the nineteenth century. Its population more than doubled, swelling to over 400 million between 1750 and 1850. This increase, together with a lack of new ideas, meant that China's food production was only just keeping up with the needs of the population. Large numbers of destitute people began to move around the country in search of work and food.

5.2 SOURCE STUDY

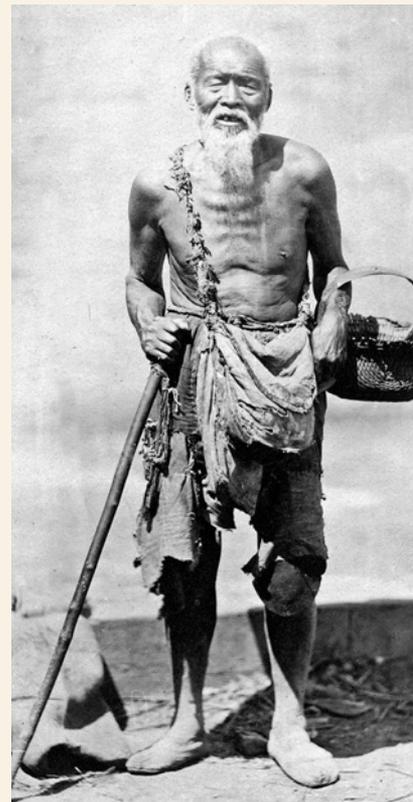
China's economy in the late nineteenth century



Source 7 Workers processing tea in Canton in the late nineteenth century



Source 9 A farmer with his ox and plough, c. 1870s



Source 8 Destitute people in China were forced to move around the country looking for food and work.

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.

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?

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

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

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.

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.

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.

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.

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.

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

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.

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

Source 20 This eighteenth-century illustration shows an idealised domestic scene in a wealthy family. The woman is arranging flowers for the home.



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.

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?

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



Growing up in Qing Dynasty China

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

INTERPRET

eight-legged essay

a style of Chinese essay written by candidates to pass the Imperial exams in the Ming and Qing Dynasties

- 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.

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.

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 25 A tapestry medallion with a five-clawed dragon, late seventeenth century

queue
a plaited ponytail



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]



Source 27 Qing Dynasty bannermen, late eighteenth century; the bannermen were an elite military force, made up of professional soldiers.

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 [eBook](#) [access](#) 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 [eBook](#) [access](#) 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

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.

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.



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

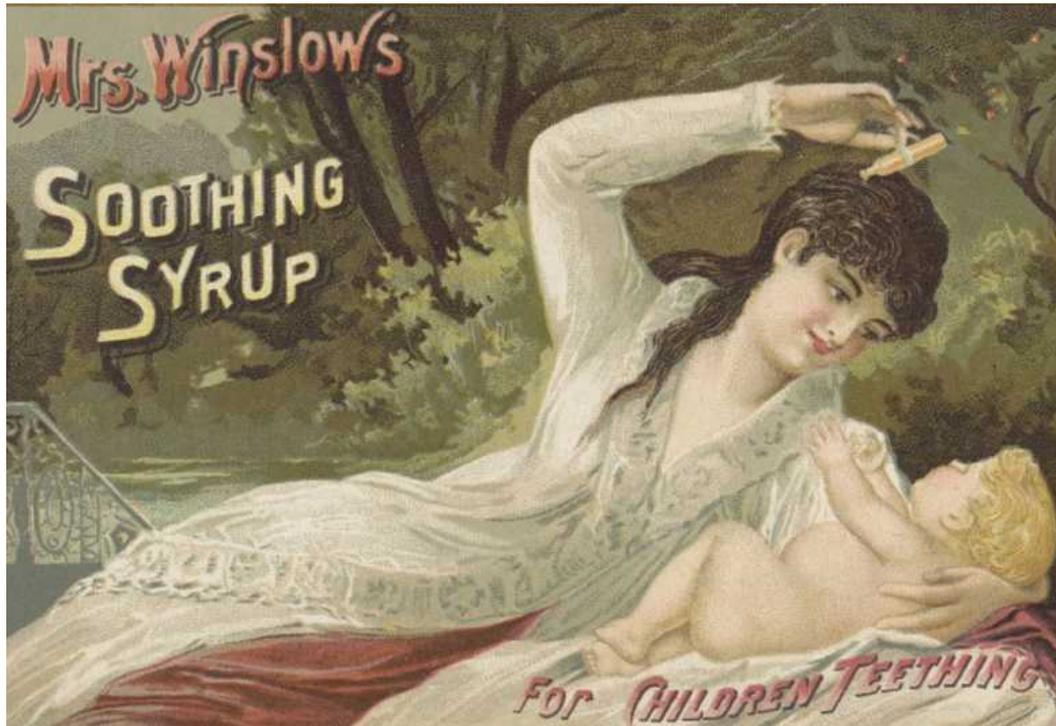
- 1 Explain how these sources support or contradict the following statement: 'For most of the eighteenth century the Qing emperors claimed that China was superior to other nations.'
- 2 Examine Source 2 and identify the elements that show you that this is a British source. What impression does it convey 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.

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.

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



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.

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

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.

tael

a unit of currency in imperial China

concession

a territory inside one country that is governed by another country

'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?

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

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

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.

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

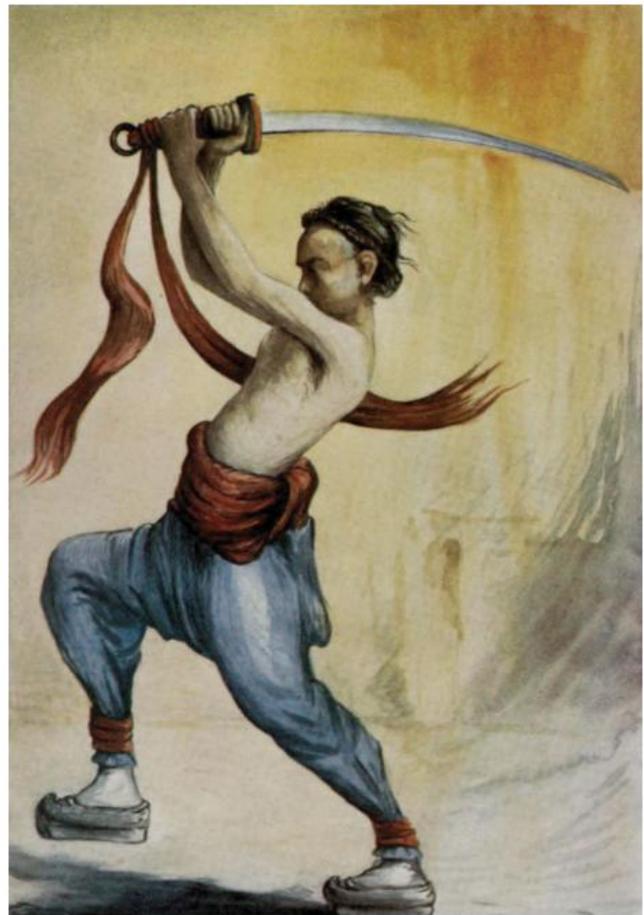
The **Boxer Rebellion** was initiated by a group called *yì hé tuán* – the Righteous and Harmonious Fists. It was not a rebellion against the Qing rulers, but against European traders, merchants and Christian missionaries.

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

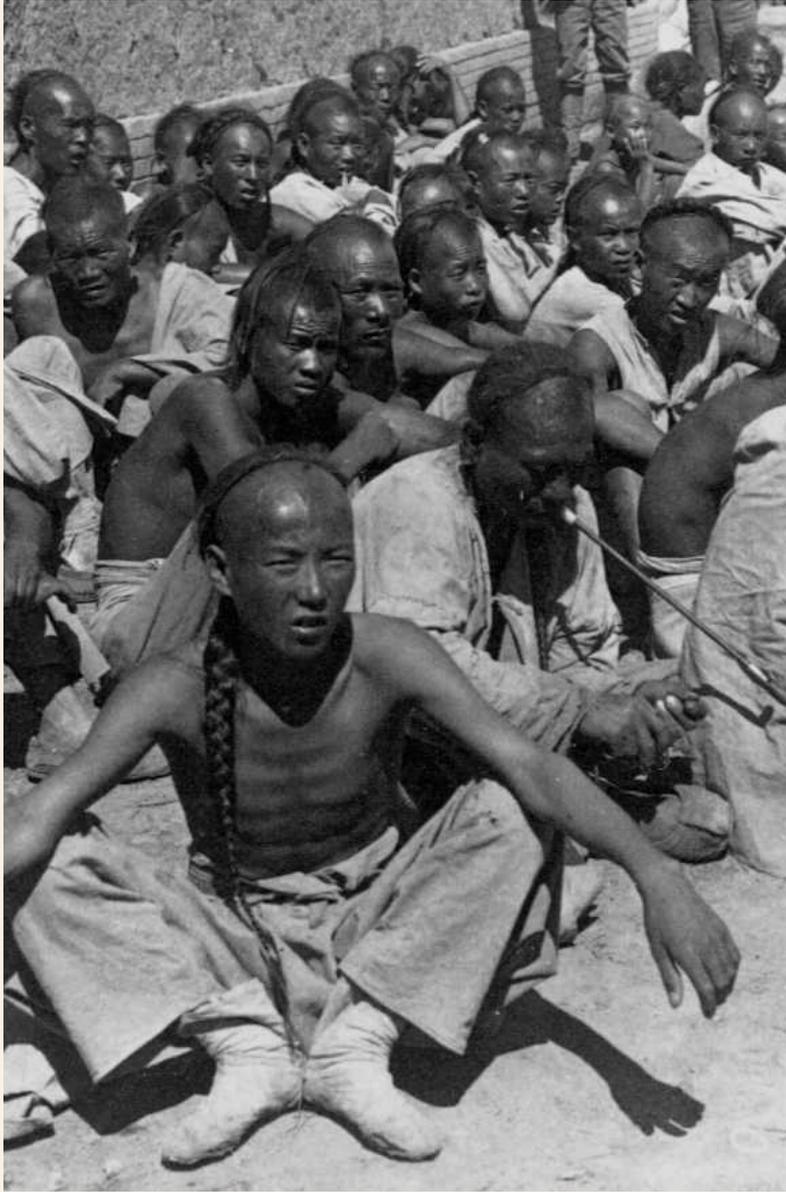
The present situation is becoming daily more difficult. The various Powers cast upon us looks of tiger-like voracity, hustling each other to be first to seize our innermost territories ... Should the strong enemies become aggressive and press us to consent to things we can never accept, we have no alternative 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 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 knelt 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 22 Boxer rebels captured by the US 6th Cavalry, 1900

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

Pierre Loti.



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.

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.

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

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.

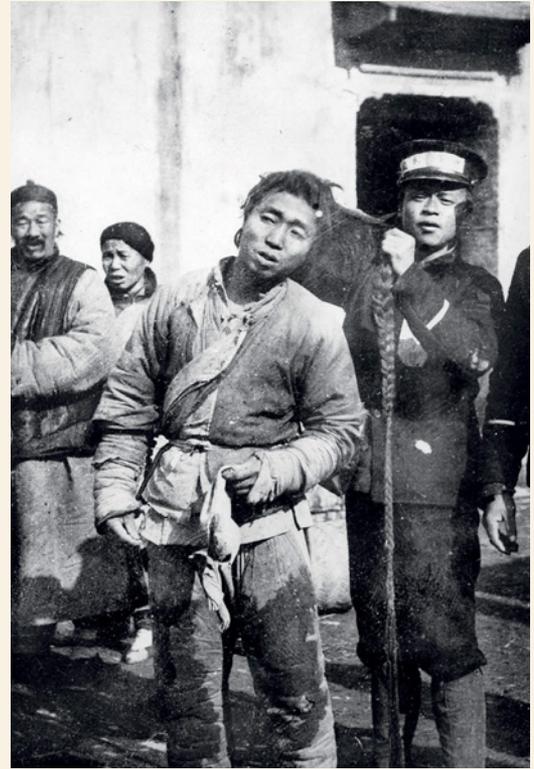
Source 27 An artist's impression of Marshal Li recovering the city of Nanjing during the 1911 Revolution



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

QuizletLive

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)

6

CHAPTER



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

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

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

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.)

All the awkward cleaning is more easily done with Electrolux



YOU can see from the picture what a convenient cleaning system Electrolux is. The long, flexible hose and keen, dust-searching nozzle make it easy to penetrate into difficult corners and crevices, while the machine itself slips about behind the user, on an easy-gliding sleigh. There is no bulky dust-bag to get in the way—the Electrolux bag is neatly and safely encased in the metal cylinder.

Electrolux is contrived to make cleaning as easy and as thorough as possible, and sets a new standard of cleanliness in every home into which it is introduced. Electrolux even purifies and disinfects the air as it cleans. Ask for a free demonstration in your own home: like all other women who see Electrolux, you will be fascinated by this most attractive and most efficient of cleaning systems. There is an Electrolux depot in practically every town—a post card will bring you the Electrolux Booklet, which contains a full list of depots.

Electrolux
The New Cleanness
FREE SERVICE AFTER PURCHASE

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



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.

Source 5 A scene from *The Jazz Singer* (1927), featuring Al Jolson; it was the first-ever 'talkie'.

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

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

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.

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 ...

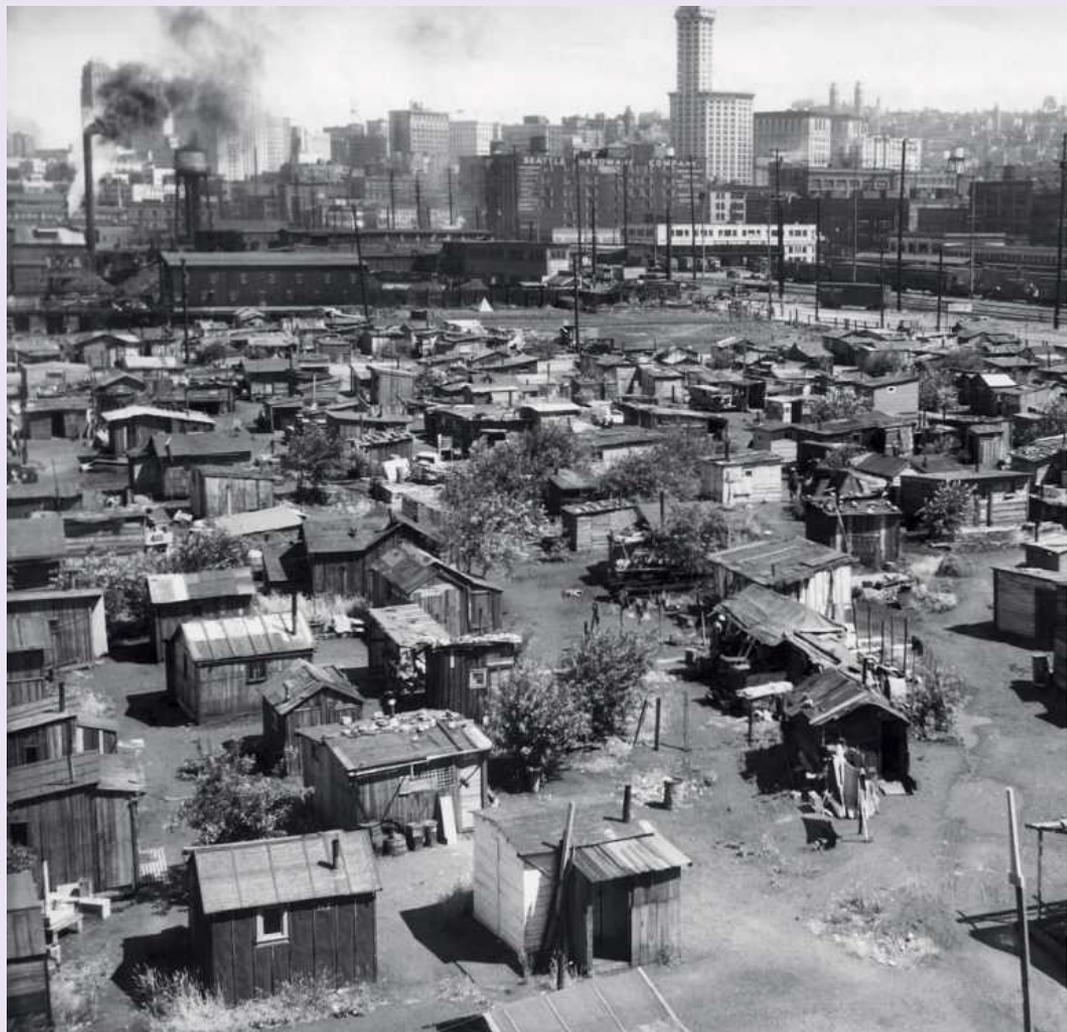
What has changed in your understanding?

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.



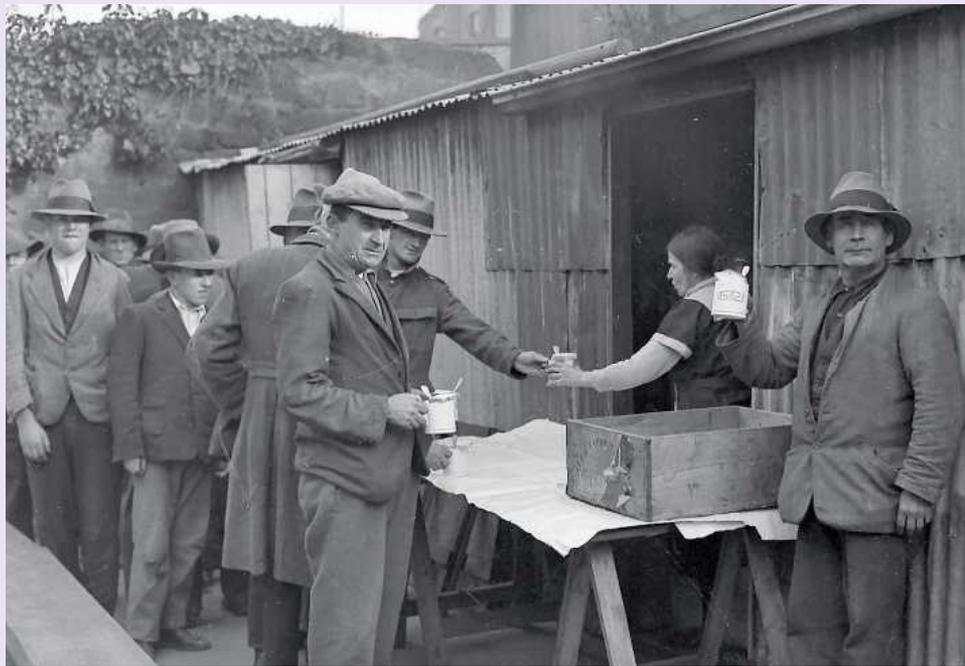
Source 7 Hooverville, a shanty town on the outskirts of Seattle, United States, 1934

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.

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.

destitute
having no income, assets
or savings



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.

6

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 ...'.

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.

AUSTRALIANS AT WAR (WORLD WAR I) – A TIMELINE

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1914

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'.

1915

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.

1916

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?

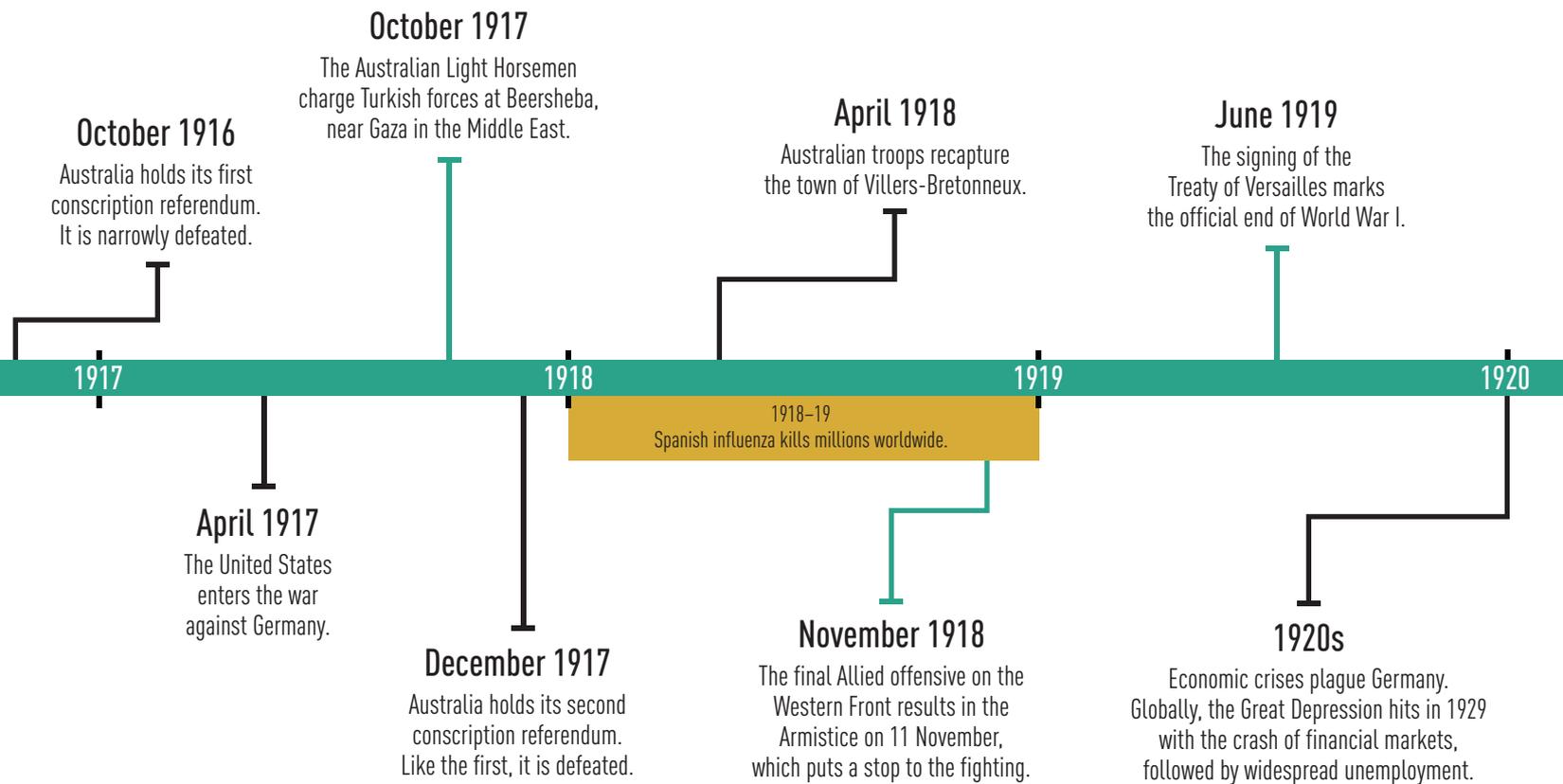




Source 2 An Australian soldier of the Light Horse leads a group of Turkish prisoners after the Battle of Beersheba in October 1917.



Source 3 *The Signing of Peace in the Hall of Mirrors, Versailles, 28 June 1919 (The Peace of Versailles)* by William Orpen



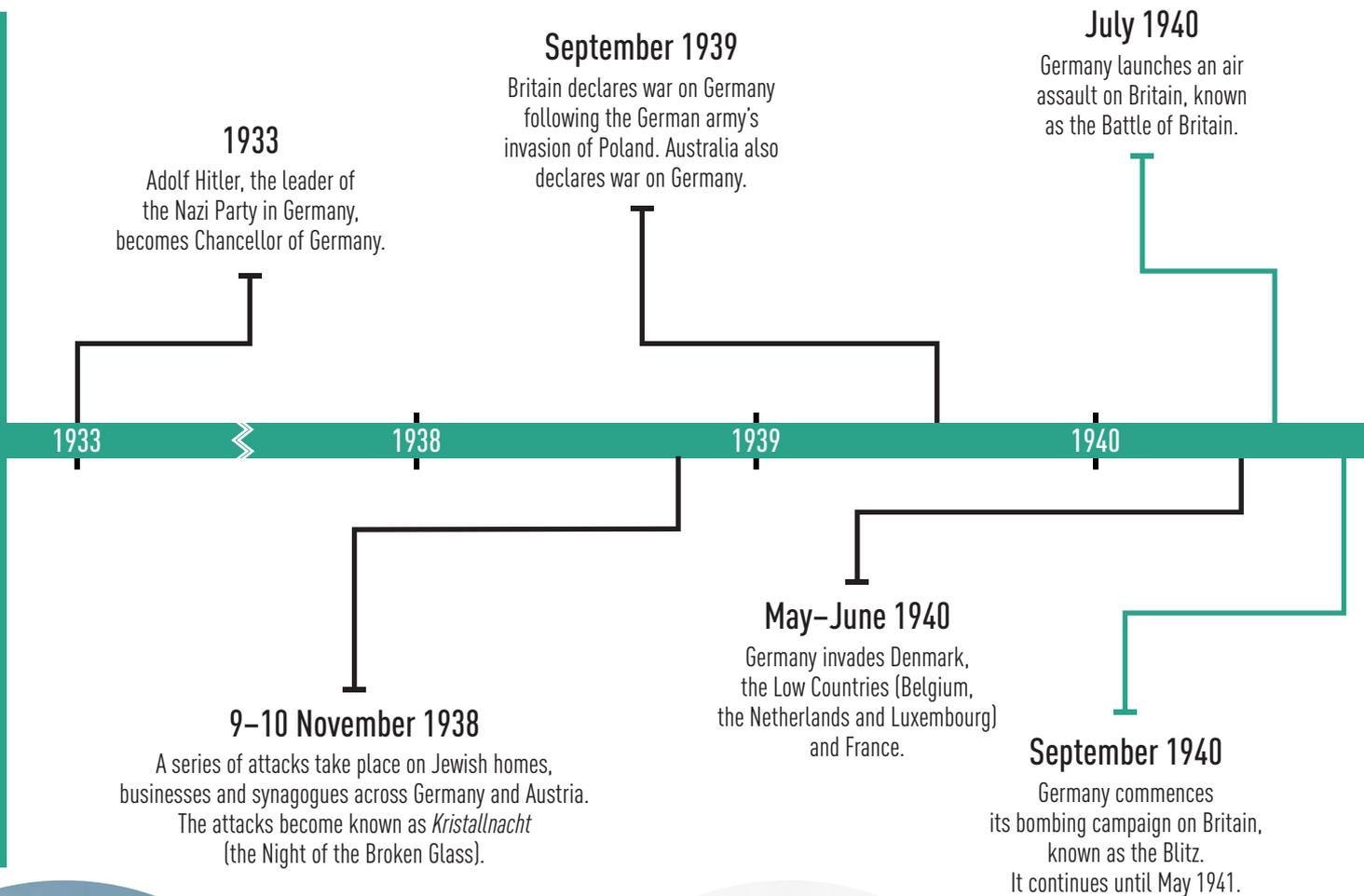
Source 4 Anzac Day, which was first commemorated in 1916, remains an important day for Australians.



Source 5 Crowds celebrate the signing of the Armistice, 11 November 1918.

AUSTRALIANS AT WAR (WORLD WAR II) – A TIMELINE

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Source 6 A Hawker Hurricane (front) and a Spitfire; built in 1940, this Spitfire took part in the Battle of Britain.



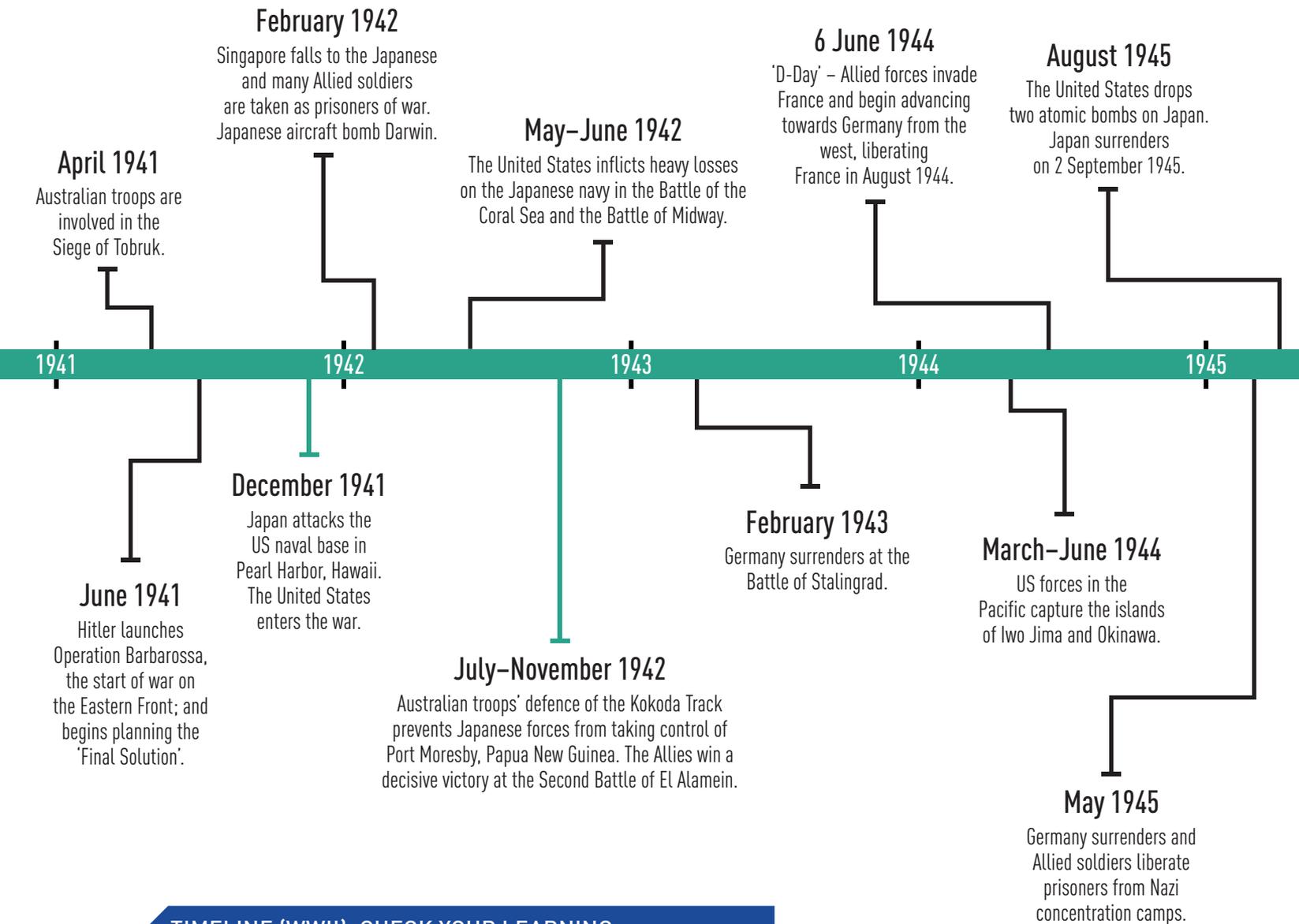
Source 7 The Blitz caused massive destruction to London and other major British cities.



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



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.

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.

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 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'.

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.

assassination
the murder of a prominent political or religious figure in a surprise attack



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.

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.

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?

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.
- *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.

imperialism

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

Source 8 War graves in Verdun, France; was World War I just a terrible accident, or should one or more countries be blamed?



- *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?



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. 18

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.

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

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.

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



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

6.3 SOURCE STUDY

Stalemate on the Western Front



Source 14 British soldiers waiting in a French trench on the Western Front during World War I

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.

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

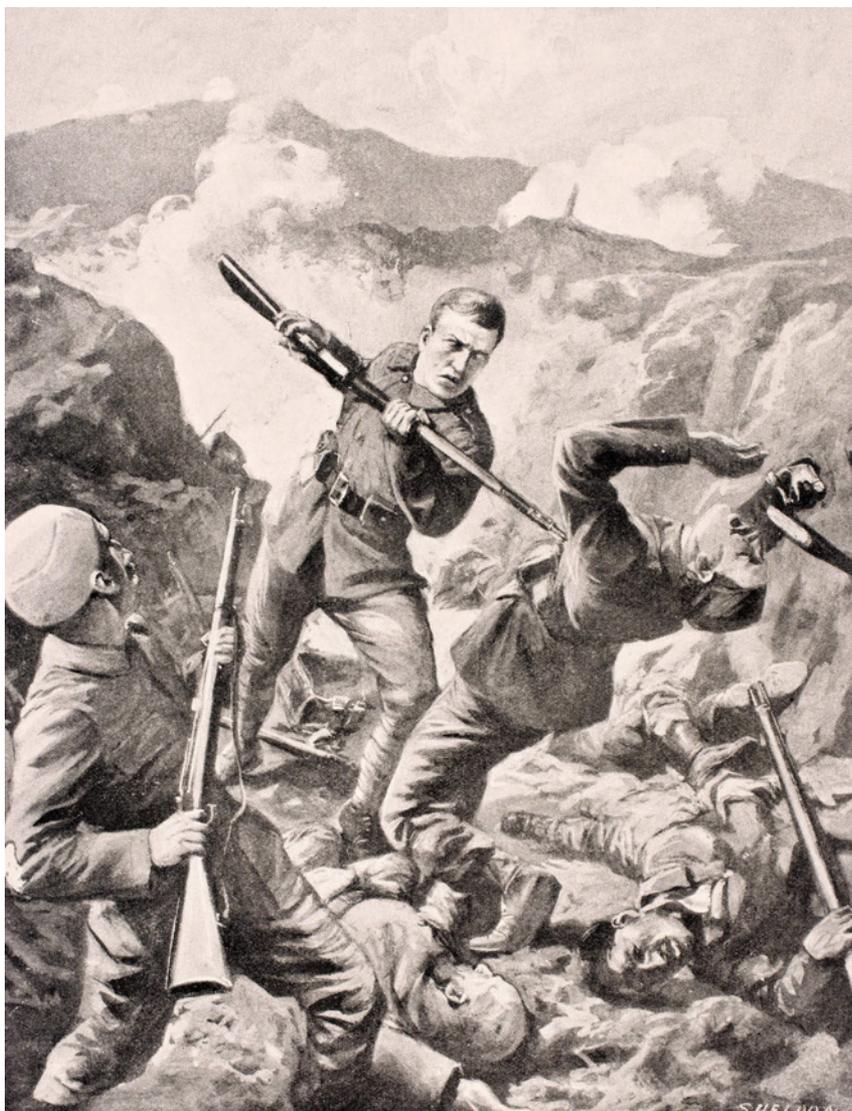
Many celebrated people, events and legends in modern Australian history achieved fame during the eight months of fighting at Gallipoli. Some of the most commemorated events

of World War I in Australia are the **offensives** and **counter-offensives** that took place at Gallipoli.

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.



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.

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

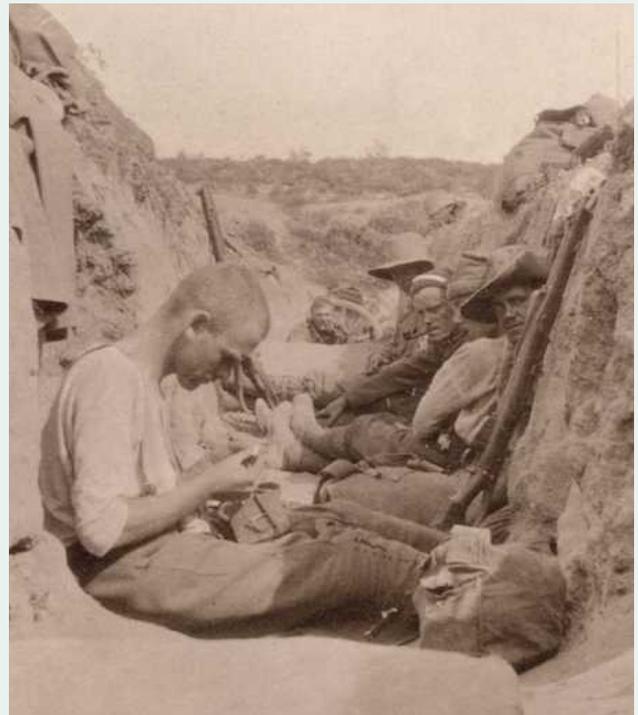
We landed on Gallipoli in what we were wearing and continued to wear it day and night until the socks were the first garments to become unwearable, and they were cast out and we went barefoot in our boots.

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.



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 Mehments [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.

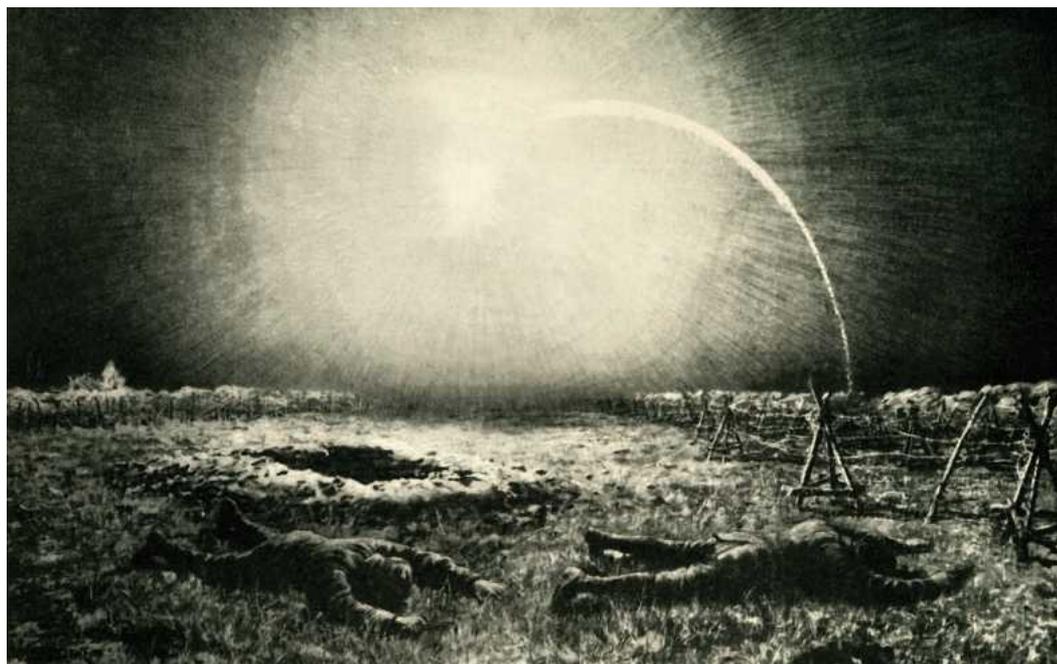
As we have seen, warfare on the Western Front quickly reached a stalemate. Troops on both sides were largely confined to the trenches, using machine guns, the trenches themselves, barbed wire and artillery to defend their positions. This stalemate meant that war on the Western Front became bogged down 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.

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.

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.



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 ...

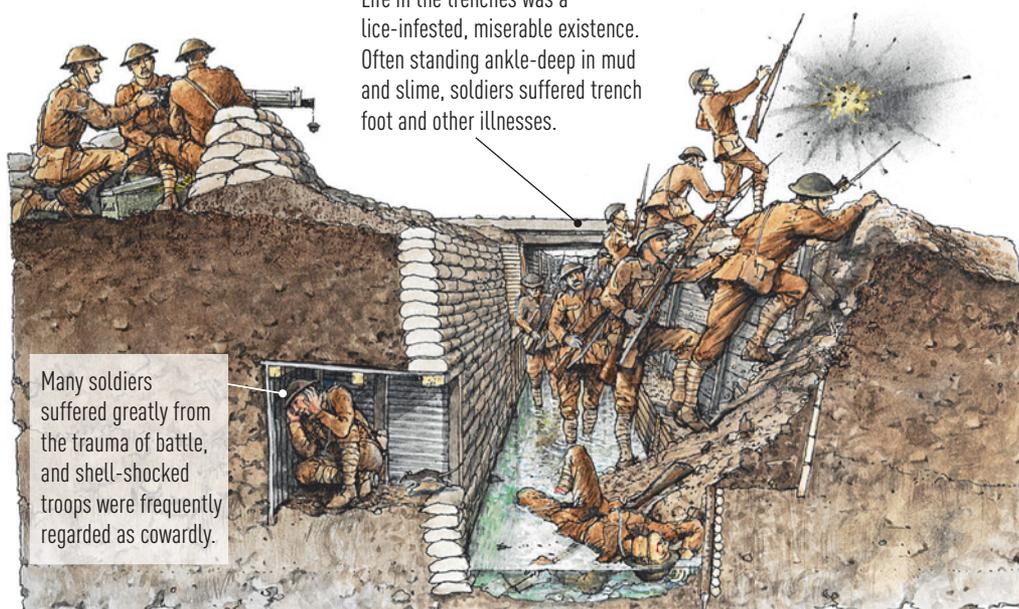
What has changed in your understanding?

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.

Life in the trenches was a lice-infested, miserable existence. Often standing ankle-deep in mud and slime, soldiers suffered trench foot and other illnesses.



Many soldiers suffered greatly from the trauma of battle, and shell-shocked troops were frequently regarded as cowardly.

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 funkking [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

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.



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.

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 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.



Source 33 Australian soldiers march down Bourke Street in Melbourne, prior to departing for the battlefields of World War I, c. 1914.

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]

6A

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 [ebook 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 [ebook 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.



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

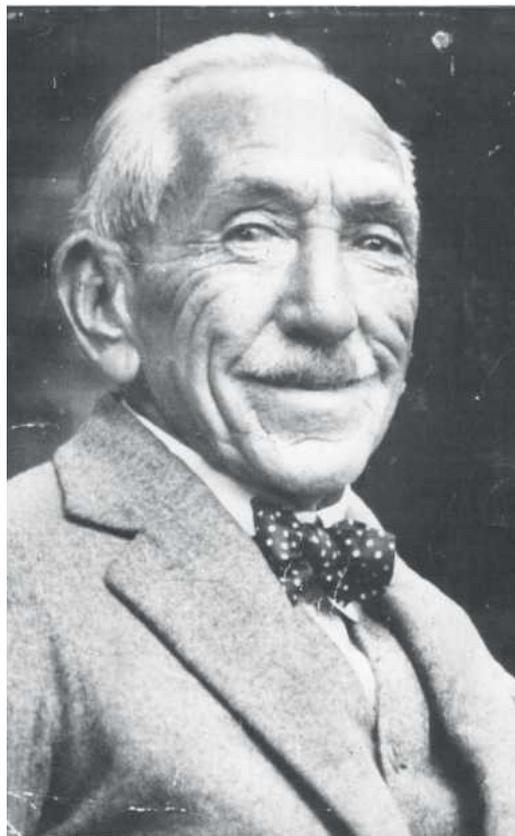
a national vote of the people on actions proposed by the government

STRANGE BUT TRUE

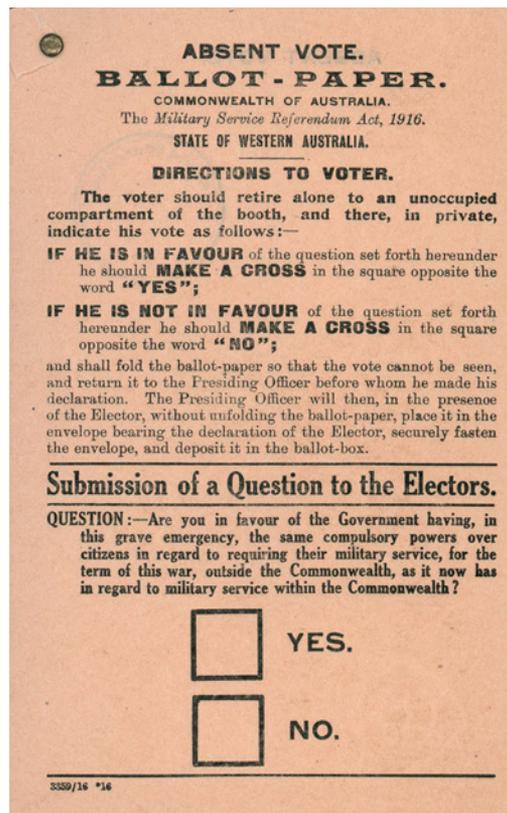
Billy Hughes was hit by an egg while speaking to a noisy crowd in Warwick, Queensland, in support of the conscription referendum. The culprit was not caught and Hughes – who was not happy with the efforts of the Queensland police – hatched plans to establish a federal police force, which would have certain 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



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.

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.

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

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'

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.

internment camp

a prison camp set up to confine enemy aliens, prisoners of war or political prisoners

**THROW YOUR
IMPURE
ASPIRINS
INTO
THE
DUST
BIN**

Replace them with
**ASPRO
TABLETS**
The Harmless Yet
Effective Medicine

STOPSPAIN IN 5 MINUTES

PAIN calls for **PROMPT RELIEF**. In the past, medicines to relieve pain have worked on the system of doping or deadening the nerves. Deadly drugs were used for the purpose. The after effects were ruinous to the constitution. All that has gone now, because —

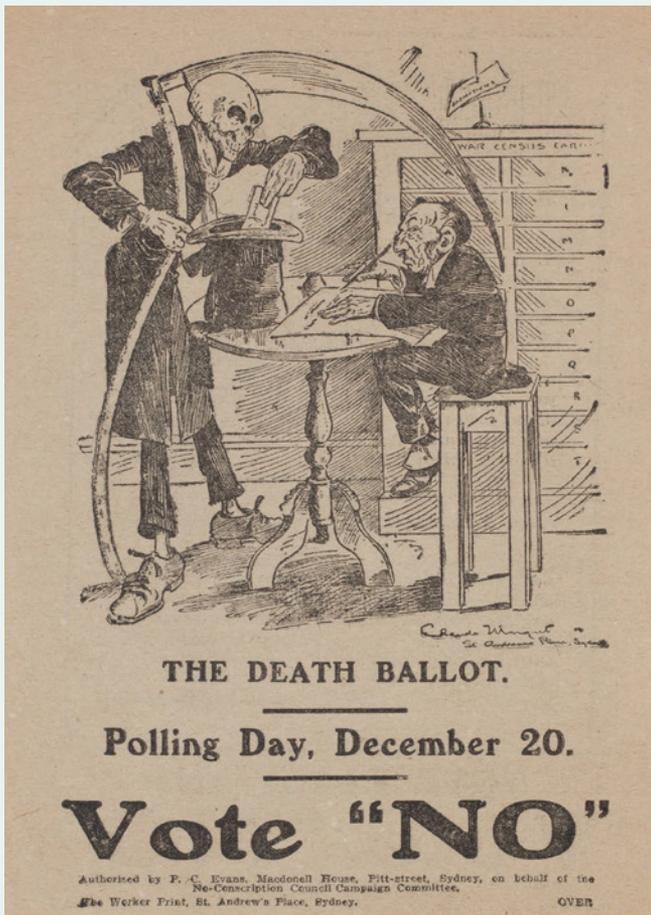
ASPRO RELIEVES PAIN PROMPTLY IN FROM 5 TO 10 MINUTES. IT ACTS BY SOOTHING AWAY THE PAIN

It doesn't affect the heart either, and can be taken in train—tram—the house, or anywhere. Many are the persons working to-day who but for **ASPRO** would be in bed.

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?

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.

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](#) [access](#) 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](#) [access](#) 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

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.

reparations

money paid by a government as compensation for past injustices

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.

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.

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

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.

**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

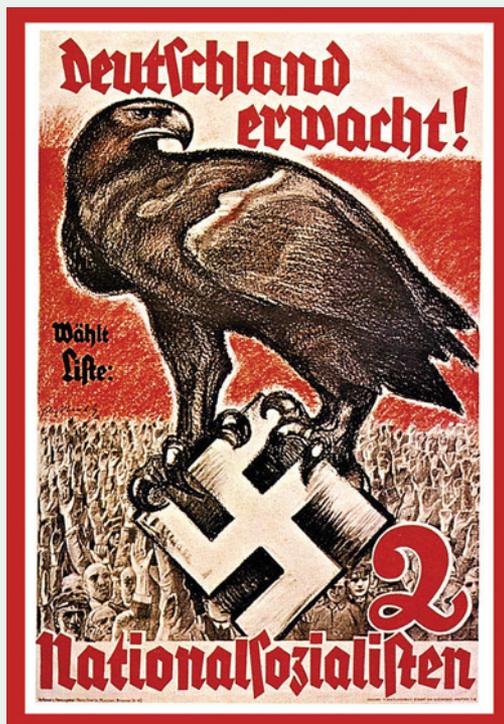
a military group whose organisation and purpose is similar to a professional army; it is not, however, considered to be part of the official armed forces of a nation or state; it is often made up of civilians

Third Reich

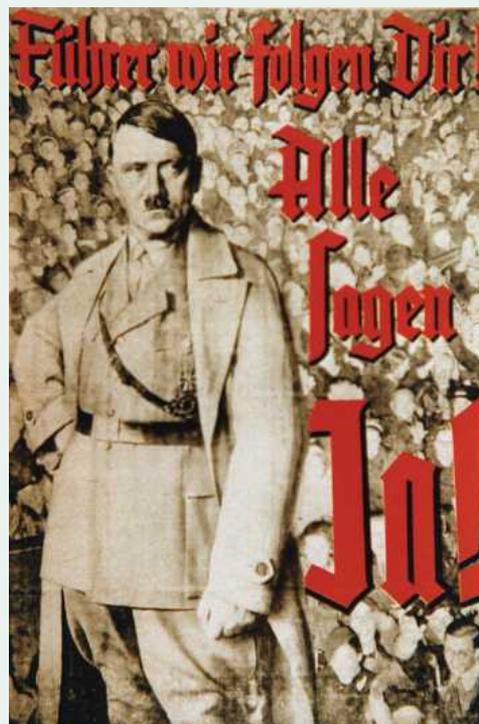
third regime, or third empire; the First Reich dated from 962 to 1806; the Second Reich was Imperial Germany (1871–1918); and Nazi Germany (1933–45) was described by Hitler as the Third Reich

6.7 SOURCE STUDY

Nazi Party propaganda



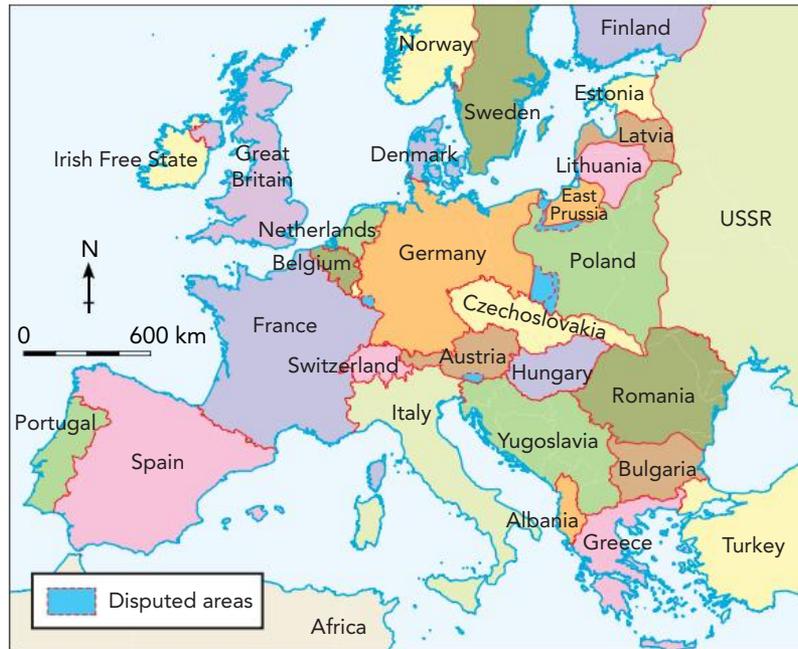
Source 5 A 1932 Nazi Party poster, *Germany awake!*, which features the swastika and the eagle, both symbols of the Third Reich



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

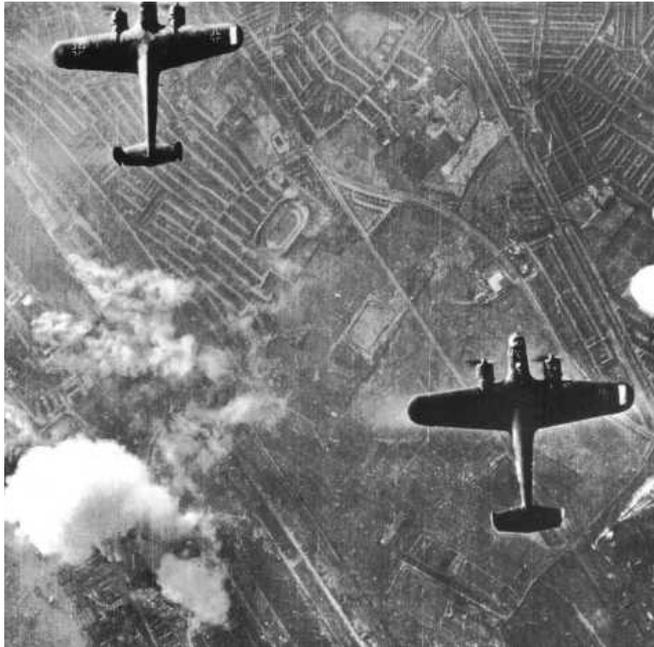
the theatre of war between the European Axis powers, and the Soviet Union and its allies in World War II; it took place in Central and Eastern Europe, and the Baltic and Balkans regions

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



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



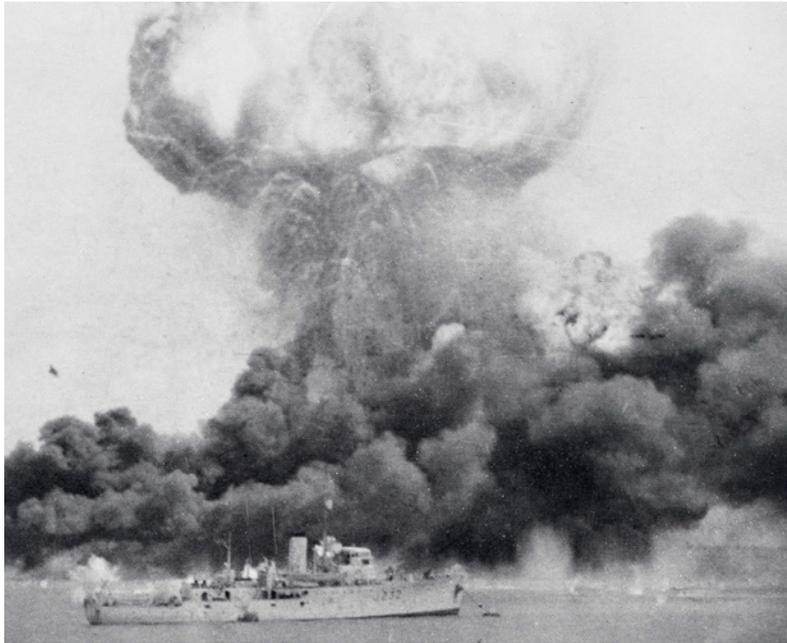
The war in the Pacific: December 1941 to September 1945

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.

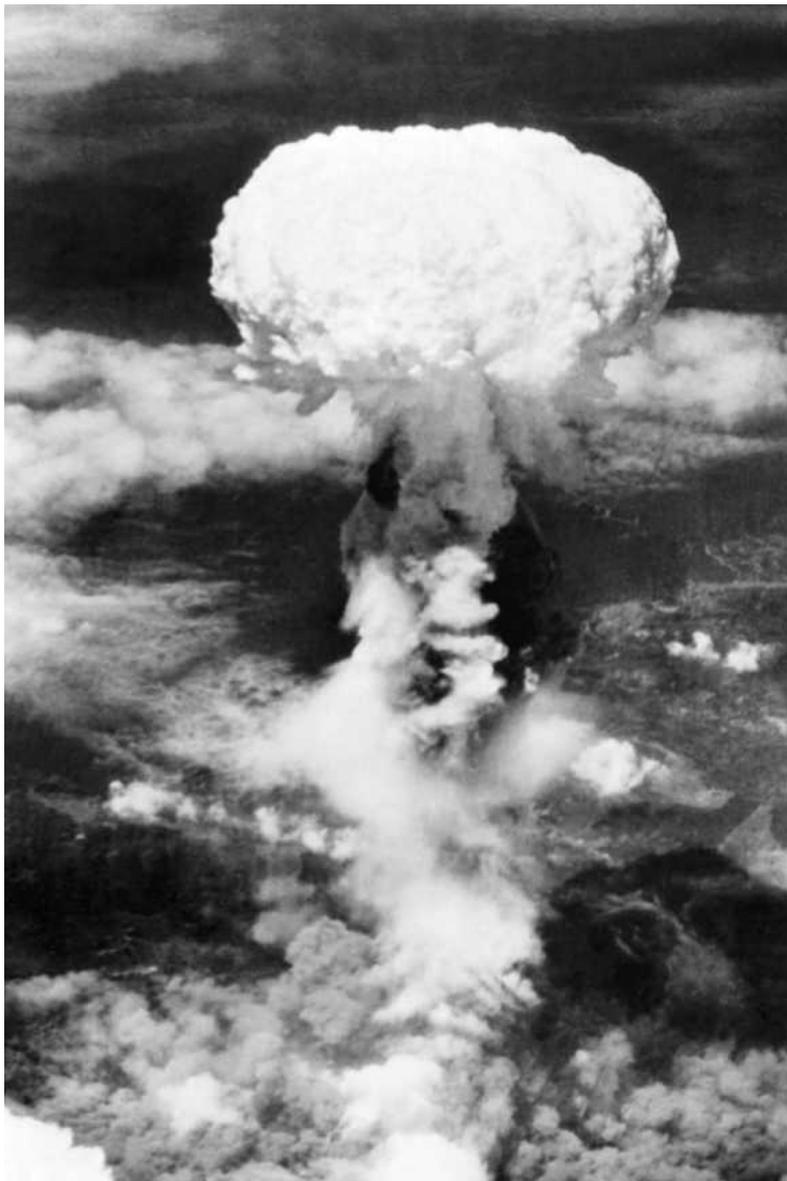
Source 15
The extent of territories controlled by the Japanese Empire in Asia and the Pacific, July 1942

Source 16 Australian soldiers on the Kokoda Track, 1942





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

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

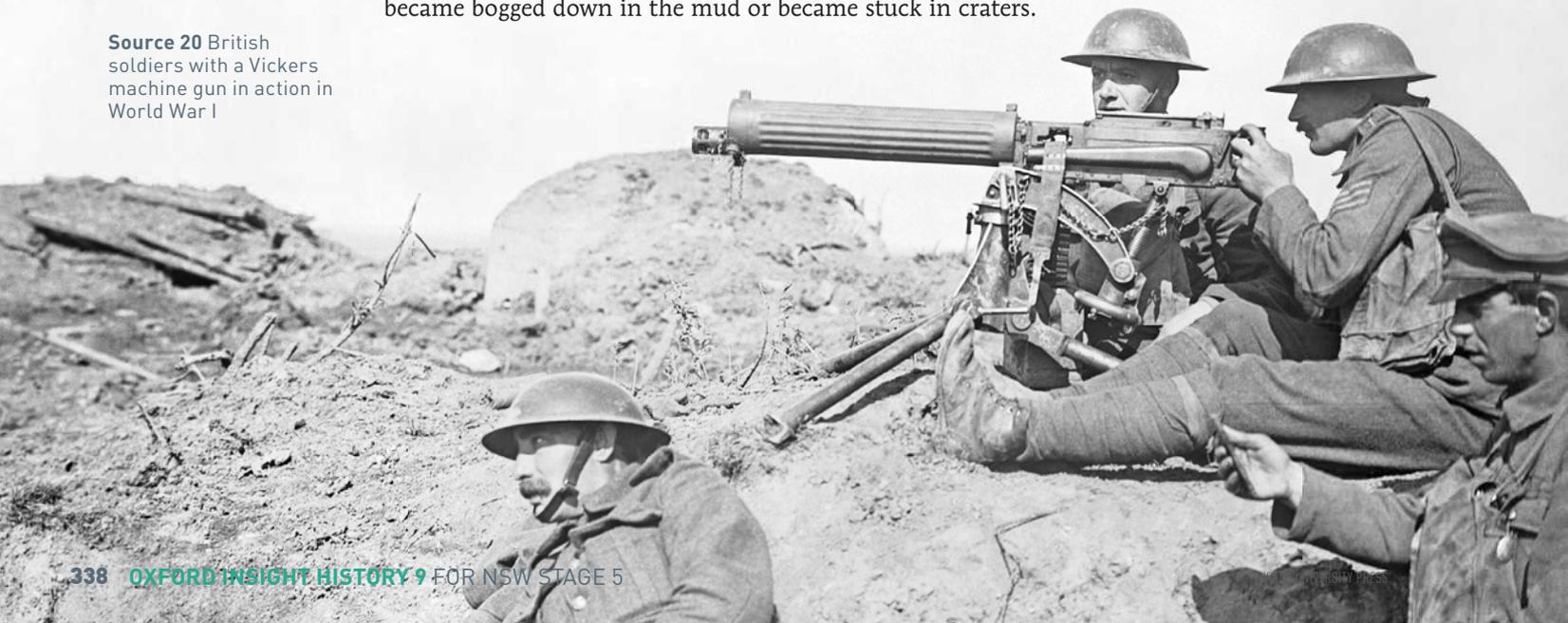
Machine guns, which had been used for the first time during the American Civil War (1861–65), were improved for use in World War I. Many were capable of firing up to 600 rounds of ammunition per minute in short bursts. Facing a single World War I machine gunner was similar to facing 250 soldiers with 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.

theatre of war

an area where important military events take place

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.

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



Source 21 A French soldier and dog, both wearing gas masks, search for wounded soldiers in areas affected by poison gas.



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.

Source 24 Dogs such as this one were sometimes used to carry messages to and from the front.



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 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

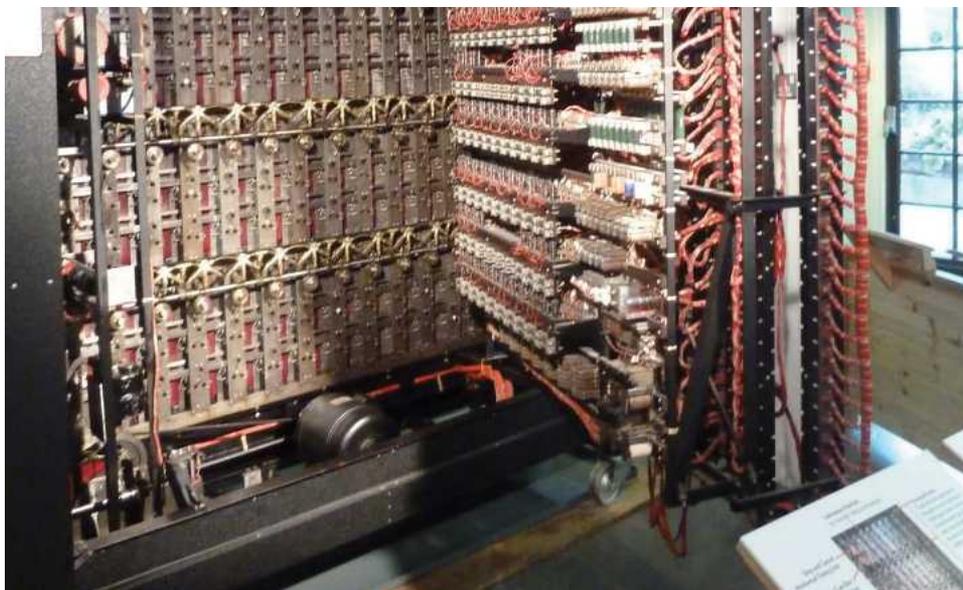
The Germans developed sophisticated new ways of sending secret messages during World War II. The most common machine used by them to encrypt and decrypt messages sent between army headquarters and troops was the Enigma. For a long time, Allied Powers could not break the Enigma code. Then, a team of British 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

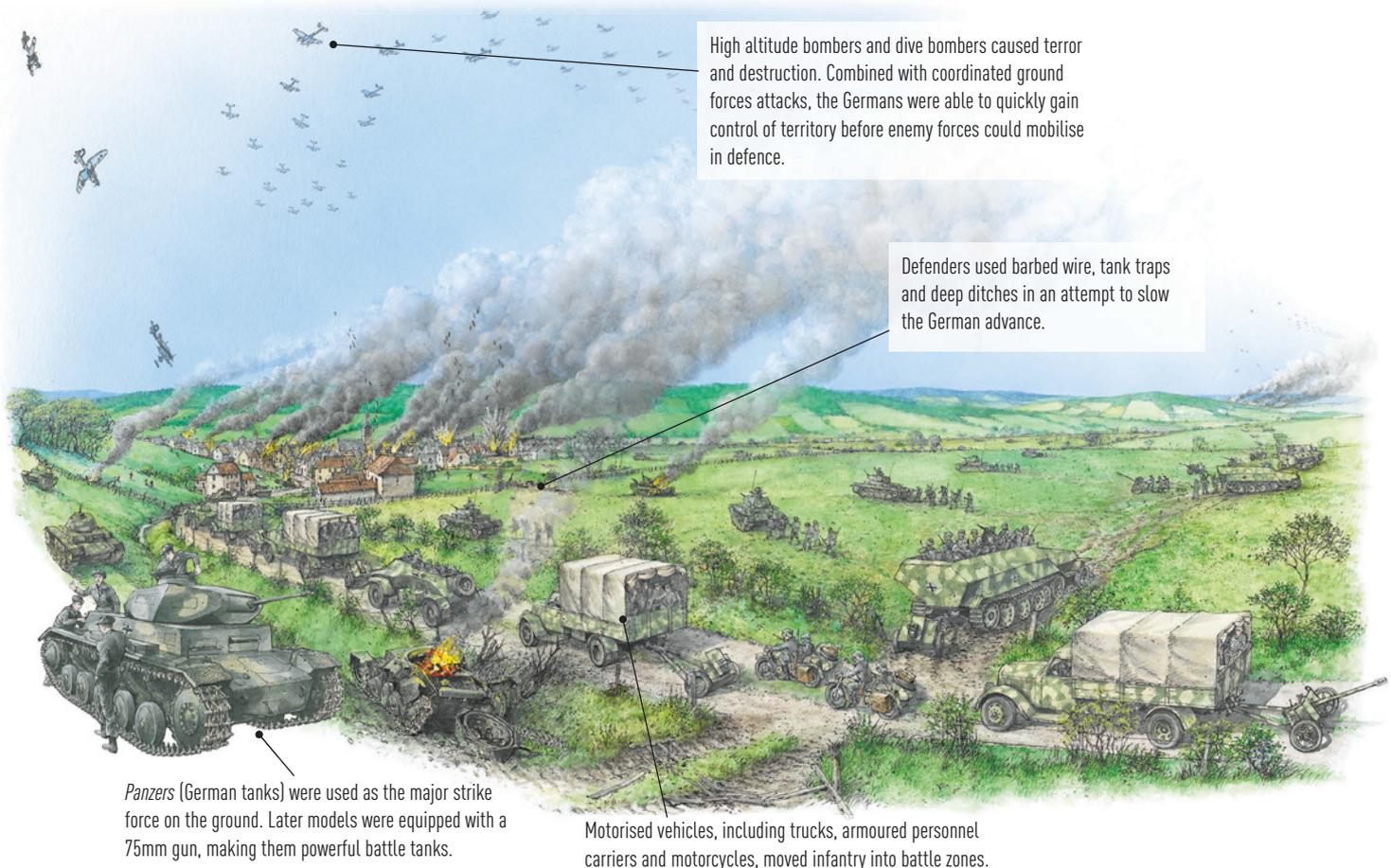
A military tactic known as **Blitzkrieg** was used for the first time by the Germans in their invasion of Poland in September 1939. It involved rapid and well-coordinated air and land attacks to surprise and overwhelm the enemy. After an initial assault from the air, slower-moving ground forces 'mopped up' the overwhelmed defenders and took control of their territory (see Source 29).



Source 29 An artist's impression of a *Blitzkrieg* assault on a French town

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.



High altitude bombers and dive bombers caused terror and destruction. Combined with coordinated ground forces attacks, the Germans were able to quickly gain control of territory before enemy forces could mobilise in defence.

Defenders used barbed wire, tank traps and deep ditches in an attempt to slow the German advance.

Panzers (German tanks) were used as the major strike force on the ground. Later models were equipped with a 75mm gun, making them powerful battle tanks.

Motorised vehicles, including trucks, armoured personnel carriers and motorcycles, moved infantry into battle zones.

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 Sinti 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.

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.

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 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.

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 devastating 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.

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.

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

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

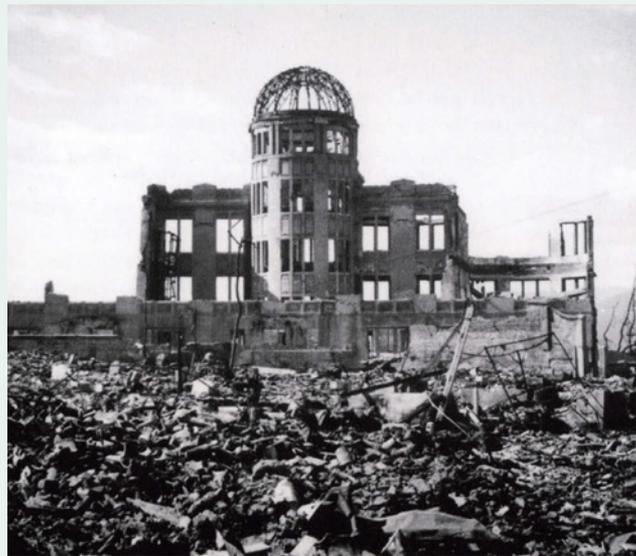
Source 34

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.

Source 37 A zeppelin, pictured in 1928

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.



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.

militia

a fighting force that is made up of non-professional (civilian) fighters

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.

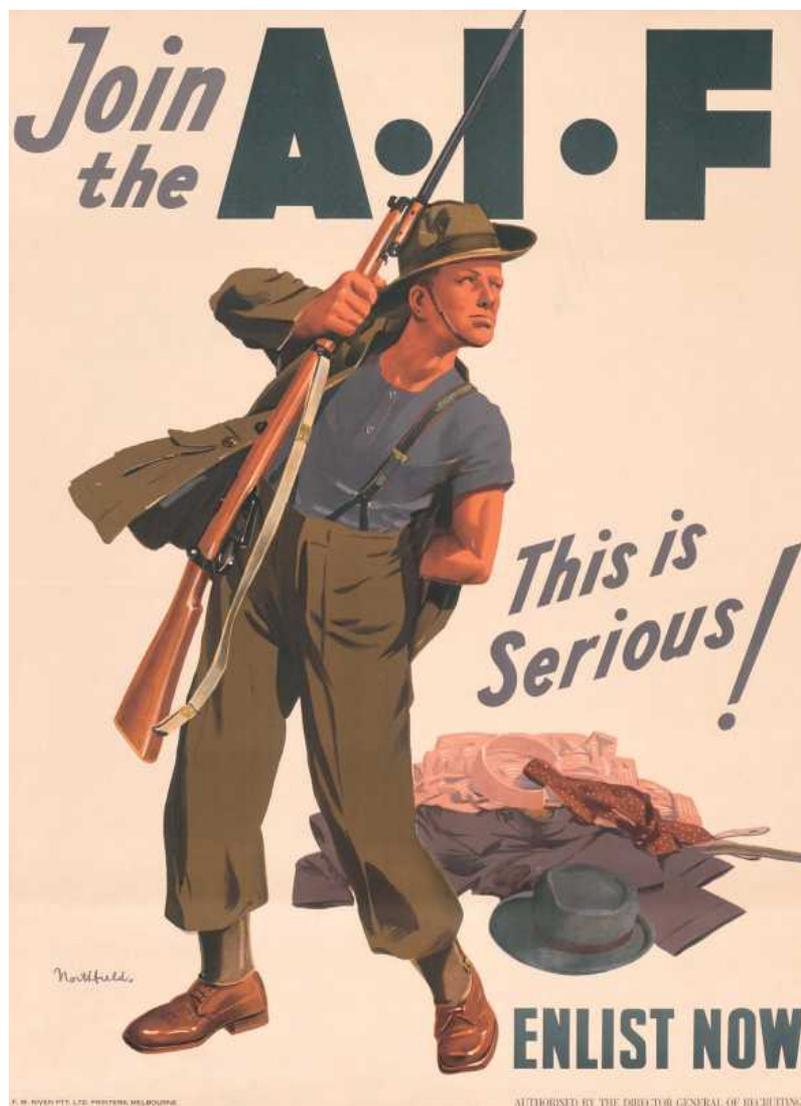
When World War II began, it was not greeted by Australians with the same level of enthusiasm that they had shown in 1915. Because of this public reaction, Prime Minister Robert Menzies was initially reluctant to commit Australian troops to fight in Europe, despite Australia's declaration of war. Australia's 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.

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

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 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.

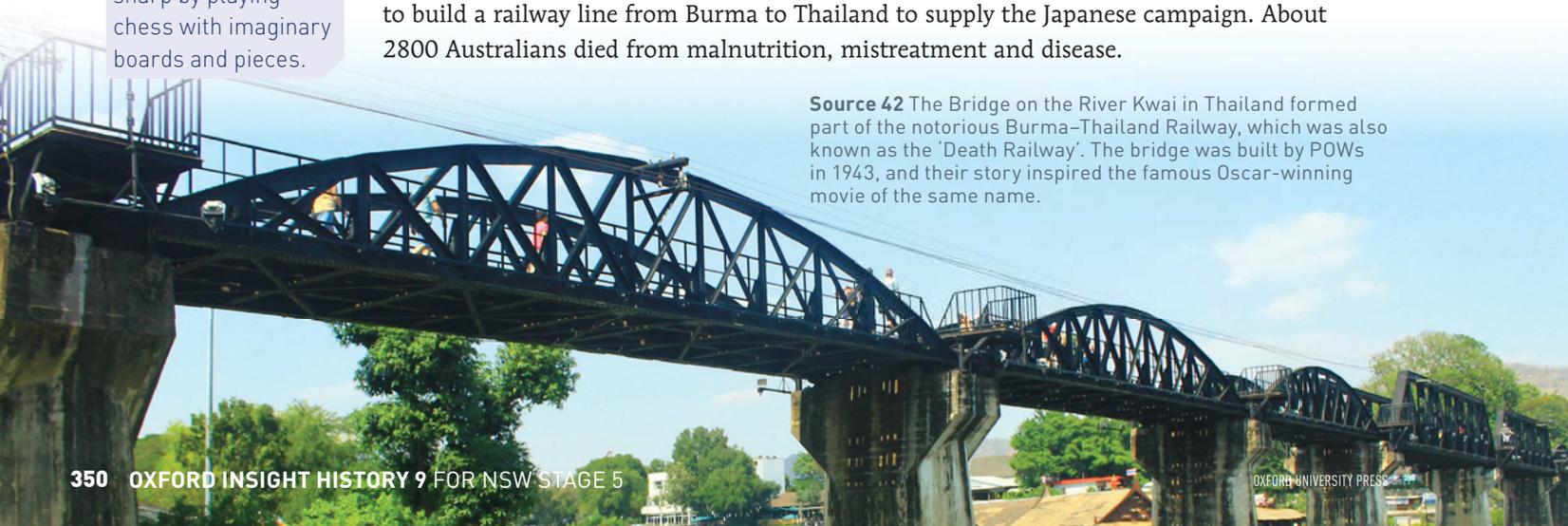
Prisoners of the Japanese

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.



Treatment of prisoners

Source 43

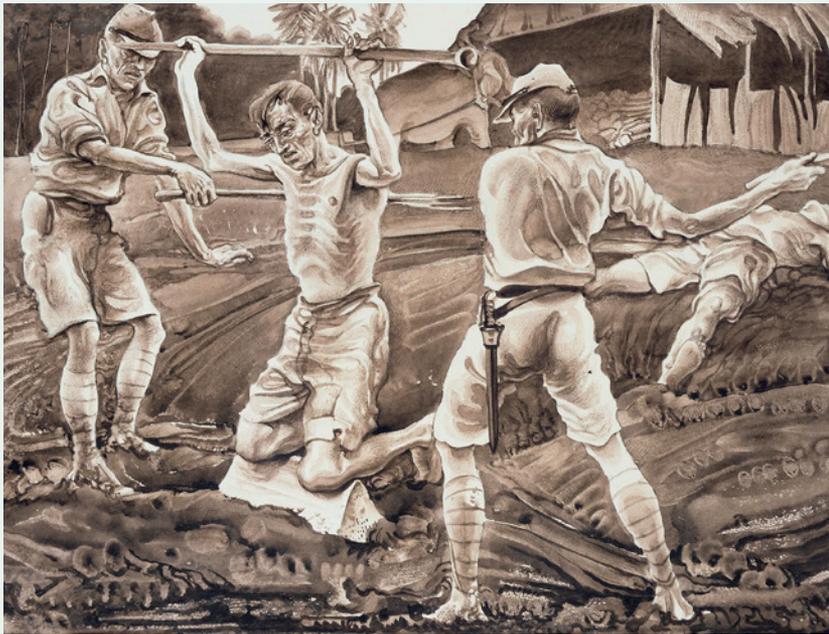
After capture I was taken to Changi Camp, where I was with approximately 12 000 men, employed ... clearing the bombed area, also well sinking. Work was from 6 to 6, food was half a cup of cooked rice per man per day ...

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.

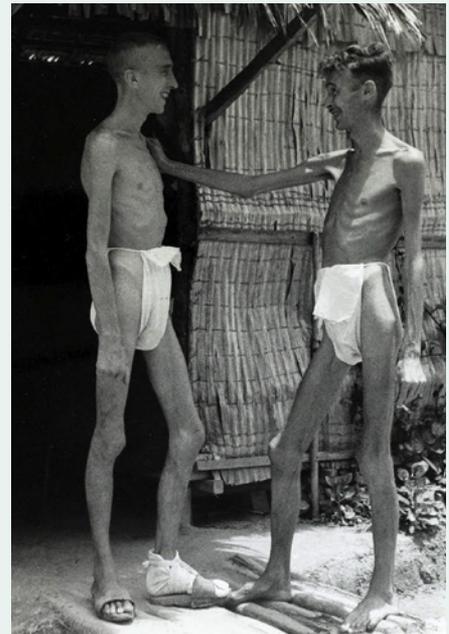
Whilst working at the river camp I witnessed a ... guard (known as the Black Snake) bash Gnr Jack Francis with a heavy stick many times and finally brutally kicked him in the stomach and about the head. Francis died a few days later.

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.

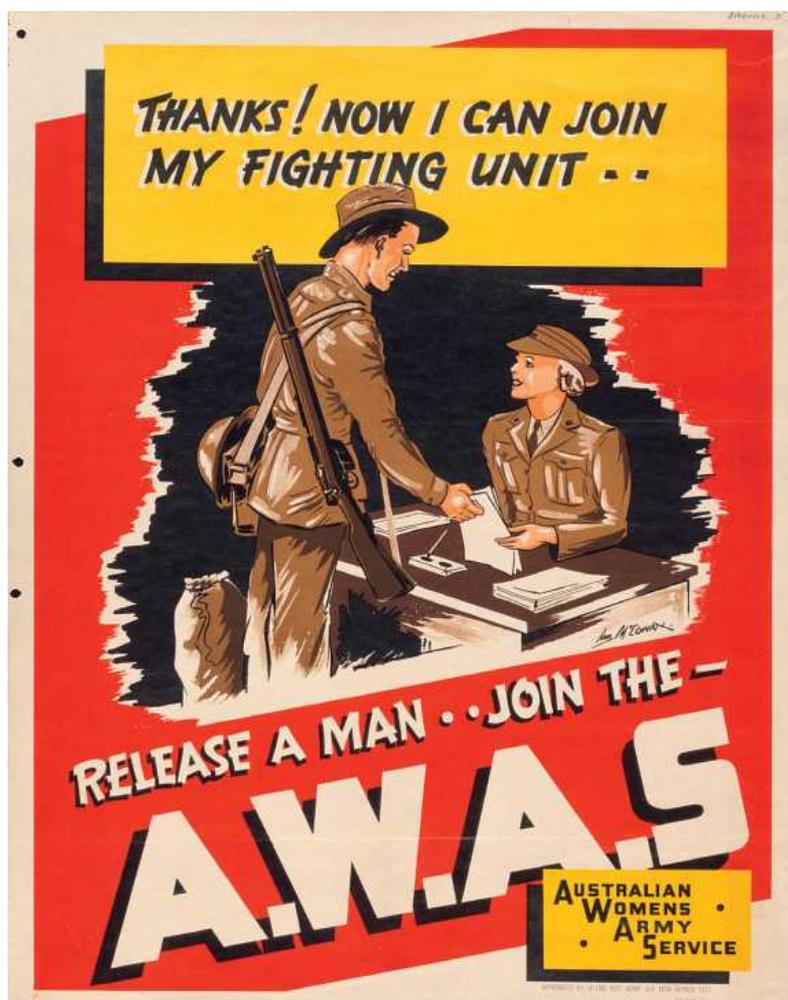
Women in the Australian armed forces

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)

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 under-equipped 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 under-prepared 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.



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.

WHAT WERE THE CAUSES, SCOPE AND NATURE OF WORLD WAR II?

» 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]

6C

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 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

the compulsory enlistment of people to serve in the armed forces

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.

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.

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.

WHAT WERE THE IMPACTS OF WORLD WAR II ON AUSTRALIA?

» 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 [ebook](#) [access](#) 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 [ebook](#) [access](#) 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.

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

After 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

releasing service personnel from the armed services

Demobilisation was also a massive undertaking, which was not completed until February 1947.

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.

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.

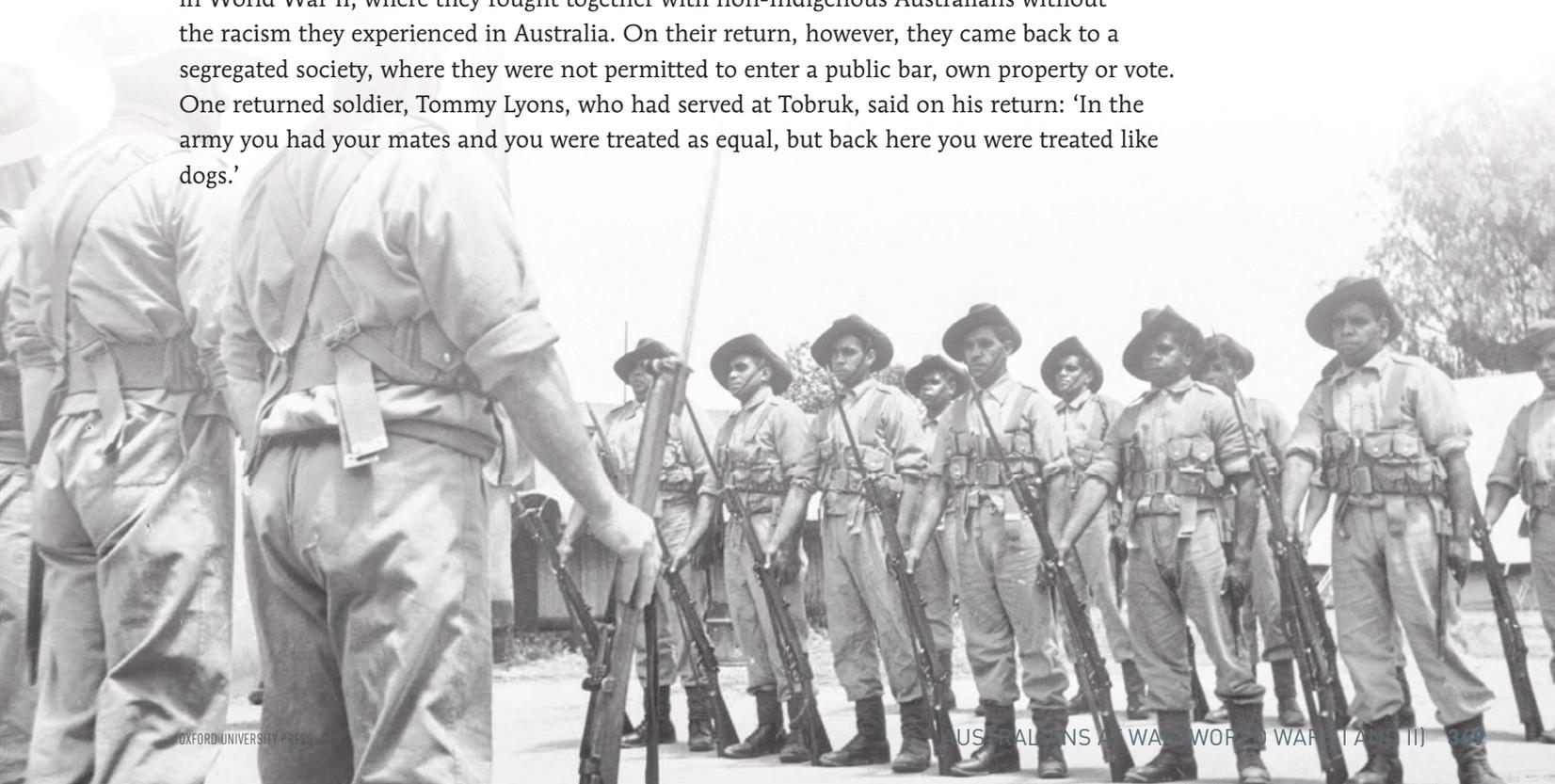
Extract from a summary of interviews of World War II veterans in John Barrett, We Were There, Viking, 1987, pp. 379–87

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 C01035)



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 [ebook](#) [access](#) 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 [ebook](#) [access](#) 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.

commemoration day

a day to remember and show respect

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.

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
 - riderless horse
 - rosemary
 - ‘The Last Post’
 - red poppies
 - flame of remembrance.
 - one-minute silence
 - wattle

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.

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.



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).

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.

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.



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.

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?

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 [ebook 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 [ebook assess](#) for these resources and more:



Teacher support

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

QuizletLive

Launch a game of Quizlet Live for your students.

- A**
- Aboriginal and Torres Strait Islander peoples
 agricultural practices 187, 195
 children taken from parents and sent to Missions 8, 204, 205
 civil rights movement 10
 communities in Australia 188
 communities in NSW 188–9
 consequences of the Constitution for 231
 contested impact of white settlers on 10
 cultural links to the land 115, 123, 187, 188
 deaths from European diseases 115
 dispossession and displacement from their lands 115, 117, 123, 169, 187, 188, 202, 203
 government policies of paternalism, assimilation and protection 204–5, 289
 impact of British colonisation on 10, 115–18, 169
 land management 195, 197, 198
 massacres 118, 202, 203, 206
 moved on to Reserves, Protectorates or Missions 118, 204–5, 289
 nomadic vs settled lifestyle 117
 participation in World War I 326
 participation in World War II 354
 prejudice towards 369, 370
 repatriation of remains from British museums 116
 response/resistance to advancement of European settlement 115–17, 202–3
 returned soldiers 369–70
 situation at the time of Federation 118
 Stolen Generations 8
 as trackers and guides for explorers and early settlers 203
 violence on the frontier 117–18, 169, 187, 202, 203, 206
 voting rights 231, 236, 237
- Adams, John 135
 Adelaide, layout of 194
- Africa
 consequences of slavery 122
 division among European empire builders 68
- 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
- Age of Exploration 142
- agricultural practices
 by Indigenous peoples 187, 195
 by squatters and settlers, impacts on the landscape 195, 198–9
- 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
- aircraft, for warfare 340, 341
- alliance system 300, 303
 and events leading to World War I 300–1
- Allied Powers (World War II) 334, 345
- Allies (World War I) 303
- alluvial gold 114
- American Civil War 120–1
- American culture, impact on Australia 9, 371
- American Revolution 134–5, 141
 and egalitarianism 134
- American slave laws 98–9
- American War of Independence 29, 87, 91, 135, 186, 227
- 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 176, 254
- animal breeding 40
- anti-Chinese feeling/riots 125–6, 208–9
- anti-German sentiment 326
- Anzac Day 375, 378
- ANZAC legend
 origins 378
 perspectives 378–9
- ANZAC troops
 at Gallipoli 306, 309, 310, 312, 375, 378
 in France (Western Front) 312, 315–17
 in the Middle East 312
- archipelagos 173
- architecture, China 255
- aristocracy, France 134, 136
- Armistice 326, 375
- arms race, Europe 303
- army
 China 250, 252
 Japan 178, 179
- artillery guns 338
- arts, Qing Dynasty 255, 256
- Asia
 meets the West 177–81
 physical features 172–3
see also India; Japan; Korea; Vietnam
- Asia and the world 171–81
 China 242–83
- Asian societies
 continuity and change 171–2
 religious beliefs 176
 social hierarchies 174–5
- assigned convicts 105, 106
- assimilation 204, 289
- 'assisted migrants' 92
- asylum seekers 7
- Atatürk, Colonel Mustafa Kemal 309
- atomic bomb 345–6
 debate about the bombings 346
 dropped on Hiroshima and Nagasaki 337, 345–6
- Manhattan Project 345
- Auschwitz–Birkenau
 concentration camp 343
- Australia
 after World War II 371–3
 building a modern Australia 170
 capitalism in 161
 changing relationships with Britain and the United States, post-war 371
 class differences 215
 development since mid-nineteenth century 200–1
 economic growth 125
 egalitarianism 215
 emigrants from Britain 70, 71, 102–3
 fear of Japanese invasion 360
 federal system of government 234–5
 Federation 45, 92, 125, 170, 226–31
 impact of convicts on development 124, 170
 impact of gold rushes 45, 92, 114, 123, 125–6, 193, 200–1
 impact of settlers on development 123, 124, 125, 170
 impact of the wars on returned soldiers and civilians 366–70
 industrialisation 45, 126
 interwar years 284–9
 legislation that shaped a nation 214, 229, 231, 236–9
- making a nation 169–70, 182–241
 manufacturing 218, 219, 324
 nationalism and racism 125–6, 208–9
 new political ideas 125
 non-Europeans in Australia before 1900 208–12, 226
 opening up the interior 200
 population growth 125, 126
 post-war migration to 372
 self-government 227
 social and economic change, post-war 371–2
 as *Terra Nullius* 169, 187, 195
 vegetation cover change since European settlement 199
- Australia Day celebration, Gosford (30 July 1915) 376–7
- Australian agriculture
 establishing 195
 European practices 198–9
 Indigenous practices 187, 195, 197
- Australian Capital Territory
 Government, responsibilities 234
- Australian colonies
 defence and immigration concerns 228, 229
 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 227
 influences towards/against Federation 229–31
 and nationhood 170
 penal settlements 28, 45, 87–9, 123, 169
 representative democracy 89
 tariffs and free trade issues 229
 vote to become a nation 226–7
- Australian Colonies Government Act 227
- Australian Constitution 170, 233
 change through referendums 233
 consequences for Indigenous people 231
 consequences for women 231
 establishes High Court of Australia 233
 establishes Parliament of the Commonwealth of Australia 233
 referendums to create the Commonwealth of Australia 226–7
 separation of powers 133, 233
- Australian economy 161
 impact of World War I on 324

- capitalism 29, 43, 137, 138–9
 Adam Smith and origins of 149, 150, 151
 in Australia 161
 economic systems before 148
 failings of 156
 and the gap between rich and poor 159, 163
 global COVID-19 pandemic impact on 163
 and the Global Financial Crisis 163, 164
 global impact of 159–61
 and the ‘invisible hand’ 149, 151, 155
 main features 150–1
 and the move towards a post-capitalist world 163–4
 opposition to 156–7
 principles 140
 and social mobility 160
 supporters of 152–5
 today 162
 and urbanisation 159
 wages and exploitation 154–5
- capitalists 152–4
 ‘captains of industry’ 153
 Carnegie, Andrew 153
 Carr, E.H. 4
 cars 222, 288
 caste system, India 174
 Catholic Church
 opposition to conscription 322
 theories challenging the thinking and teachings of 29, 138, 139
- Catholic schools 223
 cattle lands/cattle stations 195, 203
 cause and effect 6
 CE (Common Era) 11
 censorship 323, 361, 362
 census 118
 Central Coast, NSW, commemoration of World War I 376–7
 Central Powers (World War I) 303
 change, expectation and acceptance of, since the Industrial Revolution 73
 changes within tradition, in Asian societies 171
 Changi POW camp, Singapore 350, 351
 Chartism/Chartists 24, 31, 67, 89, 92, 125, 138, 146
 Chifley, Ben 372
 child labour 57, 84
 key reforms 22, 60
 in mines 22, 59
 in textile factories 22, 46, 48, 57, 58, 138
- China (1750–1920) 242–83
 1911 Revolution and end of imperial rule 278–9
 after 1900 277–80
 as agricultural society 250
- army 250, 252
 arts 255
 Boxer Rebellion over foreign interference in 272–7
 Britain’s first envoy to 265–6
 clothing 261
 conflict with France over Vietnam 269
 contact with European powers 264–70
 daily life 257–61
 declares war on Germany (World War I) 280
 early republic 279–80
 economy in the nineteenth century 250–1
 education 258, 260
 emperors 248–9, 252, 255, 256, 261, 265–6, 278, 280
 fashion 261
 German-controlled territories in 280
 government examinations to become officials 248, 249, 260
 government under Qing Dynasty 252
 industrialisation 250, 252, 269
 life on farms and rural villages 257–8
 literature 256
 Manchus 248, 250, 277
 nationalism 277–9
 opium trade/Opium Wars 267–9
 physical features and geographical extent 246–7
 pollution levels 75
 population growth 251
 Qing Dynasty 246–79
 reforms from the 1860s 252
 relations with the West at the start of the nineteenth century 265–6
 religious beliefs and practices 254, 264, 270–1
 Republic of China 279–80
 Self-Strengthening Movement 252, 269
 social structure 248–50
 as superior civilisation 246, 264, 265
 Taiping Rebellion 270–1
 tea production 165, 250, 251
 timeline 244–5
 trade disputes 269
 trade imbalance with Britain 265, 267
 trading ports 68, 179, 264
 treatment under Treaty of Versailles 280
 war with Japan 179, 269, 280
 wealthy nobles 249
 women’s role 258–9 and World War I 280
 Chinese in Australia 236
 at the time of Federation 236
- on the goldfields 125, 208
 as political refugees 108
 racism towards 125–6, 208–9
- Chinese Empire 246
 Chinese extended family 258
 Chinese opera 256
 Chinese porcelain 255
 chlorine gas 339
 Christian missionaries, in China 264, 272
 Christianity in China, Hong Xiuquan’s views 270–1
 chronological order 11
 chronology 11
 circumnavigation of Australia 191
 Citizen Military Force (CMF) 348, 356
 Cixi, Empress Dowager 274, 277, 278
 Clemenceau, Georges 287
 clothes washing around 1900 220–1
 clothing, Qing Dynasty China 261
 coal supplies 21, 22, 37, 42, 59, 75
 code-breakers 341
 Cold War 341
 colonies
 as markets for produced goods 68
 as place for convicts 28, 31, 85, 186
 as sources of raw materials 25–6, 41, 42, 45, 68, 69, 144, 186
 commemorating the war
 commemoration days 375
 local commemoration – World War I and the Central Coast 376–7
- Committee on Public Safety (France) 137
 commodities 161
 Commonwealth of Australia 226–7, 233
 Parliament 233
 Commonwealth Court of Conciliation and Arbitration
 as forum to settle industrial disputes 214, 238
 and the Harvester Judgement 214, 238
- Commonwealth Franchise Act 1901 231, 236
 communication 16–17
 formats 16–17
 writing historical arguments 16
- communications 37, 73
 code-breakers 341
 in the field, World War I 340
 communism 24, 140, 156–7, 329
 fear of spread 6
 principles 158
 competition 151
 concentration camps 343–4
 concubines 259
 Confederate States of the US (‘the South’) 120, 121
 Confucianism 175, 176, 179, 254, 258
- Hong Xiuquan’s challenge of 270–1
- Confucius 254
 conscription
 Vietnam War 5
 World War II 5, 360
 conscription referendum (World War I) 5, 321–3
 ‘No’ campaign poster 325
 reasons for its defeat 322–3
 constitutional monarchy 137
 consumerism 159, 160–1
 contestability 10
 example 10
 continuity and change 5
 in Asian societies 171–2
 examples 5, 38
 Taiping Rebellion 270–1
- 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 expiries 107–8
 experiences of 100–1
 female convicts 105
 impact on development of the Australian nation 86, 108, 123, 124, 170
 life on Norfolk Island 107
 offences resulting in transportation 90
 penal colonies in Australia 28, 45, 87–9, 123, 169, 190–2
 places of secondary punishment 106–7
 political prisoners as 89, 90
 transportation from Britain 27–8, 31, 85, 87–90, 100–1, 109, 123, 187
 varied experiences in Australia 105–7
 who were they? 89–90
 work tasks 105
- Coolgardie safes 220, 221
 cotton industry, technological innovations 48–9
 Council of Australian Governments (COAG) 234
 COVID-19 pandemic impact on capitalism 163
 craftsmen/craftspeople 47, 48, 174, 175, 248, 257
 crime (Britain) 27, 45, 62, 85, 87, 186
 ‘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
- Crompton’s mule 48, 49
 crop rotation 39, 83
 Crowley, Catherine 109

- Crown land 112
Cumberland Plains, NSW 197
Curtin, John 356, 360, 371
- D**
- daimyo* 174
Daoism 254
Dardanelles 308
Darling Downs massacre 202, 203
Darwinism 31, 138, 144–5
 reactions to 145
Day, David 187
Deakin, Alfred 229
Declaration of Independence (US) 135, 141
Declaration of the Rights of Man and of the Citizen 136–7
defence concerns, Australian colonies 229, 230
demobilisation 368
democracy 125, 137, 227
demographers 70, 71
Denmark, invaded by Germany 342
department stores 160–1
depression, 1890s, and social reform 214–15
Dharug people 188
diggers 366
diggings 114
digital crypto-currencies 164
digital formats (presentations) 17
digital technologies 73
disease 22, 23, 64
 among free settlers on sailing ships 102
 among soldiers on the Kokoda Track 358
 among working class 220
 on convict ships 100
 on the goldfields 114
 impact on Indigenous peoples 115
 in the World War I trenches 312, 316
dispossession and displacement of Indigenous Australians from their land 115, 117, 123, 169, 187, 188, 202, 203
dogfights 340
domestic scene, Australia around 1900 220–1, 222
dowry 258
- E**
- early settlers in Australia 112–13
earned wealth 160
Easter Rising in Dublin (1916) 142, 322
Eastern Front (World War I) 306
Eastern Front (World War II) 334
economic factors for Federation 229
economic growth
 1920s 288
 Australia 125
economic systems before capitalism 148
economy
 Australia 161, 372
 capitalist 29, 43, 137, 138–9, 149–55, 159–61
 China, nineteenth century 250–1
 Germany, post-World War I 329, 330–1
Edison, Thomas 52
education
 in Australia, around 1900 223–4
 by age group, Australia, 1901 216
 Industrial Revolution 57
 Qing Dynasty China 258, 260
egalitarianism 29, 134, 141, 215
eight-hour working day 157, 162
eight-legged essays 260
electrical appliances 288
electricity 52–3, 288
emancipated convicts 107
emigration
 from Britain and Europe 69, 70–1, 86, 91–2, 372
 from Vietnam 7
 see also free settlers
empathetic understanding 7, 14
example 8
emperors
 China 248–9, 252, 255, 256, 261, 265–6, 278, 280
 India 170, 172, 173, 174, 176, 177
 Japan 174
employment, returned soldiers 366, 367, 368
enclosures 21, 38–9, 83
‘enemy aliens’, internment of 324, 362, 364
Engels, Friedrich 24, 29, 66, 140, 156–7
Enigma code 341
Enlightenment 1, 29
 ideas of government 132–3
 ideas of happiness and progress 132
entrepreneurs 29, 43, 137, 159
environmental impacts, since the Industrial Revolution 75
Eora people 188
Eureka Rebellion 114, 125, 147
Europe
 alliance system 300–1, 303
 arms race 303
 contact with China 264–71
 Industrial Revolution in 44
 in the lead-up to World War I 199, 298
 military plans for mobilisation 303
 population growth in cities 64
 prisoners of war in 315–16, 350
 royal families interconnectedness 298
 slave markets/slave trade 27, 85, 94
 trade monopolies 148
 and triangular trade 85, 86
European empires
 ‘civilisation’ of native populations around the world 144
 consolidation of powers 144
 defence concerns over expansion in the Pacific region 229
 expansion of 25–6, 30, 68–9, 85, 137, 138, 142–4
 exploitation of resources from ‘untouched’ lands 144
 tensions and rivalries over colonies 298, 302
 see also Britain
European migrants/refugees 372
European settlement in Australia 186
 arrival 186–7
 and the Australian landscape 198
 European Australians
 ‘supplanting society’ by claiming the Australian continent 187, 188
 expansion 190–5
 government farms 187
 impact on the landscape 198–9
 patterns of colonisation 197–8
 penal settlement at Sydney Cove 88, 186, 190
 and *Terra Nullius* 169, 187
Evatt, Herbert ‘Doc’ 373
evidence 11
 from a range of sources 13
evolution, Darwin’s theory of 31, 144–5
ex-convicts, who contributed to colonial society 89, 108
execution 87, 118, 137
executive power 233
expirees 107–8
explanation and communication 16–17
extended family, China 258
- F**
- factories, working conditions 48, 56–7, 219
factory system 21, 37, 46–7, 82
Fall of Singapore 350, 360, 371
Faraday, Michael 52
farm machinery, improved 40, 83
farmers 175, 248, 257
 opposition to conscription 323
fascism 329
fashion
 1920s 189
 Qing Dynasty China 261
federal system of government 234–5
 bicameral system 235
 houses of parliament 233, 235
 three tiers of government 234, 372
Federation 45, 92, 125, 170
 arguments against 231
 Australia votes to become a nation 226–7
 how and why it was achieved 226–31
 key events in the achievement of 228
Western Australia reluctantly joins 227
 why Australia federated 229–31
female convicts 105
 duties 105
female factories 105
Ferdinand, Archduke Franz, assassination 299
fertilisers 40
feudalism 139, 148, 174
fire-stick burnings 197
First Fleet 28, 88, 100, 109, 186
First Peoples see Aboriginal and Torres Strait Islander peoples
Fisher, Andrew 323
‘flapper’ style 289
Flinders, Matthew 191
flying shuttle 48, 49
food production 39, 65, 83
foot binding 259
Forbidden City, Beijing 252, 253
fossil fuels, reliance on 75
‘four-field system’ 39
France
 ANZAC infantry in 312
 appeasement of Hitler 332, 333
 at war with Germany (World War I) 299, 300
 conflict with China over Vietnam 269
 declares war on Germany (World War II) 332
 discontent with royal family 136–7
 fall of (World War II) 348
 Germany invades through Belgium 341
 Germany’s *Blitzkrieg* tactic against 342
 Great Depression 332, 333
 industrialisation 44
 Marginot Line 341
 as member of Triple Entente 300
 takeover of Vietnam 171
Franklin, Benjamin 135
free settlers 28, 85, 91
 as ‘assisted migrants’ 92
 in Australian colonies 91–2, 102–3
 contact experiences with Indigenous peoples 202–3
 contestability on the extent of violence 117–18
 experiences of journey and arrival 102–3
 impact on development of the Australian nation 123, 170
 impact on the landscape 198–9
 lives of in Australia 112–14
 North America 91
 reliance on Indigenous knowledge in inland Australia 203
 violence against Indigenous Australians 117–18, 169, 187, 202, 203, 206
free trade 229

French imperialism 137, 180, 302
French Indochina 171, 180, 269
French Revolution 29, 133,
135–6, 141, 227
and *Declaration of the Rights
of Man and of the
Citizen* 136–7
and egalitarianism 134, 141
end of 137
Reign of Terror 137
storming of the Bastille 136
Friendly Societies 67

G

Gaelic language and culture 142
Gallipoli, Anzac Day ceremonies
at 375
Gallipoli campaign 304, 306,
308–13
ANZAC landing at Anzac
Cove 309, 310
Australian capture of Lone
Pine 310
casualties 312
charge by Australian Light
Horse 310
conditions at Gallipoli
311–12
disease and parasites 311,
312
'mystery current' 309
offensives and counter-
offensives 310
reasons for 308
Turkish perspective 313
Turkish resistance 309, 310,
312
withdrawal 312
Gallipoli story 378
Galvani, Luigi 52
gangrene 259
Gautama Buddha 254
Geneva Convention 350
Geneva Protocol 339
George III, King 265, 266
George V, King 298
German-controlled territories in
China 280
German imperialism 302
German prisoners of war
315–16, 350
Germany
aggression against
neighbouring
countries 333
annexes part of New Guinea
230
annexes parts of Europe 332
Australia at war with 349
avoids France's Marginal
Line 341
Blitzkrieg tactic 342
and causes of World War I
298–303
and causes of World War II
328–33
declares war against Russia
and France (World
War I) 299, 300
economic and social climate,
post-World War I
329, 330–1

Enigma code 341
Holocaust and changing
nature of war 343–4
hyperinflation 330
industrialisation 44
invades Denmark and the
Low Countries 342
invades France through
Belgium 341
invades Poland 332, 349
Kaiser Wilhelm II abdicates
330
as member of Triple Alliance
300
naval expansion 303
paramilitary groups 331
policy of appeasement
towards Hitler by
Britain, France and
United States 332, 333
reparations following World
War I 280, 326, 327
rise of Adolf Hitler and the
Nazi Party 329–30,
331
Schlieffen Plan 300–1
Third Reich (Nazi government)
331, 332
and Treaty of Versailles 280,
287, 326–7, 328
Weimar Republic (democratic
government) 330–1
Western Front warfare
314–19
getting started (research) 14
ghettos 343
girls, education for around 1900
223
global COVID-19 pandemic
impact on capitalism 163
Global Financial Crisis (GFC)
163, 164
global impact of capitalism
159–61
God Worshipping Society 270
Gojong, King 171, 180
gold rushes
Australia 45, 92, 114, 123,
193, 200–1
Chinese in Australia 125, 208
impact on Australia 125–6
North America 28, 91, 114
'golden lilies' 259
Gosford community,
commemoration of World War I
376–7
government
expansion of Commonwealth
powers, World War I
and II 323, 361–2
and the idea of the 'social
contract' 132–3
separation of powers 133, 137
under Qing Dynasty 252
*see also federal system of
government*
government examinations
China 248, 249, 252, 260
Korea 175
Vietnam 175
government policies, towards
Indigenous peoples 204–5, 289

government stability, Britain 43
Governor-General 233
Grand Canal, Jiangsu, China 247
Grand National Consolidated
Trades Union 67
grazing lands, and patterns of
European colonisation 197
'great Australian dream' 220
Great Depression 153
and World War II 330, 332, 333
Green Standard Army 250
Greenaway, Francis 89, 108
guillotine 137

H

hairstyle, Qing Dynasty China 261
Hamel, Hendrick 179
happiness and progress, ideas
of 132
Hargrave, Lawrence 222
Hargraves, Edward 112
Harvester Judgment 214, 238
health, Australia around 1900 220
Heidelberg School 215
Higgins, Justice, Harvester
Judgment 1907 214, 238
High Court of Australia 233, 238
'Highland Clearances' 85
Hindus 174, 176
Hiroshima
atomic bomb dropped on
337, 345, 346
casualties 345, 346
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, 169
Hitler, Adolf
blames scapegoats for
defeat in World
War I 330
British, French and US
appeasement of 332,
333
establishes Nazi Party 329
leads Nazi government
(Third Reich) 331, 332
makes himself *Führer* 331
rise of 329–30
sworn in as chancellor 331
Hobart convict settlement 191
Holocaust 343
concentration camps 343–4
mass shooting and the 'Final
Solution' 344
Hong Xiuquan's leadership, and
the Taiping Rebellion 270–1
horse manure 223
House of Representatives ('lower
house') 233, 235
structure and role 235
housing
Australia around 1900 220
domestic scene 220–1, 222
sanitation and health 220, 221
working-class kitchen 222

Huang He (Yellow River) 247
Hughes, Billy 321–2
hyperinflation 330
hypothesis 4

ice chests 221
immigrants, 'push' and 'pull'
factors 28
immigration concerns,
Australian colonies 229, 230
Immigration Restriction Act 1901
236–7
and the 'dictation test' 229,
236
and the White Australia
Policy 126, 229, 236,
237
imperialism 30, 137, 168
decline of 142
European 25–6, 30, 68–9, 85,
137, 138, 142–4, 302
and Industrial Revolution
68–9, 85
reasons for spread 144
indentured servants 154
independent nations, calls for
creation of 30, 142
India
British exploitation of 177
change within tradition 171
industrialisation 69
Mughal emperors 170, 172,
173, 174, 176, 177
physical features 173
pollution levels 75
religious beliefs 174, 176
social hierarchy 170, 172,
173, 174
trade 177
transformation 171
Indian Mutiny 177
indigenous peoples
'civilising' and converting
them to Christianity
144
impact of imperialism on 85
*see also Aboriginal and
Torres Strait Islander
peoples*
Industrial Revolution 20, 21–4,
32–77, 133, 137–8
begins in Britain 37
benefits from, unevenly
spread across
Europe 298
in Britain 36–43, 82–5
and capitalism 29, 43
and development of railways
51
and end of feudalism 139
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
 and new forms of inequality 139
 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, 138
- industrial waste 75
 industrialisation 27, 69, 74, 75, 82, 126, 137
 China in the nineteenth century 250, 252
 Europe, Japan, United States and Australia 29, 44–5
 industry development, 1900s
 Australia 124
 industrialists 29, 152–4, 159
 inflation 324
 information, identifying, locating, selecting and organising 15–16
 inherited wealth 160
 inland Australia, opening up 200
 internal migration, Britain 70–1
 interwar years 286–91
 introduced species 199
 Invalid and Old Age Pension Act 1908 214, 238
 inventions and innovations, Industrial Revolution 21, 46–53
 Ireland 142
 Irish Catholics, anti-British sentiment 322
 Irish Free State 142
 Irish nationalism 142
 iron and steel, production of 21, 26
 Islam 176
 Italian prisoners of war 350
 Italy, as member of Triple Alliance 300
-
- J**
 Jacka, Albert
 awarded Victoria Cross 304, 310
 heroics at Gallipoli 304, 310
 on recruitment posters 304
 Jains 176
 Japan
 aggression against neighbouring countries 333
 atomic bombs dropped on Hiroshima and Nagasaki 337, 345–6
- Australia at war with 349
 change within tradition 171
 Closure Edict 178
 as feudal society 174
 gains control of Germany's colonial territories in China 280
 industrialisation 44
 invades Shandong Peninsula, China, World War I 280
 as member of Triple Entente 300
 naval battles 345, 356
 New Guinea campaign 356–8
 physical features 173
 Potsdam Declaration issued as ultimatum to 345
 religious beliefs 176
 seizes Taiwan 269
 social hierarchy 174, 178
 surrender 345
 transformation 171
 treaty with Korea 171, 180
 under the *shoguns* 174, 178
 war with China 179, 269, 280
 and war in the Pacific 334, 336–7, 345, 356
 war with Russia 179
 Western trade 171, 178–9
 Japanese Empire 336
 Japanese forces, bombing of Darwin 337, 361
 Japanese prisoners of war 350–1
 Jazz Age 288
 Jefferson, Thomas 132, 135, 136
 Jews
 blamed by Hitler for Germany's loss in World War I 330
 extermination in concentration camps 343, 344
 and the Holocaust 343–4
 mass shootings and the 'final solution' 344
 persecution by Nazis 331, 343–4
 Joseon Dynasty 171, 173, 175, 176, 179
 judicial power 233
 'July Crisis' of 1914 299, 303
-
- K**
 Kincumber memorial 377
 King George Sound, WA, British settlement at 191
 kitchen, working-class 222
 Kokoda Track campaign, New Guinea 336, 356–8
 Battle for the Kokoda Track 356–7
 conditions along 358
 legacy 358
 Maroubra Force 356, 357, 358
 significance 357
 Korea 269
 change within tradition 171
 division into North and South 173
 government-sponsored examinations 175
- Joseon Dynasty 171, 173, 175, 176, 179
 physical features 173
 religious beliefs 176
 social hierarchy 175
 trade 179–80
 transformation 171
 treaty with Japan 171, 180
 Korean Empire 180
kwotow 253, 265
 Kshatriya 174
 Kunming Lake 255
-
- L**
 labour
 and capital 139
 see also working poor
laissez-faire, and the capitalist economy 151
 land management
 European squatters and settlers 198–9
 Indigenous Australians 195, 197, 198
 landscape change, since the Industrial Revolution 74
 landowners, and the Enclosure Acts 21, 38–9, 83
 Laos 180
 Laozi 254
 Lawson, William 190
 Le Bon Marché 160, 161
 League of Nations, failure of 333, 373
 legislation that shaped a nation 214, 229, 231, 236–9
 legislative power 233
 Liaodong Peninsula 179
 life expectancy 22, 62
 Lincoln, Abraham 120, 121
 literature, Qing Dynasty 256
 living conditions
 Australia around 1900 220–4
 Industrial Revolution 22, 27, 62, 64–5, 84
 nineteenth century 155
 Lloyd George, David 287
 local governments, responsibilities 234
 Locke, John 132
 Lone Pine, Turkey, Australian capture of 310
 Louis XVI 133, 135, 136, 137
 Luddites 89
 Lyons, Tommy 369
-
- M**
 Mabo Decision 187
 MacArthur, General Douglas 371
 MacArthur-Onslow, Brigadier-General G.M. 377
 Macartney, Earl 265, 266
 McCubbin, Frederick 215
 machine guns 338, 340
 mail, censorship 361
 making a nation 169–70, 182–241
 timeline 184–5
 Manchuria 246, 248
 Manchus 248, 250, 259, 277, 278
 hair style 261
 massacre of 280
 mandarins 175, 249
 'Mandate of Heaven' 248
 Manhattan Project 345
 manufacturing
 employment in, Australia around 1900 218, 219
 post-war 372
 pre-industrial Britain 36
 Mao Zedong 271
 Marginot Line 341
 Maroubra Force 356, 357, 358
 marriage, China 258, 259
 Marx, Karl 24, 29, 66, 140, 156–7
 Mason, Paul, and post-capitalism 163–4
 mass entertainment 65
 mass migration
 from Europe 372
 from Vietnam 7
 massacres 118, 202, 203
 Maternity Allowance Act 1912 214, 239
 meditation 254
 Meiji Restoration 171, 178
 Melbourne
 foundation 192–3
 impact of gold rush 201
 Meninga, Edward 211, 212
 Meninga, Mal, case study 210–12
 Menzies, Robert
 commits forces to World War II 348
 declares Australia at war with Germany and Japan 348, 349
 merchants 174, 175, 248
 meritocracy 249
 middle class 23, 37, 66, 160, 220, 323
 Middle East campaign (World War I) 306, 312
 migration
 from Britain and Europe 69, 70–1, 86, 91–2
 from Vietnam 7
 post-war to Australia 372
 mill workers, working conditions 48, 56, 57
 mines
 child labour 22, 59
 working in 218
 mining industry 218
 missionaries 69, 176, 178, 180, 264
 Missions 8, 118, 204, 205, 289
 Mitchell, Major Thomas 195
 modern world 20
 monarchy, end of, France 133, 134, 137
 Monash, General John 315
 Mongolia 246, 247
 monopolies 148
 monsoons 173
 Montesquieu 132, 133, 137
 moratorium marches 6
 Moreton Bay penal colony, Queensland 89, 192
 Morgan, J. Pierpont 153
 mortality rate 22, 62
 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 288
Mughal emperors in India 170, 172, 173, 174, 177
music 288, 289
Muslims 176, 247
mustard gas 339
Myall Creek massacre 118

N

Nagasaki
atomic bomb dropped on 345
casualties 345
Napoleon I, Emperor 137
Napoleon III, modernises Paris 160
National Constituent Assembly (France) 136
nationalism 29–30, 125–6, 138, 142
China 277–9
as factor in outbreak of World War I 302
native grasslands
impact of European colonisation on 195, 197
Indigenous management 195, 197
naval blockades 324
Nazi Party/government
Holocaust 343–4
persecution of ‘gypsies’ and ‘homosexuals’ 343
persecution of Jews and others 331, 343–4
propaganda 331
rise of 329–30
rule of (Third Reich) 331
stormtroopers (Brownshirts) 331
Neptune 109
the Netherlands, invaded by Germany 342
New Guinea
annexed by Germany 230
Australian troops in the Kokoda Track campaign 336, 356–8
AWAS serve in 352
New South Wales
colonisation 190
gold rushes 92, 208
government farms 187
Indigenous communities 188–9

pastoral settlements 190
as penal colony 87, 88, 186
population growth 201
New Zealand
considers joining Australian Federation 227
emigrants from Britain 70, 71, 85
Newcomen steam engine 50
newspapers, censorship 361
Nguyen unification of Vietnam 180
Nicholas II, Tsar of Russia 298
Nichols, Isaac 89
‘nightmen’ 220
1911 Revolution, China 278–9
non-Europeans in Australia before 1900 208–12, 236
Norfolk Island penal colony 89, 106
life in 107
North Africa, battles in (World War II) 334
North America
free settlers 91
gold rushes 28, 91
North Vietnam, reunification with South Vietnam 6–7
Northern Ireland 142
northern Italy (World War I) 306
nurses
World War I 316, 317
World War II 352

O

objective 4
occupations of Australian workers, 1901 217
old age pension 214, 239
opium trade/Opium Wars 267–8, 269
oral response 16
Orlando, Vittorio 287
outdoor toilet 220, 221
over-cropping 199
over-grazing 199
Owen, Robert and New Lanark, Scotland
care of mill workers and their children 48, 57
establishes Grand National Consolidated Trades Union 67
helps fight for eight-hour working day 157

P

Pacific Islander Labourers Act 1901 236
Pacific War 6, 334, 336–7, 345–6
Papuan infantry units 356
paramilitary groups 331
parasites, in the trenches 312, 317
Paris Peace Conference (1919), and Treaty of Versailles 280, 287, 326, 328–30
Parliament of the Commonwealth of Australia 233
House of Representatives 233, 235
Senate 233, 235
Parsons, Charles 52

Pascoe, Bruce, *Dark Emu* 117, 187, 195
paternalism 204
patriotism 326
Pearl Harbor, bombing of 360
peasants 174, 248, 250, 257–8, 271
and the Boxer Rebellion 272, 274
Pemulway 115–16
penal colonies
Americas 28, 87
Australia 28, 45, 87–9, 123
New South Wales 87, 88, 190
Queensland, Tasmania, Victoria and WA 89, 191–2
People’s Charter 67, 89, 138, 146
Perry, Commodore Matthew 178
perspectives 6
example 6–7
and interpretations 13
Phillip, Captain Arthur 186
places of secondary punishment 106–7
planning research 14
poison-gas attacks 339
Poland, German army invasion of 332, 342
political ideas, and the Australian gold rush 125
political philosophers 132–3, 137
political prisoners 89
political reform
movements for 24, 29, 31, 140, 146
see also Chartism/Chartists
pollution 75, 218, 223
Poor Law Amendment Act 67
population growth
Australia 125, 126, 216
China 251
Industrial Revolution 37, 64, 84
NSW and Victoria 201
since the Industrial Revolution 74
Port Jackson, NSW 88
Port Phillip District (Victoria) 192–3
convicts 89, 192
foundation of Melbourne 192, 193
renamed Victoria 193
settlers 192, 193
Portland, Victoria 192
Portuguese, in slave trade 94
post-capitalism 163–4
Potsdam Conference/Potsdam Declaration 345
power lines 53
pre-industrial Britain 36
price of goods, linked to supply and demand 151
primary causes 6
primary industry employment 218, 219
primary sources 12
prisoners of war (POWs)
in Europe (World War II) 350
in Japan 350–1
return home of 369

World War I 315–16
private schools 223
progressive ideas and movements 20, 29–31, 128–64
Enlightenment 132–3
a time of new ideas 139–46
a time of revolution 134–8
timeline 130–1
protection/protectorates 118, 204, 289
provenance of sources 13
Puyi, Emperor 278, 280

Q

Qianlong, Emperor 255, 256, 265–6
Qin Shi Huang Di, Emperor 248
Qing Dynasty 246–79
1911 Revolution and end of imperial rule 278–9
armies 250
arts 255, 256
belief systems 254
Boxer Rebellion 272–6
contact with European powers 264–71
daily life 257–61
education 258, 260
fashion 261
government under 252
literature 256
and the opium trade 267–8
and Taiping Rebellion 270–1
trade 264, 265–6
women’s lives 258–9, 260
Queensland
concerns about German designs on New Guinea 230
free settlers 192
Moreton Bay penal colony 89, 192
South Sea Islanders working on sugar cane plantations 211, 236
queue (hair style) 261, 279

R

rabbits 199
racial inequality 122
racism, towards Chinese 125–6, 208–9
radio 288
railways
Australia 45, 51, 200, 222
development of 51, 64, 65
raw materials, access to 25–6, 41, 42, 45, 68, 69, 144, 186
recruitment posters and campaigns
World War I 304, 305, 325
World War II 348
reef gold 114
referendums 233
conscription, World War I 5, 321–3, 325
new Constitution to create Commonwealth of Australia 170, 226–7
refrigerators 221, 288

- refugees
 from Europe 373
 from Vietnam 7
- Reibey, Mary 108
- Reign of Terror 137
- religious beliefs
 Australia in 1901 216
 China 254, 264
 India 174, 176
 Japan 176
 Korea 176
 Vietnam 176, 180
- Remembrance Day 375
- repatriation/repatriation
 assistance 366, 367, 368
- representative democracy 89
- Republic of China 279
 foreign powers recognition
 of 280
- republicanism 125
- research 14
 getting started 14
 identifying, locating,
 selecting and
 organising
 information 15–16
 planning 14
- Reserves 118, 289
- returned soldiers [after World
 War I] 366–7
 employment 366, 367
 impact of the war on 366,
 367
 Indigenous Australians 369
 repatriation 366, 367
- returned soldiers [after World
 War II] 368–70
 demobilisation 368
 employment 368
 Indigenous Australians 370
 land grants 370
 perspectives of returned
 POWs 369
 repatriation 368
- Revolutionary Alliance 277, 278
- Reynolds, Henry 187, 203
- Righteous and Harmonious Fists
 272
- Riley, William 107
- Risdon Cove colony, Tasmania 191
- rivers, European colonisation
 along 197
- Roaring Twenties 288–9
- 'robber barons' 153–4
- Roberts, Tom 215
- Rockefeller, John D. 153
- Roosevelt, Theodore 153, 154
- Rousseau, Jean-Jacques 132–3,
 137
- Royal Australian Air Force
 (RAAF) 348
- Rudd, Kevin 8
- ruling class 67, 160
- Russia
 mass shootings of Eastern
 European Jews 344
 as member of Triple Entente
 300
 supports Serbia against
 Austria-Hungary and
 Germany 299, 300
 war with Germany (World
 War I) 306
 war with Japan 179
 Russian Front (World War I) 306
-
- S**
- sailing ships, life for free settlers
 on 102, 103
samurai 174, 178
- sanitation 220
- Satsuma Rebellion 178
- Saunders, Reg 370
- Schlieffen Plan 300–1
- scholars
 China 248, 260
 Vietnam 175
- schooling
 in Australia around 1900
 216, 223–4
 in Qing Dynasty China 260
- Scots, emigrate to North
 America and British colonies 85
- Second Fleet 100, 187
 appalling conditions and
 mortality rate 100,
 109
 life for convicts on 109
- secondary causes 6
- secondary sources 12
- selectors 112, 113, 215
- self-government, and
 democracy, Australia's move
 towards 227
- Self-Strengthening Movement,
 China 252, 269
- Senate ('upper house') 233, 235
 structure and role 235
- separation of powers 133, 233
- Serbia 299
- settlers *see* free settlers
- sheep breeding 40
- sheep lands 195
- Shinto 176
- Shoah* 343
- shogun* 174, 178
- Shudra 174
- Shunzhi, Emperor 261
- significance 9
 example 9
- Sikhs 176
- Sino-Japanese War 179
- 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, 155, 159, 220
- smelting 324
- Smith, Adam
 capitalism concepts 150
 and the 'invisible hand' 149,
 151, 155
 and origins of capitalism 149
- snipers 309, 316
- social change, post-war 371, 372
- social classes
 Australia 215
 Britain 23, 36, 37, 66, 67
 views of Chartists 67
 views of trade unions 67
- social contract 132–3
- social Darwinism 31, 145
- social hierarchy
 China 248–50
 India 174
 Japan 174, 178
 Korea 175
 Vietnam 175
- social mobility, and capitalism 160
- social reform, and 1890s
 depression 214–15, 218
- social revolution 66–7
- social stigma 160
- social thinkers 24, 29, 66, 140,
 156–7
- socialism 24, 29, 66, 138, 140–1
 rise of 156
 transition to communism
 156–7
- soil erosion 199
- Sorrento, Victoria 192
- 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 Australia
 establishment 194–5
 free settlers 89, 194
 land sales 195
 layout of Adelaide 194
 pastoralism and wine
 industry 195
- South Sea Islanders 211–12
 deportation from Australia 236
- sovereignty 136, 142
- Spanish, in slave trade 94
- Spanish influenza 286, 366
- spinners 48
- Spinning Jenny 48
- sport 65
- squatters 112
 agricultural practices 195,
 198–9
- SS Great Britain* 52
- state governments,
 responsibilities 234
- state schools 223, 224
- 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
- steppes 247
- stigma 160
- Stolen Generations 8
 official apology to 8
- storming of the Bastille 136
- street lighting 64, 65
- strikes 157
- Sturt, Charles 195
- suburban society 25
- suburban sprawl 220
- Summer Palace, Beijing 255, 280
- Sun Yat-sen 277, 279
- supply and demand 151
- 'survival of the fittest' 145
- Swan, Joseph 52
- Swan River penal colony, WA
 89, 191
- Sydney Cove penal colony, NSW
 88, 186
-
- T**
- Taiping Rebellion 208
 and the leadership of Hong
 Xiuquan 270–1
- Taiwan 179, 269
- 'talkies' (movies) 288, 289
- tanks 335, 339, 341
- tariffs 148, 229
- Tasmanian penal colonies 89, 191
- tea production, China 250, 251,
 265
- tear gas 339
- telegraph 75, 200
- telephone 65
- television
 American content of shows 9
 impact on Australian society
 9
- Terra Nullius* 169, 187, 195
- territory governments,
 responsibilities 234
- textiles factories 22, 48–9
 child labour 46, 48, 57, 58
 technological innovation 48,
 49, 138, 139
 working conditions 48, 56
- theatres of war
 emergence of new
 technology 338
 World War I 306
 World War II 334–7
- theory of evolution 31, 144–5
- Third Reich (Nazi government)
 rise of 331
 violates Treaty of Versailles
 332
- Tibet 247
- 'Ticket of Leave' 107
- time period 14
- timelines 11
 Australians at war (World
 War I) 294–5
 Australians at war (World
 War II) 296–7
 China, 1750–1920 244–5
 Industrial Revolution 34–5
 making a nation 184–5
 movement of peoples 80–1

progressive ideas and movements 130–1
Tokugawa *shoguns* 178
'Tolpuddle Martyrs' 31, 89, 157
towns and cities
 in the capitalist era 159
 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
Townshend, Charles 39
trade 68–9
 China 68, 179, 264, 265–6
 India 177
 Japan 171, 178–9
 Korea 179–80
 slaves 27, 68, 85–6, 94–5
 triangular trade 27, 86, 94
 Vietnam 180
trade monopolies 148
trade unions 24, 31, 66, 67, 89, 140–1, 147, 157
 opposition to conscription 322
 push for eight-hour working day 157
 push for social justice reforms 214, 238
 and strikes 157
transatlantic slave trade 27, 86, 94–5, 98–9
 consequences 120–2
transformation in Asian societies 171
transport 21, 37, 45, 73, 222–3
 in Sydney around 1900 223
transportation of convicts 27–8, 31, 85, 87–90, 100–1, 109, 123, 186
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
Treaty of Kanagawa 178
Treaty of Saigon 180
Treaty of Shimonoseki 179
Treaty of Versailles
 German people's opposition to 287, 328
 Hitler's views on 330
 impact on Germany 280, 287, 326–7
 key terms 329
 Nazi government violates terms of 332
 signatories 287
trench foot 316
trench line 316
trenches, life in the (World War I) 311, 312, 316–17
triangular slave trade 27, 86, 94
Trinh lords, Vietnam 180
Triple Alliance 300
Triple Entente 300

Truman, Harry S. 345
tundra 173
Turing, Alan 341
Turkey, Gallipoli campaign 308–13
Turkish forces
 perspective on Gallipoli 313
 resistance during Gallipoli campaign 308, 310, 312
 tribute to the ANZACs 310, 313

U

unalienable rights 135
Union States of the United States ('the North') 120, 121
United Nations, foundation 373
United States
 American Civil War 120–1
 appeasement of Hitler 332, 333
 Australia's changing relationship with, post-war 371
 as capitalist economy 29
 consequences of slavery 120–2
 Declaration of Independence 135, 141
 drops atomic bombs on Hiroshima and Nagasaki 345, 346
 economic imperialism 30
 emigrants from Britain 70, 71, 85
 firebombing of Japanese cities 345
 formation 135
 free settlers 91
 Great Depression 333
 industrialisation 29, 44
 planned invasion of Japanese home islands 345, 346
 slave trade 94
 and War of Independence 29, 87, 91, 135, 186, 227
 and war in the Pacific 345–6, 356
 working conditions, early twentieth century 138
unskilled workers 46, 48, 56, 62
Untouchables 174
upper class 67, 160, 175, 220, 323
urban planning 64
urban settlements 22, 64
urban society, Britain as 23
urbanisation, and capitalism 159
US Constitution, separation of powers 133
US Government, two-house system in Australia based on 235
Uyghurs 247

V

vacuum cleaners 288
Vaishya 174

Van Diemen's Land
 convict settlements 89, 191
 expansion of colony 191
 free settlers 191
Vanderbilt, Cornelius
 as 'captain of industry' or 'robber baron' 153
 as successful capitalist 152
Victoria
 assisted migrants take up pastoral leases 193
 Batman's 'treaty' with Indigenous communities 192, 193
 early colonisation attempts 192
 foundation of Melbourne 192, 193
 gold rushes 193, 200–1, 208
 population growth 201
 Port Phillip District 89, 192–3
Victoria, Queen 298
Vietnam
 change within tradition 171
 civil service examinations 175
 conflict between China and France over 269
 French Catholic missionaries in 180
 physical features 173
 religious beliefs 176, 180
 reunification 6–7, 180
 social hierarchy 175
 taken over by France 171, 180
 trade 180
 transformation 171
Vietnam War 5–6
 cription 5
 Fall of Saigon as end of 6
 moratorium marches 6
Vietnamese refugees/'boat people' 7
violence on the frontier between settlers and Indigenous Australians 117–18, 169, 187, 202, 203, 206
visual presentation 16
Volta, Alessandro 52
Voltaire 132, 133
voting rights
 Indigenous Australians 231, 236, 237
 women 231

W

wages
 and exploitation 154–5
 Harvester Judgment and basic wage 214, 238
 linked to supply and demand 151
Wakefield, Edward Gibbon 194
war, changing nature of
 atomic bomb 345–6
 Holocaust 343–4
war dogs 339, 340
warfare and technology
 World War I 338–40

World War II 341–2
warrior class, Japan 174
wars
 commemoration of 375–7
 impact on returned soldiers/civilians 366–70
wartime propaganda
 World War I 305, 325, 326
 World War II 362
washing machines 220, 221
water cycle 199
water frame 48, 49
Watt, James 50
wealthy nobles, China 248, 249
wealthy squatters 112
weavers 48
websites, reliability 15
Weimar Republic 330–1
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, 190
Werribee Plains, Victoria 197, 198
Western Australia
 free settlement 191
 joins the Federation 227
 penal colony 89
Western Europe, battles in (World War II) 334
Western Front (World War I) 306, 307, 314–19
 Australian prisoners of war 315–16
 Australians on 312, 315–17
 battles involving Australian troops 315
 bombardments of trenches in no man's land 314
 life in the trenches 316–17
 stalemate 307, 314
 women on 316
Westminster system 235
wheat industry 195
White Australia ideal 229
White Australia Policy 126, 229, 236, 237
WikiLeaks (Wikipedia entry) 13
Wikipedia 12–13
Wilhelm II, Kaiser of Germany 298, 330
Wilson, Woodrow 287
Windschuttle, Keith 10
women
 in the armed forces (World War II) 352–3, 354, 363
 in the Australian workforce around 1900 219
 domestic work 220
 fashion, 1920s 289
 impact of World War I at home 324
 Maternity Allowance 214, 239
 post-wars 366, 368
 products appealing to 160–1
 Qing Dynasty China 258–9, 260

- voting rights 231
on the Western Front 316, 317
in the workforce (Industrial Revolution) 46, 48, 57, 60, 61, 84
in the workforce (World War I) 324
in the workforce (World War II) 363
- Women's Auxiliary Australian Air Force (WAAAF) 352
- Women's Land Army 352, 363
- Women's Royal Australian Naval Service (WRANS) 352
- wool industry 161, 162, 193, 195
- workforce statistics, Australia, 1901 217
- working in Australia around 1900 218–19
- working class 38, 67
diseases among 220
perceive conscription as unfair burden 322–3
political representation 24, 29, 31, 138, 140, 146
- working conditions
- Australia around 1900 218, 219
basic wage 214, 238
exploitation and wages 154–5
Industrial Revolution 22, 46, 48, 56–60, 138
nineteenth century 155
trade unions push for improved 157, 214
- working hours 48, 57
- working poor 23, 37, 56, 62, 88, 139, 159, 220
- World War I 286
alliance system 300–1
armistice and peace 326
Australia *see* Australians at War (World War I)
casualties 286, 320
causes 298–303
and China 280
Eastern Front 306
Gallipoli campaign 306, 308–13
and Germany 298–303
'July Crisis' of 1914 299, 303
life in the trenches 311, 312, 316–17
- locations of fighting 306–7
Middle East 306
northern Italy 306
nurses' role 316, 317
returned soldiers and civilians after 366–7
and Treaty of Versailles 280, 287, 326–7
- warfare and technology 338–40
- Western Front 306, 307, 312, 314–19
- World War II
atomic bombs dropped on Japan 337, 345–6
Australia *see* Australians at War (World War II)
causes 328–33
changing nature of war 343–6
fall of France 348
and Germany 328–33, 340–1
Holocaust 343–4
locations of fighting 334–7
Potsdam Declaration as ultimatum to Japan 345
- returned soldiers and civilians after 368–70
- war in Europe and Africa 334–5
- war in the Pacific 6, 334, 336–7, 345–6
- warfare and technology 341–2
- writing historical argument 16
-
- X**
- Xinjiang province 247
-
- Y**
- yangban* 175
- Yangtze River 247
- yin and yang 254
- Yuan Mei 256
- Yuan Shikai, General 279, 280
-
- Z**
- Zeng Guofan, General 252
- zeppelins 340

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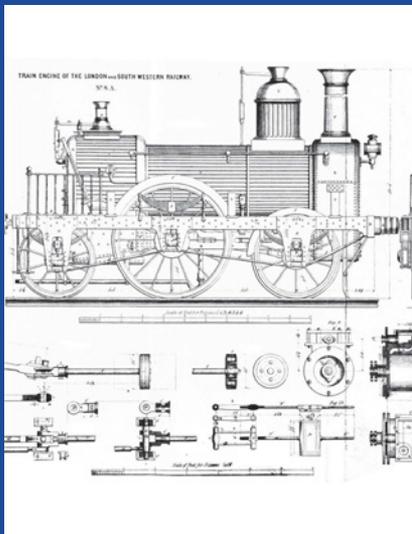
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Background image: The plans for a steam train engine of the London and South Western Railway, c. 1860. The invention of the steam engine revolutionised transport and manufacturing.

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