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CAMBRIDGE HUMANITIES & SOCIAL SCIENCES FOR QUEENSLAND 2nd Edition

9

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Introduction

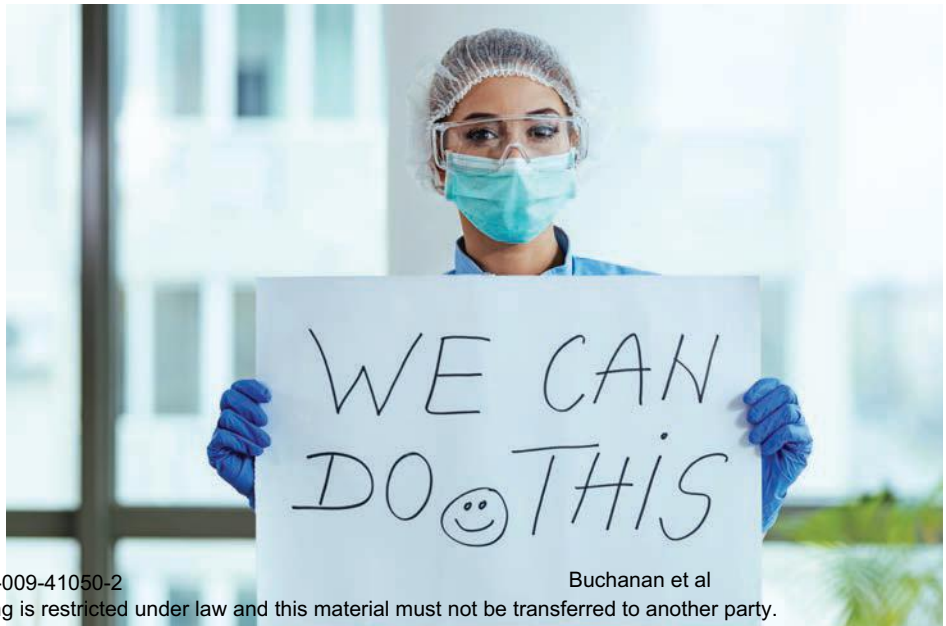
We truly live in unprecedented times. For instance, we navigate the extraordinary pandemic disruption at the hands of COVID-19, evolving technologies ask complex ethical questions of us as human beings, conflict in Europe divides people once again, the mighty issues of global warning and climate change bind humanity to a singular challenge, and not to mention that whispers of possible future tensions between global superpowers China and the United States of America seem to be taking on a life of their own in global media circles. We find ourselves in a globally interconnected world sharing a plethora of social, economic, environmental and political challenges like never before.

Thankfully, the amazing subjects that make up the Humanities – History, Geography, Economics and Business, Civics and Citizenship – have always addressed the great challenges that affect life on earth, but perhaps never have they been so very crucial or relevant than at this present time. These subjects cease to be merely a study of the past, and become intellectual tools for understanding the present and preparing for the future. They offer an effective way of understanding these issues and thinking through their potential solutions intellectually, compassionately, ethically and empathetically.

In History, for example, studying the Industrial Revolution leads to a direct discussion about the escalating environmental impacts created in our own time. Furthermore, our study of WWI offers insight into the social, economic and environmental effects of war on a global scale and illustrates the value of a cohesive international community in avoiding future war on such a scale. In Geography, we investigate subjects such as global food security, and analyse the shortfalls of food distribution across environments altered by human interaction over time. In Economics and Business, we analyse data on Australia's role as a trading nation, and in turn reflect on current issues surrounding Australia's closest trading partners and our reliance on China as it rises in economic might. In Civics and Citizenship, we develop an understanding of our own political system and place in the world, which in turn invites students to consider recent global developments relating to democracy and human rights.

Central to the Humanities is the core belief that human beings are resilient and creative. The Humanities essentially fosters optimism for the future and asks for solution-focussed and evidence-based thinking to local, national and global challenges.

– Ryan Slavin, series author



◄ Unprecedented times call for unprecedented humanity and thoughtfulness

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About the authors and contributors

Kate Buchanan (*lead author: Geography*) is a Geography and Humanities teacher at her current school. She has worked in Queensland schools for six years and has experience teaching Geography, History and Religion across Years 7–12. Prior to teaching, Kate was an urban planner and demographer. She has experience as a QCAA endorser and confirmer for Geography and as a committee member of the GTAQ. Kate is passionate about the importance of Geography as a discipline to help students understand the world and their place in it.

Kathleen Collin (*contributing author: History*) has over 25 years of History teaching experience at independent and Catholic high schools in New South Wales and Queensland. She has held a range of roles, including Head of Faculty, Dean of Curriculum, Director of Learning and Teaching and Head of Secondary. She was a member of the writing team for the NSW Ancient History HSC Examination, an assessor for the NSW HSC Extension History paper, and is a confirmer and external marker in Senior History for the QCE. Kathleen is now the Assistant Principal – Strategy and School Operations at her current school. She is an executive member of the Queensland History Teachers' Association. Kathleen has always had a love of History that she gained from her father and grandfather, who inspired her passion for politics and the past. It has been a delight for her to be able to nurture her three children and numerous students' interest in the discipline as well.

Jarod Costantini (*lead author: Economics and Business*) is the Director of Staff Development at his current school. He has worked in Queensland schools for over 15 years and has experience in several different areas of leadership alongside teaching classes in Years 9–10 Economics and Business and Year 11 and 12 Economics. Jarod is also an accredited assessor for the Highly Accomplished and Lead Teacher Certification that is recognised across Australia. He has a keen interest in developing an understanding of Economics and Business for the future leaders of our nation.

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Kimberley Diehm (*lead author: Civics and Citizenship*) has developed a broad understanding of Humanities curriculum over her 10-year teaching career. She is passionate about delivering engaging Economics and Business and Civics and Citizenship courses from Years 7 to 12, with a specific focus on student-centred learning, authentic case studies and examining contemporary issues. Kimberley is currently undertaking a Master of Business (Management) to continue to cultivate her curriculum and leadership capabilities. She is invested in helping students develop real-world knowledge and skills necessary for rapidly evolving societal, organisational and political landscapes.

Jessica Hegerty (*contributing author: History*) is a Highly Accomplished Teacher who has spent the past fifteen years teaching History and English in Brisbane. She has presented at workshops and conferences on educational technology and pedagogical approaches. Jessica is passionate about girls' education and empowering girls to make a difference in the world.

Ryan Slavin (*lead author: History*) has been teaching in the Humanities for over a decade. He has headed Humanities departments and led eLearning and literacy, among other teaching and learning positions, at numerous schools in which he has taught. Ryan has taught History, Geography, English, Legal Studies and Study of Religion to Queensland students from Years 7 to 12, and English as a second language to adults overseas. He has been a member of the Executive for the Queensland History Teachers' Association for many years and is the editor of the association's eJournal publication. Ryan has written for Cambridge University Press a number of times, including for *Senior Modern History for Queensland* published in 2019. Ryan also has over 20 years of martial arts teaching experience, and manages a traditional Japanese martial arts dojo (school) where he lives on Queensland's Sunshine Coast.

About the First Nations adviser

Alison Quin is descended from the Tagalak people of the Gulf Country of far north Queensland. Alison has worked in First Nations education through her career, starting as a high school teacher and moving into community-led education initiatives. Her vision is for all students in Australia to learn about and through the two knowledge traditions of this continent – First Nations and Anglo-Australian – to create a future that respects and empowers this Country and its many peoples.

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About the illustrator

Jean-Michel Girard is an illustrator based in Québec City, Canada, who has 30 years' professional experience working around the world. While Jean-Michel is able to work in a wide variety of styles (from hyperrealism to cartoon), he has specialised in historical illustrations as he is a longtime history aficionado. His attention to historical detail is extraordinary. Jean-Michel uses digital tools but with traditional drawing methods.

Source: Photo by Mick Richards

About the cover artist

Fiona Omeenyo first appeared on the contemporary art scene in the late 1990s as one of the more prominent members of the newly established far north Queensland's renowned Lockhart River 'Art Gang'.

'My country Pathacy (Chester River near Coen) that's where my Grandmother is from. My figures are about family and country. I do my painting to carry my culture on and so my children will know our stories.'

The artist's figurative compositions connect ancestral spirits with her kin relationships. For the artist, ancestors exist simultaneously with the present-day generation. Accordingly, her themes constantly revolve around bloodline and connectivity. A continuous relationship with past and present is expressed through the artist's sense of line and space (both positive and negative).

About the cover

Fiona Omeenyo *Connect on Country* Acrylic on canvas, 89 × 94 cm

This painting by Fiona Omeenyo is titled Connect on Country (2020). It represents the spiritual connection with Country. This is particularly explored in the Civics and Citizenship subject within the Humanities and Social Sciences for Queensland series.

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How to use this resource

Book structure

- All chapters have been closely aligned to the Australian Curriculum V.9.0 for Humanities and Social Sciences for Year 9.
- This book contains four parts, with each part covering one of the four topic areas: History, Geography, Economics and Business, and Civics and Citizenship.
- Every chapter starts with an engaging 'Setting the scene' story to help you jump into a new topic, and includes an activity that can be used to spark classroom discussion.
- Each chapter has a 'Chapter overview' that lists 'Learning goals' for the chapter.
- Each chapter is divided into numbered sections, and each of these sections covers content descriptors from the Australian Curriculum.
- Each chapter section starts with 'Focus questions' to drive your inquiries into the Humanities.
- In History, following the inquiry approach, each chapter is constructed around an overarching key inquiry question and several sub-inquiry questions. The inquiry questions are colour-coded to help students recognise their features:
  - An interrogative
  - A historical concept
  - Specific content
  - Scope and scale.
- In all chapters QR codes are included for easy access to related videos.
- At the end of each section are Developing your understanding questions. The History chapters also have Reflecting on your learning questions. At the end of each chapter are End-of-chapter assessment activities.

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Activity types

This series uses a range of activity types, including the following:

- Developing concepts and skills (activities that scaffold important concepts and skills from the Australian Curriculum)
- Reflecting on your learning and Developing your understanding review questions at the end of each section (questions in both print and digital formats)
- Multiple other activity types, particularly in End-of-chapter activities, that vary from analysing historical visual sources to graph interpretation and map-reading.

Activities cover a range of different learning types and levels.

Making Thinking Visible activities

In this series, one of the common activity types we have employed is called Making Thinking Visible. These activities are inspired by the Visible Thinking routines devised by Harvard University's Project Zero group.

Visible Thinking routines are engaging classroom activities which challenge students to reflect on, and articulate, their thinking about a prompt or stimulus material. By using the same routines (such as 'See, Think, Wonder'), students develop familiarity and confidence with the rules of the activity. For more information, teachers can visit the Online Teaching Suite or the Project Zero website at https://pz.harvard.edu/thinking-routines.

ACTIVITY 5.17
MAKING THINKING VISIBLE

I used to think … Now I think …

When beginning this study of land and resource management strategies used by First Nations peoples, you most likely had some initial ideas about what the topic was about.

1. In a few sentences, write what it is that you used to think about land and resource management strategies used by Aboriginal and Torres Strait Islander peoples. Begin each sentence with the phrase 'I used to think …'
2. **Consider** how your ideas have changed as a result of your studies. In a few sentences, write what you now think about land and resource management strategies used by First Nations peoples. Begin each sentence with the phrase 'But now I think …'

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Digital resources

This series uses the interactive Edjin platform, and includes both a student and a teacher edition. In the **Interactive Textbook** version of this book, students will find the following key resources:

- Images that can be zoomed in on (this is really useful for reviewing any images to analyse at a larger size)
- Interactive Chapter quizzes and Scorcher quizzes (timed, competitive and fun tests of knowledge)
- Videos, image galleries and other multimedia materials, such as zoomable maps
- Additional geographic tools, such as a guide to using topographic maps and a series of skills videos
- Downloadable worksheets for all activities
- Suggested solutions
- Additional content to the print book
- A PDF downloadable version of this student textbook.

In the **Online Teaching Suite**, teachers will find:

- Guidance on using the digital versions of the book
- Teaching programs and teaching tips
- Curriculum grids for each topic area
- Additional activity worksheets.

Icons

This icon in the margin of the page represents additional material is in the Interactive Textbook.

This brain icon with bracketed text indicates a Deeper thinking question, or questions, to help you dive deeper into an idea within the history chapters.

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Cognitive verbs glossary

Knowledge utilisation

Conduct direct an action or course

Create produce or evolve from your own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole

Decide examine alternatives to choose an option; reach a resolution as a result of consideration

Determine demonstrates understanding of knowledge using varying levels of skills; establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution

Evaluate make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria

Generate produce; create; bring into existence

Investigate carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information

Justify give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable

Predict give an expected result of an upcoming action or event; suggest what may happen based on available information

Propose put forward a point of view (or an idea, an argument or a suggestion), for consideration or action

Research study in detail, especially in order to discover new information or reach a new understanding

Synthesise combine different parts or elements (such as information, ideas or components) into a whole, in order to create new understanding

Analysis

Analyse consider in detail, for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences

Apply use or employ in a particular situation

Compare estimate, measure or note how things are similar or dissimilar

Consider think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on

Discuss examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses

Distinguish recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items

Examine determine the nature or condition of something

Generalise to make a statement that relates to many people, things, or conditions, based on limited facts

Infer reach a conclusion on the basis of evidence or reasoning

Interpret explain the meaning of information or actions

Judge form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination

Reflect on think about deeply and carefully

Suggest communicate or show an idea to consider

Comprehension

Communicate convey knowledge and/or understandings to others; make known; transmit

Describe give an account of characteristics or features

Explain provide additional information that demonstrates understanding of reasoning and/or application

Illustrate show the meaning or truth of something more clearly, especially by giving examples

Organise arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action

Represent use words, images, symbols or signs to convey meaning

Sequence place in a continuous or connected series; arrange in a particular order

Retrieval

Demonstrate prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition

Identify establish or indicate who or what someone or something is

Recognise identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge

Select make a choice between options

Use operate or put into effect; apply knowledge or rules to put theory into practice

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PART 1

History

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What is History?

Simply put, History is often defined as a record of the past. But does this adequately reflect the following historians' descriptions?

- The Roman historian Tacitus (56–120 CE) wrote in his *Annals* (Book XV) that the purpose of History is 'to prevent virtuous actions from being forgotten, and that evil words and deeds should fear an infamous reputation with posterity'.
- French historian M. Bloch wrote in his 1949 book *The Historian's Craft* that 'history is neither watchmaking nor cabinet construction. It is an endeavour toward better understanding … [It] is, in its essentials, the science of change. It knows and it teaches that it is impossible to find two events that are ever exactly alike, because the conditions from which they spring are never identical.'
- British/Nigerian historian David Olusoga wrote in *The Guardian* in 2021 that he cares 'deeply about people who were mistreated in the past. I care about the names on slave ledgers, I care about the bones of people in Africa, in mass graves in the first world war ... I will be ruthless in fighting for them.'

As the preceding experts suggest, history is a complex and scientific study of the past and an academic pursuit of truth. Interestingly, we study the past in order to better understand the present and to help us prepare more effectively for the future. History can give us a sense of where we have come from. It can also give us a sense of where we are headed.

The concept of history is common to all people. It exists in all societies. The simple act of keeping records about ourselves, our families and the nation in which we live, and thinking deeply and critically about these records, makes all of us historians in one way or another.

History opens a window on the past. It shows how our own society has changed over time. It also helps us understand how other nations and societies have changed over time.

History, or more importantly historical inquiry, is a process of investigation that follows certain rules. It begins by posing a question or starting an investigation with a hypothesis to prove, then gathering evidence that will answer that question or prove/disprove the hypothesis.

One kind of evidence historians seek out is **primary sources**. These are records that were made by people who lived at the time being investigated. Written or printed documents are useful primary sources. Photographs, drawings and paintings can also tell us a great deal if we can interpret, or 'read', them carefully.

Another kind of evidence used by historians is **secondary sources**. These are records or interpretations about the past made at a time after the event being investigated. When using secondary sources, historians look critically at the views of the people who created those sources. They ask extra questions about those people's interpretations of what happened to identify the extent to which the author's views may have impacted on the reliability and usefulness of the source.

When you think about it, history could be thought of as 'the thinking person's guide to the future'.

primary source a source of information about the past created in the time being studied

secondary source a source of information about the past created after the time being studied

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Using historical sources

Throughout these history units, you will come across a variety of historical sources. You will be asked to examine these sources and to interpret what they show. You will be asked to consider who created these sources, and why. You will decide how reliable these sources are, often by comparing them with other sources. Historians are sometimes called 'time detectives' because, like detectives, they are constantly investigating and interrogating the stories that people tell. You will be asked to read historians' points of view, to make decisions about their interpretations and to conclude how accurate their view is.

People can have quite different **perspectives** of the same events, so when historians are devising answers about what happened in the past, they need to base their proposed answers on evidence. A primary source is made at the time of what is being studied, while a secondary source is a later description or interpretation. Historians need to think carefully about whether a source is primary or secondary and the limits of what a source can tell us about the past. Historians often work with **artefacts**, objects from the past time being studied. **Oral histories** are the spoken or performed knowledge of the past that has been systematically passed down through generations of people.

perspective
the way we see something, a point of view or attitude to something

artefact
an object that is made by a person, such as a tool or a decoration; it is usually of historical interest

oral history
the recording of past events in a spoken form, including through song, story or dance

▲ **Source A** This photograph shows a soldier writing a letter home from the trenches. Because he was there at the time, and saw the trench warfare, his letter automatically becomes a valuable **primary source**.

▲ **Source B** Students research events from the past using books and information on the internet. Historical sources that were created after the event are called **secondary sources**.

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THINKING DEEPER

If a historian 100 years from now tried to write a history of what your school was like while you were a student there, what might be some primary sources they could use? Can you think of any possible issues with the accuracy of their interpretations of these sources?

analyse consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences

evaluate examining and judging the merit or significance of something

origin analysis of a source to establish who created the source as well as where and when it was produced

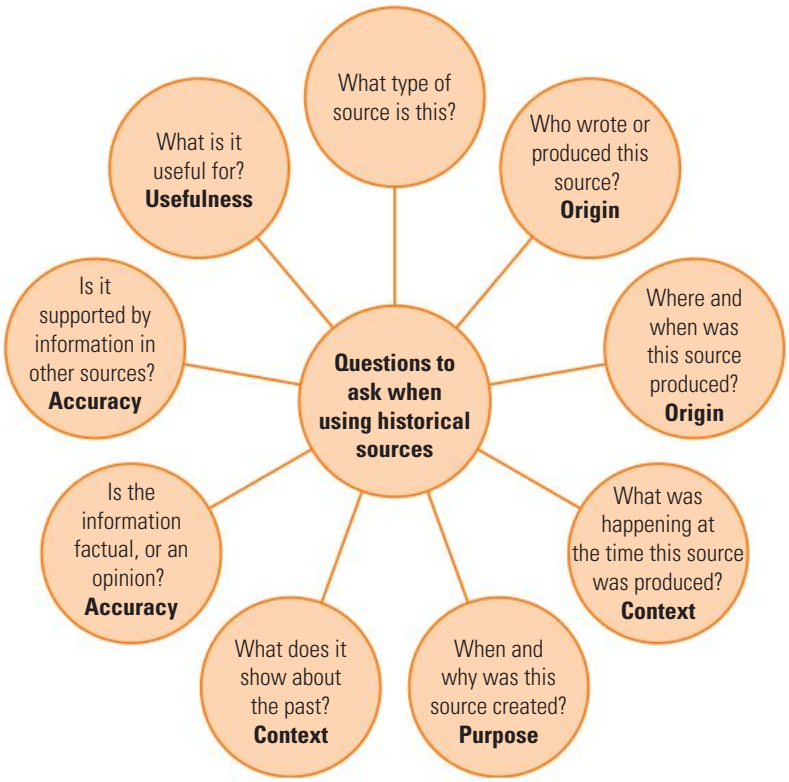
context analysis of a source to understand the nature of society and the historical period in which the source is created, the significant event/s related to the source, and the language and ideas of the time

purpose analysis of a source to establish the original reason for its creation

accuracy analysis of a source to establish correctness by identifying purpose, corroborating the information with another source and assessing bias

usefulness analysis of a source to determine how relevant it is in relation to historical questions

As a historian, you will need to **analyse** and **evaluate** evidence from primary and secondary sources to be able to form your own opinions about the lives of people in the past. As you will learn, the key concepts to consider when working with historical sources are the **origin**, **context**, **purpose**, **accuracy** and **usefulness** of sources. Source C shows some of the questions you could consider when analysing and evaluating information from the sources you encounter in the following chapters.



▲ **Source C** Questions to ask when using historical sources. Depending on the source, some of these questions may not always be relevant or easy to answer.

Introducing historical concepts and skills

Historical concepts and skills help to guide the way you question and think about an issue. The six concepts from the Australian Curriculum: History V9.0 that are used in the following chapters on History are: **evidence**, **perspectives**, **interpretations and contestability**, **continuity and change**, **cause and effect**, and **significance**.

We will also have a special emphasis in this book on the development of **empathy** – an important part of trying to understand the lives of people who came before us. As you work through the History chapters, you will come across these seven historical concepts, and will hopefully learn a lot about them.

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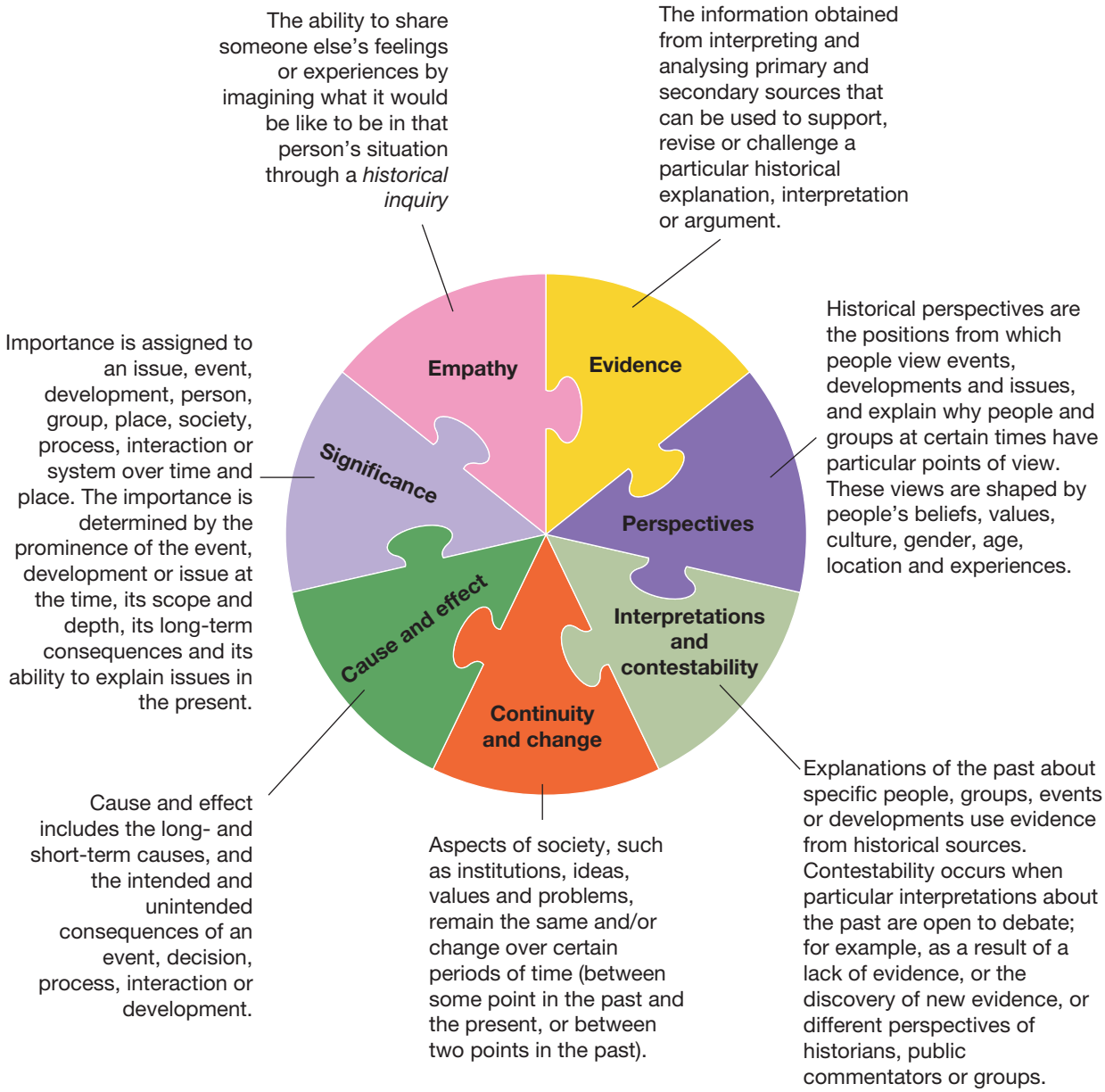
History concepts



▲ **Source D** Adapted from ACARA, 'Understand this learning area: History 7–10', Australian Curriculum: History V9.0

As you explore the subject matter through historical inquiry, you will be engaging with historical concepts to develop your historical knowledge and, all the while, further developing your historical skills. The historical skills you will develop as a result of your studies across these units are as follows:

- Understanding and using chronology, terms and concepts
- Creating historical questions to guide research
- Analysing, interpreting and using sources as evidence
- Identifying and comparing perspectives and interpretations
- Explaining and communicating a historical argument.

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UNIT

1

Making and transforming the Australian nation (1750–1914)

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Overview

The development of Australia and Queensland has occurred on the lands of First Nations peoples, who have lived with Country for tens of thousands of years.

For Aboriginal and Torres Strait Islander peoples, European permanent occupation from the eighteenth century onwards resulted in violence and great harm to their diverse, rich and vibrant cultures.

These consequences were not accepted in a passive manner. There are many examples, in the period between 1788 and 1914, of brave warriors and communities who organised effective resistance against European encroachments on traditional lands and ways of life.

Australia's democratic systems also developed throughout this period. Laws were passed that brought benefits, as well as disadvantages, to the people of Queensland.

In this depth study, we will explore the effects of contact between Europeans and Aboriginal and Torres Strait Islander peoples. We will also investigate the experiences of the Chinese and South Sea Islander peoples who arrived in Queensland at this time.

We will make inquiries into what living and working conditions were like in Queensland at the dawn of the twentieth century.

Learning goals

After completing this depth study, you should be able to answer these questions:

- What are the significant events, ideas, individuals and groups that caused change from 1750 to 1914?
- What were the causes, developments, significance and long-term effects of imperialism in this period?
- What were the perspectives of different people at the time?
- What are the contested debates and reasons for different historical interpretations?

Aboriginal and Torres Strait Islander peoples are the First Peoples of Australia. To recognise this antecedence, despite Australia being a recent and imposed construction, the phrase 'First Australians' is sometimes used in this depth study to mean the many diverse Aboriginal and Torres Strait Islander peoples, nations and language groups.

◄ **Source E** The Cooktown orchid, *Dendrobium phalaenopsis*, is the state flower of Queensland.

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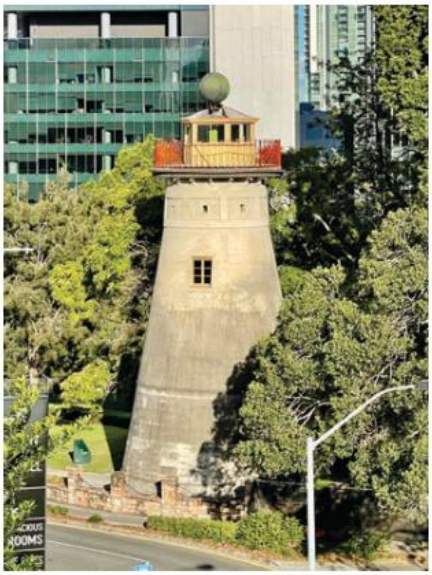
CHAPTER 1: Making and transforming the Australian nation

Setting the scene: the hanging at the windmill

Please be aware that this publication may contain images of Aboriginal and Torres Strait Islander peoples now deceased and that this chapter contains descriptions of settler-First Nations violence. Content derived from primary and secondary sources contains offensive and racist language and depictions.

Built in 1828 on Turrbul land, the Spring Hill windmill was constructed to grind corn and wheat for the growing colony. However, despite its elevated location above Meaanjin, or Brisbane Town, the structure was poorly positioned and failed to catch enough wind to power the sails.



▲ **Source 1.1** The Spring Hill windmill, 2021

To compensate, as many as 25 convicts worked on a manually powered treadmill for up to 14 hours at a time to power the mill. Weighed down with leg irons this would have been a painful and exhausting process.

In 1841, the windmill on Spring Hill in Brisbane Town was the location of a violent and public execution.

Two Aboriginal men, Mullan and Ningavil, had been convicted in a Sydney court of the murder of two Europeans. Of the two men that were killed, one was a government official and surveyor called Granville Stapylton. The other was a convict, William Tuck. He had accompanied Stapylton on an expedition to Mount Lindesay on the Queensland–New South Wales border in May 1840.

This execution is significant for many reasons. It was the first formal state-sanctioned violence against First Nations people in Meaanjin. The location of the murder, Mount Lindesay, was at a site that was sacred to the Gidabul people. Mullan and Ningavil may have been enforcing Gidabul law. Stapylton also had a reputation of cruelty towards Aboriginal people. After the execution, doubts were raised about the guilt of the two Aboriginal men.

The location for the execution was chosen due to the windmill being the most prominent landmark in the area. It was also near a large Turrbal camp and it was hoped by the colonial authorities that this execution, which could be seen for kilometres around, would dissuade First Nations people from resisting coloniser incursions and retaliating against coloniser violence. Between 100 and 300 Aboriginal people witnessed the execution along with the majority of the European population of the settlement.

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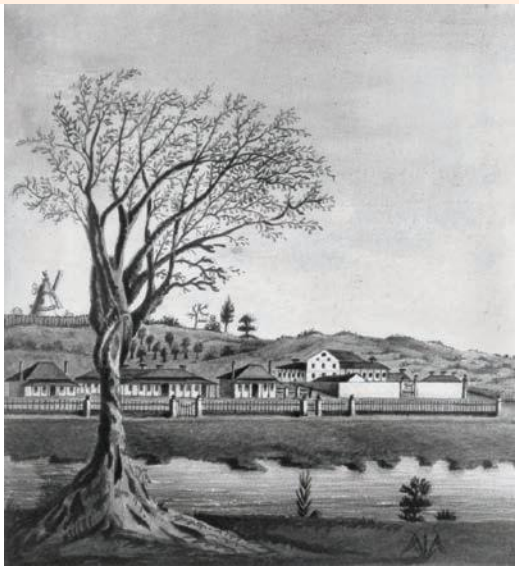

◄ **Source 1.2** Early drawing of Brisbane on Turrbul Country showing the windmill on the hill, 1835

ACTIVITY 1.1

Discussion

What clues does the description provide about the values and attitudes of the people living in Brisbane during this time?

THINKING DEEPER

The following events have only been represented through non-Indigenous sources. What are the implications of this for historians trying to understand this event in Australia's history?

Historical inquiry 1.1: were two innocent men hanged?

Please see different perspectives on the hangings that follow and complete the activity.

I there saw four scoundrel natives seated under the brow of a hill on my track round a little fire, scarcely smoking, and evidently lying in wait for my return. I was provoked at their cunning and villainy for they had evidently tracked me for miles, as I afterwards perceived by their footsteps and could not resist **blackguarding** them for a few moments.

blackguarding
abusing someone

▲ **Source 1.3** Excerpt from the 1836 journal of Granville Stapylton, the government official who was killed

Five of the men belonging to the surveying party of Assistant Surveyor Stapylton arrived at the cattle station at Cowper's Plains, and reported that that officer and two of his men had been murdered by the blacks on the preceding Sunday …

They stated, 'that on Sunday, the 31st of May, Mr. Stapylton directed them to make a passage for the dray … leaving behind them prisoners Dunlop and Tuck, with Mr. Stapylton, and having finished their work, they returned about 12 at noon.'

'On coming within 100 yards of the tents, they found Dunlop lying on the ground, in great agony from a wound on the head, and apparently dying …'

'They then ran up to Mr. Stapylton's tent, and on looking into it, they saw his lifeless body lying on the ground, partly covered with a tarpaulin, and stripped. There was a spear wound in the left breast, and one side of the head was much bruised near the eye. Tuck was also lying dead under a tarpaulin … All the boxes were broken open, and the provisions and firearms carried off.'

'Finding the arms gone, and fearing that the blacks would pay them another visit, they started with all speed for the settlement.' …

[On their return Dunlop was found alive.]

On being questioned touching the affair, [Dunlop] said 'that on Sunday morning after the men had left for the creek, he remarked that two blacks who had accompanied the party for some days, named Murry Dido, and Carbon Bob, left the tents, and returned in a short time, bringing with them five stranger blacks. He observed that they were all armed, having two long spears each, with their bommerangs and waddies … he observed two or three of the blacks go towards Mr. Stapylton's tent … after which he had no recollection of what took place.

▲ **Source 1.4** News report in the *Sydney Gazette*, 29 August 1840

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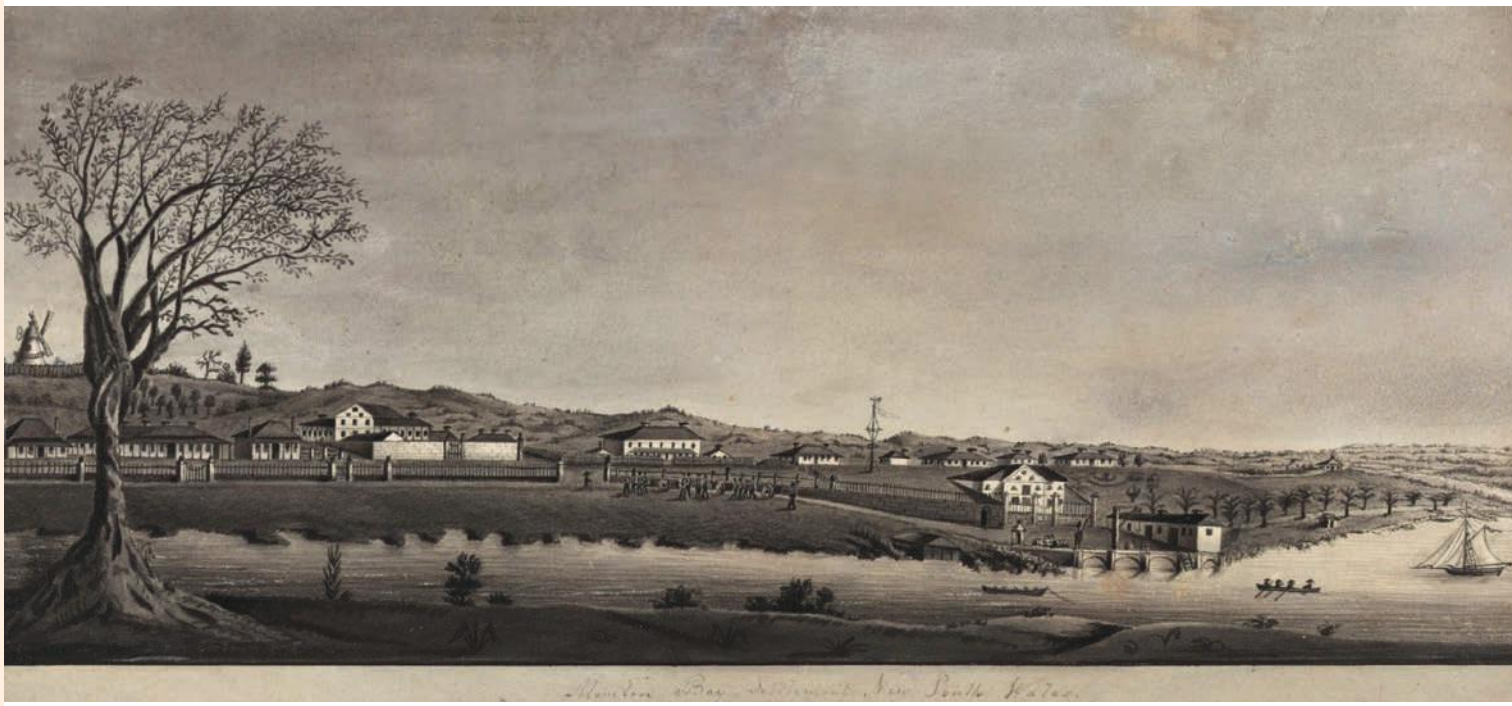
Two convict witnesses swore on oath that these defendants were not among the group of Aborigines which attacked the surveying party, but other convicts were prepared to claim the opposite. According to an 1875 account, these convicts were driven by the reward which had been offered for the capture of Stapylton's murderers.

The theatre of this particular hanging was chosen to display the power and terror of the law to the Aborigines. The Sydney court passed the sentence of death but the actual site of the execution was left to the decision of the Moreton Bay commandant. Consequently, the men were returned to Brisbane, a journey of some 600 miles, for their final role in the legal process. Gorman decided upon the most prominent landmark in the district, the windmill which could be seen for many miles. The siting of this execution was directed specifically at the Aboriginal tribes of the Moreton Bay region.

▲ **Source 1.5** Non-Indigenous historian Libby Connors, in R. Fisher (ed.), *Brisbane: The Aboriginal Presence 1824–1860*, Brisbane History Group, 1992

▲ **Source 1.6** *Sketch of the Moreton Bay Settlement drawn from South Brisbane*, c. 1835, attributed to Non-Indigenous artist Henry W. Boucher Bowerman, from the collection of the State Library of Queensland



▲ **Source 1.7** Painting of Brisbane on Turrbul Country, attributed to non-Indigenous artist, Henry W. Boucher Bowerman, from the collection of the State Library of Queensland, c. 1835. The windmill can be seen on the far left.

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When my father was nine or ten years old, he saw the first execution by hanging in Brisbane – that of two Aboriginals, who were found guilty of the murder of the surveyors, Staplyton [*sic*] and Tuck.

The execution took place at the Windmill, which was fixed up for the occasion. After it was over a prisoner, taking young 'Tom' by the hand, drew him along to have a look in the coffin. Stooping, he pulled the white cap from the face of the dead blackfellow, exposing the features. The eyes were staring, and the open mouth had the tongue protruding from it. The horror of the ghastly sight so frightened the child that it set him crying, and he could not get over it nor forget it for long afterwards.

▲ **Source 1.8** Non-Indigenous memoirist Constance Campbell Petrie, *Tom Petrie's Reminiscences of Early Queensland*, Watson Ferguson & Co., 1904. This extract is Petrie's description of her father's memory of the execution that took place in 1841. By 1904, when this account was written, sentiment towards public executions had changed dramatically. By the 1900s, most attitudes were critical of such displays and saw them as encouraging uncivilised behaviour in the crowds who came to view them. This may have influenced the way she described this event.

timeline
a graphical representation of the passing of time, usually arranged by periods, and on which important events are marked in chronological order

ACTIVITY 1.2
RESPONDING TO THE SOURCES

1 Sources 1.3–1.8 explore different *perspectives*. **Identify** Stapylton's attitude towards Aboriginal people as evidenced by his journal (Source 1.3).
2 **Identify** whose perspectives are missing and how this limits the analysis and understandings of this event.
3 Using evidence from Source 1.4, **create** a **timeline** of the events associated with the murders.
4 **Identify** how likely it is that the two men were guilty of the crime for which they were executed, according to Source 1.5. Provide evidence from the source to support your claim.
5 Corroboration is when a historian strengthens and/or supports an assertion with evidence from a variety of sources to make the assertion more certain. **Identify** why the windmill was selected as the site for the hanging, according to Source 1.5. How is this corroborated by Sources 1.6 and 1.7?
6 What does Source 1.8 reveal about changing attitudes and values in Brisbane over time? Why is it important to know about the context of the sources that are used as evidence in a historical inquiry?

THINKING DEEPER HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Perspectives.

Your response should contain:

- A clear identification of the source's perspective
- Evidence from the source to demonstrate this perspective (note, this may include implied meaning)
- Discussion of how the source's origin or context may account for this perspective
- Discussion of how this perspective compares with other perspectives (in questions that use more than one source)
- Consideration of how this source's perspective is useful in responding to the question.

Mullan and Ningavil had proclaimed their innocence until the end – and well they might have, for they were seemingly blameless. At their trial in Sydney for the murder of William Tuck on 14 May 1841, several witnesses from the surveying party had attested to their guilt. Nevertheless, James Dunlop, the injured convict who possessed the only eye-witness testimony, had stated clearly that neither man had committed the offence. Apparently, they had not even been at the scene of the crime until days later when a group of blacks had arrived to plunder the abandoned camp site. Peter Finnagan, another member of Stapylton's surveying team, also deposed that both prisoners were unknown to him.

The all-white jury, after retiring for half an hour, however, returned with a verdict that, if the two accused had not actually committed the crime, then they undoubtedly must have been accessories to it … The judge Mr Justice Burton then passed sentence of death upon them, delivering as he did so an extended homily upon the need to uphold British justice, even at colonial outposts …

▲ **Source 1.9** Non-Indigenous historian Raymond Evans, in R. Fisher (ed.), *Brisbane: The Aboriginal Presence 1824–1860*, Brisbane History Group, 1992

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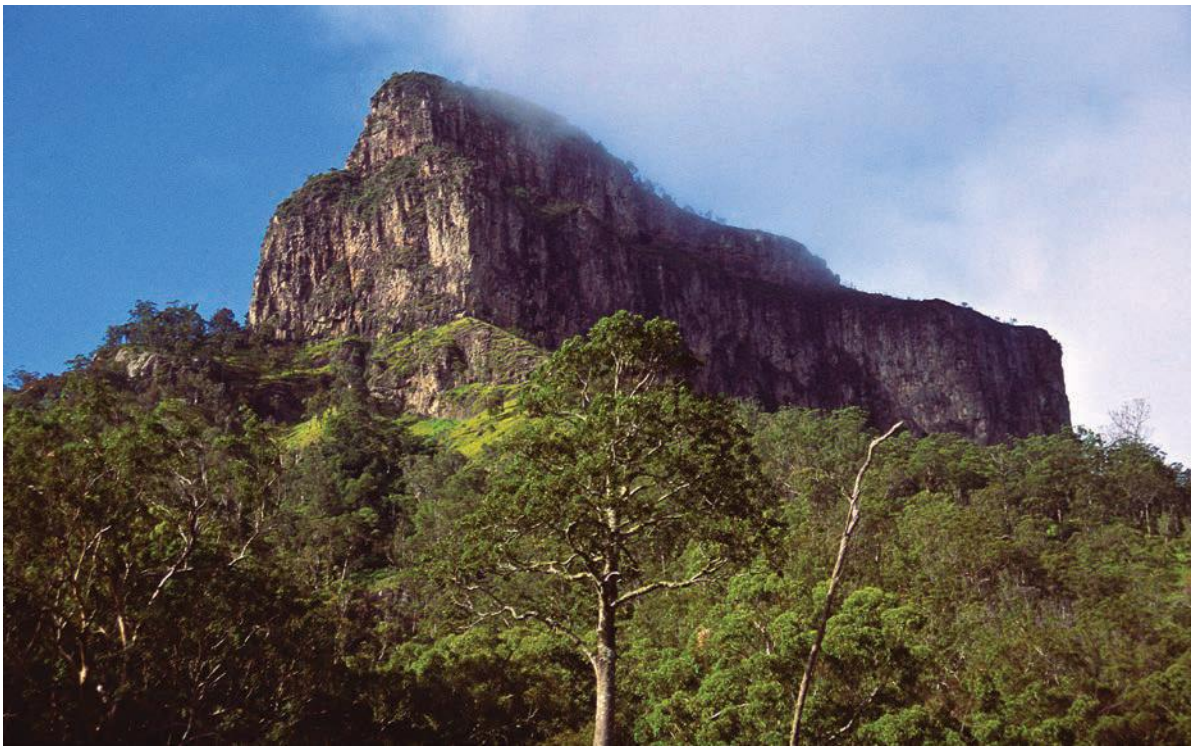

▲ **Source 1.10** Mt Lindesay (Jugalmbunj) is a sacred site of the Gidabul people.

ACTIVITY 1.3

Communicating historical information

Were Mullan and Ningavil innocent? **Synthesise** information from a range of sources to construct your argument.

When synthesising, you must combine information from different sources into *one* argument.

ACTIVITY 1.4
MAKING THINKING VISIBLE

Tug for truth

1. On a board, write the claim, 'The Moreton Bay commandant knew that he was executing innocent men.' Reflect on the following questions: Why did colonial authorities choose to execute two men whose innocence was in question, in such a public manner? What were the impacts for First Nations people?
2. Share if you have an opinion on this claim.
3. Draw a tug-of-war rope on the board – with 'True' at one end and 'False' at the other end.
4. You will be given a sticky note. You are to find facts or arguments in this historical inquiry that support or defy the claim. You can put your notes in the 'True' or 'False' direction, depending how strongly you feel about each claim.
5. Also write a question on another sticky note that you would like to ask to help **decide** whether the claim is true. Put this in a 'Questions' section of the board.
6. You will be allocated to one of the three categories of sticky notes: true, false and questions. You are to group the notes so you can report back on the class's thinking for that group.
7. Finish the activity with a discussion about the truth. Can we know what is true? Will there always be grey areas? What happens if you have to **decide** what is true?

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Chapter overview

Introduction

Australian history is long – very long. Australia is home to the longest continuing living cultures in the entire world. First Australian history on the continent can be traced back beyond 65 000 years ago by scientists and historians. First Nations people understand they have always been here. In that time, First Australians managed and lived sustainably with the Australian landscape. This is an extraordinary achievement. Since 1788, Australia has been radically transformed – environmentally, politically and socially. British invasion and settlement had devastating impacts on First Australian peoples and their cultures.

The violent dispossession of First peoples was spurred by European desire for access to resources such as gold and land, and enabled the development of the colony, including further immigration and international trade. As the British colonies developed over the decades, working-class Australians fought to make the country fairer. Australia became known as a 'working man's paradise' as it began to take its place in the world at the end of the nineteenth century. This chapter explores the history of Australia from pre-invasion through to Federation and the eve of World War I. It has a particular focus on Queensland.

During this chapter, you will investigate the inquiry question: 'What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?' You will answer sub-questions relating to this overall inquiry, and at the end of this chapter, you will be able to write your own hypothesis (answer to the question).

Considering a key inquiry question

The colour-coded text below shows you how to usefully break down a question into parts.

Key inquiry question

'What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?'

Every key inquiry question should have:

- An open interrogative
- A historical concept
- Specific content
- Scope and scale.

So, let's dissect this key inquiry question: 'What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?'

To answer a key inquiry question in a historical investigation, it is helpful to break the question into sub-questions.

Sub-inquiry questions

After completing this chapter, you should be able to answer these sub-questions:

- How did the movement of people in the late eighteenth and early nineteenth centuries impact on the population of Queensland/Australia?
- What were the key social, cultural, economic and political changes in the development of Queensland/Australian society to 1914?
- What were the causes and effects of contact (intended and unintended) between Europeans in Queensland/Australia and Aboriginal and Torres Strait Islander peoples between 1799 and 1859?
- What were the significant events, ideas, peoples, groups and movements in the development of Queensland/Australian society to 1914?
- What were continuities and changes, and how did they affect ways of life and living conditions, in Queensland/Australian society at the turn of the twentieth century?
- What were different experiences of those who arrived in Queensland/Australia (Chinese and South Sea Islanders) and what impact did they have on Queensland/Australia to 1914?
- What effect did ideas and movement of people have on Queensland/Australian society by 1914?

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Timeline of key events

What came before this topic?

- **Creation** For Bidjara and other First Nations people associated with Carnarvon Gorge, Mundagudda the rainbow serpent moved through the landscape to create the gorge and waterways.
- **120 000–65 000 BCE** Scientific research suggests that First Australians progressively arrive on the continent, eventually spreading to the Torres Strait Islands and Tasmania.

▲ Cultural knowledge site on Bidjara Country, The Tomb, Mount Moffatt, Carnarvon National Park, Queensland

120 000–65 000 BCE
Scientific research suggests that First Australians progressively arrive on the continent, eventually spreading to the Torres Strait Islands and Tasmania

16 000 BCE
Sea levels rose, forming Moreton Bay, the islands within it and the Brisbane River (Maiwar)

8000 BCE
First Australians develop agricultural practices, such as fire-stick farming, aqua-farming, yam farming and other land-management techniques

1000 BCE
First Nations settlements and trade routes develop across Australia

1606 CE
Dutch Captain Willem Janszoon becomes the first European to set foot on Australian soil

1650
Makassans trade with First Australians

1770
British Lieutenant James Cook reaches the eastern coastline of Australia

1788
The First Fleet arrives in Port Jackson, creating a British colony on lands of the Eora peoples

► First Australians spear fishing

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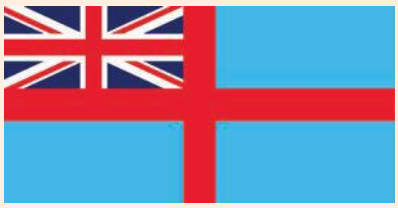
What came after this topic?

- **1914–18** World War I erupts in Europe. Thousands of Australians fight overseas, including approximately 1000 Aboriginal and Torres Strait Islander peoples.
- **1939–45** World War II. Australia is threatened with invasion by Japan. General Douglas MacArthur leads the war in the Pacific from Brisbane, and another major American base is established in Townsville.
- **1967** The referendum passes, counting First Australians as part of the general population for the first time.
- **2008** 'The Apology' is made to the Commonwealth Parliament. The Prime Minister, Kevin Rudd, formally apologises to Aboriginal and Torres Strait Islander peoples for the Stolen Generations.
- **2017** The *Uluru Statement from the Heart* calls for the establishment of a 'First Nations Voice' in the Constitution.

▲ North Brisbane polling station on Referendum Day, Brisbane, 1899



◄ The 'Separation flag' flown in 1859 when Queensland became a separate colony to New South Wales

Ningy Ningy the people who are the traditional owners of the Redcliffe area, Brisbane

1799
Captain Matthew Flinders and Bongaree voyage up the east coast of Australia as far as Hervey Bay

Late 1700s and 1800s
The Frontier Wars rage across Australia, with conflict and violence against First Australians widespread

1823
Surveyor-General John Oxley sails to Moreton Bay under the orders of Governor Brisbane to find a suitable location for a new penal colony

1824
The first Moreton Bay penal colony is established at Redcliffe; **Ningy Ningy** people successfully repel the invaders and the colony is abandoned

1825
The Moreton Bay penal colony is relocated inland to North Quay on the shores of the Brisbane River (Maiwar)

1843
Multuggerah and other warriors battle the pastoralists at the Battle of One Tree Hill

1850s – 1870s
Queensland gold discoveries lead to population growth and migration from countries including China

1859
Queensland separates from the Colony of New South Wales to form the Colony of Queensland

1863
South Sea Islanders are brought to Queensland to work on sugarcane farms. Many are brought against their will.

► South Sea Islanders loading cut sugarcane into a wagon in Queensland

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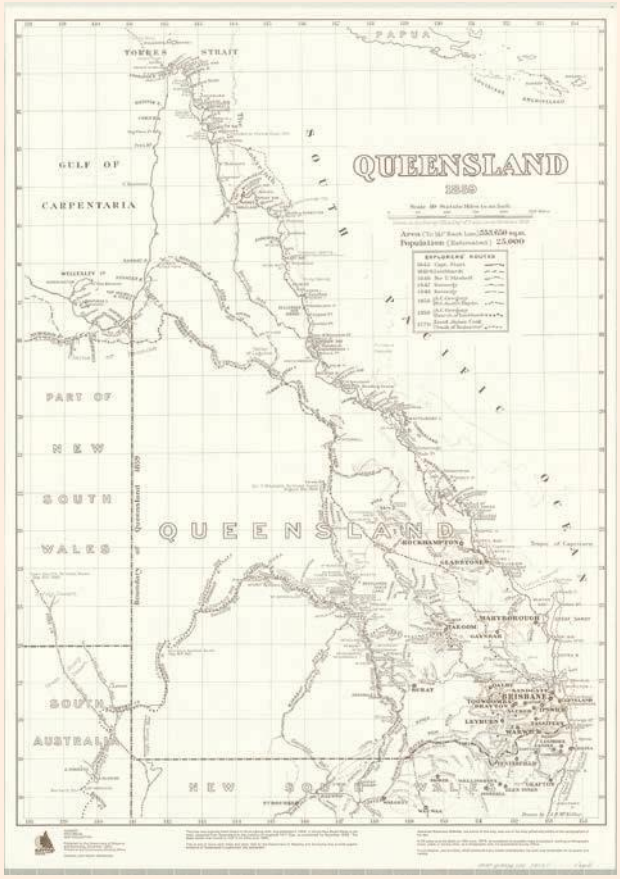

▲ **Source 1.11** A map of Queensland at separation in 1859

Responding to the timeline

1 **Consider** the timeline. How old are First Australian histories? **Compare** this to the histories of ancient civilisations, such as Egypt, Greece and China.
2 Queensland's history has brought a diverse range of peoples together, contributing to a multicultural society. What peoples are mentioned in the timeline and how did they come to be in 'Queensland'?

ACTIVITY 1.5
MAKING THINKING VISIBLE

Claim, evidence, question

1 Make a claim about an aspect of the history of Australia or Queensland based on information from the timeline and/or the images. (A claim is a statement of truth.) It can be argued that …
2 Support your claim with evidence. The evidence for this claim is …
3 Devise a question about your claim. A question I have about this subject is …

ACTIVITY 1.6

Research activity

Investigate the expression of culture (rock art) at The Tombs. Where is it? How old is it? Who created it? What does the art symbolise/represent? Where is your information coming from and who is providing it? What kinds of information and perspectives are shared from different sources?

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1

1.1 Contextual study: What were the causes and effects of the movement of peoples in the late eighteenth and early nineteenth centuries?

FOCUS QUESTIONS

- Where did people move from and to in the late eighteenth and early nineteenth centuries?
- What were the causes of the movement of people?
- How did this movement of people impact on the population of Queensland?

The Industrial Revolution

Population growth occurred in the eighteenth century due to developments in agriculture as well as improvements in medicine and hygiene. People were living for longer and birth rates were rising. This increase in the population created immense pressure, particularly in the cities of Britain. To reduce the tension caused by poverty, a lack of housing and jobs, emigration was promoted. Many people left Britain and travelled to lands that were part of the British Empire, particularly in North American and the Caribbean.

Natural disasters – the Irish potato famine

The failure of the potato crop in Ireland in the middle of the nineteenth century forced many of the Irish to travel abroad. Potatoes were the main source of food in Ireland, particularly for the poor. 'Potato blight' infected the 1845 potato crop and led to the deaths of over a million people. The famine continued for seven years. Seeking food and survival, many people emigrated to the United States, Australia and Canada. A quarter of the Irish population was lost to death or emigration at this time.

Forced emigration

Slavery and deportation as a convict were two ways that individuals were forced to emigrate. From the early seventeenth century, African people were transported across the Atlantic as slaves. They were used as a cheap source of labour in North America. In a similar way, South Sea Islanders were captured and taken to Queensland in the mid to late nineteenth century to work on plantations.

The British Empire deported convicts to its North American colonies until 1782. Things changed dramatically after the American War of Independence (1775–1783), where American colonists fought to break away from the British. Between 1788 and 1868, people convicted of crimes, many only minors, were transported from Britain to Australia.

Gold rushes and opportunity

In 1848, gold was discovered in California. This led to a rush of people from Europe, Asia, Africa and South America seeking their fortune. North America became known as a land of opportunity as gold was discovered in more locations.

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Gold was discovered in Australia in 1851. Between 1850 and 1860, the population of Australia more than doubled.

Many stayed. There was a belief that in these new locations there was greater freedom to speak and think freely, away from the restrictions of Europe.

▲ **Source 1.12** Drawing of Chinese people, some wearing national dress, walking on the road to the Palmer Goldfield near Cooktown in North Queensland, 1875

▼ **Table 1.1** Population of English cities during the Industrial Revolution

Cities	1801	1841
Manchester	35 000	353 000
Leeds	53 000	153 000
Birmingham	23 000	183 000
Sheffield	46 000	111 000

Source: A. Korn, *History Builds the Town*, Lund Humphries, 1953

I entered some of the hovels … In the first, six famished and ghastly skeletons, to all appearances dead, were huddled in a corner on some filthy straw … I approached with horror, and found by a low moaning they were alive – they were in fever, four children, a woman and what had once been a man. It is impossible to go through the detail. Suffice it to say, that in a few minutes I was surrounded by at least 200 such phantoms, such frightful spectres as no words can describe, [suffering] either from famine or from fever.

▲ **Source 1.13** Nicholas Cummins, magistrate of Cork, visiting the town of Skibbereen, Ireland, in 1847

▲ **Source 1.14** Louis Garneray (1783–1857), *Prison Hulks in Portsmouth Harbour*. Prison hulks were ships that were used to house prisoners due to the overcrowding of prisons on land.

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ACTIVITY 1.7

Summarising and mapping

1 **Create** two columns and label one 'Push' and the other 'Pull'. Using the information from the text, **identify** the push and pull factors leading to the movement of people in the eighteenth and nineteenth centuries.
2 On a map of the world, draw the path of the movement of people due to the Industrial Revolution, the trans-Atlantic slave trade, South-Sea Island slavery, convict transportation, the Irish potato famine, and the gold rushes. Also label each movement with the dates that it was active.

ACTIVITY 1.8
RESPONDING TO THE SOURCES

For each of the four sources (Table 1.1 and Sources 1.12–1.14), **identify** what useful information the source could provide to a historian studying the movement of people in the eighteenth and nineteenth centuries. (**Consider** the information the source, and the caption, provides about who, what, why, where and how.)

ACTIVITY 1.9
MAKING THINKING VISIBLE

The complexity scale

1 You should be provided with four sticky notes.
2 On each one, write down what you think might be a consequence of the movement of people at this time.
3 Either on your own, in groups or as a class, place your ideas on a complexity scale:
Simple.....Complex
4 As you place each idea on the scale, **explain** why you placed it there.
5 You can take your most simple idea and alter it to make it more complex.

REFLECTING ON YOUR LEARNING 1.1

1 Based on the information and sources that you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to summarise what you have learned and to answer the question: 'How did the movement of people in the late eighteenth and early nineteenth centuries impact on the population of Queensland/Australia?'
2 How could the information and sources in this section contribute to answering your overall inquiry question: 'What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?'

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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1

1.2 Depth study: What were key social, cultural, economic and political changes in the development of Australian society to 1914?

FOCUS QUESTIONS

- What impact did the development of pastoralism have on Queensland society?
- What impact did the gold rush have on Queensland society?
- How did self-government impact Australian society?

What impact did the development of pastoralism have on Queensland society? Multuggerah and the Battle of One Tree Hill

The first industries to be established by Europeans in Australia were agriculture-based. In Queensland, this started with pastoralism (livestock grazing) in the 1840s in the Darling Downs region. The pastoralists faced many problems, including accessing labour, transporting livestock and goods to and from the region, climate extremes and opposition from the First Australians. By the 1860s, at least a quarter of the land use of Queensland was for the pastoral industry and it drove 70 per cent of Queensland's economy.

Near Toowoomba, in South East Queensland, is a place called Tabletop Mountain (once known as One Tree Hill). The Jagera name is *Me-e-wah* (place of eyes, as the hill was a regular lookout spot) or *Gergel-gergel* (nosebone). This was the location of an organised campaign of resistance against the pastoralists by the Jagera nation, led by Multuggerah.

Multuggerah (also known as Moppy) was a warrior and a negotiator. He was able to bring together several Aboriginal clans to fight against a group of invading white pastoralists. The pastoralists had moved north into the Darling Downs area, determined to secure land for their sheep and cattle. The methods they employed to intimidate the original inhabitants included guns, horses and herds of cattle. The pastoralists considered themselves to be invincible in the sense that they believed in their superiority and that they would prevail.

Old Moppy (Multuggerah's father) had led an earlier raid against the Europeans, driving many of the pastoralists back. The raid was comprised of between 300 and 500 warriors from the Wakka Wakka and Kabi Kabi peoples. In response to this, and other acts of resistance, Old Moppy's camp was attacked by 35 to 50 white **squatters**. This resulted in the killing of an unknown number of people, including Old Moppy's eldest son, Wooinambi. Soon after the raid, Old Moppy was also shot and killed while he was fishing.

squatter in 19th century Australian history, a squatter was a settler who occupied a large tract of Aboriginal land in order to graze livestock. At first this was done illegally, later under licence from the Crown

Multuggerah vowed to avenge the deaths of his father and brother.

On 13 September 1843, Multuggerah and a group of Wakka Wakka and Kabi Kabi warriors ambushed a convoy of drays (wheeled carriages pulled by horses) that were hauling supplies. Multuggerah's prior attacks had stopped goods from getting through to the region, so supplies were urgently needed. Some 30–45 men (20 armed squatters and their servants) decided to avenge the attack.

The pastoralists attempted to pursue Multuggerah and his warriors as they fled up the mountain. The pastoralists retreated after spears, stones and boulders were thrown and rolled at them from the slopes. Several pastoralists were severely wounded. One was speared in the buttocks by a female warrior, but there were no fatalities. Casualties on the Wakka Wakka and Kabi Kabi side were higher, with a participant mentioning that at least one warrior was shot.

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THINKING DEEPER

What does this description suggest about the nature of the relationship between the First Nations peoples and the pastoralists during this period?

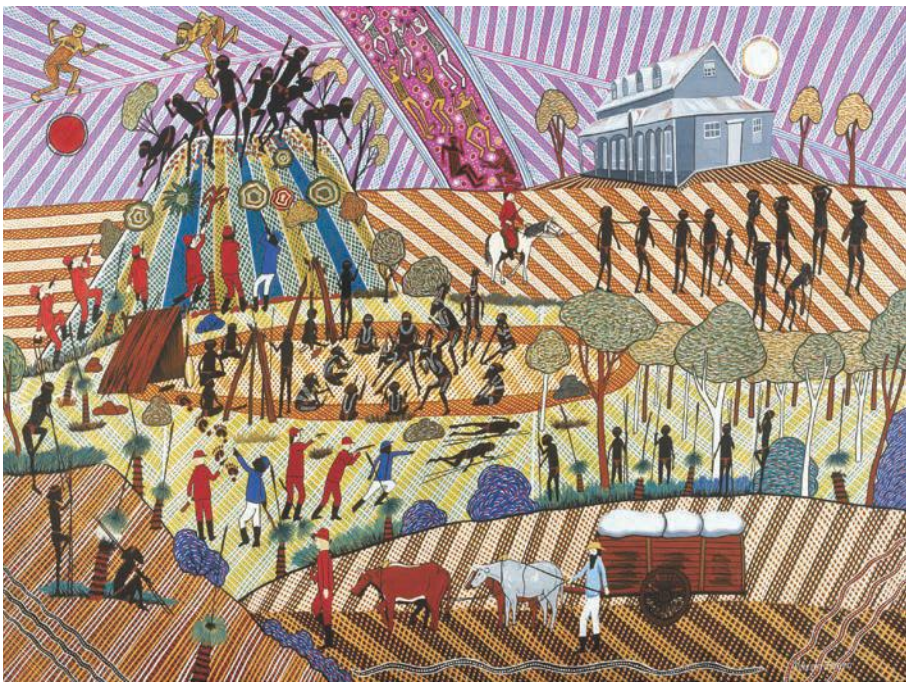
ACTIVITY 1.10
MAKING THINKING VISIBLE

Know, new, explore

1 List some ideas from the account of Multuggerah that you already *know* about Australian history.
2 List some ideas from the account of Multuggerah that gave you some *new* ideas or information about Australian history.
3 What is an idea or question from the account of Multuggerah that would be interesting to *explore* and learn more about?

THINKING DEEPER

Look at Source 1.15. Why might Tabletop Mountain have been a popular lookout spot for members of the Jagera nation?



► **Source 1.15** Vincent Serico, *Toowoomba I*, c. 1995, Toowoomba Regional Art Gallery, Toowoomba City Collection 286. Vincent Serico is an artist with Kabi Kabi, Waka Waka and Jiman family links. Vincent was removed from his family as a child and raised on Cherbourg Mission.

ACTIVITY 1.11
RESPONDING TO THE SOURCE

Identify the events in the conflict that have been depicted in Source 1.15. Include events leading up to, during and after the conflict.

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Significance

To determine if a historical person, event, development or issue is significant, it must be assessed by some criteria:

- *Remarkable* – was the person, event, development or issue remarkable or extraordinary in some way for the time or later?
- *Remembered* – was the person, event, development or issue important at some stage within the collective memory of a group or groups? Is the person, event, development or issue remembered?
- *Resounding* – do, or did, people still make connections to the person, event, development or issue well beyond the time of origin?
- *Results* – did the person, event, development or issue lead to change or consequences for the time or the future?
- *Revealing* – does the person, event, development or issue reveal something important about the time period of origin?

THINKING DEEPER

What is a person, event, development or issue that could be deemed as significant according to the criteria?

Historical inquiry 1.2: is Multuggerah a significant individual in Australian history?

You are aware from my previous communications that for some time past the blacks have been committing most serious depredations upon both life and property throughout the district, but the last few weeks have shown us, that a regular systematic plan of plundering operations has been organised amongst them, which from the talent displayed in the execution, would lead one to suppose some pale faces were at work amongst them. The most daring affair was about a fortnight since when three loaded drays were stopped in a part of the road near the foot of the Mountain Range, by finding several strong barricades or fences placed across the road and whilst the men in charge of the teams were attempting to remove the obstructions, they were attacked by upwards of 100 black fellows, and compelled to beat a retreat, leaving the drays and their contents to their fate … Five days previous to this occurrence the blacks attacked a station of Mr. McConnell, killed a man, and drove off a flock of sheep … The squatters and others in the vicinity of these outrages, at length finding matters were getting to such an alarming height, deemed it advisable to call a meeting of their brother squatters, and at the same time send to Brisbane for such assistance as the Government could afford …

▲ **Source 1.16** 'News from the interior, Moreton Bay', article in the *Sydney Morning Herald*, October 1843

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Trouble began the moment whites moved down into the Lockyer Valley. But the 1842 poisoning of 50 or 60 people on Kilcoy Station provoked an uprising across this stretch of Queensland. One of its leaders was Multugerrah, a diplomat, strategist and warrior who gathered nearly all the mountain clans to deal with the invasion of their land.

Multuggerah realised the road up the escarpment was the key to the pastoralists' survival. They would be in a perilous position if he could block the food going up and the wool coming down. So after announcing his intentions, he began ambushing the drays that lumbered up that difficult road.

In a show of force in September 1843, 18 armed men guarded 3 drays dragged by as many as 50 bullocks. But they were stopped by Multuggerah's men on a steep and boggy stretch of the road that cut through thick bush. The armed men fled.

A vigilante party then pursued Multuggerah forces up One Tree Hill. The Aboriginal warriors put aside their weapons and began hurling rocks down on their pursuers. Boulders followed. The squatters and their men withdrew.

How many died on either side that day has never been clear. Perhaps none. Before it was forgotten, the Battle of One Tree Hill was celebrated in newspaper reports, books and heroic bush ballads not as a bloodbath but a humiliating defeat of the pastoralists at the hands of the blacks.

▲ **Source 1.17** Non-Indigenous journalist David Marr, 'Battle of One Tree Hill: remembering an Indigenous victory and a warrior who routed the whites', *The Guardian*, 15 September 2019

ACTIVITY 1.12
RESPONDING TO THE SOURCES

1. **Identify** examples of racist beliefs and attitudes from 1843 in Source 1.16.
2. **Describe** how the attacks on the white pastoralists are portrayed as being sophisticated and effective using evidence from Source 1.16.
3. **Identify** the reason Source 1.17 gives for the attacks led by Multuggerah on the pastoralists.
4. The article describes Multuggerah as a 'diplomat, strategist and warrior'. **Describe** how his actions demonstrate each of these qualities using evidence from Sources 1.16 and 1.17.
5. **Describe** how the Battle of One Tree Hill was viewed in 1843 using evidence from Sources 1.16 and 1.17.
6. **Identify** some important information that this event *reveals* about this period in Australian history.

ACTIVITY 1.13

Research activity

Research the Kilcoy station poisonings using the Colonial Frontier Massacres in Australia database:

- Where was the massacre?
- When did it occur?
- Who was involved?
- What happened?
- Why did it happen?

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> It was no set of degraded cowards that drove back a party of the best white men on the Darling Downs from the One-tree Battle; it was no coward who, when a party of white men were pursuing his tribe and following each other in single file along the Main Range, stepped in front of them from behind a tree, delivered his spear, killing the first horse of the party, and then made his escape amidst a shower of bullets! I say that these men deserve as much credit for their courage and devotion as do those who are more civilised …

▲ **Source 1.18** Public speech 'The best white men of the Darling Downs', 1969, by Sir Robert Ramsay Mackenzie. Mackenzie (1811–1873) included the battle in a public speech, 'The best white men of the Darling Downs'. Sir Robert was a prominent non-Indigenous pastoralist and politician.

> In a small flat, a party, escorting a number of drays with stores, were suddenly attacked by a considerable number of blacks with such ferocious vigour, that the escort fled and the drays and contents became loot for the aboriginals [sic]. In revenge, a party of squatters and others made a general raid upon the natives, who, however, gathered together upon a singular isolated table mountain, named by Cunningham, Hay's Peak, and from that point of vantage rolled large basaltic boulders upon their assailants, compelling a retreat, not, however, before the squatters had inflicted severe loss upon them.

▲ **Source 1.19** An article in *Queensland Country Life*, 23 August 1900

> The squatters had a black tracker with them, but instead of following the tracks along a spur they attempted to scale the steep side of the mountain at the side of the track. The blacks entrenched themselves among the boulders and drove the attackers back by hurling down upon them an avalanche of stones, and the 'Battle of One Tree Hill' as it was called, ended with the discomfited retreat of the whites, carrying their injured men and broken guns with them.

▲ **Source 1.20** C. Lack, 'When black men routed the whites', *Courier Mail*, 16 April 1938

ACTIVITY 1.14
RESPONDING TO THE SOURCES

1 **Identify** the reason Source 1.19 gives for the attacks on the pastoralists led by Multuggerah. How does this differ from Source 1.17?
2 **Explain** how Sources 1.18, 1.19 and 1.20 indicate that Multuggerah's actions were both *remarkable* and *remembered*, as understood by white people.

> It is only when the full context of the affray is surveyed that it becomes obvious why – despite … considerable losses on the Aboriginal side – the Battle was so important. Firstly, it was a setback to settlement. It managed to severely alarm the Colonial authorities. From the 1840s to the 1910s, it was remembered as an example of courage and genius and a solid defeat of settler aspirations.

▲ **Source 1.21** Extract from 'Multuggerah and Multuggerah Way' (2016) by historian Ray Kerkhove, who is a non-Indigenous historian who works collaboratively with First Nations knowledge-holders to research Australian history

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I'm tired of massacre mania, of presenting Aborigines as always incapable of organising against white people … The opposite was the case. They had victories. They kept on for decades because they got land back, they got resources back. They had victories.

▲ **Source 1.22** Quotes from attendees at the 2019 commemoration of the battle – Ray Kerkhove, historian

The thing about the Battle of One Tree Hill is that on this one day in this one place, the people stood up and said 'No more'.

There was an organised resistance campaign, an act of defiance with bravery and sacrifice on display. And on this occasion the foe recognised and recorded the strength of this resistance. They accorded honour to the warriors they faced. In a sense we are just bringing this back to light.

▲ **Source 1.23** Non-Indigenous historian Mark Copeland – organiser of the 2019 commemoration of the battle

A barrage of spears and boulders
Ploughed on to this hapless crew
Down the mount in fear for their lives
The first boat people flew

▲ **Source 1.24** Murri singer-songwriter Kev Carmody, 'Multuggerah', 2019, song lyrics

ACTIVITY 1.15
RESPONDING TO THE SOURCES

1 **Identify** the results that were achieved by Multuggerah and his warriors according to Source 1.21.
2 What do Kerkhove and Copeland believe the actions of Multuggerah and the battle reveal about this period in Australian history, according to Sources 1.22 and 1.23?

▲ **Source 1.25** View over Meewah (Mt Tabletop or One Tree Hill) from Toowoomba from the lookout where Source 1.26 is located

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From 1841 to 1848, the Aboriginal headman 'Old Moppy', his son Multuggerah and warriors of various allied 'mountain tribes' conducted many raids and sieges from Esk to Cunninghams Gap to intercept, starve out and evict settlers. This event at Mt Tabletop became known as 'the Battle of One Tree Hill'.

Memorial plaque in honour of Multuggerah, recognising the defence of a site of spiritual significance of his people at One Tree Hill, as Tabletop was then known.

Multuggerah was a spiritual leader of the Jagera nation in the 1830s and 40s. He was charged with ensuring that sites of spiritual significance were protected. With white settlers encroaching on their traditional lands, Aboriginal leader Multuggerah, one of the last warriors of the Jagera Tribe, and his people were forced to resort to robbery and sheep stealing, retreating to Tabletop to hide. Multuggerah was killed on the mountain during one of the battles with white settlers.

▲ **Source 1.26** Plaque inscription (extract) at Meewah (Mt Tabletop or One Tree Hill) lookout near Toowoomba. At a request from the students in Year 4 at Middle Ridge Primary School in 2004, this plaque was erected to honour the memory of Multuggerah and his brave fight to defend Country and protect his people.

ACTIVITY 1.16
RESPONDING TO THE SOURCES

How do Sources 1.24 and 1.26 demonstrate that the actions of Multuggerah are *resounding* and *remembered*?

ACTIVITY 1.17

Communicating historical information

A committee is seeking nominations for individuals to be added to a register of significant Australians.

Divide the class into five groups. Each is allocated one of the five significance criteria (Remarkable, Remembered, Resounding, Results and Revealing). They are to **create** a submission, supported by evidence in the sources, to argue for Multuggerah's inclusion on the register.

THINKING DEEPER HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Significance.

Your response should contain:

- Identification of what elements are significant in relation to the content of the question
- A clear statement about the degree of significance (i.e. very significant, somewhat significant)
- Evidence from the sources to support this judgement of significance.

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How should we remember the Frontier Wars?

A significant impact of pastoralism in Australia was the Frontier Wars. These were the violent conflicts, battles, massacres and acts of resistance that occurred between the First Australians and the Europeans. According to conservative estimates, these led to deaths of at least 20 000 First Australians from 1788 to 1928.

> What we have here are examples of what we now know was typical of conflict which characterised the expansion of colonial settlement for more than a hundred years. But what is new is the decisive conviction that it was warfare and that it must be treated with the gravity which we reserve for battles and campaigns conducted overseas.

▲ **Source 1.27** Henry Reynolds, 'The Battle of One Tree Hill' and 'Surviving New England': Reviews, Hobart, Tasmania, unpublished papers, 2020. Henry Reynolds is a non-Indigenous historian and author. His 1981 book *The Other Side of the Frontier* is considered a **seminal work** of Australian history. Reynolds is a well-respected public intellectual and has been an outspoken advocate of the movement towards reconciliation in Australia.

seminal work
pivotal and profoundly influential work

ACTIVITY 1.18
MAKING THINKING VISIBLE

Compass points

Consider the following proposition: 'The Aboriginal and Torres Strait Islander peoples who defended their Country, kin and ways of life in the Frontier Wars should be remembered at ceremonies (Anzac Day) and memorials that remember Australians who have fought for our nation in conflict.'

- **E** – Excited: What is exciting about including the Frontier Wars at these important events and places? What are the positives?
- **W** – Worrisome: What do you find worrisome about this proposition? Why might people oppose it?
- **N** – Need to know: What else do you need to know to decide?
- **S** – Stance or Suggestion for moving forward: What is your current opinion on the idea? Give reasons for your decision.

What impact did the gold rush have on Queensland society?

The discovery of gold in Australia in the 1950s led to a series of rushes that would transform the colonies. The gold rushes boosted the economy and rapidly grew the population. Between 1851 and 1871, the population increased by over 400 per cent, from 430 000 to 1.7 million. Miners brought with them new cultures and political ideas.

The first gold rush in Queensland was at Canoona (north-west of Rockhampton), where gold was discovered in July 1858. Exploration continued, with gold being found in Gympie (1867), Charters Towers (1872) and the Palmer River (1873). Tens of thousands of people flocked to the Palmer River goldfields, making it the largest gold rush in Queensland.

Large numbers of Chinese miners made their way to these remote fields. In 1875, a direct steamer service brought Chinese miners directly from Hong Kong to Cooktown.

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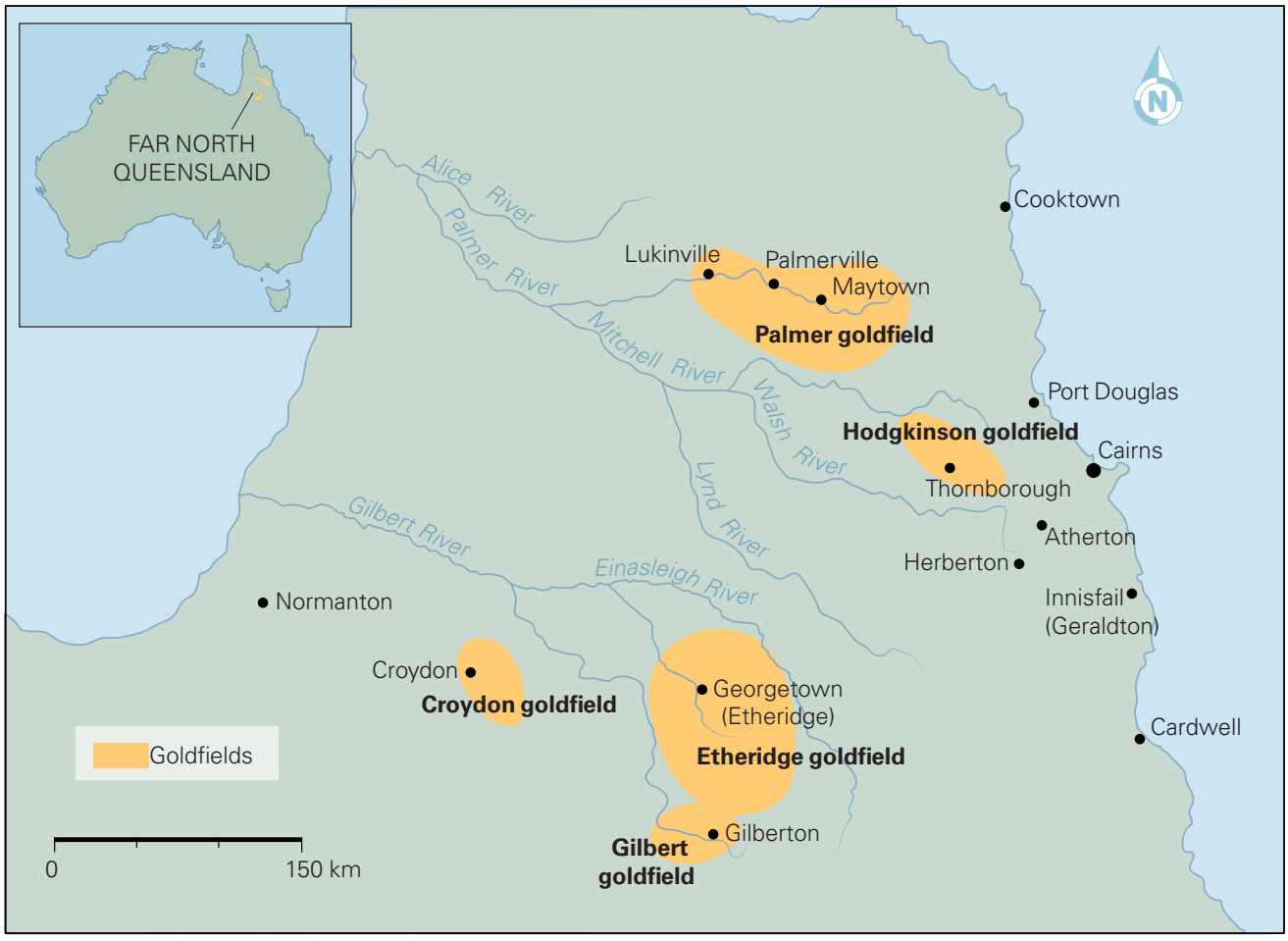
▲ **Source 1.28** Chinese gold digger starting for work, c. 1860s, State Library of Queensland

By 1877, almost 22 000 Chinese miners were in the region, outnumbering Europeans three to one. In 1883, over half the populations of Cairns, Port Douglas, Innisfail and Atherton were Chinese. Most of this population were men aged between 20 and 35.

Gold provided an important economic boost to Queensland in the early days of the colony. Due to damage to the environment and cutting off access to land, it had a devastating impact on the traditional owners of the land where gold deposits were discovered.



▲ **Source 1.29** Map of the goldfields in Far North Queensland

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Each township has its long, narrow, main street, winding its unformed, crooked way through the bush, as house after house and store after store is quickly run up by newly-arrived adventurers. Banks, stores, shanties, and other buildings of wood and iron had sprung, as if by magic, from the ground; and amongst these you may see a circulating library, two or three theatres, and other pretentious erections, that one would not expect to find in such a truly infant settlement.

▲ **Source 1.30** C.H. Allan, *A Visit to Queensland and Her Goldfields*, Chapman and Hall, 1870

ACTIVITY 1.19

Communicating historical information

Using information from the text, as well as Sources 1.28–1.30, **explain** the impact that the gold rush had on Queensland society.

Self-government

One of the most significant political developments in colonial history was the granting of self-government to the various colonies around the continent. This allowed them to enact laws on their own and experiment with ideas for the organisation of the colonies. Self-government was given at different times to different places and did not necessarily mean democratic elections. To begin with, most governments were made up of wealthy landowners and it was not until later that white men began to elect their own representatives into the colonial parliaments. Table 1.2 shows when the different houses of each colonial parliament were established and when the first elections were held in each state.

▼ **Table 1.2** Colonial parliaments

Colony	Upper house established	Lower house established	First election held
New South Wales	1823	1856	1843 (two-thirds of the upper house)
Tasmania	1825	1856	1856
Western Australia	1832	1890	1870 (two-thirds of the upper house)
South Australia	1836	1857	1857
Victoria	1881	1856	1856
Queensland	1860	1860	1860

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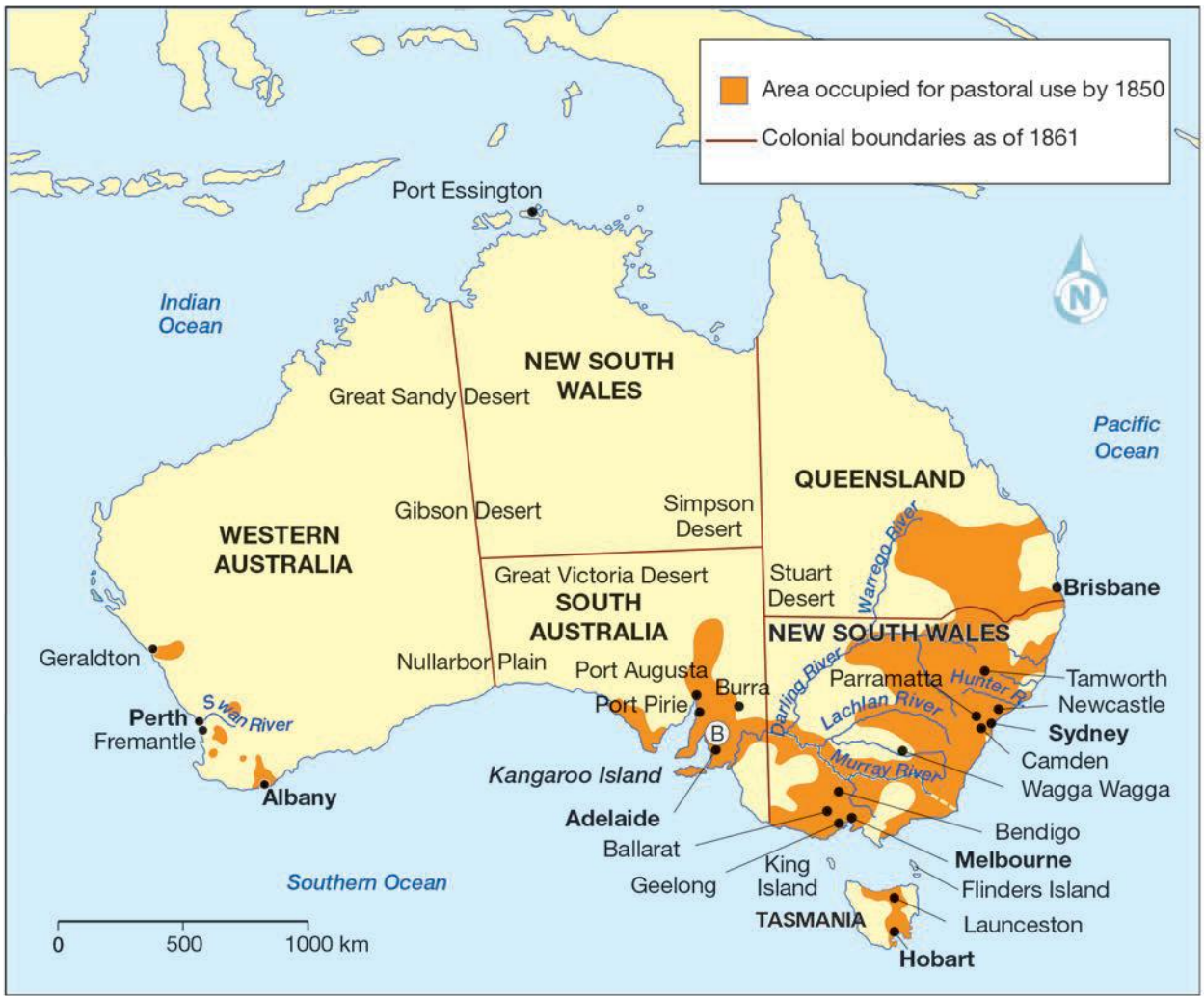

▲ **Source 1.31** Colonial boundaries and pastoral use in the mid-nineteenth century

ACTIVITY 1.20

Communicating historical information

Using information from the text, as well as Table 1.2 and Source 1.31, **explain** the impact that the granting of self-government had on Australian and Queensland society.

ACTIVITY 1.21

Research

Look at a map of Australia today. What is similar and different about the way Australia was divided into colonies in 1850 (Source 1.31), and states and territories today?

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ACTIVITY 1.22

Rumours

Today, Australia is a democracy where the people vote for representatives to govern the country. How democratic was Australia in the nineteenth century?

Your teacher will explain to the class what a democracy is – essentially rule of the people or population, usually where people elect representatives to govern the country on their behalf. Australia is a democracy today.

1. Jot down an argument on a sticky note for why Australia was or wasn't democratic in the nineteenth century with a clear reason.
2. Move into an open space with your sticky note.
3. There are a lot of rumours going around about Australia in the nineteenth century. Ask one another, what do you know about those rumours?
4. Now it's time to spread your rumours by going up to someone, reading your sticky note, hearing their sticky note, and then exchanging rumours.
5. Each person will then go up to another person and do the same thing again. You can use the name written on the sticky note when you tell a rumour – 'I heard from Sally that …'.
6. Exchange ideas with as many people as possible in three minutes.
7. Stop the rumours. One member of your class should read the rumour they are holding. Post the rumour on a white board and then ask your fellow students to post their rumour next to it if it could be in a group with this one. Everyone is to read their rumour out loud as they post.
8. As a class, suggest a name for that group of rumours.
9. Ask your classmates for a very different rumour – and start a second group of rumours.
10. Continue adding and naming groups of rumours until all rumours are collected.
11. Discuss what our rumours may tell us about our learning, our questions and ourselves.

REFLECTING ON YOUR LEARNING 1.2

1. Based on the information and sources that you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to summarise what you have learned and to answer the question: 'What were the key social, cultural, economic and political changes in the development of Queensland/Australian society to 1914?'
2. How could the information and sources in this section contribute to answering your overall inquiry question: 'What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?'

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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1

1.3 Depth study: What were the causes and effects of contact (intended and unintended) between Europeans and the First Nations peoples of Australia?

FOCUS QUESTIONS

- How did First Nations peoples use and manage the land before European disruption?
- What motivated first contact between the British and the First Australians in Queensland and what was the nature of this contact?
- What were the features of Turrbal society prior to 1825 and how did this change when the Moreton Bay penal settlement moved to Meeaan-jin (Brisbane)?
- How did the First Australians respond to the violence, dispossession and other negative consequences of European arrival in South East Queensland?

colonies settlements belonging to a nation that are made on land in another country

terra nullius the British legal term meaning land that did not belong to anyone

autochthonous originating from a place

How did Aboriginal and Torres Strait Islander peoples use and manage the land before European disruption?

When the British arrived in Australia, they declared their possession of it as 'unoccupied land' and progressively established **colonies** across the continent. In the 19th century the legal term ***terra nullius*** (literally 'nobody's land') was used as justification. This declaration ignored the fact that Australia was home to the longest continuing living cultures in the world. The colonies that the British founded were settled on land that had, for tens of thousands of years, been managed and cared for by the various First Australian nations. These nations had lived sustainably with the land since before the emergence of any ancient civilisation in Egypt, China or India.

FIRST AUSTRALIANS BEFORE INVASION

First Australians consider themselves to be **autochthonous** – that is, to be from Country and to have always been on this continent. By developing extensive knowledge of everything on their Country, First Australians became experts in place, living in ways that enabled all things around them to thrive. Current scientific research suggests that First Australian peoples have been living on this continent for more than 65 000 years. Compared to other civilisations, First Australians' ways of life are ancient, successful and, more importantly, still exist with us today, unlike any other ancient civilisation.

CULTURAL DIVERSITY AND KNOWLEDGE TRADITIONS

Aboriginal and Torres Strait Islander peoples are diverse, with distinctive languages, knowledge, traditions and cultures. The features of Country and the actions of the ancestors give rise to: specific land-management practices; relationships with, and between, people and more-than-people; linguistic diversity and multilingual populations; knowledge practices linked to place and people; and unique cultural practices. These have guided First Australians in their ancient past,

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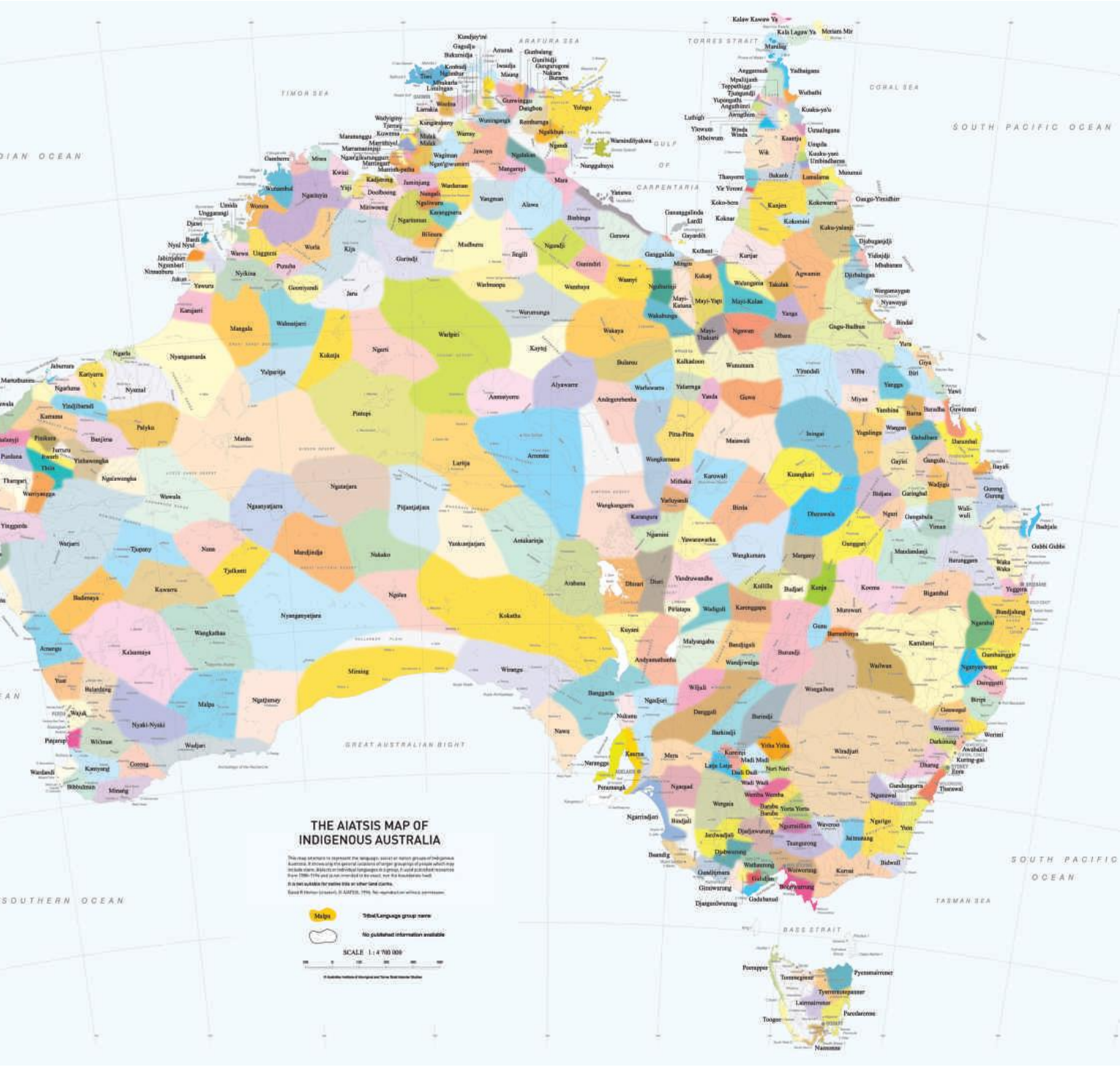

▲ **Source 1.32** This map attempts to represent the language, social or nation groups of Aboriginal Australia. It shows only the general locations of larger groupings of people, which may include clans, dialects or individual languages in a group. It uses published resources from 1988–94 and is not intended to be exact nor the boundaries fixed. Please note that you can zoom in on this map in the digital versions of this textbook.

through their interactions with Europeans and into the present. Wherever you are, you can acknowledge the unique Country and people of the place, and learn about how First Nations peoples lived, and live, in the more-than-human world.

There are over 150 Australian language groups in Queensland. In the Brisbane area, the many clans of the Turrbal and Jagera peoples spoke several languages and dialects.

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ACTIVITY 1.23
MAKING THINKING VISIBLE

Know, new, question

Watch the opening of the first episode of the SBS documentary series *First Australians* ('Episode 1: They have come to stay').

While watching the opening, write down something that you already knew, something that was new information, and a question that you now have.

ACTIVITY 1.24

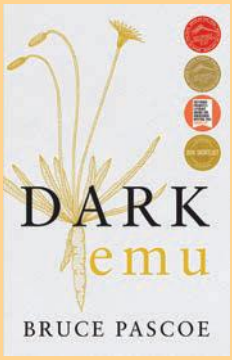
Research

1. What Country is your school located on? Who are the traditional owners, language or nation groups who have custodianship for the area?
2. What evidence do you have of this people, their language/s, knowledge and cultural practices being valued at your school?

ABORIGINAL AND TORRES STRAIT ISLANDER LAND USE AND MANAGEMENT

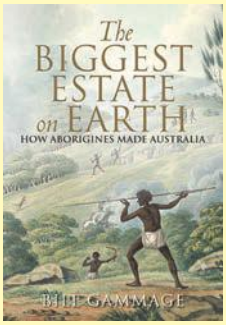
In recent years, there have been a number of significant books written about the relationship between First Australians and the land they managed. The excerpts below are from three of these books. Bruce Pascoe's work uses the journals and diaries of the Europeans to show how they saw First Australian land-management practices.

These journals revealed a much more complicated Aboriginal economy than the primitive hunter-gatherer lifestyle we had been told was the simple lot of Australia's First People. Hunter-gatherer societies forage and hunt for food, and do not employ agricultural methods or build permanent dwellings; they are nomadic. But as I read these early journals I came across repeated references to people building dams and wells; planting, irrigating, and harvesting seed; preserving the surplus and storing it in houses, sheds, or secure vessels; and creating elaborate cemeteries and manipulating the landscape – none of which fitted the definition of a hunter-gatherer. Could it be that the accepted view of Indigenous Australians simply wandering from plant to plant, kangaroo to kangaroo, in a hapless opportunism, was incorrect?



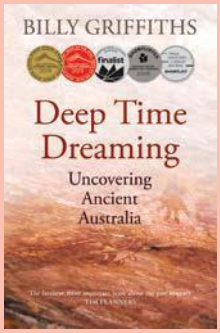
▲ **Source 1.33** Bruce Pascoe, *Dark Emu*, Magabala Books, 2018

What plants and animals flourished were related to their management. As in Europe, land was managed at a local level. Detailed local knowledge was crucial. Each family cared for its own land and knew not merely which species fire or no fire might affect, but which individual plant and animal, and their totem and dreaming links. They knew every yard intimately, and knew well the ground of neighbours and clansmen, sharing larger-scale management or assuming responsibility for nearby ground if circumstance required.



▲ **Source 1.34** Bill Gammage, *The Biggest Estate on Earth*, Allen & Unwin, 2012

Over millennia, they [First Australians] explored and colonised every region, transforming the terrain as they moved, making the country their own through language, song and story. They harnessed flame to create new ecosystems, dug the earth to encourage crops, and built water controls to extend the natural range of their resources … Theirs is a remarkable story of transformation and resilience.



▲ **Source 1.35** Billy Griffiths, *Deep Time Dreaming*, Black Inc., 2018

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ACTIVITY 1.25
RESPONDING TO THE SOURCES

1 Undertake some research on each author from Sources 1.33–1.35. What is their background? When did they write their book? Why did they write their book?
2 **Identify** and define some key vocabulary/terms in each excerpt.
3 What are the key claims being made by each author?
4 **Identify** the similarities between the excerpts. Are there any differences?

ACTIVITY 1.26

Communicating historical information

Using Sources 1.33–1.35, **explain** how First Nations peoples interacted with the land. In your response, quote from the sources.

There has been debate over the claims made in Bruce Pascoe's book *Dark Emu*. The debate has stemmed from a book released by one of Australia's leading anthropologists, Peter Sutton, and co-author, archaeologist Keryn Walshe, *Farmers or Hunter-gatherers? The Dark Emu Debate*. Sutton and Walshe argue that labels like 'hunter-gatherer' or 'agriculture' are not suitable for describing the land-use practices of First Australians. They argue that neither describes the way First Nations people used the land. Sutton and Walshe also question the evidence that Pascoe has used to justify his claims in *Dark Emu*. In June 2021, an interview with Sutton and Walshe was published in the *Sydney Morning Herald*'s *Good Weekend* magazine.

THINKING DEEPER

Given that the First Australians had such a long, deep and sophisticated connection with the land of Australia, why do you think this knowledge is not more widely known about?

Like Sutton, Walshe was also appalled that in attempting to present Aboriginal people as more 'advanced' than was known, Pascoe had used pejorative terms, such as 'primitive', 'simple' and 'mere' to describe the brilliance and complexity of hunter-gatherer life …

'Pascoe's message is built on a simple distinction between what he calls 'mere' hunter-gatherers, on the one hand, and farmers; or between 'mere' hunting and gathering on one hand and 'agriculture' on the other,' Sutton and Walshe write. 'We consider that the evidence, in fact, reveals a positioning of the Aboriginal people of 1788 somewhere between these two extremes and very far from both. The Old People in 1788 were neither, because they had developed ways of managing and benefiting from their landscape that went beyond just hunting and just gathering but did not involve gardening or farming. They were ecological agents who worked with the environment, rather than, usually, against it. They frequently used slow-burning fires to make their landscapes more liveable. On the other hand, they did not cut down bush to clear the land, plough and hoe the soil in preparation for planting …'

▲ **Source 1.36** Non-Indigenous journalist Stuart Rintoul, 'Debunking Dark Emu: did the publishing phenomenon get it wrong?', *Good Weekend* magazine, *Sydney Morning Herald*, 12 June 2021

ACTIVITY 1.27
RESPONDING TO THE SOURCE

Why do Sutton and Walshe (Source 1.36) disagree with Pascoe's description of the First Australians as people who practised 'agriculture'? How do they describe the way that these people managed the land?

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1

What caused first contact between the British and the First Australians in Queensland and what was the nature of this contact?

COOK'S DECLARATION OF POSSESSION, 1770

Lieutenant James Cook sailed up the east coast of Australia in 1770, taking possession of it on behalf of the British King.

> I now once more hoisted English Colours, and in the Name of His Majesty King George the Third took possession of the whole Eastern coast from the above Latitude down to this place by the Name of New South Wales together with all the Bays, Harbours, Rivers, and Islands, situated upon the said Coast.

▲ **Source 1.37** Lieutenant James Cook, journal entry from Possession Island (Bedanug) in the Torres Strait, off the far north coast of Queensland, 22 August 1770

▲ **Source 1.38** 'Captain Cook Taking Possession of the Australian Continent on Behalf of the British Crown'. Published in The *Illustrated Sydney News* in 1865, it was created by Samuel Calvert from a painting by John Alexander Gilfillan. Gilfillan (1793–1864) was an artist from Britain who lived in New Zealand and then Melbourne. Calvert (1828–1913) was a British printer and artist who spent time creating artworks for publications in Australia. This image is a representation of events - how accurate do you think it may have been?

ACTIVITY 1.28
MAKING THINKING VISIBLE

Nouns, adjectives, verbs

Examine Source 1.38.

1. Individually, list five nouns (people, places or things) you can see in the image. Share your list with the class or a partner.
2. List five adjectives (describing words – sizes, ages, shapes, colours, materials, kinds, feelings, origins). The adjectives may relate to the nouns already listed. Share your list with the class or a partner.
3. With a partner, list five verbs (action words).
4. Write a statement that captures the message the artist is trying to portray about this event.

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ACTIVITY 1.29
RESPONDING TO THE SOURCES

1 **Identify** the view of Cook's declaration of possession that is represented by Source 1.37 and Source 1.38. What may have shaped the view of each source?

2 What other views are held by groups and individuals on this event? What may shape these views? **Consider** the influence of cultural background, time, economic interests and political beliefs.

THINKING DEEPER
HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Empathy.

Your response should contain:

- Language that shows that you understand the values, beliefs, experiences and emotions of people from the past
- Consideration of how these values, beliefs, experiences and emotions align with or differ from your own
- Explanation of how the origin and context of the source may account for similarities or differences with your own experience.

FLINDERS' 1799 VOYAGE TO MORETON BAY

Matthew Flinders sailed into Moreton Bay in July 1799. He was accompanied on the six-week voyage by Bongaree, a Kuringgai man and leader from the north of Sydney. Bongaree was highly valued by Flinders as a negotiator and for his knowledge of Aboriginal protocols.

[Flinders fired a musket at a group of Aboriginal men at Bribee Island (Boorabee) on this voyage. One of the men had earlier tried to remove Flinders' hat and then threw a spear at their boat. After the shooting] the man in the water rose up, and made off; but his progress was much slower than that of the others … it was conjectured that he was wounded … According to Bong-ree's account, another native had his arm broken by the second shot.

As this very wanton attack had unfortunately obliged the party to fire upon these people, in order to maintain that superiority which they meant upon all occasions to assert, Mr. Flinders thought it might be the means of preventing much further mischief, to give them a more extensive idea of his power … For as this bay was to be examined … it became more than probable that they would often meet; and he was well satisfied of the great influence which the awe of a superior power has in savages, to create respect, and to render their communications with each other friendly.

With this view, with two musquet balls in his gun, he fired at a man who was looking at them from among the trees, and who, being about two hundred yards off, pehaps thought himself secure. One of these balls touched the bank in a right line for him, the other passed over, but whether it took effect could not be seen.

▲ **Source 1.39** David Collins, *Account of the English Colony in New South Wales 1798–1802*. David Collins was a lieutenant-colonel in the marines and was secretary to the Governor of New South Wales. He was not present on the voyage with Flinders, but would have had access to accounts and the individuals who completed the voyage. He published an account of the colony's history in two volumes. The event took place on 16 July 1799.

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> [The following day Flinders and some of his men went ashore near Redcliffe.] In a house which stood upon the west side of the head they found a net, or seine, about fourteen fathoms long, the meshes of which were much larger than any English seine, and the twine much stronger … He brought away the net, as a proof of the superior ingenuity of these over the natives at Port Jackson, leaving them in return a hatchet, the only present which he had to make them; and that they might the sooner learn the great use of their new acquisition, and be consoled for the loss of their net, he cut down some branches and laid them before the hut …

▲ **Source 1.40** David Collins, an English lieutenant, *Account of the English Colony in New South Wales 1798–1802*. This event took place on 17 July 1799. Fishing nets would have been very valuable possessions to these coastal dwellers.

ACTIVITY 1.30
RESPONDING TO THE SOURCES

1 **Create** a flow chart of the events referred to in Source 1.39, showing the actions and reactions of each group.
2 What view of Flinders' actions is represented by Source 1.39 and Source 1.40? What may have shaped the view of these sources?
3 How might the First Australians have viewed both of these interactions?

OXLEY'S 1823 VOYAGE TO MORETON BAY

By the early 1820s, stories of ex-convicts achieving success in New South Wales were being heard in Britain. As a consequence, transportation as a punishment had started to lose the terror that it had once held. New remote locations, combined with harsh conditions and treatment, were now required.

In 1823, the New South Wales Governor, Sir Thomas Brisbane, sent explorer John Oxley to find potential new penal sites. Oxley reached Redcliffe Point on 2 December. The site was selected as there was access to fresh water, fertile soil for agriculture and plenty of timber to construct shelter.

brig a two-mast square-rigged ship

On 24 September 1824, officials, soldiers and 30 convicts landed on the Redcliffe peninsula. They had sailed from Sydney aboard the **brig** *Amity* to establish Moreton Bay's first penal settlement. It was to be a place of secondary punishment for the worst convicts and repeat offenders. Joining the officers and soldiers were their families.

As the settlement developed, vegetables were planted and simple huts were built. However, by the end of 1825 the site was abandoned. The colony could no longer withstand attacks by the Ningy Ningy people and the prevalence of mosquitoes. The Ningy Ningy people named the area *Umpi-bong*, meaning 'dead houses'.

THINKING DEEPER

Why might the Ningy Ningy people have named the region *Umpi-bong* (dead houses) after 1825?

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In 1823, Oxley had rowed 80 kilometres up a large river that flowed into Moreton Bay. He named the river in honour of the NSW Governor Brisbane, who had sent him on this mission. It was here that the second Moreton Bay settlement would be established.

> Our first day's survey terminated a little above Red Cliff Point … The water is here deep within a short distance of the shore … There was no want of permanent fresh water … and in an inlet, marked B is an abundance of good timber of the eucalyptus and pine species …
>
> Red Cliff Point offers the best site for an establishment in the first instance. It has an easy communication with the sea, there is not that difficulty experienced in effecting a landing which other situations in the bay present, and the country to the west of the point will communicate with the interior. It is about ten miles to the north of the entrance into Brisbane River, and must be passed by all vessels intending to enter it.

▲ **Source 1.41** Excerpt from John Oxley's *Report of an Expedition to Survey Port Curtis, Moreton Bay, and Port Bowen: With a view to form penal establishments there, in pursuance of the recommendation of the Commissioner of Inquiry into the colony of New South Wales.* It was written by Oxley for Governor Brisbane, who was the Governor of New South Wales, and is dated 10 January 1824.

ACTIVITY 1.31
RESPONDING TO THE SOURCE

List the reasons why Oxley recommended Red Cliff Point to Governor Brisbane for the first penal colony in Moreton Bay in Source 1.41.

THE FIRST MORETON BAY PENAL COLONY 1824

The first Moreton Bay settlement was established at Redcliffe in September 1824. The settlement was about two months old when a party of convicts with a guard of soldiers sailed up the North Pine River in a search for timber on the south side of Yebri Creek. They were attacked by a mob of blacks while sawing up a bloodwood tree. In the ensuing clash, one black was killed. Thereafter the aborigines [sic.] showed open hostility and attacked soldiers and convicts at every opportunity. The settlement was removed from Redcliffe to Brisbane late in 1824, the reason given being the poor land at Redcliffe and the hostility of the blacks.

▲ **Source 1.42** Arthur Laurie, speech given to the Royal Historical Society of Queensland, October 1958

> The white man came and shot game and trespassed anywhere without permission. When a white man took up land or a station, he expected the blacks of that locality to move back into other territory, unconscious that this would be an unpardonable violation of tribal laws and involve immediate deadly warfare with the adjoining tribes. Rarely had any white man attempted to learn a dialect or understand the customs of this peculiar people and those who did had no power to direct the course of events. So wars began between the two races and have continued with little intermission to the present time.

▲ **Source 1.43** Archibald Meston, from a report written for the Colonial Secretary, Horace Tozer, March 1895. Archibald Meston was a non-Indigenous journalist and politician and was appointed as the 'Protector' of Aboriginal peoples in South East Queensland. This was a government position. Meston showed a genuine interest in the culture of Aboriginal peoples and reported atrocities committed against them, but was also influenced by the racist assumptions and beliefs of his time.

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ACTIVITY 1.32
RESPONDING TO THE SOURCES

Compare the descriptions of First Australian and British contact in Sources 1.42 and 1.43. When you **compare**, you need to **identify** what the sources agree on and what they disagree on.

THINKING DEEPER
HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Contestability.

Your response should contain:

- A clear identification of the interpretations of the past
- An assessment of the degree of corroboration or contestability between interpretations
- Evidence from the sources that illustrates the historical interpretations
- A judgement about which of the differing interpretations is best supported by evidence.

MONUMENT TO OXLEY AND FLINDERS AT REDCLIFFE AND DEPICTION OF BONGAREE

Tributes to the work of Matthew Flinders and John Oxley were paid by speakers at Redcliffe today, when, the Governor (Sir Leslie Wilson) unveiled the memorial erected on what is believed to be the actual spot where the two explorers first landed on the peninsula. In unveiling the monument, the Governor said it was a memorial to great men who had done a great deal for Queensland. The Home Secretary (Mr. E.M. Hanlon), Mr. G.H. Mackay, Speaker of the House of Representatives and Mr. Justice Macrossan also delivered addresses.

▲ **Source 1.44** *Daily Mercury* (Mackay, Queensland), 28 December 1932

◄ **Source 1.45** John Oxley monument. The front inscription states: 'Lt. John Oxley Surveyor General of New South Wales landed here from H. M. Cutter Mermaid December 2nd, 1823. The brig Amity under his direction brought hither the first Moreton Bay settlement under Lt. Henry Miller Commandant September 12th, 1824.' The left-side inscription states: 'On the morning of July 17th, 1799, Lt. Matthew Flinders landed near this spot from the Sloop, Norfolk, and called it Red Cliff Point. He was the first white man to land on this Peninsula.'

THINKING DEEPER

Do Flinders and Oxley deserve the term 'explorer', considering the areas they 'explored' were already inhabited and named?

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◄ **Source 1.46** *Bungaree*, 1826, a hand-coloured lithograph by Augustus Earle, Mitchell Library, Sydney. Breastplates were presented to Aboriginal people from 1816. They displayed titles such as 'King', 'Queen' and 'Prince'. Designed to reward loyalty, the practice showed ignorance of Aboriginal cultures and could even result in the alienation of the individual. The practice was discontinued in 1830.

THINKING DEEPER

Bongaree's name has been spelt three different ways in this chapter (text, Source 1.39, Source 1.46). Why might this be the case?

Indigenous Australians and their supporters have for over a century been perplexed about some statues and place names that make false assertions about white European achievement and celebrate the murderers and murder of Aboriginal and Torres Strait Islander people … [an] overdue and bigger discussion is warranted on whether older statues and monuments should be removed – or amended to include the broader uglier, truths about their subjects.

▲ **Source 1.47** Non-Indigenous journalist Paul Daley, 'The toppling of statues overseas might give Australia pause to reconsider who we celebrate', *The Guardian*, 10 June 2020

ACTIVITY 1.33
RESPONDING TO THE SOURCES

1 **Identify** how Oxley and Flinders are represented by the monument and the speeches given at its unveiling (Sources 1.44 and 1.45).
2 **Identify** the alternative view that Source 1.47 provides about monuments that celebrate British explorers in Australia.
3 **Describe** how Bungaree is depicted in Source 1.46. Why might he have been depicted in this way?
4 Provide an example of how the monument at Redcliffe could be amended to tell 'the broader [and perhaps] uglier, truths about their subjects' (as described in Source 1.47).

ACTIVITY 1.34

Further research

Research the statue of Robert Towns in Townsville or another statue in Australia or overseas that has attracted protests, vandalism or debate (the '**statue wars**').

What is it about this statue that has attracted protests, vandalism or debate?

statue wars a movement that began with protests against Confederate statues in the United States of America and has been seen in protests and questioning about statues in South Africa, Britain and Australia

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THINKING DEEPER

What other voices do we seldom hear when we study History? (**Consider** ancient history, histories of conflicts and colonial history.) What consequences does this have for the study of History?

ACTIVITY 1.35
MAKING THINKING VISIBLE

See, think, wonder

▲ **Source 1.48** Gordon Hookey, *Murriland #1*, 2015–17

Go to the website https://cambridge.edu.au/redirect/10078 and navigate through Gordon Hookey's artwork *Murriland #1* (Source 1.48) using the right arrow. The artwork has been broken into 10 frames.

- Your teacher will allocate each frame to a small group.
- Each group is to present their thinking back to the class while their frame is displayed.

1 What can you see in your frame?
2 What do think the artist is saying?
3 What questions or wonderings do you have?

ACTIVITY 1.36

Communicating historical information

Explain what motivated first contact between the British and the First Australians in Queensland and the nature of this contact.

What were the features of Turrbal society prior to 1825 and how did this change when the Moreton Bay penal settlement moved to Meeaan-jin (Brisbane)?

The area off the coast of Brisbane was once a coastal plain that extended from the mainland to Stradbroke Island and Moreton Island. The Turrbal people have lived here for at least 32 000 years. They took care of the region, and lived off the resources from the land, sea and rivers. Around 18 000 years ago, sea levels rose, forming Moreton Bay, the islands within it and the Brisbane River (Maiwar).

Before 1825, there were approximately 5000 Turrbal people living in the Brisbane area. Maiwar was the main source of food, including fish, shellfish, turtles and crabs. The Turrbal people also hunted for kangaroo, wallaby, possum, fruit bat, snake, emu,

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echidna and goanna. Bullrushes and swamp water fern also contributed to their diet. They also made medicines from plants that grew in the region.

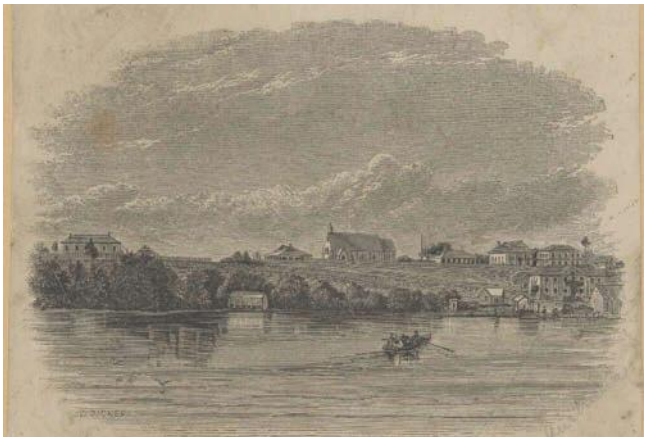
Breakfast Creek (Yowoggera) was the location of an important camp and corroboree site. The main camp for the Turrbal people was at the present-day Ekka Showgrounds at Bowen Hills.

In late 1858 and early 1859, two Turrbal men, Dalinkua and Dalipie, from the Breakfast Creek area, wrote three letters to the *Moreton Bay Courier* (Sources 1.53–1.55). They outlined a range of issues that had stemmed from the arrival of the British in their country and challenged the readers to repair this harm.

▲ **Source 1.49** *Queen St Brisbane 1859*, from the collection of the State Library of Queensland

▲ **Source 1.50** A view of Brisbane and Brisbane's first reservoir, 1859. Brisbane City Council.

▲ **Source 1.51** A colourised image of Aboriginal people in a compound in front of Military Barracks, Brisbane, 1859. Queensland University of Technology.



▲ **Source 1.52** A wood engraving of Brisbane in the 1850s. Queensland University of Technology.

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To the Editor of the *Moreton Bay Courier*

We were possessed of a splendid country, not exceeded by any part of this earth. We had a most salubrious [healthy] climate, and ample space to roam over, until the Anglo-Saxon came from a far way off …

But, Sir, these Anglo-Saxons have not behaved towards us as if they believed that His eye was on them who has given them these statutes [Christian God] … In their dealing with us have they not all been selfish – many of them sensual and devilish?

Dalinkua, Dalipie, Delegates for all blackfellows. Camp, Breakfast Creek, 16 November 1858

▲ **Source 1.53** A letter to the editor written by representatives of the Turrbal people

To the Editor of the *Moreton Bay Courier*

… they have poisoned our bodies by disease; degraded our habits by drunkenness; and polluted our language by a foul and tainted slang. Now for the proof! Look at our bodies, made like your own, all but the skin. Are we not healthy, sound, strong, and nimble, until we come into contact with our white brother? But look at us after we have been contaminated by a loathsome disease, bequeathed [given] to us by our white brothers, and see how many of us are disgusting spectacles, rotting with putrefaction while yet living; and when the cold of winter sets in, see our numbers fearfully reduced by death …

But what have the more respectable portion of the community done to remedy the evil thus inflicted on us? … There is no hospital or 'house of mercy' where our sick can be received and treated for such a complaint as we have described …

Our white brother has also degraded our habits by introducing his fire-water [alcohol] to us, giving us drink from that woeful well of liquid poison which overruns like a flood … Oh, Sir, our white brothers say we savages are foul feeders! Are not they dirty drinkers? and by their drinks given to us we have got an appetite also for stimulants, and we drink, and we go mad; and our bodies become full of pains and cramps, which we had no knowledge of before.

Dalinkua, Dalipie, Delegates. Camp, Breakfast Creek, 3 December 1858

▲ **Source 1.54** A letter to the editor written by representatives of the Turrbal people

To the Editor of the *Moreton Bay Courier*

SIR, – In continuation … we charge them [Europeans] with having disregarded the command of the Great Father … insomuch as they leave us and our people, whom they find stripped of land where our fathers hunted on, and driven off naked and wounded, diseased and destitute, to pine away and perish; while their government … neither of them taking any notice of our utter helplessness; leaving us, perhaps, until some good Samaritan, of another creed and another nation, pass this way, and supply us with what is needful, both for this life and that which is to come …

Have you brought your religion with you? Is not its precept 'Thou shalt love thy neighbor as thyself?' … Governed by this law you can no longer disregard the well-being of your fellow-creatures …

Dalinkua, Dalipie, Delegates. Camp, Breakfast Creek, 6 January 1859

▲ **Source 1.55** A letter to the editor written by representatives of the Turrbal people

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When my father first came to North Pine, pock marks were very strong on some of the old men; they explained to him how the sickness had come amongst them … killing off numbers of their comrades … After the advent of the whites consumption took hold of the race and where before natives lived to a good old age, one would hardly see any old people their remarkable freedom from sickness seemed to disappear …

If all the old Aboriginals of Brisbane could come to life again they would not recognise their country – the country we have stolen from them. If they went hunting in the forests, where would be their spoil? Where indeed would they find the forests to hunt in? Oh how they must have loved those forests – their forests.

▲ **Source 1.56** Constance Campbell Petrie (1904) recalling stories that her father Thomas (Tom) Petrie told her of his life growing up in Queensland during the 1800s. Tom Petrie (1831–1910) was only a young child when he first arrived in Moreton Bay with his family in 1837. He was encouraged to mix freely with the local children, learned the Yuggera language and was accepted by the Turrbal people. Tom Petrie's stories first appeared in the *Queenslander* in the form of articles, and then were recorded and published by his daughter, Constance Campbell Petrie, in the book *Tom Petrie's Reminiscences of Early Queensland*, Watson Ferguson & Co., 1904.

As it stands, however, for much of the period between 1824 and 1842 we possess mainly sketchy official accounts which tend to fall curiously silent at crucial moments; to indicate significant information only cursorily or in passing; to record events partially without assigning plausible causes; or to report black aggressions without registering the white aggravations which probably provoked them, nor the white reprisals mounted in response. Compounding the difficulties of this fragmentary and biased record, we find as usual that untarnished Aboriginal voices are themselves seldom if ever heard.

▲ **Source 1.57** Raymond Evans, in R. Fisher (ed.), *Brisbane: The Aboriginal Presence 1824–1860*, Brisbane History Group, 1992

ACTIVITY 1.37
RESPONDING TO THE SOURCES

1 List some observations you can make about Brisbane in 1859 from Sources 1.49, 1.50, 1.51 and 1.52.

2 **Describe** the complaints made by Dalinkua and Dalipie against the Europeans in Sources 1.53, 1.54 and 1.55. For each complaint, provide a supporting quote from one of the letters.

3 **Describe** two examples of where Dalinkua and Dalipie have accused the Europeans of hypocrisy. (Hypocrisy is where an individual or group claims to have higher standards or more noble beliefs than is actually demonstrated through their actions.) For each example, provide a supporting quote from one of the letters.

4 How does the account by Petrie's daughter (Source 1.56) corroborate (support) the claims of Dalinkua and Dalipie?

5 **Identify** some problems that a historian may face when trying to **investigate** the early period of contact between the British and the First Australians in Queensland, according to Source 1.57.

THINKING DEEPER HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Cause and effect.

Your response should contain:

- A clear identification of the causes and/or effects relating to the question
- A clear explanation of how the causes are connected to the effects (i.e. how one event or action led to an outcome or consequence)
- Evidence or examples to support this explanation of the relationship between cause and effect.

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ACTIVITY 1.38
MAKING THINKING VISIBLE

Generate, connect, label

1 **Generate** a list of ideas and thoughts about the experience of the Turrbal people before and after 1825.
2 Connect your ideas by drawing connecting lines between ideas that have something in common.
3 Give each group of ideas a label or heading.

How did the First Australians respond to the violence, dispossession and other negative consequences of European arrival in South East Queensland?

ACTIVITY 1.39

Communicating historical information

Explain the methods used by the First Australians to respond to the violence, dispossession and other negative consequences of European arrival in South East Queensland using evidence from this chapter (Sections 1.1, 1.2 and 1.3).

Each paragraph in your explanation should focus on a different method. Methods could include writing letters to the editor and organised violent resistance.

REFLECTING ON YOUR LEARNING 1.3

1 Based on the information and sources that you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to summarise what you have learned and to answer the question: 'What were the causes and effects of contact (intended and unintended) between Europeans in Queensland/Australia and Aboriginal and Torres Strait Islander peoples between 1799 and 1859?'
2 How could the information and sources in this section contribute to answering your overall inquiry question: 'What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?'

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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1.4 Depth study: What were the significant events, ideas, peoples, groups and movements in the development of Australian society to 1914?

FOCUS QUESTIONS

- What important ideas influenced the development of Australia at the turn of the twentieth century?
- How were women able to achieve voting rights?
- Why did Queensland decide to join the Federation of Australia in 1901?

What important ideas influenced the development of Australia at the turn of the twentieth century?

Australia was influenced by many different ideas, each of which contributed to giving Australia a unique political, economic and social system. These ideas mainly came from Europe but in many cases were taken much further than in Europe. Australia became a social laboratory where new ideas were tried and experimented with.

WESTMINSTER SYSTEM

One of the most notable influences on Australian society is the Westminster system of government. It is named after the location of the British Government, the Palace of Westminster. The roles of the government, parliament and judiciary were taken from the British system and implemented in Australia in a very similar manner. This continues to be the structure used for governing Australia to this day.

LIBERALISM

The ideas of liberalism, such as individual rights, capitalism, democracy and equality before the law, have been promoted since the earliest periods of British settlement in Australia. How these ideas were expressed differed from colony to colony, and from individual to individual, but they were generally opposed to the more **collectivist** ideologies of the labour movements in Australia.

collectivist belief that the interests of the group are more important than the interests of individuals

EGALITARIANISM

One of the most significant aspects of Australian society compared to Britain was the lack of nobility or a clearly defined upper class. This led to a sense of egalitarianism in colonial societies as they developed. No one was seen as inherently superior as a result of their birth.

WOMEN'S SUFFRAGE

Australia was a world leader in extending the right to vote to women. Previously, only men were allowed to vote in elections. In many cases, only some men were allowed to vote, usually landowners. South Australia became one of the first places in the world to allow women to vote in elections in 1895.

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THE TRADE UNION MOVEMENT

exploitation to take unfair advantage of something or someone

The trade union movement in Australia grew out of concerns in Britain about working conditions and **exploitation** of workers by employers. Organised labour, where groups of workers would coordinate to try to advance their interests, was banned in Britain. People who broke these laws were often sent as convicts to the Australian colonies. This allowed the ideas of trade unionism to spread and take hold in Australia. The more democratic and egalitarian nature of Australian society allowed trade unions to grow quickly throughout the mid-1800s. In the 1890s, the trade union movement launched its own political party, the Australian Labor Party (ALP), one of the first labour parties anywhere in the world.

ACTIVITY 1.40
MAKING THINKING VISIBLE

What makes you say that?

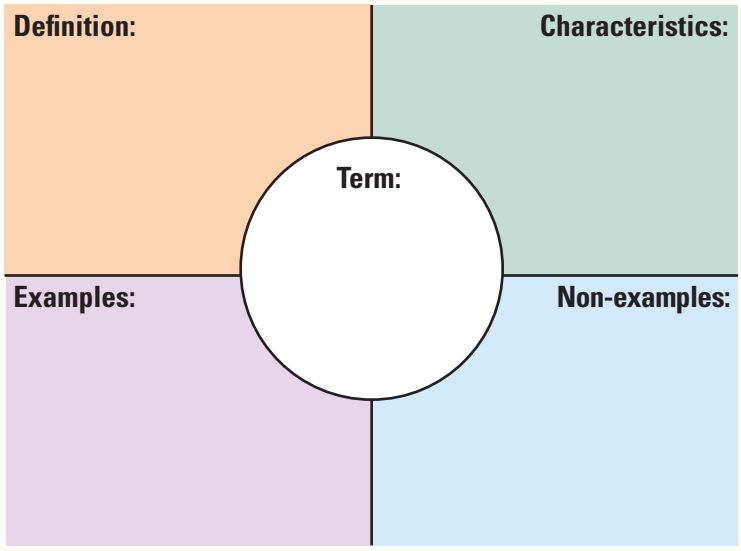
Divide into groups and try to answer the question, 'What makes you say that?' in relation to the statements:

1. Australia's political development was heavily influenced by Britain and Europe.
2. People who believed in liberalism often clashed with the union movement.
3. In some ways, Australia offered greater equality for its inhabitants than Britain.

ACTIVITY 1.41

Frayer Model diagram: ideas that influenced Australia

For each of the historical terms ('Westminster system', 'Liberalism', etc.) **create** an adaptation of a Frayer Model diagram (see example to the right) to develop your understanding and use of the term. You may need to do further research.



How were women able to achieve voting rights?

Australia was a world leader in extending the right to vote to women. South Australia became one of the first places in the world to allow women to vote in elections in 1895.

Many organisations were established by women in Queensland to fight for the right to vote. The Queensland Women's Suffrage League was founded in 1889,

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followed in 1890 by the Colonial Suffrage Department of the Women's Christian Temperance Union (WCTU). Four years later, in 1894, the Women's Equal Franchise Association (WEFA) was established. The WEFA held public meetings in town halls across Queensland with attendance as high as 1500 people.

The *Commonwealth Franchise Act 1902* gave white women across Australia voting rights in federal elections, and the right to stand for federal parliament. Queensland women finally achieved the right to vote in state elections in 1905 and voted for the first time on 18 May 1907. Women in Queensland were, however, unable to stand for parliament until 1915.

The passing of the *Elections Act Amendment Act 1965* (Qld) gave Aboriginal and Torres Strait Islander men and women in Queensland the right to vote.

THINKING DEEPER

How democratic was Australia in the nineteenth century? **Consider** the voting rights of women and of First Nations peoples.

ACTIVITY 1.42

Further research: timeline

Create a timeline of women's suffrage that compares the dates that Australian women were granted the vote with *five* other countries of your choice. (**Select** a range of countries.)

Ensure that you follow the conventions of a timeline by creating a title and using a scale.

Include the year that women gained the vote in each state and territory in Australia, as well as the federal vote. Indicate when Aboriginal and Torres Strait Islander women gained the vote.

What conclusions can you draw about the rights of women in Australia compared with other nations from the data on your timeline?

ACTIVITY 1.43

Significant women in Queensland's political history

Read up on background information on some significant woman in Queensland's political history by going to the Queensland Government website and researching the following women:

- Emma Miller
- Irene Longman
- Leontine Cooper
- Margaret Ogg.

Trove is a website that brings together information from Australian libraries, universities, museums, galleries and archives.

Using the search function in Trove, locate a primary and secondary source on *one* of the significant women in Queensland's political history.

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Hint: By clicking on 'Newspaper and Gazettes' on the menu bar across the top of the page, you can then refine your results. This will allow you to narrow your search to particular years and places. Click on 'Images, maps and artefacts' to see if there are any photographs, portraits or statues of your individual.

1 **Analyse** both sources by completing a source analysis table. You can copy and complete the following table.

What is the source? (text type)	
Who published/created the source? (origin)	
When was it written/created? (origin)	
What is happening at the time the source was written that is relevant to the inquiry? (context)	
Why might this source have been created? (purpose and motive)	
Who might the source have been written/created for? (audience)	
Who is speaking in the source? Provide some information about this person and how this might influence how they might feel about the personality. (perspective)	
What does the source say about the personality? (explicit information)	
From this evidence, what can you say the author's opinion is regarding the personality and their impact on Queensland? (implicit information)	

2 **Create** a short clip for a series called 'Influential Women in Queensland's History'. Use images, captions and provide a voice-over to **explain** the who, when, where, what and why of your chosen personality. Provide a bibliography in the credits at the end.

Why did Queensland decide to join the Federation of Australia in 1901?

The colonies of Australia had governed themselves since the mid-1800s. As the end of the nineteenth century approached, many important individuals began to discuss the unification of the colonies into a national government. This was viewed as a federation where each colony would still exist, but as a state of the new nation.

In some of the earliest discussions, New Zealand was to be a member of this new federation and Western Australia was not. In the end, all the colonies on the Australian continent, and Tasmania, voted to create a new nation, the Commonwealth of Australia. The British Government agreed to the creation of this new nation.

Referendums asking people to vote for or against Federation were held in each of the Australian colonies between 1898 and 1900. On 2 September 1899, Queenslanders voted.

The 'yes' vote for Federation was successful, and on 1 January 1901, the new nation was proclaimed and Edmund Barton was appointed the first Prime Minister of the Commonwealth of Australia. Melbourne was selected as the capital of the new nation until another site, which would eventually become Canberra, was found.

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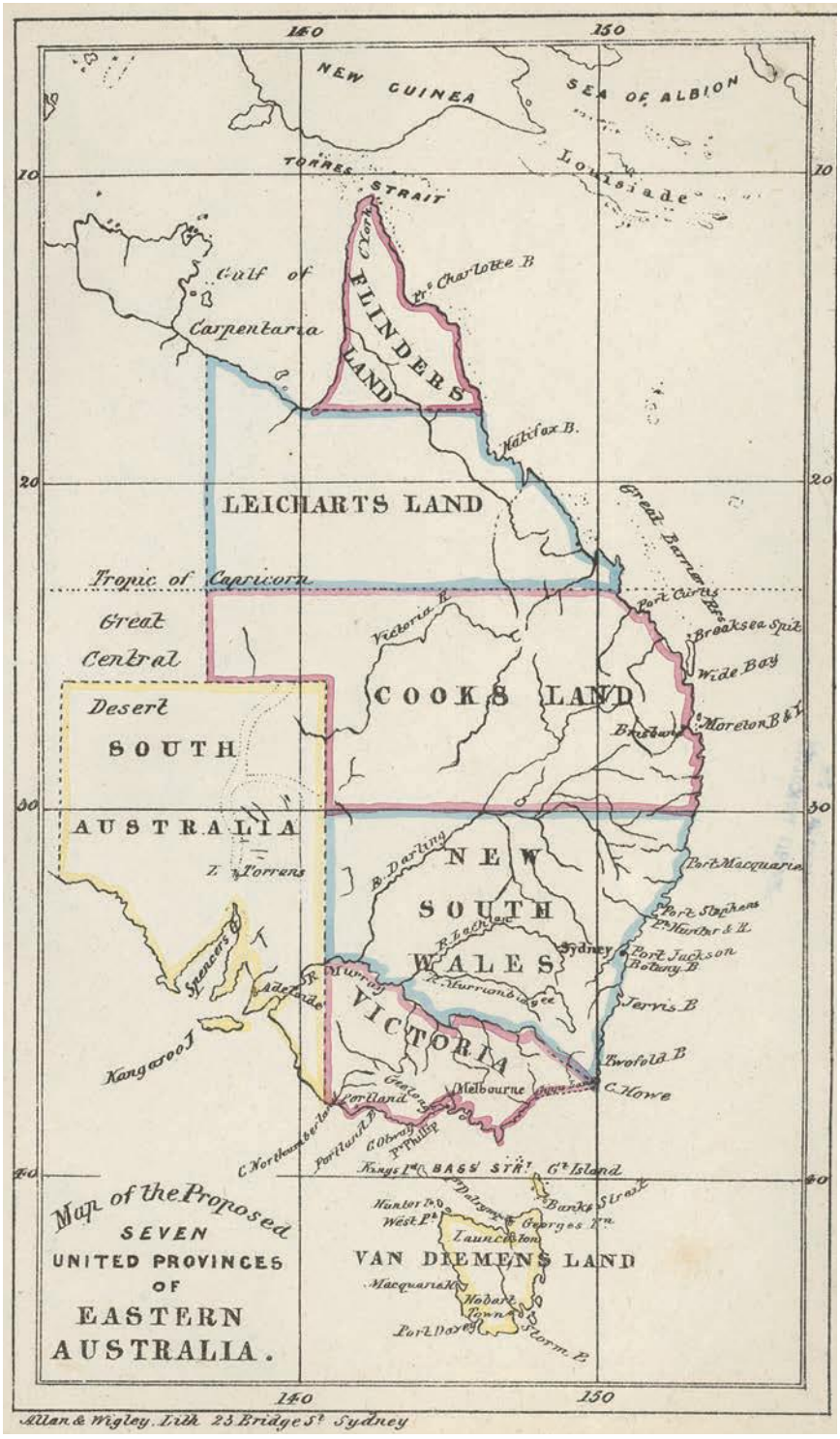

▲ **Source 1.58** Map of the proposed seven united provinces of eastern Australia, 1857. There had been proposals to split the colony into three subdivisions (Northern, Central and Southern) prior to the establishment of Queensland as a separate colony. Arguments to establish a separate Central and Northern Queensland continued. This was due to the capital Brisbane being in the far south-eastern corner and the industrial focus of the south-east compared to the agricultural focus of the north.

THINKING DEEPER

Locate Canberra on a map of Australia. Why might this location have been selected as the site for the nation's capital? What would be the pros and cons of this location?

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When a wheelwright makes a wheel, does he put the hub on the rim? … When an engineer erects a stationary engine, does he not erect it as near as possible to the place where its power is to be exerted? … Yet the people of Queensland have placed their administrative engine, the hub of their Government, in the extreme corner of a territory of 670 000 square miles; and expect that the power of the State will be equally exerted at Bowen and at Brisbane, that the benefits of the State will be equally shown at Ipswich, twenty miles away from the capital, and at Croydon, a thousand miles away. Is the expectation reasonable? …

What would you think of a man who told you the circulation of the blood would be more perfect if the heart were placed in the big toe? … The concentration of the blood in the extremity of one limb would tend to strengthen that limb and enfeeble or waste the other limbs. The leg attached to our fortunate toe would naturally flourish at the expense of the other leg.

▲ **Source 1.59** A.G. Stephens, 'Why Queensland wants separation', 1893. Alfred Stephens was a member of the Townsville North Queensland Separation League and wrote this pamphlet in 1893 in the lead-up to Federation.

ACTIVITY 1.44
RESPONDING TO THE SOURCES

Create an advertisement for the separation of Queensland. Incorporate evidence from Sources 1.58 and 1.59.

FEDERATION REFERENDUM RESULTS

▼ **Table 1.3** Results of the referendum in Queensland, 1899 (Queensland only voted once)

Electorate	For	Against
South	14 285	22 398
Central	12 132	6 862
North	12 376	3 332
Total	38 793	32 592

Source: Helen Irving, *The Centenary Companion to Australian Federation*, Cambridge University Press, 2010

▼ **Table 1.4** After some further amendments to the Constitution, a second round of votes was held.

	Yes	No
New South Wales	71 595	66 228
South Australia	35 800	17 320
Tasmania	11 797	2 716
Victoria	100 520	22 090

Source: 1898 referendum results (Australian Electoral Commission)

▼ **Table 1.5** 1899 referendum results (Australian Electoral Commission)

	Yes	No
New South Wales	107 420	82 741
South Australia	65 990	17 053
Tasmania	13 437	791
Victoria	152 653	9 805

▼ **Table 1.6** 1900 referendum results (Australian Electoral Commission)

	Yes	No
Western Australia	44 800	19 691

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ACTIVITY 1.45

Using data

1 Using the evidence in Table 1.3, **describe** the voting patterns of Queensland in the Federation referendum.
2 Using the evidence in Tables 1.3–1.6, what conclusions can be drawn from the data?
   a In which state(s) was Federation most popular?
   b In which state(s) was Federation less popular?
   c For states that voted twice, what trend do you notice?

Federation offers Queensland free access to the other provinces as a market for its cattle, whereas now they are shut out by heavy duties from Tasmania, Westralia, South Australia, and Victoria; and for its fresh meat, which is now heavily taxed in all these provinces …

Queensland is the greatest sugar-growing province. If it federates, there will no longer be interprovincial customs-duties, and Queensland sugar will get free access to N.S.W., Victoria, S.A., and the other Provinces …

At present, among the five eastern and central provinces (S.A., Tasmania, Victoria, Queensland, and N.S.W.), Queensland is the worst defended. The only possibility of invasion is by sea, and Queensland has less population proportionate to the coast line to be defended than any other Australian State, Westralia only excepted. Under Federation the forces of all the other provinces – especially of the two (N.S.W. and Victoria) which have men to spare – will be available to assist Queensland in case of need.

▲ **Source 1.60** An advertisement to vote Yes for Federation in the *Darling Downs Gazette*, 19 August 1899. 'Westralia' was a common term used for Western Australia around the time of Federation.

Sydney (introducing Victoria to Queensland): We have come over to inspect your colony, and have taken a tour round your extensive country. We find from her present position and enormous resources that it would be to our mutual advantage to annex you, your colony will of course be absorbed under this unification; you will be allowed to retain your internal Government, but we do the governing. We will take your revenue and give you back what we can do without. You will also {as you are best able to bear it) have to assist the other colonies in building a federal capital to the sole advantage of New South Wales.

Queensland replies: So you have spied out our grand country, and you have concluded that she is a country to be jealous of, and you seem to think we must at your command federate, and bond ourselves over to you.

▲ **Source 1.61** Letter to the editor, anti-Federation, *The Warwick Examiner and Times*, 19 August 1899

ACTIVITY 1.46
RESPONDING TO THE SOURCES

Using the evidence in Sources 1.60 and 1.61, **create** a diagram that illustrates arguments for and against Federation proposed by Queenslanders.

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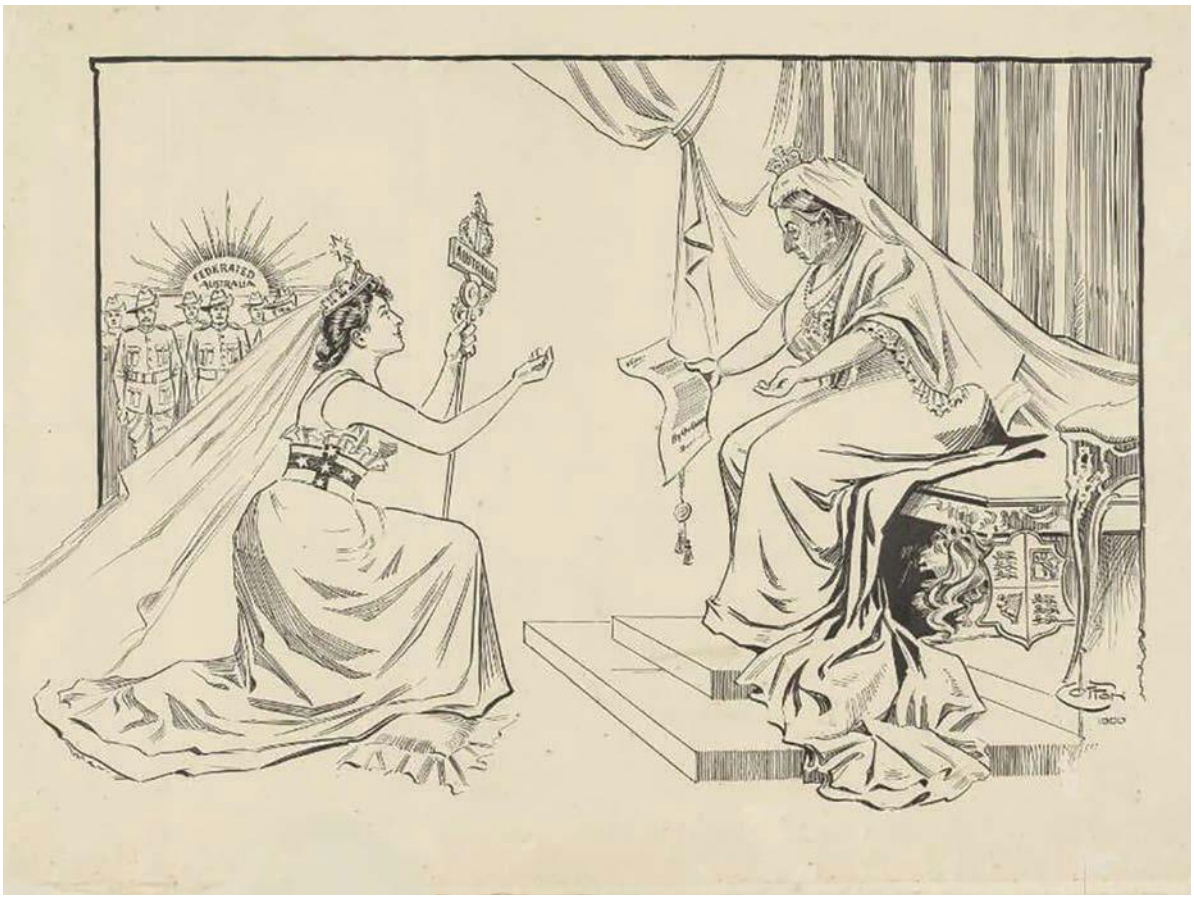

▲ **Source 1.62** H. Cotton, *Federation*, 1900

ACTIVITY 1.47
RESPONDING TO THE SOURCE

1 **Analyse** Source 1.62 to **identify** how Australia and Great Britain are represented. **Explain** the significance of each symbol in the image.
2 From this analysis, **infer** whether this is a positive or negative portrayal of Federation. **Justify** your answer.

ACTIVITY 1.48
MAKING THINKING VISIBLE

Compass points

Should Queensland be divided into *two* states today?

- **E** – Excited: What excites you about the division of Queensland? What are the positives?
- **W** – Worrisome: What do you find worrisome about this proposition? What are the negatives?
- **N** – Need to know: What else do you need to know to decide?
- **S** – Stance or Suggestion for moving forward: What is your current opinion on the idea? Give reasons for your decision.

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ACTIVITY 1.49

Writing a research essay

1 Using the conventions around designing a key inquiry question and sub-questions from the start of this chapter, design a key inquiry question and three sub-questions on the topic of the Federation of Australia. For example:
Key inquiry question: What were reasons why Australia became a Federation in 1901?
Sub-question 1: How did a desire to defend Australia cause Australia to become a Federation?
Sub-question 2: What were the economic reasons that encouraged Australia to Federate?
Sub-question 3: How did national pride lead Australians to Federate?
2 **Research** your topic and write an essay response that answers your question. Use the following outline to plan your response.

Introduction	
Hook – interesting statement on the topic to entice your reader	
Definition/context/background on the topic	
Thesis – a statement that answers your key inquiry question and touches on each of your supporting arguments (the answers to your three sub-questions).	
Paragraph 1 (sub-question 1)	
Topic sentence – links sub-question 1 to the key inquiry question	
Explanation/elaboration of information related to sub-question 1	
Evidence – source details, quotes/paraphrasing, and information to prove your point	
Source 1	
Source 2 (make sure you make links between the arguments in your two sources)	
Link back to thesis – show how you have answered sub-question 1 and the key inquiry question	
Repeat for paragraph 2 (sub-question 2) and paragraph 3 (sub-question 3)	
Conclusion	
Reword your thesis	
Summarise the main arguments of each of your three paragraphs	
Write a strong concluding statement on the topic	

REFLECTING ON YOUR LEARNING 1.4

1 Based on the information and sources that you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to summarise what you have learned and to answer the question: 'What were the significant events, ideas, peoples, groups and movements in the development of Queensland/Australian society to 1914?'
2 How could the information and sources in this section contribute to answering your overall inquiry question: 'What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?'

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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1.5 Depth study: What were continuities and changes, and how did they affect ways of life and living conditions, in Australian society at the turn of the twentieth century?

FOCUS QUESTION

What factors influenced the way that Queenslanders experienced daily life and work at the turn of the twentieth century?

Introduction

Life changed dramatically in Australia from the establishment of the first colonies through to Federation. Living conditions, working conditions, education, social life and political life all changed as Australia became more connected to the world and the economy expanded. The following areas highlight some of the most significant changes, but they do not cover every area and did not affect every group in society. First Australians were often excluded from settler society and did not benefit from any of the advances made. Often their lives were made worse. Through coercion and choice, First Nations peoples forged their futures in a new society that took little interest in them, having essential roles in developing cattle, pearling, agricultural, fishing and mining industries, and using their knowledge, labour and social strengths to create key Queensland economies.

The 1890s depression

During the 1890s, the world entered a period of economic decline. Factories closed, companies went bankrupt and unemployment spiked.

Depression

Rents down, shops to let,
Wool low, wheat glut;
Gaol holds half our set,
Grog scarce …
Banks, God, dividend,
All gone bung.

▲ **Source 1.63** A poem published in the *Moreton Mail*, 24 August 1894

The present depression

During this depression, which has now extended over a considerable time, citizens and colonists have been losing their capital at a somewhat rapid rate; business people have been carrying on their different occupations at a heavy weekly loss in hopes of an improvement, and those unfortunately out of business who are living on their invested capital have the mortification of seeing their shops empty or bringing in a very reduced rental … It seems hard that something cannot be done to bring about a reversal of things and set this glorious colony of Queensland on her feet again.

▲ **Source 1.64** A letter to the editor in the *Brisbane Courier*, 11 February 1892

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> But the fact remains that whatever has been grown lately has brought no return, and the farmer hardly knows what to do to pay his way. Indeed, in many cases he cannot pay his way, and has to live on hope and pay with his promise. And the trouble that has to be faced is not so much what ought to be grown as what the poor farmers are to do while things continue in this state.

▲ **Source 1.65** Letter to the editor from a farmer in Gatton, 23 February 1892

ACTIVITY 1.50
RESPONDING TO THE SOURCES

1 **Identify** the consequences of the depression for the inhabitants of Queensland as provided in Sources 1.63–1.65.
2 Corroboration is where a historian strengthens and/or supports a claim with evidence from a variety of sources. **Use** two sources to corroborate the statement: 'The depression of the 1890s had a significant negative impact on Queensland'.

The plague

Outbreaks of bubonic plague occurred in Australia at the turn of the twentieth century. The disease was spread by rats that arrived by ship from overseas ports. The plague reached Sydney in January 1900. By April, it had reached Rockhampton, followed by Townsville.

In 1900, there were 136 cases of the plague in Queensland. Brisbane had 56 infections and 25 deaths, Townsville had 37 cases and nine deaths, Rockhampton had 36 cases and 21 deaths, and Cairns had five cases and two deaths. Charters Towers and Ipswich both had one case but no deaths.

Epidemics continued to occur for the following nine years, almost entirely in areas that had port facilities.

> Cases of plague have occurred along the course of this sewer, and, though their chronological order does not show it, there is a complete chain of cases commencing in the neighbourhood of the wharf and the embouchure [mouth] of the sewer and including those along its course to the district in which the drain commences.
>
> It is likely, however, that the communities of rats along the course of the sewer were infected from the wharf rats entering this highway, and, from the resulting local diffusion, cases among human beings occurred in the neighbourhood.

▲ **Source 1.66** *Report on Plague in Queensland 1900–1907* by Dr Burnett Ham. Dr Ham was a member of the British Royal College of Surgeons and was licensed by the Royal College of Physicians. He became Queensland's first commissioner of public health in 1903. Dr Ham played an important role in the study of the plague and its causes, in particular the role of fleas carried by rats. In Brisbane, clusters of plague cases occurred near old and poorly maintained sewers.

▲ **Source 1.67** Advertisement for soap in the *Brisbane Courier*, 19 June 1900

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ACTIVITY 1.51
RESPONDING TO THE SOURCES

Evaluate the usefulness and reliability of Sources 1.66 and 1.67 for a historian studying causes of the plague in Brisbane in 1900.

Analyse both sources by copying and completing the following source analysis table. To effectively **evaluate** a source, it is important to **analyse** its features first.

What is the source? (text type)	
Who published/created the source? (origin)	
When was it written/created? (origin)	
What is happening at the time the source was written that is relevant to the inquiry? (context)	
Why might this source have been created? (purpose and motive)	
Who might the source have been written/created for? (audience)	
Who is speaking in the source? Provide some information about this person and how this might influence the information they provide about the plague. (perspective)	
What does the source say about the causes of the plague? (explicit information)	
From this evidence, what can you say the author's opinion is regarding the causes of the plague in Brisbane? (implicit information)	

Now you are ready to **evaluate** the usefulness and reliability of the source.

How useful is this source for studying the causes of the plague in Brisbane in 1900? What relevant information does it provide?	
What are some features that make this source reliable/trustworthy?	
What are some features about this source that make you doubt its reliability/accuracy?	
Is the information in the source corroborated or supported by another reliable source?	

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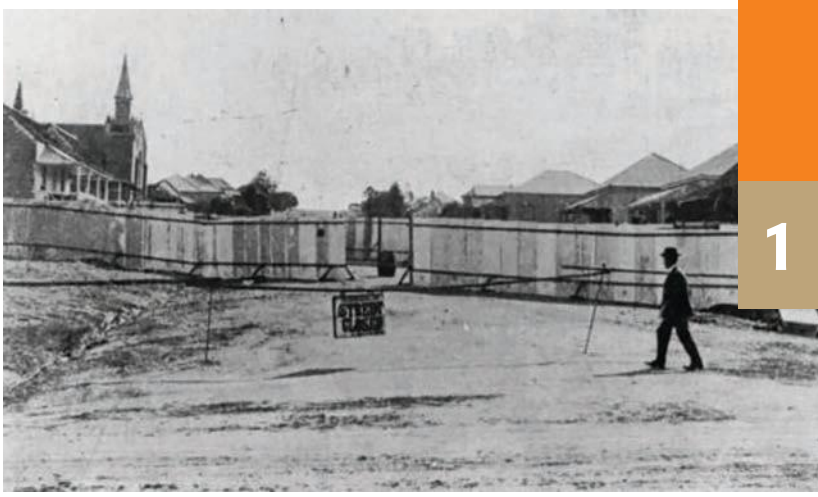
The Plague in Townsville.

"THE BOARDING HOUSE IN WHICH THE CASE OF PLAGUE BROKE OUT IN STURT STREET RECENTLY. THE FRONT PORTION OF THE BUILDING HAS SINCE BEEN CONDEMNED TO BE BURNT DOWN.

▲ **Source 1.68** E.H. Glendinning's Boarding House, Sturt Street, Townsville, 1900



▲ **Source 1.69** Quarantine barricade around houses in Hawthorne Street, Woolloongabba, Brisbane, Queensland, from the collection of the State Library of Queensland. The first case of the bubonic plague occurred in Brisbane on 27 April 1900. The victim was James Drevesen, who worked at the wharves. He was admitted to the Colmslie Plague Hospital. His house was fumigated, many personal items were burned, and an iron barrier was erected around the property and two neighbouring houses.

▲ **Source 1.70** Officials and health workers inspect a mound of dead rats in Brisbane, c. 1900–02, from the collection of the State Library of Queensland

ACTIVITY 1.52

Discussion

Examine Sources 1.68–1.70. How were reactions to the bubonic plague in Queensland similar to and different from reactions to the COVID-19 pandemic that hit Australia in 2020?

OR

Complete a Venn diagram that illustrates the similarities and differences.

Living and working in the 1900s

Living conditions in colonial society changed drastically across the eighteenth and nineteenth centuries. The initial colonial settlements were harsh, but settlements grew quickly. Inner-city slums were common in Australia's capital cities. In Brisbane, there were no systems in place to collect human waste and rubbish. Living conditions in these slums were difficult. Most houses had no bathrooms or sewerage, and many had leaky roofs and crumbling walls. For many people, these conditions did not improve until well into the twentieth century.

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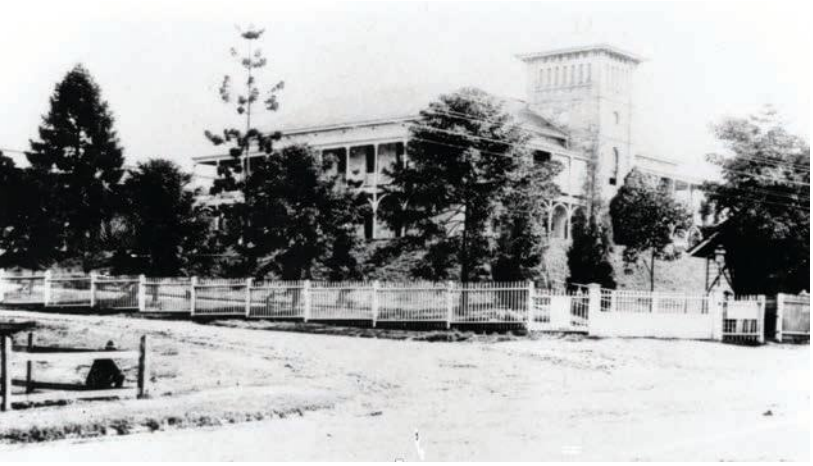
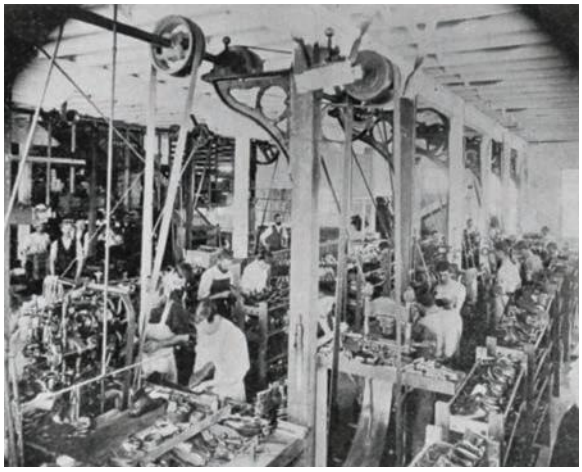
▲ **Source 1.71** Queen Street, Brisbane, looking towards George Street, 1880, from the collection of the State Library of Queensland

▲ **Source 1.72** Government House in George Street, Brisbane, 1867, from the collection of the State Library of Queensland. The Old Government House became the first site for the University of Queensland. Teaching started in 1911 in three faculties (Arts, Science and Engineering). There were 83 students (60 men and 23 women).



▲ **Source 1.73** Brisbane Hospital, 1879, from the collection of the State Library of Queensland. The General Hospital opened in Brisbane in January 1867. By the early 1900s, the hospital was facing a crisis due to population growth and a lack of funding.



▲ **Source 1.74** Workers in a boot-making factory in South Brisbane, 1900, from the collection of the State Library of Queensland

▲ **Source 1.75** Portrait of successful scholarship students taking up further study in Brisbane, 1909, from the collection of the State Library of Queensland. The *State Education Act 1875* ensured that primary school education for children from ages six to 12 was free and compulsory. However, students who were awarded a scholarship could have their secondary education paid for by the government.

▲ **Source 1.76** Group portrait of boys who have won scholarships to study in Brisbane, in 1909, from the collection of the State Library of Queensland

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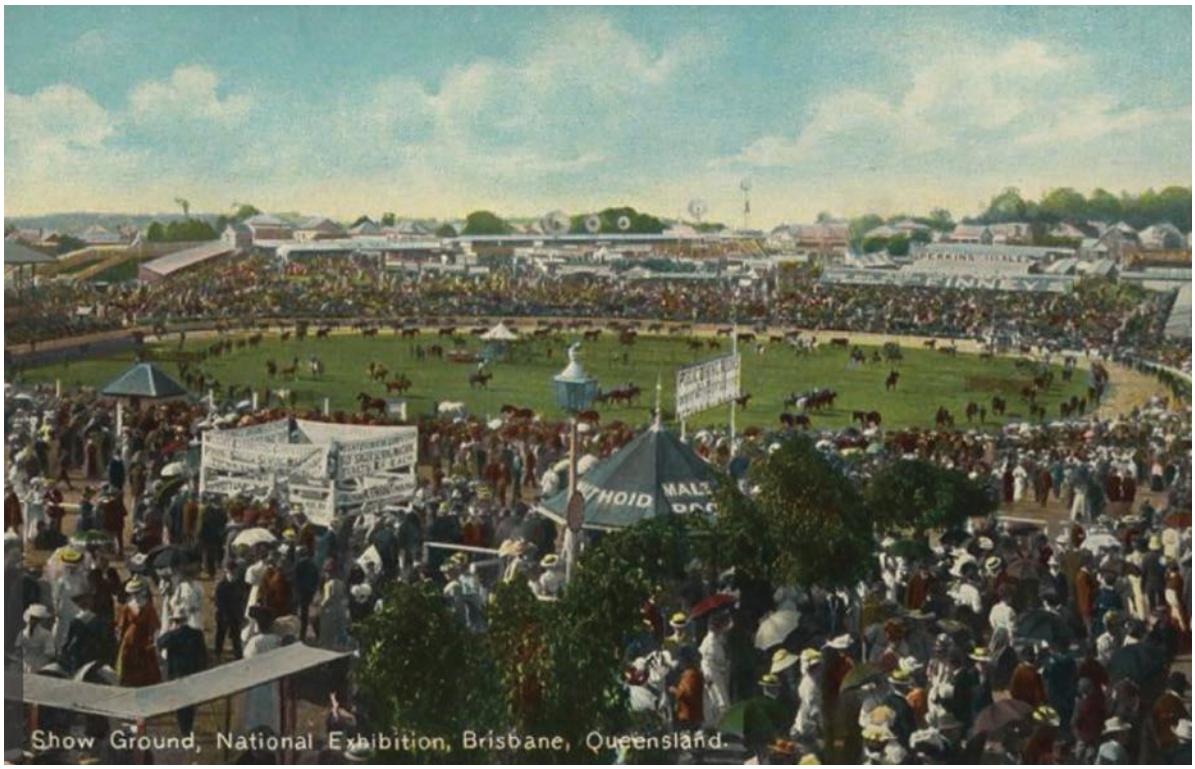

▲ **Source 1.77** The National Exhibition at the Showgrounds, Brisbane, c. 1900 (postcard), from the collection of the State Library of Queensland

Visit the Queensland State Archives collection for more images of Brisbane in the late 1800s.

ACTIVITY 1.53
MAKING THINKING VISIBLE

Ten times two

Break into groups. Each group will be allocated one image from Sources 1.71–1.77.

1. Look at the image quietly for 30 seconds, letting your eyes wander.
2. List 10 words or phrases that the image inspires about life in Australia or Queensland at this time.
3. Repeat steps 1 and 2. Look at the image and see if you can add 10 more words or phrases to your list.

Each group should share their ideas with the class.

ACTIVITY 1.54
MAKING THINKING VISIBLE

Chalk talk

The prompt: 'What was it like to live and work in Queensland in 1900?' will be written on *five* large sheets of butcher's paper and placed on tables around the classroom. Each sheet will have *one* of the following prompts: Women, First Australians, Brisbane, Regional and remote Queensland, and Other.

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Your teacher will outline the 'chalk talk' process to you and explain the question and criteria.

Process: You are to think about your reaction to the prompt and record any ideas and questions. You should add to each other's responses with additional comments and questions.

If arranged in groups, each group should stay with one recording sheet for five minutes. Groups can then rotate to another group's paper, silently reading what is written there, and adding their reactions and questions to the paper.

Share the thinking: Return to your original chalk talk paper and see what others have written. What are the common issues and reactions? Were there any surprises? Has your thinking about the issue developed during this process?

ACTIVITY 1.55

Continuity and change discussion or Venn diagram

Look at the images of Brisbane in the late nineteenth and early twentieth centuries (Sources 1.71–1.77).

Look at the images of Brisbane in the mid-nineteenth century (Sources 1.2, 1.6, 1.7, 1.49–1.52).

Look at some images of Brisbane today.

What has stayed the same (continuity) between all three periods?

What have been the main changes?

THINKING DEEPER HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Change and continuity.

Your response should contain:

- A clear statement about what stayed the same and/or what changed
- Corroborating evidence or examples that show how things stayed the same (i.e. continuity)
- Differing evidence or examples that demonstrate how things changed
- A reason that accounts for this continuity and/or change.

REFLECTING ON YOUR LEARNING 1.5

1 Based on the information and sources that you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to summarise what you have learned and to answer the question: 'What were continuities and changes, and how did they affect ways of life and living conditions, in Australian society at the turn of the twentieth century?'
2 How could the information and sources in this section contribute to answering your overall inquiry question: 'What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?'

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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1

1.6 Depth study: What were different experiences of those who arrived in Australia (Chinese and South Sea Islanders) and what impact did they have on Australia to 1914?

FOCUS QUESTIONS

- What was the experience and impact of South Sea Islander peoples who arrived in Queensland?
- What was the experience and impact of the Chinese who arrived in Queensland?

South Sea Islander slavery

In the late 1800s, the development of the Queensland sugar industry saw demand for a cheap source of labour to work on plantations. Between 1863 and 1904, around 62 000 individuals arrived from the South Sea Islands, including the Solomon Islands, Vanuatu, Fiji, New Caledonia and Papua New Guinea. Men, women and children were taken from the beaches of their island homes and would arrive in one of the major Queensland sugar industry ports (Brisbane, Maryborough, Bundaberg, Rockhampton, Mackay, Bowen, Townsville, Innisfail and Cairns). Some of the South Sea Islanders were brought to Australia against their will, others were tricked or coerced. There is oral testimony of people being sold at the shipping docks to plantation owners. Many were treated as enslaved persons with no wages and poor living and working conditions.

The *Polynesian Labourers Act 1868* (Qld) aimed to prevent **human trafficking** and to protect the South Sea Islanders from the practice of '**blackbirding**'. It also sought to improve the way the South Sea Islanders were treated on boats and plantations. The Act required three-year contracts to be signed and the payment of a wage (£6 per year paid at the end of the contract, plus rations). There are many accounts of individuals who did not have these contracts honoured.

human trafficking the illegal trade of people for forced labour and economic exploitation

blackbirding the practice of kidnapping or tricking South Sea Islanders to work in the Queensland sugar industry

The *Pacific Island Labourers Act 1880* (Qld) regulated all aspects of the employment of people from the Pacific Islands and included the appointment of inspectors to enforce the legislation. A licence was now required to import South Sea Island labourers, but they could only be employed in the tropics and within 48 kilometres of the coast. In 1884, an amendment was added to this law to prevent South Sea Islanders from being employed as domestic servants or in any positions that required skills beyond weeding, planting and cutting cane. This was aimed to protect the jobs of white Australians as they were paid at higher rates.

By 1885, discussions around the banning of South Sea Island labour were held. This was due to fears that it was depriving white Australians of jobs and the development of a racist 'White Australia movement'. Plantation owners wanted the process to continue, as it provided a cheap and reliable source of labour.

The *Pacific Island Labourers Act 1901* (Cth) ended the employment of Pacific Islander people in Australia after 1903 and directed the deportation of all Pacific

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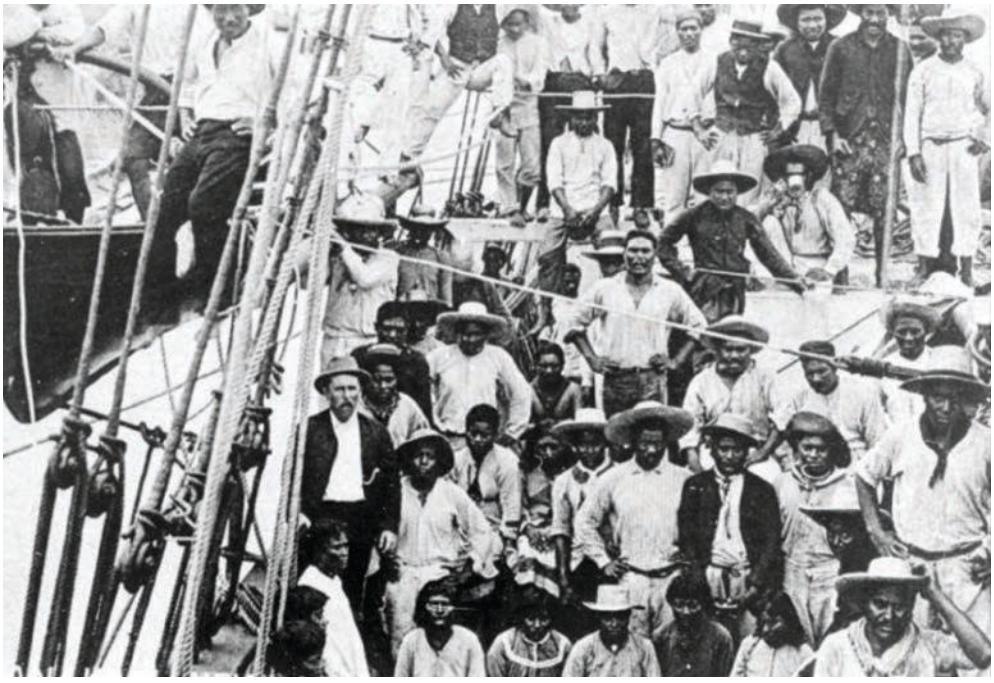
Islander people in Australia after December 1906. The only exceptions were Pacific Islander people who had arrived in Queensland prior to 1 September 1879, those working on ships and any who had been granted an exemption under the *Immigration Restriction Act 1901*. Most were sent back to the South Sea region – but they were not always repatriated to the island that was their home. In 1902, 85.5 per cent of Queensland sugar was produced by South Sea Island labour; by 1908, 87.9 per cent of sugar production was achieved by a white workforce.

South Sea Islander people who remained in Australia faced great hardship and discrimination. They could no longer work in the sugar industry, which had been their main source of income. Some 1200 were granted residency in Australia, a further 180 were able to stay and an estimated 1000 remained in Australia illegally.

In 1992, the Human Rights and Equal Opportunity Commission published a report that called for the recognition of Australian South Sea Islanders as a minority group that had suffered from racial discrimination. In 1994, the Commonwealth Government formally recognised Australian South Sea Islanders as a distinct community. The Queensland Government formally recognised the community in 2000.



▲ **Source 1.78** South Sea Islanders arriving by ship in Bundaberg, from the collection of the State Library of Queensland

THINKING DEEPER

Can you think of other examples where people have been used as cheap sources of labour so others can profit? Where and when? Does it still happen today?

ACTIVITY 1.56

Mapping activity

On a map that includes the islands of the South Pacific and North Queensland, locate some key locations that South Sea Islanders were taken from and to during this period.

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ACTIVITY 1.57
MAKING THINKING VISIBLE

See, think, wonder

1 What can you see in Source 1.78?
2 What do you think is happening and what conclusions can be drawn from the image?
3 What wonderings or questions do you have about the image?

ACTIVITY 1.58
RESPONDING TO THE SOURCE

From what you have read so far, and from Source 1.78, what different perspectives exist on the South Sea Islander peoples' experience in Queensland?

> It has been conclusively proved … that white men cannot and will not do the work done by [South Sea Islanders] in the field, and … that if white labour were available, it would only be at wages which the planters could never afford to pay. The sugar industry is entirely dependent upon coloured labour.

▲ **Source 1.79** Harold Finch-Hatton, *Advance Australia! An Account of Eight Years' Work, Wandering, and Amusement, in Queensland, New South Wales, and Victoria*, W.H. Allen & Co., 1885. Finch-Hatton was born in England and travelled to Australia in 1875, where he bought land in the Mackay district. He returned to England in 1883, where he published an account of his travels.

> The best of us have sinned in the matter on which I presume to address you – namely, that labour traffic of which you seem to have heard so much, and yet know next to nothing. We are all guilty from the dear bishop down to the humblest of his sheep; from the Premier up to the meanest sugar planter; …
>
> The waters where certain fishers go to fish not, for cod, but for men, are called, in their precise language, fishing grounds. A picturesque term, and significant of a traffic which has taken twenty years to grow in Queensland, but has grown during the past five years to surprising dimensions. It has, in fact, grown with your growth, and been made an essential part of your national life …
>
> If a ship went … to fish for men, and returned, it may be, to Mackay within less than three months, bringing a hundred copies of the article in prime condition, then the fishers of men would clear at least £1,500; and if, having five ships of the same carrying capacity, making three voyages in the year with like success, then the fishers of men would make an absolutely clear gain of twenty-two thousand five hundred pounds sterling.
>
> Another manifest form of injustice in this traffic is, that the contract entered into, is a one-sided contract. No Islander … ever understood the nature of the contract into which they were beguiled. I know that the Statute of 1880 expressly provides for this; but it is a farce that is played, not the Act which is carried out. No Islander is ever made aware of the value of his labour … the Kanaka does not come here to see you ride on horses; to hear your music in church; and much less to dig and dung regularly in your sugar garden for the sum of £6 a year and his keep.

▲ **Source 1.80** Alexander James Duffield, 1884, Brisbane. Alexander James Duffield wrote 'What I Know of the Labour Traffic' as a lecture that was delivered at the School of Arts in Mackay in 1884. Mackay was at the centre of the Queensland sugar industry. Duffield was an attorney for the Queensland Government, who travelled on the vessel *The Heath*, which was licensed by the Premier to carry 156 islanders from the South Seas to a plantation in Mackay.

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▲ **Source 1.81** Political cartoon in response to the importation of immigrant labour, c. 1892, Brisbane newspaper. 'Wanted shearers and station hands, no white man need apply'

For twelve years I was a missionary on Tanna, an island of the New Hebrides Group. I went there with a mind perfectly open as far as the Kanaka Labour Traffic was concerned … I was a silent observer of all forms of the Kanaka Labour Traffic … I went to Queensland determined to keep my mind open to every possible fact in favour of the Traffic. And having been to Queensland I would say now what I would not have said before I went to Queensland, namely, that the Kanaka Labour Traffic is veiled slavery …

Between the beginning of the Queensland Kanaka Labour Traffic in 1863 and the end of 1894, 50 546 Kanakas have been introduced into Queensland. The deaths during this period may be safely put down at 10 000 or 11 000. This, I think, does not include those who have died on board ships to and from the islands; and it certainly does not include those who go home to die, whose deaths must be credited to the effect of life in Queensland …

▲ **Source 1.82** William Gray, 1895. William Gray was a missionary who had worked on one of the South Sea islands where people were recruited to work on Queensland sugarcane farms. He wrote a lecture on the subject of South Sea Islander exploitation that he published in 1895.

ACTIVITY 1.59
RESPONDING TO THE SOURCES

Analyse Sources 1.79–1.82 to **explain** why opposition or support existed for South Sea Islander labour in Queensland in the late nineteenth century. Copy and complete the following table for these four primary sources.

Questions	Primary source 1:	Primary source 2:	Primary source 3:	Primary source 4:
What is the source? (text type)				
Who published/created the source? (origin)				
When was it written/ created? (origin)				
What is happening at the time the source was written that is relevant to the inquiry? (context)				

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Questions	Primary source 1:	Primary source 2:	Primary source 3:	Primary source 4:
Why might this source have been created? (purpose and motive)				
Who might the source have been written/created for? (audience)				
Who is speaking in the source? Provide some information about this person and how this might influence how they might feel about South Sea Islander labour. (perspective)				
What does the author say about the use of South Sea Islander labour? (explicit information)				
From this evidence, what can you say the author's opinion is regarding the use of South Sea Islander labour? (implicit information)				

I maintain that it was a form of slavery. It is true that some people in the later years signed a contract to work for three years. But my father didn't, neither did his brother and neither did their sister. They were paid nothing whatsoever.

▲ **Source 1.84** Faith Bandler, 2001. Faith Bandler (1918–2015) was interviewed by a journalist for the television series *100 Years: The Australian Story* (ABC) in 2001. She spoke about the experience of her family as South Sea Islander sugar industry workers. Bandler was an Australian civil rights activist.

[T]heir general treatment was as close to slavery as the laws of the time would allow. White society used them as labourers when needed and discarded them when no longer needed: they were coerced and expendable labour.

▲ **Source 1.85** Australian Human Rights and Equal Opportunity Commission Report, 1992. The Commission was established in 1986 as an independent third party to investigate complaints about discrimination and human rights violations. The Commission conducted an investigation that culminated in a 1992 report, *The Call for Recognition: A Report on the Situation of Australian South Sea Islanders*.

Source 1.83 *Sonia Minniecon – Australian South Sea Islanders 150 Years: What does it mean?* This video was made in 2013, at the 150th anniversary of the arrival of the first South Sea Islanders in Australia to work in the sugar industry. In the video, Minniecon speaks about the experience of her great-grandmother, who was kidnapped from a beach as a child and forced to work in the Queensland sugar industry.

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ACTIVITY 1.60
RESPONDING TO THE SOURCES

Analyse Sources 1.83–1.85 to **explain** contemporary views on South Sea Islander labour in Queensland in the late nineteenth century. Copy and complete the following table for these three secondary sources.

Questions	Secondary source 1:	Secondary source 2:	Secondary source 3:
What is the source? (text type)			
Who published/created the source? (origin)			
When was it written/created? (origin)			
What is happening at the time the source was written that is relevant to the inquiry? (context)			
Why might this source have been created? (purpose and motive)			
Who might the source have been written/created for? (audience)			
Who is speaking in the source? Provide some information about this person and how this might influence how they might feel about South Sea Islander labour. (perspective)			
What does the author say about the use of South Sea Islander labour? (explicit information)			
From this evidence, what can you say the author's opinion is regarding the use of South Sea Islander labour? (implicit information)			

I seek the support of all members of the House in acknowledging a very significant advance. Today my government will right the wrong that has existed for more than a century in Queensland. Today we formally recognise Australian South Sea Islanders as a distinct cultural group in Queensland …

Over several generations, the community has called for such recognition to acknowledge their special place in the history of this State.

▲ **Source 1.86** Peter Beattie, Premier of Queensland, 2000. Peter Beattie, Premier of Queensland, addressed the Queensland Parliament on the morning of 7 September 2000 to acknowledge the existence of Australian South Sea Islanders as a distinct cultural group that had faced racism and exploitation in Australia.

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▲ **Source 1.87** The Kanaka Memorial, Childers. The memorial in the town of Childers was built to commemorate the unique contribution made by South Sea Islanders to the early years of the sugar industry in Queensland.

We, the Australian South Sea Islanders, are proud of what our people accomplished. Although their lives had been entirely disrupted they left us examples of their faith, love, courage and strength. Their culture and oral history has been passed down, and is evident among our families today.

The Australian South Sea Islanders people have fought for Australia in wartime, represented Australia on the sports field and excelled in business, professions and the arts. We strive to make this land that we call home a better place for our children.

▲ **Source 1.88** An extract from an inscription on the Kanaka Memorial, Childers

Dedicated to all South Sea Islanders who worked as indentured labourers between 1863 and 1906. There are 55 unmarked Kanaka graves in the Polson cemetery. The statue is of a South Sea islander in front of a row of sugar cane. He holds a cane knife in one hand and a dead man lies at his feet.

▲ **Source 1.90** An extract from an inscription on the South Sea Islander Memorial, Polson Cemetery, Vernon Point, Hervey Bay

◄ **Source 1.89** South Sea Islander Memorial, Polson Cemetery, Vernon Point, Hervey Bay

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ACTIVITY 1.61

Discussion

Sources 1.86–1.90 show different ways in which the experience of South Sea Islanders has been acknowledged in Australia in recent years. Why is it important to acknowledge this experience?

ACTIVITY 1.62
MAKING THINKING VISIBLE

Generate, connect, label

1. **Generate** a list of ideas and thoughts about the experience of South Sea Islanders in Australia before 1901.
2. Connect your ideas by drawing connecting lines between ideas that have something in common.
3. Give each group of ideas a label or heading.

The Chinese in Australia

EARLY CHINESE TRADE

Well before the arrival of Europeans in Australia, there may have been direct contact between Chinese and Aboriginal and Torres Strait Islander peoples. This has been evidenced through oral histories and the archaeological records.

▲ **Source 1.91** A Qing dynasty coin, minted between 1736 and 1795 in Beijing, found on Galiwin'ku (Elcho Island) in the Northern Territory

The Chinese coin discovery provides further opportunity for re-writing Australian history, as it suggests that Australia was trading with the Middle Kingdom in the period before it became a British colony.

▲ **Source 1.92** Australian scientist Ian McIntosh, an anthropologist at Indiana University, as quoted in *Australian Geographic*, 7 August 2014

ACTIVITY 1.63
RESPONDING TO THE SOURCES

How might the coin referenced in Sources 1.91 and 1.92 have reached Australia? You may also refer to a world map.

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ACTIVITY 1.64

Research

Who were the Makassar people? What early contact did they have with Aboriginal and Torres Strait Islander peoples? Could they have played a role in the coin (Source 1.91) arriving on Elcho Island?

THE EXPERIENCE OF THE CHINESE IN QUEENSLAND

The first Chinese immigrants arriving in Australia were labourers and farm hands. Later, the gold rushes would see large numbers of Chinese coming to Australia. They faced racism and persecution.

To legitimise their grievances against the Chinese, the Europeans erected a stereotyped picture of Chinese vice which they applied to the whole Chinese community. Part of their conception had its basis in fact. Some of the immigrants did work very hard and for very low wages, a proportion of them did smoke opium and frequent brothels, and a very small number even had smallpox and leprosy. The error of the colonists lay in applying this stereotype inflexibly to the whole Chinese society.

▲ **Source 1.93** Kathryn Cronin (historian), 'The Chinese Community in Queensland, 1874–1900', *Queensland Heritage*, vol. 2, no. 8, May 1969

As most of the Chinese immigrants were intent on making their fortune and returning as quickly as possible to China, they found it simpler to maintain their own way of life rather than adopt the customs of the Queensland colonists. Also, the language barriers and the extreme poverty of many of the migrants made any changes difficult … some Chinese established themselves in the Colony and decided to stay. They cut off their pigtails, exchanged their comfortable dress for the shirt and trousers of the Australian bushman and occasionally converted to Christianity and married European women.

▲ **Source 1.94** Kathryn Cronin, 'The Chinese question in Queensland in the 19th century', BA (hons) thesis, Department of History, University of Queensland, 1970

ACTIVITY 1.65
RESPONDING TO THE SOURCES

Identify the reasons historian Kathryn Cronin gives (Sources 1.93 and 1.94) for why many people of European descent held racist views against the Chinese during this period.

Queensland was like a young and vigorous forest tree, giving promise of a magnificent maturity; but a parasite was at its root, insidious in its approach, inevitable as fate; it grew on and on and unless primed away with a ruthless hand the noxious growth would involve the whole fabric in decay and death.

▲ **Source 1.95** William Yaldwyn, a member of the Legislative Council, describing what he saw as being the impact of the Chinese on the Colony of Queensland, 6 September 1876

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> [The Chinese are] intractable lumps, not acted upon by any political or social solvent, and irritating the body politic to which they will not accommodate themselves.

▲ **Source 1.96** C.A. Feilberg, 'Can the Chinaman be made a good colonist', *Victorian Review*, 1879. Carl Adolph Feilberg was a Danish-born Australian journalist, newspaper editor and political commentator. A solvent is a substance that can dissolve another substance.

▲ **Source 1.97** 'The Mongolian Octopus – Its Grip on Australia', *The Bulletin*, 21 August 1886. While published in Sydney, *The Bulletin* was a national publication that played a key role in influencing and promoting nationalist views. Regular attacks on Chinese and other cultures were made in articles and cartoons. The edition containing this cartoon had a focus on condemning Chinese migration to Australia. The cartoon could be removed by the reader and displayed as a poster.

> An open air demonstration organised by the anti-Chinese League was held on the vacant land at the corner of Wharf and Queen streets on Saturday afternoon …
>
> Mr. John Watson … reminded his audience that the meeting had been convened in the interests of the anti-Chinese movement …
>
> They had been one of the greatest curses of the North, where they had engaged in every trade, and they were able to successfully compete with Europeans and push down the prices of labour because they could live, as the sailors say, 'on the smell of an oil-rag' …
>
> He trusted that at the next general election they would remain true to the cause, and crying ' Down with the Chinese,' only elect those men who would promise to do their utmost to prevent the Chinese entering the colony.

▲ **Source 1.98** Article from *The Queenslander*, July 1887, reporting on an anti-Chinese demonstration in Brisbane

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ACTIVITY 1.66
RESPONDING TO THE SOURCES

Analysis and evaluation

1 **Analyse** the features of Sources 1.95–1.98 as they relate to the inquiry question: 'What was the experience of the Chinese who arrived in Queensland to 1914?'
Use the following table as a guide. (Complete *one* source together as a class and the rest in pairs.)
OR
Sources can be printed on A3 paper and small groups can annotate the sources using a different colour for each feature of evidence.
After five minutes, you can rotate to the next source to see if you can add further information.

What is the source? (text type)	
Who published/created the source? (origin)	
When was it created? (origin)	
What is happening at the time the source was written that is relevant to the inquiry? (context)	
Is the source a primary or secondary source?	
Why might this source have been created? (purpose and motive)	
Who might the source have been written/created for? (audience)	
Who is speaking in the source? Provide some information about this person and how they might feel about the Chinese. (perspective)	
What evidence does the source provide that answers the inquiry question? Direct quotes/images (explicit information)	
From this evidence, what conclusions can be reached about how the Chinese were viewed at this time? (implicit information)	

2 **Evaluate** two sources on the Chinese people in Queensland during this period to **decide** how useful and reliable they are to a historian answering the inquiry question: 'What was the experience of the Chinese who arrived in Queensland to 1914?' You can copy and complete the following table.

It is always important to **analyse** a source before you **evaluate** it. Refer to the completed analysis tables to assist you with your evaluation.

You can complete one source together as a class and another source in pairs, or, groups can be allocated one source each, and then answers can be shared with the class.

How useful is this source for deciding what the experience of the Chinese was in Queensland to 1914? What relevant information does it provide?	
What are some features that make this source reliable/trustworthy?	
What are some features about this source that make you doubt its reliability/accuracy?	
Is the information in the source corroborated or supported by another reliable source?	

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▲ **Source 1.99** Cairns Chinatown, 1890, State Library of Queensland

▲ **Source 1.100** Joss House (Chinese Temple), Atherton, 1908, State Library of Queensland

ACTIVITY 1.67
RESPONDING TO THE SOURCES

With reference to Sources 1.99 and 1.100, **identify** some ways in which Chinese people brought their culture to Queensland in this period.

REFLECTING ON YOUR LEARNING 1.6

1. Based on the information and sources that you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to summarise what you have learned and to answer the question: 'What were different experiences of those who arrived in Queensland/Australia (Chinese and South Sea Islanders) and what impact did they have on Queensland/Australia to 1914?'
2. How could the information and sources in this section contribute to answering your overall inquiry question: 'What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?'

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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1

1.7 Concluding study: How did Australian society develop, in relation to other nations, by 1914 as a consequence of ideas and movement of people?

FOCUS QUESTION

How did the major social legislation of the new federal government affect living and working conditions in Australia?

By the early twentieth century, Australia had one of the most progressive working environments in the world.

The Harvester Judgment

In the nineteenth century, Australia became known as the 'working man's paradise' because of the significant opportunities and legal protections for the working classes throughout the different colonies. It espoused that it was an egalitarian society that offered a comfortable life and work for those who wished it. Australian society benefited from strong worker protections compared to the rest of the world (except for First Nations peoples, South Sea Islander and Chinese workers). One of the most significant aspects of the working man's paradise was the Harvester Judgment in a court case in 1907, a few years after Federation. The significance of the Harvester case rested on how the term 'fair and reasonable wage' was interpreted by the court. The court had been asked to rule what this term actually meant. In his decision, the judge, H.B. Higgins, declared that a fair and reasonable wage required a worker to be paid a 'living wage' that could support a wife and three children in 'frugal comfort'. This decision influenced the idea of a minimum wage that no worker was to be paid less than, a significant aspect of Australian culture that continues even today.

▼ **Table 1.7** Australian population data

	Australia 1911	**Australia 2022**
Population	4 455 005	25 978 935
Median age	24	37
Population % men	66%	49.3%
Life expectancy	55.2	83.35
Basic/minimum wage	Basic wage $215.00 per week (converted to 2022)	Minimum wage $812.60 per week
General expenses	$75 per week for a family (not rent) (converted to 2022)	$849.25 per week for a family (not rent)
	Rent for three-bedroom house $65 per week (converted to 2022)	Weekly rent average house Brisbane $622

Sources: 1911 data: ABC, 'World War I: Snapshot of Australia at the time of the outbreak', 4 August 2014; 2022 data: various

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ACTIVITY 1.68

Group discussion

Refer to Table 1.7.

1. Devise theories as to why Australia's population, median age and life expectancy have increased and why the percentage of males in the population has decreased between 1911 and 2022.
2. **Decide** how affordable life was for a family on a minimum wage in Australia in 1911. Is it just as affordable today?
3. Discuss why the cost of general expenses has changed so dramatically between 1911 and 2022 for an Australian family.

▲ **Source 1.101** Eight-Hour Day march in Bundaberg, 1910

The eight-hour day

The push for an eight-hour day was driven by workers in Australia, Britain and America. It was based on the ideal of an eight-hour working day with 'eight hours labour, eight hours rest and eight hours recreation'. In 1916, the Eight Hours Act was passed in New South Wales and Victoria. In 1948, a 40-hour, five-day working week was approved for all Australians.

Labour Day has been observed in Queensland since the first celebration in Brisbane on 16 March 1861. It was to celebrate the first anniversary of a small group of workers achieving an eight-hour day in Queensland. In 1912, Labour Day became a public holiday, celebrated on the first Monday in May.

ACTIVITY 1.69

Research

What Labour Day activities are held in your city or town on the first Monday of May?

Introduction of pensions

At Federation in 1901, the new Commonwealth Government now had the power to pass laws to create invalid and old-age pensions for Australians in need. Legislation was passed in 1908 and Commonwealth Old-Age and Invalid Pensions became available in 1909 and 1910. They were available from the age of 65 years for men and 60 years for women. The only other countries in the world offering schemes that did not have to be contributed to by employers were Denmark and New Zealand.

Working Man's Paradise

This is the way in which Australia is regarded by visitors … Quite recently a witness before some commission in London expressed this opinion … Now John Dillon has returned to his home to tell the half-starving peasants of Ireland that nowhere else in the world are the working class so comfortably situated as in Australia. They work only eight hours; they are well paid; they feed well; they dress well; they often inhabit their own freehold cottages …

▲ **Source 1.102** *The Telegraph*, Brisbane, 10 June 1890. John Dillon was an Irish political leader.

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ACTIVITY 1.70

Communicating historical information

How did Australia compare to the rest of the world, in the early twentieth century, with worker protections and pensions?

The Immigration Restriction Act

One of the first pieces of legislation that the new Australian Parliament passed was the *Immigration Restriction Act 1901*. This Act would form the basis of what would become known as the 'White Australia Policy'. The Act gave immigration officials wide-ranging powers to prevent non-white immigrants from entering the country. The most famous element of this policy was the dictation test, which required potential immigrants to write out a 50-word statement dictated by an immigration official, in any European language. This was, in practice, impossible as any European language could be used. This policy was based on similar tests used in New South Wales, Western Australia and Tasmania.

ACTIVITY 1.71
MAKING THINKING VISIBLE

Because, but, so

For each of the following statements, answer 'because, but, so' …

- In 1907, the Harvester Judgment was decided, which awarded a minimum wage.
- In the early 1900s, pensions were introduced in Australia.
- In 1916, the Eight Hours Act was passed in New South Wales and Victoria.
- In 1901, the Immigration Restriction Act was passed in Australia.

This was because … (give reasons why this event happened)

But … (change direction, provide balance or an alternative experience or outcome)

So … (what the effects were, what happened next)

Consider the statements made by politicians and newspapers about the *Immigration Restriction Act 1901*.

There is no racial equality. There is that basic inequality. These races are, in comparison with white races, unequal and inferior.

▲ **Source 1.103** Edmund Barton, Australia's first prime minister

If Australia is to be a country fit for our children and their children to live in we must KEEP THE BREED PURE. The half-caste usually inherits the vices of both races and the virtues of neither. Do you want Australia to be a community of mongrels?

▲ **Source 1.104** *The Bulletin*, 1901

… dead in her coffin than kissing one of them [non-Europeans] or nursing a coffee-coloured brat that she was the mother to.

▲ **Source 1.105** William Lane, a founder of the Australian Labor Party, when stating he would rather see his daughter dead than in a relationship with a non-white person

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ACTIVITY 1.72
RESPONDING TO THE SOURCES

Analyse Sources 1.103–1.105. Who were the authors of these quotes (or the publication)? Do some research on them. Where are they from? Why did they write this? What is the historical context of these sources?

ACTIVITY 1.73

Communicating historical information

Using the sources and information from Section 1.7 and your own knowledge, **explain** the purpose of the *Immigration Restriction Act 1901*. How did its restriction on the movement of people affect the development of Australia?

ACTIVITY 1.74
MAKING THINKING VISIBLE

Take a stand

Consider the following statement: 'Australia was a wonderful place to live in the early 1900s.'

1. Take a stand: You are to take a stand on this statement, agreeing or disagreeing with it. Individually, make notes to help **explain** and **justify** your perspective.
2. Stand back: In small groups, take it in turns to share your perspectives and reasons.
3. Look again: Individually, look at your response again. What had you not considered that others raised? Have you changed your mind or has your thinking shifted?
4. Look beyond: As a class, discuss whether the pros and cons you raised about Australia in 1900 are still relevant today. Has Australia become a better place to live?

REFLECTING ON YOUR LEARNING 1.7

1. Based on the information and sources that you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to summarise what you have learned and to answer the question: 'How did Queensland/Australian society develop by 1914 as a consequence of ideas and movement of people?'
2. How could the information and sources in this section contribute to answering your overall inquiry question: 'What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?'

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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Conclusion: end-of-chapter reflection

Step one: reflect on your sub-questions

At the end of each section of this chapter, you were asked to **reflect on** how the information in the section related to the overall inquiry question:

'What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?'

1 For each of the sub-questions below, write a brief response (approximately 2–3 sentences) to the sub-question. Do you feel that you have a good understanding of each section of this chapter?

- How did the movement of people in the late eighteenth and early nineteenth centuries impact on the population of Queensland/Australia?
- What were the key social, cultural, economic and political changes in the development of Queensland/Australian society to 1914?
- What were the causes and effects of contact (intended and unintended) between Europeans in Queensland/Australia and Aboriginal and Torres Strait Islander peoples between 1799 and 1859?
- What were the significant events, ideas, peoples, groups and movements in the development of Queensland/Australian society to 1914?
- What were continuities and changes, and how did they affect ways of life and living conditions, in Queensland/Australian society at the turn of the twentieth century?
- What were different experiences of those who arrived in Queensland/Australia (Chinese and South Sea Islanders) and what impact did they have on Queensland/Australia to 1914?
- What effect did ideas and movement of people have on Queensland/Australian society by 1914?

Step two: reflect on the key inquiry question

2 Now, based on what you have learned in this chapter, write a short paragraph in response to the question: 'What events, groups and individuals have shaped the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?'

Step three: future questions

3 Based on your learning in this chapter, what questions do you have about the lives of the people living in Queensland/Australia from the arrival of Europeans to 1914?

4 **Reflect on** the questions you or your classmates raised at the beginning of the chapter, at the end of the 'Setting the scene' activities. Have you answered most of these questions? Which questions have not been answered?

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End-of-chapter assessment

1 Investigation

An investigation assesses your abilities to **interpret**, process, **analyse**, **organise** and draw conclusions about evidence from primary and secondary sources. This involves testing a hypothesis or answering a research question.

An investigation requires you to locate and use evidence that goes beyond the data or information you have been given and the knowledge you currently have.

You should:

- Develop questions to frame a historical inquiry
- **Analyse** information from a range of primary and secondary sources
- Develop interpretations about the past. Research conventions must be followed (e.g. acknowledging sources regardless of the presentation format).

Step 1: **Select** *one* aspect, event or personality from Queensland's history up to 1914 on which to focus your research.

Step 2: Complete some background research on your topic and devise a key inquiry question.

An effective key inquiry question should have the following features:

- An open interrogative
- A historical concept
- Specific content
- Scope and scale.

Step 3: Devise *three* sub-questions that will help to answer your key inquiry question.

Step 4: Write a rationale.

Step 5: **Select** *four* sources that answer the sub-questions. Ensure that you include at least one primary source and one secondary source.

Step 6: **Analyse** the sources by copying and completing the following table.

What is the source? (text type)	
Who published/compiled the source? (origin)	
When was it written? (origin)	
What is happening at the time the source was written that is relevant to the inquiry? (context)	
Is the source a primary or secondary source?	
Why might this source have been created? (purpose)	
Who might the source have been written for? (audience)	
Who is speaking in the source? Provide some information about this person and how they might feel about the focus area of your question. (perspective)	
What evidence does the source provide about the question? (explicit information)	
From this evidence, what can you say the author's opinion is regarding the question? (implicit information)	

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Step 7: Answer the *three* sub-questions. Make sure you refer to and acknowledge your sources as evidence in your writing.

Step 8: Include a reference list for your sources.

Length: 600–800 words

2 Project

A project assesses your ability to respond to a single task, stimulus, question, situation and/or scenario that gives you opportunities to **demonstrate** your historical knowledge, understanding and skills.

A project requires you to **evaluate** and draw conclusions about primary and secondary sources. Primary sources are unprocessed original materials that you collect.

You have been asked to **create** a podcast on a significant individual or event from the history of Queensland from 1799 to 1914.

To determine if a historical person, event, development or issue is significant, it must be assessed by some criteria:

- *Remarkable* – was the person, event, development or issue remarkable or extraordinary in some way for the time or later?
- *Remembered* – was the person, event, development or issue important at some stage within the collective memory of a group or groups? Is the person, event, development or issue remembered?
- *Resounding* – do, or did, people still make connections to the person, event, development or issue well beyond the time of origin?
- *Results* – did the person, event, development or issue lead to change or consequences for the time or the future?
- *Revealing* – does the person, event, development or issue reveal something important about the time period of origin?

Step 1: **Select** your topic.

Step 2: Locate a range of perspectives on your topic: primary, secondary, positive, negative, different cultural/social and/or political background.

Step 3: Write your podcast transcript. It must include the following sections:

- *Introduction to the topic* – overview of who, what, where and when
- *Analysis and evaluation* of a range of perspectives on the event or individual
- *Conclusion* summing up the event or individual and its significance for Australian history.

Step 4: Perform and record your podcast.

Step 5: Submit the recording of the podcast, a printed transcript and a reference list that shows at least *four* sources of information for your podcast.

Length: Written responses 600–800 words, recording 3–4 minutes

Digital resources

Visit the Interactive Textbook or Online Teaching Suite to access:

- General Capability Project
- Interactive chapter quiz
- Interactive Scorcher quiz
- Videos, image galleries and other extra materials.

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UNIT

2

World War I (1914–18)

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Overview

In 1914, as part of the British Empire, Australia responded immediately to World War I by supporting the Allied war effort. It was assumed that this was the 'war to end all wars', and that it would be over in months; neither assumption was correct. Australia involved itself in a modern war – based on the heavy industries developed by the Industrial Revolution – that changed the nature of fighting, and profoundly affected the countries that participated. This was a second important stage in the formation of the modern world we know today.

In this depth study, you will explore the combination of short- and long-term causes that created this massive global conflict. You will investigate the changing nature of warfare leading up to and throughout World War I, and probe the impact new weapons had in this new industrial age. You will develop the skill of empathy to understand the experiences and feelings of the thousands of men brutally slaughtered in the trenches, and of the nurses serving in battlefront hospitals. You will reconstruct the often-forgotten contribution of women at home, whose work in growing food and making ammunition was crucial to the war effort.

Additionally, you will wrestle with the question of how and why Australia might best commemorate World War I, while navigating the danger of glorification of war. You will also decide how the war affected Australia in the long term, and whether the war was a defining moment in Australian history where our country came of age and 'grew up' to nationhood. Or had it already done that in the 1890s and at Federation in 1901? Finally, you'll explore the Anzac myth and its relevance to our nation's collective consciousness.

Learning goals

After completing this unit, you should be able to answer these questions:

- What are the significant events, ideas, individuals and groups that caused change from 1914 to 1918?
- What were the causes, developments, significance and long-term effects of imperialism in this period?
- What were the causes and significance of World War I?
- What were the perspectives of different people at the time?
- What are the contested debates and reasons for different historical interpretations?

Please be aware that this publication may contain images of Aboriginal and Torres Strait Islander peoples now deceased.

◄ **Source A** An Australian, wearing a World War I uniform, walks past graves at the Australian War Memorial in the French village of Villers-Bretonneux, as part of the Anzac Day ceremony, 2012.

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CHAPTER 2: The significance of World War I (1914–18): why do Australians still care about the Great War?

Setting the scene: an eyewitness account of the humanity and the horror of the trenches

We begin this chapter with a dramatic experience as recalled by a 19-year-old soldier during a ghastly trench raid during World War I. As you read along, try to imagine how you might feel if this was you just one year after you graduate from high school!

The enemy artillery has sacrificed the front line and is hammering the terrain between their lines and ours. Green rockets sail into the black sky. It is the German call for help. The whole front wakes up. Guns bark, yelp, snarl, roar on all sides of us. I run down the trench looking for prisoners. Each man is for himself. I am alone. I turn the corner of a bay. My bayonet points forward – on guard. I proceed cautiously.

Something moves in the corner of the bay. It is a German. I recognise the pot-shaped helmet. In that second he twists and reaches for his revolver. I lunge forward, aiming at his stomach. It is a lightning, instinctive movement. The thrust jerks my body. Something heavy collides with the point of my weapon. I become insane. I want to strike again and again. But I cannot. My bayonet does not come clear. I pull, tug, jerk. It does not come out. I have caught him between his ribs. The bones grip my blade. I cannot withdraw. Of a sudden I hear him shriek. It sounds far-off as though heard in the moment of waking from a dream. I have a man at the end of my bayonet, I say to myself. His shrieks become louder and louder. We are facing each other – four feet of space separates us. His eyes are distended; they seem all whites, and look as though they will leap out of their sockets. There is froth in the corners of his mouth which opens and shuts like that of a fish out of water. His hands grasp the barrel of my rifle and he joins me in the effort to withdraw. I do not know what to do. He looks at me piteously. I put my foot up against his body and try to kick him off. He shrieks into my face. He will not come off. I kick him again and again. No use. His howling unnerves me. I feel I will go insane if I stay in this hole much longer …

It is too much for me. Suddenly I drop the butt of my rifle. He collapses into the corner of the bay. His hands still grip the barrel. I start to run down the bay. A few steps and I turn the corner. I am in the next bay. I am glad I cannot see him. I am bewildered. Out of the roar of the bombardment I think I hear voices. In a flash I remember that I am unarmed. My rifle – it stands between me and death – and it is in the body of him who lies there trying to pull it out. I am terrified. If they come here and find me they will stab me just as I stabbed him – and maybe in the ribs, too. I run back a few paces but I cannot bring myself to turn the corner of the bay in which he lies. I hear his calls for help. The other voices sound nearer.

I am back in the bay. He is propped up against [the trench wall]. The rifle is in such a position that he cannot move. His neck is limp and he rolls his head over his chest until he sees me. Behind our lines the guns light the sky with monster dull red flashes. In this flickering light this German and I enact our tragedy. I move to seize the butt of my rifle. Once more we are face to face. I pull again. My tugging and pulling works the blade in his insides. Again those horrible shrieks! … Suddenly I remember what I must do. I turn around and pull my breech-lock back. The click sounds sharp and clear. He stops his screaming. He looks at me, silently now. He knows what I am going to do … I see his boyish face. I pull my trigger. There is a loud report [explosion]. The blade at the end of my rifle snaps in two. He falls into the corner of the bay and rolls over. He lies still. I am free.

▲ **Source 2.1** Charles Yale Harrison, *Generals Die in Bed*, 1928

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This moving description (Source 2.1) was written by Canadian soldier Charles Yale Harrison in his book *Generals Die in Bed* (1928). His great quality is that he tells us of the most terrible things, but writes in a simple, clear, factual style. Nonetheless, he was very honest in describing his emotions during this terrifying experience.

Now consider Source 2.2. The poster was designed late in the war by British artist Frank Brangwyn. The purpose of the poster was to persuade people to buy **government war bonds** to support the war effort. You might be interested to know that initially the British Government refused to use the poster, and the German emperor allegedly put a price on the artist's head to have him killed. Later, the British Government realised that the image was in fact very powerful, and it actually drew in many more recruits for the British army.

government war bond a debt instrument issued by a government as a means of borrowing money to finance its defence initiatives and military efforts during times of war. A war bond is essentially a loan to a government, by having the public buy the bonds, which the government would intend to buy back after the war

▲ **Source 2.2** British Government poster

ACTIVITY 2.1
RESPONDING TO THE SOURCE

1 What might it be about the poster in Source 2.2 that caused the British Government to initially refuse its use and make the German emperor want to kill its artist?
2 Why do you think it was in fact very effective in attracting more recruits for the British army?

ACTIVITY 2.2
MAKING THINKING VISIBLE

Think, pair, share

Reflect on the earlier story and the poster together.

What do you think?

1 Think about whether any parts of the poster (Source 2.2) are reflected in the story (Source 2.1).
2 Given the first-hand description offered in the story (Source 2.1), **evaluate** to what degree you think the artist has accurately depicted a soldier's possible experience in World War I – is it a reliable description?
3 Share your thoughts with a partner. What does this description tell you about World War I that you did not already know?
4 What would you **predict** would be long-term effects of such an experience upon this young man?
5 Share your thinking in a class discussion.

Nearly every Australian has some mental image of the horror of the trenches of World War I – if only from popular war films – and yet even these vivid impressions fall far short of the terrible reality. It is only when we look into original written records of the war by those who were actually there that we really understand its true savagery. In this chapter, we will try to get a clearer picture of what the actual experience of war was like in 1914–18. To do so, we will study written descriptions of people's experiences. We will also pay attention to some remarkable visual records made by artists and photographers who went to the front, determined to create accurate images of the conflict. Finally, we will investigate how this totally new form of war forced historians to develop completely new forms of history in order to be able to write meaningfully about it.

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Chapter overview

Introduction

The year 2018 marked the 100-year anniversary of the Armistice that ended World War I. Despite being more than a century old, this conflict still haunts our imaginations, mainly because of the sufferings of the tragic generation that was born to fight and die in their thousands in the trenches.

And yet this memory does not fade with time – as most memories naturally do – but grows ever sharper and more intense. Wars continue to threaten nations, giving us a renewed urgency to study and to understand conflict, in the hope of being able to better prevent it.

ACTIVITY 2.3

Research task

Before you view

In 2018, film-maker Peter Jackson released his documentary *They Shall Not Grow Old*, based on original black-and-white film footage from the Imperial War Museum. He restored and colourised the original film footage using modern techniques. Take a look at the promotional poster (Source 2.3).

1 The dominant image is a single soldier looking back at the camera (and you the audience) before he and other soldiers head down the trench. Do you think this image was well chosen for this promotional poster? **Explain**. What expectations would you develop about the point of view expressed in the documentary after seeing this marketing poster?

▲ **Source 2.3** Marketing poster for *They Shall Not Grow Old* (2018)

As you view

2 Search for and watch the trailer of Peter Jackson's documentary on YouTube.

3 Look for evidence in the documentary footage of:

- How it brings you as the audience close to the humanity – and the horror – of the trenches
- How it invites you as the audience to simply imagine yourself caught up in this murderous conflict
- How it allows you as the audience to better understand what a generation of young men and women just like you went through.

After you view

4 Discuss what evidence you observed and the thinking you have undertaken in a class discussion.

You may also choose to watch the documentary in its entirety on a streaming platform such as ClickView, Netflix or Enhance TV. If you do, **consider** what makes this documentary memorable for you, and where possibly you might **identify** Peter Jackson's point of view in the documentary.

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During this chapter, you will investigate the inquiry question: 'Why do Australians still care about World War I after more than a century has passed?' You will answer sub-inquiry questions relating to this overall inquiry, and at the end of this chapter, you will be able to write your own hypothesis (answer to the question).

Considering a key inquiry question

The colour-coded text below shows you how to usefully break down a question into parts.

Key inquiry question

'Why do Australians still care about World War I after more than a century has passed?'

Every key inquiry question should have:

- An open interrogative
- A historical concept
- Specific content
- Scope and scale.

So, let's dissect this key inquiry question: 'Why do Australians still care about World War I after more than a century has passed?'

To answer a key inquiry question in a historical investigation, it is helpful to break the question into sub-questions.

Sub-inquiry questions

To help you investigate the key inquiry question, the chapter is structured around the following sub-questions (with accompanying focus questions) that will guide the historical inquiry into World War I:

Why did Europe go to war in 1914?

- What were the causes of World War I?
- How could a single assassination of a statesman escalate into a conflict between all the major powers of Europe?

Why did Australian men become involved in the Great War?

- What motivated Australian men to enlist to fight in the war?
- Did all Australian men enlist for the same reasons? Even First Nations peoples?

How was fighting conducted in World War I?

- Why was World War I quite different from the 'traditional' wars of previous centuries?
- How rapidly did fighting begin?
- What were conditions like on the battlefields of World War I?
- What new concepts were developed in this modern warfare?
- In what ways did new weapons change the nature of fighting in this war?

How significant was Australia's involvement in World War I?

- What were some of the significant places where Australian men and women served during World War I?
- What do Australian experiences reveal about the significance of Australia's involvement in World War I?

What were the broader impacts of World War I?

- How did British and Australian women contribute to the war effort?
- How did modern warfare produce the idea of the 'home front'?
- Did World War I bring irreversible changes to Australian society?

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How should we commemorate World War I?

- Why do we commemorate wars? *Should* we commemorate wars? And does commemoration mean the same thing as glorification of war?
- What is the 'Anzac legend' and what values have been associated with it?
- What is the most appropriate way of remembering those who have served?

Historical skills

Throughout this chapter, you will engage in the following skill development relating to World War I:

- Use historical knowledge, terms, concepts (such as chronological sequencing) to demonstrate the relationship between events and developments in different periods and places
- Develop and modify a range of questions about the past to inform historical inquiry
- Identify the origin and content of sources, and explain the purpose and context of primary and secondary sources
- Explain the usefulness of primary and secondary sources, and the reliability of the information as evidence
- Identify and analyse the perspectives of people from the past
- Interpret and synthesise information from a range of sources for use as evidence in a historical argument
- Identify and analyse different historical interpretations (including your own)
- Use a range of communication forms (oral, graphic, written) and digital technologies to develop texts, particularly descriptions, explanations and historical arguments that use evidence from a range of sources with correct referencing protocols.

► The Australian War Memorial, Canberra. Opened in 1941, the memorial includes an extensive national military museum. In Section 2.9, you will explore ways in which Australia commemorates World War I, including different historical interpretations and debates about the nature and significance of the Anzac legend and the war. Here is just one way in which Australia commemorates World War I and all other conflicts since. Locate the Australian War Memorial website online and navigate around it. While you do this, think about how well commemoration has been done in both the virtual and real spaces here. Come back to this after you complete Section 2.9 and revisit your thinking about commemoration.

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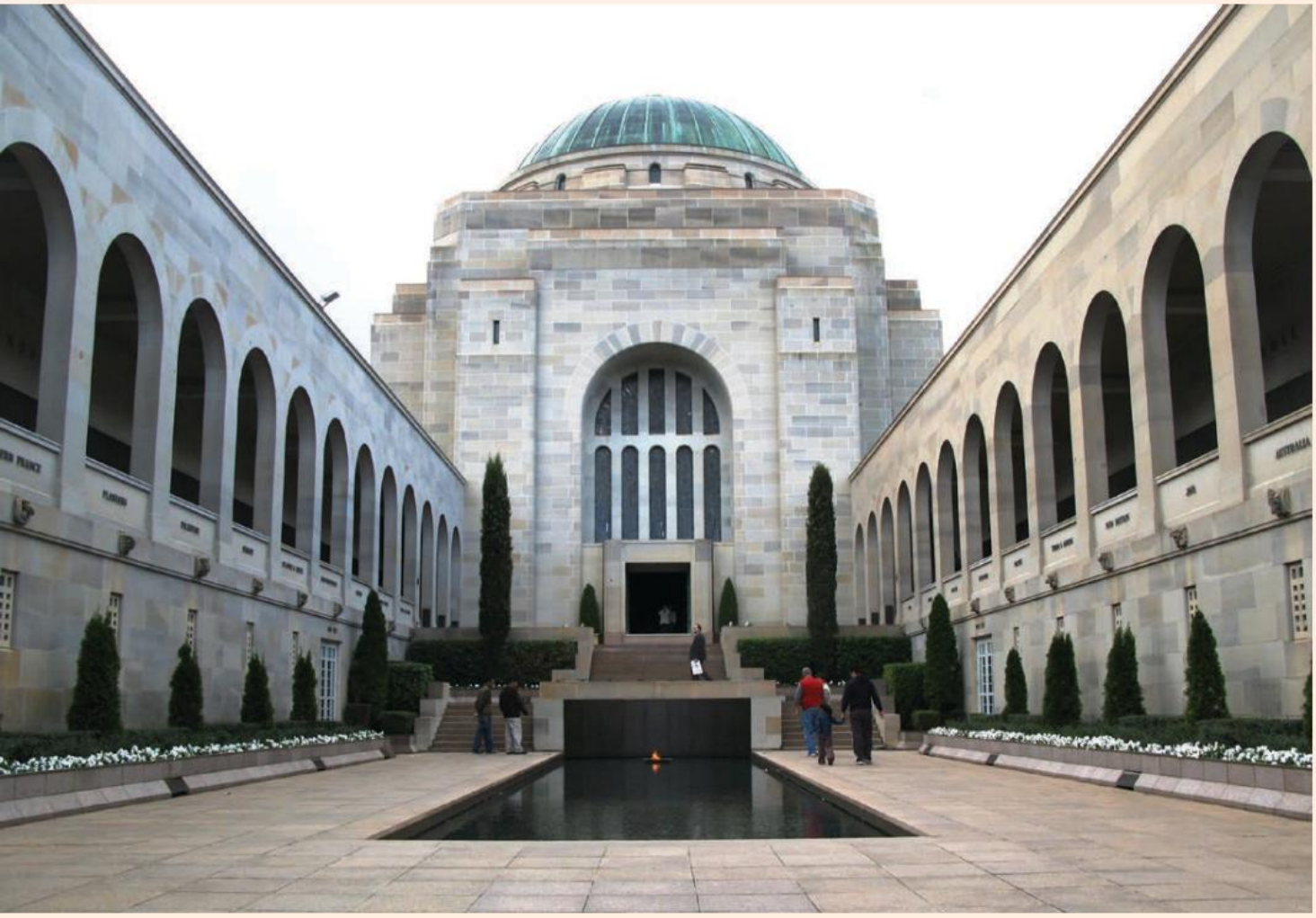

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Timeline of key events

What came before this topic?

- **18th century** The Industrial Revolution in England, and later Europe, creates modern factories and modern technologies that will later produce the deadly weapons used in World War I.
- **18th century** The Age of Empires: European powers continue to build up colonies to form empires. Australia is a part of the British Empire.
- **19th century** The first truly modern weapons begin to be used in warfare (e.g. the machine gun in the American Civil War).
- **1871** Prince Otto von Bismarck unites a number of smaller states into the new country of Germany.
- **1880s** The 'scramble for empire': European powers compete to seize colonies in places such as Africa. This competition introduces new tensions among the great powers.
- **1898** German Emperor Wilhelm II embarks on a new policy of German 'World Politics', and starts building up his navy in competition with Britain.
- **1901** Australia is federated.
- **1911** The Agadir Crisis: the French and the Germans almost go to war over their claims in Morocco.

Timeline for World War I

1914
28 June
Assassination of Austrian Archduke Franz Ferdinand triggers a chain reaction of responses by European powers

August
Germany invades Belgium, then enters France. Britain declares war on Germany.

6–12 September
The French throw back advancing German forces in the Battle of the Marne. Both sides dig in using trenches – trench warfare begins on the Western Front.

◄ A French soldier searches the muddy battlefields in the first Battle of Ypres, October 1914.

October–November
First Battle of Ypres in Belgium

1915
January
Germans use gas for the first time

February–September
Major German campaign of submarine attacks on merchant shipping

April
The Allies (including the Anzacs) commence hostilities at Gallipoli in Turkey

◄ Australian infantry with small box respirators at the Battle of Ypres in 1915

April–May
Second Battle of Ypres

May
Italy declares war on Austria-Hungary

December 1915 – January 1916
The Allies withdraw from Gallipoli

Responding to the timeline

1 After reading the section 'What came before this topic?', what predictions can you make about the impact of the Industrial Revolution's modern technology on the nature of warfare in World War I?
2 What can you tell from the information in the timeline about the difficulty of achieving victory during World War I?
3 From the battles listed here, where might you **predict** most of the fighting took place? And, which country would you **predict** experienced shocking destruction throughout World War I?
4 After reading the section 'What came after this topic?', can you see how World War I and World War II might be linked? How might the concept of *cause and effect* be evident here?

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What came after this topic?

- **1918, 11 November** Armistice ends fighting between Germany and the Allies.
- **1919 January** The Allied powers meet at Versailles, France, to discuss peace treaties to formally end the war. Germany and its allies are excluded.
- **June** The Treaty of Versailles is signed. When published, it provokes shock and rage in Germany.
- **August** The Weimar Republic is established, and immediately faces massive political, social and economic problems.
- **1920 January** The League of Nations (precursor of the United Nations) is founded. Germany is excluded from membership.
- **1920 February** Hitler publishes 'The Twenty-Five Point Program of the Nazi Party'.
- **1921 May** Germany is forced to accept massive reparations (payments for damage) to the Allies.
- **1920s** The 'Roaring Twenties' was a period of economic prosperity with a distinctive cultural edge in the United States and Europe. For example, jazz music, swing dancing and the cinema became popular.
- **1929 Wall Street Crash** A major American stock market crash in New York that triggered other stock markets to crash, such as the London Stock Exchange. What followed was the Great Depression – a worldwide economic depression that lasted into the 1930s.
- **1933** Hitler is appointed Chancellor of Germany.
- **1939 September** Outbreak of World War II. The 'war to end all wars' has not done so.

► Men of the 8th Battalion, East Yorkshire Regiment, going up to the line near Frezenberg during the Third Battle of Ypres, 5 October 1917

▲ Crowds celebrating the signing of the Armistice at the end of World War I in London, 11 November 1918

1916 February–December
Battle of Verdun in France

March
AIF joins the fight against Germany on the Western Front

May
German and British fleets clash in the Battle of Jutland

July–November
The British and French launch a big offensive in the Somme Valley, France, on the Western Front

1917 February
Germans start policy of unrestricted submarine warfare

6 April
United States enters the war

July–November
Third Battle of Ypres (Passchendaele) launched by the Germans in Belgium

November
Revolution in Russia leads to Russian withdrawal from the war, allowing more German troops to attack the Western Front

1918 March
The last German offensive on the Western Front is launched

July
Australian forces lead the first successful large Allied attack in France

November
The Armistice is signed on 11 November and fighting ends

◄ Eight-inch British howitzers fire an artillery barrage during the Battle of the Somme in August 1916.

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2

2.1 Contextual study: why did Europe go to war in 1914?

FOCUS QUESTIONS

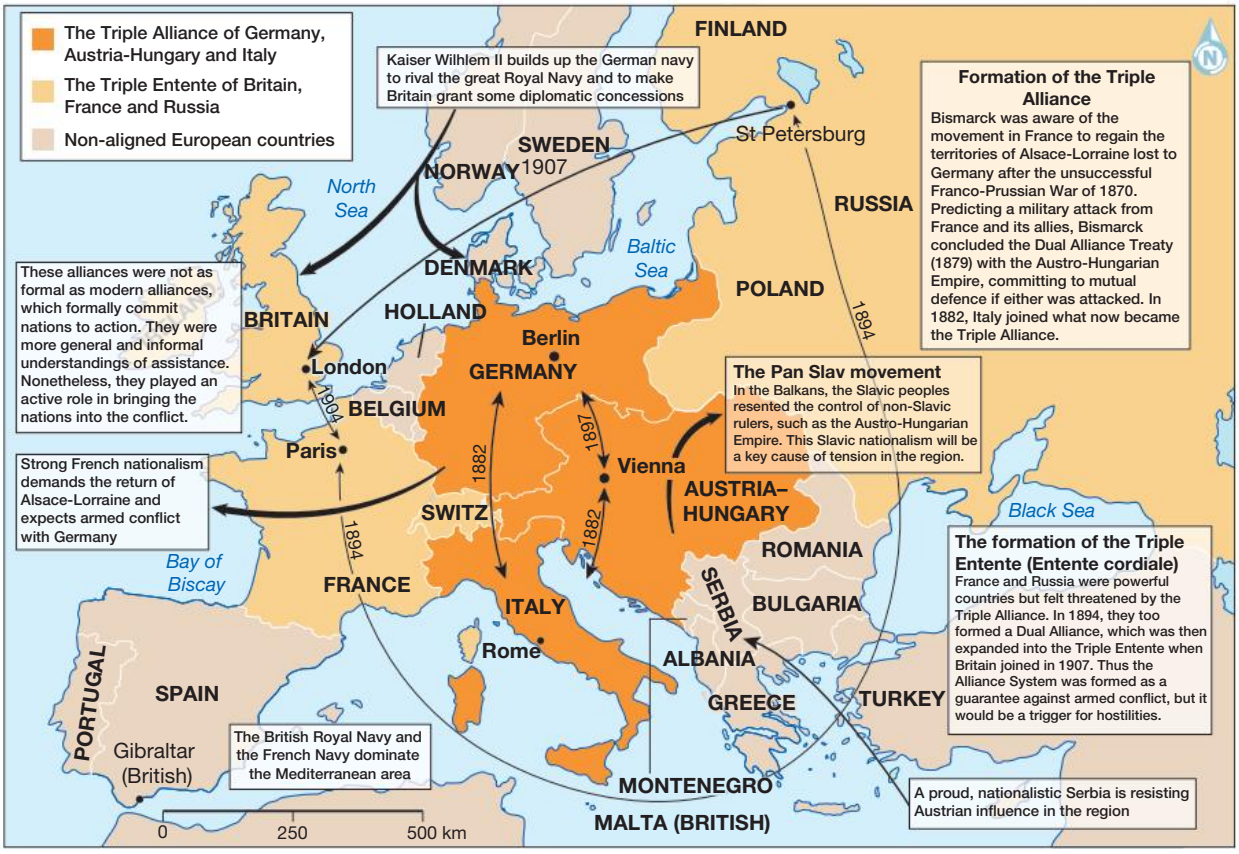
- What were the long-term causes of World War I?
- How did a single assassination of a statesman escalate into a conflict between major European powers?

imperialism
a country's pursuit of an empire, often by taking over other countries and colonising them to amass economic and strategic geo-military advantage over other nations

nationalism
the belief by a country's people in their superiority over other nations and the desire for their country to be politically independent

The European powers on the eve of war

Imperialism and **nationalism** had caused international tensions and conflicts long before 1914. European powers were engaged in a race to expand their empires by taking over less-developed countries throughout the world. In doing this, they formed colonies throughout the world (Australia was just one of these for the British Empire) that were under their imperial rule and brought economic wealth as well as nationalistic prestige to the European power. However, this competition for colonies led to fear and suspicion among European powers and, as a result, they sought security through making alliances with other nations. European leaders believed that their countries would be safer through developing security relationships with other powers in Europe. These alliance relationships between European nations in turn made allies come to their aid if they were ever threatened. On the other hand, alliances such as these also meant nations could be dragged into conflicts in which they didn't really want to get involved. All that would be needed for conflict would be a spark!



▲ **Source 2.4** The two European rival armed camps pre-1914. Please note that you can zoom in on this map in the digital versions of this textbook.

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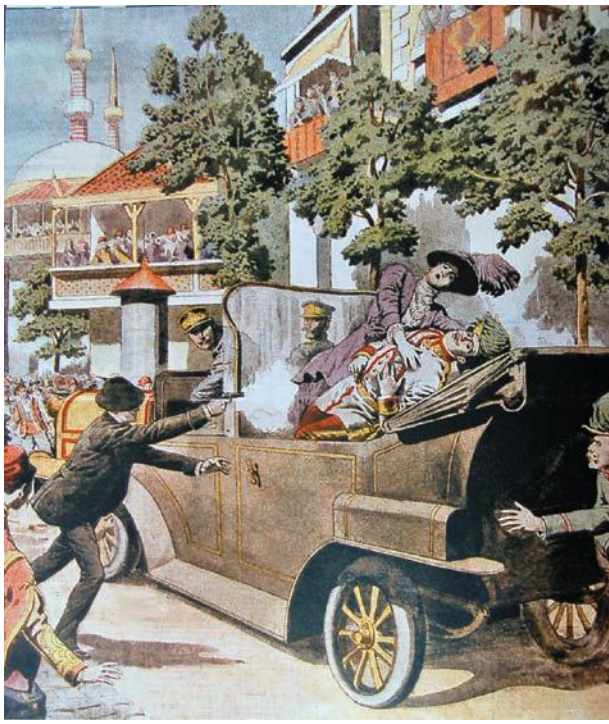
THINKING DEEPER

How would you **describe** the way in which European powers allied (had and made relationships) by 1914? According to the map in Source 2.4, how might the geographical location of each alliance group benefit or hinder their ability to wage war?

A historical narrative – the 'spark': Gavrilo Princip and the assassination at Sarajevo

Gavrilo Princip was a Bosnian with Serbian nationality. He was a nationalist who hated the way his country had been forced into the vast Austro-Hungarian Empire. He belonged to a revolutionary group called Young Bosnia. He wanted to fight for a free, independent Bosnia, ruled by Bosnians, not by foreigners. He joined a group called the Black Hand, and recruited young men with similar nationalist feelings. The aim of such groups was to carry out a violent act of political protest – such as a bombing or a shooting – against the Austrian authorities.



▲ **Source 2.5** This illustration appeared in a French magazine shortly after the event depicted. The caption read 'The assassination of the Archduke, Austrian heir, and the Duchess, his wife, in Sarajevo'.

His opportunity came when the Austrian Archduke Franz Ferdinand, the heir to the throne, announced that he would make an official visit to the Bosnian town of Sarajevo. He was to drive through the town in an open car, and the route was published in advance. Princip hastily bought pistols, a hand grenade, as well as some cyanide pills for suicide if needed. He carefully posted his men along the main road, Appel Quay, each one hiding a weapon in his coat. The royal couple arrived at Sarajevo at 10 a.m. on 28 June 1914, and were driven in a car with the hood down, so that the people could see them properly. Princip and his friends waited nervously. But from there, everything went horribly wrong. One young man, Cabrinovic, was to roll a hand grenade under the car, but he was so inexperienced that he forgot that the grenade had a 10-second delay, and that the official car would drive quickly over it and miss the blast; officials in a following car were injured instead. The cars now speeded up, the police closed in, and the conspirators could not act. The attack now descended into farce. One conspirator hastily swallowed a cyanide pill, but it was too old to work, and just made him vomit. He then threw himself off the bridge into the river, but it was summer, and the river only had a few centimetres of water in it. He was arrested. Meanwhile, Princip, stunned and confused, wandered the streets wondering what to do next. He had no backup plan. The attack appeared to have failed.

Then, in one of the most tragic coincidences in history, Princip turned a corner and unexpectedly walked straight into the Archduke's official car. Ferdinand had already recovered from the shock and had ordered his driver to take him to the hospital to visit the people who had been wounded by the grenade blast. The driver took a wrong turn and drove the car down the very street in which the dazed Princip was wandering, still holding his pistol. Princip simply raised

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his weapon, shooting Ferdinand and his wife, Duchess Sophie Chotek of Austria. Since she was pregnant, Princip had in fact taken three lives. He was duly arrested. The members of his group who were of adult age were tried and condemned to death. Princip, being under 20, was sent to prison, where he became ill with tuberculosis and died in 1918.

THINKING DEEPER

Refer to Source 2.5. Do you think the assassin might have guessed at the time that his actions shown in this illustration might spark a world war? What does this suggest about the nature of global politics in Europe at the time? How might you **investigate** further to verify the accuracy of this French illustration?

CAUSE AND EFFECT: THE 'DOMINO EFFECT' TO DISASTER

The assassination at Sarajevo is so commonly described as the catalyst (cause, 'spark' or 'trigger') for World War I that it is tempting to accept this as the cause without questioning it. The problem is that political assassinations were quite common at that time, and other attempts had been made without triggering a war. The assassination of two people is tragic, but it does not explain how the major powers of Europe suddenly started the most destructive war ever.

After this dramatic event, each country in the alliances system had to choose in 1914 whether to stand by the alliance or to step back. Why did each choose to go the way it did? This can be best explored by looking at the sequence of events leading up to war. The TV show *Horrible Histories* provides a comical representation of the complexity of this 'domino effect' in 'The Start of WW1, Frightful First World War'. Locate and watch this episode online (e.g. on YouTube), and then (after you have a good sense of the timeline) you can assess how accurately this complexity was depicted by *Horrible Histories*.

ACTIVITY 2.4
RESPONDING TO THE SOURCE

In your notes or as a group at your table, **create** a two-column table, like the following example, digitally or on a separate piece of paper. In the left column, add the information from the timeline (Source 2.6). In the right column, **explain** (i) how you think each entry might have contributed to an eventual world war, and (ii) what you think could have been done at each stage to de-escalate tensions and avoid eventual war.

CAUSES: Event or development	**EFFECTS: Why it might contribute to eventual world war *and* possible actions that could have been taken to avoid escalation**

THINKING DEEPER
HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Cause and effect.

Your response should contain:

- A clear identification of the causes and/or effects relating to the question
- A clear explanation of how the causes are connected to the effects (i.e. how one event or action led to an outcome or consequence)
- Evidence or examples to support this explanation of the relationship between cause and effect.

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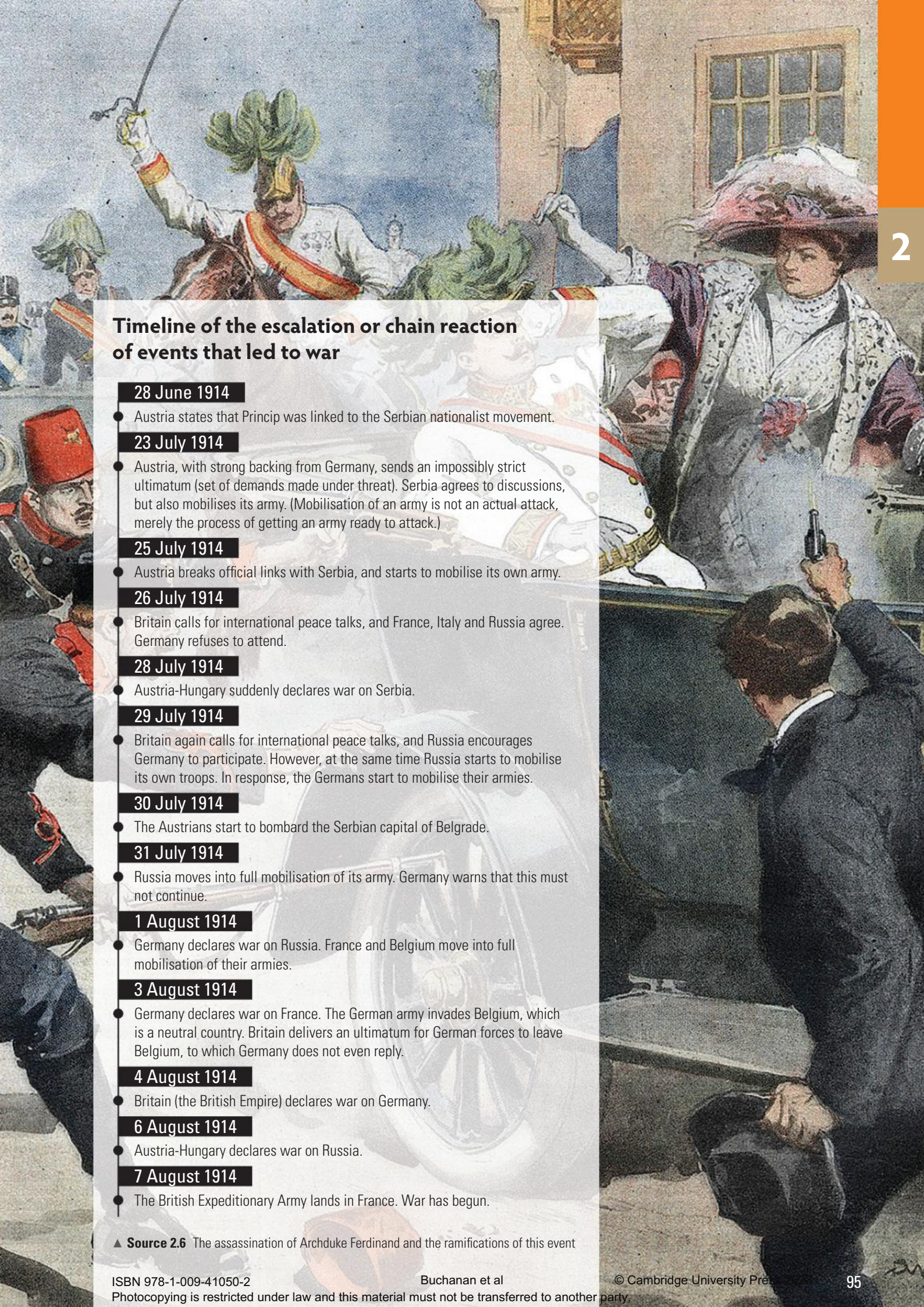

Timeline of the escalation or chain reaction of events that led to war

28 June 1914
- Austria states that Princip was linked to the Serbian nationalist movement.

23 July 1914
- Austria, with strong backing from Germany, sends an impossibly strict ultimatum (set of demands made under threat). Serbia agrees to discussions, but also mobilises its army. (Mobilisation of an army is not an actual attack, merely the process of getting an army ready to attack.)

25 July 1914
- Austria breaks official links with Serbia, and starts to mobilise its own army.

26 July 1914
- Britain calls for international peace talks, and France, Italy and Russia agree. Germany refuses to attend.

28 July 1914
- Austria-Hungary suddenly declares war on Serbia.

29 July 1914
- Britain again calls for international peace talks, and Russia encourages Germany to participate. However, at the same time Russia starts to mobilise its own troops. In response, the Germans start to mobilise their armies.

30 July 1914
- The Austrians start to bombard the Serbian capital of Belgrade.

31 July 1914
- Russia moves into full mobilisation of its army. Germany warns that this must not continue.

1 August 1914
- Germany declares war on Russia. France and Belgium move into full mobilisation of their armies.

3 August 1914
- Germany declares war on France. The German army invades Belgium, which is a neutral country. Britain delivers an ultimatum for German forces to leave Belgium, to which Germany does not even reply.

4 August 1914
- Britain (the British Empire) declares war on Germany.

6 August 1914
- Austria-Hungary declares war on Russia.

7 August 1914
- The British Expeditionary Army lands in France. War has begun.

▲ **Source 2.6** The assassination of Archduke Ferdinand and the ramifications of this event

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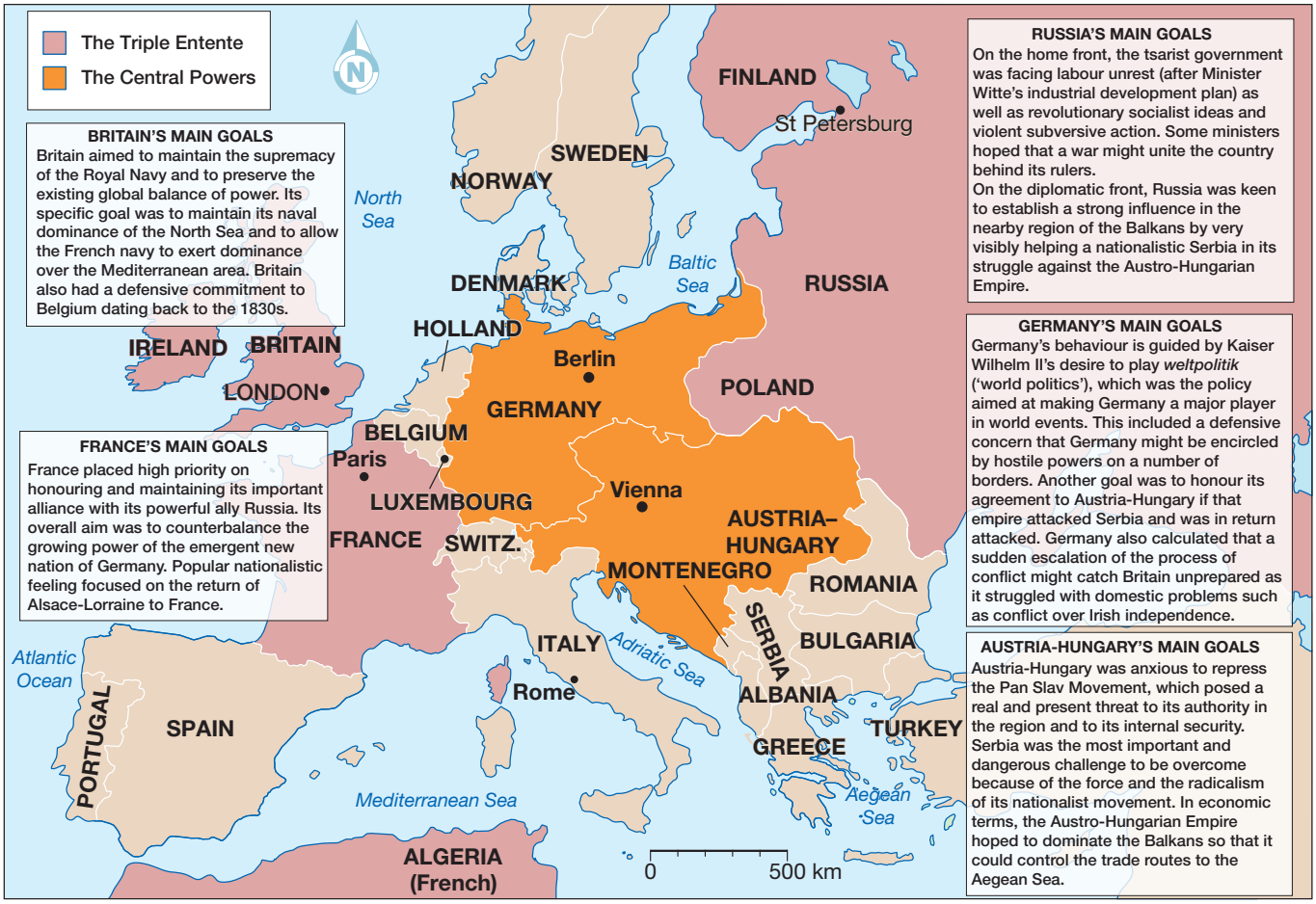
Now let's look at the geopolitical interests, or main goals of the five European powers by interrogating Source 2.7.



▲ **Source 2.7** Main reasons why the five major European powers went to war in 1914. Please note that you can zoom in on this map in the digital versions of this textbook.

ACTIVITY 2.5
RESPONDING TO THE SOURCE

1 List information from the goals in the map in Source 2.7 that are in contrast and, as a result, might lead to conflict between one or more of the five European powers.
2 From your list, place them in order of severity and probability, with the first being the most severe and probable reason for conflict and the last being the least.

Source 2.8 comes from Colonel E.M. House, chief adviser to US President Woodrow Wilson. House was sent by the President in the spring (May/June) of 1914 to evaluate the situation in Europe. This is a portion of his report.

> The situation is extraordinary. It is **militarism** run stark mad. Unless someone acting for you can bring about a different understanding, there is some day to be an awful **cataclysm**. No one in Europe can do it. There is too much hatred, too many jealousies. Whenever England consents, France and Russia will close in on Germany and Austria. England does not want Germany wholly crushed, for she would then have to reckon alone with her ancient enemy, Russia; but if Germany insists upon an ever-increasing navy, then England will have no choice. The best chance for peace is an understanding between England and Germany in regard to naval armaments …

▲ **Source 2.8** Extract from a report to US President Woodrow Wilson, 1914

militarism
the belief that a country should maintain a strong military capability and be prepared to use it aggressively to defend or promote its national interests or goals

cataclysm
a large-scale and violent event

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ACTIVITY 2.6
RESPONDING TO THE SOURCES

1 What do you think Colonel E.M. House meant in Source 2.8 by the statement: 'No one in Europe can do it. There is too much hatred, too many jealousies'? When responding, also **consider** what conclusions you drew from Source 2.7.
2 What similarities exist between this assessment by the colonel and the timeline of events in Source 2.6?
3 Does the fact that this source was written by a US colonel, and not a European, make this source more or less reliable for understanding the true nature of relationships, goals and fears in Europe in 1914?
4 According to House, what action by Germany might cause England to declare war on them?

THINKING DEEPER
HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Perspectives.

Your response should contain:

- A clear identification of the source's perspective
- Evidence from the source to demonstrate this perspective (note, this may include implied meaning)
- Discussion of how the source's origin or context may account for this perspective
- Discussion of how this perspective compares with other perspectives (in questions that use more than one source)
- Consideration of how this source's perspective is useful in responding to the question.

Not long after Colonel E.M. House sent his report to the US president, a telegram from Germany's Imperial Chancellor (the political leader of Germany) was sent to his ambassador in Austria-Hungary in July 1914 (Source 2.9).

Tschirschky, July 6, 1914

Berlin, July 6, 1914

Confidential. For Your Excellency's personal information and guidance

Finally, as far as concerns Serbia … rest assured that His Majesty will faithfully stand by Austria-Hungary, as is required by the obligations of his alliance and of his ancient friendship.

▲ **Source 2.9** Telegram from the Imperial Chancellor von Bethmann-Hollweg to the German Ambassador at Vienna

ACTIVITY 2.7
RESPONDING TO THE SOURCES

1 What might the chancellor be referring to in Source 2.9 when he says, 'as far as concerns Serbia'?
2 Does this confirm or contradict your understanding of the alliances as shown in Source 2.7? **Explain**.

The cause of anxiety now in public opinion here as regards Germany arises entirely from the question of the German naval expenditure … if she had a fleet bigger than the British fleet, obviously she could not only defeat us at sea, but could be in London in a very short time with her army.

▲ **Source 2.10** Extract from a statement in 1914 by Sir Edward Grey, who was Britain's foreign minister from 1905 to 1916

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ACTIVITY 2.8
RESPONDING TO THE SOURCES

1 What is Britain's fear, as outlined in Source 2.10, that may be interpreted as a cause/reason for going to war in 1914?
2 What evidence can you find in Sources 2.7–2.9 that corroborates the conclusion you have drawn in Question 1? **Explain**.

ACTIVITY 2.9

Group activity: the courtroom of history

As a historian, you must review what happened and draw your own conclusions; that is, you must **decide** for yourself which country or which ruler was most responsible for the events that led to war. The historian is very much like the lawyer, who must strongly state their case, then convince the judge and jury by gathering firm evidence to prove their point beyond reasonable doubt. And like the lawyer, the historian must respond to cross-questioning and maintain their argument.

Divide your class into six groups, each of which must make a case for the guilt of one of the players in this drama.

Your presentation must contain a clear *contention* (statement) about the guilt of your chosen country and must be strongly backed up by *evidence*, such as correct chronology (dates and sequence of events) and information from *primary sources* (Sources 2.5, 2.8, 2.9, 2.10) and *secondary sources* (historians' opinions; maps, such as Sources 2.4 and 2.7; timelines, such as Source 2.6; and narrative text).

Upon the conclusion of your presentation, your group will need to take questions and criticisms from the other research groups. Be ready to respond to the challenge!

- Prosecution case 1: Serbia was to blame because it did not clearly pass on a warning about the assassination plan to the Austrians, and because some officials backed nationalist movements.
- Prosecution case 2: Austria-Hungary was to blame because it imposed an impossibly strict set of conditions on Serbia, virtually entrapping it into war.
- Prosecution case 3: Germany was to blame because its Kaiser and military leaders encouraged Austria to strike quickly at Bosnia, in the hope of encouraging a European war.
- Prosecution case 4: Russia was to blame because it rushed in to mobilise its troops even before Germany had done so.
- Prosecution case 5: Britain was to blame because it did not do enough to bring the nations to the debating table.
- Prosecution case 6: All the major European nations were to blame, because they were all making alliances, building up their armed forces and competing for colonies.

REFLECTING ON YOUR LEARNING 2.1

While investigating this section's key inquiry question – 'Why did Europe go to war in 1914?' – you have learned that the rising tensions between European imperial powers at the end of the nineteenth century were fuelled by sentiments of nationalism and militarism. You have also seen that this caused an arms race and led powers to strategically form alliances with other nations in the event of war. Furthermore, from your analysis and interpretation of historical sources in this section, you have learned that it was the assassination of Austrian Archduke Franz Ferdinand that 'sparked the powder keg' that was Europe, providing the explosive short-term cause for conflict in Europe and subsequently thrusting much of the world, including Australia, into war.

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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2

2.2 Depth study – inquiry question 1: why did Australian men become involved in the Great War?

FOCUS QUESTIONS

- What motivated Australian men to enlist to fight in the war?
- Did all Australian men enlist for the same reasons? Even First Nations peoples?

We begin this section with a poster commissioned by the Australian Government and drawn in January 1914 by Australian artist Norman Lindsay.

The poster offers insight into the allure of duty, honour and patriotism. But World War I was fought in Europe, far from the shores of Australia. And war was declared by Britain, not by Australia. However, Australia was clearly linked to Britain in 1914, so much so that it was simply assumed to be at war as a part of the British Empire. Once the war started, there was at first no need to **conscript** people to join the army as there were plenty of volunteers. So what motivated Australians to enlist and volunteer to serve on the other side of the world?

▲ **Source 2.11** Propaganda poster by Australian artist Norman Lindsay, 1914

conscription involuntary calling up of civilians to fight as soldiers in a war

ACTIVITY 2.10
RESPONDING TO THE SOURCE

1. Who do you think was the intended audience for the poster in Source 2.11?
2. How might the poster's author, publication date and intended audience add to the poster's usefulness for answering our focus questions?
3. Look at the group of men in the background of the poster. What do you notice about them? Why might the artist have included men with such a variety of interests, occupations or backgrounds?
4. How would you **describe** the Australian men in the foreground?
5. What do you think is the message and purpose of the poster?
6. How might this source help you understand what motivated Australians to enlist? And, what more do you need to know to better answer this question? What types of sources might help you do this?

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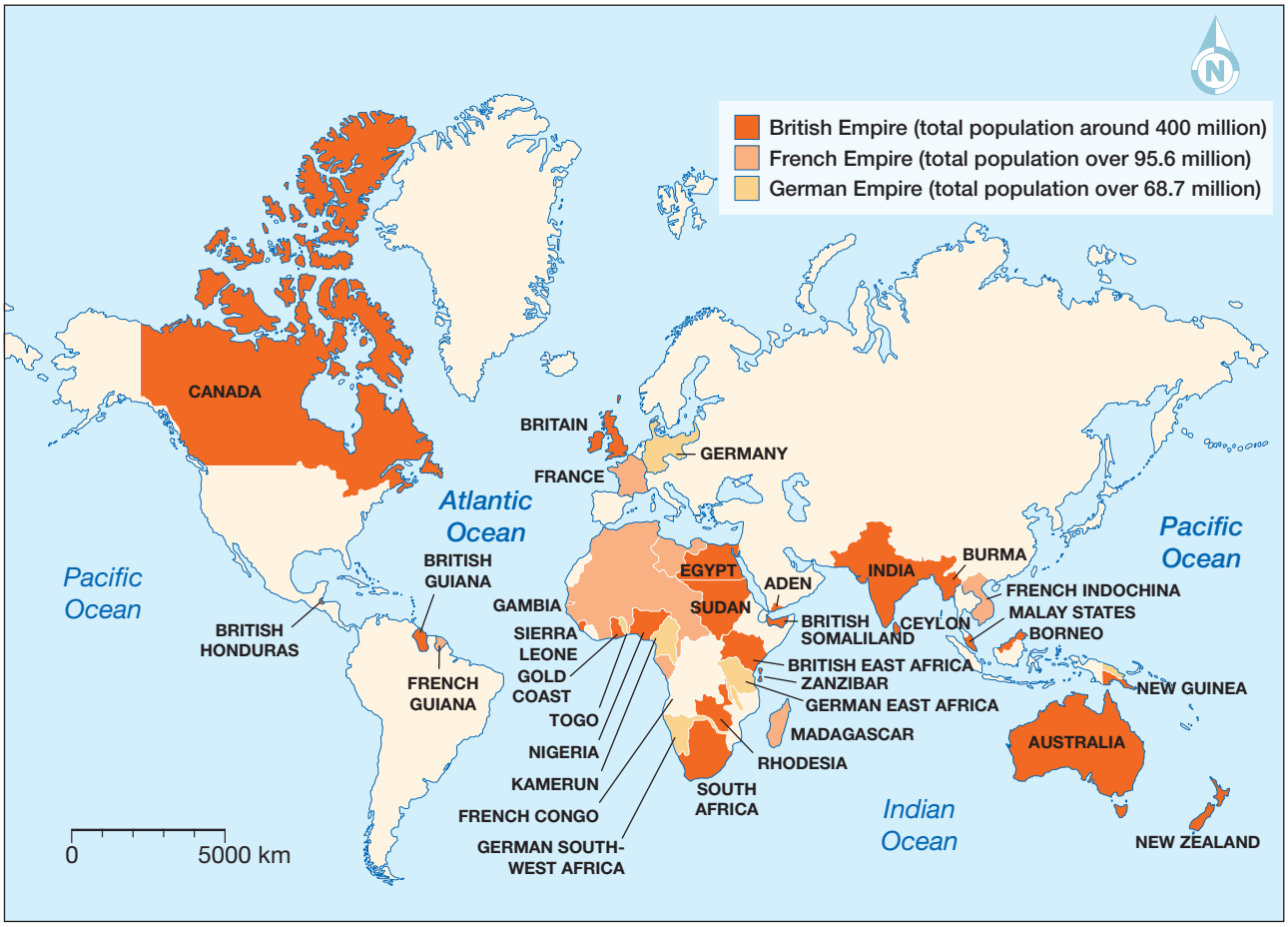
Defending the British Empire



▲ **Source 2.12** World empires of Britain, France and Germany in 1914

THINKING DEEPER

Which nation would you say has the largest empire according to Source 2.12? Which nation has the smallest empire according to this source? When considering what you have learned in Section 2.4, do you think this might have motivated the smaller empire to wage war? Would this map have been useful in your earlier courtroom activity? **Explain**.

Defending 'civilisation' as we knew it

To investigate the focus questions further, we need to analyse evidence from sources that offer a range of **perspectives** from various Australians and groups within Australian society. The following extract is from *Deeds that Won the Empire*, a school textbook, written by an Australian educator and widely used in Australian primary schools between 1897 and the war years.

> The tales here told are written, not to glorify war, but to nourish patriotism. They represent an effort to renew in popular memory the great traditions of the Imperial race to which we belong.
>
> The history of the Empire of which we are subjects – the story of the struggles and sufferings by which it has been built up – is the best legacy which the past has bequeathed [given] us …
>
> War belongs, no doubt, to an imperfect stage of society; it has a side of pure brutality. But it is not all brutal … What examples are to be found in the tales here retold, not merely of heroic daring, but of even finer qualities – of heroic fortitude which dreads dishonour more than it fears death; of the patriotism which makes love of the fatherland a passion. These are the elements of robust citizenship.

▲ **Source 2.13** Attitudes towards war, 1897

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ACTIVITY 2.11
RESPONDING TO THE SOURCE

1 Considering that Source 2.13 is an educational text:
   a Who might be most influenced by this book?
   b What do you think the purpose of this book might be?
2 What are the values outlined in the book, and how might they influence attitudes towards war?
3 Do you think the source reflects the same values as depicted in the poster in Source 2.11? **Explain**.

> … The Mayor of Brisbane, who appeared in his official robes, delivered a patriotic speech, his remarks being punctuated by applause … 'The mother country had been drawn into the conflict now raging through no fault of her own … but when her honour, as well as her very national existence, was at stake, Great Britain, with all her traditions, could not do otherwise than fulfil her treaty obligations. She was in honour bound to stand by those nations with which she has treaties.' (Applause from the crowd.) … 'For some years Germany has been ruled by a military caste [level of society], and had become the "bully of Europe". She had coerced and cajoled weaker nations, and by a course of quiet, determined antagonism, accompanied by occasional rattling of the sabre [sword], had taught Great Britain to distrust her. The German navy was unmistakably a challenge to one Power only, and threatened the very existence of the British Empire. In this crisis Britain's sons and daughters had worthily upheld the traditions of the race by rallying round her standard [flag representing the country] … but all could help – every man, woman, and child could do their portion … Australia would place her last man and last shilling [equivalent to 20 cents] at the service of King and country.' (Applause from the crowd.)

▲ **Source 2.14** Public reactions to war – a meeting in Brisbane, 1914

ACTIVITY 2.12
RESPONDING TO THE SOURCE

1 What is the attitude of the speaker in Source 2.14 to the war?
2 How does the speaker use language to:
   a Put Britain in a good light?
   b Put Germany in a bad light?
3 What does this suggest about Queenslanders' general attitude towards the war in 1914?

As you have seen from Sources 2.13 and 2.14, many Australians felt strongly that they were a part of the British Empire and were proud of it. Indeed, at that time – and as recently as the 1950s – Australians still referred to a trip to England as 'going home'.

Another reason evident in the previous sources for why Australians enlisted is the 'moral obligation', the feeling that it was important to fight German militarism and aggression. Many Australians firmly believed that Germany's military aims had to be resisted. One such Australian was Captain R. Mulvey. As you read Mulvey's account in Source 2.15, think about how it might connect to the first source you saw in this section, the poster by artist Norman Lindsay (Source 2.11).

> In this struggle which will determine whether spiritual principles or a military despotism will control this world of ours, I feel [it would be] better to die in fighting for such a cause than to live in lifelong [shame] for having failed to respond to the Call.

▲ **Source 2.15** Captain R. Mulvey, cited in Bill Gammage, *The Broken Years*, Penguin, 1974

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Defending Australia

propaganda the art of persuasion. In war, propaganda is designed to hide any problems, to discourage any criticism, to keep morale high, to persuade men and women to volunteer for service and to encourage civilians to work hard to support the war effort. Propaganda is often commissioned by the government, so it is really the government speaking to its people about the war

Next, you will interrogate another poster designed by Australian artist Norman Lindsay for the Australian Government. Unlike the earlier poster you examined (Source 2.11), this one was designed in 1918. Let's see what clues it holds on why Australians may have enlisted.

Many Australians felt that they must also resist Germany's aims because they thought that one day they might have to defend their own country. Government **propaganda** like Source 2.16 helped to increase this fear in the Australian public by showing how Australian farms might one day be under attack from brutal German soldiers, who may rape Australian women and slaughter their husbands and children.

▲ **Source 2.16** Propaganda poster by Australian artist Norman Lindsay, 1918

ACTIVITY 2.13
RESPONDING TO THE SOURCE

1. What features of the poster in Source 2.16 indicate that this was created for an Australian audience?
2. **Examine** the half-naked young woman in the background, the unconscious or perhaps dead older man on the ground, the pleading older lady, the distraught young man held at gunpoint, and the farm in the rear up in flames. What do you think is the message of this poster?
3. If you were to write the narrative (story) of the scene depicted in this poster, how would it read?
4. This poster's late date reminds us that by 1918 the Australian Government was intent on recruiting thousands more men, and yet had twice been defeated in its attempt to introduce conscription. As you saw in the timeline at the beginning of this chapter, the Germans had successfully made a final push that same year and seemed very close to victory. How does this poster convey a sense of desperation to recruit on the part of the Australian Government?

A golden opportunity for travel abroad

Unlike today, international travel was still massively expensive at the beginning of the twentieth century, a luxury only for the wealthiest classes. A working-class family would find it expensive even to travel within Australia, least of all to 'the Old Country', Britain. However, not unlike today, Australians still had the thirst for journey and adventure. Let's now interrogate another Australian recruiting poster to see if the Australian thirst for journey and adventure in 1915 might have been motivation for enlisting.

You might be interested to know that there were actually fights among men at the time lining up to enlist. Because people thought the war would be over by Christmas 1914, some men were 'pushing in' to get to the front of the line, fearful of missing the opportunity to see the world for free.

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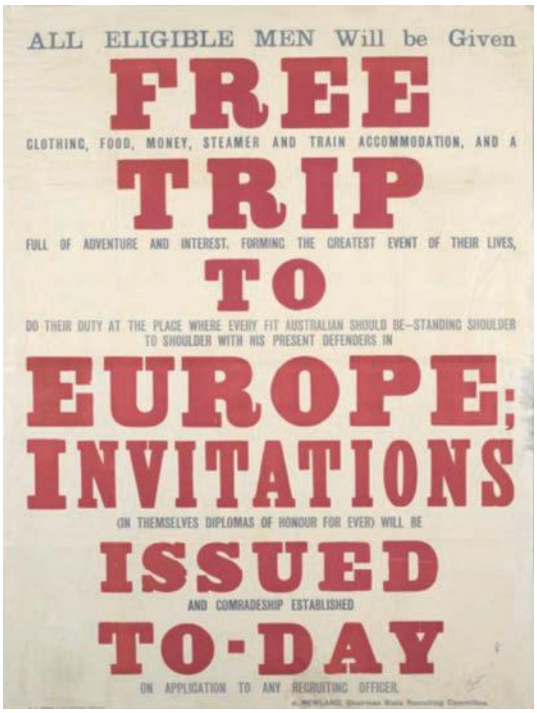

▲ **Source 2.17** Propaganda poster, 1915

▲ **Source 2.18** It seems for many Australian men going overseas to war offered the thought of a great adventure. But there were others who were disappointed when their ship took them first to Egypt and not to Britain. Here, Australian soldiers ride horses and camels near the pyramids in Egypt.

ACTIVITY 2.14
RESPONDING TO THE SOURCE

1. What is the poster in Source 2.17 offering and how might it appeal to young Australian men at the time?
2. How does the poster cleverly use language to make this offer?
3. What does the small print explain?
4. Think back to your study of Source 2.13 and the values that the source displayed. How might this poster appeal to young Australians who had studied texts in the early 1900s at school, such as *Deeds that Won the Empire*?

THINKING DEEPER

Refer to Source 2.18. Why do you think the Australian Government didn't put pictures like this in its recruitment posters in 1914? However, would a picture such as this entice you to travel today? If so, what has changed?

The Dinkums

A later reason for volunteering arose when, after the first few years of the war, people in Australia realised that the war was going badly, and that it was urgent to send more help. Military historian Peter Pedersen wrote:

> Recruitment soared in Australia. News of the [Gallipoli] Landing, the constant lengthy casualty lists and anger at the sinking of the liner 'Lusitania' by a German submarine in May 1915 all stimulated it. Those who responded called themselves the 'Dinkums' because they joined out of conviction rather than out of a love of adventure like the 'Tourists'.

▲ **Source 2.19** Peter Pedersen, *The Anzacs: Gallipoli to the Western Front*, Viking, 2007

▲ **Source 2.20** Fritz Erler, 'Boys, come over here, you're wanted' poster, c. 1917

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THINKING DEEPER

How has the poster in Source 2.20 cleverly appealed to an Australian sense of duty and patriotism? If a poster like this was produced today, how might young Australian women feel about the message?

Do you think Peter Pedersen's interpretation in Source 2.19 makes sense in light of the evidence you have investigated so far, or is it different and challenges it? **Explain**.

Why did First Nations peoples volunteer for the war?

In 1914, First Nations peoples were not allowed to volunteer to join the army. Later, as the casualties mounted, and volunteering decreased, some First Nations peoples were allowed to enlist under special conditions introduced in October 1917. Look now at a historical interpretation (secondary source) from the historians at the Australian War Memorial on First Nations enlistment (Source 2.21).

> It is not known what motivated Indigenous Australians to join the Australian Imperial Force (AIF), but loyalty and patriotism doubtless played a part. There was also the incentive of receiving a wage. Indigenous soldiers were paid the same rate as non-Indigenous soldiers. In general, Indigenous soldiers served under the same conditions of service as other members of the AIF, with many experiencing in the army equal treatment for the first time in their lives. There may have also been the hope that having served would deliver greater equality after the war. In reality, however, upon their return to civilian life they were treated with the same prejudice and discrimination as before.

▲ **Source 2.21** Interpretation from historians at the Australian War Memorial, 2019

ACTIVITY 2.15
RESPONDING TO THE SOURCE

1. According to the historians in Source 2.21, do we actually know what motivated First Nations peoples to enlist?
2. Do the historians believe First Nations peoples enlisted for the same reasons as non-Indigenous Australians?
3. What are the reasons assumed here by historians why First Nations Australians were motivated to join the AIF?
4. What does Source 2.22 suggest about how some First Nations peoples might have viewed the War? Does this support Source 2.21?
5. How could historians (or you) find out what may have motivated First Nations men to enlist?

▲ **Source 2.22** The death of an Indigenous hero

By this stage, the range of evidence you have investigated suggests it was likely that many Australians were willing to become involved in the war in 1914. See the Interactive Textbook to engage in an activity that explores the 'voices' of some Australian soldiers who enlisted to see if this was in fact the case.

REFLECTING ON YOUR LEARNING 2.2

While investigating this section's key inquiry question – 'Why did Australian men become involved in the Great War?' – your inquiry has led you to **analyse**, **evaluate** and develop your historical interpretation of what motivated Australian men to go to war. You have seen that Australians were motivated by a sense of patriotic duty as part of the Empire, and you have considered why First Nations peoples also volunteered to enlist. You've also interrogated sources that revealed how many Australians believed they were fighting in the defence of civilisation. However, some simply saw it as an opportunity to travel the world on an 'all expenses paid adventure'. Little did they know what they were actually getting themselves into. The next section will explore the nature of fighting in World War I and uncover some of the horrors that our eager Aussie soldiers didn't expect to confront.

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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2

2.3 Depth study – inquiry question 2: how was fighting conducted in World War I?

FOCUS QUESTIONS

- Why was World War I quite different from the 'traditional' wars of previous centuries?
- How did war begin?
- What were conditions like on the battlefields of World War I?
- What new concepts were developed in this modern warfare?
- In what ways did new weapons change the nature of fighting in this war?

Why was World War I quite different from the 'traditional' wars of previous centuries?

We begin this section with a painting (Source 2.23) in order to explore a generation's expectations of war prior to World War I.

As your analysis of Lady Butler's painting might suggest, the generation that entered World War I could have had no idea of the terrible nature of modern warfare. They assumed that war would be like the famous nineteenth-century battles, as shown in popular military paintings. In Australia and elsewhere, people thought that once the war began, battles would be fought on battlefields and then the conflict would be over in a few months. This couldn't have been further from the reality that awaited them.

War is always, by its nature, violent and destructive. World War I was especially tragic because of the large numbers of people involved, and because of the invention of new and terrible weapons. Some of these weapons, such as artillery and machine guns, already existed, but were now developed to be even more murderous. Human beings' ability to kill each other was multiplied a thousandfold. Then, under the pressure of a desperate war that dragged on without victory, weapons such as poisonous gas and flame-throwers were invented. These weapons created even more cruel and horrific forms of death on the battlefield. You may even question whether the world had gone mad!

▼ **Source 2.23** Lady Elizabeth Butler, Scotland Forever! – a painting of war prior to World War I, 1881

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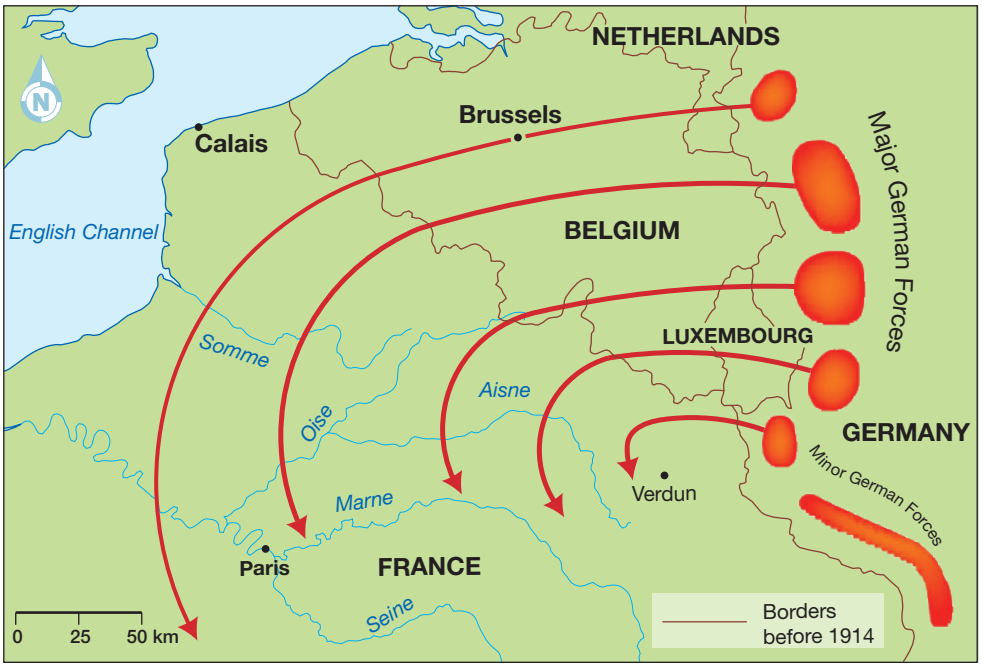
ACTIVITY 2.16
RESPONDING TO THE SOURCE

1 How would you **describe** British Lady Elizabeth Butler's depiction of war in her painting from 1881 (Source 2.23)? You may answer using a list of words.
2 If families admired works like this in public art galleries and schoolchildren gazed at black-and-white reproductions of them on classroom walls, how might this influence the social perception of what war was like?

How rapidly did fighting begin?

The war got off to a fast start.



▲ **Source 2.24** Germany used the Schlieffen-Moltke Plan pictured here. It was a detailed strategy to invade France and quickly defeat it before Russia could organise itself to enter the conflict from the other side of Germany.

As early as 1905, Count Alfred von Schlieffen had drawn up a plan in case Germany went to war with both France and Russia. To avoid dividing his army to fight on two fronts, von Schlieffen aimed to attack France first and defeat it quickly. He would then focus on defeating Russia, as Russia would take longer to mobilise its army. To avoid heavy French defences on its border with Germany, the German army would need to invade France by passing through neutral countries.

THINKING DEEPER

Refer to Source 2.24. Which two neutral countries would be most heavily affected by Germany's rapid invasion strategy? Calling on your knowledge of the alliance system, how might this plan bring Britain (and Australia by extension) into the war?

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The plan succeeded. Germany's army invaded neutral Belgium (Britain's ally), overcame its brave resistance, then invaded France, rapidly approaching Paris. But the French army met the threat and defeated the Germans at the Battle of the Marne (6–12 September 1914). The German army retreated in chaos and dug defensive trenches. The later Battle of the Aisne marked the beginning of trench warfare.

What were conditions like on the battlefields of World War I?

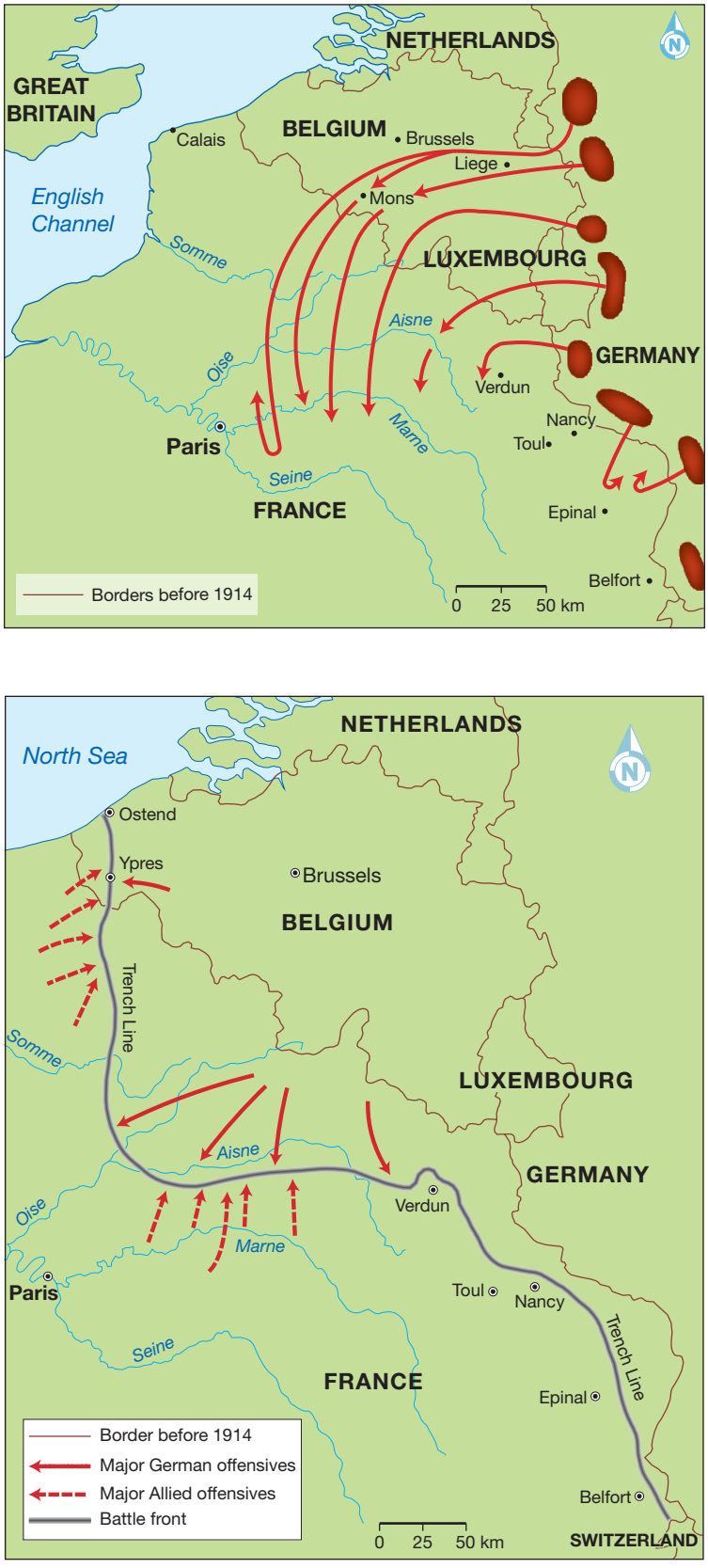
STALEMATE AND TRENCH WARFARE

By late 1914, the 'war of movement' was replaced by a 'war of entrenchment', when opposing armies dug defensive positions called trenches, and settled down to a long fight. The nature of war had changed forever. With some exceptions, the dashing cavalry played no role in these conditions.

You might like to delve deeper into the Battle of the Marne and the beginning of trench warfare by viewing the MacArthur Memorial's YouTube clip *Stalemate* (2015).

THINKING DEEPER

Refer to Source 2.25. What geographical features do you notice about this part of northern France that might make German advancement difficult? Why might fighting a war across such a wide span of land as this, and across multiple countries, lead to 'stalemate'? (In a stalemate, neither side can win a decisive battle and continue to move forward, and therefore both sides settle into defensive positions such as trenches.)



▲ **Source 2.25** Germany's Schlieffen-Moltke Plan in action (top) and the development of the stalemate, 1914 (bottom)

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2

THE LANDSCAPE OF DEATH: TRENCH WARFARE IN WORLD WAR I

The development of trench warfare forced all the powers into a deadly process of trying to defeat the enemy by killing as many soldiers as possible, using as many existing and new weapons as possible; this was called a 'war of attrition'. The landscape of death, shown here by a modern artist, was often referred to as 'hell on Earth'.

The rapid development of artillery – especially the increasing range of shells and the size of their explosions – meant that artillery barrages could continue for days, pulverising the enemy's trenches and the troops within them.

Women played important roles on the Western Front. This included being nurses at medical posts or as drivers of lorries. They were often dangerously close to the firing line.

Source 2.26 An artist's representation of trench warfare in World War I

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The deep, sticky mud of the Western Front was not just dirty but dangerous. It was so deep that soldiers could partly sink into it, making it extremely difficult to cross no man's land quickly.

No man's land

The armies lost almost as many men to illness as to fighting: the trenches were infested with rats, which carried diseases and also fed off the dead bodies lying out in no man's land.

The lack of laundry and bathing facilities meant that soldiers' uniforms were always infested with biting lice, causing constant misery and discomfort.

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ACTIVITY 2.17
MAKING THINKING VISIBLE

See, think, wonder

What do you see?

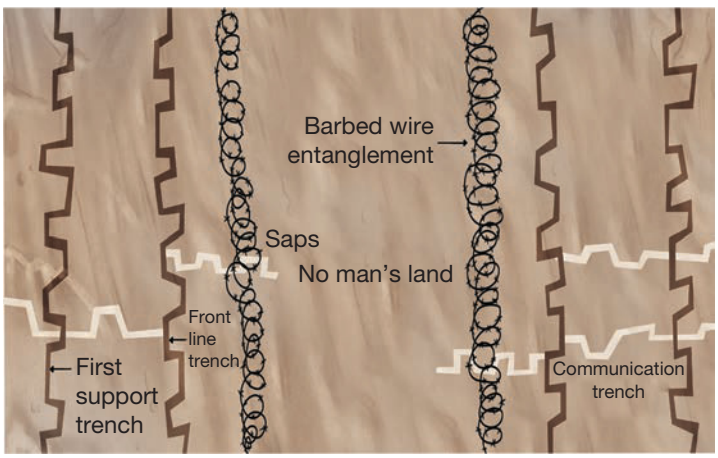
1 What does the image (Source 2.26) show you about the main dangers of going out into 'no man's land' (the space between enemy trenches)?
2 How does this image help you understand the role of the aeroplane in this type of fighting?

What do you think?

3 What might have been some of the main dangers involved in digging tunnels under no man's land?
4 How might the invention of tanks have finally made it possible for soldiers to go out into no man's land with some degree of protection?
5 What do you notice about the effect war had on the landscape/environment?
6 Why do you think this muddy landscape became even more dangerous for soldiers during the winter?

What do you wonder?

7 Given the improvement of existing weapons and the invention of deadly new ones, why do you think the war dragged on for so many years?
8 What might have been some of the physical and psychological effects on soldiers who were involved in this savage fighting?
9 How might men and women have coped with the constant fear of injury and death?
10 How accurate and reliable might this artist's impression be as a historical source? Make a list of the features drawn in the source (e.g. barbed wire in no man's land, or the zig-zag nature of the rear trenches). Then **conduct** research online to find primary photographic evidence to corroborate (support) the source's accuracy or question its inaccuracy.
11 By 1916, more than 40 per cent of casualties in the war were experiencing physical symptoms like insomnia (unable to sleep), damage to the central nervous system (which caused symptoms like tremors), as well as damaged hearing and sight. It was believed to be a condition termed 'shell shock'. Do you know what this is? **Conduct** research online at the Imperial War Museum's website. Read the first-hand accounts from people in the trenches about shell shock to answer these questions:
   a What were some of the ways it was caused?
   b What were some of the ways it affected soldiers according to these accounts? **Use** quotation marks in your notes to record word-for-word direct quotes from these voices.
   c How do you think other soldiers felt about those suffering with shell shock?
   d What would happen to the men who suffered severe shell shock?
   e Do you think this condition still occurs in wars and conflicts today? If so, do we still call it shell shock? (Perhaps you'll need to **conduct** further research beyond this site to respond to this.)



▲ **Source 2.27** An aerial view of a trench system showing two opposing sides. The trenches stretched some 750 kilometres from the Channel coast in Belgium to the French border.

▲ **Source 2.28** Cross-section of a trench

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ACTIVITY 2.18
RESPONDING TO THE SOURCES

1 What do the diagrams in Sources 2.27 and 2.28 tell you about the way trenches were constructed?
2 Look at Source 2.27.
   a What might the zig-zag design provide soldier(s) if an enemy soldier found his way into your trench with a gun?
   b How might the communication and support trenches be useful in battle?
3 Look at Source 2.28 and also **consider** what you have learned so far. How effective do you think this design was for the following:
   a Fighting?
   b Safety?
   You may want to complete a SWOT (strengths, weaknesses, opportunities and threats) analysis to explore these.

ACTIVITY 2.19

Research task
In this activity, you will delve deeper into your study of World War I trenches through immersion using virtual reality.

You will explore the dangers of trench life and how some of these dangers could be mitigated. You will present your findings and **demonstrate** your understanding by creating a risk assessment of the trenches.

Before the virtual reality experience – preparation
1 Discuss as a class what you already know about the nature of World War I trenches on the Western Front.
2 Locate on YouTube (using a hand-held device) a virtual reality video on the trenches of World War I. One such video you might find useful is titled, 'Explore a WW1 Trench in VR | Education in 360 | WW1 Virtual Trench' (produced by Seymour and Lerhn).

During the virtual reality experience
Goal: to find out what life was like in the trenches and **create** a risk table listing all the possible dangers associated with living in this type of area.
3 Explore the scenes while considering the fact that there was a plan in the construction of trenches, as you've studied in Source 2.27.
4 As you visit all the points of interest in the scenes, **use** your prior knowledge while looking and listening for examples of:
   a The methods for protecting a trench
   b The dangers that result from the trench being outside and exposed to the weather (often wet with a lack of sanitation)
   c The technologies that were developed to attack the enemy.
5 *VR break and class discussion*. Your teacher will write the following list on the board:
   - Washing
   - Hot food
   - Rain
   - Clean clothes.

   As a class, discuss what might be the consequences of not having access to any of these.
6 You might be interested to know that a trench rotation system existed – a soldier would only spend 3–5 days on the front-line trench before being rotated back so that they could have access to hot food and clean clothes.

Now divide into pairs. Review in discussion with your partner all that you have learned about trench life and front-line technologies.

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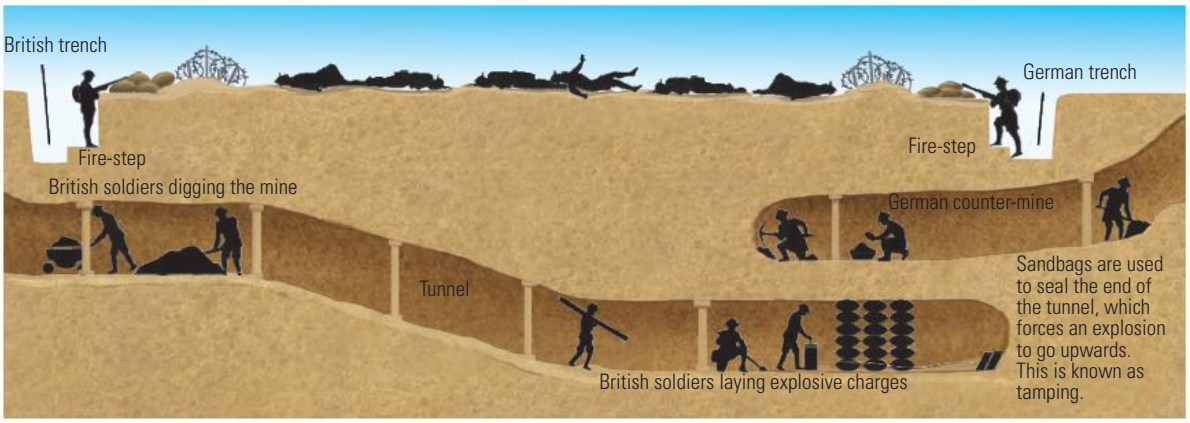
After the virtual reality experience

7 With your partner, write a risk assessment for serving in a front-line trench. For each risk, you should **identify** its consequence(s), its likelihood of occurring, and ways in which it could be mitigated (lessen the effect). Copy and complete the following table to help you structure the risk assessment – examples have been added to the first row as a guide.

Risk	Effect	Likelihood	Mitigation
Rain	*Wet clothes* *Mud*	*High*	*Makeshift shelters*
Wet clothes			
Barbed wire (in no man's land)			
Mud			
Barbed wire at the top of the enemy trench			
Physical attack from the enemy			
Other?			

8 The British army was constantly issuing guidance through orders to help improve the front-line trench system.
Now, in your pairs, **create** a 'guide to surviving life in the trenches' for new soldiers to the front. It is to be written in the form of a formal order. When complete, present your risk assessment and order to the class. Your classmates will provide feedback to you on whether you have adequately addressed:
a Newest technologies being used and the dangers associated with them
b The vigilance required for each threat to mitigate the danger.

The 'stalemate' of trench warfare made it urgent to find new ways of defeating the enemy quickly. The most savage of these was underground warfare. Soldiers in one trench dug a tunnel forward under no man's land until they reached a point below the enemy's trenches. They filled the tunnel with large amounts of explosives, retreated, and detonated a massive explosion, killing many enemy troops and destroying their trenches. Historian Stephen Bull reminds us in his book *World War I Trench Warfare* that in May 1916 the Germans dug a tunnel under the Allied lines, and packed it with 50 000 kilograms of explosives, creating a deadly explosion that left a crater 80 metres deep.



▲ **Source 2.29** Diagram of how miners worked to undermine the trenches of their enemy during World War I. The tunnels were typically dug about 25 metres below no man's land. Skilled miners known as sappers were able to navigate underground so that the tunnel went straight to the enemy's trench, often so close that they could hear the enemy talking in the trenches above them.

THINKING DEEPER

Refer to Source 2.29. How well-ventilated and easy to breathe do you think it would have been that far underground? How might this work affect the physical and mental wellbeing of soldiers? You'll notice in the source that counter-mines were dug. What might have been the benefit of these, and do you think they would be any more or less dangerous for the soldiers digging them?

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It was crucial to listen for sounds of digging. Soldiers started their own tunnel, and dug towards where the enemy was burrowing, staying slightly above or below them. When they reached the enemy tunnel in progress, they broke into it and killed the enemy miners. This resulted in nightmarish and murderous battles in the dark tunnels, with men using pistols or bayonets to kill each other. It took tough men to undertake this dangerous work, and the underground fighting was often judged worse than that in the trenches above.

There are thousands of letters, diaries and memoirs surviving from the battlefields of World War I. Among the many memoirs by Australian troops, one of the most detailed, convincing and terrifying accounts is Walter Hubert Downing's *To the Last Ridge*. Next, you will explore extracts from Downing's memoir to see what they reveal about the nature of fighting in Western Front trenches.

The 60th [regiment] climbed on the parapet [front wall of the trench], heavily laden, dragging with them scaling ladders, light bridges, picks, shovels and bags of bombs. There was wire to go through, and sinking ground, a creek to cross, more marsh and wire; then the German line. Scores of stammering German machine-guns spluttered violently, drowning the work of the cannonade [shelling]. The air was thick with bullets, swishing in a flat lattice of death. There were gaps in the lines of men – wide ones, small ones. The survivors spread across the front, keeping the line straight. There was no hesitation, no recoil, no dropping of the unwounded into shell holes. The bullets skimmed low, from knee to groin, riddling the tumbling bodies before they touched the ground. Still the line went on. Hundreds were mown down in the flicker of an eyelid, but still the line went on, thinning and stretching. Wounded wriggled into shell holes or were hit again. Men were cut in two by streams of bullets. Fifty-six remained of a full thousand. It was over in minutes … The dead lay everywhere. The deeper one dug, the more bodies one exhumed [dug up]. Hands and faces protruded from the slimy, toppling walls of trenches. Knees, shoulders and buttocks poked from the foul morass. Here had been a heavy slaughter of English lads four days before … There were also German dead, but it was hard to tell them from the rest, for khaki is grey when soaked and muddy … Australia has forgotten us, and so has God. I wouldn't wish my worst enemy to have to put up with this life.

▲ **Source 2.30** Walter Downing, *To the Last Ridge*, Duffy & Snellgrove, 1998

In a few seconds we were through the remnants of the [barbed] wire … There were cries of 'Share that among you', as a shower of bombs fell in the trench. The appeal of 'Mercy kamarad' [friend, comrade] was dismissed with a curt 'No kamarad of mine, son!' or the sardonic 'You're just two years late'. Knobkerries [clubs] and bayonets were hard at work. A cry was heard, 'No, no Englander, I haf seven kinder.' [children] 'That's to make sure you don't have seven more.' Crash went a bomb [hand grenade] and vmm-m-m went the fragments … No living thing was left behind us in that trench.

▲ **Source 2.31** Walter Downing, *To the Last Ridge*, Duffy & Snellgrove, 1998

ACTIVITY 2.20
RESPONDING TO THE SOURCES

1. Which aspects of Sources 2.26, 2.27 and 2.28 does Downing horribly 'bring to life' in the first extract of his memoir in Source 2.30?
2. List emotive words to **describe** what Downing would have experienced from his depiction in this extract.
3. What does the statement 'Hundreds were mown down in the flicker of an eyelid, but still the line went on …' in the first extract reveal about the character of the soldiers in the trenches around Downing?
4. What do the last two sentences of the first extract, 'Australia has forgotten us, and so has God. I wouldn't wish my worst enemy to have to put up with this life', suggest about the sense of purpose for the war felt by Downing?
5. In the second extract (Source 2.31), Downing records his experience taking part in a smaller attack called a 'trench raid'. How would you **describe** the emotion or sentiment expressed in the extract by Australian and New Zealand Army Corps (Anzac) soldiers taking part in this particular trench raid? How does the extract depict the German soldiers?
6. Choose phrases from the source that best reveal the nature of fighting in the trenches of the Western Front.

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What new concepts were developed in this modern warfare?

stalemate a situation in which armies have attacked each other but failed to achieve a definite victory for either side, and have settled down into defensive positions such as trenches

STATIC WARFARE

World War I involved 'static warfare', in which the opposing forces settled into defensive positions, unable to make significant advances. In some battles, thousands of men died, without capturing 1 metre of enemy territory.

SOME KEY BATTLES OF 1916–17

As the war settled down into **stalemate**, the armies threw their troops into desperate attacks to try to achieve a decisive victory. The Battle of Verdun (21 February – 18 December 1916), for example, was a massive German attack on the French fortress town of Verdun. The French army lost 550 000 men as casualties (that is, killed, wounded or missing). It was also traumatised by a mass mutiny in which many troops were tried and executed for refusing to fight any more. The German army had 430 000 casualties.

In the Battle of the Somme (1 July – 18 November 1916), the British and the French combined to try a mass attack on German lines. Over the next five months, the battle caused nearly one million casualties in total, on all sides. This was the British army's greatest tragedy in history: 57 000 casualties on just the first day of the attack, with 19 240 killed. The Third Battle of Ypres (31 July – 10 November 1917) was a British attack on the German defences in Flanders (Belgium). Heavy winter rain turned the land into a death trap of mud, and the attack broke down into exhausting, pointless fighting in impossible conditions. It was a battle that soldiers on all sides remembered with absolute horror.

THINKING DEEPER

What does this suggest about the nature of the fighting or the conditions at the Front?

▲ **Source 2.32** A Canadian soldier at the village of Passchendaele, Third Battle of Ypres, 1917

▲ **Source 2.33** Soldiers of an Australian 4th Division field artillery brigade on a duckboard track passing through Chateau Wood, near Hooge in the Ypres salient, 29 October 1917

war of attrition after the development of stalemate, enemy armies stop trying to win a decisive victory, and just attempt to wear down their opponents by killing as many as possible, hoping that the casualty rate and the psychological effect might cause an enemy's war effort to collapse

THINKING DEEPER

How do these photos (Sources 2.32 and 2.33) reflect what you have read so far? To what might you equate this type of environment? How might continued exposure to such an environment affect soldiers mentally and physically?

A WAR OF ATTRITION

World War I became a **war of attrition**, a conflict in which neither side could win a definite victory to end the war. This forced both opponents to try to 'wear down' their enemy by killing as many soldiers as possible.

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THE IDEA OF 'TOTAL WAR'

World War I became a **total war**, a conflict that went beyond the battlefield to target civilian populations in cities. With new, more powerful weapons, however, the enemy made devastating attacks on undefended civilians. German battleships fired shells onto English coastal cities, and the German invention of the Zeppelin (a powered hot-air balloon) flew over inland English towns and bombed them.

total war a war that is no longer limited to the traditional battlefield, but extends to attacks on civilians in cities, and involves civilians in the making of ammunition

THINKING DEEPER

Do you think this is an effective method for conducting warfare? What does this show about the value of human life from governments on both sides of the war?

ACTIVITY 2.21

Sketch to stretch

1. Read the following text once without doing anything. Just keep a conscious mind on what you think throughout your reading. (Or, alternatively, have someone – teacher or student – read the text aloud for the whole class.)
2. Now read the text a second time. This time, as you read sketch what you're reading, using *images*, *symbols*, *diagrams*, *single words* or *phrases*. But you *must not write in sentences*.
3. Next, find someone in your class and sit with them. Each person in the pair has one minute to **explain** their sketch. After the explaining is done, return to your seat and use what you have seen and heard from your partner to edit your sketch for one minute.
4. Now read (or listen to) the text for a third time while you add to or revise your sketch.
5. Lastly, you will now have five minutes (no more or less) to write a summary of what you have read (or heard) using your sketch as the stimulus. Note: you are *writing for learning* here, not writing to reflect learning. So be free and don't worry too much about grammar, punctuation and spelling. You are the only audience for your writing here!

Zeppelin raids on British cities

It was the German Navy that first adopted the technology of the Zeppelin to create its Airship Division to conduct the first air raids on Allied towns behind the front line. The first attack in history occurred on 9 January 1915 at Great Yarmouth on England's east coast, just across the English Channel from Belgium and the Netherlands. There, the citizens awoke to see an enormous 250-metre motor-driven balloon hovering right over their rooftops; it was the size of two-and-a-half football fields. Then, once the astonishment of the size of the Zeppelin would have registered with the citizens, they all at once suffered a storm of high-explosive bombs raining down on the town, causing massive destruction to houses and killing people in the streets.

More attacks followed, and during 1915–16 there was little protection available to stop these bombing raids. By May 1915, German commanders were able to steer their huge craft the vast distance of 900 kilometres from Germany all the way to London. On 8 September, the commanders were given permission to set the centre of London alight with bombs. One Zeppelin attacked London from a height of 4000 metres, dropping 15 bombs that first created massive explosions, and then scattered small incendiary bombs to cause horrific fires in buildings. London was completely defenceless. The anti-aircraft guns could not reach the Zeppelin at that height. Some RAF planes did attempt to shoot down the Zeppelin, but its commander simply took it higher, to 6600 metres, where the planes could not follow. Some 300 kilograms (660 pounds) of bombs had been dropped on the city, setting whole suburbs alight, killing 22 defenceless civilians and wounding 87 others.

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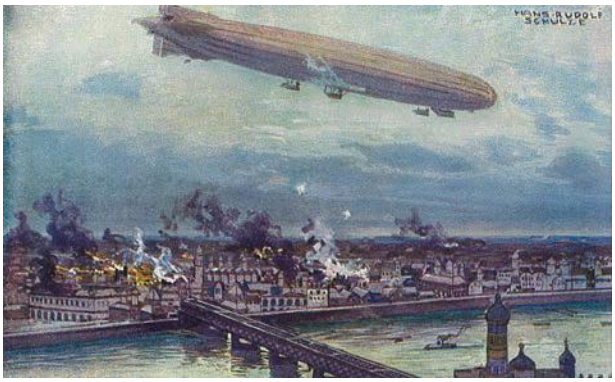

▲ **Source 2.34** A painting of a German Zeppelin airship bombing the city of Warsaw in Poland in 1914

In all, more than 500 people in Britain were killed in these air raids. One entire busload of people, unaware of what was coming, was killed by one bomb. For Londoners, the psychological impact of these Zeppelins was truly terrible. They felt completely vulnerable, always fearful, never safe and some even felt that the end of the world was coming. Many Londoners lived in the dark through this period in fear of being a Zeppelin target. World War I had moved the battle from the battlefield to the city streets; it put civilian non-combatants directly into the firing line.

THINKING DEEPER

Do you think this is a humane method to conduct warfare? Do you think there should be a distinction between combatants and non-combatants during war?

THINKING DEEPER

Refer to Source 2.34. How might this method of warfare strike fear in the enemy? Do you think this tactic could be defined as a form of terrorism? The artist is German, but if a British artist was to paint this same representation, do you think it would differ in any way?

▲ **Source 2.35** 1915 poster by British artist Frank Brangwyn

The expanding conflict: multiple 'fronts'

World War I expanded from one major site (the Western Front in Belgium and northern France) to several 'theatres' (locations) of war.

Italy sided with the Allies in May 1915, and its armies attacked the Austro-Hungarian Empire to the north, forming the Italian Front. In the Battle of Vittorio Veneto (October–November 1918), the Italians defeated Austria's forces.

Russia, then named the Russian Empire, also sided with the Allies, and attacked Germany, forming the Eastern Front. This war proved disastrous for the Russians. Although the vast Russian army fought very bravely, it suffered from poor leadership and from lack of supplies. Its losses were catastrophic. In due course, this experience virtually destroyed all of Russia's existing professional army, forcing it to fight with an untrained army of new recruits.

The Allies attacked Germany's ally, Turkey (then known as the Ottoman Empire), creating the Dardanelles Front, of which Gallipoli was just one part. The aim was to capture the city of Constantinople (today known as Istanbul)

THINKING DEEPER

Refer to Source 2.35. How does the artist express the anger and helplessness of British people subjected to the war coming to them at home? How would you expect civilians in British cities to feel once they realised that they were no longer safe on their island nation?

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to allow the Allies to transport supplies to their partner Russia. The British, French and Australians suffered heavy casualties in this poorly planned campaign. The Turkish forces suffered even greater losses in a struggle that modern Turkish people see as the birth of their own nation.

The conflict spilled over to the Middle Eastern front. In the Sinai and Palestine Campaign, Britain's expeditionary force challenged the combined Turkish and German forces and their defensive line from Gaza to Beersheba. This line had been formed to defend the oil resources of the Middle East – which the Royal Navy relied on – from capture. Australian forces, including the Light Horse (foot soldiers who rode into battle on horses), served in this theatre of war.

The War in the Balkans was also a savage conflict. In August 1914, Austria-Hungary invaded Serbia, but the fighting settled down into trench warfare. The British and the French attempted to help the Serbians, while Bulgaria joined the Central Powers (October 1915). Romania joined the Allied side in August 1916. The ancient political, ethnic and religious rivalries of this troubled region became a part of the broader world war. The loss of life in this murderous conflict was, proportionally to the numbers involved, even higher than the Western Front.

Beyond these basic facts, it is almost impossible for the modern reader to imagine the conditions of this new, brutal warfare. We understand trenches and mud and barbed wire, but we cannot feel what soldiers experienced under the massive bombardment of heavy artillery, which often rained down hundreds of high-explosive shells in an hour. The explosive forces involved were so great that soldiers felt as if they were trapped in some mighty killing machine, or perhaps caught in something elemental like an earthquake or volcanic eruption. Trenches and forests were simply wiped off the face of the Earth, men were shredded, while others became insane or ran away in sheer terror.

THINKING DEEPER

Reread the section 'The expanding conflict: multiple "fronts"' while looking at a map of Europe and the Middle East'. Trace the progression of the war to understand the significance (in terms of gravity and scale) to which this conflict escalated.

'Technologies of death': in what ways did new weapons change the nature of fighting in this war?

World War I was very destructive because it was fought with new and terrible weapons developed during the century before the war, when industry produced much more powerful versions of traditional weapons, such as rifles and cannon. Human invention and its technologies always move forward, but in times of war the urgent need to win the conflict pushes technological change at a much faster rate, and World War I was no exception. Existing military weapons were developed to their most deadly form.

THINKING DEEPER

Can you think of an example today where human invention and its technologies in times of war have pushed technological change at a much faster rate?

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ACTIVITY 2.22

Group activity

In the next section, you will read about and **investigate** evidence relating to the different ways new weapons technology during World War I changed the nature of fighting.

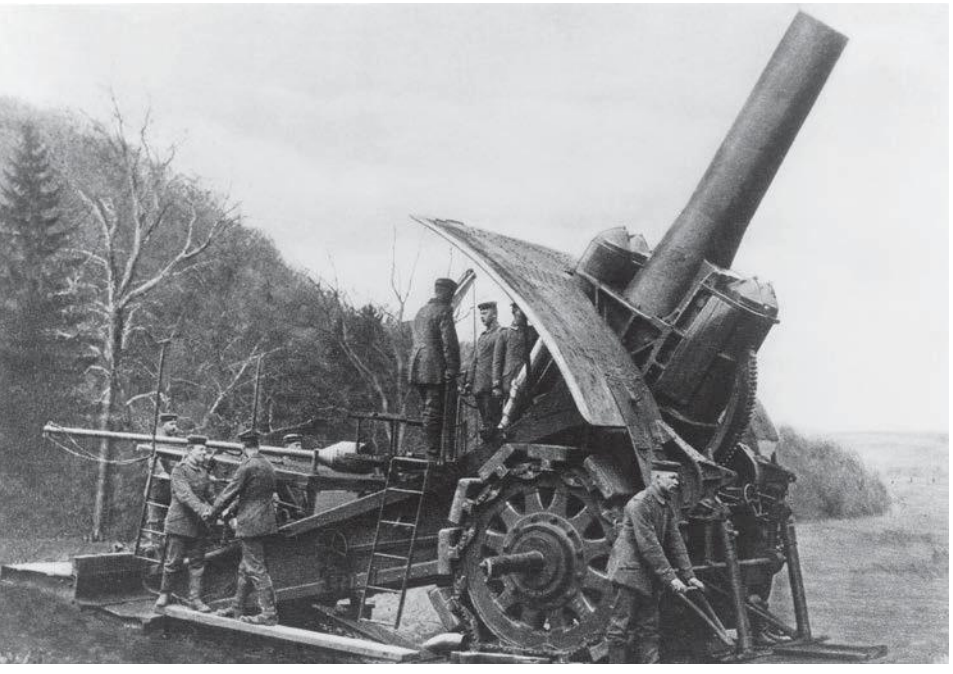
1. Your teacher will allocate a particular technology from the following list of technological advances in World War I weaponry to a group of students in your class.
2. Your 'expert' group investigates the narrative text and interrogates the evidence in the next section (and perhaps even conducts further research online if needed).
3. After your investigation, prepare to report back to the class in the form of a seminar. (See the criteria for success below.)
4. The audience in each seminar will use the information delivered to fill out a retrieval chart developed and given to you by your teacher.

List of seminar topics

- Heavy artillery (and shell shock)
- Machine guns
- Snipers
- Poisonous gas and gas masks
- Flame-throwers
- Tanks
- Aeroplanes
- Battleships (and submarines).

Criteria to assess the success of your group's seminar

- Takes no more than 3–6 minutes
- Informs other students in the class about your World War I technological advancement by addressing the 5xW questions (What, When, Where, Who, Why – plus How)
- Includes the analysis and interpretation of *at least one* historical source (and includes any problems associated with reliability/accuracy and usefulness of the source)
- Uses diagrams, graphics and/or images where appropriate, in addition to written text, to communicate historical information
- Provides an opportunity (or opportunities) for other students to participate or to do something throughout the seminar (e.g. respond to review questions; share analysis and interpretation of a historical source; complete a brief Kahoot quiz)
- Provides a take-away summary resource for students to review their learning after your seminar.



▲ **Source 2.36** Photograph of a typical German howitzer cannon, nicknamed Big Bertha

Heavy artillery and shell shock

Heavy artillery had existed for centuries, but in 1914–18 it was developed to maximum destructive power.

▲ **Source 2.37** Artillery in World War I

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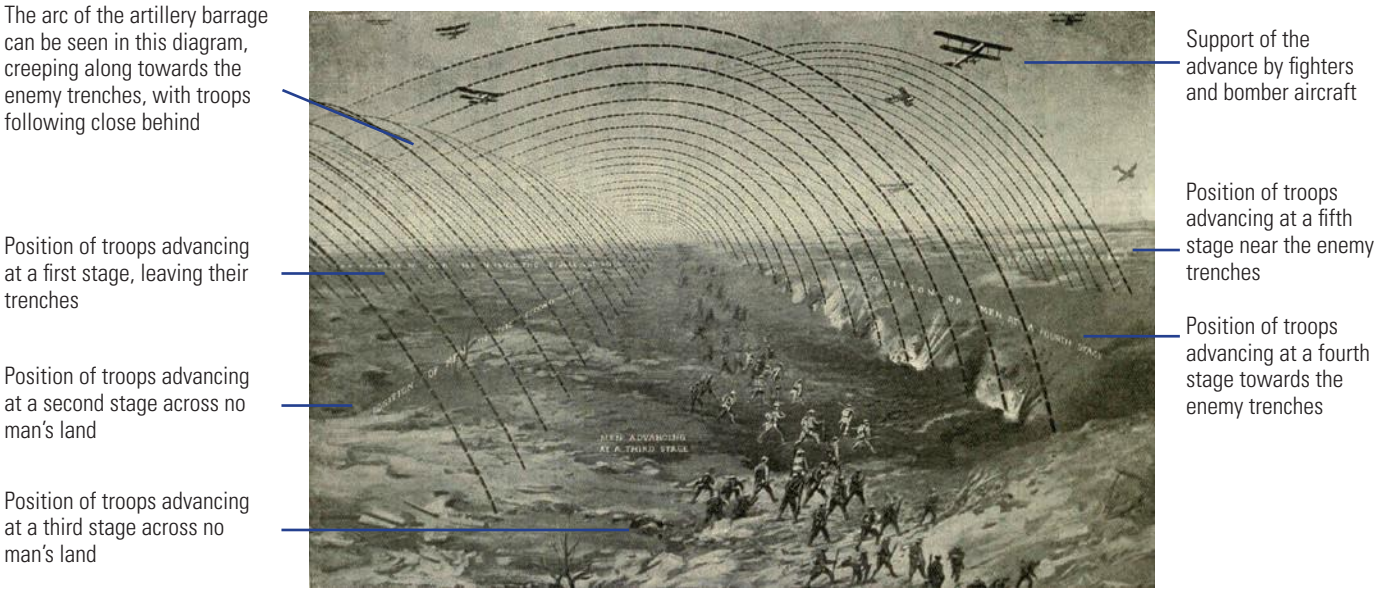
ACTIVITY 2.23 RESPONDING TO THE SOURCE

1 The type of massive gun shown in Source 2.36 could fire a large high-explosive shell 43 centimetres wide, to a maximum range of 9000 metres. From what you know of the nature of warfare on the Western Front, why or for what particular purpose might these weapons have been brought into the war?
2 Considering both Sources 2.36 and 2.37, what might be some of the logistical problems associated with using artillery such as this in warfare?
3 Consider Source 2.37, and **describe** the men, materials, animals and vehicles needed to supply and operate artillery at the Somme.
4 How would you expect artillery like this might affect soldiers physically and mentally?



▲ **Source 2.38** A diagram showing how soldiers would advance into no man's land under the cover of an artillery barrage

THINKING DEEPER

Refer to Source 2.38. How important does accuracy from the artillery become when employing this strategy? Why might the role of aeroplanes become even more strategically important now? What are the strengths and weaknesses of using artillery in this way?

As you might have worked out, heavy artillery was used to overcome the problems of static trench warfare. Some 75 per cent of deaths and injuries in World War I were caused by cannon shells. It had devastating effects. To probe some of these effects, you will now investigate two voices from the conflict. In Source 2.39, Charles Bean, Australia's official war correspondent describes the terrible effects of endless shelling he witnessed on the Western Front. Also, Australian soldier Walter Downing offers further insight, where he also describes the artillery bombardments on the Western Front in Source 2.40.

Pozières has been a terrible sight all day … One knew that the Brigades which went in last night were there today in that insatiable factory of ghastly wounds. The men were simply turned in there as into some ghastly giant mincing machine. They have to stay there while shell after huge shell descends with a shriek close beside them – each one an acute mental torture – each shrieking tearing crash bringing a promise to each man – instantaneous – I will tear you into ghastly wounds – I will rend your flesh and pulp an arm or a leg – fling you half a gaping quivering man (like these that you see smashed around you one by one) to lie there rotting and blackening like all the things you saw by the awful roadside, or in that sickening dusty crater.

▲ **Source 2.39** Charles Bean's war diary entry from July 1916, courtesy of the Australian War Memorial website

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> Men dragged their bodies from under the tossing waves of earth. That most awful sound, the muffled voice of a man buried under three feet of dirt, was [often] heard like a ventriloquist, far away – 'Dig me out, dig me out!' They were almost invariably dead by the time they were [dug out].

▲ **Source 2.40** Australian soldier describes the effects of heavy artillery

ACTIVITY 2.24
RESPONDING TO THE SOURCES

1. Read Source 2.39. How does Bean describe the experience of being shelled by German artillery on the Western Front?
2. How might this affect Bean at the time and long after the war?
3. When a high-powered shell hit a man directly, he was blown to pieces as described in Source 2.39, meaning that his body was never returned to his family. How might this affect soldiers' family members' ability to grieve for their loss?
4. How do Sources 2.39 and 2.40 differ in the way the soldiers were killed by heavy artillery?
5. The author of Source 2.40, Walter Downing, went on to describe his experience of artillery as being 'so heavy that they shook the earth, numbed the brain and caused men to become temporarily like frightened animals, clinging together in blind terror. When the bombardment stopped, the first task was to find those who were buried alive'. How might this corroborate what you have already learned about 'shell shock'? **Explain**.
6. Do these sources support the idea mentioned earlier that the purpose of heavy artillery use was to overcome the problems of static trench warfare?

THINKING DEEPER HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Change and continuity.

Your response should contain:

- A clear statement about what stayed the same and/or what changed
- Corroborating evidence or examples that show how things stayed the same (i.e. continuity)
- Differing evidence or examples that demonstrate how things changed
- A reason that accounts for this continuity and/or change.

As you read in Source 2.40, when the shell did not hit a soldier directly, it threw up so much dirt that he was buried alive, and often never found. In the case of the Trench of the Bayonets episode on 12 June 1916, two entire battalions of the French 137th Infantry Regiment were buried alive by a heavy German bombardment, and only the line of tips of their bayonets marked where they had died. Some were not found until after the war, still standing to attention in their trenches, where they had been awaiting the signal to attack. (You may want to look into the 'Trench of the Bayonets' further by exploring its memorial online.)

For seven weeks from the end of July 1916, Australian soldiers were blown apart or buried alive under a German artillery bombardment as they fought to hold the French town of Pozières. The Germans pounded Pozières into a wasteland of rubble. Australian Major W.G.M. Claridge, writing from hospital after the Battle of Pozières, had this to say about the conditions on the Western Front:

> … God knows what we went through, was Hell itself. We just had to grit our teeth and go ahead and do our job. I am not going to tell a lie and say I wasn't afraid because I was and who wouldn't be with Death grinning at you from all round and hellish 5.9 shells shrieking through the air and shrapnel dealing death all round. I don't know how I stood it for so long without breaking.

▲ **Source 2.41** Australian soldier describes his experience at Pozières

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ACTIVITY 2.25
RESPONDING TO THE SOURCE

1 What information in Major Claridge's description in Source 2.41 suggests he (and other soldiers) withstood such hard conditions out of a sense of duty?

2 What evidence can you **identify** that corroborates earlier sources about the conditions experienced by soldiers because of the new military technology?

3 Does Major Claridge's description make you think that soldiers knew that they were vulnerable to shell shock? **Explain** with reference to information in the source.

THINKING DEEPER
HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Empathy.

Your response should contain:

- Language that shows that you understand the values, beliefs, experiences and emotions of people from the past
- Consideration of how these values, beliefs, experiences and emotions align with or differ from your own
- Explanation of how the origin and context of the source may account for similarities or differences with your own experience.

As Major Claridge reveals in Source 2.41, exploding artillery shells also sent out showers of shrapnel (flying pieces of sharp metal) that could cut off half a man's face. Artists after the war have left us artwork to examine as evidence depicting these horrific effects of heavy artillery. One such piece is from German artist Otto Dix, who witnessed this first-hand and depicted it in his image *Wounded Veteran*, released in 1922.

▲ **Source 2.42** Otto Dix, artwork titled *Wounded Veteran*, 1922

ACTIVITY 2.26
RESPONDING TO THE SOURCE

1 **Analyse** Source 2.42 and its tone (nature and/or manner). **Explain** how you think the artist is trying to make you feel as the audience of this painting, using descriptive language and examples from the source.

2 **Analyse** the painting to find evidence that offers clues about the devastating effects of the shrapnel from exploding shells. What is this soldier experiencing?

3 **Investigate** how much experience the artist Otto Dix actually had of the Western Front by checking his war service online. From what you discover, **evaluate** the reliability of this particular piece of art as a source for understanding the effects of heavy artillery during World War I.

4 Generally, how accurate do you think visual sources such as paintings can be as a reflection of the past? **Evaluate** the strengths and weaknesses.

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Shell shock

These high-explosive shells had another, even more deadly effect: their repeated explosions put so much pressure on the human brain that a soldier's nervous system collapsed completely. As you would have found out in your earlier investigation of shell shock, the symptoms varied: one soldier might collapse and quiver uncontrollably, another might become insane. Tragically, some soldiers, not knowing what they were doing, walked away from the trenches. Since officers did not yet understand shell shock as an illness, such men were often accused of cowardice and desertion, and were executed by firing squad.

Do you think the consequence of execution by firing squad would be an effective deterrent for a mental illness such as this?

▲ **Source 2.43** Engraving by Leon Ruffe, *La Grogne* (The Discontent), 1917

THINKING DEEPER

As mentioned previously, some men suffered shell shock, and walked away from the trenches, not even knowing what they were doing. Others, such as the French soldiers depicted in Source 2.43, could stand no more, and banded together in mutiny (refusing to fight or obey orders). Why do you think soldiers suffering from shell shock might choose to mutiny instead of fight? How has the artist captured this sense of collective defiance? It is reported that in the case of mutinies such as the one depicted here, the soldiers were accused of deserting their post, were tried by a military court, and executed by a firing squad of their own comrades. It is also reported that the artist, Leon Ruffe, was deeply moved by the French mutinies of 1916, and by the executions that followed. But what further information might you need to find out about the artist in order to **evaluate** the accuracy of his depiction in Source 2.43?

▼ **Table 2.1** Death sentences and executions

Nation	Number of death sentences	Number executed	% of death sentences executed
Italy	4028	750	19
Great Britain	3118	361	12
France	2500	650	26
Austria-Hungary	1175	1148	98
Canada	222	25	11
Belgium	200	12	6
Germany	150	48	32
USA	145	35	24
Australia	121	0	0
New Zealand	28	5	18
South Africa	11	1	9
Russia	unknown		
Japan		0	

Source: Steven R. Welch, 'Military justice', *International Encyclopedia of the First World War* website, 2014

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ACTIVITY 2.27
RESPONDING TO THE SOURCE

1 According to Table 2.1, which country had the highest number of death sentences and actual executions? Does this surprise you?
2 Are there any other statistics relating to a particular country within Table 2.1 that you wouldn't expect?
3 How do German death sentences and executions compare to British or French? What might this suggest about the German experience compared to the British or French?
4 Australia recorded no executions at all. What might this suggest about Australian soldiers' character, mental fortitude or resilience to shell shock? What other information would be useful to verify these assumptions?
5 **Research** online the total mobilised forces figure for the countries whose statistics intrigued you (search for the 'Killed, wounded, and missing' part of the World War I article on the Britannica website). Use Table 2.1 to calculate the percentage of executions relative to the total mobilised number for the country or countries. Do any of these percentages surprise you or challenge your earlier thoughts?

By this stage, you have interrogated a range of historical sources relating to heavy artillery (and shell shock) to form your interpretation of the devastating nature of this technology. Now let's look at some primary footage of the artillery barrage at Somme in 1916 from the ABC website: 'Days in Conflict 1916 – Fromelles and Pozières' (Source 2.44). While viewing this source, you will focus on the historical skill of *corroboration*. Corroboration is a key skill that historians (and lawyers, judges, and police, to name a few) rely on in their investigation of the past. It helps to determine the accuracy of the evidence they have already investigated by finding the same meaning, messages, information, ideas or trends in other sources.

ACTIVITY 2.28
RESPONDING TO THE SOURCE

1 As you watch Source 2.44, make a list of information you have read or seen in your investigations of the sources in this chapter so far relating to the use of heavy artillery that are reflected in the video footage.
2 **Compare** your corroboration with classmates and discuss as a class any differences you may have.

▲ **Source 2.44** Primary footage from Fromelles and Pozières

The machine gun

The machine gun was invented in 1861 by American inventor Richard Gatling and was formally adopted by the US Navy. By 1914, these weapons had been developed so that they could deliver a devastating rain of bullets. By the end of the war, they had been developed to the point they could spit out 1000 bullets per minute.

How and why might this technological innovation effectively mean that these weapons could determine the outcome of a battle in World War I?

▲ **Source 2.45** German machine-gun crew

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THINKING DEEPER

What are the gunners in Source 2.45 wearing on their faces that suggests that this is not a regular battle with traditional weapons? Do you think all World War I machine-gunners worked in crews like this? If you wonder why, **conduct** five minutes of online research to locate other images or written explanations that reveal why.

Snipers

One of the most feared – and hated – soldiers of the war was the sniper, a highly trained soldier with a powerful rifle with telescopic sights who was able to shoot enemy troops from a distance and from a hidden firing place. He patiently observed enemy lines and shot any soldier whose head appeared above the trench. In his 1929 book *Goodbye to All That*, British soldier Robert Graves revealed the following about the role of snipers.

> The Germans had the advantage of having many times more telescopic sights than we did, and bullet-proof steel loop-holes. Also a system by which snipers were kept for months in the same sector until they knew all the loopholes and shallow places in our trenches, and the tracks that our ration parties used above-ground by night, and where our traverses occurred and so on, better than most of us did ourselves. British snipers changed their trenches, with their battalions, every week or two, and never had time to study the German trench-geography. But at least we counted on getting rid of the unprofessional sniper. Later we secured an elephant-gun that could send a bullet through enemy loopholes and if we failed to locate the loop-hole of a persistent sniper, we tried to dislodge him with a volley of rifle-grenades, or even by ringing up the artillery.

▲ **Source 2.46** Soldier's testimony on the use of snipers

ACTIVITY 2.29
RESPONDING TO THE SOURCE

Refer to Source 2.46.

1. Why did the German system of keeping snipers in one place help them to do their job more effectively than the British?
2. How did the British learn to deal with German snipers who avoided their bullets?
3. The psychological impact on the enemy from the use of snipers was enormous. Why do you think this might have been the case?
4. What type of people (with what type of skill set in peacetime) do you think would have been recruited for this job? Why?

Poisonous gas and gas masks

The use of poisonous gas was one of the most devastating new weapons of this war. While the *idea* of using deadly gas on the battlefield dates right back to Leonardo da Vinci in the sixteenth century, it was in the early twentieth century that the idea became possible. In Source 2.47, you will read about the use of gas in World War I through poetry from war poet Wilfred Owen. Owen drafted this famous poem at Craiglockhart War Hospital near Edinburgh in 1917, where he had been admitted to the hospital after suffering from shell shock after a period of fighting in the Battle of the Somme. Let's see what it reveals.

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Gas! GAS! Quick, boys! – An ecstasy of fumbling
Fitting the clumsy helmets just in time,
But someone still was yelling out and stumbling
And flound'ring like a man in fire or lime. –
Dim through the misty panes and thick green light,
As under a green sea, I saw him drowning.

In all my dreams before my helpless sight,
He plunges at me, guttering, choking, drowning.

If in some smothering dreams, you too could pace
Behind the wagon that we flung him in,
And watch the white eyes writhing in his face,
His hanging face, like a devil's sick of sin;
If you could hear, at every jolt, the blood
Come gargling from the froth-corrupted lungs,
Obscene as cancer, bitter as the cud
Of vile, incurable sores on innocent tongues, –
My friend, you would not tell with such high zest
To children ardent for some desperate glory,
The old Lie: *Dulce et decorum est*
*Pro patria mori.**

▲ **Source 2.47** Extract from the war poem '*Dulce et decorum est*' by Wilfred Owen
*Translation: 'It is sweet and fitting to die for one's country.'

ACTIVITY 2.30
RESPONDING TO THE SOURCE

1 What do you think Owen meant by the phrase, 'Fitting the clumsy helmets just in time' in Source 2.47?
2 What does this reveal about the usefulness of gas masks in World War I on the Western Front?
3 How does Owen describe what the gas looked like?
4 How does Owen describe the effects of gas on the human body?
5 Do you think the poet is serious or believes what he is writing with the phrase, '*Dulce et decorum est, Pro patria mori*'? **Explain**.
6 Would you regard the view conveyed here by Owen as reliable? **Explain** your evaluation.

THINKING DEEPER
HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Significance.

Your response should contain:

- Identification of what elements are significant in relation to the content of the question
- A clear statement about the degree of significance (i.e. very significant, somewhat significant)
- Evidence from the sources to support this judgement of significance.

You might be interested to know that prior to World War I, in 1907, the European nations signed the Hague Convention banning the use of gas as being barbaric. On 22 April 1915, however, Germany broke that agreement and introduced gas, with devastating effect.

THINKING DEEPER

Why do you think that the Hague Convention banned the use of gas as being immoral, when so many other deadly weapons were allowed?

What considerations might have led the Germans to decide to use gas in battle, despite the ban?

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For the first time in history, troops in the Second Battle of Ypres (21 April – 25 May) were puzzled to see a yellow-green cloud drifting silently towards them, and to then see thousands of men drop in agony from the gas. The Germans launched 5700 canisters of chlorine gas towards the French troops and watched in amazement as some 6000 out of 10 000 soldiers collapsed as if by an invisible killer. For a time, the Germans believed that they had found a simple, modern solution to the stalemate of the war, for they had cut a 7-kilometre-long opening in the Allied lines, through which they could attack. This burning chemical, phosgene, was then quickly adopted by all forces by late 1915.

▲ **Source 2.48** Aerial photograph of a battlefield in Flanders, Belgium, under poison gas attack (for one of the first times) in April 1915

THINKING DEEPER

How might the weather play a role in the effectiveness of poisonous gas use? Do you think the safety of one's own troops when using gas can ever be 100 per cent assured?

If you were an Allied commander, would you have followed the Germans and adopted the use of gas? Give reasons for your decision for or against.

▲ **Source 2.49** This painting by John Singer Sargent in 1919 shows a line of men who have been blinded by gas.

THINKING DEEPER

Does the date of the painting in Source 2.49 increase or decrease its reliability and usefulness in understanding the effects of poisonous gas during World War I? Note the man leaning over: what might he be doing and what does this reveal about the effects? What does the number of soldiers wearing bandages here reveal about the impact of the gas? Who might the man without a blindfold at the front of the line be? In the distance, several soldiers are playing a game of soccer or football. Why might the painter have chosen to include this in the painting?

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◄ **Source 2.50** British 55th (West Lancashire) Division troops blinded by tear gas await treatment at an advanced dressing station near Bethune during the Battle of Estaires, 10 April 1918, which was part of the German offensive in Flanders.

THINKING DEEPER

Why might the photo in Source 2.50 be particularly useful after analysing the painting in Source 2.49?

WHAT WERE THE MAIN TYPES OF GAS, AND THEIR EFFECTS?

In Source 2.51, the Science History Institute describes three of the substances that were responsible for most chemical-weapons injuries and deaths during World War I.

Chlorine gas, used on the infamous day of 22 April 1915, produces a greenish-yellow cloud that smells of bleach and immediately irritates the eyes, nose, lungs, and throat of those exposed to it. At high enough doses it kills by asphyxiation.

Phosgene, which smells like mouldy hay, is also an irritant but six times more deadly than chlorine gas. Phosgene is also a much stealthier weapon: it's colourless, and soldiers did not at first know they had received a fatal dose. After a day or two, victims' lungs would fill with fluid, and they would slowly suffocate in an agonising death. Although the Germans were the first to use phosgene on the battlefield, it became the primary chemical weapon of the Allies. Phosgene was responsible for 85 per cent of chemical-weapons fatalities during World War I.

Mustard gas, a potent blistering agent, was dubbed King of the Battle Gases. Like phosgene, its effects are not immediate. It has a potent smell; some say it reeks of garlic, gasoline, rubber, or dead horses. Hours after exposure a victim's eyes become bloodshot, begin to water, and become increasingly painful, with some victims suffering temporary blindness. Worse, the skin begins to blister, particularly in moist areas, such as the armpits and genitals. As the blisters pop, they often become infected. Mustard gas could also contaminate land where it had been deployed. Exposure sensitised victims; further exposure even at lower doses produced symptoms. Mustard gas caused the highest number of casualties from chemical weapons – upward of 120 000 by some estimates – but it caused few direct deaths because the open air of the battlefield kept concentrations below the lethal threshold.

▲ **Source 2.51** The effects of gas weapons used in World War I, the Science History Institute online, 2021

ACTIVITY 2.31
RESPONDING TO THE SOURCES

After reading these descriptions from Source 2.51, do you now think Sargent's painting (Source 2.49) is an accurate depiction of the effects of poisonous gas use in World War I?

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ACTIVITY 2.32

Attitudinal scale

You may choose to use information from discussions here in your seminar.

You have now read that prior to World War I, in 1907, the European nations signed the Hague Convention banning the use of gas as being barbaric, but both sides adopted its use anyway. After World War I, in 1928, the League of Nations (precursor to the United Nations) entered into force the Geneva Protocol, which prohibited the 'Use in War of Asphyxiating, Poisonous or Other Gases, and of Bacteriological Methods of Warfare' (UN, 2020). However, just 15 years later in World War II Germany again employed the use of gas, but this time to kill millions of non-combatants – innocent people, including Jews, Roma (previously called 'gypsies'), homosexuals, the disabled, and the elderly – during what is now called 'The Holocaust'.

1 In your class, **create** an attitudinal scale from one end of the classroom to the other. At each end will be the absolute opposing viewpoints:

In war there should be no rules. The use of gas or any other weapon on the enemy and non-combatants from enemy countries is permissible.	In war there should always be rules, including the prohibiting of certain weapons that are inhumane. And, non-combatants should not be targeted at all costs.

2 Each student will place themselves along the scale continuum. Various students will be asked to **justify** why they are standing where they are.
3 You will then have the opportunity to move after hearing the viewpoint of others in your class. Students will again be asked for justifications.

GAS MASKS

When gas was first introduced, the only protection was for soldiers to soak their handkerchiefs in their own urine and to hold them to the nose to counteract the gas. Later, the 'Hypo' gas masks were invented, and then replaced by the more effective Small-Box Respirator. Soldiers kept masks by their side, but there were only seconds to get the mask on once a gas attack began. From then on, gas was used simply to force soldiers to put on their masks just before an infantry attack. Why might this strategy have evolved? To probe this, let's examine a photo from the time.

By the end of the war, gas had caused more than 1 250 000 casualties.

▲ **Source 2.52** Two German soldiers and a mule wearing gas masks

ACTIVITY 2.33
RESPONDING TO THE SOURCE

1 **Examine** the gas masks shown in Source 2.52. Estimate to what degree, in percentage terms, they might have reduced a soldier's ability to see properly and reduced his ability to fight.
2 How might these early gas masks have been improved to allow better visibility? **Consider** how modern safety equipment is designed.
3 **Consider** again your response to Question 1. What does this photo now reveal to you about the changing strategy relating to the use of poisonous gas? That is, why might gas have been used to simply make the enemy put on their masks? How might this benefit one side in battle when the enemy are made to wear masks?

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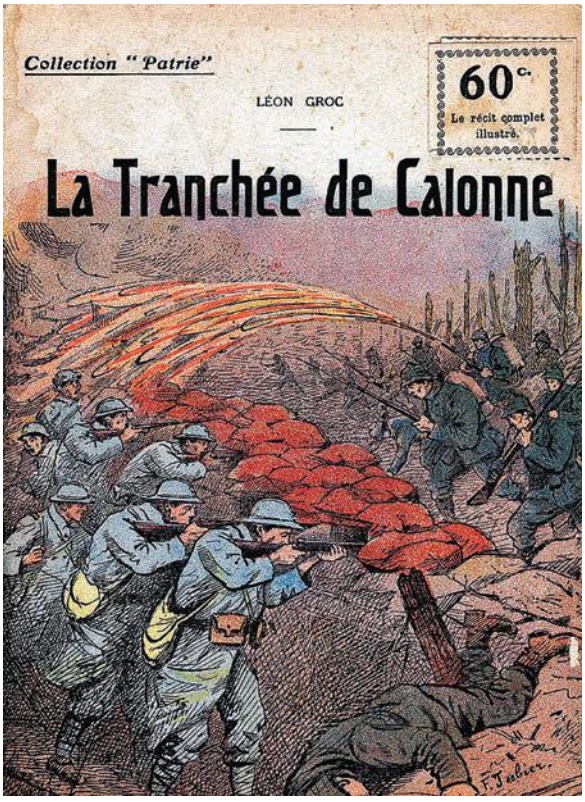
Flame-throwers: the use of 'liquid fire'

While fire had been used in war for centuries, the modern flame-thrower turned it into a murderous weapon. The first model was invented in Germany by Richard Fiedler in 1901, who submitted his 'Flammenwerfer' to the German Army. Another version was invented by the Hungarian Gábor Szakáts, and was adopted during World War I.

▲ **Source 2.53** Flame-throwers being tested by German troops

THINKING DEEPER

Why might the flame-thrower be a dangerous weapon for the soldiers in Source 2.53 who are using it? How might the flame-thrower function as a psychological weapon of terror?



▲ **Source 2.54** The illustrated cover of an issue of a French publication on the theme of World War I published between 1917 and 1920. La Tranchée was a forest road in France that experienced fierce fighting in September 1914.

THINKING DEEPER

Look both behind and in front of the German soldiers in Source 2.54. What does the illustration suggest were the roles of the flame-thrower in this battle? Does this source suggest that the flame-thrower is also a dangerous weapon for the soldiers on the side using it?

The armoured tank

The tank was the invention of a British designer, Lieutenant-Colonel Swinton, who simply observed the moving metal tracks of bulldozers, and applied the technique to an armoured vehicle that could advance across no man's land in the face of machine-gun fire. He believed that this mighty weapon might solve the problem of trench warfare and mass slaughters. His project almost failed. The old-fashioned British Army could not see the point of a metal attack vehicle, and rejected it. It was only a certain Winston Churchill – later Prime Minister of Britain during World War II – who saw its potential, and insisted that the War Office adopt the weapon. He spent 10 million pounds developing it. The British introduced the tank to the battlefield in 1916, followed by the French.

The first name for a tank, when it was being invented, was to be a 'landship'. Because this would sound like some new weapon, it would attract the attention of German spies watching British factories and ports. When the tanks were being boxed for shipment to the front, they were instead labelled simply 'water-tanks', and the story was put out that they were just tankers designed to carry water to troops in desert areas. The German spies assumed these were just water tanks, and did not even report the shipment. When these machines first rumbled across no man's land in the Battle of the Somme (September 1916), the Germans had never heard of or seen a machine that could advance against heavy machine-gun fire. Just imagine how German soldiers may have felt at that moment as these great machines thundered across no man's land towards them for the first time!

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▲ **Source 2.55** Frank Brangwyn, *A Tank in Action*, National Museum of Wales, Cardiff, 1924

You might be interested to know that in its earliest form, the tank was ineffective because it often broke down or bogged down in the muddy conditions of the trenches. Some tanks even sank into the mud altogether. Their engines were relatively weak – they were only the strength of a bus motor – and could not drive such a heavy vehicle through thick mud. Of the 49 tanks in the first attack in the Battle of the Somme, only 18 reached the German trenches. But those that got through did massive damage. In one instance, just one tank helped capture 2 kilometres of German trenches; the British infantry advancing behind it was sheltered from bullets and lost only five men in the attack.

Later, the Allies put more emphasis on massed attacks by multiple tanks covering infantry advances. This technology was rapidly developed to create more reliable and powerful vehicles. The British Army ordered another 1000 tanks, costing half a million dollars in today's money. By now, six British companies were building tanks, turning out 250 vehicles per month.

storm trooper
a highly trained and aggressive soldier, equipped to sneak across no man's land and to launch lightning raids on enemy trenches, inflicting as many casualties as possible

While the Germans put more emphasis on the use of **storm troopers**, the Allied use of concentrated tank attacks, covered by artillery and supported by infantry, was the tactic mainly responsible for their final victory in 1918.

ACTIVITY 2.34
RESPONDING TO THE SOURCE

1 **Analyse** artist Frank Brangwyn's visual interpretation in the painting (Source 2.55). Then respond to the following questions:
   - **a** **Describe** how the painting provides an impression of the impact of armoured tanks on the battlefield and **explain** how it might have looked from the enemy's perspective.
   - **b** **Describe** the role this British tank is taking in the battle here and its relationship with the infantry soldiers. (**Consider** its usefulness in trench warfare with barbed wire, machine-gun fire, etc.)

2 Brangwyn had been asked to paint this work to hang in the House of Lords, as a tribute to British soldiers who had served in the war. Sadly, he did his work too well: the authorities decided that the painting was too horrific in its realism, and refused to pay for it. Bitterly disappointed after two years of work on it, Brangwyn donated the painting to the National Museum of Wales, as a memorial to Welsh soldiers who served in the trenches. Knowing this, how useful would you say this painting is to an investigation on the role of tanks in World War I? What more would you like to know?

3 It has been reported by historians that the tank's psychological impact on soldiers in World War I was massive. What do you think is meant by this statement? How might it have affected soldiers psychologically? To what degree do you think the use of drones in modern warfare might have a similar effect?

▲ **Source 2.56** A British Mark IV tank rears up on its tracks.

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THINKING DEEPER

How does evidence from Source 2.56 compare with the painting by Frank Brangwyn (Source 2.55)? Does it support your historical thinking or challenge it?

You are probably wondering what it was like inside a World War I tank in the heat of battle. Investigate the voice of Lieutenant Gordon Hassell, a British tank driver on the Western Front, as he describes the experience in Source 2.57.

> [It was] terribly noisy, oily, hot, airless and bumpy! Without any sort of cushion, as we had no springs and thirty tons' weight, any slight bump and crash was magnified and many a burn was caused by a jerk throwing the crew about. Instinctively one caught at a handhold, and got a burn on the hot engine. The crew had very little knowledge of where they were going, only by peeping through slits and weapon apertures could they see anything. In action if the tank was hit slivers of steel began to fly – bullets hitting the armoured plates caused melting and the splash, as in steel factories, was dangerous to the eyes. For protection we used to wear a small face mask.

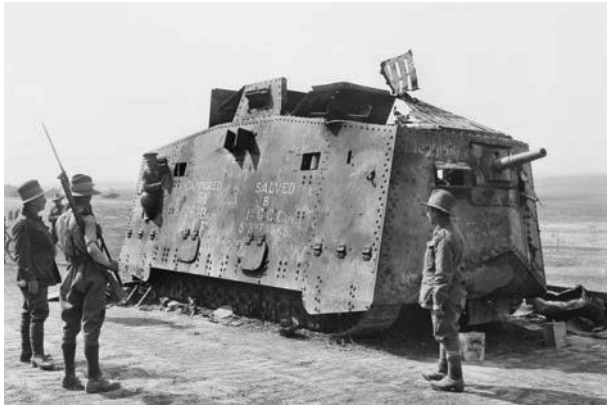
▲ **Source 2.57** Lieutenant Gordon Hassell, a British tank driver on the Western Front

ACTIVITY 2.35
RESPONDING TO THE SOURCE

1. According to Lieutenant Hassell in Source 2.57, was riding in a tank a pleasurable experience? **Explain**, incorporating a direct quote from the source (with quotation marks) in your response.
2. **Describe** some of the dangers for tank operators according to Lieutenant Hassell.
3. Many soldiers volunteered to be trained to operate a tank. Given the choice and the knowledge of what it was like according to Lieutenant Hassell, would you have preferred to be a tank operator or an infantry soldier on the Western Front? **Explain**.

By this stage, you have interrogated a range of historical sources on tanks, mostly from a British perspective. Now let's consult further voices on the use of tanks in World War I by way of a 2014 podcast conversation focused on a German tank named *Mephisto*: the story of this tank, its theft by Australian soldiers and its journey to Australia where it now lives in the Queensland Museum.

In this ABC podcast conversation (Source 2.59), you will hear interpretations from a range of authoritative figures: Major General John Cantwell, historians Jeff Hopkins-Weise, Stephen Dando Collins and Dr Michael Westaway.



▲ **Source 2.58** *Mephisto* after its recovery from the battlefield

◄ **Source 2.59** *Mephisto: the only remaining WW1 German A7V tank.* Access this ABC podcast conversation online at https://cambridge.edu.au/redirect/10123

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ACTIVITY 2.36

1 As you listen to the podcast in Source 2.59, 'The story of a tank named *Mephisto*' on the ABC website, make a note of any evidence that corroborates information on the use of tanks in World War I by creating and completing a table like the one below.

Category of evidence on tanks	Authoritative (qualified and/or trustworthy) figure who says it	Corroborating evidence on the use of tanks in World War I (agrees with something you read in the chapter)
Conditions on the battlefield and purpose of tanks		
Conditions for operators within tanks		
Effectiveness of tanks in warfare		
German perceptions of British tanks		
Other?		

2 Afterwards, on a scale of 1 to 10 (1 being unreliable), how reliable or trustworthy would you **evaluate** the information offered in this podcast to be? **Explain** why.

The aeroplane: the war in the air and the birth of the fighter plane

The technology that developed most dramatically in World War I was the aeroplane. In 1907, inventor Louis Blériot's early monoplanes were simple, but by 1909 he successfully made the first flight across the English Channel to London.

THINKING DEEPER

Check this out geographically using Google Maps or Google Earth. Why might this have been such a significant technological advancement (change) at the time?

In 1914, military leaders naturally regarded the plane as primitive technology, unsuited to modern warfare. However, as stalemate set in and the war of attrition began, the problem of visibility became serious: standing in a deep trench, a soldier could only see the sky above, but nothing of the enemy. One frustrated French general stated: 'We cannot hit an enemy we cannot see!'

At first, hot-air balloons were used to observe enemy movements, but these could be shot down. Both sides turned to aeroplanes, with the result that their design, performance and speed all improved rapidly in response to the demands of modern warfare. Early basic planes, such as the two-seated British Vickers FB5 and the German Fokker E1, were quickly replaced by bigger and more powerful versions, such as the single-seat British Sopwith Camel biplane and the German Fokker D7 Triplane with its twin machine guns easily accessible to the pilot (the plane flown by the famous 'Red Baron'). Clearly the military need in World War I provided the opportunity for rapid aeroplane technological advancement that still continues today – especially when we consider commercial aeroplane and fighter jet capabilities and now drone technology.

Source 2.60 is an oil painting from 1919 by British artist George Horace Davis. Let's see what it reveals about the way in which aeroplanes were used in World War I.

Can you think of any other historical continuity examples where innovative technology pioneered by the military has gone on to revolutionise our lives today?

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▲ **Source 2.60** Painting from 1919 of World War I aeroplane use. G.H. Davis, *Closing Up: A bombing formation of British biplanes (DH9A S) closing up to beat off an enemy formation of Fokker triplanes*, Imperial War Museums.

ACTIVITY 2.37
RESPONDING TO THE SOURCE

1. How would you **describe** the scene depicted in the painting in Source 2.60?
2. What do you think the purpose of aeroplane use is according to this depiction?
3. To what degree does the painting accurately represent the types of planes used by the British and Germans discussed in the narrative text above? **Explain**.
4. Is there any evidence offered either in the painting or in its title to make you think this might be a reliable depiction of aeroplane use? What more might you like to know, and which types of sources would best provide you with this information?

Inevitably, the use of planes for aerial reconnaissance (observation from the air) led to their use to *prevent* this information gathering, which resulted in fights like those depicted in Source 2.60. Pilots initially carried a gun to defend their plane; later, a new invention allowed a Lewis machine gun to fire from the nose of the plane, without destroying its propeller.

It is said that the air above the trenches buzzed with 'dogfights', where dozens of planes swooped and circled in some of the deadliest fighting in the war. Pilots became superheroes, idolised by ordinary troops, enjoying celebrity status. Nonetheless, their role was enormously dangerous, because the fast manoeuvring demanded split-second timing. One second's hesitation meant death in a stream of bullets, and a plunge to Earth in a burning plane. The average lifespan of a pilot was seven weeks, or 40–60 hours of flying time, if he was lucky.

My first Englishman

(17 September 1916)

The next morning, September 17th, was a wonderful day. One could count on brisk flight operations from the English. Before we went up, Boelcke gave us a few more precise instructions, and for the first time we flew in the squadron under the leadership of the famous man to whom we blindly confided.

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We had just got to the front when we saw an enemy squadron flying towards Cambrai above our lines at the detonation points of our anti-balloon cannons. Boelcke was of course the first to see it, because he saw more than other people. We soon grasped the situation, and everyone strove to stay close behind Boelcke. We all knew we were going to have to pass our first test under the eyes of our revered Leader. We approached the squadron slowly, but could no longer avoid it. We were between the front and the enemy. If he wanted to go back, he had to pass us. We already counted the enemy planes and found that there were seven. We only have five. All the British flew large two-seat bomb planes. Only a few more seconds, then we had to start. Boelcke was already damn close to the first one, but he wasn't shooting yet. I was the second, my comrades right next to me. The Englishman flying closest to me was a large, dark-painted boat. I didn't think twice about it and targeted him. He shot, I shot and I shot past, so did he. A fight began in which for me it was important to get behind the boys, since I could only shoot in my direction of flight. He didn't need to, because his movable machine gun reached in all directions. But he did not seem to be a beginner, for he knew exactly that the moment his last hour had struck when I managed to get behind him …

So my English turned, turned, often crossing my sheaf. I did not think that there were other Englishmen in the squadron who could come to the aid of their beleaguered comrade. Just one thought: 'It must fall, whatever comes!' There, finally a favorable moment. The opponent has apparently lost me and is flying straight ahead. In a split second, I'll be sitting on his neck with my good machine. A short series from my machine gun. I was so close that I was scared of ramming him. Suddenly, I almost let out a cheer of joy because the opponent's propeller stopped turning. Hooray! Met! The engine was blown and the enemy had to land with us, as it was impossible to reach their lines. I also noticed from the swaying movements of the apparatus that something was no longer quite right with pilot. The observer was also no longer to be seen, his machine gun sticking into the air without being operated.

The Englishman landed somewhere right next to the airport of a squadron I know. I was so excited that I couldn't help but land, and ended up in the strange airport, where I turned my plane upside down, almost eagerly. The two planes, the Englishman and mine, weren't very far apart. I ran over there and already saw a lot of soldiers pouring towards the enemy. Once there, I found that my assumption was correct. The engine was shot through and both occupants were seriously injured. The observer died immediately, the guide on the transport to the nearby hospital. I placed a stone on his beautiful grave in memory of my adversary who had fallen in honor.

When I got home, Boelcke was already having breakfast with the other comrades and was very surprised where I had stayed for so long. For the first time I proudly reported: 'Shot down an Englishman'. Immediately everyone cheered, for I wasn't the only one; except for Boelcke, who, as usual, had his breakfast victory, each of us beginners had won the aerial combat for the first time …

▲ **Source 2.61** Wartime journal entry of the German pilot Manfred von Richthofen (the Red Baron)

ACTIVITY 2.38
RESPONDING TO THE SOURCE

1. What does the title of this wartime journal entry in Source 2.61 suggest it might be about?
2. A person by the name of Boelcke is mentioned many times in this source. From the context of the source, **describe** the relationship Manfred von Richthofen (the author) has with this person and **explain** who you think this person might be. (Try to use direct quotes as evidence to support your ideas.)
3. **Identify** evidence in the source of the strategy employed by World War I pilots in 'dogfights' such as this.
4. What information is given in the source to suggest that the British had a strategic advantage?
5. How would you **describe** Manfred von Richthofen's emotion at seeing his enemy plane shot down and the relationship he had with his adversary? Is there a particular metaphor you could associate with this?
6. How reliable do you think this journal entry might be as a record of what happened in this event at Cambrai?
7. How useful to your investigation is this source? Is it particularly useful for understanding anything specifically or more generally? If so, list what you think.
8. Reassess your answer to Question 1. Do you still have the same response?

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Now take a look at Source 2.62 (on the next page), a photograph by Australian photographer Frank Hurley. Here you will explore the relationship between the aeroplane and ground warfare, and at the same time you will investigate the potential problems associated with using visual historical sources.

ACTIVITY 2.39
MAKING THINKING VISIBLE

Assessing your thinking in light of new evidence

1 **Describe** what is happening in the scene in Source 2.62 with specific reference to soldiers, trenches, aeroplanes and artillery.

2 The accompanying caption from the State Library of New South Wales reads: 'An episode after the Battle of Zonnebeke in 1917. Australian infantry moving forward to resist a counter attack. On the extreme right a machine brought down in flames is burning fiercely. Our advance is supported by bombing planes, whilst the enemy is supporting his attack with a heavy barrage.' **Analyse** the caption and the photograph and **describe** the role of the aeroplane in this depiction.

3 How reliable do you think this photograph might be for understanding the role of aeroplanes and the danger for pilots in them?

4 You might be interested to know that Frank Hurley combined three photos to make Source 2.62. On the State Library of New South Wales (2020) website it states, 'Hurley referred to these combination prints as "Photographic Impression Pictures" – pictures made to produce a realistic impression of certain events by the combined use of a number of negatives.' How do you feel now about the reliability of this photo? Do you now think it is any less useful to understand the role of aeroplanes and the danger for pilots in them? **Explain**.

5 When challenged about the accuracy of his photographs, Hurley argued that as war was conducted on a vast scale, it was impossible to capture the essence of it in a single photo. He wrote in *The Australasian Photo-Review* in 1919, 'None but those who have endeavoured can realise the insurmountable difficulties of portraying a modern battle by the camera. To include the event on a single negative, I have tried and tried, but the results are hopeless … Now, if negatives are taken of all the separate incidents in the action and combined, some idea may then be gained of what a modern battle looks like.' (State Library of New South Wales, 2020)

Given Hurley's explanation here, does your thinking change in any way about the reliability and usefulness of this photo? **Explain**. Before you answer this question, you may want to read a detailed description written by Hurley of this photo and some other commentary about his work, which is available as additional resources in the Interactive Textbook.

THINKING DEEPER
HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Contestability.

Your response should contain:

- A clear identification of the interpretations of the past
- An assessment of the degree of corroboration or contestability between interpretations
- Evidence from the sources that illustrates the historical interpretations
- A judgement about which of the differing interpretations is best supported by evidence.

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▲ **Source 2.62** Frank Hurley's 1917 photograph of a wave of infantry going over the top to resist a counter-attack in Zonnebeke, Belgium, on the Western Front

▲ **Source 2.63** Photograph of a German pilot in 1915 evacuating his plane after it was hit

THINKING DEEPER

If your plane was hit, the petrol tank would explode. Do you think the pilot shown in Source 2.63 has intentionally jumped out of his plane? **Explain**. How might this support the earlier point made in the text about the short lifespan of World War I pilots?

The invention of the modern fighter plane also created new tactics. Unlike land warfare, there were no existing 'rule books' for aerial warfare, and the new generation of pilots had to develop tactics quickly, or die. The great genius in aerial warfare was the German pilot Oswald Boelcke (1891–1916), who you were introduced to in Source 2.61. It was Boelcke who invented the principles of fighter warfare. He insisted that pilots must fly up to a great height, from which they descended at high speed upon their enemy. He taught new pilots that they must be 'invisible' to their enemy. One technique was coming at the enemy with the sun behind them. In response, pilots learned to carry a piece of smoked glass, to allow them to look at the sun and see the attacker. They also wore fine silk scarves to allow them to look around more quickly.

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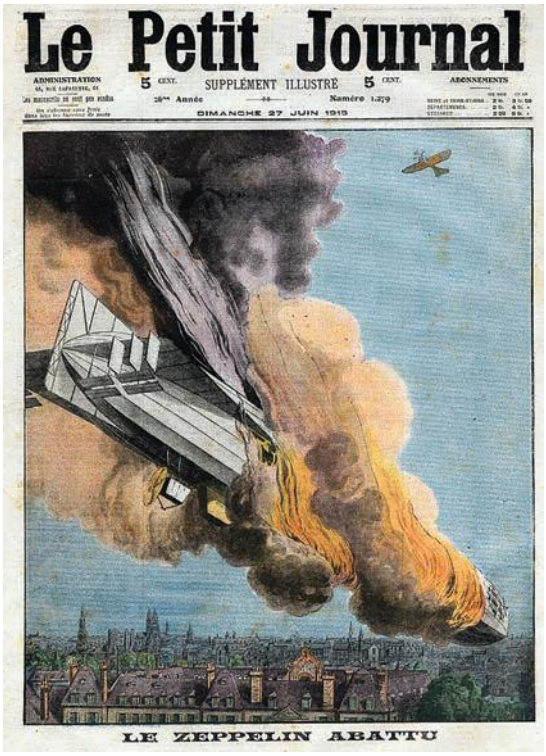
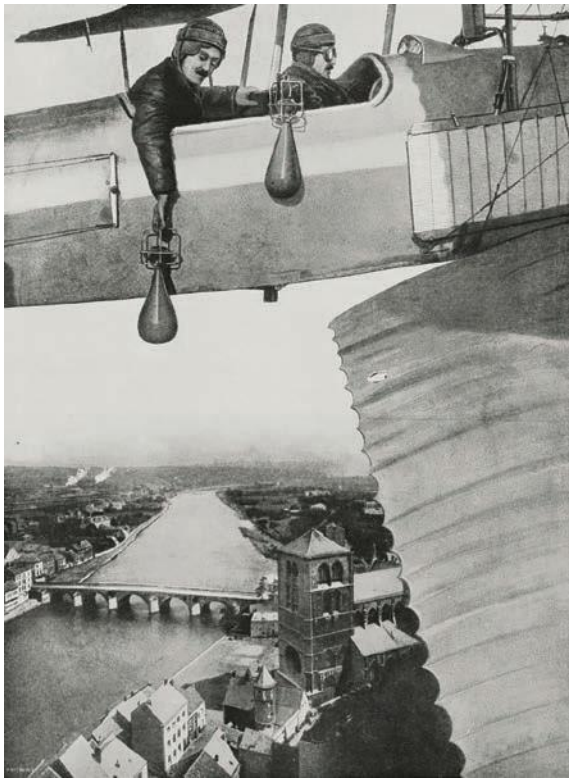
Boelcke also insisted that pilots should not fire wildly from a distance: ammunition, in light planes, was too precious. He taught pilots to follow an enemy plane carefully, and to ensure that they had it fully in their sights before they pulled the trigger. Finally, Boelcke and other pilots developed daring new tactics, such as the loop-the-loop, which involved flying in a great vertical circle and swooping down again on the enemy plane.

Swooping down firing upon soldiers in trenches or fighting in dogfights with other planes in the skies were not the only jobs of this new fighting technology. Take a look at the following sources to see what they reveal about another new-found role of the World War I aeroplane.

▲ **Source 2.64** Painting of German airships (Zeppelins) bombing London, 1916



▲ **Source 2.65** German Zeppelin, bombed by a British plane, crashing over Saint-Amand, in Belgium, front page of French newspaper *Le Petit Journal*, 27 June 1915



▲ **Source 2.66** Image of Royal Flying Corps flying over a European city during World War I

THINKING DEEPER

Is there ever a reasonable explanation to target civilians in bombing raids during warfare? **Explain**.

Should acts of civilian targeting be judged as war crimes or even state terrorism? If so, who is the culprit? Who should be charged?

Commanders realised that the aeroplane, if made more powerful, could be used to drop bombs on the trenches or on enemy cities. The bomber was born. On 13 June 1917, the Germans sent a fleet of 20 bombers to England, where they dropped 72 bombs. The English civilians knew nothing of such attacks and came out into the street to wave to the planes, thinking they were British. Some 162 people were killed in this one raid, and more raids followed.

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ACTIVITY 2.40
RESPONDING TO THE SOURCES

1. **Describe** what is being depicted in Sources 2.64, 2.65 and 2.66.
2. What advantage(s) might aeroplanes like the one in Source 2.66 offer that Zeppelins such as those in Sources 2.64 and Source 2.65 wouldn't?
3. How do the targets of these bombing raids differ from that which is depicted in Hurley's photograph (Source 2.62)?
4. As you can see from the sources, early bombing techniques were very simple. The pilots of aeroplanes had to carry live bombs on their laps or between their legs, then lean out to literally drop them on the target below. How accurate do you think this technique would be? What problems might this cause for civilians living in the towns below?
5. Source 2.66 is described as an 'explanatory drawing', where the pilots are superimposed (drawn) upon the photograph to show the type of work the pilots did. How do you think this affects the source's usefulness as a historical source? What other types of sources would you like to interrogate to see how reliably this source reflects bomb dropping throughout World War I?

You may now wonder what were the effects of this new-found purpose for aeroplanes (and airships). Or, do you wonder what it felt like to experience a bombing raid first-hand? Do you wonder whether it was terrifying and horrific? Let's now look at a primary source account of the German bombing raids on London between 8 September and 13 October 1915. This account (Source 2.67) was recorded on 14 October by a student at Princeton Street Elementary School, London. Let's see what it reveals about what it might have been like.

T. Allen

Second London Air-raid Oct 13th

Last night, London's darkness was intense, when I returned home from Goudhurst, Kent at 7.50 o'clock. I went indoors and ate something then, as I was sitting at my ease in an armchair at 9.25 o'clock, I heard a loud bang and, as we all sprang to our feet, my brother Charlie said excitedly 'They're here again'. In my excitement I forgot any possible danger, and ran out into the street; and happening to glance upwards I caught a glimpse of, what looked like to me, a silver cigar. This, in reality was a Zeppelin with a searchlight focussed on it. Soon after the banging had ceased, I went to Chancery Lane and there saw a sight that fill me with horror. In the Strand and Aldwych a large amount of damage was done and people say that lumps of flesh were found sticking to the walls and posts. The reported casualties are forty-two.

▲ **Source 2.67** 'Impressions of the airship raids over London on 8 September 1915 and 13 October 1915, as recorded the next day by boys of Princeton Street Elementary School, Holborn', manuscript page, British Library. A copy of the original is available in the Interactive Textbook.

ACTIVITY 2.41
RESPONDING TO THE SOURCE

1. According to the document in Source 2.67, what did this student actually see and how did he describe it?
2. What time of the day/night did this event happen, and do you think that would have been common? **Explain**.
3. How reliable do you think this document might be as a record of what happened in this event?
4. In the later part of the source, it reveals evidence of damage and destruction caused by the air raid. **Conduct** a quick image search online using key terms to see how accurate this description is. (Key terms: air raid + London destruction + 8 September and 13 October 1915)
5. Reassess your answer to Question 3 in light of your research in Question 4. Has anything changed?

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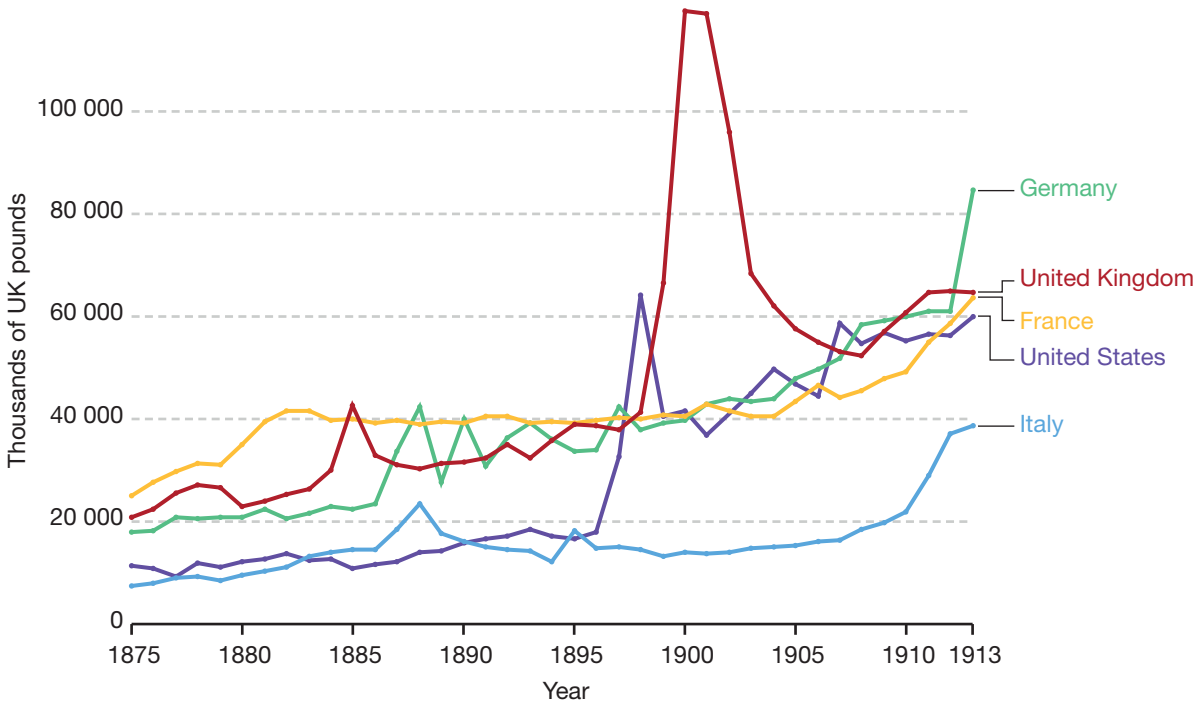
The war at sea: battleships and submarines

In Section 2.4 of this chapter, you studied how militarism was one of the causal factors in the outbreak of World War I. We now take this idea further by looking at military (and specifically naval) spending data in the years leading up to World War I to see what it reveals about the significance of the navy for the European powers at the time.

Military expenditure by country (in thousands of 1900 UK pounds), 1875 to 1913



▲ **Source 2.68** Compound line graph on military spending prior to World War I
Source: OurWorldInData.org

ACTIVITY 2.42
RESPONDING TO THE SOURCE

Refer to Source 2.68.

1. What do you notice about the spending of the United Kingdom (Britain) in the early 1900s, and how would you expect other nations to feel about this?
2. Does the trend of military spending of Germany, France and Italy after 1900 reflect your answer to Question 1?
3. Use your answers from Questions 1 and 2 to hypothesise about the relationship between the following:
   - UK military spending up to 1900
   - Trends in military spending of other countries after 1900
   - Whether this data reflects an arms race as a causal factor for World War I.

As you saw in the data in Source 2.68, military spending leading up to World War I pitted European powers Britain and France against Germany in a militaristic arms race, and naval spending made up a large percentage of this. Now let's look at Table 2.2, which provides comparative figures of each country's naval strength and spending on their navy, to investigate pre-war militarism further.

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▼ **Table 2.2** Comparative figures of pre-war spending on navies, *Encyclopedia 1914–1918* online

Country	Dreadnought battleships and battle cruisers (laid down or budgeted in parentheses)	Shipbuilding expenditures in 1913 (millions of pounds sterling, current prices)	Percentage increase in shipbuilding expenditures (1902–04 to 1911–13)
Germany	22 (4)	11.4	131%
Austria-Hungary	3 (5)	4.4	270%
Italy	4 (6)	4.3 (1912)	246%
Britain	34 (3)	17.1	38%
France	4 (12)	7.0	41%
Russia	0 (4)	11.1	105%
Turkey	2	5.5	1100%

ACTIVITY 2.43
RESPONDING TO THE SOURCE

1. **Examine** Table 2.2. Which country has the most battleships and battle cruisers? (Country #1)
2. Which country has the second most? (Country #2)
3. Locate online a percentage difference calculator. **Use** it to calculate the percentage difference between the country with the most and the second-most battleships and battle cruisers. Is the percentage significantly different?
4. How would you expect Country #2 to react to a percentage difference such as this?
5. Do the numbers in parentheses reflect your thinking in Question 4? **Explain**.
6. Now add Austria-Hungary's figures to Germany's (as they were allies). Does this amplify or contradict your early analysis? **Explain**.
7. Now add France's figures to Britain's (as they were allies). Does this amplify or contradict your early analysis? **Explain**.
8. Summarise in a paragraph your analysis of naval spending and naval strength leading up to World War I in terms of (i) individual countries, and (ii) collective allied nations.

▲ **Source 2.69** HMS *Dreadnought*

Britain traditionally possessed the all-powerful Royal Navy. By contrast, Germany, under Kaiser Wilhelm II, had hastily built up its own navy to the point that it was a threat to the supremacy of the British navy. The Kaiser made no secret of his new policy of *Weltpolitik* (a policy of world domination), and openly admitted that his High Seas Fleet was not designed for national defence, but to challenge the navies of Britain, France and Russia. Admiral Alfred von Tirpitz did not expect to defeat the Royal Navy, but he hoped that the German build-up might make Britain more willing to make concessions in diplomatic negotiations. This arms race lasted through the 1890s and up until 1912. Germany responded with the Naval Bill (1908), but rapidly found that it struggled to pay the enormous costs of the program; by 1912, Germany had reduced the building of battleships, and concentrated on its submarine fleet. In 1912, the British Minister of War, Richard Burdon Haldane, even tried – unsuccessfully – to negotiate a treaty of weapons limitation with Germany.

In Britain, the government announced a massive program of shipbuilding, which enjoyed strong public support. In 1906, Britain unveiled the ultimate battleship: the HMS *Dreadnought*.

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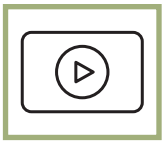
It was estimated that it had the firepower of two or three normal battleships. It carried five gun turrets with twin barrels, shooting massive shells of 30 centimetres diameter, with a range of 22.5 kilometres, plus a further 24 7.5-centimetre quick-firing guns and five Maxim machine guns. Additionally, the HMS *Dreadnought* contained four torpedo tubes for fighting off destroyers and torpedo boats. Its mighty engine gave 23 000 horsepower, allowing the ship to travel at 39 kilometres per hour. Its fuel was a revolutionary mix of coal sprayed with oil to give a more intense fire, and it could travel for 12 000 kilometres before needing to refuel.

THINKING DEEPER

Given the statistics you've read in Table 2.2, how would you **describe** the presence of battleships in the water? Furthermore, how might you expect Britain's rival Germany to have responded to a battleship such as the HMS *Dreadnought* being produced?

Needless to say, Germany responded to Britain's production of the HMS *Dreadnought* by building four of the new *Konig* Class battleships. Nobody doubted that these ships meant that a great naval battle would one day occur. That day came on 31 May 1916 in what has come to be known as the Battle of Jutland.



▲ **Source 2.70**
Smithsonian video: *How the Battle of Jutland Pushed Britain to the Limit*, available online at https://cambridge.edu.au/redirect/9689

ACTIVITY 2.44
RESPONDING TO THE SOURCE

1. Before viewing the video in Source 2.70, use Google Maps to locate the North Sea. Discuss with your group why this sea might be of military strategic importance to both the British and the German navies.
2. After watching the video, assess which country your group thinks won in this battle by using the following from the video:
   - **a** Diagrams of battle strategies
   - **b** Statistics of battleships and men lost
   - **c** The navy in control of the North Sea.

As you saw from Source 2.70, the British Navy lost 14 ships and 6000 men, in contrast to Germany's 11 ships and 2500 men. Many would judge this a military loss and give victory to the German navy. Yet it was ultimately Germany that pulled its fleet out of the battle, leaving the Royal Navy control of the North Sea. Historians today still debate the victor of this significant naval battle.

ACTIVITY 2.45

Attitudinal scale

You may choose to use information from discussions here in your seminar.

Britain strategically found ways other than naval battle to use its superior navy during World War I: naval blockade. Britain first used the technique of naval blockade – that is, using its warships

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to stop cargo ships bringing supplies of food and raw materials to Germany. This technique was highly effective, quickly causing German cities to starve.

1 In your class, **create** an attitudinal scale from one end of the classroom to the other. At each end will be the absolute opposing viewpoints:

Not Britain nor any country is ever within its rights to use its navy for such a purpose.	Britain was quite within its rights to use its navy for such a purpose.

2 Each student will place themselves along the scale continuum. Various students will be asked to **justify** why they are standing where they are.
3 You will then have the opportunity to move after hearing the viewpoint of others in your class. Students will again be asked for justifications.

The submarine had existed before 1914, but was developed to its full potential during World War I. In response to Britain's blockade strategy, Germany used its fleet of U-boats (submarines) to attack cargo ships crossing the Atlantic, stopping crucial supplies of oil, rubber, metal and food from the United States and Canada to Britain. The German Navy placed fleets of U-boats in the middle of the Atlantic Ocean, where no enemy planes could reach them. They waited until a convoy (group of ships sailing together) approached, came to the surface and picked off ships one by one. In some cases, they did not even use torpedoes, just their deck guns.

This submarine warfare was highly effective, but by 1917 Germany was concerned that the war was dragging on, and that it might not be able to continue the fight. Kaiser Wilhelm II then approved unrestricted submarine warfare, meaning that submarines would sink any ship sailing into British waters without warning. He hoped that if he could stop supplies completely, Britain would be starved into surrender, leaving France to fight on alone.

This decision had an unexpected, and finally fatal, consequence for Germany. On 7 May 1915, a Captain Kruger of U-boat U-20 made a momentous decision: he chanced upon the great passenger liner *Lusitania* and fired one torpedo at it. Until now, nobody had thought of firing on an unarmed passenger ship carrying civilians. To his amazement, his torpedo hit, and was followed by a second, much larger explosion, far bigger than any torpedo could produce. He watched through his periscope as the second explosion ripped a massive hole in the ship, which sank in less than 20 minutes. To this day, there is controversy about what caused the second explosion. Some believe that the Allies were smuggling ammunition inside the passenger ship, and that this exploded and tore the hull open. Some 1200 passengers died, including many wealthy and important Americans. When news of the atrocity hit the newspaper headlines, American public opinion was outraged, but not enough to convince people that the United States should enter the European war. For a more in-depth analysis of some of the events mentioned here (British blockade and German unrestricted submarine warfare, among other interesting topics), listen to Richard Fidler's (ABC, 2021) podcast interview with Australian historian Paul Ham.

THINKING DEEPER

Consider the accusation around the second explosion. Do you think it is morally right for a government to use commercial passenger ships to transport/smuggle military material in a time of war? **Explain**.

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▲ **Source 2.71** A German U-21 submarine rescuing passengers from a sinking British cruise ship

THINKING DEEPER

The painting in Source 2.71 was created in 1915 by German artist Willy Stöwer. What does this painting reveal about the possible character of German sailors during 1915? Is this painting enough evidence on which to base this judgement? What other evidence might be useful? The artist Willy Stöwer was a board member of the German Navy League and patron of the Imperial German Navy. How might this information influence his portrayal of the German sailors in this picture? Do you think the artist's allegiances might affect the painting's accuracy as a historical source?

In your student-led seminars you've explored the concept of historical change through the ways new weapon technology during World War I changed the nature of fighting.

Now you'll probe the concept of historical change further through the development of the German 'storm trooper'.

Breaking the stalemate – the German storm troopers

We are familiar with the ordinary soldier struggling with the dangers of the trenches. These experiences were very similar for all countries involved. As the war settled into stalemate (neither side advancing or achieving victory), the German army decided that it must develop a deadly new sort of soldier, the *sturmtruppen* or storm troopers. The following activity explores this new deadly development.

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ACTIVITY 2.46

Sketch to stretch

1. Read the following text once without doing anything. Just keep a conscious mind on what you think throughout your reading. (Or, alternatively, have someone – teacher or student – read the text aloud for the whole class.)
2. Now read the text a second time. This time, as you read sketch what you're reading, using *images*, *symbols*, *diagrams*, *single words* or *phrases*. But you *must not write in sentences*.
3. Next, find someone in your class and sit with them. Each person in the pair has one minute to **explain** their sketch. After the explaining is done, return to your seat and use what you have seen and heard from your partner to edit your sketch for one minute.
4. Now read (or listen to) the text for a third time, while you add to or revise your sketch.
5. Lastly, you will now have five minutes (no more or less) to write a summary of what you have read (or heard) using your sketch as the stimulus. *Note:* you are *writing for learning* here, not writing to reflect learning. So be free and don't worry too much about grammar, punctuation and spelling. You are the only audience for your writing here!

The shock troops of World War I: the German storm troopers

As the war settled into stalemate, the German army decided that it must develop a deadly new sort of soldier, the storm troopers. In 1915, the Germans realised that the standard tactic of lines of men charging mindlessly across no man's land in a bayonet charge was ineffective, and they looked for an alternative. The Allies had already learned this lesson but had tried to solve the problem by developing tank warfare, relying on armoured vehicles that could advance into machine-gun fire without being harmed. Germany could not match the industrial production of the Allies, so it did not try. Instead, it turned to the radical new ideas of one General Hutier, who suggested what we now call a shock-and-awe tactic, an attack so savage that the enemy is simply paralysed. This involved using intelligence (military information) to identify weak points in the enemy's defences. Then the German artillery (cannon) would begin a heavy creeping bombardment in which the shells moved like a storm of lightning and thunder steadily forward across no man's land towards the enemy.

They also fired gas shells to force the enemy to put on their gas masks, making it more difficult for them to see. As the shells moved forward across no man's land, special assault troops crept forward like an oncoming virus just behind the explosions, and would not be seen by the enemy until they suddenly emerged from the ground and stormed the trenches like demons appearing from an evening fog.

The first 'Storm Detachment' was formed in 1915 and was improved further by 1916. These men were trained to be shock troopers, chosen from the youngest, fittest and most intelligent men of the German army – the German soldier elite. Their training emphasised speed, aggression and determination. Unlike ordinary soldiers, who trained safely with blank ammunition, their training had been done with live ammunition. They were already hardened to the possibility of death, since many trainees died before they even left for the front. This is why the film franchise *Star Wars* called Darth Vader's elite soldiers by the same name – storm troopers!

These shock troops crept across no man's land almost noiselessly, wearing only ordinary light boots and cloth leggings called puttees. They sewed thick leather

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patches onto the knees and elbows of their uniforms, so that they could hug the rough ground and move quickly. They carried a Carbine 98 (rifle) slung across their back. This was less important than a bag of stick hand grenades, which were thrown as they approached the enemy trenches, and an automatic Luger pistol, which was more useful when it came to deadly fighting at close quarters within the trenches. In some cases, a team of three storm troopers would cooperate like a deadly trinity: one would throw grenade after grenade, another would quickly hand grenades to his mate, while a third would keep up suppressing covering fire with a machine gun to pin down the enemy and make them stay low in their trenches. In the confusion, the enemy would not even see the rain of grenades flying through the air until they started exploding in the trenches, and by then it was too late.

Once they attacked the trenches, the storm troopers overwhelmed the ordinary troops there, then spread out to left and right in an almost unstoppable attack. When they could advance no further, they pulled down sandbags and made a barricade, making it impossible for the enemy to recapture the trench.

These 'super-soldiers' became the 'celebrities' of the German forces. They were considered highly trained specialists and enjoyed the same hero worship as sporting stars in peacetime. They were never given ordinary trench duties but enjoyed special accommodation well back from the front lines, and much better food. They were even driven from their base to the front lines in comfortable buses.

When the storm troopers rose suddenly out of no man's land, they presented a blood-chilling sight: their new Stahhelm helmets, curved over their ears and neck, worn low to the eyebrow and painted with a Death's Head (skull) and two hand grenades, and their faces were dehumanised by their gas masks (much like the unnerving effect of the masks of Darth Vader and his storm troopers on audiences in *Star Wars*). Even troops who had been in the trenches for years, and who had seen fierce fighting, were terrified and paralysed by the savagery of these attacks.

At first, this strategy succeeded, and the storm troopers forged forward, broke through the Allied lines and captured large amounts of territory. But then the weakness of a rapid advance worked against them. They advanced too far, were cut off by Allied forces, and suffered heavy casualties. But General Hutier's clever strategy came very close to winning the war for Germany. It was one of the best strategic responses to the hopeless conditions of trench warfare and would help develop the later idea of *Blitzkrieg* (lightning war) for Hitler in World War II, just two decades on.

REFLECTING ON YOUR LEARNING 2.3

This section's key inquiry question – 'How was fighting conducted in World War I?' – has led you to **analyse**, **evaluate** and develop your historical interpretations on the difference between World War I and 'traditional' wars of previous centuries. Furthermore, you have investigated how the conditions on the battlefields of World War I instigated new military technology that irreversibly changed the nature of fighting forever.

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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2

2.4 Depth study – inquiry question 3: how significant was Australia's involvement in World War I?

FOCUS QUESTIONS

- What were some of the significant places where Australian men and women served during World War I?
- What do Australian experiences reveal about the significance of Australia's involvement in World War I?

THINKING DEEPER

You might like to work out the percentage of the total population for these figures to see the significance of Australia's contribution.

Australia's proud record of service

Australia's armed forces have good reason to be proud of their contribution to World War I. Historian Robert Fleming reminds us in *The Australian Army in World War I* (2012, p. 3) that Australia was a 'small' country in terms of population – merely five million people in 1917, compared with Germany's 68 million and Britain's 46 million. Yet Australia sent 331 781 troops overseas, and suffered 210 000 casualties, of whom 61 519 died.

Australian troops distinguished themselves by fighting very bravely, both in some hopeless and tragic military situations (Battle of Gallipoli, Battle of Fromelles) and also in some actions that proved crucial to the outcome of the war (Battle of Pozières, Battle of Villers-Bretonneux). It is significant that, of our total forces, only 4000 troops were ever captured by the enemy, suggesting that our soldiers had the determination to keep fighting at all costs.

Australia's first shot fired in World War I

Just two days after Britain declared war on Germany, Australia fired its first shot in World War I. However, you might be surprised to find out where and when this shot was fired. Investigate in Source 2.72 an extract from a news article from the Melbourne newspaper *The Age*, published on 6 August 1914, to see what it reveals.

You might be interested to know that the Australian pilot, a Captain Montgomery, who was guiding the ship towards the Heads at the time, had to wrestle with the German captain after the first shot was fired to persuade him that if he did not stop the next shot would hit the ship. Reports show that the Commander of Fort Nepean (Port Phillip Bay, Victoria) at the time was willing to sink the ship if necessary. The captain's decision to turn around that day probably saved him and his crew from the horrors of war, for they served out their time safely in a prison camp in Australia. This important act was commemorated at Portsea on 5 August 2014, when it was confidently described as the very first shot fired on behalf of the entire British Empire in World War I.

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ACTIVITY 2.47

Mapping the scale of Australia's involvement in World War I

1 Locate a blank political world map. (A political map is a map that has country and capital city names and their national borders.)
2 As you travel through this section of the book to address the sub-inquiry question 'What were some of the significant places where Australian men and women served during World War I?', annotate your map with the information in the dot points below – *where provided in the text* – to see visually the scale and significance of involvement of such a young and small country by population as Australia:

- Where – the country where Australia was involved
- When – the chronology of the involvement at each location
- What – key events that took place
- Why – reason(s) for Australia's involvement at each location
- Who – the 'enemy' opposing Australian troops in each location.

Australia's first shot of World War I fired at Point Nepean

The first shot of the war, as far as Australia is concerned, was fired from Point Nepean fort at the Heads shortly after noon yesterday, when the German cargo steamer Pfalz was held up while passing out to sea. When the news reached Melbourne through an official wire from Queenscliff considerable excitement was aroused, as it was rumoured the vessel had cleared out to sea after being fired upon, and following so soon upon the news of the declaration of war between Great Britain and Germany, proved that Victorian defences were in readiness for active warfare.

… it was noon before the vessel arrived off Portsea. Here she was met by the pilot steamer Alvina, from which the naval authorities are conducting the examination of all outgoing shipping. Upon naval officers boarding the Pfalz, her papers were found to be in order and nothing of a suspicious nature apparent to warrant her detention. At the time the naval boarding party was unaware that war had been declared between Great Britain and Germany, while Captain Kuniken and his crew were also oblivious of the grave turn of events since their departure from Melbourne.

… when in a direct line between Point Nepean and Queenscliff, those on board were startled by the report of a big gun fired from the fortress at Nepean. A puff of white smoke suddenly rose over the fortification, and a shell came screeching past, to fall into the water about 50 yards astern of the vessel. Spray was thrown up in all directions, and those on board were thrown into a state of alarm at the sudden attack upon them … Signals were then observed flying from Queenscliff, which soon enlightened the now thoroughly alarmed officers that they were to turn back. No time was lost in responding to this order, and at 1.30 pm Australia's first prize of war commenced her return to Hobson's Bay …

▲ **Source 2.72** Extract from news article, *The Age*, 6 August 1914

ACTIVITY 2.48
RESPONDING TO THE SOURCE

1 According to Source 2.72, why and how was the German cargo steamer SS *Pfalz* stopped from leaving Melbourne?
2 According to the source, was the German cargo steamer SS *Pfalz* a threat to Australia's national security?
3 How did those on board react to the firing upon the vessel?
4 Why do you think the author of the article uses the language 'Australia's first prize of war'? What might this reveal about the future of the vessel?

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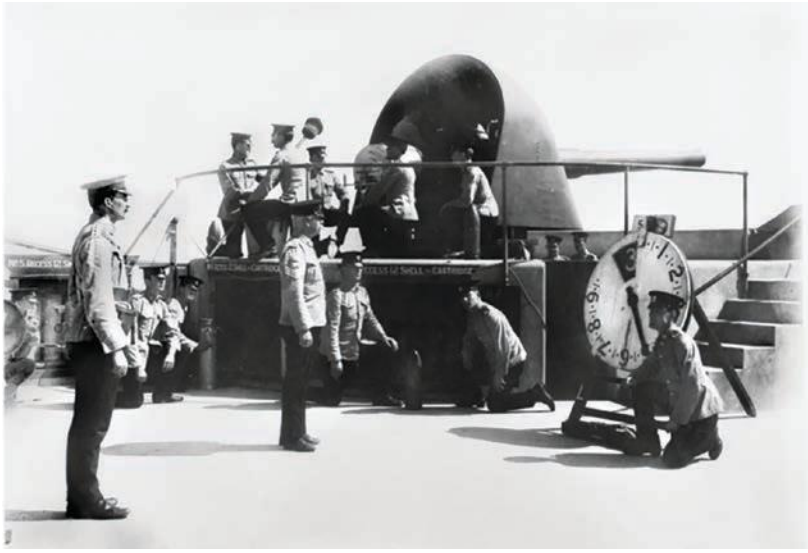
THINKING DEEPER

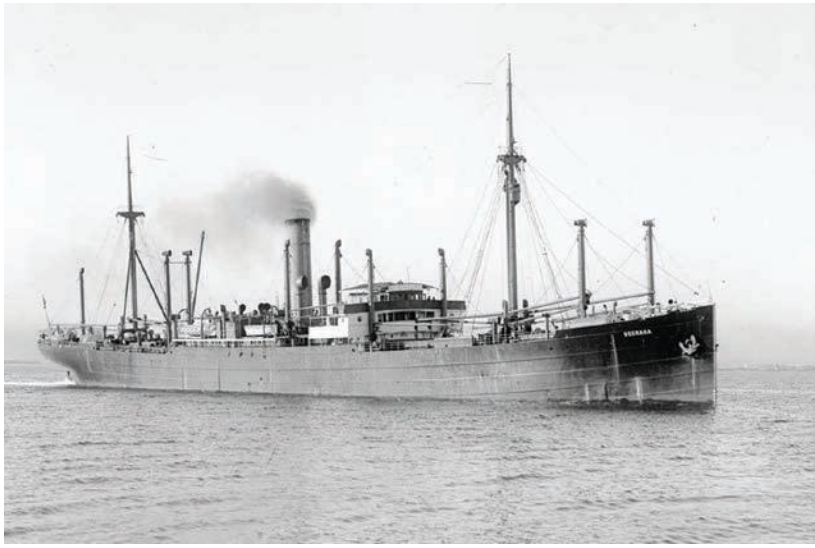
Who, or what, do you think these men would expect to have to target with guns such as the one in Source 2.73? How do you think these men might have felt being asked to fire upon a cargo ship that posed no military threat to them or Australia?

THINKING DEEPER

Does the repurposing of the SS *Pfalz* by the Royal Australian Navy shown in Source 2.74 **justify** the term 'prize of war' used in the article (Source 2.72)? How does this source support the idea that military intelligence and quality communication are integral for success in warfare?



▲ **Source 2.73** The gun at Fort Nepean that fired the warning shot in front of the SS *Pfalz* on 5 August 1914



▲ **Source 2.74** The SS *Pfalz* was renamed the HMT *Boorara* (shown here) and was used as a troopship by the Royal Australian Navy.

Significant places: German New Guinea (August–September 1914)

Australia's first actual military campaign is less well known to our public, but it proved that Australian forces could complete a task successfully. The campaign in German-controlled New Guinea was close to home. The German Vice-Admiral's fleet of battleships was threatening Allied shipping in the South Pacific Ocean. The British gave the Australian forces the task of destroying the radio stations and supply bases that the Germans had set up to support the German Vice-Admiral's fleet.

AUSTRALIA CAPTURES THE FIRST ENEMY TERRITORY IN WORLD WAR I

The Australian Naval and Military Expeditionary Force landed at Rabaul on 11 September 1914, then captured the German radio station at Bita Paka. Australian forces had successfully captured the first enemy territory of World War I and shown that they could play a military role in the Pacific Region.

Significant places: the Middle East

THE ORIGIN OF THE ACRONYM 'ANZAC'

In October 1914, 20 000 troops of the Australian Imperial Forces joined up with 10 000 New Zealand troops at Albany in Western Australia. Together, they formed a new force known as the Australian and New Zealand Army Corps (Anzac), commanded by British officer Lieutenant General William Birdwood. The exact origin of the acronym is difficult to attribute, but according to one account it

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was first used in Cairo, Egypt, in early 1915, where they trained before deploying to the front. The soldiers were soon being referred to as 'Anzacs'.

The now famous name of Anzac was invented almost by chance. Everybody was still referring to it as the Australian and New Zealand Army Corps, despite it being quite a mouthful. It was actually a young officer in the Army Stores who got tired of writing the long name on every order form he filled out for supplies, and who begged to be allowed just to write the initials. General Birdwood rather liked the sound of it and adopted it as the formal code name for the army.

▲ **Source 2.75** An artist's representation of an Anzac recruit

THINKING DEEPER

How would you **describe** the uniform in Source 2.75? Do you think it was designed for the hot climate of the Middle East or the cold climate of Europe through the freezing winters? How well do you think this uniform would perform during long spells of pouring rain? What level of fitness would you expect the average Anzac soldier to need to 'perform' adequately in this uniform?

BEERSHEBA

In the Middle East, Australian forces fought the Turkish army, which was assisted by German officer-advisers. In 1916, the challenge was to capture the heavily fortified town of Beersheba, to break all the other German defences.

The Australian commander was concerned that the Turks were heavily dug-in at Beersheba, and backed by heavy artillery and machine guns. A charge over open desert would slaughter his troops. He had a simple but brilliant idea.

He realised that the Germans, expecting the usual attack, would already have set their guns to fire at a certain range – that is, exactly the point at which the **Light Horsemen** usually dismounted. It would not be easy to quickly rewind the guns to change their range. He therefore ordered his troops to charge, galloping at high speed like cavalry, and to use their bayonets like swords. The attack was so quick that the German guns were ineffective, and the Australians captured Beersheba with few casualties.

Light Horsemen
Australian infantry who rode up to the enemy on horseback, dismounted, then attacked on foot. They differed from cavalry, which always attacks on horseback

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Significant places: Gallipoli

Of all the places Australians fought, Gallipoli stands large in the public's imagination. Prime ministers travel there on Anzac Day, and thousands of Australians young and old have followed them. In other parts of the world, many people have never heard of Gallipoli, while others ask in amazement why we so enthusiastically celebrate such a tragic, pointless and murderous military defeat – yes, Gallipoli was a failed military campaign and defeat for the Allies! Therefore, you will explore this significant place in great detail.

Through investigating Gallipoli with a strong focus on historical sources, you will be able to make your own evidence-based decision about the extent to which you think it appropriate that Australia celebrates such an event.

The real place of Gallipoli is shrouded with both respectful memory and a certain amount of myth. Historians – keen to represent our national history accurately – work hard to maintain the memory and the respect, but also to correct the myths. Our greatest duty to the men and women who served there is to find out what exactly they really went through.

Allied motive for invasion of Turkey

As war approached in 1914, both sides assumed and hoped that Turkey, then known as the Ottoman Empire, would stay neutral, because its military power was weak; the Ottoman Empire was regarded as an empire in decay. It had gradually lost territories in Europe and North Africa. Therefore, we begin to investigate the Gallipoli campaign by studying a map of Europe and the Ottoman Empire (including Gallipoli, Turkey) to investigate the geopolitical reasons for invading Turkey.

▲ **Source 2.76** The Ottoman Empire and its European context

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ACTIVITY 2.49
RESPONDING TO THE SOURCE

1 Locate Istanbul and the Dardanelles on the map in Source 2.76.
2 **Consider** the following context before responding to Question 3:
   - One of the Ottoman Empire's main military and political leaders, Enver Pasha, decided not to remain neutral. On 2 August 1914, he made a secret agreement allowing the Germans to sail battleships into the Dardanelles waterway and to anchor near Constantinople (the modern city of Istanbul). The Germans then closed the waterway with mines.
3 If Russia was an ally to Britain and France (and Australia) and was accustomed to exporting (selling) its products such as wheat or oil to its allies and receiving crucial ammunition it needed for the war, how might the German behaviour here in the Dardanelles be viewed as a cause for conflict with Turkey and a reason for an Allied declaration of war on the Ottoman Empire?

Winston Churchill's plan for a naval attack on the Dardanelles

As you know from your earlier study, by late 1914 World War I had settled down into stalemate. Commanders wondered how to break the deadlock of the trenches. In December, Britain's War Cabinet considered pressuring the enemy by attacking some point in the Mediterranean area. Russia then requested that the Allies attack Turkish forces in the area, to assist Russian troops defending their territory.

Here is how historians working for the Australian Broadcasting Corporation (ABC) describe a young Winston Churchill's bold plan.

Churchill's plan was to attack the city of Constantinople by sea. Constantinople had been the capital of great empires throughout history: Roman, Byzantine, Latin, and now Ottoman. After the founding of the modern Republic of Turkey in 1923, Constantinople was renamed Istanbul.

In order to arrive at Constantinople the plan required heavy bombardment of coastal forts along the Dardanelles, a narrow strait connecting the Aegean to the inland Sea of Marmara. Disabling the forts would allow the main attack force to advance on Constantinople, situated on the far northeast edge of the Marmara.

On 19th February, an Anglo-French fleet attacked the Ottoman forts at the mouth of the Dardanelles with little effect. However, British Naval Command remained convinced that the Ottomans had been weakened and the main attack was launched a month later on the 18th March under Admiral John de Robeck.

The attack strategy required a fleet of ageing battleships, cruisers and destroyers to break open the strait at its narrowest point. But as the ships advanced in formation they encountered mines that remained in place after previous attempts to clear them had failed.

Three ships were sunk, three put out of action and the remaining fleet was hastily withdrawn.

This defeat persuaded British Field Marshall Horatio Herbert Kitchener to redirect ground forces away from the Western Front to support a combined military and naval operation to capture the Ottoman forts along the Dardanelles' western shores. Thus the Mediterranean Expeditionary Force was formed as part of the British Army, under General Sir Ian Hamilton.

The change in strategy was noted by Ottoman Command and gave them time to prepare basic defences against a revised attack front.

▲ **Source 2.77** Extract from ABC website, *Gallipoli: The First Day*

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ACTIVITY 2.50
RESPONDING TO THE SOURCE

1 From what you've learned in Source 2.77, which city did Churchill plan to attack?
2 According to Churchill, what had to be done by the British in order to achieve victory in this plan?
3 Why was this plan not successful?
4 As a result of this failed plan, what new plan was made by the British high command? And, what evidence is there in this source that suggests that the new plan was also destined to fail?

THINKING DEEPER

How useful is this source in assessing the readiness of the Turkish forces?

The plan for a land attack and the Anzac landing (25 April 1915)

The British Navy demanded army support in future attacks. The commander of the Mediterranean Expeditionary Force, General Sir Ian Hamilton, hastily planned a land invasion for 25 April 1915.

▲ **Source 2.78** The British battleship HMS *Irresistible*, shown here, was sunk by guns from Turkish shore batteries at Gallipoli.

ACTIVITY 2.51

Research task

Formulating a landing plan: Google Earth study of the geography of the Gallipoli peninsula

1 Locate Google Earth online.
2 Navigate to a broad map consisting of Turkey, the Dardanelles, Istanbul (Constantinople), the Black Sea, the Aegean Sea, the Mediterranean Sea and the Sea of Marmara.
   - The Allies wanted to sail their warships through the narrow strait from the Aegean Sea into the Sea of Marmara, where they could attack Constantinople (Istanbul) and make Turkey surrender. Once this was achieved, supply ships could sail into the Black Sea and provide Russia with supplies and weapons, and help keep the war going against Austria-Hungary and Germany on the Eastern Front. This would mean that Germany could not send all its troops to the Western Front.
3 Now zoom into the Dardanelles and locate the following places mentioned in this text:
   - The problem was that the Dardanelles Strait was protected on both sides up to Canakkale on the Eastern side and Eceabat (opposite Canakkale and on the European side) by forts and mobile artillery batteries, and by mines. To enable the Allied warships to sail through the Dardanelles and into the Sea of Marmara, these forts and artillery batteries had to be destroyed.
4 Adjust the Google Earth image to show only the peninsula and **decide** where you might land troops to achieve the objective.
   - The Allies tried to sail warships through, but were forced back. The strait could only be entered if the forts and mobile artillery along the shores were destroyed by a land attack. You might like to know that the Allies had maps, but they did not have the aerial view that you are enjoying using Google Earth.
5 Take a screenshot of the peninsula and use a word processing program (like Microsoft Word) to mark on it where you would land troops. You might land them in one place, or in several.
6 In class discussion, **explain** why (benefits and potential risks) you have selected your location(s).

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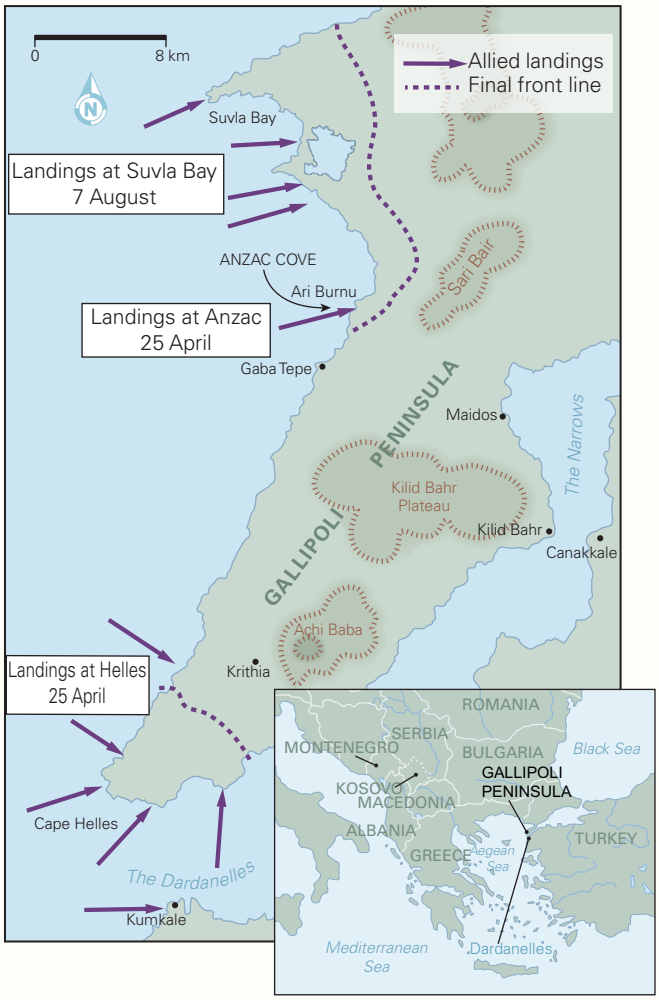
7 Now look at the map of the actual two main places where the Allies did land on 25 April (Source 2.79). One was at various places on the southern tip of the peninsula, in the area called Cape Helles. The other was north-west of Cape Helles, at what is now called Anzac Cove.
8 Return to Google Earth, zoom in and **describe** the terrain at Anzac Cove.
9 List the main advantages and disadvantages for the attackers and the defenders at this site.
10 **Consider** the advantages and disadvantages and **evaluate** whether you would land by day or by night. **Explain**.
11 You'll be interested to know that the invasion campaign failed. The Australian and New Zealand soldiers at Anzac Cove and the British and French at Helles were not able to advance much beyond the areas where they landed, and so were not able to attack the forts and artillery batteries. From what you know so far, **suggest** reasons why the invasion might have failed.
12 Now go to the ABC's *Gallipoli: The First Day* website and watch each of the episodes (total of approximately 25 minutes viewing) relating to the events of 'Story of the Day'. Test your ideas against the story that unfolds.



▲ **Source 2.79** Allied landings at Gallipoli, 1915

General Sir Ian Hamilton assigned the landing places according to the difficulty of each location. Contrary to myth, he did not throw the fresh Australian troops at the hardest point of landing. He assigned his own experienced, hardened troops of the 29th Division to the most difficult landing at Cape Helles. He correctly judged the Anzacs to be less experienced, and gave them the supposedly 'easier' landing at Gaba Tepe headland. A small French army was assigned another landing. Hamilton expected rapid victory and promised to capture the Turkish capital in three weeks. He therefore only ordered supplies of food and ammunition for a short campaign. Expecting only a small casualty rate of about 3000 men, he ordered few doctors, nurses and medical supplies.

As you would have seen when completing Activity 2.51, the commander of the Anzac forces, General Birdwood, first landed 4000 men on Gallipoli at dawn, making the Australians the first to land. These 4000 men were to secure the coast as far as the third ridge, and then cover the landing of the rest of the Anzac forces. Small steamboats towed lines of lifeboats from the battleships towards the shore. It is unclear what went wrong. Some believe that the captains mistook a small headland for the larger Gaba Tepe headland. Others believe that strong currents swept the boats off course. Whatever the cause, they landed 2 kilometres away from the site that

▼ **Source 2.80** Painting of the landing at Gallipoli by George Lambert: *Anzac, the Landing 1915*

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Hamilton had carefully chosen. Tragically, this placed them right amid the Sari Bair hills, an impossible landscape of steep cliffs to the sea, then ridges and deep ravines. The terrain was so hostile that the Turks thought that this was the least likely place to land, and therefore had stationed fewer troops there. As the Australians landed, they were met with a hail of bullets, and realised that the plan had gone dreadfully wrong. The second group of Australians then landed on the beach now known to us as Anzac Cove.

ACTIVITY 2.52
RESPONDING TO THE SOURCE

1 **Consider** the contextual information in the dot points below and what you've already learned about the terrain at Anzac Cove from earlier study. **Evaluate** how accurate, and therefore reliable, you think Source 2.80 might be as a depiction of the Anzac landing.
- The artist George Lambert was not personally at the landing at Gallipoli in 1915, and only painted this work some years later, in 1920–22.
- The artist spent six weeks at Gallipoli after the war, carefully studying the site and the battlefields there, and made many sketches that he then used to do this painting when he came back to Australia.
- Lambert obtained facts about the landing from the Australian official historian C.E.W. Bean and other members of the Australian Historical Mission during his visit to Gallipoli.
- Alexander Colquhoun reviewed the painting in the Melbourne *Herald* on 4 May 1922. He wrote: 'This is not a pretty picture, nor a cheerful one, and there is an uncanny lack of anything individual or personal in the scrambling, crawling, khaki figures scarcely discernible against the rocky precipitous ground. It speaks, however, as a declaration of sacrifice and achievement in a way that no other war picture has done.'
- The painting currently hangs in the Australian War Memorial in Canberra.

2 If you judged this source reliable, **explain** what this source tells you about the conditions at Anzac Cove.

Now let's explore the experiences of two Australian soldiers reflecting years later on the landing at Gallipoli.

> [On the approach to shore the firing] opened out into a terrific chorus. The key was being turned on the lock on the lid of hell. Some men crouched in the crowded boat, some sat up nonchalantly, some laughed, while others cursed with ferocious delight.

▲ **Source 2.81** Extract from an anonymous Gallipoli diary

ACTIVITY 2.53
RESPONDING TO THE SOURCE

1 **Identify** the metaphors this Anzac has used in Source 2.81 to describe the nature of the landing he experienced. What do they suggest about his experience?
2 How does the soldier describe the reactions of the Anzacs in the landing boats? What does this reveal about the differing ways in which Anzac soldiers reacted to the Gallipoli experience (and soldiers' experiences of war in general)? Why might historians need to **consider** this when using primary accounts such as this in their investigations of the nature of fighting at the time?

> [It was] very, very steep terrain, up steep gullies and it was pretty hard going. We didn't see many Turks at all … It was just a matter of 'go for your life'. And we got mixed up, we were all over the place. There was 5th Battalion, 6th Battalion, 8th Battalion all over the place. Till we got right up. When we got up to the – The higher we got up, the worse it got and then we got heavy fire and the casualties were very, very high. And, er … we … After that, we got the orders to dig in.

▲ **Source 2.82** Anzac Frank Parker's account of the landing

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ACTIVITY 2.54
RESPONDING TO THE SOURCE

1 Use evidence from Source 2.82 to **evaluate** to what degree the landing was well organised, methodical and ordered.
2 According to Parker, when during the landing did the Anzac soldiers experience the most resistance from the Turks?
3 How does this description compare to the depiction of the event in George Lambert's painting (Source 2.80)? To what extent do you think this source validates (make something more reliable) the accuracy of Lambert's painting as a historical source of the landing? **Explain**.

Soldier Bert Facey remembered that landing and offers further insight into the dangers confronted by the Anzacs on that morning.

> Our casualties were heavy. We lost many of our chaps from snipers and found that some of these had been shot from behind. This was puzzling, so several of us went back to investigate, and what we found put us wise to one of the Turks' tricks. They were sitting or standing in bushes, dressed all in green – their hands, faces, boots, rifles and bayonets were all the same colour as the bushes and the scrub. You could walk close to them and not know. We had to find a way to flush the snipers out. What we did was fire several shots into every clump that was big enough to hold a man. Many times after we did this the Turks jumped out and surrendered or fell out dead.

▲ **Source 2.83** Anzac Bert Facey's reflection on a problem encountered during the landing

ACTIVITY 2.55
RESPONDING TO THE SOURCE

1 According to Source 2.83, what was the problem Anzac soldiers were faced with here?
2 How did the Anzac soldiers respond to the problem?
3 What level of Turkish preparation or readiness for the Anzac invasion is shown in this source? Which source from this section supports this idea?

A summary of the first day

Historian A.K. Macdougall contends in his book *Gallipoli and the Middle East* (2004) that the first day included some of the most savage fighting in the conflict. The Turks were commanded by the brilliant officer Kemal Ataturk and fought with enormous courage to defend their homeland. Turkish officers quickly moved more troops up to the area. The Australians were caught in a hailstorm of bullets, grenades and shells. Their officers were often killed first, so groups of soldiers struggled forward unguided to try to capture the target of the Third Ridge. Ataturk himself led his own regiment against the Australians – whom he called 'the English' – and threw them right back towards the beachhead. By nightfall, the Anzac forces had lost 3000 casualties (dead or wounded), and the remaining troops were barely clinging to the First Ridge. Instead of commanding 7 kilometres of soil, the Anzacs commanded just 1 kilometre. General Birdwood informed the commander, General Hamilton, that his troops were trapped and might have to be evacuated; Hamilton ordered him to dig in and hold his ground at all cost. After five days, the Australians had lost a staggering total of 8000 casualties (dead and wounded), while the British also lost 5000.

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THINKING DEEPER

The casualty toll more than doubled over the space of five days. Do you think a casualty toll such as this is a justifiable reason to declare an invasion campaign such as this a failure?

How are you going with your decision on whether this historical event is worthy of celebration?

▲ **Source 2.84** Frank Crozier, *The Beach at Anzac*, 1919. Crozier painted this large scene after the war, but he did serve in Gallipoli in 1915, and also on the Western Front in Europe, where he witnessed the Battle of Pozières. Of all the artists of the AIF, he had the greatest direct experience of battle conditions.

The conditions at Gallipoli

The conditions at Gallipoli were some of the harshest any soldiers could experience. One English reporter wrote: 'The Australians are in the most extraordinary position an army has ever found itself, clinging as they are to the face of the cliff' (Ellis Ashmead-Bartlett, quoted in A.K. Macdougall, *Gallipoli and the Middle East*, 2004, p. 15). The area in which the 40 000 troops had to live was very small: less than 6 square kilometres – not much bigger than a modest dairy farm back in Australia.

As you've seen in your investigation so far, the terrain was very steep. The daily act of carrying heavy cans of water and crates of food and ammunition up to the top of the ridge was utterly exhausting, and was harder work than fighting in the trenches. In particular, there was not a single source of natural water at Anzac Cove. It was brought by ship in barrels, then put into metal cans and carried by men or mules up to the troops. Water became as precious as gold, and this made both washing and hydration against extreme heat very difficult. Soldier Jim Meek reflects on the lack of water available:

> We were the dirty men who didn't wash at all … practically. Fresh water was too precious to use for washing. A man thought himself lucky if he had enough to drink.

▲ **Source 2.85** Anzac Jim Meek

▲ **Source 2.86** Image of Anzacs freshening up in the Mediterranean Ocean. Nowhere was safe at Gallipoli, not even in the water.

THINKING DEEPER

What does the photo in Source 2.86 suggest about the risk men were willing to take to 'freshen up' or clean themselves? How might this corroborate the idea that fresh water was too precious to use for bathing?

How would you **describe** the general mood of the Anzacs on the beach depicted in this painting? From their appearance, what time of year do you think is depicted in this painting? What evidence is there in the source that the British commanders planned to be at Gallipoli for a long period of time?

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The army never mastered the basic skill of building adequate toilets, so soldiers used tin cans instead. Some 50 per cent of Anzac deaths here were not from Turkish bullets, but from disease. As historian David Hastings wrote in a newspaper article titled 'Letters from Hell', one New Zealand soldier in an interview years later went so far as to say, 'nobody looked after us, nobody seemed to care about us … We were short of food and short of water'. Another soldier, Lieutenant Colonel Percival, wrote in a letter to his father that, 'Every day 300 or 400 men are being sent out to hospital ships, and in most cases suffering from dysentery'. He continued offering insight into the Anzac response where he wrote, 'Captain Sinclair is fixing tubs of disinfectant on the beach for their men to soak their underclothes in'.

Men wounded on the front line at Gallipoli had the terrible job of often having to search for help themselves.

Hastings points out that they often:

> crawled from the battlefield or were carried by mates and stretcher-bearers down to the beach for preliminary treatment. Surgeons operated on the most urgent cases in the open air. Lesser wounds were dressed and the men had to wait, sometimes for days, to be transferred to hospital ships where doctors worked overtime cutting, stitching and amputating.

▲ **Source 2.87** David Hastings, 'Letters from Hell', *The New Zealand Herald*, 2020

Once treated, the wounded men would be taken to Malta, Egypt and Britain to recover. Some were returned home and discharged as unfit for service. Hastings adds that, 'the unlucky ones would soon be returned to resume the battle'.

Scots officer Alexander McLachlan, on board the transport ship *Saturnia*, recalled the following in an interview in 1969.

> We had an influx of wounded … About 700 men. It was only the doctor on the ship … They were brought onboard and only a blanket was put down on the deck and that's where they laid. One of the soldiers who was very badly wounded in the back … It wasn't a very nice sight because the bandage had come off the wound, and maggots were crawling in … So I got busy and cleaned out the wound and incidentally got him a glass of brandy to cheer him up well. It was a really terrible job to look after these chaps, and the captain got really annoyed about it. He went straight across to the headquarter ship and asked to see Admiral Wims who was in charge of all naval activities at Gallipoli at that time … And he did see him and the admiral couldn't believe that such things could be going on. So he hopped on his barge and came over to our ship, went aboard and had a look around … And when he was coming back down the gangway he had tears coming down his eyes … Within an hour we had 25 doctors and 50 orderlies aboard the *Saturnia*.

▲ **Source 2.88** First-hand account of evacuating wounded from Gallipoli

ACTIVITY 2.56
RESPONDING TO THE SOURCE

1. What does Source 2.88 suggest about the nature of the fighting at Gallipoli?
2. What does the source suggest about the facilities for evacuating and treating men wounded on Gallipoli?
3. What does Source 2.88 suggest about the numbers of casualties anticipated by the British military command?
4. Where in the source is there evidence to support the earlier point that many soldiers died from disease or infection?
5. Would you say that this source supports or challenges the earlier comment by the New Zealand Anzac soldier that 'nobody looked after us, nobody seemed to care about us …'?

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Some 50 First Australians fought at Gallipoli, and 13 of them died there. You might be surprised to find out that evidence of this emerged long after the campaign; official documents did not record their ethnicity, and no photographs of these men have survived. These men remain among so many unacknowledged Australians.

GALLIPOLI FROM A TURKISH VIEWPOINT

The situation at Gallipoli met almost every criterion for a military disaster. The Turkish troops were already dug in, commanded high ground, and had cut down all trees to allow for a murderous sweep of machine-gun fire. They were highly trained, and were lucky to have 'short lines of supply' from their base. They also felt that they were defending their own homeland against foreign invaders.

Lieutenant Colonel Cemil Conk, the commander of the 4th Infantry Division on the Gallipoli Front, wrote the following in his memoirs.

> Each private was issued with 900 grams of bread daily. The hot meals consisted of chicken soup, meat and bean stew, meat and chickpea stew, cracked wheat pilaf, dry broad beans and dried fruit compote. For snacks, they were issued dried sultanas and roasted hazelnuts. There was a regular distribution of tobacco as well.

▲ **Source 2.89** Turkish memoir on the feeding and provisions regime for Turkish soldiers

ACTIVITY 2.57
RESPONDING TO THE SOURCE

1. According to the historians on the Australian War Memorial website, Anzac troops lived on a staple diet of bully beef (tinned corned meat), army biscuits and jam. How would you **judge** the nutritional value of the Turkish soldiers' diet (outlined in Source 2.89) in comparison?
2. Tobacco was a luxury item. What does this reveal about the way the Turkish military treated its soldiers?
3. Why do you think it might have been a priority for the Turkish military to provide such a diet and luxury items such as tobacco to its soldiers at Gallipoli?

The Turkish troops fought bravely and fiercely. Their German allies supplied them with plentiful bullets, artillery shells and hand grenades, so they could exert constant pressure bombarding the Australian trenches. On occasions, hand grenades fell like rain into the Australian trenches; Anzac men who were good cricketers specialised in catching the grenades and 'bowling' them back at the Turks. The Turks then delayed throwing the grenades after pulling the pin, so that they were ready to explode just as the Australians caught them. Many a fine sportsman died trying to defend his fellow soldiers.

In translating more than 2000 pages of Turkish archives, including soldiers' diaries and letters from the Gallipoli campaign, historian Harvey Broadbent offers insight into the Turkish side of the story. In the following extract from his book, Broadbent explores an untold story.

martyrdom
an act by a person of suffering or death for their religious beliefs

> There was one instance where a commander was brought to tears after discovering piles of folded clothes left by Turkish troops in the wake of his soldiers' advance … This is the idea of **martyrdom** for their religion. They had to go to their god clean [or] in as clean as possible a state, so they put their clean clothes on and [went] into battle. It moved Lieutenant-Colonel Sefik because he was a Muslim himself … But he was also the military tactician so it essentially pleased him that his troops were going in to fight with a determination … Of course, when he sees these clothes in the bush, that the men have changed into their clean clothes, he knows they're thinking that they are going to be killed … [For the Turks], following orders was the most important thing … But also you can't ignore the fact that the determination of the Turkish soldiers as shown in the documents was governed a lot by their sense of fighting for their religion as much as for their homeland.

▲ **Source 2.90** Extract from Harvey Broadbent, *Defending Gallipoli: The Turkish Story*, Melbourne University Press, 2015

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ACTIVITY 2.58
RESPONDING TO THE SOURCE

1 What did the commander discover in Source 2.90?
2 Why did this discovery bring the commander to tears? What does this show about the commander's sense of humanity?
3 According to the source, what motivated the Turks to fight with such determination?

It is clear from Broadbent's work in Source 2.90 that the Turkish soldiers and their commanding staff had a great sense of duty and humanity: a benevolent duty to their country and fellow Turks and a strong sense of duty to their god. As the source suggests, this motivated them well in their defence of their homeland against the invading Anzac forces.

In this next activity you will look at another historian's work with Turkish sources, where he challenges the historical record by investigating the Gallipoli campaign from the Turkish perspective.

ACTIVITY 2.59
RESPONDING TO THE SOURCE

Associate Professor Mesut Uyar, UNSW's Ottoman Fellow, a leading expert on Turkey's role in World War I, offers insightful analysis from the perspective of the Ottomans fighting against the Anzacs. Uyar presents an alternative interpretation of some historical points and challenges the historical record – this is called *contestability*. Contestability is where the historical interpretations of historians and commentators differ about the same event; in other words, they contest the historical record and the topic is open to debate.

1 From the contextual information above:
   a Write your own definition of the historical concept 'contestability'
   b Cross-check it with a classmate's definition
   c Review and edit your definition where needed
   d Check it with your teacher if you feel the need for feedback
   e Finalise your definition in response to feedback.
2 From the information offered by Associate Professor Mesut Uyar in the right column, **identify** what he calls 'myths' or the popular account of events in the historical record and write them in the left column.

▼ **Source 2.91** Associate Professor Mesut Uyar's interpretation of events

Popular account of events (historical record)	Alternative interpretation offered by Associate Professor Mesut Uyar
	The machine guns at Anzac Cove on that first day are a fiction. In fact, a single platoon of Turkish infantry armed with rifles was in place that morning. In modern terms that would be 20 or 30 soldiers. But an Ottoman platoon had 83 soldiers. That's 83 experienced soldiers, with Mauser rifles, able to fire 10 bullets per minute – if you think about the effect on the Anzacs in their firing line, of course they would think they were facing machine guns.
	Another inaccuracy is the belief that the Turkish army took no prisoners. Because the Allied forces at Gallipoli had this policy themselves, historians automatically assumed the Turks did too.
	The archives report around 200 Anzac prisoners, but the real figure is likely to be much higher. Many of the heavily wounded prisoners passed away in field hospitals during the initial phases of their capture – often due to bombardment from their own side – so they never made it to the mainland to be listed as prisoners of war. The no-prisoner myth was fuelled by beliefs the Ottomans were an unruly rabble. But the records show their military was organised and well commanded in 1915.

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3 Write a historical explanation in a well-structured paragraph about how Associate Professor Mesut Uyar is challenging the historical record of Gallipoli from a Turkish perspective. You may like to use the following paragraph structure:
- **a** Topic sentence introducing the contestability
- **b** Elaboration or explanation of the differences
- **c** Evidence from Associate Professor Mesut Uyar to support your earlier point
- **d** A concluding statement about contestability relating to this point.

4 Follow the same writing cycle process as in Question 1:
- **a** Write
- **b** Cross-check with classmate
- **c** Review and edit
- **d** Seek feedback from your teacher
- **e** Finalise in response to feedback ready to publish.

▲ **Source 2.92** UNSW's Ottoman Fellow, Associate Professor Mesut Uyar

KEY CONCEPT

Contestability is when interpretations about the past are open to debate, as a result of a lack of evidence or different perspectives. For example, when different historians have their own interpretations or perspectives on an event in the past, which causes a clash or contest of opinions. Pop this concept away into your memory bank, as you will need to return to this idea at other points in your studies of Humanities and Social Sciences.

Australian resilience and improvisation under fire

At Gallipoli, our troops, like the British and French, showed great resilience. For example, while the Turks had plenty of hand grenades provided by their ally Germany, the Anzacs had fewer. All ammunition came by ship from Australia. Not dismayed, they set up a 'bomb factory', making crude bombs out of tin cans filled with explosives, shrapnel and a fuse threaded through a hole in the top of each can.

The Turks also had expert snipers who could pick off any soldier who carelessly showed himself above the trenches. Australian troops quickly learned to use a periscope to observe the Turkish front line, and to locate possible snipers.

▲ **Source 2.93** Image from the Australian War Memorial of a sniper using a rifle with a periscopic sight while an observer checks the results with a trench periscope

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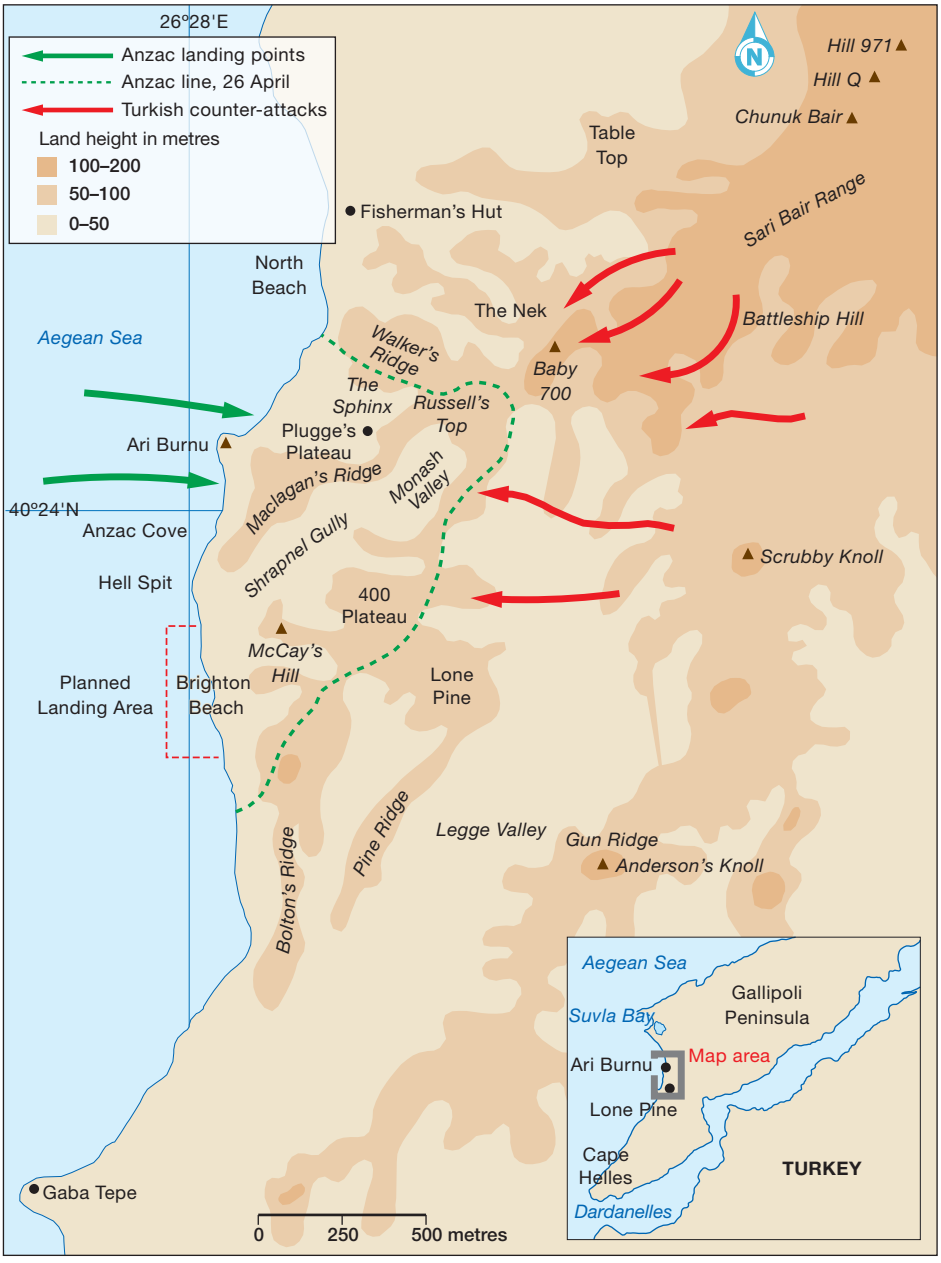
THINKING DEEPER

How does Source 2.93 demonstrate Anzac improvisation? What further questions does this image provoke in you?

The great battles at Gallipoli

Gallipoli is also known for the savagery of the battles fought there.

We are well aware of the massive Australian casualty rate at Gallipoli, but we must bear a thought for the Turkish. In the third attack on Anzac Cove (19 May 1915), for example, some 42 000 Turks attacked en masse, simply charging straight into Australian machine guns. At that time, there were only 1700 Anzacs on duty, but they were dug in and ready for the attack. At first, soldiers reported a fierce delight in mowing down rank after rank of Turkish soldiers. As the battle wore on, and the Turks suffered 10 000 casualties, delight turned to distaste: for professional soldiers, battle is one thing, but mindless slaughter is another. In the end, the Anzacs could not bear hearing the cries of hundreds of wounded Turks dying slowly in the hot sun, and arranged a ceasefire and actually helped the Turks carry away the wounded and dead. This loss must have been a national trauma for Turkey and we can only imagine the heartbreak this must have brought for thousands of families. The Turkish officer Ataturk never repeated this costly attempt to drive the Anzacs from the shore.



▲ **Source 2.94** The battles at Gallipoli

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THINKING DEEPER

How does the map in Source 2.94 support the view that the Anzacs campaign was tough and they were fighting at a disadvantage?

The Australian forces had their own turn to attack in the summer offensives of mid-1915. In the Battle of Lone Pine (6–9 August 1915), the Australian First Brigade from New South Wales attacked Turkish positions, and met fierce opposition. They charged late in the afternoon, so the low sun was shining in the eyes of the Turks. The Anzacs quickly gained the front trenches, then spread out through the communication trenches. Both sides struggled in murderous hand-to-hand fighting with bayonets and hand grenades for three days. When the battle ended, the Anzacs had suffered 2000 casualties, the Turks an even more tragic 6000.

The Anzacs captured and held the site. In all, seven Australians received the Victoria Cross for bravery in this savage fighting. The battle took place in the area now occupied by the Lone Pine cemetery. You'll explore this battle in more detail now via an interview with the Head of Military History at the Australian War Memorial, Ashley Ekins (Source 2.95), in which he discusses the ferocity of the Battle of Lone Pine and uses a diorama of the battle to explain its finer points.

ACTIVITY 2.60
RESPONDING TO THE SOURCE

1 Watch Source 2.95. What does Ekins say would have come as a terrible shock to the Anzac soldiers in the battle?
2 Why was this unfortunate for the Turks at the same time?
3 According to Ekins, what was the strategy behind the Battle of Lone Pine? Was it successful?
4 Why does Ekins believe Lone Pine holds a special place in Australians' sense of history?
5 As mentioned by Ekins, the site of this savage battle is now a place of commemoration (perhaps **conduct** a Google search and take a look). There is often debate among Australians over whether military sites and events such as this should be celebrated for fear of glorifying war. What do you think?
   a Should battles such as this be celebrated on Anzac Day (or any day for that matter)?
   b Should sites such as this be seen by the Australian public as significant places to which to make pilgrimage?
   c Considering the fact that the Battle of Lone Pine actually achieved nothing strategically important, is there a possibility of glorifying war or falsely portraying past soldiers with legend status (i.e. the Anzac legend) through commemoration in the manner Australia does?
6 Ashley Ekins argues that the real Anzac achievement at Gallipoli was not the landing or any battle victories, but 'hanging on through terrible conditions', and that this is what should be commemorated and celebrated as the Anzac spirit and the Anzac story. Do you agree?

▲ **Source 2.95** Military historian Ashley Ekins discusses the brutality of the Battle of Lone Pine. Access this video online at https://cambridge.edu.au/redirect/9690

One important success at Gallipoli: the 'silence ruse'

silence ruse
a detailed plan to allow Anzac forces to evacuate from Gallipoli in complete silence, and by stages, to avoid the possibility of a Turkish attack on retreating troops

One of the best examples of the Australian spirit was the evacuation of the Anzac sector on 15–19 December 1915, employing the **silence ruse**. All military retreats are dangerous, because a departing army can be suddenly attacked from behind by the enemy, and suffer massive casualties. However, by the inspired orders of General Sir Brudenell White, the Australian army was able to make a retreat without any serious losses.

This had to be managed carefully. First, White ordered that our troops stop using artillery or snipers, to create the impression that action was being reduced in preparation

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for winter. This was so the Turks would not be suspicious as our troops withdrew. On 15 December, the first of 36 000 Anzac troops were withdrawn, continuing over five nights. Nothing was left behind; all spare ammunition was destroyed. The first to go were the low-level service troops and reserve troops, leaving the battle troops to keep fighting. The fighting troops departed next, leaving only the machine-gunners on duty to come away last. By 19 December, only 10 000 troops were left on Gallipoli, and the Germans and Turks still suspected nothing.

White insisted that the entire retreat must be carried out in complete silence, as the Turkish trenches were so close that the enemy could hear the give-away sounds of an army departing. Thus, the horses were well fed with fodder so that they would not neigh out of hunger. The men were ordered not to speak except in low tones. Even the wheels of carts were greased so they would not make a sound.

General Sir Brudenell White still faced the problem that there were always gunshots from sentries throughout the night, and that the Turks would notice if suddenly the Australian positions fell completely silent. The solution was the ultimate in Australian inventiveness. The Australians set up a number of loaded rifles, held in place by sandbags. They then tied a piece of string to the trigger, and onto it they attached an empty bucket. Above that, they suspended a bucket full of water, with holes in its base. The water in the perforated bucket above dripped water into the second bucket below, and, when the second bucket gained enough weight of water, it pulled on the trigger. To make sure that the rifles fired randomly at different times, the Anzacs drilled some buckets with larger holes, so the bucket below filled more quickly and the rifle fired earlier, while others were drilled with smaller holes, so that the rifle fired later, during the small hours of the morning.

Now that you have the general idea of how the evacuation took place, let's investigate historical sources in an attempt to understand how Anzac soldiers might have felt about the evacuation after fighting for 10 months under such severe conditions. To begin, you will analyse (look at its features), interpret (make decisions on its meaning) and evaluate (judge its usefulness for a particular purpose) a cartoon produced by the Sydney newspaper *The Daily Telegraph* in 1915. The cartoon deals with the evacuation at Gallipoli.

▲ **Source 2.96** A rifle with a drip bucket attached to the trigger

THINKING DEEPER

Refer to Source 2.96. Why might historians attribute this invention to saving many Australian lives? How do you think the Turkish soldiers felt upon realising the Anzacs had evacuated and these guns were unmanned?

How do you anticipate the Anzac soldiers might have felt about the news of evacuation?

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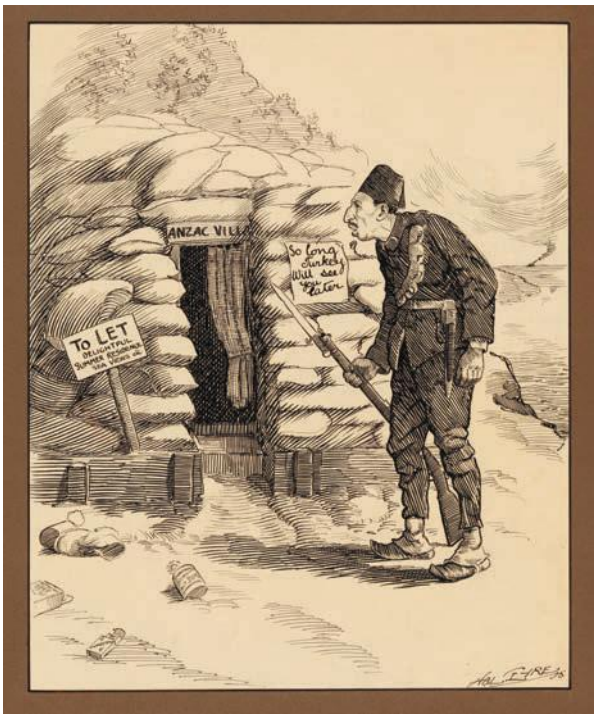

▲ **Source 2.97** Cartoon of the evacuation from Gallipoli.'So long Turkey, see you later!', Hal Eyre, *Daily Telegraph*, 1915, from the collection of the State Library of New South Wales.

ACTIVITY 2.61
RESPONDING TO THE SOURCE

1. Who published the cartoon in Source 2.97, when, and for which audience?
2. How accurately do you think the cartoonist depicted the conditions experienced by Anzac soldiers at Gallipoli? **Explain**.
3. What might the three signs and the caption in the cartoon reveal about the Australian public's view of the stereotypical Anzac soldier's character? **Explain**.
4. What do the Turkish soldier's posture and facial expression reveal about the way in which the Australian public might have felt about the Turks at the time?
5. Do you think this is a useful source to understand what the Anzac soldiers thought about the evacuation at the time?

You probably decided that the cartoon in Source 2.97 is perhaps not overly useful for understanding the Anzac soldier's perspective on the evacuation. However, it does give us a view of what the Australian public might have thought at the time. Don't forget, though, news from war zones didn't travel as fast as it does today via fibre-optic cables! Therefore, you'll now examine accounts from soldiers at the front to better understand what the soldiers felt about the evacuation.

> I hope our poor pals who lie all around us sleep soundly, and do not stir in discontent as we go filing away from them forever.

▲ **Source 2.98** New Zealand soldier's reaction to the evacuation of Gallipoli

ACTIVITY 2.62
RESPONDING TO THE SOURCE

1. Who do you think the Anzac is referring to in Source 2.98 where he says, 'our poor pals who lie all around us sleep soundly'?
2. What do you think he might mean by 'stir in discontent'?
3. Do you think this Anzac soldier is supportive of the evacuation? **Explain**.

The historian and official correspondent to the AIF, Charles Bean, noticed soldiers in the cemeteries, alone or in groups of two or three, tidying up graves at the time of the evacuation. Bean tells us their reaction to the news of the evacuation in the following source.

> For days after the breaking of the news there were never absent from the cemeteries men by themselves, or in twos and threes, erecting new crosses or tenderly 'tidying-up' the grave of a friend. This was by far the deepest regret of the troops. 'I hope,' said one of them to [General] Birdwood on the final day [19 December], pointing to a little cemetery, 'I hope *they* won't hear us marching down the deres [valleys]'.

▲ **Source 2.99** Charles Bean's account of the evacuation

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ACTIVITY 2.63
RESPONDING TO THE SOURCE

1 In Source 2.99, why do you think soldiers were drawn to the cemeteries upon hearing the news of the evacuation?
2 What do you think is meant by the words, 'I hope they won't hear us marching down the deres [valleys]'?
3 Does this source corroborate the account from the New Zealand soldier in Source 2.98? **Explain**.

As you are probably starting to work out from your interrogation of the sources, Anzac reactions to the evacuation varied, and a common sorrow was the thought of leaving behind their dead comrades. One Anzac sergeant wrote:

> Hearts wrung by the sacrifices made and the irreparable loss of many of the brightest and best of our young nationhood, thousands of us said a sad farewell to those lonely graves on rugged Gallipoli.

▲ **Source 2.100** Anzac diary online

Anzac chaplain Walter Dexter was given the task of mapping the graves of the more than 8000 dead. He wrote:

> I went up the gullies and through the cemeteries, scattering silver wattle seed. If we have to leave here, I intend that a bit of Australia shall be here.

▲ **Source 2.101** Walter Dexter, quoted in Australian Turkish Friendship Memorial Sculpture, *I Went Up the Gullies and Through the Cemeteries*, 2019

While Gallipoli was a defeat in military terms, its ending was a triumph of intelligent management. Some 10 000 Anzac troops had been killed in the fighting, but not a single soldier of the 105 000 surviving troops was lost. In addition, the army saved 300 valuable field cannon for later use on the Western Front.

A critical point of view about commemorating Gallipoli

Australia's involvement in Gallipoli is probably the best known of our nation's actions in World War I. In recent years, Gallipoli has become the most intensely beloved action in World War I in the public's mind, as Kokoda has been for World War II. Each year, thousands of Australians make a pilgrimage (respectful journey) to Gallipoli, and stand in the chill dawn of Turkey, deeply moved by the memory of the Australians who fought bravely here. Gallipoli was a military defeat, and some people grumble that we remember this defeat with such intensity and forget Australian victories such as the Battle of Beersheba. Others argue that this 'defeat' was actually an achievement of extraordinary courage and perseverance under almost impossible conditions, and reflected well on the sheer bravery and tenacity of Australian and other troops.

THINKING DEEPER

Should military campaigns such as Gallipoli, where Australia was part of an invading force, be commemorated in the same way as military successes or defences of one's own country (such as battles like Beersheba or Kokoda during World War II)?

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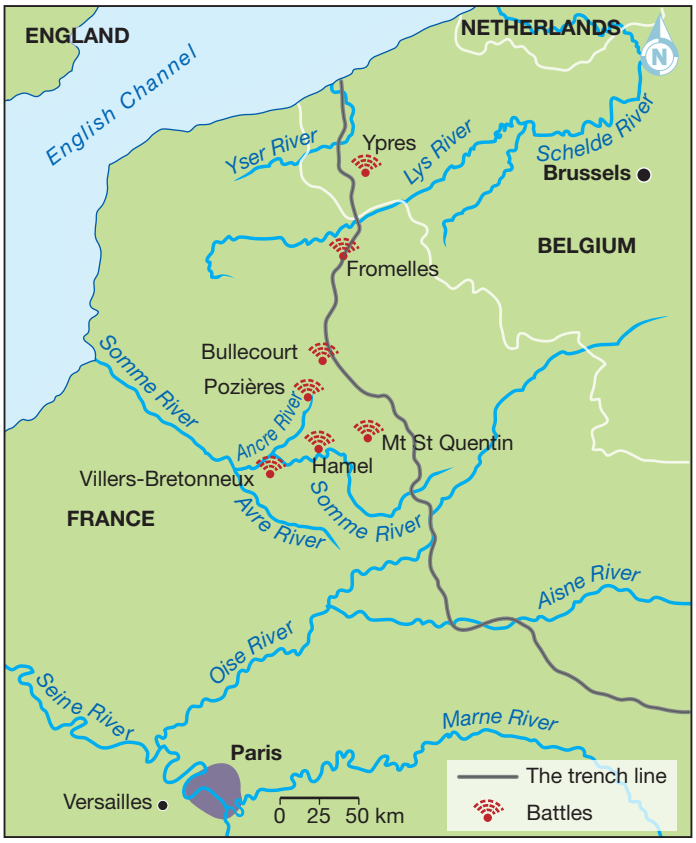
Significant places: the Western Front

The Australian action at Gallipoli stands larger in our national memory than any other campaign in World War I, and yet Australia's actions on the Western Front in Europe were of greater scale and of larger importance to the war. Military historian Robert Fleming, in his book *The Australian Army in World War I* (2012, p. 20), writes: 'Although Gallipoli is often described as Australia's "baptism of fire", it would pale in comparison to what the Diggers were to experience on the Western Front.' Therefore, like the Gallipoli section, you will investigate the Western Front in great detail through a source-based approach to make your own evidence-based decisions about the significance of Australia's involvement there.



▲ **Source 2.102** The principal battle areas of the Western Front where Australians fought between 1916 and 1918

THINKING DEEPER

What do you notice about the proximity of the battles to the trench line in Source 2.102?

In which part of Europe did Australians fight predominantly on the Western Front?

The Battle of Pozières (23 July to 3 September 1916)

The French village of Pozières was the scene of a savage battle that completely destroyed the village and killed many of the British and Australian troops holding it against the German counter-attack. The name Pozières still strikes a chill in our national memory because this place was, as Charles Bean put it, 'more densely sown with Australian sacrifice than any other place on earth'.

▲ **Source 2.103** The main street of Pozières in 1914

▲ **Source 2.104** The main street of Pozières in 1916, after the shelling

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ACTIVITY 2.64
RESPONDING TO THE SOURCES

1 From examining Sources 2.103 and 2.104, list ways in which the lives of people living in this town would have changed as a result of this battle.
2 To what extent do the photos support the opening paragraph of text above them, including Bean's quote?
3 How might the people of Pozières have felt about both sides of the war after returning to find their town the way it is shown in Source 2.104? In other words, do you think any part of this battle can be judged as a victory based on these photos?
4 Use Google Earth to explore Pozières today. How has it changed? How has it remained the same?

Australians were among the troops sent to capture this village, which was valuable because it was on a high ridge giving a view over the battlefields below. The Australians of the 1st, 2nd and 4th Divisions made a total of 19 attempts over 42 days to capture the site, and suffered a devastating 23 000 casualties (killed, wounded or captured). In just the first day of the attack, the Australian 1st Division suffered 5285 casualties.

The heavy losses were partly due to their early success in capturing the village. Having taken Pozières, they discovered that they were almost completely open to bombardment from German artillery. The German guns began pounding the village to rubble, and there was literally no shelter in which to hide. One Australian officer recalled walking past and seeing a group of five Australian soldiers sitting at a table in the open, calmly playing cards as German shells rained down around them. When the officer returned later, the same men were slumped in their chairs, dead, having played their card game until, inevitably, a German shell finally hit them.

Here is how Australia's first official war correspondent Charles Bean recorded the devastation at Pozières:

> Imagine a gigantic ash heap, a place where dust and rubbish have been cast for years outside some dry, derelict, God-forsaken up-country township. Imagine some broken-down creek bed in the driest of our dry central Australian districts, abandoned for a generation to the goats, in which the hens have been scratching as long as men can remember. Then take away the hens and the goats and all traces of any living or moving thing. You must not even leave a spider. Put here, in evidence of some old tumbled roof, a few roof beams and tiles sticking edgeways from the ground, and the low faded ochre stump of the windmill peeping over the top of the hill, and there you have Pozières.

▲ **Source 2.105** Historian Charles Bean describes Pozières

ACTIVITY 2.65
RESPONDING TO THE SOURCES

1 How would you **describe** the scene depicted in words by Charles Bean in Source 2.105?
2 Considering your analysis of Sources 2.103–2.105, do you think he might be exaggerating?
3 He uses examples of *Australiana* in his description. What does this tell you about who the intended audience of his writing here might be?
4 This account by Bean was written based on what he witnessed first-hand at Pozières. Do you think it would have shocked its audience? What do you think was his reason for being so descriptive in his recording of this part of World War I history?

The website of the Australian War Memorial points out that Charles Bean was 'deeply affected by what he witnessed during the bloody battle of Pozières in 1916' and 'was determined that the sacrifice of Australian soldiers should not be forgotten'. This comes across clearly in his account in Source 2.105.

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The Battle of Pozières occurred at the same time as the French were facing a massive German attack nearby at Verdun and as the British were also facing attack at the Battle of the Somme. The men who survived this slaughter came away deeply shocked by what they had been through. Here is how Lieutenant John Raws of the 23rd Battalion characterised the experience:

> We are lousy, stinking, ragged, unshaven and sleepless. Even when we're back a bit we can't sleep for our own guns. I have one puttee, 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? Several of my friends are raving mad. I met three officers out in No Man's Land the other night, all rambling and mad. Poor Devils!

▲ **Source 2.106** Australian soldier's experience at Pozières

ACTIVITY 2.66
RESPONDING TO THE SOURCE

1. In Source 2.106, how does Raws describe the condition of the soldiers fighting at Pozieres?
2. What evidence is there in the source that offers insight into why the earlier mentioned men calmly playing cards at Pozières didn't move throughout the shelling?
3. What do you think Raws means where he says, 'but why should you people at home not know?'
4. To what extent does this source support the idea that the Australian soldiers' sacrifice at Pozières was significant? Is Charles Bean justified in his determination that 'the sacrifice of Australian soldiers should not be forgotten'?
5. Charles Bean also wrote that the Australian soldiers of Pozières 'looked like men who had been in Hell … drawn and haggard and so dazed that they appeared to be walking in a dream and their eyes looked glassy and starey'. Based on Raws's account (Source 2.106), is Charles Bean accurate in his description of the Australian soldiers of Pozières here? What does this mean for the reliability of both these accounts?

Australia's greatest military disaster: the Battle of Fromelles (19–20 July 1916)

For military historians, the name of the Battle of Fromelles is also a chilling one, because it was, for Australia, one of the most tragic and wasteful battles of the Western Front. In just 24 hours, 5533 Australian soldiers would be dead, wounded or missing. In all, 1719 of our troops were killed. Another 470 were taken prisoner. The attack did not achieve any goal whatsoever – apart from briefly confusing the Germans – and no land was captured. The Battle of Fromelles remains the worst one-day disaster, statistically, in Australian military history.

At the time, the British forces were planning their great attack of the Battle of the Somme, which they hoped would finally break through the German lines. They ordered Australian forces to attack nearby, near Fromelles, to create a diversionary attack (fake attack) to confuse the Germans as to where the real attack was. The Australian commanders warned the British generals that this was too dangerous a place to attack, but the orders were given. Three brigades of Australian troops were ordered to attack a heavily defended German position, across open land. The German positions were on the slight rise of Aubers Ridge, some 40 metres high, from which the Germans had a vantage point over all Australian troops. A young corporal named Adolf Hitler was in a concrete blockhouse during this battle.

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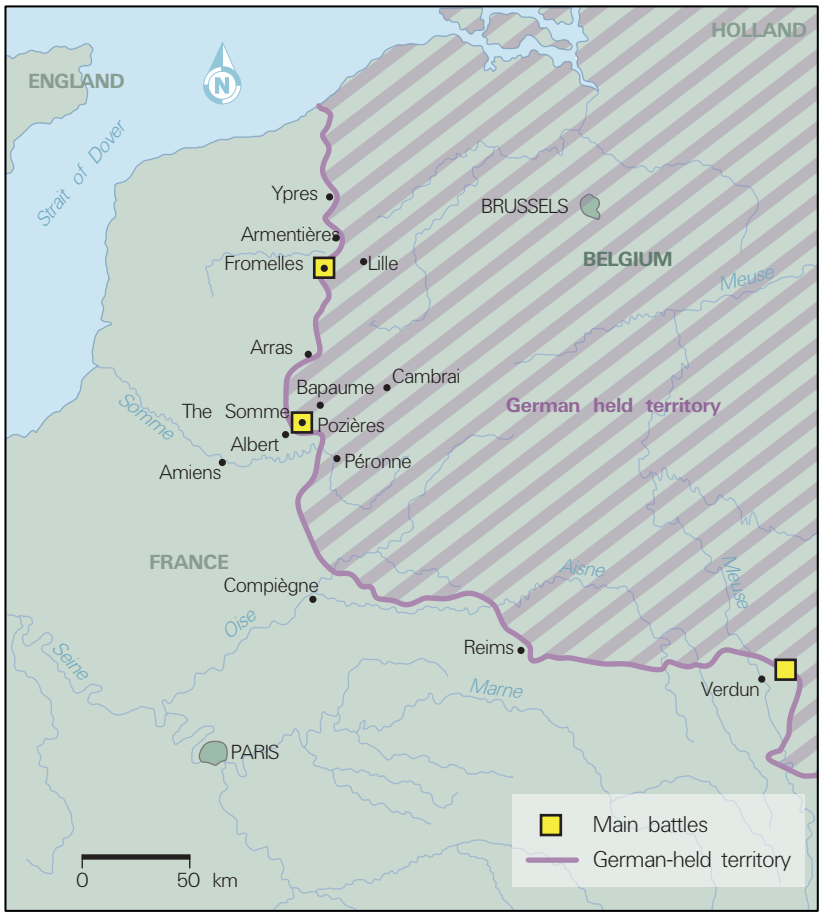
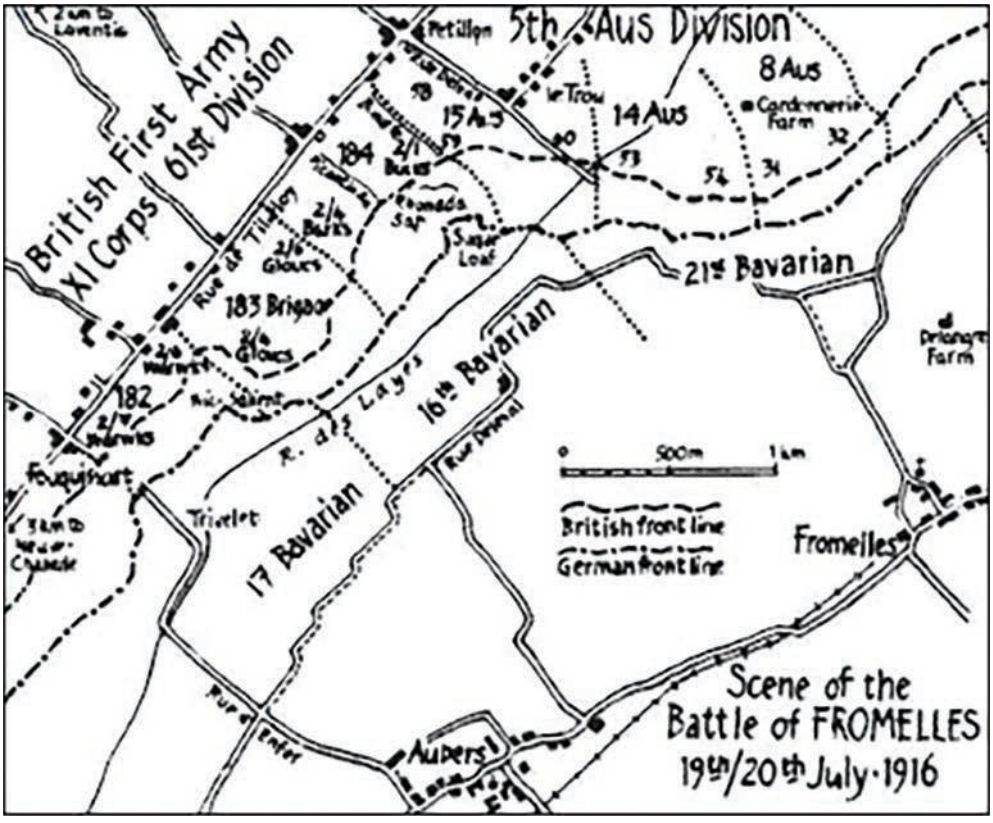


▲ **Source 2.107** Map of the Western Front in relation to Fromelles, the Somme, Verdun. How far would you judge the major offensive of the Somme to be from Fromelles?



▲ **Source 2.108** Map of the Battle of Fromelles. Notice how close the German (depicted on the map as 'Enemy front line') and Allied (depicted on the map as 'British front line') lines were to each other along this part of the Western Front (Fromelles). Please note that you can zoom in on this map in the digital versions of this textbook.

THINKING DEEPER

What might the map in Source 2.108 reveal about the nature of the fighting to come? What other information can you glean from the map that helps you understand the nature of this battle?

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Historian Peter Burness wrote the following description of the battle for the Australian War Memorial in 2008:

The worst night in Australian military history: Fromelles

Just beyond the line held by the Australians … was the shell-damaged village of Fromelles standing on a strategically important ridge behind the German front line. The surrounding battlefield had been fought over by the British during 1915, and now a fresh attack against the ridge was planned. It was hoped that a strong diversionary attack here would prevent the Germans sending troops to reinforce their defences on the Somme. The attack was set for the evening of 19 July and the Australians and another untried British division, the 61st, were chosen to make the effort. The attacking troops were not familiar with Fromelles itself because it was in German hands …

On this battleground the opposing trench lines faced each other across a flat, boggy and overgrown no man's land criss-crossed with drainage ditches and a small stream. Because of the high water table, the trenches were mostly above-ground breastworks … [Machine-gun] fire from the 'Sugarloaf' salient [the German held high point] could enfilade [spray] any troops advancing towards the ridge. The enemy held the high ground …

The attack began at 6 pm on 19 July. The Australians were on the left, the British division on the right. Unfortunately, the preparatory fire from the artillery had failed to do much damage. Worse still, the attempts to quickly capture the Sugarloaf and remove the threat [of the machine-gun fire] from there failed. It left the Australians' brigade on the right, the 15th, [to run 80–400 metres across open ground] facing murderous fire and to suffer alarming casualties … The fight went on into the night but the darkness brought little reprieve. The heavy fire from machine-guns and artillery, and the German counter-attacks, took a heavy toll. The Australians were told to hold on to increasingly impossible positions and as midnight approached even more men were poured into the battle …

Early in the morning while Major General McCay was still considering further attacks, he received reports of the overnight disaster and passed the news to the British commander and architect of the whole scheme, General Richard Haking. It was obvious that the idea of any further attacks had to be abandoned. By mid-morning most men who were able had withdrawn to their own starting lines. However, many of the wounded had to be left, while some groups of men became surrounded and had to surrender … Almost 500 Australian and British troops became prisoners of war … The recovery of wounded went on over the next three days and nights.

▲ **Source 2.109** Historian's description of the Battle of Fromelles

ACTIVITY 2.67
RESPONDING TO THE SOURCE

1. In Source 2.109, what do you think the historian means by the phrase, 'the Australians and another untried British division, the 61st, were chosen to make the effort'?
2. How does the author describe the conditions of the battleground? Do they sound favourable conditions on which to fight a battle? **Explain**.
3. What evidence in the source suggests that the Germans had the advantage before the battle even began?
4. According to the source, why were the Australian soldiers so vulnerable in the battle?
5. How might the timing of the battle have added to the risk and ultimate casualty numbers?
6. Australian Sergeant Jimmy Downing recalled: 'Hundreds were mown down in the flicker of an eyelid, like great rows of teeth knocked from a comb. It was all over in five minutes'. Is there evidence in Source 2.109 that would support Downing's recollection, and therefore validate the accuracy of Burness's description?
7. By the end of the battle, what had the Allied soldiers achieved and, as a result, what did General Richard Haking order next?

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Most bodies recently found at Fromelles still have pouches full of ammunition, suggesting that they barely lived long enough to fire a shot. Perhaps Private Sidney Donnan's words best sum up the battle where he wrote,

> Getting over the parapet we found No-Man's Land a sort of hell on earth mainly through the moans of the wounded who were too numerous to get away, and the barrage was too heavy.

▲ **Source 2.110** Sir John Monash Centre, 'Fromelles: Australia's worst 24 Hours', 2018

The slaughter that was Fromelles is remembered as the greatest loss by any one division in a 24-hour period during the entire war.

▲ **Source 2.111** Anzac memorial at the war graves in Fromelles

THINKING DEEPER

Considering what you know of the battle and the statue in Source 2.111, what do you think are the values that the Anzac soldiers displayed that are being commemorated here still today?

The German Spring Offensive (March 1918) and the Battle of Villers-Bretonneux (24–27 April 1918)

Until now, the armies of Germany and its allies had been divided in two, having to fight on the Western Front in France and on the Eastern Front with Russia. But in October 1917, the Germans had a stroke of luck. The revolutionary Russian leader Vladimir Lenin and his Communist Party (the Bolsheviks) seized power in Russia. The Bolsheviks knew that they could only stay in power if they withdrew Russia from the war. In the Treaty of Brest-Litovsk (3 March 1918), Russia made its own agreement with Germany to exit the war, without consulting with its former allies. Thousands of German troops came flooding back from Russia to the Western Front, bringing overwhelming reinforcements. The German commander, Ludendorff, was aware that the United States would shortly enter the war, and hastily organised a massive attack of 63 German divisions across a vast front of 110 kilometres.

THINKING DEEPER

How is this development in Russia a good cause and effect example of the relationship between domestic political issues and international military responsibilities?

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Let's move forward in time for a moment. On Anzac Day in 2009, the following article appeared in *The Australian* newspaper.

Bound by history, French children honour their debt

'We have not forgotten the Australians.'

That is the simple message of Pauline Lefebore, 10, who beams with pride as she tells how she and her classmates in a French village are keeping a promise made long before they were born.

Pauline and the 130 other children at the school in Villers-Bretonneux are raising money for children affected by Victoria's Black Saturday bushfires.

'You always have to keep your promises,' said Pauline's friend, Cécile Przewrocka.

This promise was made by their grandparents, and it is still written above the blackboard in the class of Chantal Macrez and every other teacher at the school: '*N'oublions jamais l'Australie*' (Let us never forget Australia) …

▲ **Source 2.112** Extract from Peter Wilson and Lauren Wilson, 'Bound by history, French children honour their debt', *The Australian*, 25 April 2009

ACTIVITY 2.68
RESPONDING TO THE SOURCE

1. What does the article headline in Source 2.112 suggest?
2. Seeing that the article was published on Anzac Day, can you anticipate what the subject of the article might be about?
3. What are schoolchildren in France raising money for?
4. Does this article extract prompt any questions you'd like to know the answer to?

You probably wondered why the French school was raising money for an Australian natural disaster – the Black Saturday bushfires. What is the connection between this school in Villers-Bretonneux and Australia? Why are the words of a promise made by the students' grandparents – '*N'oublions jamais l'Australie*' ('Let us never forget Australia') – still written on the blackboard almost a century later? Well, you'll be interested to know that the article continues with the following sentence,

A plaque on the front of the school tells how 1200 Australian soldiers died liberating the village from the Germans on 24 April 1918, in a fighting that destroyed the school and left the entire Rue du Pressoir in rubble.

▲ **Source 2.113** Extract from Peter Wilson and Lauren Wilson, 'Bound by history, French children honour their debt', *The Australian*, 25 April 2009

Let's now dig a little deeper into the events that occurred in Villers-Bretonneux almost 100 years prior to this article.

The Australian effort at the Battle of Villers-Bretonneux has received so much praise – especially from the grateful French of that region – that it is easy to miss the true significance of the event.

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In 1918, the German army had made a final great push for victory, and had smashed through the Allied lines. When the Germans took the town of Villers-Bretonneux, they were close to capturing the major city of Amiens. This city was the centre of the main railway line to Paris, which was the lifeline along which the Allies could move their troops up to the front. If Amiens were captured, the Allies would not be able to move more troops to the front, and the war would be lost. The Allies were, literally, just days from defeat and much hinged on this little French town of Villers-Bretonneux. Allied defeat in the Great War was balanced on a knifepoint at this moment.

Historians from the Sir John Monash Centre Australian National Memorial in France offer the following historical interpretation on the Battle of Villers-Bretonneux (Source 2.114).

> … As the Australians advanced towards their objectives that evening British soldiers of the 23rd Brigade, reforming after their withdrawal from the town, yelled out to them, 'Jerry's coming, Give 'em hell, Aussie, they've knocked us rotten'.
>
> As the Australians advanced they started to receive fire to their flank [edge of the group] from woods they believed to be clear of Germans. The rate of fire though was going to cripple the advance before it began. In an action involving a number of West Australian soldiers, Sergeant Stokes and Lieutenant Sadlier cleared the Germans from the woods using rifle grenades, Lewis guns and even the Germans' own stick grenades. An action that allowed the attack to continue as planned.
>
> According to Charles Bean, Australia's Official War Historian, there was no holding back the attack. Bean reported that, the Australian Officers and N.C.O.'s during the next half hour showed all the capacity that was in them, in guiding and marshalling these men that had thrown off the restraints of civilisation and 'were what the bayonet instructors of all armies aimed at producing by their tuition – primitive, savage men'.
>
> The ferocity of the Australian assault was extremely effective and by early morning on 25 April, the third anniversary of the Anzac landing at Gallipoli, the two Australian Brigades had achieved the majority of their objectives.

▲ **Source 2.114** Historical interpretation on the battle of Villers-Bretonneux, Sir John Monash Centre

ACTIVITY 2.69
RESPONDING TO THE SOURCE

1. From Source 2.114, deduce whether this battle was fought during the day or night.
2. Historians have chosen to include the primary quote, 'Jerry's coming, Give 'em hell, Aussie, they've knocked us rotten' into their historical description. What does it reveal about the nature of the fighting between the Germans and British prior to the Australian involvement?
3. According to this source, in what type of environment did fighting take place?
4. What is suggested by Charles Bean about the effects of war on Australian soldiers at Villers-Bretonneux where it states, 'men that had thrown off the restraints of civilisation'?

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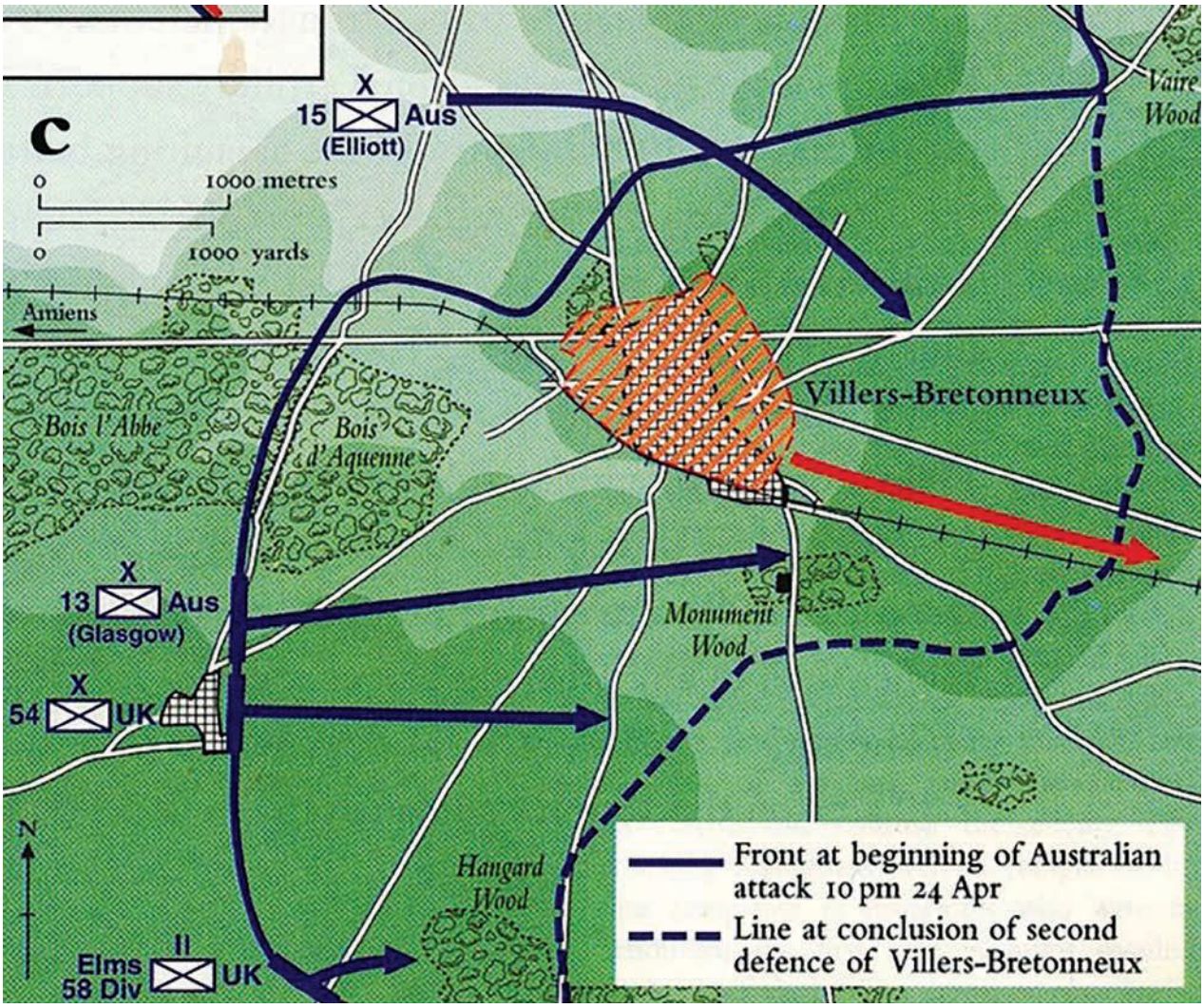

▲ **Source 2.115** Map illustrating the general line of attack of the 15th (top) and 13th (lower) Brigades, encircling the town of Villers-Bretonneux

THINKING DEEPER

To what degree does the map in Source 2.115 reflect the evidence in Source 2.114? Why might this strategy be described as a 'pincer movement' and why do you think it was successful in capturing the town?

▲ **Source 2.116** Painting by Captain Will Longstaff depicting the night counter-attack to Villers-Brettoneux that recaptured the town and checked the German advance on Amiens, 24–25 April 1918

▲ **Source 2.117** The ruined buildings of Villers-Bretonneux from the window of the South Chateaux in the area that was recaptured by the 13th and 15th Brigades

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THINKING DEEPER

To what degree does Source 2.116 support evidence found in Source 2.114? What does the left section of the painting reveal about the nature of the fighting between the Australians and the Germans? How reliable is this depiction with respect to the fact that the artist fought at Gallipoli and in France on the Western Front, but not at this particular battle?

What does Source 2.117 suggest about the environment in which this battle was also fought? How does this add to your understanding of the nature of fighting in this battle?

From your study of the sources so far, you probably have realised that the battle of Villers-Bretonneux was fought in fields and forests around the village and also later in the village itself.

The Anzac Centenary website points out that this battle was the first time in the war that tanks were employed by both sides. 'The Germans had begun their attack on the village with tanks and the Allies also used tanks to repel them. The Australian attack linked up on the eastern side of the village, surrounding the enemy and expelling the Germans from the village completely. This involved close-quarters fighting between the two forces in the rubble of houses and in the cellars beneath.'

Recapturing Villers-Bretonneux had significant tactical importance for the Allies. It was largely due to the Australians' capture of Villers-Bretonneux that Amiens was saved, as the Germans needed that high point from which to use artillery against the city. Denied such a facility, the Germans did not have a direct line of sight or of fire, and were further back from Amiens. But above all tactical importance, we should not forget the sacrifice and relationships that resulted from this horrific battle. As Source 2.112 suggests, the significant relationship forged through adversity between the people of this little French town and Australia will endure long after the shell craters have been filled and the destruction rebuilt.

A triumph of Australian strategy: the Battle of Hamel (4–5 July 1918)

The Battle of Hamel was not simply an Allied victory, but a sign that Australian forces were leaders in developing new strategies to bring the stalemate of war to a successful conclusion.

Hamel was important because it was located on a rise near Villers-Bretonneux, providing the Germans with a platform from which to shell that town. From there, they could also threaten the major city and railway line of Amiens. The British handed the task of capturing Hamel to Lieutenant General John Monash. He was very much aware that the Allies desperately needed a success in battle. He would have been aware that troop morale would improve. He was also sharply aware that people on the home front in Australia were dismayed by the massive lists of casualties, which the government still allowed the newspapers to publish without any censorship. In Source 2.118, investigate a comment made by Monash to see what it reveals about his tactical thinking.

… the true role of infantry [foot soldiers] was not to expend itself upon heroic physical effort, not to wither away under merciless machine-gun fire, not to impale itself on hostile bayonets nor to tear itself to pieces in hostile entanglements – (I am thinking of Pozières and Stormy Trench and Bullecourt, and other bloody fields) – but on the contrary, to advance under the maximum possible protection of the maximum possible array of mechanical resources, in the form of guns, machine-guns, tanks, mortars [cannon] and aeroplanes; to advance with as little impediment as possible; to be relieved as far as possible of the obligation to fight their way forward; to march, resolutely, regardless of the din and tumult of battle, to the appointed goal; and there to hold and defend the territory gained; and to gather in the form of prisoners, guns and stores, the fruits of victory.

▲ **Source 2.118** Sir John (General) Monash comments on military strategy.

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ACTIVITY 2.70
RESPONDING TO THE SOURCE

1 How does Monash criticise past strategy during World War I in Source 2.118?
2 What does Monash believe is the most effective strategy to utilise the infantry and achieve victory?
3 What insight does this source offer into how the battle of Hamel might have been fought knowing that Monash was leading the task?

From your interrogation of Monash's comment, you probably gathered that he rejected the traditional, but pointless, tactic of mass infantry attacks, across open ground, against machine-gun fire. This had only led to repeated slaughters and to massive casualties, often without any ground being captured. He developed instead the idea of combined arms, by which most of the heavy work was done by artillery fire, gas attack, aircraft attack and massed machine-gun fire, all coordinated in one attack to cover the advance of the infantry. He believed that, if the infantry was properly supported by covering fire, it could capture the fortified German position at Hamel in 90 minutes. In the event, it took just 93 minutes.

▲ **Source 2.119** John Monash

It is said that Monash was a brilliant planner with new ideas and a mastery of fine detail; that he briefed every soldier in detail about the plan of attack. You will now investigate a war diary from 3 Squadron Australian Flying Corps to see what it reveals about Monash's planning, whether concerning the infantry on the ground or the air force in the skies. Was he truly a tactical genius? As you continue through your study of this battle, evaluate to what degree you think John Monash deserves the accolades he received. After all, one of Australia's leading universities is even named after him.

War diary, July 1918

Place: Villers Bocage

Date	Summary of events and information
01/07/18	July opened with very warm weather causing thick heat haze over the front. This was especially bad over the valley of the SOMME, preventing any observation for destructive shoots. The usual patrols were carried on under difficulties. Enemy aircraft activity was slightly above normal and several formations were seen.
02/07/18	Another hot and dusty day making flying uncomfortable and observation difficult. Only two destructive shoots were got off. At 5.00 p.m. the Squadron received a visit from the Rt.Hon. W.M.HUGHES, Prime Minister of Australia, accompanied by the Rt. Hon. J.COOK, Minister for the Navy, General Sir Wm. BIRDWOOD, and Lieut.–General Sir John Monash, G.O.C. Australian Corps. MR.HUGHES reviewed the Officers and personnel of the Squadron and in a short speech paid a tribute to the good work which the Australian Flying Corps was doing.

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03/07/18 Also warm weather and nothing of special interest. Usual patrols carried out. Information having being received of an impending attack by the Australians on the following morning, all energies were devoted to making complete arrangements for a close contact on the morrow. A careful programme was made out which would ensure a thorough observation of enemy movements after the fourth. The Australians with several companies of Americans were to attack on a two miles front.

04/07/18 Day broke fine and the first patrols were over the battle line at daybreak. Two machines called for flares South of the SOMME and one machine North of the SOMME. The approximate position of our forces was dropped at Corps Headquarters on their return and these reports (after confirmation) were found to be exceedingly accurate. Three machines were kept on the line during the whole day watching for any signs of impending counter attack and working in co-operation with the Artillery in silencing many enemy batteries. Our machines engaged with machine gun fire any targets that presented themselves. Bombs were dropped on batter positions and living targets and altogether things were made very unpleasant for the enemy. An experiment was tried on this day of dropping ammunition by parachute from aeroplanes. No. 9 Squadron took this in hand working from this Squadron's aerodrome. About 90 boxes of S.A.A. were dropped just behind our new front line totalling altogether about 11 400 rounds of ammunition. This enabled the attacking forces to be well supplied with small arm ammunition and thereby saved much fatigue work and carrying parties Lieut. A.E. Grigson, Pilot, and Lieut. E.H. James, Observer, whilst on patrol at about 9.00 a.m. were attacked by two E.A. Scouts which dived on to [*sic*] our machine. The Observer fired bursts into the E.A. and one scout was seen to fall out of control. The remaining E.A. withdrew. Again at 9.30 a.m. three E.A. Scouts attacked the same machine. One E.A. was brought down out of control and the remaining E.A. withdrew. This was a very fine performance on the part of the Pilot and Observer concerned whom continued on their patrol. Later in the afternoon photographs were taken on the new front line, altogether 108 plates being exposed. During the evening several MONF shoots were got off which finished up a most successful day. The information gained and brought in by our machines was most valuable, especially with regard to the enemy's artillery positions and also the constant presence of our patrols in the air tended to keep the enemy's movements to a minimum. Taken altogether the day was somewhat in the nature of a record, the following being a summary of the days work:

Enemy batteries engaged by zone call	3
Batteries neutralised	17
Artillery patrols	20
Contact patrols	3
Counter attack patrols	11
Plates exposed	108
Bombs dropped	138

▲ **Source 2.120** A war diary from No. 3 Squadron Australian Flying Corps describes the scene at Hamel. Please see the Interactive Textbook for images of these original diary entries.

ACTIVITY 2.71
RESPONDING TO THE SOURCE

1. According to Source 2.120, what time was the battle begun on 4 July?
2. According to the source, what were the ways in which aeroplanes were used during the Battle of Hamel?
3. List evidence from the source that might support the idea that the Battle of Hamel was a successful example of Monash's strategy of coordinated attack.
4. Why might this document be a highly reliable and very useful historical source for understanding the nature of the Battle of Hamel?

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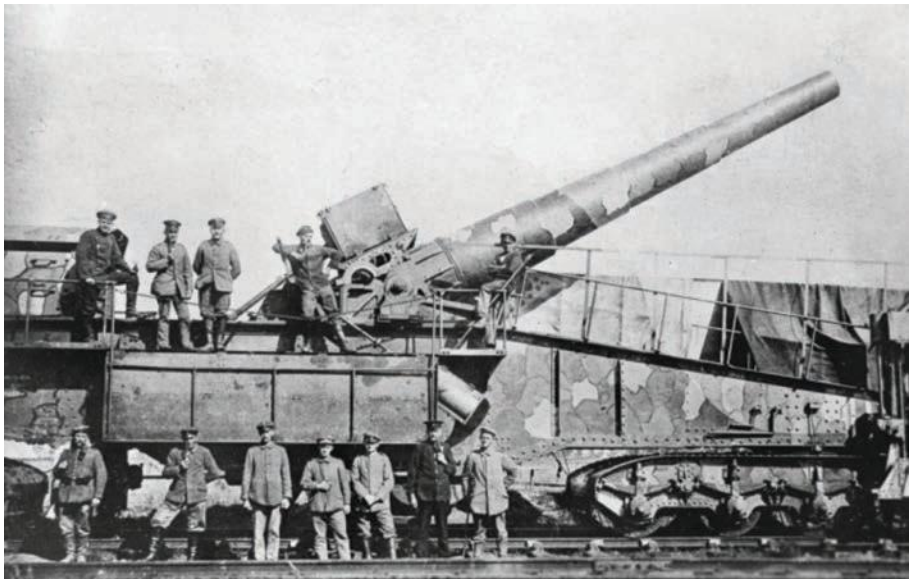
By now you've probably realised that Monash's plan worked superbly well. On 4 July 1918, the first patrols were over the battle line by daybreak and at 3 a.m. the artillery opened fire as they had done every morning for weeks. As usual, the Germans put on their gas masks, meaning that – as Monash intended – they could not see, communicate or aim their weapons as well. The noise of the exploding shells covered the advance of 60 tanks towards the front line. At the same time, the RAF sent a squadron to pound the German trenches with 350 heavy bombs, forcing the enemy to stay deep in their dugouts. The artillery then began a creeping barrage that moved slowly forward across the battlefield, jumping ahead a set distance every few minutes.

The Australian and American infantry now stood up and began walking across no man's land under cover of the artillery fire. Unfortunately, some shells misfired and fell short of their proper distance, and landed on Australian and American troops, killing a number of them. The troops then reached three strongpoints – the 'Pear' (shaped) Trench, the Hamel Woods and Hamel Village – and began to fight the enemy. At the 'Pear' Trench, the attack was only partially successful, because the covering tanks had failed to arrive, and the Australians had to storm machine-gun nests using just bayonets. By the time their tanks caught up with them, the soldiers had captured the targets and were all having a smoke break. At the Hamel Woods, the tanks did their work properly, but once again victory also depended on some truly brave actions by individual soldiers who captured machine-gun nests alone. At Hamel Village, too, the 27 tanks assigned as support arrived late, and the infantry had to capture the site by a traditional attack on foot. There was heavy fighting in and near the village, but the eventual arrival of the tanks allowed the Australians and the Americans to capture the site.

Monash further confused and divided the Germans by launching a diversionary attack at nearby Ville-sur-Ancre, which made the Germans move some troops there, away from Hamel.

Significance of the battle

The Battle of Hamel was, by any measure, a clear victory for the Allies. All the objectives were finally captured, despite some failures by the covering tanks. It is true that a determined group of German storm troopers counter-attacked the following day, 5 July, but they were finally fought off.



▲ **Source 2.121** As the war dragged on into 1918, both sides became desperate for new, powerful weapons. At Amiens, the Germans took a massive gun from a battleship and mounted it on a heavy railway carriage. It could be moved quickly to a battle scene, and its 28-centimetre-wide shells created devastating explosions.

The casualty statistics were very different from those of the great slaughters of 1915 and 1916. Allied losses amounted to around 1400 Allied killed or wounded. There were 1062 Australian casualties (including 800 dead) and 176 American casualties (including between 13 and 26 killed) during the main attack and a further 142 casualties among the 15th Brigade during their diversionary assault around Ville-sur-Ancre. The Germans suffered 3600 casualties, 2000 killed and 1600 captured, along with the loss of much of their equipment.

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The Battle of Hamel did not, by itself, secure final victory. What was clear, however, was that the Allies, assisted by Monash, had finally developed a technique to overcome the deadly conditions of trench warfare by careful planning to shelter the infantry from enemy fire and by concentrating suppressing fire upon them.

THINKING DEEPER

How do powerful weapons, like the one shown in Source 2.121, further the strategic importance of controlling Villers-Bretonneux and Amiens for the Germans?

The Allied Hundred Days Offensive (1918) and Battle of Amiens (8–11 August 1918)

After the Allied success at Hamel, Monash's new theory of war led to further success in the Battle of Amiens. This battle was the first major step in the great Hundred Days Offensive, which began on 8 August 1918 and ultimately led to Allied victory in the war. On the previous night of 7 August 1918, Gunner J.R. Armitage lay in readiness for the momentous attack the next day. In his diary, he wrote the following:

> It was utterly still. Vehicles made no sound on the marshy ground … The silence played on our nerves a bit. As we got our guns into position you could hear drivers whispering to their horses and men muttering curses under their breath, and still the silence persisted, broken only by the whine of a stray rifle bullet or a long range shell passing high overhead … we could feel that hundreds of groups of men were doing the same thing – preparing for the heaviest barrage ever launched …

▲ **Source 2.122** Gunner J.R. Armitage diary entry from 1918, Australian War Memorial

ACTIVITY 2.72
RESPONDING TO THE SOURCE

1. In Source 2.122, what does Armitage say made him feel more nervous that night? Why do you think this might have been the case?
2. It is said among historians that Monash organised better communications by giving his officers wirelesses so they could report where they were and what they had captured. Under Monash's careful organisation, the battlefield became more like a well-oiled machine, in which his troops could function efficiently. Where is there evidence implied [not explicitly stated] in the source that this might be the case in the lead-up to the Battle of Amiens?
3. Where is there evidence in the source that even the soldiers knew of the importance and enormity of this battle?

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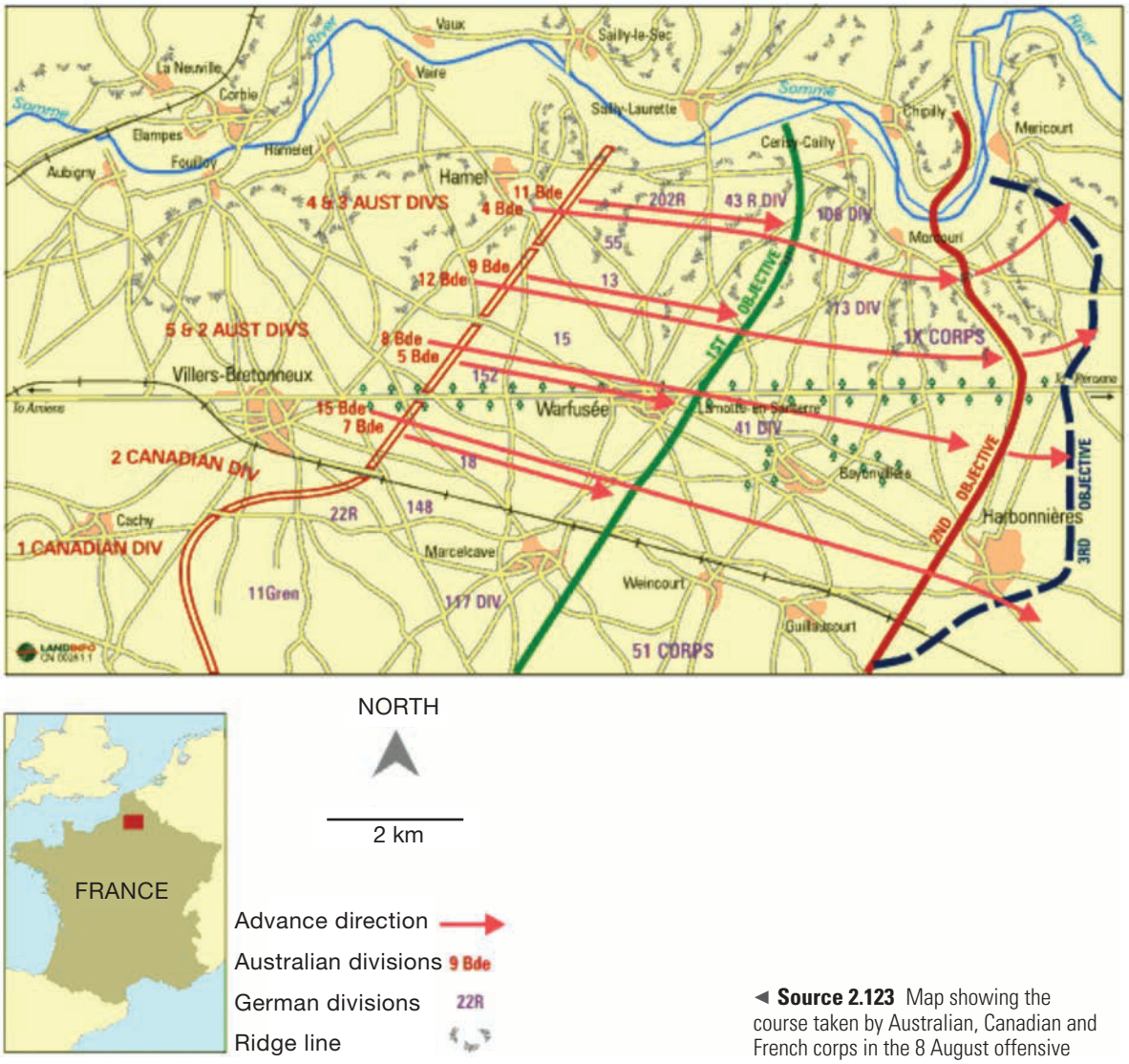
Now examine a map of the battle to further explore the military thinking behind the Allied advancement.



◄ **Source 2.123** Map showing the course taken by Australian, Canadian and French corps in the 8 August offensive

ACTIVITY 2.73
RESPONDING TO THE SOURCE

1. Looking at Source 2.123, what role might the geographical feature of the River Somme have played in the battle?
2. Can you find the locations of any other battles studied so far? Does their location help you better understand the advancement tactics of this battle?
3. **Use** the scale on the map to calculate the width of the advancement from the Canadian 1st Division in the south to the Australian 4th and 3rd Divisions in the north by the river. Would this distance add to or detract from the ability to organise and coordinate a 'well-oiled attack'? **Explain**.
4. Calculate approximately how far the Allies advanced at their 1st, 2nd and 3rd objectives. **Compare** the Australian and Canadian divisions' advancement according to the ridges faced. Which divisions had the more challenging geographical advancement? Why?

J.R. Armitage writes further that at 4.20 a.m. the next day, 'all hell broke loose and we heard nothing more. The world was enveloped in sound and flame, and our ears just couldn't cope. The ground shook'. Historians writing for the Australian War Memorial website note that 'there was a mist, which helped the element of surprise, and through it moved the joint forces of a line of tanks and infantry. The crucial work of the heavy artillery held off fire from German guns, so that troops could get across the land'. Clearly Monash's coordinated attack was in full swing.

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The results were dramatic. After years of stalemate and static warfare, the Allies advanced, capturing an astonishing 11 kilometres of territory. The commander was the British general Henry Rawlinson (British Fourth Army), but almost half of this force was made up of Australian troops commanded by Monash and Canadian troops commanded by General Arthur Currie. This was one of the largest single advances made in the entire war. The Germans were devastated. Their general, Ludendorff, admitted that this was 'the blackest day of the German army'.

The Allied Hundred Days Offensive (1918) and an Australian triumph: the Battle of Mont Saint-Quentin (31 August 1918)

By this stage of the war, the British commanders clearly felt that Australian troops – like their Canadian comrades – were capable of heavy and sustained fighting, and could be given some of the most difficult tasks. In the case of the heavily fortified bare hill Mont Saint-Quentin, the attack was dangerous, almost suicidal. The hill itself was only 100 metres high, but it was heavily fortified by barbed wire, and the German cannon and machine-gunners could see anything that moved on the bare slopes below. This strongpoint was also manned by a crack battalion of German soldiers. It is immediately clear from the scale of Arthur Streeton's painting (Source 2.124) why this German position – in August 1918 – provided a crucial vantage point for their artillery, and why it was heavily protected with machine guns.

▲ **Source 2.124** Arthur Streeton, *Mount St Quentin*, London, 1919, from the collection of the National Gallery of Victoria

THINKING DEEPER

This enormous battle painting (Source 2.124) shows the Australian attack on Mont Saint-Quentin. Streeton chose his vantage point behind and above the ruined village of Feuillaucourt, looking east for a clear view of the assault on Mont Saint-Quentin. Typically, Streeton shows a vast expanse of countryside bathed in sunlight. The devastated buildings and shredded trees of Feuillaucourt are most visible, and the advancing Australian forces are merely tiny figures in the distance.

How does this painting offer further evidence of the destructive nature of war? How does this painting support the argument that there are often no 'winners' in war despite victory by one side? Why might the artist have painted this scene from such a distance and scale (i.e. zooming out so far from the battle)?

Historians from the Sir John Monash Centre Australian National Memorial in France offer the following historical interpretation on the Battle of Mont Saint-Quentin.

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The barrage preceding the attack on Mont St. Quentin consisted of field guns and heavy artillery. The field gun batteries employed in the attack were placed [23 metres] apart from each other and fired two rounds per gun per minute, while the howitzers fired one round per minute. The digger's first view of Mont St. Quentin before the attack was at dawn when they saw it being illuminated with the dull flashes and the hazy fumes of the big shell bursts of the Allied artillery barrage.

The infantry commenced their attack during the barrage, subduing pockets of German resistance as they advanced up the Mount, as well as capturing large numbers of German soldiers. The attacking diggers showed great bravery from the very beginning of the battle.

The rapidity in which the attack had achieved its aims stunned the battalion commanders and General Rawlinson who had been called by his chief of staff while getting dressed for the morning, thought it a magnificent performance …

The feat was that much more celebrated because it had been achieved by barely 550 men backed up by another 200 in close support. This small force had taken over 700 prisoners as well as killing many of the German defenders …

Monash the tactician was certainly proud of the victory and in a letter home he informed his wife and daughter of the acclaim the AIF had received after the battle, writing how the English newspapers had described Mont St. Quentin as the greatest single feat of arms in the war.

▲ **Source 2.125** Description of the Battle of Mont Saint-Quentin, Sir John Monash Centre

ACTIVITY 2.74
RESPONDING TO THE SOURCE

1. Where in Source 2.125 does it offer evidence that this was once again a battle utilising Monash's new theory of war?
2. Why was the success of this attack so amazing? List evidence from the source that supports your response.
3. What does the fact that Monash informed his wife of the AIF's increased reputation among the English after this battle show about his character?

Australian troops captured the site in one morning, making this one of the most outstanding achievements of the AIF in World War I. It is true that the Germans counter-attacked and recaptured the hill, but between 1 and 3 September 1918 the Australian forces retook and held the hill for good. Germany had just lost one of the strongest points in the famous Hindenburg Line. The German High Command started to realise that they could not win the war. Here, as elsewhere, the massive rate of surrender was a terrible shock. Soldiers tend to be much quicker than generals in realising when a war is lost, and when all further fighting is pointless.

REFLECTING ON YOUR LEARNING 2.4

By now you have created an informative Google tour of the significant sites of the Western Front where Australian soldiers fought. You have learned about the innovative tactics employed by General John Monash and the significant effects these had on the outcome of the war, many of which are still relevant in military tactics today. But most important of all, you've interrogated historical sources, making evidence-based decisions in order to construct your own understanding about the significance of Australia's involvement in these places under such testing conditions.

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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2

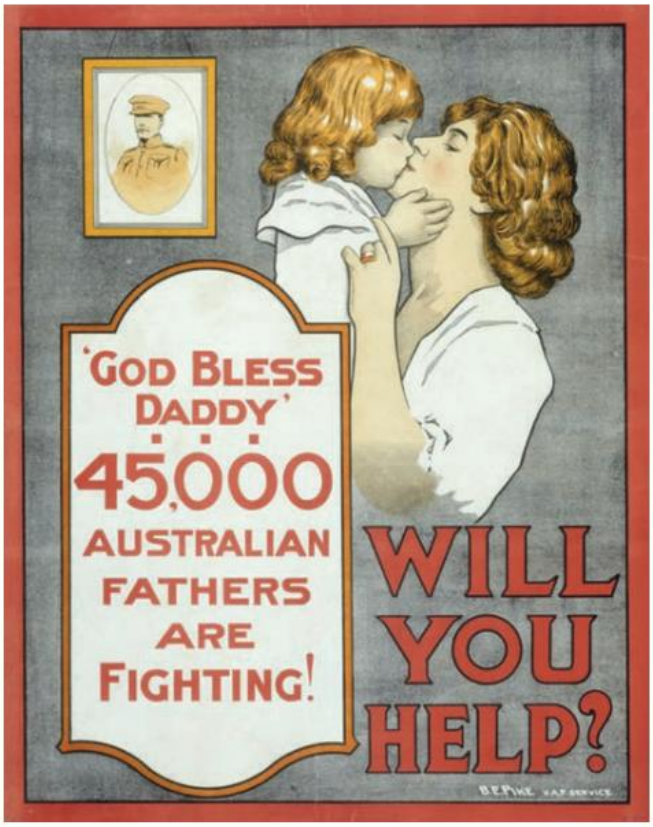
2.5 Depth study – inquiry question 4: what were the broader impacts of World War I?

FOCUS QUESTIONS

- How did British and Australian women contribute to the war effort?
- How did modern warfare produce the idea of the 'home front'?
- Did World War I bring irreversible changes to Australian society?

The gender bias of traditional histories

Traditionally, the writing of the history of any major event, such as war, had a serious 'blind spot': the role of women is forgotten or seriously underestimated. This is partly due to a careless assumption that the great public events of any time are driven mainly by men, while women stay at home, in what is known as the 'private sphere', and play no role. Historians now know that we cannot afford to write 'half history': a history of just 50 per cent of the population is no real history at all.



▲ **Source 2.126** Recruitment poster by B.E. Pike, 1916

The role of women in World War I is often in the background as much as in the 'blind spot' mentioned earlier. Historians and students of history just need to conduct critical analysis. For example, as voluntary enlistment fell in Australia, enlistment posters including women began to be commissioned by the Australian Government. Let's see what might be revealed about the role of women at the time through interrogating a 1916 recruitment poster.

ACTIVITY 2.75
RESPONDING TO THE SOURCE

1. **Examine** Source 2.126. How is this woman specifically being portrayed and what does the poster suggest in its depiction of women's roles more broadly?
2. Would you say that this poster places her in the 'private sphere'?
3. How does the poster appeal to people's sense of family and nation?
4. Why do you think the government is using an image of a child with her mother in this poster?
5. Why do you think the government used the words, 'God bless daddy'?
6. Considering your responses to Questions 1 to 5, **evaluate** how well you think this poster might have achieved its purpose of recruitment. **Explain** and then **compare** your thinking with others in your class.

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New histories discover the real roles of women

Women in 1914–18 were often restricted by the societal beliefs from the period about what they were capable of doing. This does not mean that they did nothing. The important discipline of Women's History uncovers stories of what women really experienced and did. Feminist History also analyses the power relationships between men and women. These helped uncover how much women really did in the Great War, despite not being allowed to fight. These new histories do not aim to underplay the role of men. Instead, they want to do justice to the often neglected or forgotten roles of women.

To illustrate this point, let's do some research online.

ACTIVITY 2.76

Research task

Identifying silences in the historical record (discourse) of World War I

Australian women served as nurses from 1914 to 1918. But …

How many years was it before there was a memorial monument created in Canberra to recognise their service?

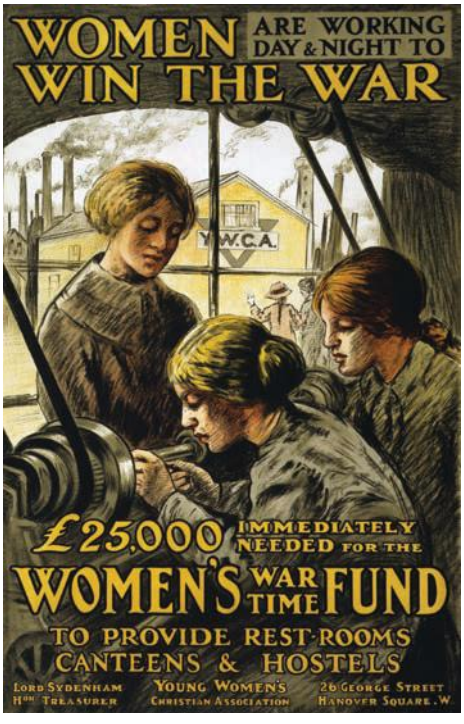
1. **Conduct** research online to address this historical question.
2. You may want to use the key words: *Australian Service Nurses National Memorial*
3. You may also want to find out what the inscription on the memorial says.
4. Lastly, answer the historical research question above and, at the same time, **describe** the memorial and **evaluate** what this says about Australia's commemoration of World War I.

Now that you have your answer to the historical question, you probably understand more about the 'silences' of history.

How did women in Britain contribute to the war effort?

It is only when historians start investigating women's roles in war that we realise their enormous contribution to the war effort.

▲ **Source 2.127** Women working in a munitions factory



▲ **Source 2.128** British poster on the Women's War Time Fund

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ACTIVITY 2.77
RESPONDING TO THE SOURCES

1 Traditionally, would women do the work shown in the photo (Source 2.127) and poster (Source 2.128)? Why?
2 What do these sources reveal about the nature of work done by women during the war, and why do you think women and not men took part in this work during World War I?
3 Who do you think the target audience of the poster is? Why?
4 What does the heading of the poster suggest about the importance of the work being done by women?

Because many men went to the front, British women's employment dramatically increased. Women's participation in the transport industry alone increased 555 per cent. However, while these women did equal work they were paid only 50 per cent of men's wages. They also worked in weapons factories, and, by 1917, were producing 80 per cent of the weapons being produced for the army. Other women entered the more dangerous shell factories, handling the poisonous explosive TNT without protection. In time, this chemical turned their skin bright yellow. These women were referred to as 'the canary girls'. Handling a live artillery shell required great concentration, because any mistake could cause a massive explosion. At the Chilwell factory, just one mistake caused an explosion that flattened the entire building and killed 134 workers. As a result of women's work, the vital supply of weapons and shells to the soldiers in the field was maintained.

THINKING DEEPER

How might the government have justified paying women 50 per cent less for the same job as men? What might happen today if an employer was to pay women in this way, or provide conditions for work such as those mentioned here? What has changed?

By 1915, Germany was trying a new and deadly tactic: using its submarines to sink ships bringing supplies to Britain, hoping to cause the country to starve. By 1917, Britain had only three weeks of food supplies left. Some 200 000 British women joined the new Women's Land Army. Women who were used to a comfortable city life now learned how to milk cows, plough a field (without a tractor) and harvest a crop of wheat.

Another 200 000 women took up positions in the British Government, and proved to be very capable administrators. Women also joined the secret Women's Defence Relief Corps, and learned to march and use firearms. Initially, this was intended to be a sort of Home Guard, but then it was realised that these women were perfectly competent to teach men how to shoot military weapons. These women all discovered that they could do a man's job perfectly well, surprising their male employers and making some of them very uncomfortable.

▲ **Source 2.129** Recruitment poster for the Women's Land Army, 1917

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THINKING DEEPER

Why might historians see this period as a significant time of irreversible social change?

How would you expect the women empowered by these changes to feel after the war finished?

THINKING DEEPER

How does Source 2.129 represent a change or departure from women's role being in the 'private sphere'? Why might the artist have included a religious theme to the wording at the bottom? How has the artist presented this as an attractive idea for women?

How did Australian women contribute to the war effort?

THE MILITARY SERVICE OF AUSTRALIAN WOMEN

In Australia, women made a massive contribution to the war effort. Their most obvious contribution to war was in the active service of nursing. Australian women could enlist as nurses, providing they were not married; once they married, they had to resign. But what motivated them to go? Perhaps the following words from nurse Evelyn Davies offer an answer.

> I feel that now I have the opportunity, I ought to go. Nurses are badly needed, goodness knows, and someone must do it. I want to do the right thing.

▲ **Source 2.130** Australian nurse Evelyn Davies shares why she went to World War I.

ACTIVITY 2.78
RESPONDING TO THE SOURCE

1 What do you think Evelyn Davies meant by the phrase, 'I feel that now I have the opportunity' in Source 2.130?
2 How would you **describe** her motivation to go to war?

THINKING DEEPER

How appropriate do you think the uniform in Source 2.131 would have been for the climate of places such as Gallipoli or Palestine in the Middle East?

▲ **Source 2.131** An artist's representation of an Australian nurse

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How did Australian nurses serve at Gallipoli?

As you may have seen in the Queensland State Library's (2017) digital story on central Queensland World War I nurses, they did not all work safely 'behind the lines', far from the fighting. Here's how nurse Daisy Richmond, on the ship *Neuralia*, recalled serving at the front in Gallipoli.

> We were well under fire, many bullets coming on the decks. I was speaking to one boy, moved away to another patient when a bullet hit him and lodged in his thigh. I just missed it. We have to move a little further away to get patients as the present position is too dangerous for the transport as such.

▲ **Source 2.132** Nurse Daisy Richmond's account of serving at Gallipoli

ACTIVITY 2.79
RESPONDING TO THE SOURCE

1. What evidence is there in Source 2.132 that the ship was overcrowded?
2. Would you say that Daisy Richmond was ever in danger?
3. To what extent do you think we could **use** this account to hypothesise that, 'some World War I Australian nurses were close to the fighting and therefore in danger themselves'? What specific sources would you like to consult next to take a hypothesis like this further? Discuss as a class.

As you can see from Richmond's account, Australian nurses at Gallipoli worked so close to the action that they came under direct enemy fire. They continued calmly tending to their patients as enemy shells fell around them. Some of the hospital ships at Gallipoli were so close to shore that they came under Turkish fire.

These nurses realised the real tragedy of Gallipoli that you learned about earlier in this text: there were not enough doctors, nurses or even beds for the hundreds of wounded men brought daily from Anzac Cove to the hospital ships. The most seriously wounded men were lifted aboard in special wooden trays. Once aboard, patients were examined and sorted according to the severity of their injuries. Australian nurses also worked in the Third Australian General Hospital on the Greek island of Lemnos.

NURSES PROVIDED PSYCHOLOGICAL HELP

La Trobe University historian Janet Butler, in her 2013 book *Kitty's War*, has explored more deeply how the nurses assisted their patients. Most obvious was their provision of medical care with a cool, calm, professional attitude. Equally importantly, they offered a particular sort of friendship, both with each other and with their patients. Friendship between nurses helped them deal with the heavy workloads and the distressing scenes of suffering. But the nurses also offered a special friendship to their patients. The men felt free to tell the nurses about their fears, which they could not confide to their mates in the field, and about their sufferings, which they preferred not to share with their families at home.

But further to this information about nurses offering psychological help to their patients, historians have recently uncovered in diaries and letters some startling insights into what these young women, fresh from peaceful homes in Australia, suffered when exposed to the violence of a murderous war. Butler points out that we naturally tend to focus on the trauma, the shell shock and the post-traumatic stress disorder of the soldiers themselves. Nobody checked how the nurses were coping, because they were not the ones wounded. Worse, in 1914–18, nobody

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even understood the term 'post-traumatic stress disorder', let alone applied it to nurses serving close to the front line.

Women defy the military ban to serve as doctors in the Great War

Equally remarkable is the story of Australian women who went to the Western Front to serve as doctors. Historians Heather Sheard and Ruth Lee, in their book *Women to the Front: The Extraordinary Australian Women Doctors of the Great War* (2019), have uncovered the story of the 24 female doctors who disobeyed official military policy and went to war as surgeons and medical officers. Typical of them was Dr Helen Sexton, who went to France and opened her own hospital – the Australian Hospital in Paris – in July 1915. The Institute for the study of French–Australian Relations (ISFAR) points out that a 'remarkable feature of this hospital was that it was almost entirely established and run by women'. The French military was rather more encouraging than the Australian military, and gave her an elegant mansion near the Auteuil Racecourse capable of holding 21 beds. She quickly had to accustom herself to the truly terrible wounds caused by the high-powered weapons developed during the war. More importantly, she was able to use her schoolgirl French to question her patients about what had happened to them. Sheard and Lee point out that the very existence of these women, and their brave service, is hardly recognised in any military records.

Women as industrial workers: the munitions girls

The second important role of Australian women was as industrial workers, when they stepped in to fill the jobs in factories when men volunteered for the front. They had to learn manufacturing techniques unfamiliar to them, to work extremely long hours and in dangerous conditions requiring great concentration and care.

These women joined an enormous industry that is little known to modern Australians. It was centred in the western Melbourne suburb of Maribyrnong. This was the heart of a great industrial complex, producing vital uniforms, small arms, bullets and artillery shells. It was known as 'the Arsenal of Australia', and functioned from 1910 until the 1980s. The women who worked here were not just 'temporarily helping out until the boys came home', but were the industrial workers who helped establish Australia's national war industry. Some of these buildings have unfortunately disappeared due to a fire in February 2018.

How did women influence the national debate on conscription?

Women also contributed their intellect and their voices to the public debate that erupted in Australia regarding the war and, specifically, the government's proposal to introduce conscription. Contrary to common belief, women proved that they could think politically and campaign energetically in the public sphere. As citizens, with a full **franchise**, Australian women were a relatively new force to be reckoned with, and both sides in the conscription debate were acutely aware of it.

franchise
the power or ability to vote

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▲ **Source 2.133** Propaganda leaflets for the conscription campaign. The left leaflet was for the 'No' campaign, and the right leaflet was for the 'Yes' campaign.

ACTIVITY 2.80
RESPONDING TO THE SOURCE

1. Who are both sides of the leaflets in Source 2.133 appealing to? Why do you think both sides chose to target them?
2. How do both sides use emotion to 'sell' their argument? Why do you think both sides chose this tactic?
3. Find out which political party is behind the 'No' vote in this source and which is behind the 'Yes' vote.
4. What do these leaflets suggest about the political power of Australian women in the issue of conscription?

Some women spoke passionately at public rallies in favour of conscription, only to be shouted down by returned soldiers, who argued that no man should be made to experience what they had experienced in the trenches. Other women spoke forcefully against conscription, only to be shouted down as cowards and traitors who would not allow the government to send men who were desperately needed.

THINKING DEEPER

Which side of the debate is the poster in Source 2.134 aimed to influence? How do you know? What methods has the artist employed to persuade the women? Do you think there is a moral line that propaganda posters (or media more generally) shouldn't cross before they become offensive and lose their intended effect? If so, what is it?

▲ **Source 2.134** A conscription debate poster aimed at women

As you've seen from Sources 2.133 and 2.134, women played a central role in the conscription campaigns. Conscription mobilised Australian women politically more than any other issue, and they actively participated on both sides.

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ACTIVITY 2.81

Classroom debate

Debating the merit of conscription

1 *Prepare:* Divide the class into the 'Yes' and 'No' side of the debate. Remember, you are debating this issue *at the time of the event, not today*.
2 *Research:* **Conduct** research in your two distinct debating groups to develop your arguments and counter-arguments. You might want to **investigate** the following people and groups on each side of the argument to prepare for your debate. **Decide** as a group how you will divide the work – use the debate format in Step 3 to help guide your preparation.

People and groups for (Yes)	People and groups against (No)
Mainstream and conservative women's organisations, like the National Council of Women or the Australian Women's National League Prime Minister Billy Hughes Protestant church leaders	Labour women's groups Socialists Radical feminists like the Women's Peace Army, formed by Vida Goldstein and Adela Pankhurst Trade unions Large segments of the Irish Catholic community

3 *Debate:* **Conduct** the debate according to the following format:
   a Opening statements: Each group will spend five minutes reading out their opening statement and presenting their main arguments uninterrupted by the opposition.
   b Rebuttal preparation: Groups then meet for 3–7 minutes to prepare rebuttals for the other group's main arguments.
   c Rebuttals: Each group will read their rebuttals in response to the opposing opening statement. You may want to use language such as, 'We heard you say …, but …' or 'You made the argument that …, however …'. (This section of the debate should allow for open and free back-and-forth debate around what has been said and that which is being refuted.)
   d Closing statement preparation: Each group will take 3–5 minutes to develop their closing statement.
   e Closing statements: Each group delivers their closing statement for the debate.
4 *Referendum on the outcome:* Once the debate is complete, students vote for the group that made the best arguments for its position. Remember, it's about which group *made the best argument*, not which group argued the position you individually agree with.

How did modern warfare produce the idea of the 'home front'?

Traditionally, 'military history' focused on battles, commanders, weapons and tactics. The 'front' was simply the battlefield: soldiers left home, went to a distant country to fight, and then returned if they were lucky. Even the game of chess was developed around this idea! Generally, the home country was not usually affected by distant wars. World War I changed that, because it drew entire civilian populations into the vast war effort. It also directly threatened their safety, even in their own homes.

More recently, military history has tried to look more broadly to appreciate the experience of millions of other Australians who did not *go* to war, but who nonetheless were unavoidably *part* of the war. This is known as the 'home front', involving the experiences of civilian men, women and children.

Historian Mark McAndrew explains in his book *The Great War and Its Aftermath, 1914–1921* (2001) that, previously, wars were smaller in scale, involving smaller armies. World War I, however, was massive, and forced governments to introduce new controls over their people to be able to win the war. In democratic countries, governments passed laws giving themselves complete power to control politics, information and especially production of food and industrial goods.

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As the war dragged on, politicians and generals saw victory as worth any sacrifice of rights and freedoms.

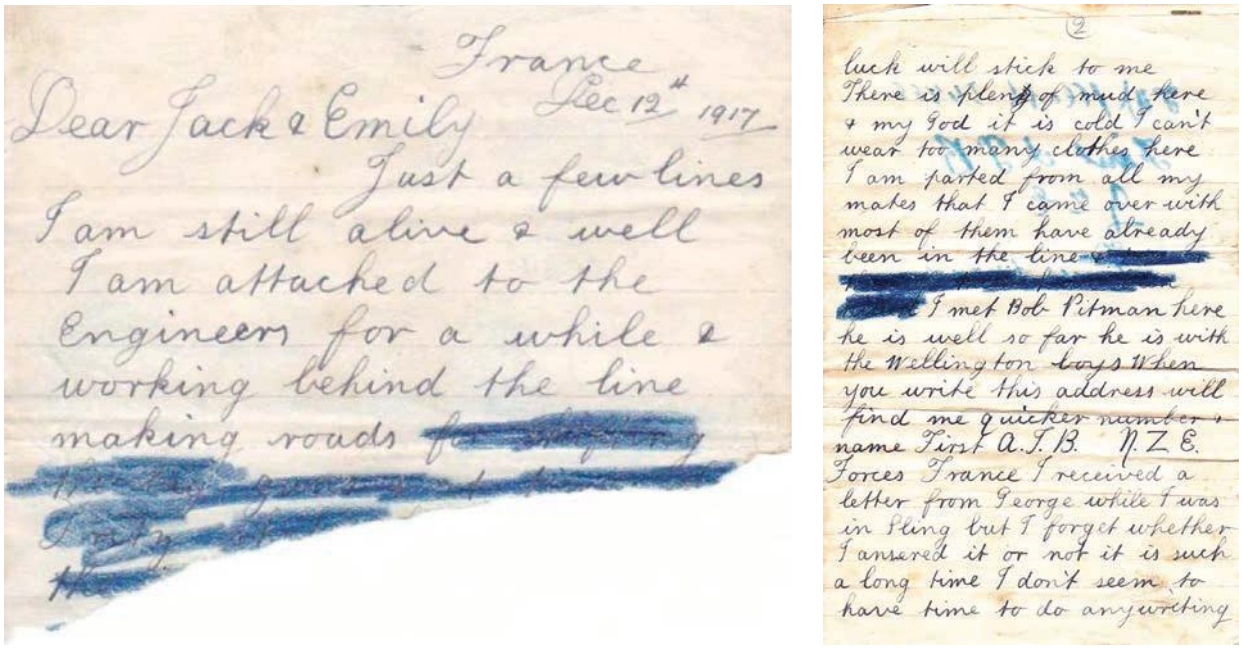
Governments in Australia and New Zealand sought to control the flow of information to the public by **censorship** (blocking) of documents on sensitive issues, either by banning their publication or by removing some information. In the trenches, soldiers' letters home were opened, read and censored of any information that could help the enemy.

censorship
blocking or erasing sensitive information from being published or broadcast

THINKING DEEPER

What would you be willing to sacrifice in terms of rights and freedoms for victory in a war that threatened your country and way of life?

Would you need to philosophically be in support of your county's involvement in a war to willingly sacrifice your rights and freedoms?



▲ **Source 2.135** A censored New Zealand letter. The first censored section reads, 'for shifting the big guns …', while the second censored section reads, '… and two or three of them have been killed'.

THINKING DEEPER

Why do you think the government would want to censor these statements in Source 2.135? Who might they be preventing from ever seeing this information?

Governments also introduced new measures to recruit more troops, and to stamp out expressions of public opinion opposing the war. As you've studied earlier in this inquiry, in 1914, public opinion in Australia, and most countries for that matter, was strongly for the war, either through patriotism or a sense of adventure. But public opinion changed over time. Let's now explore casualty statistics to see what trends are revealed that might shed further light on the changing nature of public opinion in Australia at the time.

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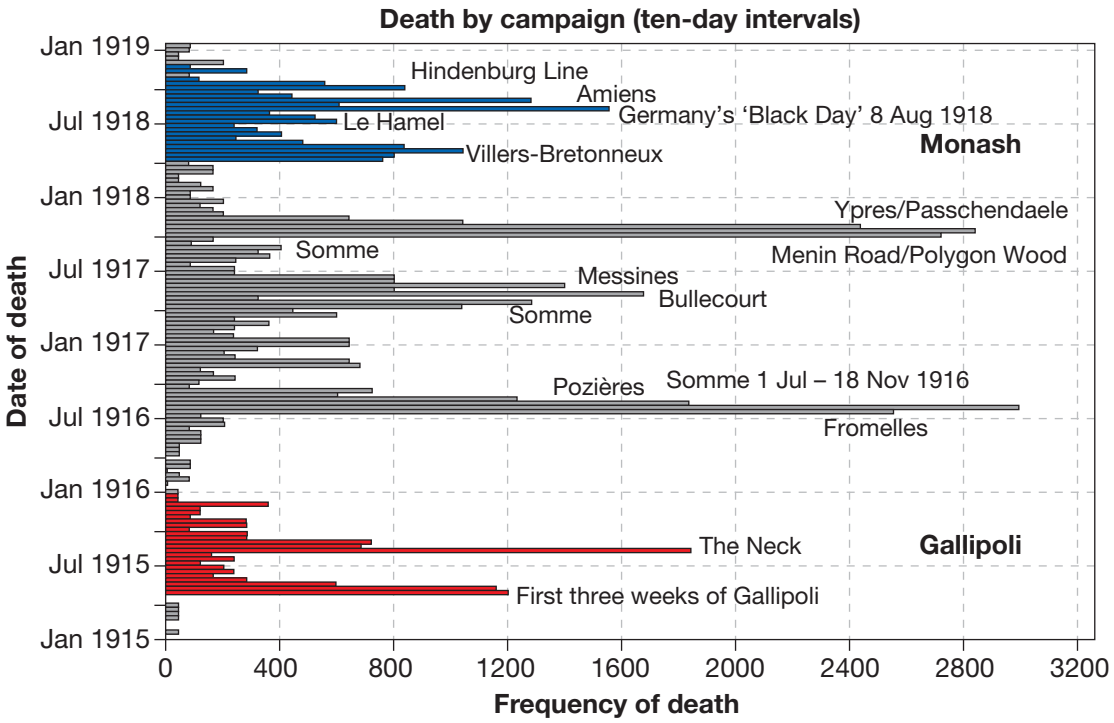

◄ **Source 2.136** A graph of the casualty rate per campaign of Australian soldiers throughout World War I, adapted with permission from work by David C. Noonan, 'War Losses (Australia)', *1914–1918 Online*, 2016. This data is from a useful site with a lot of statistical data on the war which has been complied by historians. The dates of inclusion for the graph are January 1915 to January 1919. What do you think the three coloured sections of the graph represent?

ACTIVITY 2.82
RESPONDING TO THE SOURCE

1. From looking at Source 2.136, when and where did Australia experience its worst daily casualties between 1915 and 1918?
2. Based purely on casualty rates, when would you have expected the Australian public to start questioning the war (support lessening)?
3. Why might the Australian Government have not wanted these statistics to be made public?
4. How might your response to Question 3 help you better understand the motives for government censorship (such as in Source 2.135)?
5. Why is an graph such as this a useful way of presenting statistics to address this section's key inquiry question? Are there other purposes or questions for which this infographic might be used?

▼ **Table 2.3** Country comparison of World War I casualties

Country	Total casualties	Total embarkation	% casualties of embarked
British Isles	2 535 424	5 000 000	50.71
Canada	210 100	422 405	49.74
Australia	215 585	332 781	64.88
New Zealand	58 526	98 950	59.01
India (native)	140 015	1 096 013	12.77

ACTIVITY 2.83
RESPONDING TO THE SOURCE

1. Using Table 2.3, rank the countries according to the soldiers embarked (sent) in the second column from highest to lowest. Where does Australia sit in terms of troops fighting?
2. Do the same for the total casualties (first column). Where does Australia sit?
3. Now rank the final column of '% casualties of embarked'. What do you notice?
4. How would you expect the Australian public to respond to news that included running tallies of statistics like this?

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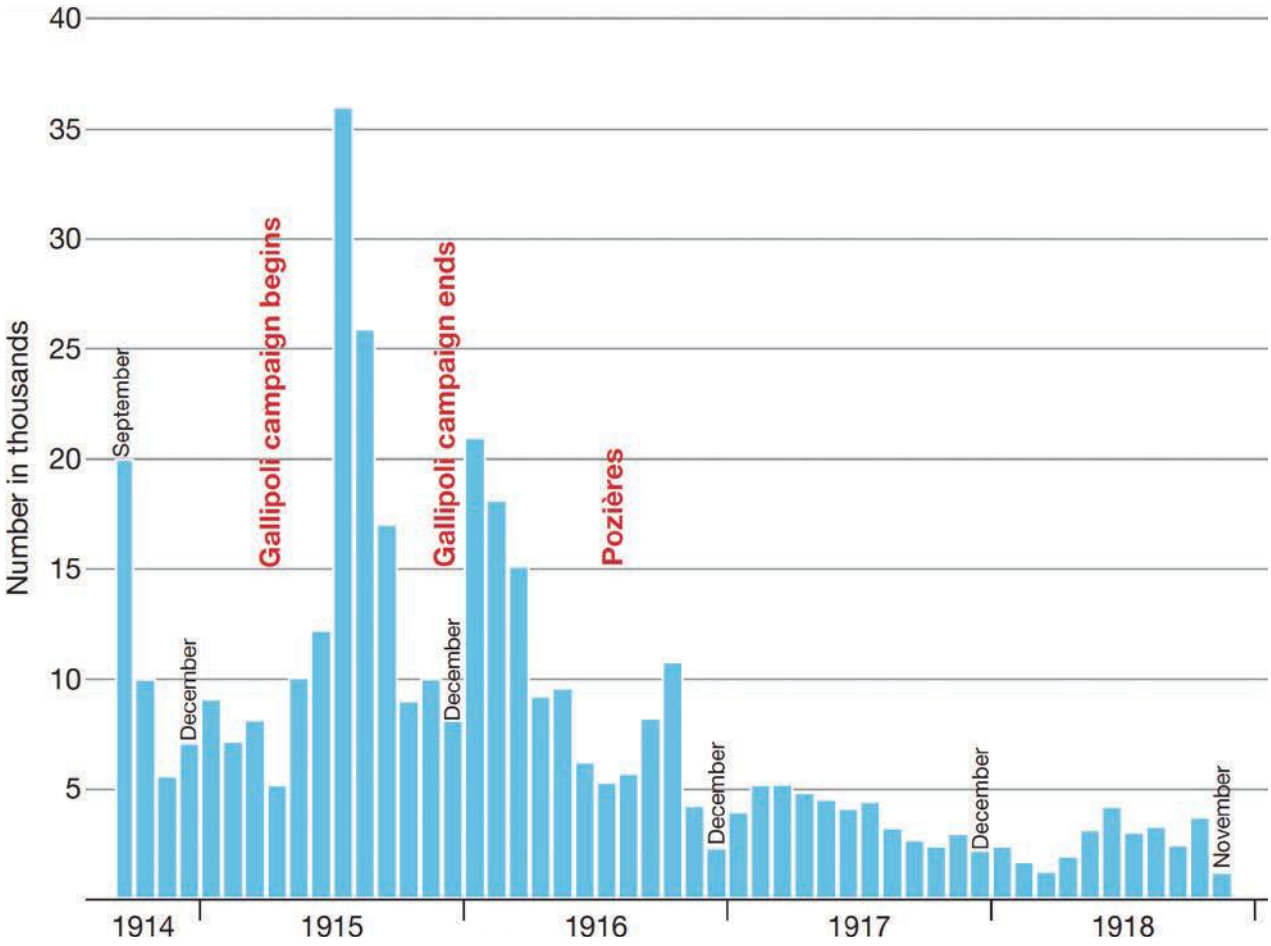

▲ **Source 2.137** The monthly total of enlistments during the war from September 1914 to November 1918

THINKING DEEPER

How does the graph in Source 2.137 compare with the trends and patterns of Source 2.136? Can you **identify** any relationships? According to both sources, which campaigns inspired the greatest rises and the greatest decrease in enlistments?

By 1916, the endless battles and massive casualty rates had made many Australians more negative about the war. As Sources 2.136 and 2.137 suggest, there is a causal link between increases in casualty rates and increased public negativity towards the war. In this mood, the debate over the continuation of the war developed; some insisted that the war should be continued, while others criticised it.

THINKING DEEPER

How would you feel about rationing food or eating less so that soldiers fighting a war on your behalf would be better fed?

Do you think this should be decided for you by a government? Or do you think it should be an individual's decision to make? **Explain**.

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Governments had to ensure that economic production (production of goods and services) was massively increased. Every man who joined the army ceased work and production on the farm or in the factory, but still needed to be fed and clothed to the standard expected of the army. It was vital to ensure that food production was increased, to ensure that the troops were fed. As you've studied earlier in this chapter, World War I was the world's first 'industrial war', where the fighting was conducted using industrially produced military products on a massive scale – tanks, aeroplanes, battleships, machine guns, gas, etc. Therefore, industry was also placed under massive strain to produce products such as uniforms, guns, ships and, most especially, millions of bullets and shells. The Great War, it was said, would be won or lost on the factory floor.

Governments also limited food consumption by civilians at home to be able to redirect more food to the troops. This involved **rationing** (limiting food per person). This shocked people unused to food shortages and led some people to sell food illegally at high prices on the 'black market'.

Finally, governments took security measures against their own citizens of foreign origin, declaring them enemies. The possibility of spying for military information, or even sabotage (destroying military equipment), was very real. In Britain, the pressures of war created anti-German hysteria, as expressed in this poster by the **British Empire Union** (Source 2.138).

rationing
limiting the amount of food supplied, typically per person per day or week or similar

British Empire Union
an organisation formed to warn British people of the danger of German spies

▲ **Source 2.138** British Empire Union propaganda poster

ACTIVITY 2.84
RESPONDING TO THE SOURCE

1. **Examine** Source 2.138 carefully. Make a list of the hostile acts that citizens of German origin were accused of committing. Would you **judge** them to be a realistic threat?
2. **Examine** the wording at the bottom of the poster. What is the message?
3. If a poster such as this was produced outside of the context of war, do you think the audience would receive it the same way? **Explain**.
4. If a poster such as this was produced in Australia today against Germans or any other nation or race of people, how would you expect the Australian public to react? Why?

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In Australia, the home front was scarred by one very cruel and arguably unnecessary injustice: the internment in prison camps of citizens now branded as 'aliens', because their place of birth was now an enemy country. The Labor government of Prime Minister Andrew Fisher passed the *War Precautions Act 1914* giving the authorities unlimited powers for security measures. The Department of Veteran Affairs website states that 'about 7000 people were imprisoned by 1918' – mainly Germans and Austrians. Armed soldiers detained them in rough wooden huts behind barbed wire. Here's how German 'aliens' Philipp Wittmann and Otto Wortmann described their experience in 1916 when they were held in Holsworthy camp in Liverpool, Sydney.

> … we had to embark on a 5-mile march to the camp. Liverpool itself hosts an Australian army camp and what we overheard while marching past were diatribes best not repeated. Some of the scoundrels even resorted to physical abuse, but having been briefed quite unequivocally we knew better than getting involved. Sodden with sweat and caked with dust we arrived in our camp, where the band serenaded us and numerous inmates cheered us. Upon inspecting my countrymen a bit closer, however, my spirits rather evaporated … the people are pretty ragtag …

▲ **Source 2.139** Extract from the diary of German intern Philipp Wittmann from 11 February 1916, from the collection of the State Library of New South Wales

> Oh misery, oh unfairness, what a dog's life! I'm so unnerved, so cranky and restless, I want to smash everything to smithereens, throw everything upside down; for crying out loud, I don't know what I want! No money, no mail, nothing to do, yet plenty of need for it all! And to top it all, it is raining, and raining; it has been pouring down non-stop since 5 o'clock this morning, so you can't put a foot outside, and have to wrap yourself in your coat just to go to the loo; and it's cold, unbearably damp, and the wind is howling through the window bars, and 500 frustrated and sweaty men are confined to the interior of this damned prison block …

▲ **Source 2.140** Extract from the diary of German intern Otto Wortmann, from 28 March 1916, from the collection of the State Library of New South Wales

ACTIVITY 2.85
RESPONDING TO THE SOURCES

1. Read through the extracts in Sources 2.139 and 2.140. How does Philipp Wittmann describe the way he was brought into camp and the reception by Australian soldiers in Source 2.139?
2. Would you expect an innocent man who is not an active combatant (soldier) in the war to be treated this way? Why?
3. What evidence is there in Wittmann's diary extract that suggests how the interns felt about each other?
4. What evidence is there in Otto Wortmann's diary extract (Source 2.140) that he may have been affected psychologically by his internment?
5. You'll notice two German 'aliens' have been consulted here. Why might it be important for historians to consult more than one account (where possible) when investigating an event? How has it helped you better understand the experience of World War I interns at Holsworthy camp here?
6. Are there lessons here for the Australian Government around internment today? Or is this a completely unique situation? **Consider** those seeking asylum in Australia and held in offshore detention centres. You may need to do some research online in order to respond to this question.

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You'll be interested to know that not a single hostile act by a German Australian was ever discovered. So, questions still remain among historians and commentators over whether there was ever the need for detaining 'aliens' in Australia during World War I. As Australians proud of our robust democracy, we must regret the harsh treatment of innocent Australian civilians who became 'aliens' and 'enemies' in their own country.

THINKING DEEPER

Why might the recording and memory of stories such as this from our past that we are not proud of be just as important as those that we are proud of?

ACTIVITY 2.86

Attitudinal scale

1 In your class, **create** an attitudinal scale from one end of the classroom to the other. At each end will be the absolute opposing viewpoints:

All democratic and free nations like Australia should legally allow their citizens full freedom of speech, opinion and expression. With this comes the unfortunate freedom to insult and offend (racially, politically, religiously or other).	All democratic and free nations like Australia should never legally allow their citizens the freedom to insult or offend racially, politically, religiously or other. Freedom by nature carries with it the freedom from discrimination.

2 Each student will place themselves along the scale continuum. Various students will be asked to **justify** why they are standing where they are.
3 You will then have the opportunity to move after hearing the viewpoint of others in your class. Students will again be asked for justifications.

You may choose to **conduct** research into this debate occurring within Australian society today and the particular legislation relating to it to better inform yourself around matters of civil rights law and political philosophy like this.

Historian Mark McAndrew concludes with an interesting point. He claims that the amount of government control was not equal in every country. Government control was greatest in countries that were close to the battle front (France, Germany), but more relaxed in countries that were far from the fighting (Australia, United States). Between these extremes, Britain certainly took some measures of war control but, being protected by the English Channel, was not as strict about them.

Loss and grief on the Australian home front

The most emotionally intense aspect of life on the home front was, of course, news of the war and of loved ones. A steady flow of letters from a husband, brother or son was reassuring, although these could scarcely describe the full horror of what he experienced.

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The stopping of letters caused great anxiety among families. Relatives dreaded the arrival of an official telegram, bringing bad news of a man wounded, lost in action, captured or killed.

Many Australian women described the terrible fear of seeing a post-boy approaching the front door. The Australian Government did not hide the losses. Casualty lists were published in the newspapers, revealing the terrible cost of the war in human lives. Historian Bruce Scates gives a sense of this in the following source.

> The Great War cast a shadow across Australia. Of some 330 000 Australians who served overseas, over 60 000 died. Around one in four families suffered the loss of a husband or son. Those who have been called the 'secondary bereaved', those who mourned a cousin, uncle or friend, widened the … grief even further. In Ken Inglis' estimate every second Australian family suffered a loss from the war.

▲ **Source 2.141** Historian's interpretation of Australian losses on the home front

ACTIVITY 2.87
RESPONDING TO THE SOURCE

1. Reread the first two sentences of Source 2.141. Then, calculate from Scates's statistics in the second sentence the percentage of serving Australians that died.
2. Reread the third sentence. Then, look around your classroom and make sense of this statement by applying it to your class. Does this shock you? Or, do you think this death percentage is acceptable in war? Discuss with others in your class.
3. Now reread the last sentence. How might this estimate affect the 'wellbeing' of the community back home in Australia?
4. Do these statistics support World War I being characterised significantly as 'The Great War'? ('Great' or large, referring to the enormous scale of conflict and death toll.)

REFLECTING ON YOUR LEARNING 2.5

While investigating this section's key inquiry question – 'What were the broader impacts of World War I?' – you have studied how gender bias has existed traditionally in the historical record. You have also looked at the significant role Australian nurses took in caring for soldiers at war and explored the psychological toll it would have taken on them. Additionally, you've learned about the changing roles of women on the home front and interrogated sources that revealed women's significant role in the political debate around conscription, of which you've formulated your own views within the debate. You have investigated government wartime controls, such as censorship, and probed the deeper questions around civil rights and freedoms.

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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2.6 Concluding study: how should we commemorate World War I?

FOCUS QUESTIONS

- Why do we commemorate wars? *Should* we commemorate wars? And does commemoration mean the same thing as glorification of war?
- What is the 'Anzac legend' and what values have been associated with it?
- What is the most appropriate way of remembering those who have served?

Why do we commemorate wars? *Should* we commemorate wars? And, does commemoration mean the same thing as glorification of war?

The Australian Curriculum – History (2020) asks you to study *contested* '*debates* about the nature and significance of the Anzac legend' and 'how and why World War I is commemorated within Australian society'. You may wonder *how* Australians could possibly have different views of the commemoration of World War I. For example, there is absolutely no doubt that Australia made a very significant contribution to the Allied war effort, far out of proportion to its relatively small population. There is also no doubt that our troops fought bravely in the same horrific conditions of modern warfare that our other Allies also suffered. Finally, there can be no debate about the quality of their service and their achievement, because Australian forces performed impressively by many accounts in the tasks assigned to them. What then, is there left to debate? It properly falls to us, the present generations, to make ourselves aware of what they experienced, what they suffered, and to acknowledge how much they achieved.

▲ **Source 2.142** Poppies projected onto the Sydney Opera House on Remembrance Day, 11 November 2017

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THINKING DEEPER

What does using a site such as the Sydney Opera House to commemorate Remembrance Day (Source 2.142) show about its value to Australian society? Do you think civilian (non-military) sites like this should be used to commemorate days like Remembrance Day or Anzac Day?

▲ **Source 2.143** NRL+ match on Anzac Day, 2020. The title of the accompanying web page was 'Dragons and Roosters to honour Battle of Lone Pine anniversary'.

THINKING DEEPER

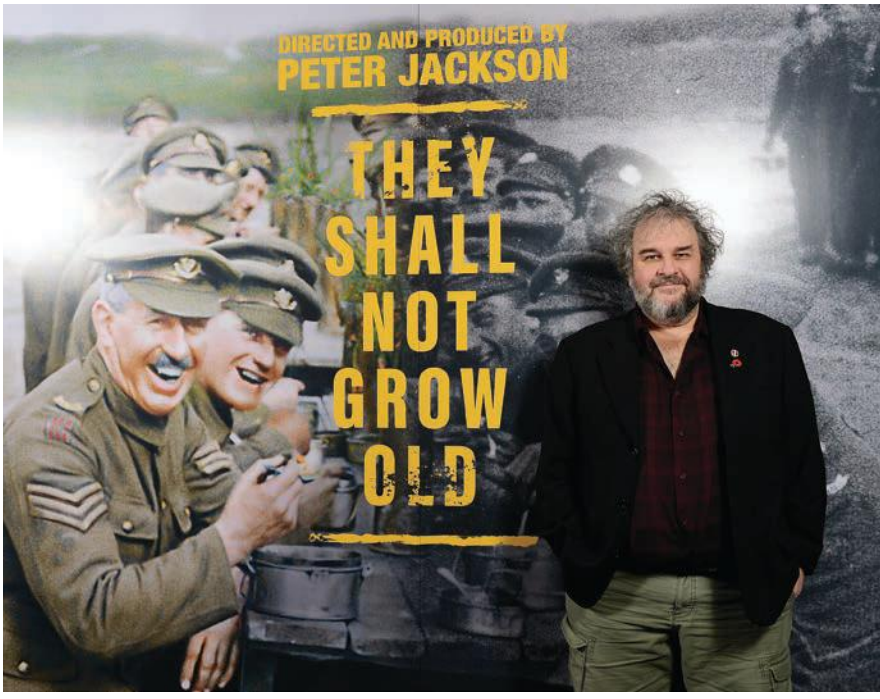
Why might a game like rugby league (NRL) be used to commemorate a battle like Lone Pine? How are rugby league players being represented in Source 2.143? Do you think it is appropriate that a civilian (non-military) event such as an NRL game should be used to commemorate a day like Anzac Day or a battle like Lone Pine more specifically? Could it be argued that this reflects a certain amount of militarism or glorification of war within Australian society?

Having survived the war …

How did men and women feel when the guns finally fell silent on 11 November 1918? Was there wild cheering, relief and excitement to be going home?

Perhaps. Curiously, though, many men were actually quite subdued. For example, the veterans interviewed in the film *They Shall Not Grow Old*, which you began this chapter exploring, noted that people were very quiet, almost gloomy.

One reason for this is that they had actually enjoyed the life in the services. More than one admitted that, despite all the horror and danger, the war had been one vast, exciting adventure.



▲ **Source 2.144** Peter Jackson's *They Shall Not Grow Old* (2018)

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THINKING DEEPER

Revisit your responses in Activity 2.3. Perhaps even rewatch the trailer. Given what you have learned in your inquiry so far: (i) Has your thinking changed in any way? (ii) How objectively (without too much of his own personal bias or glorification) and accurately do you think Peter Jackson depicted World War I events in the documentary?

Another soldier said that it had been like playing a glorious game. Others had enjoyed the mateship of fighting together. Others admitted that they simply wondered what they were going to do in life now. They had nothing planned; the war had seemed set to go on forever.

Going home …

To properly understand what these men and women went through, we need to trace the last part of their story: going home. This should have been a relief and a pleasure, but often it was not. You might be surprised to find out that German soldier and writer Erich Maria Remarque was deeply distressed when he went home, because he found that civilian life had been carrying on much as normal, and that people had absolutely no idea of what he had been through at the front.

The British soldiers interviewed in Peter Jackson's *They Shall Not Grow Old* told heartbreaking stories about how, when they tried to express what they had been through, people just did not want to know. In Britain, there were no jobs available, and businesses put up signs saying 'No veterans need apply'.

For example, British soldier Edgar Woolley showed his disappointment with the treatment he received when he returned to Britain in January 1919, stating:

> We were pleased to be home and we were looking forward to the sort of welcome which we'd heard … But, in point of fact, the atmosphere and the reception which greeted us was one of returned jail escapers.

▲ **Source 2.145** Account of Edgar Woolley, Imperial War Museums, 2020

Tom Bromley of the Army Service Corps adds to this sentiment in Source 2.146, when he describes the problems that he confronted on returning home.

> They knew, the authorities knew, there would be a sort of difficulty in organising demobilisation [returning soldiers from the front] in an orderly fashion. Instead of it being a free for all, which would have been terrible … It would have been absolute chaos, everybody going home at once and there was rationing … It was very, very difficult. So there was a system of grading devised in the form of groups. And they were run in groups of one to about 40-odd. Group one were miners and agricultural workers: those men who were essential for the satisfactory conduct of the economy, if you can use those words. I was group 40-something, right at the end of the queue! Right at the end: not a chance!

▲ **Source 2.146** British soldier's account on returning home

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ACTIVITY 2.88
RESPONDING TO THE SOURCE

1. What does Bromley say in Source 2.146 about the expected nature of demobilisation in Britain and the way in which the government authorities dealt with it?
2. From Bromley's tone, do you think he was supportive of the grading system? **Explain** using phrases from the source.
3. Which jobs within the grading system were rated most important? Why do you think this might have been the case, and what does this show about Britain at the end of the war?
4. What does Bromley allude to in his final sentence: 'I was group 40-something, right at the end of the queue! Right at the end: not a chance!'?

The soldiers had assumed that they would at least be recognised for serving their country. They were now devastated to discover that nobody even wanted to talk about the war. Nobody was interested, and everyone just wanted to get on with life. The decade of the 'Roaring Twenties' was, for some, one in which people enjoyed life and forgot the war altogether. These men therefore bottled up their dark memories and lived with them, hauntingly, for the rest of their lives.

THINKING DEEPER

What might be the lesson about the need for commemoration and acknowledgement that Australian society can take away from this, and perhaps not repeat the errors of the past?

Many Australians are, however, rightly cautious about commemorating a war, because they fear that this could so easily slip over into *glorifying* war. Glorification of war is anything that suggests that war is good, heroic, adventurous or a 'good experience' for a nation to have – as you've learned, many of these things were 'sold' to Australian soldiers in government propaganda to inspire enlistment in World War I. These ideas are indeed potentially dangerous, because they might make a nation more willing to use armed force rather than **diplomacy** and negotiation. In other words, they can lead to a strong sense of militarism, which was a key cause of World War I in the first place.

diplomacy
the skill of managing international relations peacefully – the skilful use of political negotiation to avoid war and resolve conflict for the mutual benefit of all parties involved

More importantly, those who have served would want us to tell the truth about the war. The artist Will Dyson, for example, was a patriotic Australian who greatly admired our soldiers and their achievements. Having exposed himself to danger by sketching at the front line, he was one of the best informed about the truly terrible nature of this war. He wrote to Charles Bean: 'I'll never draw a line to show war except as the filthy business it is'.

- You've read about the absolute determination to record the events of the war in the most accurate way they knew how of the artist Will Dyson, the historian Charles Bean and the photographer Frank Hurley. Why might it have been so important to them to depict the events of World War I as accurately as they could?
- How important is it that historians of the future, and students of history like you, continue to challenge the historical record and critique the accuracy of how events of World War I (and other significant moments) have been documented?

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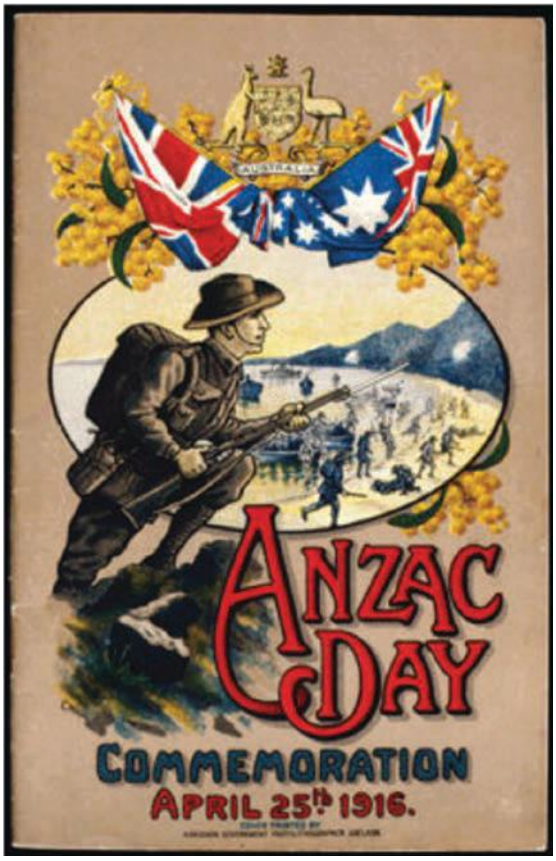
What is the 'Anzac legend' and what values have been associated with it?

It is a curious fact that Anzac Day has not always been as intensively celebrated as it is today. During the 1960s, for example, when the anti-war movement reached its peak in response to the Vietnam War, peace activists often stated that Anzac Day commemorations were just a glorification of war and of militarism.



▲ **Source 2.147** Poster of the first Anzac Day, 1916

ACTIVITY 2.89
RESPONDING TO THE SOURCE

1. What is the scene being depicted in the centre of Source 2.147?
2. How would you **describe** the soldiers portrayed in this poster?
3. Who commissioned this poster? How do you know?
4. What do you think their message is?
5. Why do you think they commissioned this poster to be made and published to the Australian public on 25 April 1916?
6. The RSL National Headquarters stressed the significance of the Anzac values: courage, mateship, fairness, persistence, integrity, humour, initiative, endurance, determination, ingenuity, respect and self-sacrifice (selflessness). Can you **identify** any of these values in the poster?
7. To what extent do you think a poster such as this can ever truly and accurately portray events such as this?
8. From your study of the battle depicted in Source 2.147, how appropriate do you think it is for Australia to establish a legend – the Anzac legend – based on the values mentioned above, from this campaign?

In recent years, however, commemoration of Anzac Day, and of Australia's experience in war, has enjoyed enormous popularity. It is unusual that, the further we get away from the event, the more it has become deeply meaningful to many Australian people. Far from forgetting the event – as human memory tends to do with time – we now feel deeply moved by this commemoration.

Anzac Day is a good moment to pause and reflect on why we commemorate this event, and how we can best do so. More than anything else, we are paying a debt of gratitude to young men and women who voluntarily went to war. This is in no way a glorification of war itself, nor praise of the spirit of militarism.

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Quite the opposite: we are being asked to look directly at the horror of war and draw lessons from it. Perhaps military historian Peter Dennis best encapsulates the significance of commemoration where he states,

> Anzac Day commemorates the landing at Gallipoli of Australian forces on that day in 1915; it is the day on which Australians remember the nation's war dead and all those who have served and suffered in war; and it is also the day on which Australians remember what it is to be Australian. It is a day of both solemn ritual and boisterous celebration.

▲ **Source 2.148** Peter Dennis, *The Oxford Companion to Australian Military History*, Oxford University Press, 2008

The ritual of commemoration exists for all humans as a means to cultivate community and instil a sense of meaning and significance in our lives. However, commemoration is not the same in all countries. In Australia, Gallipoli is the focus of our national commemoration. Our compatriot Anzacs, the New Zealanders, respect a quite different battle and date.

For them, their great national achievement was the Battle of Chunuk Bair, and their key date is 8 August 1915. In Britain, America and France, people have generally not even heard of the disastrous 1915 campaign of Gallipoli.

What is the most appropriate way of remembering those who have served?

In the case of Australia, our commemoration of World War I actually began while the war was still in progress. This meant that so many important memories, as well as important objects, were saved even before the war ended.

THINKING DEEPER

How would you **describe** Bean's portrayal in Source 2.149? Does this portrayal add to or subtract from his reputation as Australia's official World War I historian?

▲ **Source 2.149** Charles Bean after the war

We owe this to Captain Charles Bean. While he was still reporting as war correspondent to Australia, he began to imagine the idea of a new type of museum to preserve historical objects and, more broadly, save the memories and experiences of the men and women who had fought and suffered.

The Australian Government also realised the importance of gathering and saving artefacts (historical objects). Captain John Treloar was appointed head of the Australian War Records Section, with a responsibility to select and save both documents and objects that could later be used to tell the story of this war.

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ACTIVITY 2.90

Research task

'Walking in their shoes' – the skill of historical empathy

Preparation: Take some time to **research** Charles Bean, and especially why he came to believe, even when the Great War was still in progress, that it should be commemorated.

Activity: Imagine that you are a newspaper reporter sent to interview Captain Charles Bean about his work during and after the war. Your aim is to write an article about the idea of a national war memorial and its purpose. How might Bean have responded to the questions below? Complete the 'interview' by recording how he would respond if questioned today.

1. Captain Charles Bean, you have become a leading figure in Australia's history of the Great War. To what extent do you believe that you are a reliable witness of this enormous conflict?
2. Given that you held the rank of officer, and did not have to do any actual fighting, are you sure that you are really equipped to understand what the common soldier went through? How much of the real fighting did you see?
3. When, and why, did you conceive the idea of creating a national war memorial?
4. Why do you believe that Australia should spend time and resources on building a memorial to this terrible war? Would we not be better advised to put money into directly helping the wounded veterans who are now coming home?
5. Is it possible that a national war memorial is really going to glorify war instead of showing its horrors and tragedy? How do we know that it will not inspire future generations to think of war as a glorious adventure and a good way of resolving international conflict?

Some of our most eminent historians of Gallipoli, such as Professor Ken Inglis and Dr Martin Ball, show enormous respect (and sympathy) for the men and women who served at Gallipoli, but they are also careful to dispel the many myths that have since gathered around the Gallipoli experience. These historians insist that the greatest respect we can pay these men and women is to clear away the distortions, and to drill down to find out what *really* happened during that fateful campaign. To read more about this issue of myth versus reality, see Ken Inglis's book *Anzac Remember*.

▲ **Source 2.150** Australians and New Zealanders attend the Anzac Dawn Service at Anzac Cove in commemoration of the 103rd anniversary of Canakkale Land Battles on Gallipoli Peninsula, on 25 April 2018 in Canakkale, Turkey.

▲ **Source 2.151** Australians attend an Anzac Day dawn service and Powderfinger concert at Currumbin Beach, Gold Coast, 2007.

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ACTIVITY 2.91
RESPONDING TO THE SOURCES

1. How are Sources 2.150 and 2.151 examples of the differing ways commemoration has changed, or even evolved, over time in Australia?
2. **Consider** Source 2.150. Do you think pilgrimage to the site of the Allied invasion of Turkey could in any way be seen as offensive? If so, how might it best be overcome or avoided?
3. In 1934, commander of the Turkish forces Mustafa Kemal 'Ataturk' stated in a moving tribute to the Anzacs killed at Gallipoli that, 'Those heroes that shed their blood and lost their lives … You are now lying in the soil of a friendly country … 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. Therefore, rest in peace.' Considering this new information, has your response to the earlier question changed?
4. **Consider** Source 2.151. What might be the arguments for and against commemorating Anzac Day in this way? Which do you support more closely?

Historical debates over the 'Anzac legend'

For most Australians, our nation's achievements in war are a matter of enormous interest and, for many, of national pride. And yet there are other voices – equally credible – who argue that the reality of our war service has been blown up into a myth, one that needs to be questioned and corrected.

In 2010, historians Marilyn Lake and Henry Reynolds published a book with the startling title *What's Wrong with Anzac?* Given the respect we owe to the men and women who have served as Anzacs, it may seem curious to question their contribution. But like all things that unsettle us, it is important here to establish exactly what these critics meant.

The role of war in making the Australian nation

The main issue that has caused great debate is the common idea that Australia's involvement in World War I somehow 'made' our nation. Some would argue that Australians proved themselves in the eyes of the world, and especially of Britain, and finally 'grew up' to a sense of national identity.

Others would disagree, arguing that Australians had already defined themselves, constitutionally, in 1901, with the Federation of the colonies into states. The Anzacs may well have won the respect of their British commanders, but there is no evidence that the national identity was forged by the experience of war. Indeed, a sense of an Australian national identity had emerged even earlier, in the 1880s and 1890s.

The militarisation of Australian history

The second big question is the idea that the Australian Government – encouraged by former Prime Minister John Howard – has sponsored an intensive campaign of publications with public money to focus attention upon the Anzac myth and upon Australian military history. This, say the critics, means that military history is 'taking over' our national history, excluding other important achievements made by Australians, especially during peacetime.

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Marilyn Lake and Henry Reynolds argued this case in 2010, writing the following:

> Like the many Australians who are concerned with the homage paid to the Anzac spirit and associated militarisation of our history, we are concerned about the ways in which history is used to define our national heritage and national values. We suggest that Australians might look to alternative national traditions that give pride of place to equality of opportunity and the pursuit of social justice: the idea of a living wage and 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?

▲ **Source 2.152** Historians' argument over militarisation of Australian history

ACTIVITY 2.92
RESPONDING TO THE SOURCE

1. What is the central argument or concern of these historians in Source 2.152?
2. In your own words, what do they suggest as an alternative?
3. What do you think they mean by the last three sentences, '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?'? Do you agree?

It is true that there has been a publishing boom in books on Australian military history, as we can readily see just by examining the shelves in any commercial bookshop. We know from 'letters to the editor' in newspapers that some Australians, at least, feel that this has gone too far, and that we are no longer reading so much about aspects of our national history *other* than war. Irrespective of which side of the historical debate you may find yourself, the sentiments of Professor Ken Inglis and Dr Martin Ball remind us that the greatest respect we can pay to these men and women is to clear away the distortions, and to drill down to find out what *really* happened throughout this 'Great War'.

REFLECTING ON YOUR LEARNING 2.6

This section has led you to question why we commemorate wars and to probe ethical debates about the nature of commemoration. It asked you to think deeply about how Australia's official World War I correspondent Charles Bean might have expected Australia to memorialise the Great War into the future. You've also considered how commemoration is conducted by contemporary Australian society and how it continues to change over time, and within this you've explored the relationship between commemoration of war and Australian sport. Finally, in this concluding study you have inquired into the idea of the Anzac legend and the militarisation of Australian history to form your own judgement on this contentious topic.

Find 'Reflecting on your learning' questions in the Interactive Textbook, which you can complete using the downloadable worksheet or on separate paper. Then complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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2.7 Conclusion: why does it matter today?

The Great War (1914–18), as it was then called, was very destructive. It involved some 70 million men and women, of whom nine million were killed in action, and countless more returned seriously wounded and traumatised. As we have seen, it was the first mechanised war, and the technological advances of the Industrial Revolution were used to develop more and more efficient ways of killing enemy forces.

World War I also changed the face of the nations on Earth. Some states (such as the Ottoman Empire) crumbled, to be replaced by new countries (such as Turkey).

The terrible experience of modern warfare inspired a new field of study called International Relations in 1919 and led to the creation of an international body called the League of Nations in 1920, both established with a view to trying to prevent further conflicts of this sort.

After working through this chapter, reflect now on the chapter's key inquiry question.

THINKING DEEPER

Why do Australians still care about World War I after more than a century has passed?

Are you able to speak or write confidently in response to this question now? As you **reflect on** this, it may help to also **consider** the following reflective questions:

- How has my understanding of World War I changed?
- How do I think differently about our world now as a result of this inquiry?

▲ **Source 2.153** Late in the war, American troops found this abandoned trench and dugout with a lone skeleton staring at the sky from the mud. Bodies often went unburied, since it was too dangerous to try to bury them. Graphic images like this have often been censored from the public.

THINKING DEEPER

Do you agree with this type of censorship? Should the image in Source 2.153 be published in this textbook for your investigation? Does its graphic nature provide further insight to your learning in any way? Are students less sensitive to shocking images such as this today anyway due to popular media and video games?

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Conclusion: end-of-chapter reflection

Step one: reflect on your sub-questions

At the end of each section of this chapter, you were asked to **reflect on** how the information in the section related to the overall inquiry question:

'Why do Australians still care about World War I after more than a century has passed?'

1 For each of the sub-questions below, write a brief response (approximately 2–3 sentences) to the sub-question. Do you feel that you have a good understanding of each section of this chapter?

- Why did Europe go to war in 1914?
- Why did Australian men become involved in the Great War?
- How was fighting conducted in World War I?
- How significant was Australia's involvement in World War I?
- What were the broader impacts of World War I?
- How should we commemorate World War I?

Step two: reflect on the key inquiry question

2 Now, based on what you have learned in this chapter, write a short paragraph in response to the question: 'Why do Australians still care about World War I after more than a century has passed?'

Step three: future questions

3 Based on your learning in this chapter, what questions do you have about World War I?

4 **Reflect on** the questions you or your classmates raised at the beginning of the chapter, at the end of the 'Setting the scene' activities. Have you answered most of these questions? Which questions have not been answered?

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End-of-chapter assessment

Key inquiry question

Why do Australians still care about World War I after more than a century has passed?

You have two choices of assessment type: a research essay or an investigation.

Option 1: research essay

Using sources from this chapter (and others you might locate independently) and the knowledge you have acquired from your study in this chapter, **research** and develop a historical essay relating to the significance of Australia's involvement in World War I.

A research essay assesses your ability to **analyse**, **interpret**, **organise** and draw conclusions/evaluations about historical evidence from primary and secondary sources, and then **communicate** a historical interpretation in an extended piece of writing. This involves testing a hypothesis and/or answering a key inquiry question.

Conditions

Step 1: **Select** *one* aspect, event or personality relating to the significance of Australia's involvement in World War I on which to focus research.

Step 2: Complete some background research on your topic and devise a *key inquiry question*. An effective key inquiry question should have the following features:

- An open interrogative
- A historical concept
- Specific content
- Scope and scale.

Step 3: Devise *three* sub-questions that will help to answer your key inquiry question. Sub-questions collectively answer the key inquiry question. They can include the following:

- Background context to your aspect
- Motives, causes and interests of people relating to your aspect
- Effects (short-term or long-term), consequences, reasons and changes (or continuities) relating to your aspect
- Perspectives of people within the available historical sources relating to your aspect and those missing (or not represented in the sources available)
- Agreement and contestability among historical interpretations relating to your aspect.

Step 4: Develop a clear hypothesis and three supporting points and write an introduction.

Step 5: Follow the essay structure (revisit Activity 1.49 for an essay 'road map' or structure) to develop body paragraphs.

- **Use** a paragraph structure that includes a topic sentence (make your point), evidence and explanations, and a concluding sentence that links back to the point (and hypothesis, by extension).

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- Corroborate! Choose at least two sources for each body paragraph that agree and support the main point. Also, include evidence or explanation of disagreement (small or large) across sources or interpretations where available and relevant.
- Write clearly and succinctly. **Use** your best written expression, utilising conjunctions/connectives throughout your writing to make your writing 'flow'.

Step 6: Write a concluding paragraph that sums up the main points of your argument and explains briefly how they contribute to answering your hypothesis.

Step 7: Include a reference list for your sources.

Length: 600–800 words

OR

Option 2: investigation

Using sources from this chapter (and others you might locate independently) and the knowledge you have acquired from your study in this chapter, complete a source-based investigation relating to the significance of Australia's involvement in World War I.

An investigation assesses your ability to **analyse**, **interpret**, **organise** and draw conclusions/evaluations about evidence from primary and secondary sources. This involves testing a tentative hypothesis and/or answering a research question.

Students:

- Develop questions to frame a historical inquiry
- **Analyse** information from a range of primary and secondary sources
- Develop interpretations about the past. Research conventions must be followed (e.g. acknowledging sources regardless of the presentation format).

Conditions

Step 1: **Select** *one* aspect, event or personality relating to the significance of Australia's involvement in World War I on which to focus your research.

Step 2: Complete some background research on your topic and devise a key inquiry question. An effective key inquiry question should have the following features:

- An open interrogative
- A historical concept
- Specific content
- Scope and scale.

Step 3: Devise *three* or *four* sub-questions that will help to answer your key inquiry question. Sub-questions collectively answer the key inquiry question. They can include the following:

- Background context to your aspect
- Motives, causes and interests of people relating to your aspect
- Effects (short-term or long-term), consequences, reasons and changes (or continuities) relating to your aspect
- Perspectives of people within the available historical sources relating to your aspect and those missing (or not represented in the sources available)
- Agreement and contestability among historical interpretations relating to your aspect.

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Step 4: Write a rationale: a reasoned explanation for why you chose this aspect and what challenges you expect to face in the upcoming investigation; for example, the availability of useful and reliable evidence to address your key inquiry question, or the complexity of the aspect in terms of its many causal factors, or the quantity of significant figures and groups relating to the aspect.

Step 5: **Select** *four* or *five* sources that answer the sub-questions. Ensure that you include a range of primary and secondary sources.

Step 6: **Analyse** the sources by copying and completing the table below for each source to **determine** the sources. *Note:* the context, purpose and audience may not be useful for secondary sources.

ORIGIN: What is the source, **who** published/compiled/created it and **where** and **when**?	
CONTEXT: What was happening at the time of the source's creation (i.e. the nature of society and the historical period in which the source is created, the significant event/s related to the source, and the language and ideas of the time)?	
PURPOSE & AUDIENCE: Why might this source have been created (in other words, what might have been the intent of the source's creator?) and **who** might the source have been created for?	
SOURCE CHECKPOINT ASSESSMENT: Consider your analysis of the source's origin, context and purpose so far, and make decisions about the following: • How accurate do you think the source's information will be? • Is the source reliable enough to analyse any further to provide useful evidence to help answer the sub-questions? Now make another decision about where to next: **OPTION 1:** If you judge the source to be unreliable and provide inaccurate information that won't be useful, now is the time to discard it and choose another instead. (This is a normal part of historical inquiry.) *or* **OPTION 2:** If you judge the source to be reliable enough to provide useful evidence, move on with the questions below to complete your analysis of the source and find useful information to help answer your sub-questions.	
PERSPECTIVE: Who is speaking in the source and what is his/her background? And **who's** view is not heard or might be missing?	
MEANING: What evidence (obvious/explicit and/or implied/inferred) does the source provide that is useful to help answer a sub-question(s)?	

Step 7: Answer your sub-questions. Use the useful evidence from your source analysis to briefly answer your sub-questions in a cohesive piece of writing. Make sure you refer to and acknowledge (using proper referencing protocols) any evidence you use in your writing.

Step 8: Include a reference list for your sources.

Length: 600–800 words

Digital resources

Visit the Interactive Textbook or Online Teaching Suite to access:

- General Capability Project
- Interactive chapter quiz
- Interactive Scorcher quiz
- Videos, image galleries and other extra materials.

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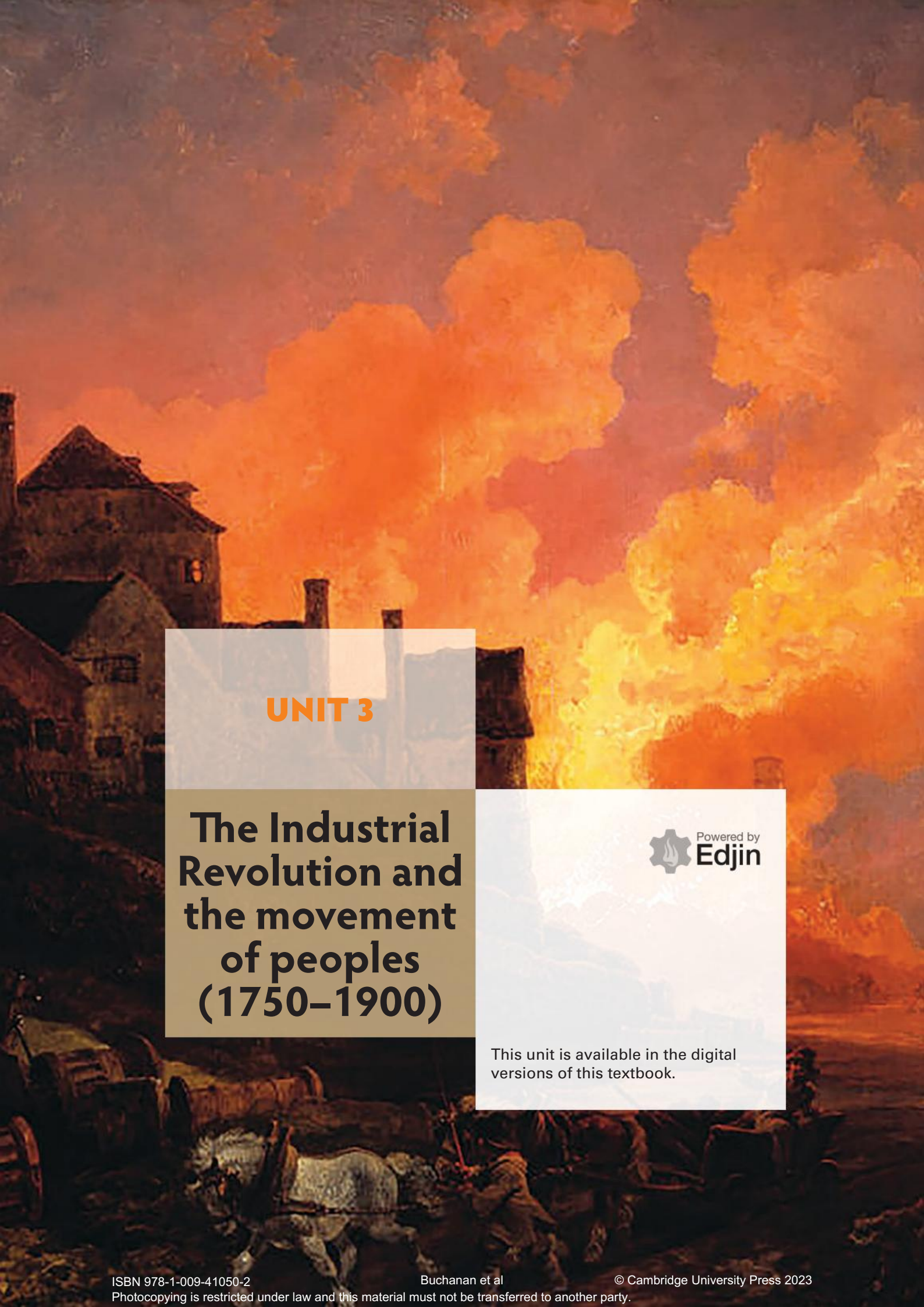

UNIT 3

The Industrial Revolution and the movement of peoples (1750–1900)

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UNIT 4

Asia and the world (1750–1914)

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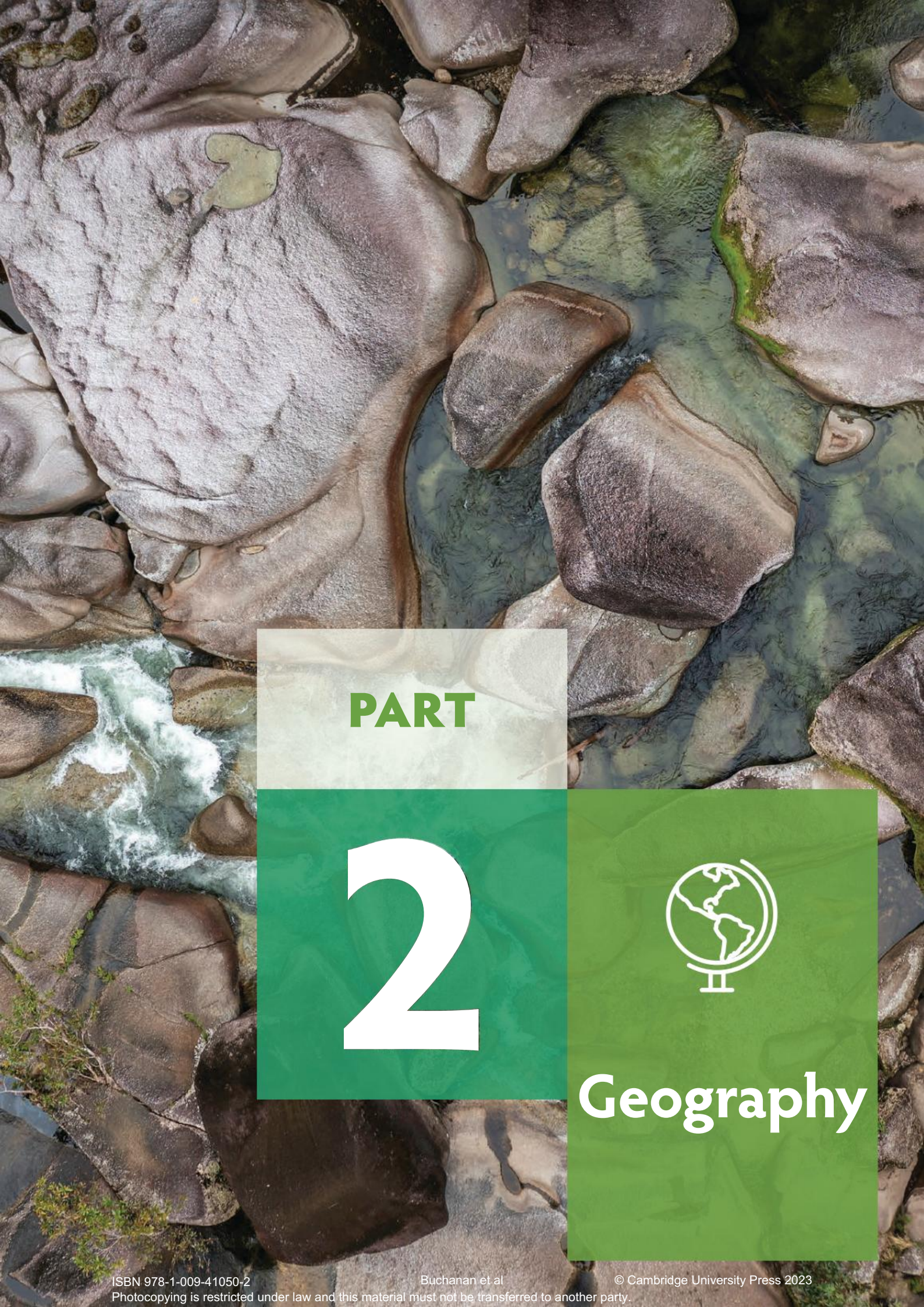

PART 2

Geography

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What is Geography?

Geography combines the study of the physical features of Earth and the relationships people have with both natural and human environments. For example, geographers might study the shape of a landscape, the type of vegetation it contains, the habitat that this vegetation provides, and the climate and soil types that helped this vegetation to grow. Equally, geographers might study the changes that humans make to landscapes, such as clearing a forest for agricultural production, and the positive and negative impacts that follow.

Asking questions about the world is an essential part of any geographical study. Why are some parts of Earth covered in tropical rainforests while others are covered in rocky mountains? Why is rice a staple food source in some regions instead of bread? Why are some countries facing overpopulation while others are trying to increase birth rates? How do local-scale actions lead to global-scale impacts? Studying Geography will provide you with the skills and knowledge needed to answer these questions while helping you to gain a greater appreciation of the natural and human world.

Introducing geographical concepts and skills: *geographical thinking*, and *using data and information*

Throughout the Geography section, you will learn to interpret and analyse a range of data, including maps, graphs, statistics and satellite imagery.

Geographers collect, analyse and present data in order to answer questions and draw conclusions. This data often has a spatial component in the form of a map, a geotagged photo or a digital interactive map known as a geographic information system (GIS). Geographical data is used to compare different environments, determine why environments change, assess the impacts of these changes and evaluate how changes are managed. In your study of Year 9 Geography, you will address the following inquiry questions:

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments, and how can these changes be managed?

Geographers collect their own primary data on a local scale by undertaking fieldwork. Techniques used to gather this data include drawing field sketches, taking photographs, surveying local residents and mapping geographic characteristics. Secondary data is also used, which includes field data collected by others, historical accounts, data gathered remotely by satellites (see images in Figures A and B) and data collected on a larger scale, such as in a national census.

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▲ **Figure A** Satellite image of Rondônia, Brazil, from 1986

▲ **Figure B** Satellite image of Rondônia, Brazil, from 2001

Geographic concepts are used to help direct a geographer's thinking.

The seven concepts used in the following chapters are **place**, **space**, **environment**, **interconnection**, **sustainability**, **scale** and **change**. Using the images in Figures A and B, a geographer might investigate how the characteristics of this place have changed, measure the scale and distribution of these changes, consider the interconnections between the factors that have led to the change, and address the impacts that these changes might have on the environmental, social and economic sustainability of the region.

These concepts will be expanded upon throughout the following chapters as you compare natural environments around the world, explore the impacts of food production, investigate how technological developments have helped connect people around the world, and consider ways that people's choices and actions can have global consequences.

The satellite images in Figures A and B were taken in 1986 (left) and 2001 (right). They show environmental change in Rondônia, Brazil, as tropical rainforest is cleared for agriculture.

THINKING DEEPER

Comparing Figures A and B, what do you immediately notice? Once you have completed this chapter, revisit these images and discuss if you now notice any other details, and anything else you would like to **investigate**.

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UNIT

1

Biomes and food security

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Overview

By the middle of the twenty-first century, eating insects could become widely accepted. Meanwhile, cultured meat grown in a lab from cow stem cells could replace traditional beef production. Furthermore, cocoa production could be drastically reduced because of climate change, which could lead to a worldwide chocolate shortage!

In this unit, you will study the features of biomes. These features include their geographic characteristics and spatial distribution. This will help you to understand the types of foods and fibres that can be produced in different environments, as well as their social, economic and environmental impacts. You will also explore the ways in which future food production can try to achieve sustainability and global food security.

Learning goals

After completing this unit, you should be able to answer these questions:

- What are biomes and how do their characteristics vary?
- How do humans alter biomes?
- In what ways does the production of food and fibres affect the environment?
- What is food security?
- What factors influence crop yields within Australia and across the world?
- What is land used for in Australia and the world?
- How did the First Australians achieve food security?
- Can agriculture improve the environment?
- What land and resource management strategies are being used to try to achieve food security on a range of scales?

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Introducing geographical concepts and skills: *space, environment* and *interconnection*

This unit focuses on developing your understanding of **space**, **environment** and **interconnection**. In Geography, the concept of **environment** includes the characteristics of an environment, the processes that occur within an environment, the ways in which environments support life, and the relationship between people and environments. **Space** refers to a physical area and its features or characteristics. Geographers use maps and various forms of spatial technology to examine, monitor and compare spatial distributions in order to assess and manage environmental impacts.

Interconnection involves the links between places and the influences that people have on the characteristics of places. For example, biomes are influenced by their location and climate, while the interaction between the living and non-living features of a biome might determine its characteristics. People are interconnected with these environments in the way that they manage and change them. For example, deforestation of tropical rainforests in Indonesia is making way for palm oil plantations. Indonesian palm oil is used in products that are manufactured and consumed throughout the world. Therefore, there is an **interconnection** between people and Indonesia's tropical rainforest on a local and global scale.

▲ **Figure C** Workers harvest palm fruit from palm oil plantations. While this provides benefits to the local economy, it is having a devastating impact on tropical rainforest biomes in places like Indonesia and Malaysia.

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Geographical concepts

Although this unit has a specific focus on **space**, **environment** and **interconnection**, these concepts are part of a group of seven interrelated key ideas that help us to think geographically.

▲ **Figure D** Adapted from ACARA, 'Understand this learning area: Geography 7–10', Australian Curriculum: Geography V9.0

▲ **Figure E** Timber plantations help to increase Australia's long-term wood supply as well as reduce the need to log native forests. However, their lack of biodiversity and ecological complexity can introduce issues with soil erosion and pests.

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CHAPTER 5: Biomes and food security

Setting the scene: competition between tropical rainforest biomes and oil palm plantations

▲ **Figure 5.1** Palm oil plantation at the edge of peatland swamp rainforest

▲ **Figure 5.2** The tropical rainforest biome covers about 7 per cent of Earth's surface. It has dense vegetation at three different layers: the canopy (top layer), understorey (middle layer) and forest floor (bottom level).

drawing down carbon or **carbon sequestration** where carbon dioxide is taken out of the atmosphere and stored in liquids or solids on Earth

transpiration the process of a plant absorbing water through its roots and releasing water vapour through pores in its leaves

Please be aware that this publication may contain images of Aboriginal and Torres Strait Islander peoples now deceased.

One of the fiercest contests between land use overseas is between tropical rainforest biomes and oil palm plantations. Rainforests are some of the most biodiverse ecosystems in the world. Figure 5.2 shows how dense the vegetation is in the tropical rainforest biome.

This biome is significantly under threat from palm oil. Palm oil is an edible oil that comes from the fruit of oil palms. Forests equal to the size of 300 soccer fields are burned and cleared every hour in Malaysia and Indonesia to make way for oil palm plantations. Table 5.1 outlines some of the impacts that highlight the pros and cons of this controversial crop.

Ways in which we use the tropical rainforest biome

The following is a list of ways the tropical rainforest biome is used by people and the environment:

- **Draws down carbon** out of the atmosphere. This is also known as **carbon sequestration**.
- Provides oxygen
- Adds water to the atmosphere through **transpiration** (think plant sweat), which returns to the surface as rain
- Reduces erosion and landslides as plant roots bind soil together
- Provides habitat for plant and animal species

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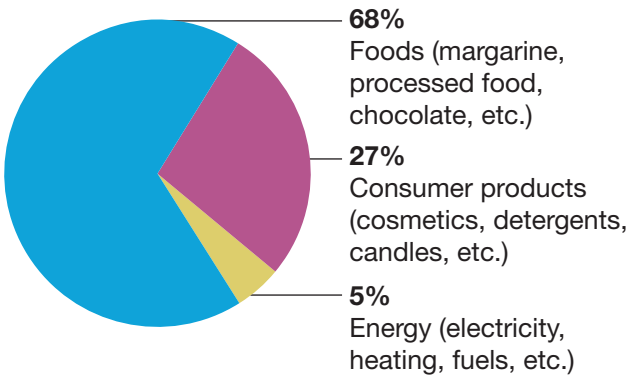
- Provides species to be used as medicine. About 70 per cent of plants used in the treatment of cancer have come from tropical rainforests. Only 1 per cent of plant species have been tested to assess their medicinal value, which means that there is vast potential for more medicinal cures.

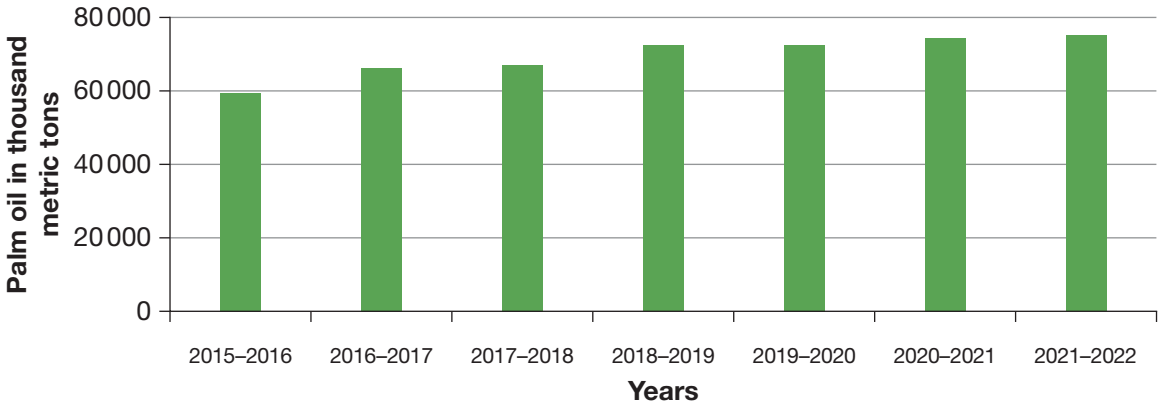
▼ **Table 5.1** Impacts of oil palm plantations

Positive impacts of palm oil	Negative impacts of palm oil
• The industry has created some employment in poverty-stricken regions. • It has increased the wealth of exporting countries. It contributes approximately 2 per cent of Indonesia's **gross domestic product (GDP)**. • This crop is appealing to growers because it is high-yielding, cheap to grow and in high demand. • It is appealing to manufacturers because it is cheap to buy and has a long shelf-life, so it is great to use in products that need to last. • It is versatile. There is a high chance that you are interconnected with palm oil through the food you eat and products you use. About half of Australia's packaged foods contain palm oil. • Biofuel is made from the palm shells, fruits and other organic waste that is left over from producing palm oil. In 2018, half of Europe's palm oil imports were used for car and truck fuel.	• Some locals' livelihoods are lost as they lose their homes, food, natural resources and sources of income in places where subsistence farming is key to survival. • Deforestation is a major contributor to climate change, as trees release carbon into the atmosphere when they die. • About 75 per cent of our accessible fresh water comes from forests, making these biomes vital to our food security. However, burning forests turn rivers to mud, create landslides and pollute the air. • Increased droughts. When forests are cut down, less water is released to the atmosphere. • Threatened and endangered species lose vital habitat. About 80 per cent of orangutan habitat has been altered or lost. • Palm oil biofuel releases three times the carbon emissions of fossil fuels.

gross domestic product (GDP)
the total value of goods and services produced by a country in one year



◄ **Figure 5.3** Worldwide uses of palm oil (based on 2018 figures)



▲ **Figure 5.4** Palm oil consumption worldwide, in thousand tonnes, from 2015–16 to 2021–22

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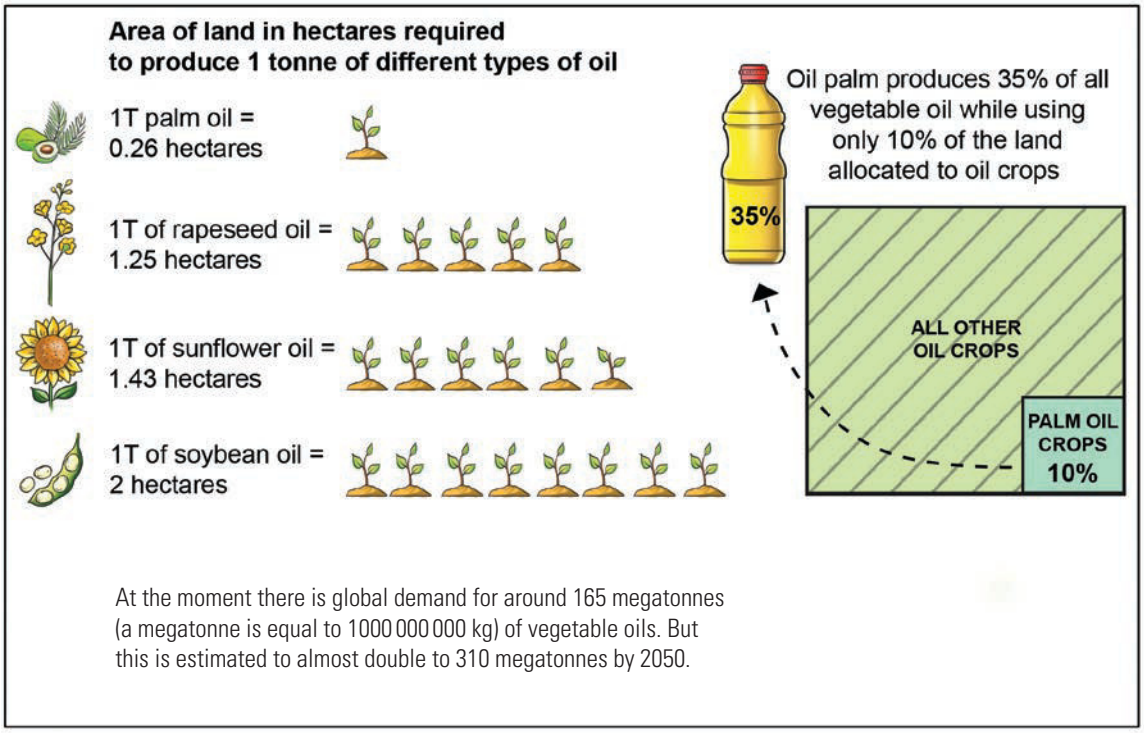
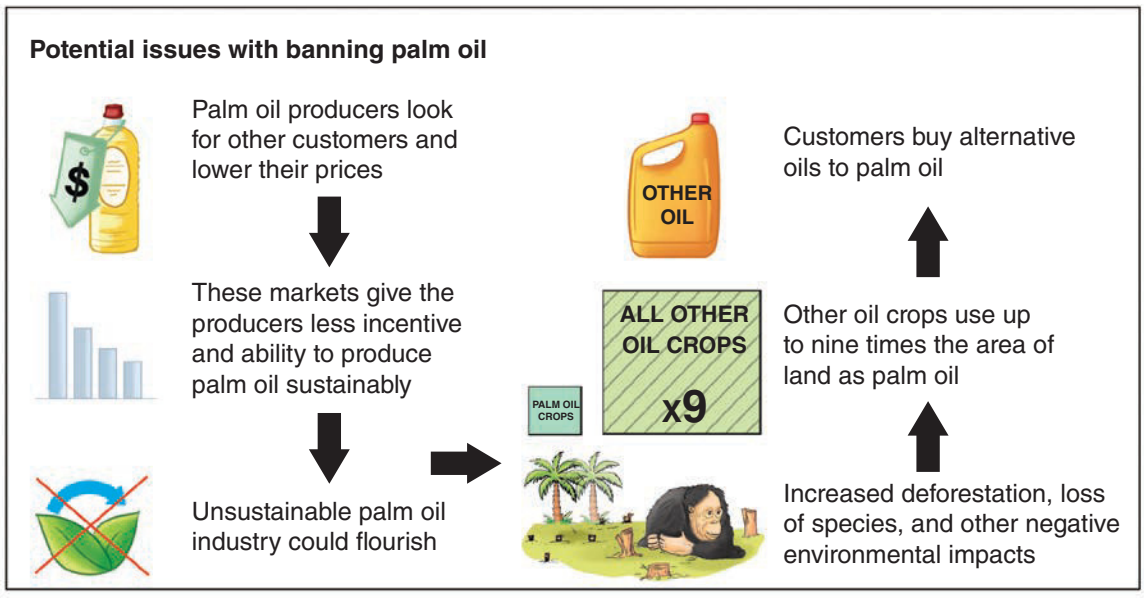
Responses to the competition between oil palm plantations and tropical rainforests

As Figure 5.5 shows, no other oil crop can yield even a third as much oil per hectare (10 000 square metres) planted. It also requires fewer pesticides and chemical fertilisers than other vegetable oils. However, the clearing of rainforests is unsustainable. Effective responses are therefore necessary. This section will examine three types of responses.





▲ **Figure 5.5** Our complex relationship with the palm oil industry

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MONITORING THE INDUSTRY

The Roundtable on Sustainable Palm Oil (RSPO) was established in 2004. Its aim was to set global standards to increase sustainable palm oil production. This has only had limited success. People can now purchase products labelled 'certified sustainable palm oil' or CSPO. However, the RSPO has been criticised for not doing enough to ensure that certified companies truly act sustainably. Many companies are still burning forests and peatlands, rather than planting on grasslands or previously destroyed forests. Workers' rights groups have also reported abuses, including forced and child labour.

CAMPAIGNING

Greenpeace has mapped the deforestation and peat destruction of CSPO companies and discovered that some companies were not acting sustainably. Greenpeace coordinated a campaign against Wilmar, one of the world's largest oil palm plantation owners. The campaign involved **occupying** Wilmar's palm oil refinery and boarding a tanker ship that was transporting Wilmar's products; blockading the Mondelez factory in Italy, which uses palm oil for the manufacturing of Oreo, Cadbury and Ritz products; and bringing images of the deforestation occurring to Mondelez head offices around the world. Some 1.3 million people signed a Greenpeace petition calling for an end to deforestation for palm oil.

occupy move into a place and take up room

There has been some success, as Wilmar has agreed to map its suppliers' land by 2020 and use high-resolution satellite imagery to monitor deforestation. Wilmar has also stated that it will immediately stop trade with palm oil companies that are caught clearing rainforests. This is promising; however, previous promises by Wilmar were not followed through. The company will continue to be monitored by Greenpeace.

ALTERNATIVE TECHNOLOGIES

Scientists have been testing the use of an algae species as a possible alternative to palm oil. The species is naturally high in palmitic acid, the same acid that is found in palm oil. The algae species can grow in fresh water or saltwater, so we don't have to use precious freshwater resources. So long as water is available, the algae can also grow inland – for instance, in a desert – which means that it does not have to compete with other types of productive land use. Algae oil is currently more expensive to produce than palm oil. However, the cost of algae oil may change as we learn how to grow and harvest it more efficiently. It may even become cheaper than palm oil in the future.

▲ **Figure 5.6** A microalgae cultivation facility

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Chapter overview

Introduction

Our natural world is made up of many biomes that have shaped and supported the growth of human life on Earth. In this chapter, you will explore the world's biomes and learn about the ways in which we rely on these to produce food and fibre. You will also investigate the environmental, economic and societal impacts of food and fibre production, and examine the challenges we face when attempting to provide enough food and fibre for a growing population into the future.

Learning goals

After completing this chapter, you should be able to answer these questions:

- What are biomes and how do their characteristics vary?
- What is food security?
- What factors influence crop yields within Australia and across the world?
- What is land used for in Australia and the world?
- In what ways does the production of food and fibres affect the environment?
- How did the First Australians live off the land for so long?
- Can agriculture improve the environment?
- What does the fieldwork process involve?

Geographical skills

After completing this chapter, you should be able to:

- Describe spatial distribution using the PQE method
- Describe spatial association using the DQE method
- Calculate the biodiversity of an area
- Create a sketch map of an area
- Apply the concept of process by drawing a flow chart
- Apply the concept of change
- Evaluate a response using the sustainability concept
- Describe the trend of a line graph.

▼ **Figure 5.7** Terraced rice fields in Vietnam

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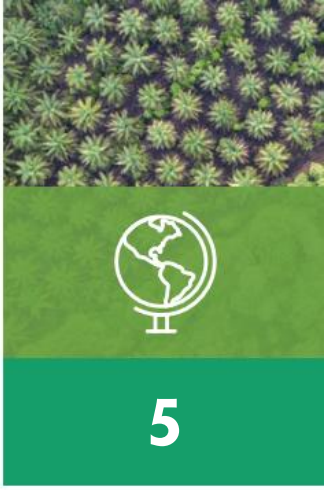
5.1 The distribution and characteristics of biomes



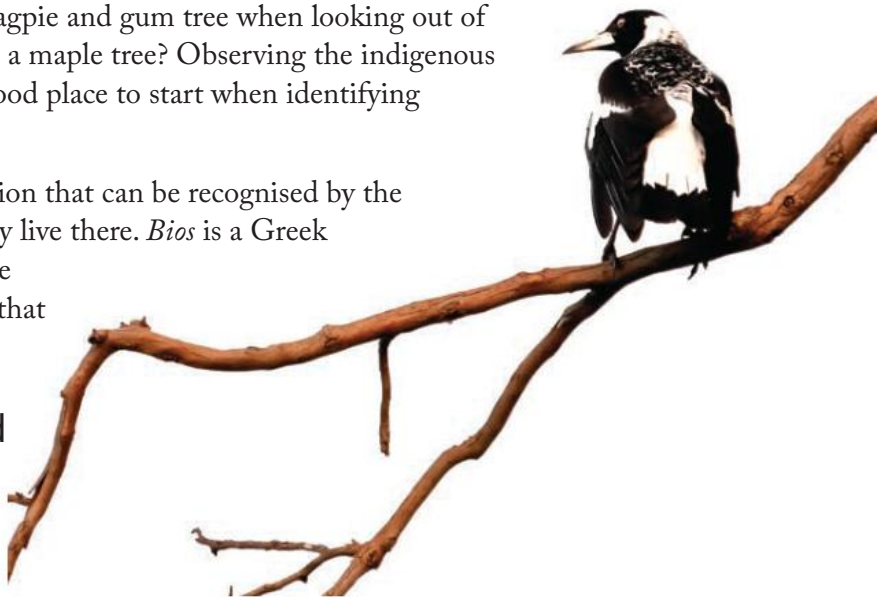
5

FOCUS QUESTION What are biomes and how do their characteristics vary?

What are biomes?

Consider the types of plants and animals that are **indigenous** to your local region. Are you more likely to see a magpie and gum tree when looking out of your school window than a moose and a maple tree? Observing the indigenous plant and animal life in a region is a good place to start when identifying a biome.

A biome is a particular geographic region that can be recognised by the plants and animal species that naturally live there. *Bios* is a Greek term meaning 'life', and it is the unique collection of life found in each region that characterises each biome.



▲ **Figure 5.8** Are magpies indigenous to your region?

Characteristics of biomes and their spatial distribution

Although biomes are recognised by their plant and animal species, there are some important characteristics that influence which species will dominate each region. The most influential of these characteristics is climate. However, latitude, soil and elevation also influence a biome's distribution.

CLIMATE

Climate refers to the average weather conditions of a place over a long time (usually 30 years). Weather conditions are factors that can change on a daily basis, such as temperature, wind and **precipitation**. By calculating the average daily weather conditions of a place over 30 years, we can determine its climate and predict what type of weather we will expect at different times of the year.

indigenous naturally existing in a specific geographic area

precipitation liquid or frozen water that forms in the atmosphere and falls to Earth (e.g. rain, snow)

Consider the climate conditions in your region for a moment. If your region has four seasons, you may be living in a temperate climate. A common biome found in this climate is the **temperate forest biome**. The mild temperatures and annual rainfall of over 140 centimetres allow many species of plants and animals to thrive, therefore making it a productive biome. In fact, temperate climate conditions are so appealing that the majority of people worldwide live in this type of climate.

Alternatively, if your region receives less than 25 centimetres of rain per year, it is likely that you are in a **desert biome**. These dry conditions provide a difficult

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climate for much life to adapt to and thrive in. However, some species have adapted in remarkable ways. For instance, the dorcas gazelle of the Sahara Desert in North Africa can survive without drinking water and passes white pellets of uric acid, rather than waste precious water by urinating. Moreover, big ears are often common among hot-desert-dwelling animals, like jackrabbits and fennec foxes, as the large surface area of their ears helps to radiate heat and keep them cool. The Australian thorny devil has adapted to its environment and is able to absorb water through its feet.

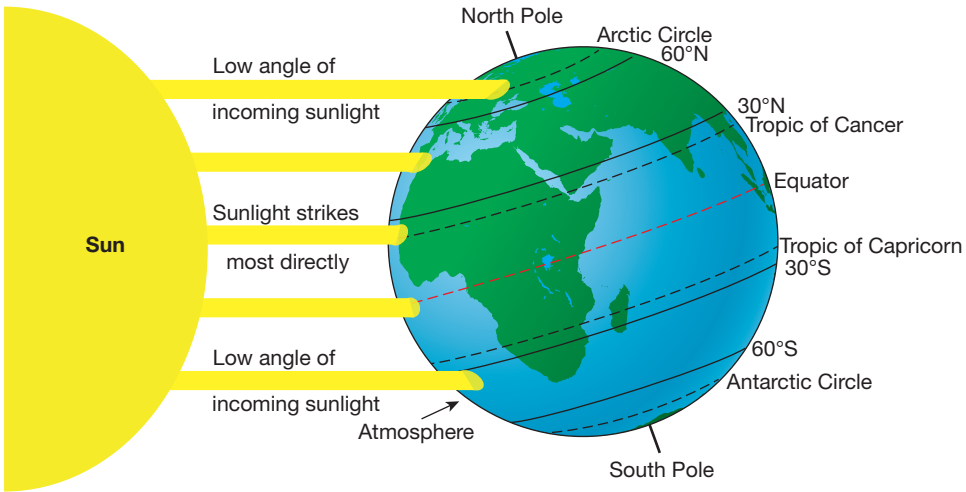
▲ **Figure 5.9** The dorcas gazelle lives in a desert biome.

▲ **Figure 5.10** The large ears of the fennec fox help to radiate heat and keep the fox cool in a desert biome.

▲ **Figure 5.11** The Australian thorny devil can absorb water through its feet.

LATITUDE

Latitude is another important influence on a biome, and is strongly interconnected with climate, as the latitude of a place can affect its temperature and the amount of sunlight it receives. The tropics, which are located between 23.5° latitude north and south of the equator, receive direct exposure to sunlight all year round. This makes the **tropical rainforest biome** consistently warm. This consistent exposure to sunlight, as well as high amounts of rainfall, makes it the most biodiverse of all biomes. It is home to approximately 50 per cent of all life, despite only taking up 2 per cent of Earth's surface. In contrast, the **polar ice biomes**, located between 65° and 90° latitude, experience half the amount of sun exposure and are consequently too cold to sustain an abundance of life.



▲ **Figure 5.12** The amount of solar energy that reaches different parts of Earth depends on latitude. Areas closer to the polar regions will receive different levels of sunlight depending on the time of the year, whereas those areas closer to the equator get consistent sunlight throughout the year.

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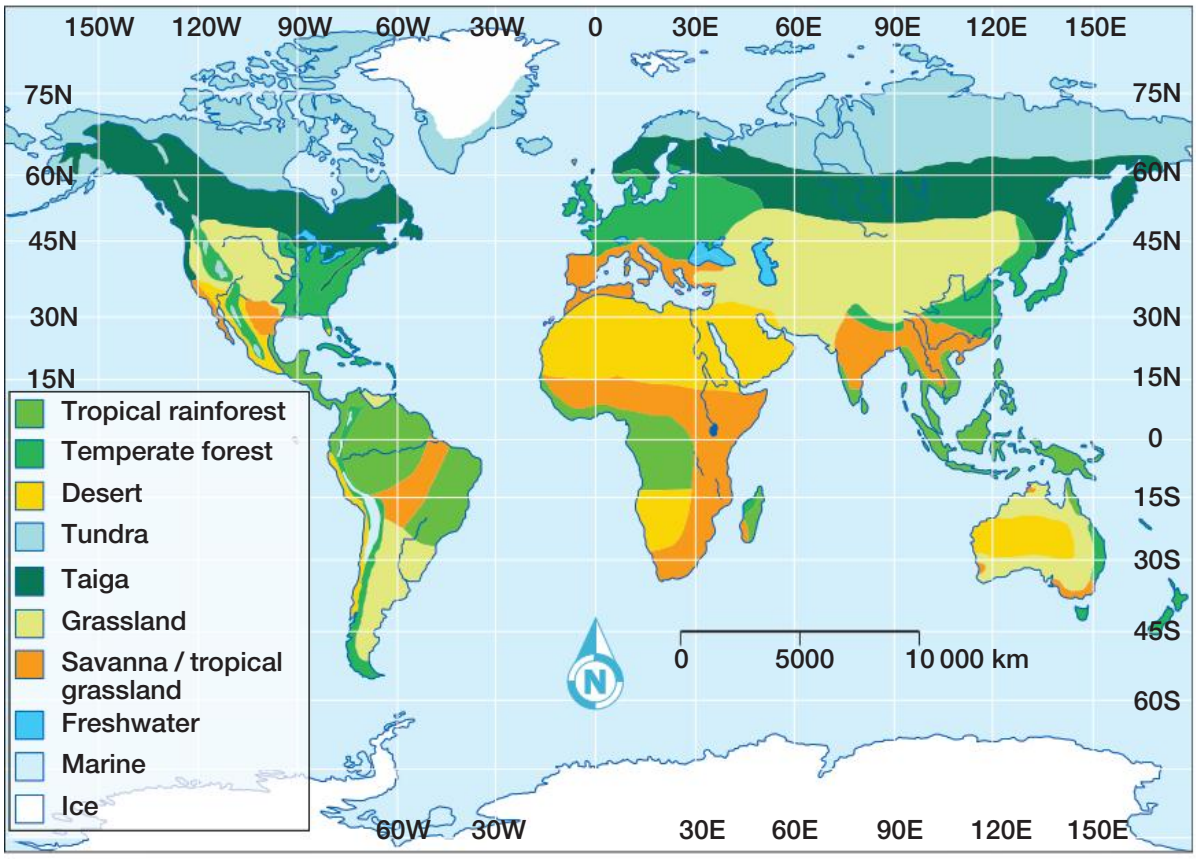
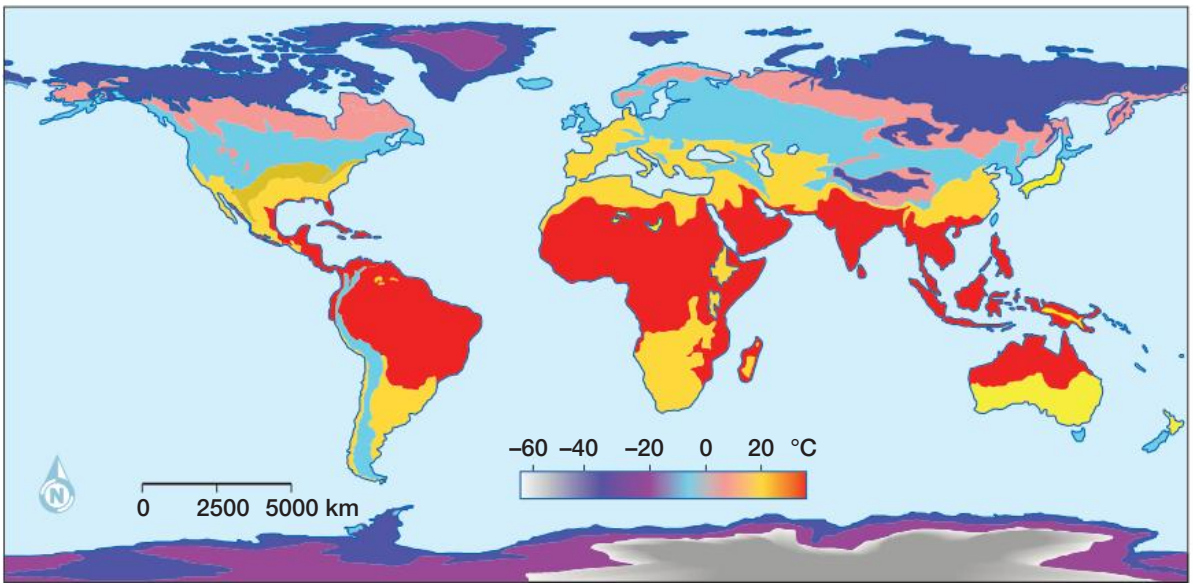


▲ **Figure 5.13** The global distribution of biomes



▲ **Figure 5.14** A thematic map showing the global distribution of annual average temperature

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phenomenon a fact or situation that exists or happens (plural: phenomena)

thematic map using different colours to identify the different data sets

choropleth map using different shades of the same colour to identify the different data sets

ACTIVITY 5.1

Describing spatial distribution using the PQE method

When describing the distribution of a **phenomenon** using a **thematic map** or **choropleth map**, there are three important things to include: the pattern, quantification and an exception. This is also known as the PQE method. Use at least one sentence to **describe** each of these with respect to Figure 5.14.

1 *Pattern:* Give a general overview of the distribution.
   - **a** Is the overall distribution even or uneven?
   - **b** Where are areas that have a high or low temperature? Provide some examples.

2 *Quantification:* Provide specific evidence to **demonstrate** the pattern. Use the temperatures provided in the legend and estimate the size of temperature regions using percentages.
   - **a** Roughly how much of Earth has a high or low temperature?
   - **b** How hot are the majority of the hottest regions? How cold are the majority of the coldest regions?

3 *Exception:* **Identify** some places as examples of specific places that do not fit your pattern.
   - **a** Is there a place that has a high temperature surrounded by places with a low temperature or vice versa?
   - **b** Is there a place that has a much higher or lower temperature than anywhere else?

ACTIVITY 5.2

Describing spatial association using the DQE method

Geographers can **apply** the concept of spatial association when comparing maps to help determine whether two or more phenomena are similarly distributed over Earth's surface. If a similarity exists, there may be a link between the phenomena that a geographer may want to **investigate** further.

When describing spatial association, there are three important things to include: the degree of association, quantification and an exception. This is also known as the DQE method. Use at least one sentence to **describe** each of these. In this exercise, you are going to **describe** the spatial association between Figures 5.13 and 5.14 using this method.

1 *Degree:* Give a general overview of the degree of association.
   - **a** Is there a strong, moderate, weak or no degree of association between the two phenomena? That is, does the distribution pattern of each map look similar or different?
   - **b** Provide some examples that support your statement. For example, if there is a strong association, provide evidence of locations where both phenomena are similarly distributed.

2 *Quantify:* Provide specific evidence to **demonstrate** the association. Provide data and estimate the percentage of coverage.

3 *Exception:* **Identify** an example or several examples of specific places that do not fit the pattern of association.
   - **a** Locate and name the exception.
   - **b** **Explain** why this is an exception.

   For example, if you have stated that there is a strong association, there may still be a location where only one phenomenon is present.

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SOIL

Soil varies between biomes in terms of its temperature, moisture, organic material and pH. These factors all influence which plants will thrive in each region. For instance, the **tundra biome**, which is mostly distributed within the Arctic Circle and in areas of high elevation, supports low-growing shrubs and mosses that can endure the permanently frozen soils, which are known as **permafrost**. In the coldest of **grassland biomes**, such as the steppes (large unforested plains) in Siberia, ancient organisms have been found preserved in the frozen soil. In these biomes, the soil is too cold for **decomposition** to occur. Figure 5.15 shows the frozen remains of an extinct lion cub that was found in Siberia in 2017.

permafrost
permanently frozen soil, mostly found in the polar and tundra biomes

decomposition
the process of being broken down to smaller pieces by bacteria and fungi

▲ **Figure 5.15** This 50 000-year-old lion is believed to be similar to both African lions and tigers. Scientists hope to be able to bring back the species in a process called de-extinction.

ELEVATION

Elevation refers to the height of land above or below sea level. Low-elevation biomes include the **coastal estuary biome**, which is the place where the river meets the sea, and **marine biomes**, which are below sea level. Biomes located at higher elevations will experience colder temperatures as the atmosphere gets thinner. A thinner atmosphere cannot trap as much heat.

If you were to walk from the base of a mountain to its peak, you would likely walk through a variety of biomes. For instance, in the Andes of central Peru, you would begin your walk through a tropical rainforest, followed by a mossy forest, woodland and steppes before you reach the cold, treeless **alpine biome**. An alpine biome often starts where snow begins to form. This can occur at different elevations depending on the particular characteristics of each place. For instance, the interconnections between latitude, ocean currents and how close a place is to the polar land masses can impact the elevation of the snowline.

▲ **Figure 5.16** This map shows the topography of South America. The Andes mountain ranges can be seen along the western coastline of the continent.

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▲ **Figure 5.17** The Andes mountains in Patagonia, Chile

ACTIVITY 5.3

Explaining interconnections

Create a concept map that shows how climate, latitude, soil and elevation determine the type of biome that forms.

What are the different biomes?

As seen in Table 5.2, there are two main types of biomes: terrestrial (land) biomes and aquatic biomes. These can be further classified into more specific biomes based on the variations of plant and animal species found in each region. A biome is often named after the main characteristic of its environment, such as the dominant vegetation that grows there. For example, the tundra biome gets its name from the Finnish word *tundra*, meaning 'treeless plain'. Can you guess which type of vegetation dominates the grasslands biome? What do you think may be the main characteristic of the ice biome?

▼ **Table 5.2** The main biome classifications. These can be further classified more specifically.

Terrestrial biomes	Aquatic biomes
Tropical rainforest Temperate forest Desert Tundra Taiga (boreal forest) Grassland Savanna/tropical grassland	Freshwater Marine
The ice biome can be terrestrial in the form of ice sheets and glaciers, or aquatic in the form of sea ice.	

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ACTIVITY 5.4

1 Classify the images in Figure 5.18 (A–F) into one of the biomes mentioned in Table 5.2.
2 **Identify** the main biome characteristics that you see in each image.

▲ **Figure 5.18A**

▲ **Figure 5.18B**

▲ **Figure 5.18C**

▲ **Figure 5.18D**

▲ **Figure 5.18E**

▲ **Figure 5.18F**

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The changing distribution of biomes

The distribution of biomes is therefore determined by a unique combination of factors that support an extraordinary diversity of life. These factors have the ability to change over time, resulting in the movement of biomes. Natural changes include the processes of erosion and deposition, which affect the elevation of a region.

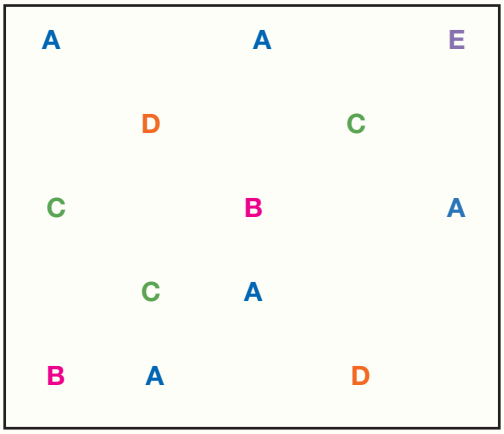
Importantly, humans also play a part in changing the distribution of a biome, by altering the land through deforestation, mining, farming and development. Even over-hunting or the introduction of certain animal or plant species can disrupt how species interconnect with each other, and therefore change the structure of life in the biome. Some biomes can become extinct, while new biomes can potentially form. Understanding the changes and interconnections within biomes is an important mission for geographers, who work to find a balance between the needs of a growing human population, and the millions of unique and fascinating species that also share life on this planet.

ACTIVITY 5.5

Determining the biodiversity of an area

Geographers determine the biodiversity of an area using Simpson's Diversity Index. This measure includes the number of species located in the area as well as their abundance. The index ranges between 0 and 1; the higher the number, the richer it is in diverse species.

To complete this calculation, geographers need to count the number of different species in an area. Refer to the following as an example:



▲ **Figure 5.19** Species in a given area

Step 1: **Identify** the species and count how many there are. Your count of each species will become (n).

For example:

Species	Number (n)	$n(n-1)$
A	5	
B	2	
C	3	
D	2	
E	1	
Total	13 (this is N)	

Step 2: Calculate the value of $n(n-1)$.

To do this, you will be multiplying n by $n-1$.

For example, in the first line, species A has an n value of 5.

To calculate the value of $n(n-1)$ for species A, we would do the following:

$$n(n-1) = 5(5-1)$$
$$= 5(4)$$
$$= 20$$

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So to fill in the column in the table, we would enter 20. To complete the table, we do the same for every species in the area (see below).

To complete the last line called Total, we would add up the values of each column. ∑ means the sum of.

Species	Number (n)	$n(n-1)$
A	5	20
B	2	2
C	3	6
D	2	2
E	1	0
Total	13 (this is N)	30 (this is $\sum n(n-1)$)

N is the total number of organisms of all species in the given area, while $\sum n(n-1)$ is the sum of $n(n-1)$ for all the different species in that area. $N(N-1)$ is not the same as $\sum n(n-1)$, as you will see in Step 3.

Step 3: Calculate the biodiversity by putting the values into the formula:

$$D = 1 - \left(\frac{\sum n(n-1)}{N(N-1)} \right)$$

For the data that we have, this means:

$$D = 1 - \left(\frac{30}{13(12)} \right)$$

To simplify this:

$$D = 1 - \left(\frac{30}{156} \right)$$

This means:

$$D = 1 - (0.19)$$

Simpson's Diversity for the area is: 0.81.

This means the area is very biodiverse.

A value of 1 means infinite diversity, while a value of 0 means no diversity.

You can practise this calculation by selecting an area at school or home and finding out its biodiversity.

DEVELOPING YOUR UNDERSTANDING 5.1

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Define the term 'biome'.
2 **Identify** the four characteristics that can determine a biome's distribution.
3 **Explain** why higher altitudes experience colder temperatures.
4 **Identify** some of the human and natural activities that can change the distribution of biomes over time.
5 **Explain** the difference between climate and weather.

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Interpret

6 **Describe** the distribution of biomes in Figure 5.13 using the PQE method.
   - **a** *Pattern:* Is the pattern of distribution even or uneven?
   - **b** *Quantify:* **Identify** some of the major biomes. Locate where they are found and estimate what percentage of Earth they cover.
   - **c** *Exception:* Are there any exceptions to the pattern? For example, is there a biome found mostly in one region but also to a much lesser degree in another region?

7 **Describe** the spatial pattern of elevation as shown in Figure 5.16 using the PQE method.

Argue

8 'Some biomes support more plant and animal life than others.' Do you agree with this statement? Ensure that you refer to at least three biomes and their characteristics to **justify** your reasons.

9 Do you believe that changes in the distribution of biomes are mostly due to human or natural influences? Discuss your viewpoint.

Extension

Applying spatial concepts

Choose one of the following geographic areas and **conduct** further research into its biome or biomes by applying the skills listed below.

- Sahara Desert
- Gobi Desert
- Amazon rainforest
- Daintree rainforest
- Himalayas
- Serengeti
- Alaska
- Siberia
- Great Lakes region.

Place:

1 **Describe** the place by providing its name and describing its location.

2 **Identify** the Indigenous peoples of this location who call this place home.

Environment:

3 **Identify** the biome or biomes found at this location.

4 **Describe** the natural environment of your chosen location.

Space:

5 Referring to Figure 5.13, **describe** the distribution of this biome on a global scale.

Interconnection:

6 Provide an example of how people have modified or managed this environment.

7 Choose one indigenous animal or plant species and **describe** the way it has adapted to live in this environment.

▼ **Figure 5.20** The Serengeti is 30 000 square kilometres of picturesque land, known for its large predators and the largest mammal migration in the world. Pictured is a family of elephants in Serengeti National Park.

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5

5.2 The effects of human alterations on environments

FOCUS QUESTIONS

- How do humans alter biomes?
- In what ways does the production of food and fibres affect the environment?
- What is food security?

The human alteration of biomes and the environmental effects

Humans have been altering biomes for thousands of years. We have changed the course of rivers and the spread of forests to grow crops; mined the earth to harvest coal and gold; and drilled the deep waters of oceans for oil. Most extremely, the cumulative effect of these actions is causing important changes to our climate. Human-induced climate change is happening at a rate that is too quick for most species to adapt to. Climate change is therefore affecting biomes by changing the types of plants and animals that can inhabit each region.

Our alteration of biomes has provided us with many benefits. It has allowed civilisations to grow and allowed us to live longer lives, making humans the most dominant species in the world today. However, these activities have come with significant environmental impacts, not only for the biomes themselves, which have lost an estimated 60 per cent of species, but also for humankind. When the fine balance of life is disrupted too much, the environment can no longer support us effectively.

Environmental impact of food and fibre production

FOSSIL FUEL FARMING

Greenhouse gases exist in our atmosphere. Without greenhouse gases, Earth would have an average temperature of –18°C. These gases keep our planet warm by trapping some of the heat that is released from Earth to space in our atmosphere. However, extra greenhouse gases, particularly carbon dioxide and methane, are being released into the atmosphere due to human activities.

As shown in Figure 5.21, these extra gases trap more heat than is needed to keep Earth's average temperature constant. The result is excessive and accelerated warming, causing changes to climate patterns such as ocean currents, rainfall and the timing of seasons.

The farming of food and fibres is linked to climate change in many ways. Carbon dioxide is released into our atmosphere from the use of fossil fuels. Fossil fuels such as oil, coal and gas are used to power large agricultural machinery, transport and refrigerate food and fibre, and make pesticides. Moreover, high amounts of carbon are safely stored in carbon reserves such as forests and peatlands. When these are destroyed for the expansion of crops, this carbon is released from the plants and soil into the atmosphere.

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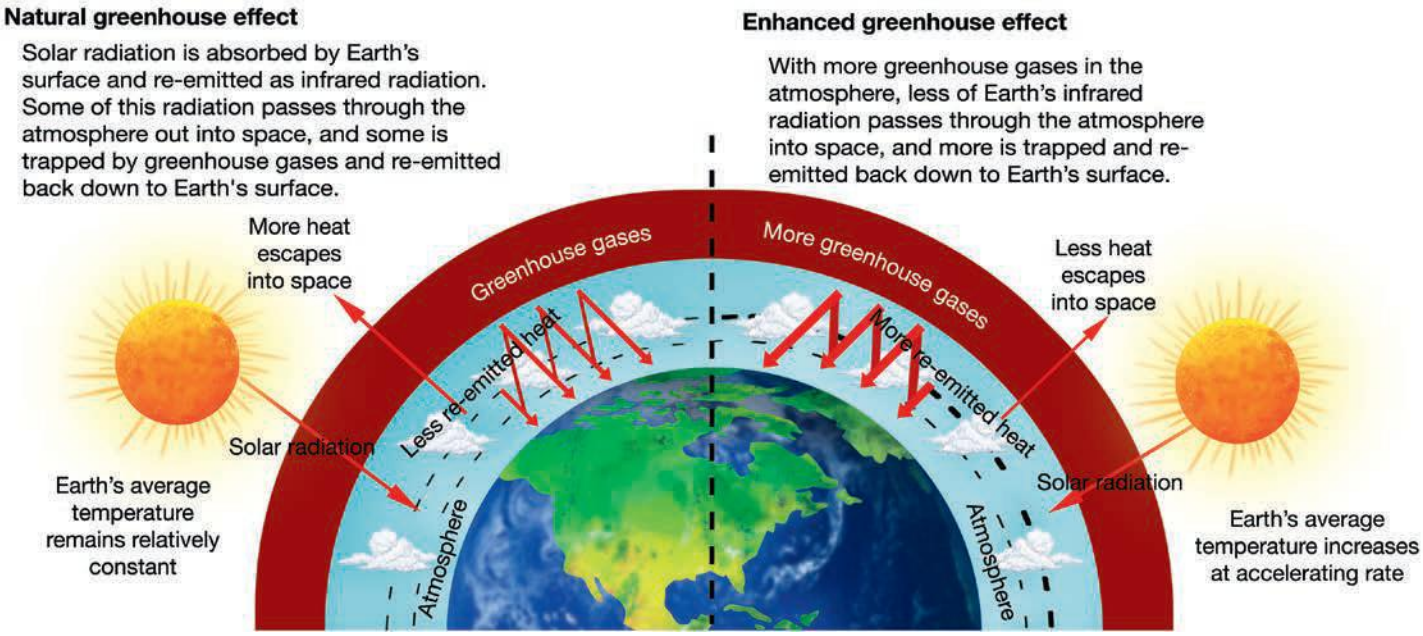
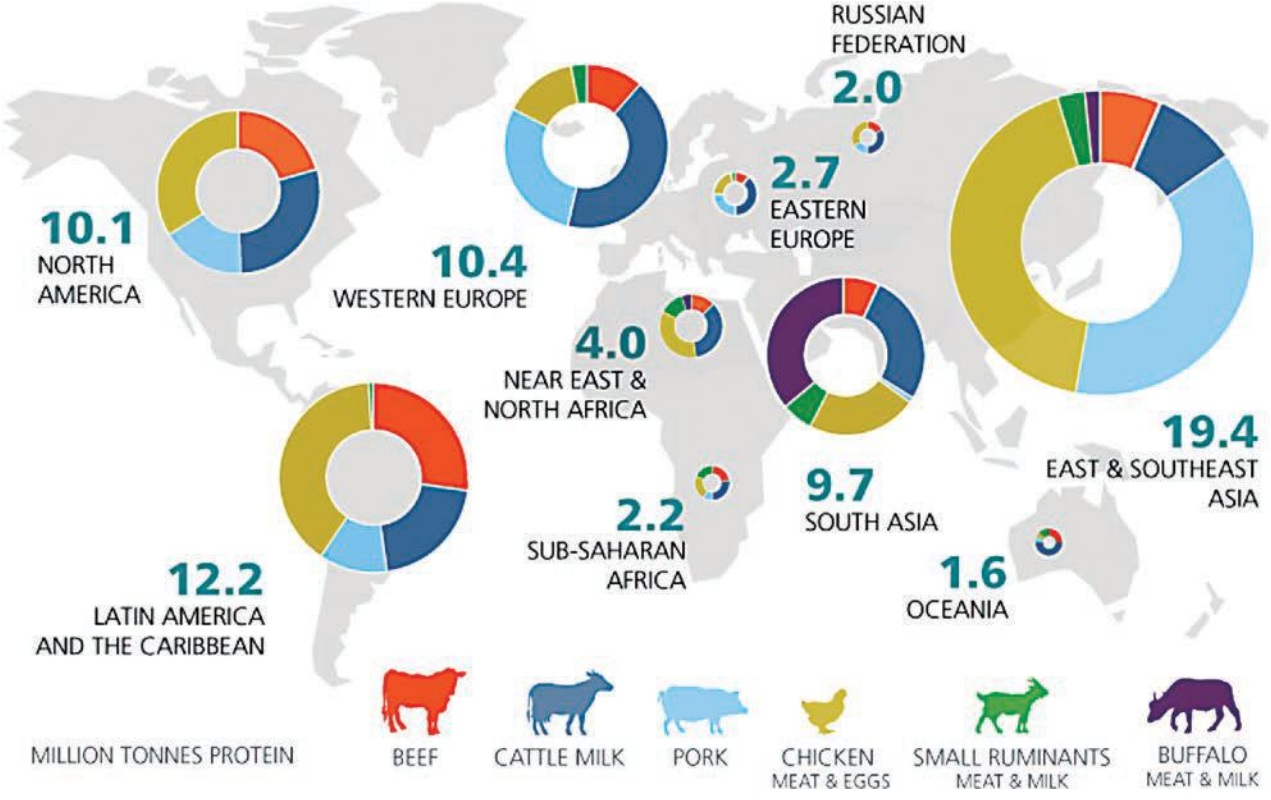


▲ **Figure 5.21** The difference between the natural greenhouse effect and the enhanced greenhouse effect

Methane is also released into our atmosphere during the production of food and fibre. Cows are often blamed for this, as one cow releases 100 kilograms of methane a year, mostly through burping. Although farming livestock creates approximately 40 per cent of annual methane emissions, other activities also play a role. When oil is extracted and transported to be used for farming, methane leaks from pumps, pipelines and wells. The way we package our food and fibres influences emission rates too, as discarded plastic shopping bags and wrappers also emit methane as they degrade.



▲ **Figure 5.22** Carbon dioxide equivalent emissions from livestock farming

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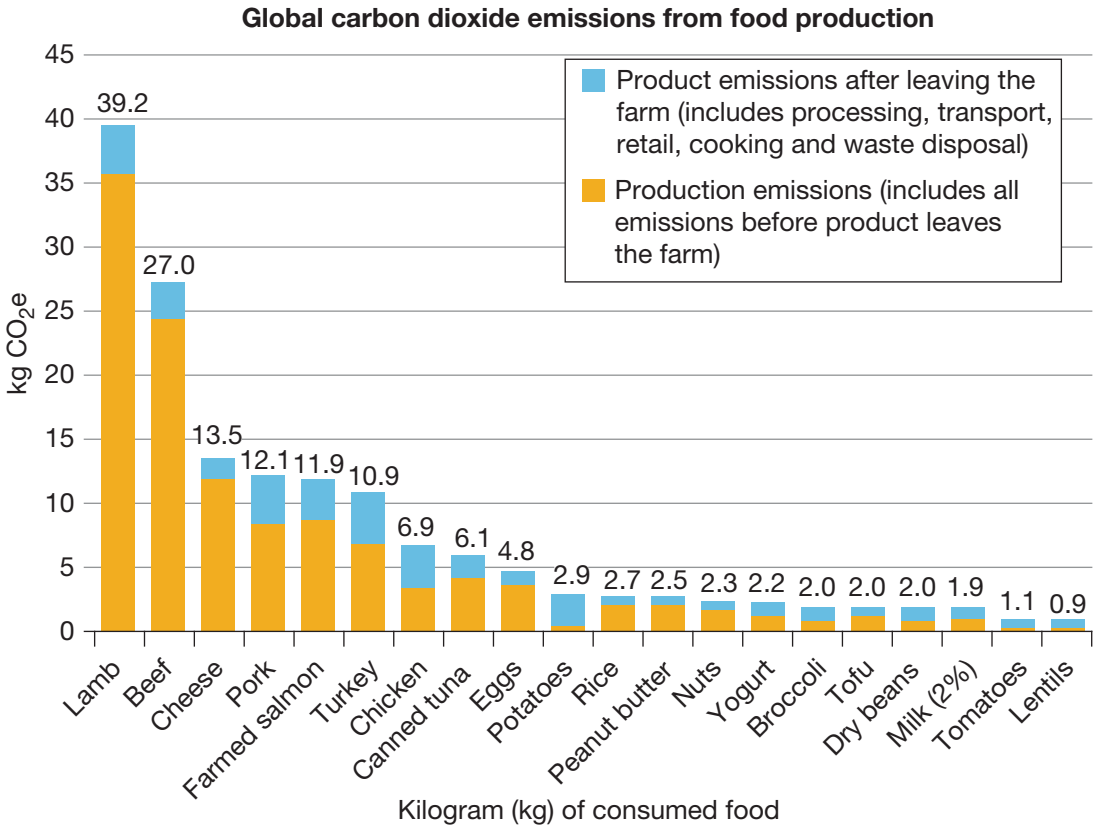

▲ **Figure 5.23** Carbon dioxide emissions due to the food industry. Are most emissions occurring at the farm or after the product has left the farm? Is there an exception to this pattern?

IRRIGATED AGRICULTURE

Large-scale irrigation involves channelling fresh water away from its natural path to be stored and used on farms. Fresh water is naturally found above ground as rivers or lakes, or underground as **aquifers**. Irrigation has played an important role in our food and fibre security as we can improve **crop yield** by adding irrigated water to regions that don't receive much rainwater.

This is clear when we consider the large role that irrigation plays in the Murray–Darling Basin, where 70 per cent of all of Australia's irrigated water is used. Although the Murray–Darling Basin only receives 6 per cent of Australia's annual rainfall, it produces 40 per cent of our food and 93 per cent of our cotton (refer to the map in Figure 5.24). However, there is concern that irrigation is not sustainable in the long term because it can cause salinity and reduce the flow of water to places downstream of the irrigated diversions (see Figure 5.25).

aquifer an underground layer of rock that holds and stores water

crop yield the amount of crop that is grown and harvested

weathering the process of breaking down or dissolving rocks and minerals

evaporation the process of a liquid becoming a gas when heated

SALINITY

Salinity occurs when salts that naturally exist deep underground rise to Earth's surface, polluting the soil and killing the vegetation. Australia is an ancient land. Over time, Australia's soils have accumulated salts from natural processes such as the **weathering** of rocks, the movement of ocean salt to the land through wind and the **evaporation** of inland seas that once were a part of the landscape.

This salt is harmless when trapped deep in the soil, above the underground water table. However, when irrigation is used on farms, not all the water is absorbed by plants. Some of it seeps into the water table that lies beneath.

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▲ **Figure 5.24** The Murray–Darling Basin begins in Queensland and flows south through New South Wales, Victoria and South Australia.

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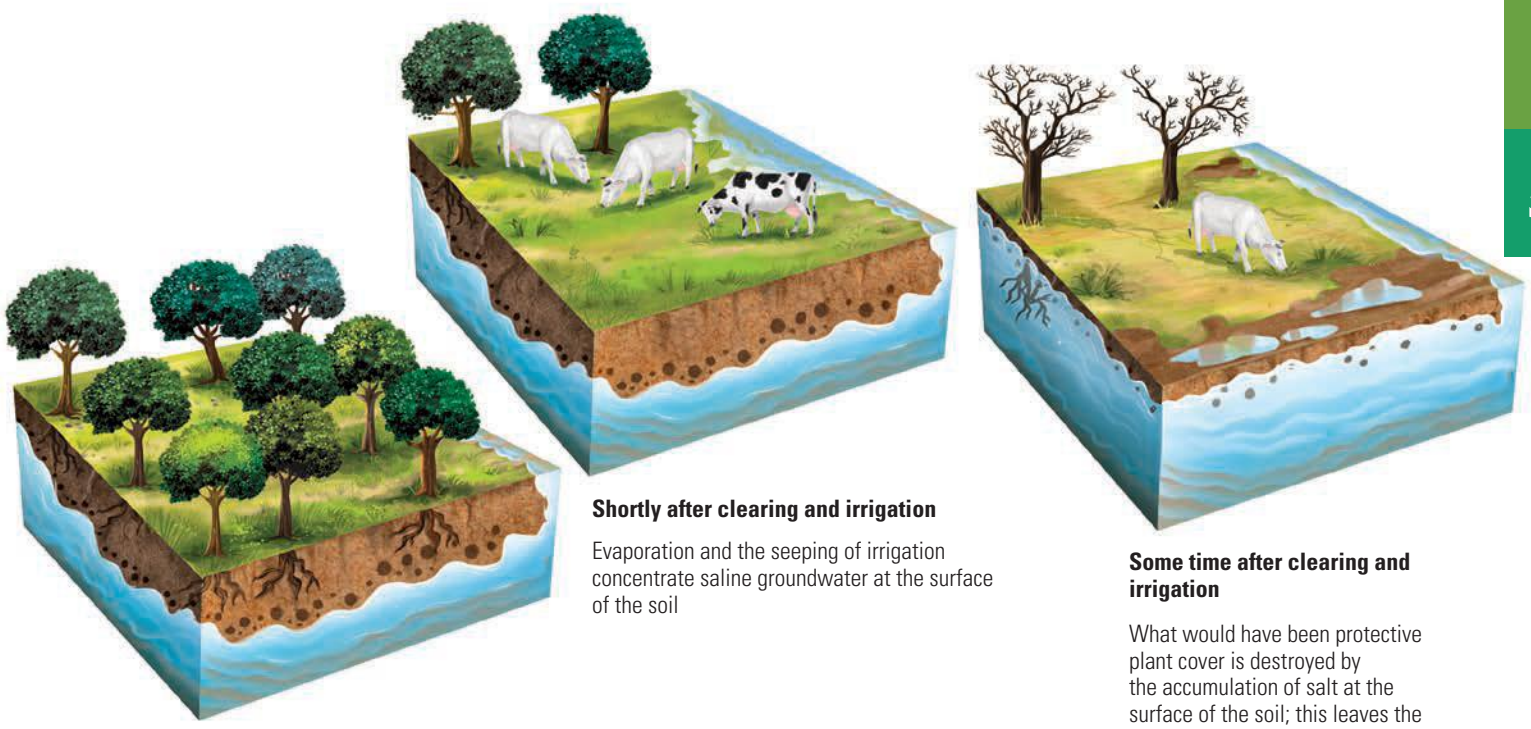

Before clearing

The system is balanced and most of rainwater is used in the spot where it falls

Shortly after clearing and irrigation

Evaporation and the seeping of irrigation concentrate saline groundwater at the surface of the soil

Some time after clearing and irrigation

What would have been protective plant cover is destroyed by the accumulation of salt at the surface of the soil; this leaves the land open to erosion

▲ **Figure 5.25** The salinity process

This water table then rises as it receives more water. As it rises, the underground salts rise up with the water towards the surface. Salinity is costly and threatens our food security. The Australian Government estimates that salinity costs us $130 million worth of agricultural production each year.

REDUCED ENVIRONMENTAL FLOWS

When water is diverted from rivers and lakes to farms, it reduces the flow of water to areas downstream, as well as the outward flow of water to floodplains and wetlands. Reducing natural flows can dramatically change river, wetland and **riparian** biomes by changing their nature as less fresh water makes it to the ocean and more saltwater moves inwards into estuaries from the ocean. This has the flow-on effects of changing the distribution of plants and animals in the biome and causing coastal erosion.

riparian the area where the land and river meet

MONOCULTURE FARMING

Humans have drastically altered biomes through the use of monoculture farming. Monoculture farms grow a single type of crop, rather than a variety of crops (polyculture farming). The reasons farmers choose to monocrop come down to simplicity; it is easier to take care of just one type of plant. The farm's input requirements are more consistent, as the entire crop is likely to require similar growing conditions, amounts of water, methods of planting and harvesting, and pest control.

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However, negative impacts for the environment include a reduction in species diversity, an increased susceptibility to pests and diseases, and pollution of soils and water due to the use of chemicals.

REDUCTION IN BIODIVERSITY

There are over 15 000 varieties of tomatoes and 7500 varieties of apples grown worldwide. However, you would be lucky to find five varieties of these fruits at a supermarket. This is because monoculture farms tend to grow crop varieties that are selectively bred for their size and shape (to look appealing to customers), as well as their ability to handle long travel distances, chemical fertilisers and pesticides. Varieties that are delicious, but delicate, risk extinction as they are being increasingly replaced by tougher varieties. This is also the case for animals. Approximately 200 livestock breeds face extinction as we have come to rely heavily on just a few select animal breeds.

INCREASED SUSCEPTIBILITY TO PESTS AND DISEASES

This lack of diversity creates more problems in the form of pest and disease resistance. Polyculture farms that grow many different plant species benefit from attracting a large diversity of insects and birds. The number of pests on these farms is kept low as they are eaten by other insects and birds in a process known as biological pest control.

Because monoculture farms lack plant diversity, they do not attract a diversity of life. In fact, they may only attract a large number of a single pest species due to the fact that they are so obvious in the landscape. For example, hectares of corn are much easier for locusts to find compared to a few corn grown among beans, flowers and zucchini.

▲ **Figure 5.26** Biological pest control in action. Indian Runner ducks are used in vineyards to eat snails and other pests threatening the grapevines, making the use of toxic pesticides avoidable, and fertilising the ground with their droppings.

▲ **Figure 5.27** On an Australian plantation, plastic bags are used to protect bananas from Panama disease, caused by a fungus called TR4.

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ACTIVITY 5.6

Identifying impacts

Using the information in this section, **create** a flow chart or concept map to **identify** the environmental impacts of food and fibre production.

Two possible flow charts are shown below.

Chart example 1:

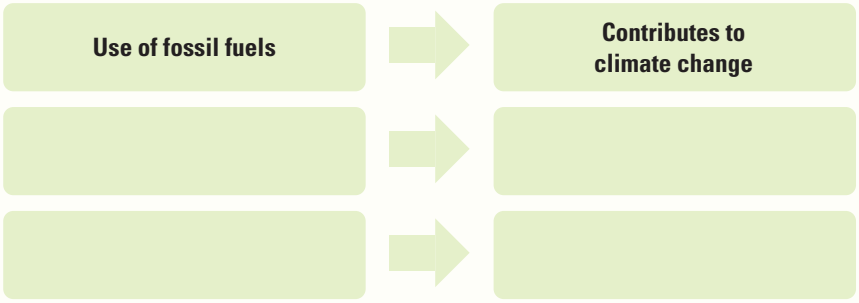
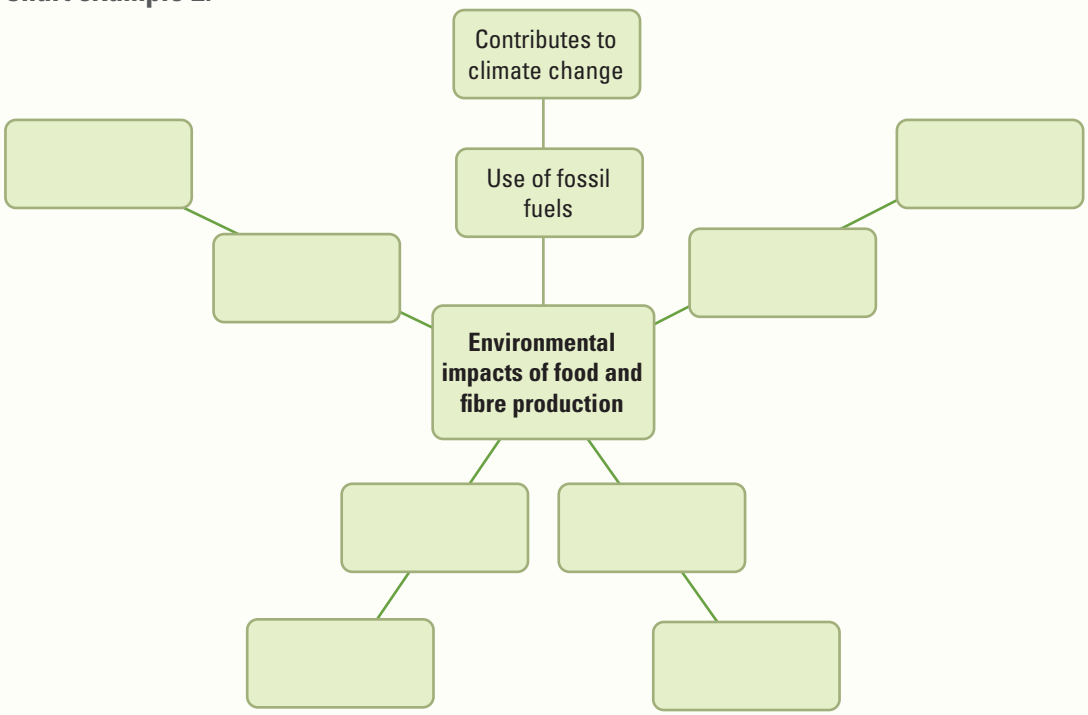


Chart example 2:



Disease can also spread rapidly in a monoculture farm because the plants are genetically so similar that they have similar weaknesses. The banana variety Gros Michel was a tastier, creamier version of the banana we eat today. However, it was wiped out by the Panama fungus and was replaced by Cavendish bananas, which were thought to be resistant to the fungus. Unfortunately, this was not the case. Figure 5.27 shows a crop of Cavendish banana trees in Queensland that were killed by a different strain of the Panama fungus called TR4.

Cavendish banana trees are clones of one another, so if one is affected on a farm, they are all at risk. Researchers are currently searching through jungles for wild banana species that can resist the Panama fungus as well as ripen in a suitable amount of time, travel long distances, be mass-produced and taste good.

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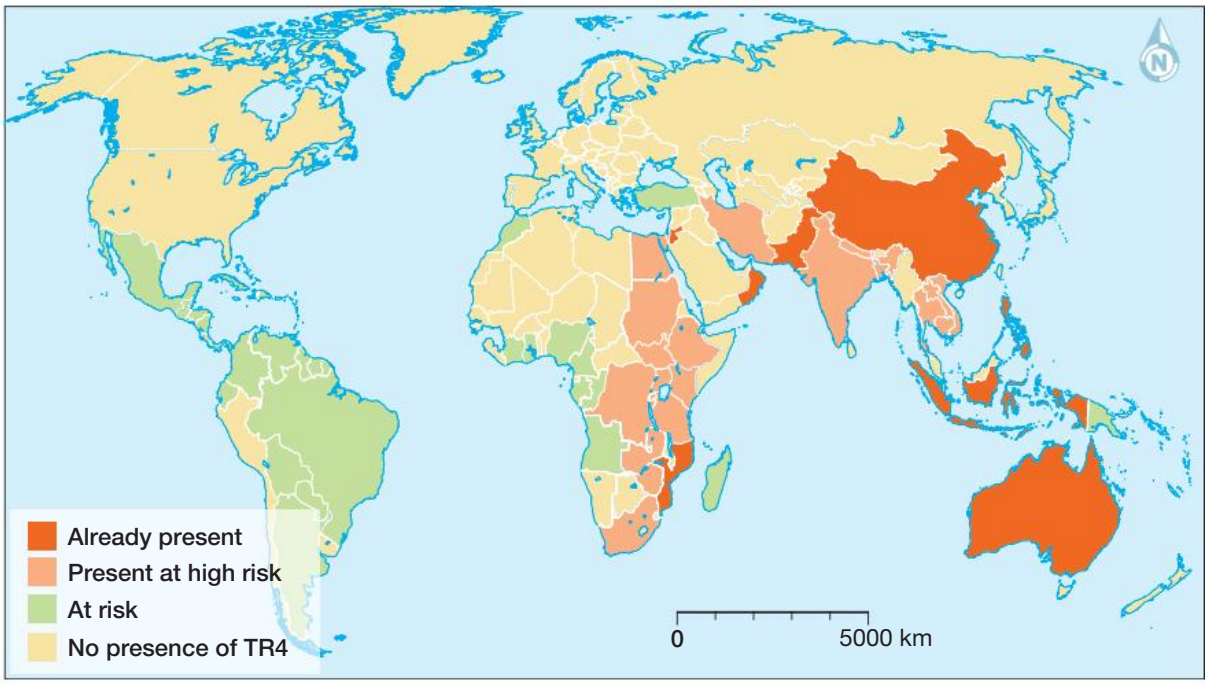
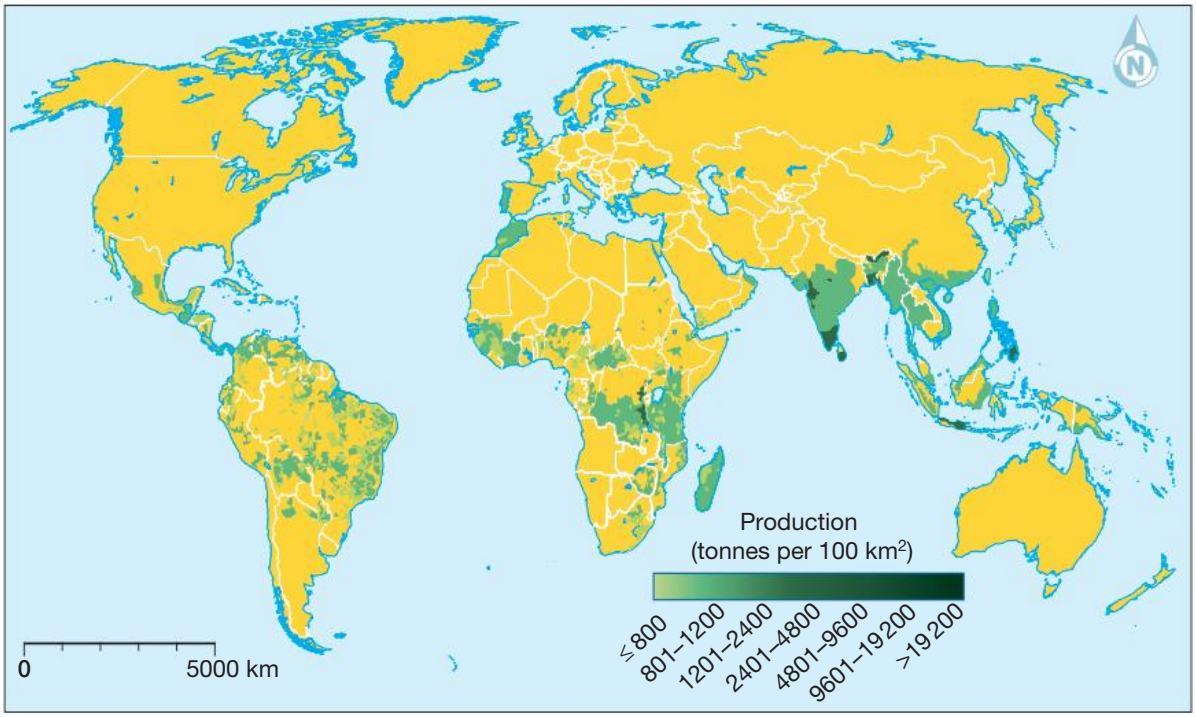


▲ **Figure 5.28** Global risk levels of TR4



▲ **Figure 5.29** Global banana and plantain production

ACTIVITY 5.7

Identifying risks

1 Study the maps in Figures 5.28 and 5.29. **Identify** which countries have high banana and plantain production, according to Figure 5.29.
2 **Identify** which countries have high production but low risks of TR4. **Describe** the spatial pattern you see here.
3 **Conduct** some research to find out how the spread of TR4 can be reduced or managed.

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Interesting fact

A study in China involved planting different varieties of rice in the same field. Some varieties were usually very prone to diseases when grown on a monoculture farm; however, these experienced 94 per cent less disease in this mixed-crop farm. This allowed the yield of these varieties in the mixed-crop farm to increase by 89 per cent.

PESTICIDES

Artificial pesticides are used to protect our food supply by reducing the impact of pests and diseases. Because they are applied over entire fields, rather than targeting specific weeds and pests, only 5 per cent of pesticide use is effective. The repeated use of pesticides can reduce crop yield in the long term because pollinators, such as bees and hoverflies, are also killed. One-third of our food supply requires bees for pollination. The global cost of losing pollinators is estimated to be between A$350 billion and A$850 billion.

Pesticides can be toxic to people and other species. In 2018, a Californian man was awarded US$289 million in damages for cancer caused by his use of Roundup, a weed killer used widely across the world, including in Australia. Farmers in the Punjab region of India are also turning away from pesticides. This region accounts for 20 per cent of India's use of pesticides. The drinking water was found to be contaminated, and one-third of farmers that were tested in the region were found to have resulting DNA damage. Nearby, in the north-west Indian village of Gandaman, 23 children aged 5–10 years old died after eating the government-funded school lunch, which contained 52 times the safe level of pesticide.

Pesticides can also eliminate some animals' essential food sources, causing the animals to relocate, change their diet or starve.

FERTILISERS

Soil gets its nutrients when organic matter, such as falling leaves, is decomposed by microbes. However, there is little life in the soil, as microbes are often killed by the repeated spraying of pesticides.

Monoculture farms strip the soil of particular nutrients more quickly, as each crop has specific nutrients that it needs most. Conversely, a polyculture farm might choose to grow corn and beans together. Corn will strip the soil of nitrogen, while beans will create nitrogen in the soil, thus helping to establish a balance of soil nutrients.

What is food security?

According to the World Food Summit, **food security** is achieved 'when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life'. There are three aspects of food security: it should be available, accessible and utilised. This means that healthy nutritious food is physically available, economically affordable (this means it is accessible), and able to be stored and prepared safely (utilised).

food security having consistent access to sufficient, safe and nourishing food

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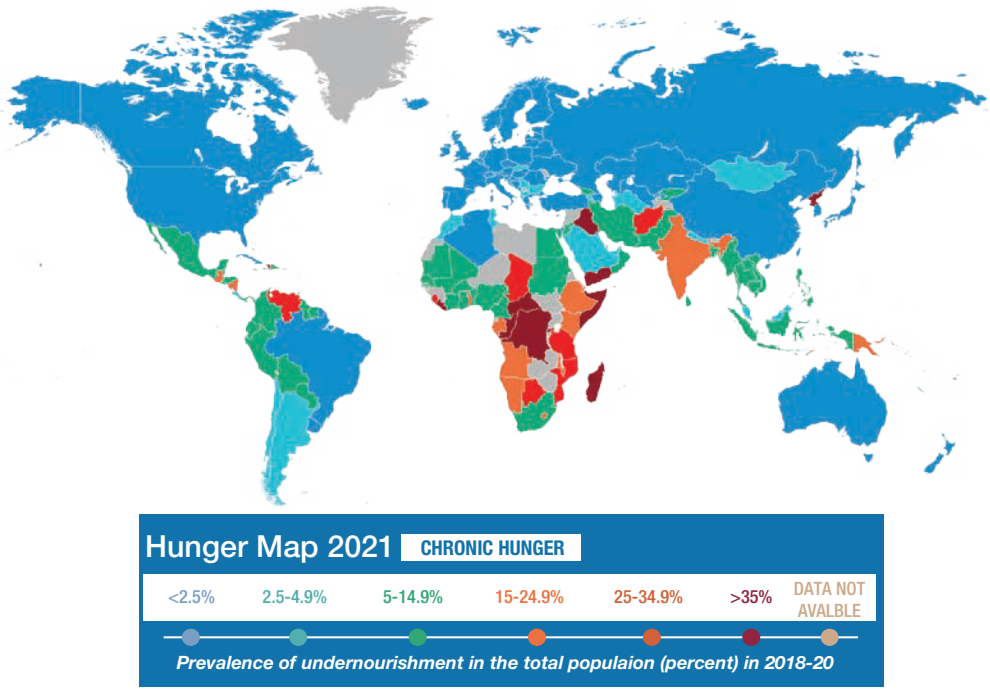
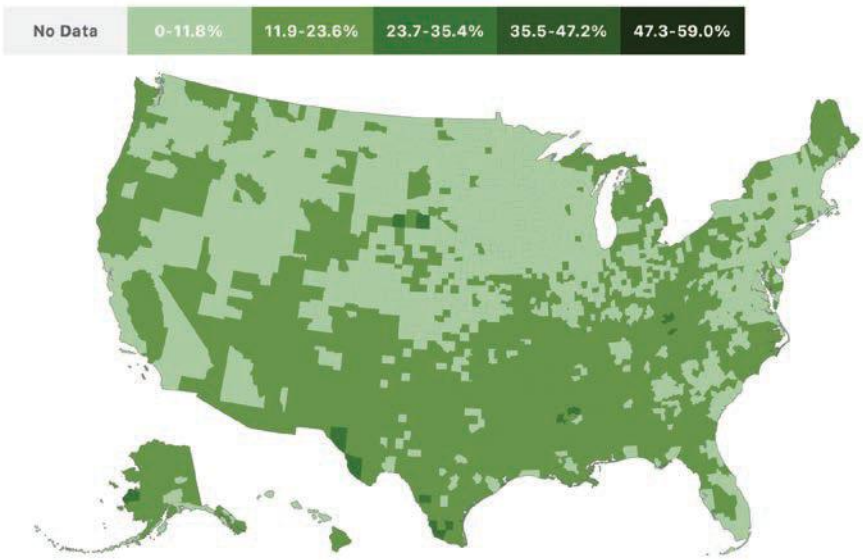


undernourishment
not eating enough food to maintain good health

▲ **Figure 5.30** The global distribution of **undernourishment**. To see the HungerMap LIVE, visit the World Food Programme website.



▲ **Figure 5.31** Food insecurity in the United States

When we examine food security on a global scale, as in Figure 5.30, we find that people born in some countries have a higher risk of being undernourished. However, working out who has access to nutritious food is not a simple task. There can be people living in food-secure countries (such as Australia) who go hungry. Conversely, there are people in food-insecure countries (such as Zambia) who have no problem accessing food.

Taking a closer look: changing the scale

The geographic concept of scale focuses on the way that we look at different phenomena at different spatial levels. Looking at things on a small-scale map can give us the big overall picture. Looking at large-scale maps can help us see more specific detail and understand an issue in more depth. To understand the distribution of food security more closely, we need to use a larger, more specific scale.

Figure 5.31 is a choropleth map of food insecurity in the United States on a state and regional scale. The United States is identified in Figure 5.30 as having a low risk of undernourishment. Taking a closer look using Figure 5.31, we discover that there are in fact many US residents who have a much higher risk of being undernourished and of experiencing food insecurity depending on their location.

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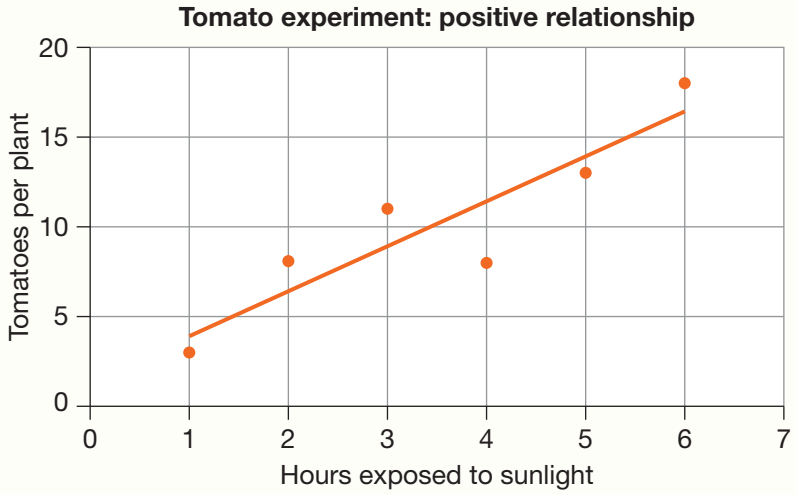
ACTIVITY 5.8

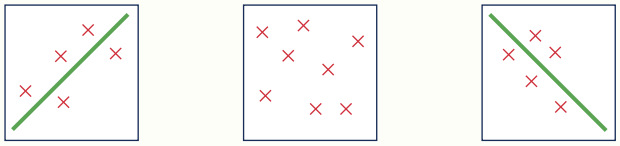
Interpreting scatter plots to understand the association between phenomena

Scatter plots are a tool that geographers can use to **examine** whether or not there is an association between two phenomena. For example, we can use a scatter plot to **examine** whether there is a possible association between how much sunlight a tomato plant gets and how many tomatoes plants produce.



▲ **Figure 5.32** A scatter plot plotting the association between exposure to sunlight and tomato yield

To read a scatter plot, either draw or imagine a line running through the middle of all the data that has been plotted on the scatter plot. This is called your 'line of best fit'.



- A *strong correlation* is when the points sit close to the line of best fit.
- A *weak correlation* is when the points sit far from the line of best fit.
- A *positive correlation* is when an increase of the horizontal-axis's phenomena is matched by an increase in the vertical-axis's phenomena.
  (The line of best fit goes from the bottom left to the top right.)
- A *negative correlation* is when an increase of the horizontal-axis's phenomena is matched by a decrease in the vertical-axis's phenomena.
  (The line of best fit goes from the top left to the bottom right.)

Though a strong correlation may suggest that there is a relationship between two phenomena, ensure that you do not use the word 'cause' when describing the relationship. This is because a correlation does not necessarily mean that one phenomenon causes changes in another phenomenon. There are often additional factors that may also influence the relationship.

Task:

1 **Represent** data by creating a scatter plot to see whether the phenomenon of 'income' is associated with the phenomenon of 'food supply'. Go to the 'Tools' page on the Gapminder website, or search

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for 'Gapminder tools' to find the interactive graph. Click on the horizontal-axis and make sure that it is set to 'income'. Then click on the vertical-axis and in the search bar, type 'nutrition'. Click on the 'food supply' option and a scatter plot should be created for you. Use your scatter plot to answer the following interpretation questions:

a Is there a strong, moderate or weak correlation between income and food supply?
b Is the correlation positive or negative?
c **Explain** the relationship between income and food supply. Quantify it by including data from the scatter plot in your answer.

2 **Consider** another phenomenon that may be associated with food supply. Change the setting of the horizontal-axis from 'income' to this other factor.

a Is there a strong, moderate or weak correlation between your chosen phenomenon and food supply?
b Is the correlation positive or negative?
c **Explain** the relationship between your chosen phenomenon and food supply. Quantify by including data from the scatter plot in your answer.

3 In what ways does the production of food and fibres affect the environment? Copy the following table. Use the information in this book and some further research to complete the table.

Farming technique	Example of a food or fibre that is grown by using this technique	Effect on environment (can be positive or negative)
Irrigation		
Pesticide use		
Monoculture farming		
Fertiliser use		

CASE STUDY 5.1

OzHarvest

OzHarvest was founded in Australia in 2004 and has grown to become a leading food rescue organisation. The aim of OzHarvest is to stop excess food from ending up in landfill, instead delivering it to charities to help feed those in need. Starting with one van, founder Ronni Kahn AO began collecting food and delivering it to local charities. OzHarvest has since grown to become a nationwide charity whose mission is to stop food from going to waste, instead delivering it to charities who can help to 'Nourish our Country'.

▲ **Video 5.1** OzHarvest in 2022. Access this video online at https://cambridge.edu.au/redirect/10179.

OzHarvest's activities are vast. Along with collecting food from donors and delivering it to charities, it runs community and school education programs, operates a food market, conducts cooking classes, and provides food during emergencies, such as the floods in Queensland.

> *'We come to the market once or twice a week, which is a lifesaver and gets us through the week. Sometimes we get food for a neighbour in need too.'*
>
> *– Yvonne, a customer at the OzHarvest market*

▲ **Figure 5.33** Yvonne, 92, and her daughter Sylvie have been coming to the OzHarvest market since it opened.

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THINKING DEEPER

What do you think about OzHarvest? Discuss its environmental, social and economic positives and negatives. Would you recommend something like this in your local community? Why or why not?

ACTIVITY 5.9

Evaluating a response using the sustainability concept

We often hear the concept 'sustainability' used with respect to the environment and making sure that our natural resources are available for future generations. However, a broader definition of the concept simply means to be able to continue something for a long time. As geographers aim to create truly sustainable outcomes, we also measure the success of responses based on whether they are economically and socially sustainable. Economic sustainability means that a response has the financial support it needs well into the future. Social sustainability means that the response is supported by the people affected, many people benefit, and there are people who can keep the project going well into the future.

Research and **evaluate** the success of OzHarvest using the above criteria.

Introduction: Provide an overview of OzHarvest and explain its aims and activities.		
	Benefits	**Challenges**
Socially sustainable?		
Environmentally sustainable?		
Economically sustainable?		
Conclusion/evaluation: Explain whether you believe OzHarvest is sustainable on the whole, having weighed up the benefits and challenges. Then state whether you believe it is successful or not.		

ACTIVITY 5.10
MAKING THINKING VISIBLE

I used to think … Now I think …

This exercise in visible thinking asks you to track the difference between what you knew about food insecurity before starting this section, and what new understandings you have acquired since reading the section.

Individually think about and answer the following prompts:

- I used to think that food insecurity …
- Now I think that food insecurity …

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DEVELOPING YOUR UNDERSTANDING 5.2

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Identify** the three elements that are required to achieve food security.
2 **Explain** why determining who has access to nutritious food is a challenging task.
3 **Describe** two ways that farming emits carbon dioxide and methane into the atmosphere.
4 **Describe** the difference between monoculture farming and polyculture farming. **Identify** some of the benefits and challenges of each.

Interpret

5 **Describe** the distribution of food security on a global scale using the PQE method.
6 Refer to Figure 5.31. You may need to use a search engine to **identify** the names of the states.
   a **Identify** which US state appears to have the highest level of food security.
   b **Identify** which US state appears to have the lowest level of food security.
   c Write down one question that you have about this map.
7 **Examine** Figure 5.28. **Identify** three countries that already have TR4, three that are at high risk of TR4 and three that are at risk, but not high risk, of TR4.

Argue

8 **Describe** the benefits of examining data on a global scale.
9 **Describe** the benefits of examining data on a regional scale.

Extension

1 Go to the Our World in Data website and search for 'Food Supply'. Click on 'Interactive charts on Food Supply' and explore the different kinds of data representations. Select 'Daily supply of calories per person'. You can look at the data using a chart or map. Select 'Map', then click on the play button at the bottom of the map; this will show you changes over time.
   a **Describe** any differences you see worldwide between 1990 and 2018.
   b **Identify** three countries that have recorded an increase in daily supply of calories between 1990 and 2018.
   c **Identify** two countries that have recorded a decline in the daily supply of calories between 1990 and 2018.
2 Select 'Chart' to see the data represented by country or region in a line graph. You can change the years that are represented by moving the setting at the bottom of the graph. Move this to show 1980 to 2018. Click on 'Add Country' to add or remove countries from the graph. Unselect any countries that have been automatically added to the list, then select the following countries: Australia, Rwanda, Tanzania, Kenya and Chad. Answer the following:
   a **Describe** the overall trends that you see for each country.
   b **Identify** the change in daily supply of calories in each country in this time period.
   c **Select** either Rwanda, Tanzania or Kenya and do some further research on that country. After completing your research, **explain** why there was a decline in the daily calorie supply in the 1990s for your selected country.

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5

5.3 The environmental, economic and technological factors that impact agricultural productivity

FOCUS QUESTIONS

- What factors influence crop yields within Australia and across the world?
- What is land used for in Australia and the world?

What do you think are our most basic human needs?

There is a good chance that these needs are met by the plants and animals that we grow and breed. Our food comes from vegetable and cereal crops, as well as dairy, poultry and meat from animals. Our clothing and shelter can also come from plants and animals. Fibre is the thread from plants or animals that is used to make products such as cloth and rope. Cotton is a plant fibre, while wool is an animal fibre. Throughout history, humans have worked hard to create a consistent food and fibre supply.

▲ **Figure 5.34** A pair of handcrafted shoes made with hemp

Dating as far back as 65 000 years ago, when Aboriginal and Torres Strait Islander peoples are known to have first practised land management, humans have worked hard to create a consistent food and fibre supply.

We have achieved this by altering biomes and increasing the amount of product that could be grown on a piece of land, otherwise known as crop yield. In this section, we will look at factors that influence yields both here and abroad.

What is a crop?

Crops are plants that are grown on a large scale, usually to sell for an income. While we often think of crops as the plants that produce our food, crops are grown for many purposes:

- Feed crops use 33 per cent of global agricultural land. They are grown to feed the 70 billion **livestock** that we eat each year. To make room for these animals, **feed lots** are often used, rather than **pasture**, and animals are given feed crops such as corn and soy instead of their natural grass diet.

livestock animals used for work, food or produce

feed lots a place where livestock are fed to gain weight quickly

pasture grassed land suitable for grazing animals

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- Fibre crops include cotton and flax. They are vital to our way of life and produce items such as paper, rope and cloth. The extremely versatile hemp crop can be developed into sunscreen, rope, shoes and sustainable building material (hempcrete).
- Oil crops include canola, olive and palm oil and can be used in food, soaps, cosmetics and for biofuel. Biofuel is made by combining vegetable oils with an alcohol and is used to fuel trucks, machinery and cars.

SHEEPT factors

In Geography, factors are the circumstances that contribute to, or cause, something to occur. One of a geographer's skills is the ability to consider the social, historical, environmental, economic, political and technological factors (or SHEEPT factors) that might influence a phenomenon and to piece this information together (see Table 5.3). The benefits of this skill include being able to deeply understand an issue, empathise with the many different people involved and their different perspectives, and see how the issue is interconnected to other events that are happening in the world. Understanding the whole picture allows geographers to develop effective responses to issues that not only work but also have the support of the people affected.

▼ **Table 5.3** Factors can be classified using SHEEPT.

Classification	Description
Social	Relating to people and their culture, values, religion, population structure, education and ethnicity
Historical	Actions or events from the past that might influence the present
Environmental	The influence of the characteristics of a natural or human environment
Economic	Relating to the earning or spending of money
Political	Relating to governments and the impacts of their decisions
Technological	The influence and uses of different types of technology

Environmental factors

The environmental conditions of our biomes have always been the most important factor in determining how much crop yield can be produced. Some world regions have been more vulnerable to food and economic insecurity than others, as some biomes produce less food and fibre to eat and trade. The importance of this is enormous; environmental factors have greatly influenced the wealth and prosperity of countries. For example, the five most useful domesticated animals (cows, horses, sheep, goats and pigs) all originated from species found in Europe. This allowed the people of Europe to thrive due to their ability to grow meat supplies and use animals for farm work. In South-East Asia, the high temperatures and precipitation levels of the rainforest biome create excellent rice-growing conditions. Rice is a major food **staple** for the region and plays an important role in achieving food security in the region.

staple a food that is a dominant part of a population's diet

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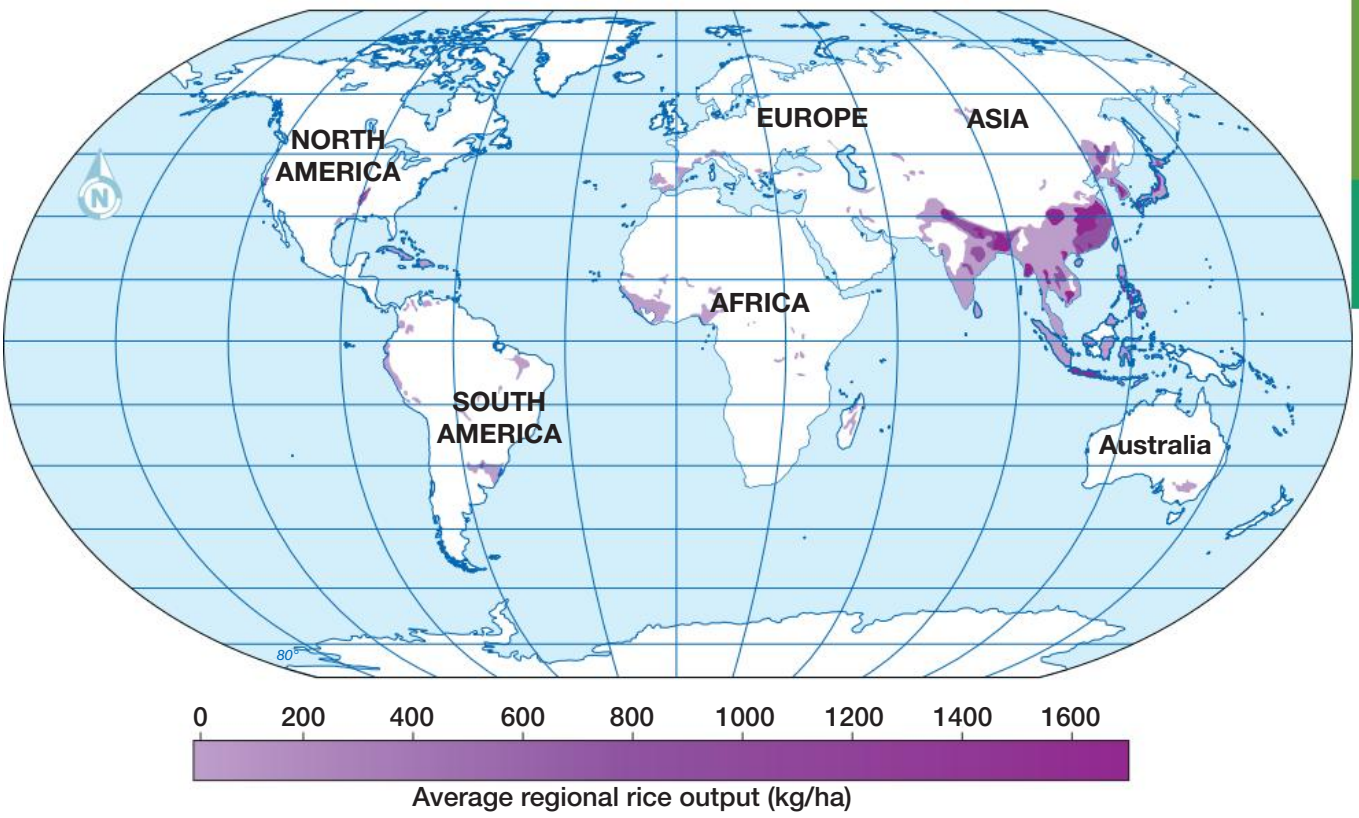
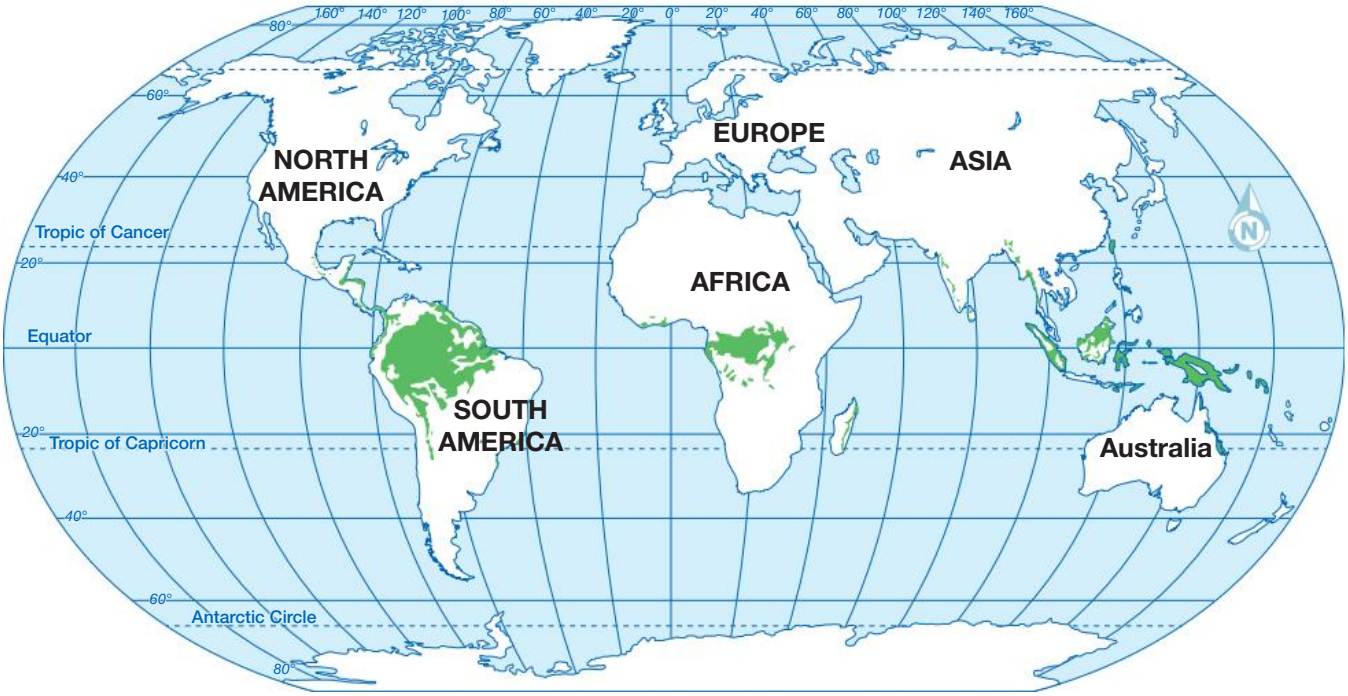


▲ **Figure 5.35** Global distribution of rice production



▲ **Figure 5.36** Global distribution of the tropical rainforest biome

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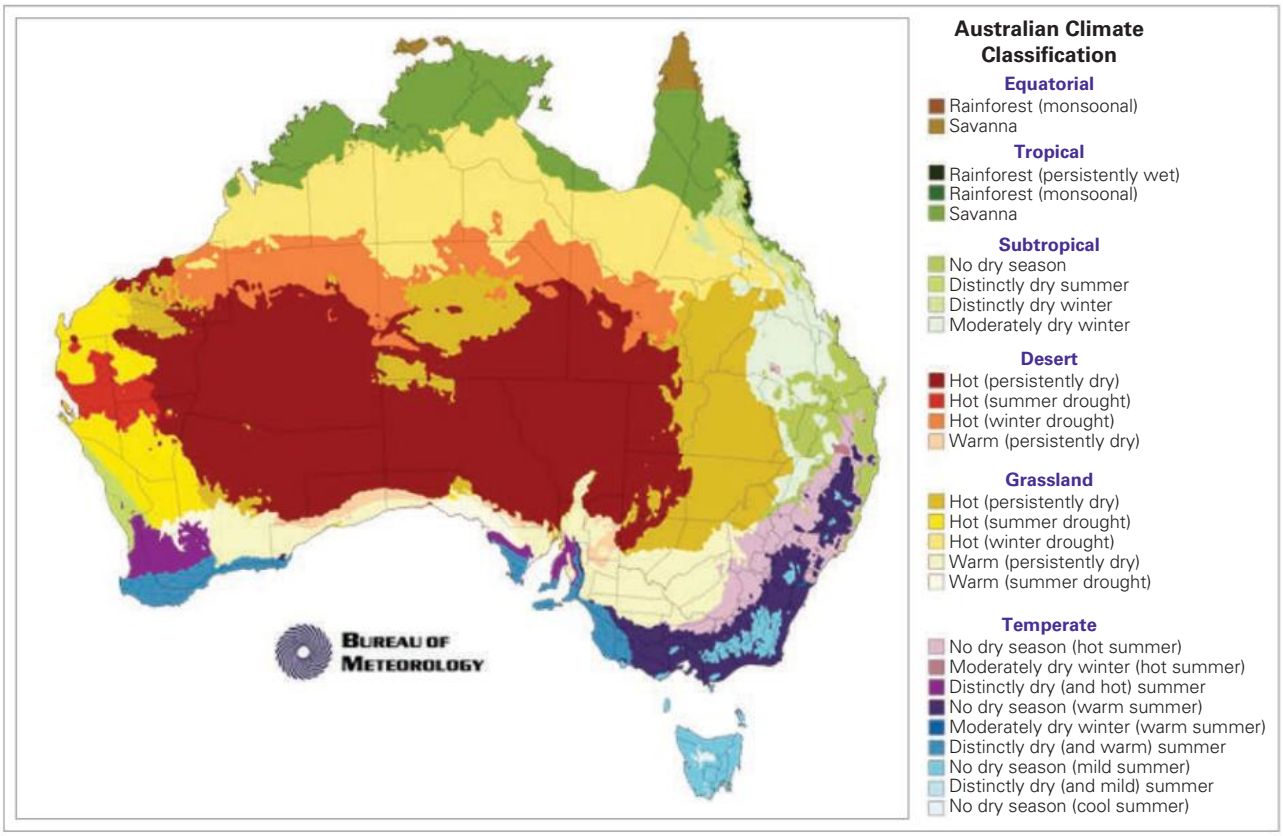
Climate

Climate refers to the long-term temperature, precipitation and wind in a region. Although all biomes pose some challenges to farmers, temperate biomes, such as those found on the south-east coast of Australia (see Figure 5.37), are often regarded as favourable for crop production. Temperate climates provide the long exposure to sunlight over spring and summer that is needed by many crops to fully develop. These climates are not too cold or too hot. Extreme cold can freeze plant cells, preventing nutrients and water from being able to flow through a plant. Extreme heat can burn crops. Temperate climates also provide a moderate amount of rainfall, and are less likely to be subject to harsh, dry winds, which can dehydrate and damage crops.



▲ **Figure 5.37** Even within temperate climates, there can be variation. This figure shows the distribution of nine different temperate climates within south-western and south-eastern Australia.

THINKING DEEPER

Can you find the climate for your region? Why do you think Australia has so many climate types?

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Topography

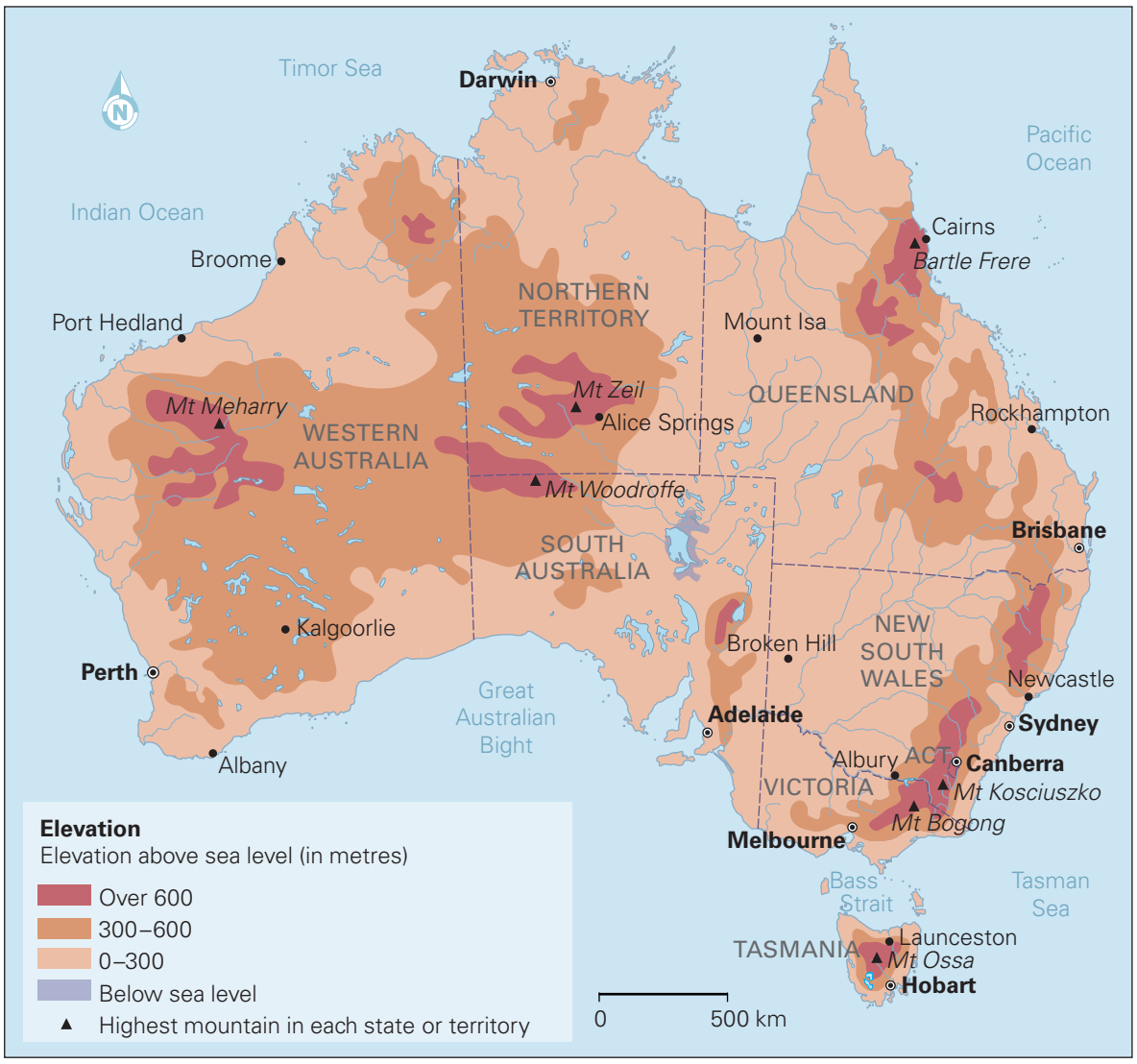
Within large climate regions, there are many smaller regions that have their own particular conditions, known as **microclimates**. **Topography** can play a significant role in determining microclimate distribution. Valleys are prone to frost. Frost can kill crops, such as wheat and canola, because overnight the warm air rises and the cold air sinks to the crops' level. The **aspect** of a farm can further impact yield. In Australia, a slope facing east will get the gentler morning sun, whereas a west aspect will get the hotter and harsher afternoon sun. As the sun is to our north in Australia, a southern-facing slope will be cooler and the further south in the country you are, more prone the slope is to damaging winds from the Southern Ocean.

microclimate the climate of a very small area that is different from the surrounding climate

topography the shape of the land's surface, which includes landforms such as hills, plateaus and valleys

aspect the direction that a slope faces

Topography also influences soil moisture content. Adequate soil moisture is needed to provide water to plant roots. Places of higher elevation cannot absorb much water, as gravity causes water to flow downhill too quickly to be absorbed. A steep topography also has very little soil for plants to grow in. This is because the fast movement of water down a steep slope collects the soil and transports it downhill, leaving only bare rock on the hill or mountainside.



▲ **Figure 5.38** In this elevation map of Australia, the areas marked at over 300 metres above sea level along the eastern coast of Australia make up the Great Dividing Range.

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terracing sloped land that has been cut into flat platforms for farming

humus the organic part of soil that is formed when micro-organisms break down plant material

Despite these challenges, many regions across the world have found a way to increase crop yield on sloped land. In fact, the art of **terracing** is an old one, used by the Wari culture in the South American Andes over 1000 years ago for potatoes and maize (corn). Terracing involves cutting a series of steps into the side of a slope, as seen in Figure 5.39. The steps help to slow the water as it moves downhill, improving the soil moisture content. It also slows the movement of soil. This gives plants a chance to grow their roots, which bind the soil and reduce erosion. In the high rainfall regions of South-East Asia, rice is a popular terraced crop, while in the drier Mediterranean region, terraced fields grow olives and grapes.

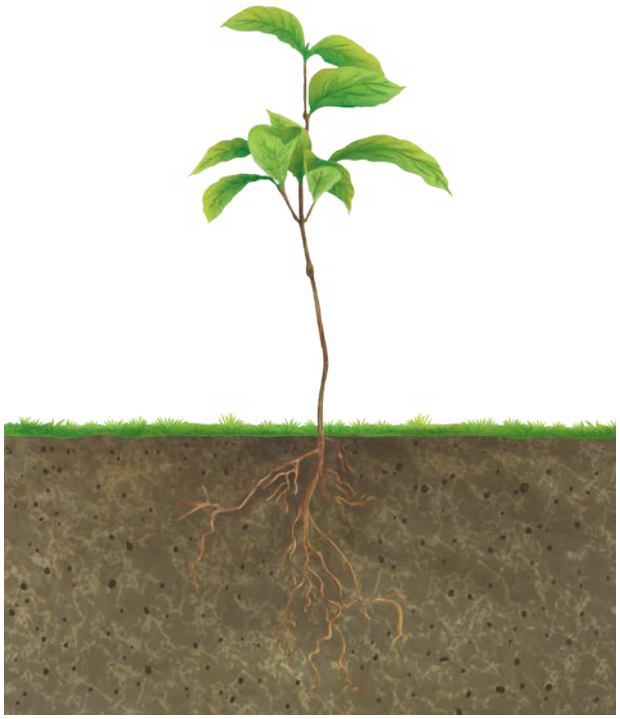
▲ **Figure 5.39** Olive groves and vineyards in terraces, in Portugal

Soil

Healthy soil is vital to plant health and yield. Soil is the top layer of earth and consists of minerals, water, air and **humus**. Healthy soil increases plant yield by providing the balance of nutrients, minerals, air, water and microbial life that a plant needs to grow healthily and resist diseases. In healthy soil, you will find more microbes in one teaspoon than you will find humans on Earth.

Soil supports plant life in the following ways:

- Air pockets provide room for roots to grow and provide oxygen to the roots.
- Humus acts like a sponge and retains water, increasing soil moisture, and reduces erosion by adding soil structure.
- Micro-organisms break down organic matter, detoxify the soil and kill disease organisms.
- Nitrogen helps plants convert the sun's energy to plant food.
- Phosphorus helps transfer energy from sunlight to plants and encourages plant growth.
- Potassium improves the quality of fruit and helps plants fight disease.
- Calcium is important for root health and leaf growth.



▲ **Figure 5.40** Healthy soil helps plants to grow and can improve crop yield.

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Agricultural revolutions

agriculture the process of growing crops and raising animals for human use and food

The transformation of human societies from hunting and gathering to subsistence **agriculture** is often referred to as the First Agricultural Revolution. In subsistence agriculture, farmers grow food crops mainly to feed themselves and their families. If they have excess produce, they may sell it to gain a small profit, but this is not the main aim. Subsistence agriculture is still practised by many people, particularly in sub-Saharan Africa, and parts of Asia and Latin America.

The Second Agricultural Revolution in the seventeenth and early eighteenth centuries refers to the dramatic increase of crop yields in Britain. This was due to many changes, including the increased use of the horse-drawn seed drill, which made human labour less intensive and more productive.

The most recent great change occurred during the Green Revolution, or Third Agricultural Revolution, between 1950 and the late 1960s. This revolution has largely set the scene for the type of farming we recognise today, often called intensive industrial agriculture.

Unlike subsistence agriculture, the goal of intensive industrial agriculture is to increase crop yields to make a profit. The United States is an example of a country that has embraced agricultural technology. This has made it one of the top 10 producers of corn, wheat, potatoes and sugarcane, even though only 1 per cent of people are employed in agriculture. Despite the success that some countries have had, we are beginning to pay more attention to the longer-term economic, environmental and health concerns of these methods.

▲ **Figure 5.41** A Bakweri farmer working in his cocoyam field on Mount Cameroon in south-western Cameroon

▲ **Figure 5.42** A horse-drawn seed drill

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Precision farming

For some farmers, there is a feeling that another revolution is upon us. Precision farming is regarded as the Fourth Agricultural Revolution. It is poised to relieve us from the most negative consequences of intensive industrial agriculture. Precision farming uses spatial technology such as sensors, drones and GPS to reduce the amount of labour, irrigated water, pesticides and fertilisers needed. GPS can be used to direct a tractor using satellite data, without the need for a human driver. Moreover, farmers can gather data about their soil's pH, nutrient and moisture content. This data can determine where to grow particular crops and apply fertilisers, rather than dose the entire field with fertilisers, which is expensive and harmful to the environment. Data can even be gathered on animals – a device like a fitness tracker secured under a cow's chin provides farmers with data such as temperature and heart rate. This allows farmers to detect illness, stress or even when a cow is going into labour.

▲ **Figure 5.43** Is this the future of farming? With the help of modern technologies, monitoring how much time a cow spends eating, lying down, walking and standing can be done with a fitness tracker and a smartphone.

Economic factors

Running an industrialised farm requires more financial input than subsistence farming. So, what are you paying for when you pay for a tomato or an apple?

TRANSPORT

Some of the fresh food in your fridge has potentially travelled thousands of kilometres to get to you using refrigerated transport, which uses a large amount of energy and fuel. Places close to cities and towns can yield more perishable foods that can survive the short travel distance to market, while more rural places will grow foods that can afford the cost of transport.

▲ **Figure 5.44** If you are buying lemons in a supermarket in Townsville, how far do you think the product has travelled to get from the farmer's orchard to you?

LABOUR

Despite technological improvements, agriculture still relies on people to perform much of the physical work. This is known as 'labour'. Agriculture needs skilled workers who can understand the environmental factors that improve crop yield. Wisdom and skill have often been passed down through farming generations. However, an increasing number of Australia's youth are moving to **urban** environments, rather than taking on the family farm. The average age of farm owners has risen from 40 to 55 in 25 years. To secure a future of sustainable crop yields, it will be important for people of the next generation to engage with and take on the challenges of the agricultural industry.

urban relating to a city or large town

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MARKET

The price of produce is often determined by **market forces**. This can put enormous pressure on farmers to sell their produce when it is worth a lot of money on the market, regardless of whether the produce is ready to be harvested. This can impact the yield's quality. For instance, a potato farmer may spray their crop to harden the potato skin so that it can be harvested at a time when the price is right, rather than waiting for the potato to naturally mature and harden its skin when it is ready.

CAPITAL

The use of large machinery has dramatically increased the use of **fossil fuels** on farms, and made the price of food and fibre interconnected with the price of oil. Such machinery, as well as the constant need to buy fertilisers and pesticides, is very expensive. All of this impacts the outlay of capital that an individual or company needs in order to function or expand their business. This is linked to market forces, as a farmer may reduce their crop yield if the price they receive for the crop is too low and the cost of **inputs** is too high to make large-scale planting worthwhile.

market forces economic factors that affect the price, demand and availability of a product

fossil fuels natural fuel, such as coal or gas, made from the remains of living organisms

input what is brought into a farm or farming system (e.g. water, machinery, chemicals)

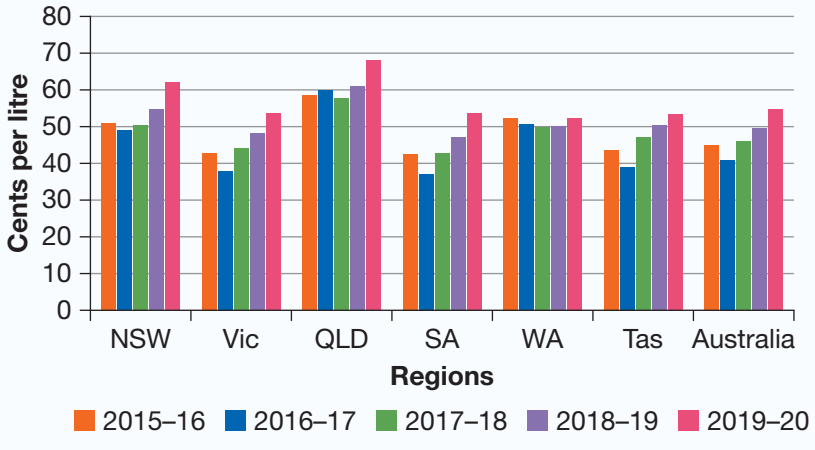
CASE STUDY 5.2

The price of milk

Farmers provide the milk made on their farm to milk-processing companies. The processors decide what price they will pay for the milk. The milk is then distributed by the processors to supermarkets before finally being purchased by us, the consumers. Many countries in the world have laws that stop processors from offering farmers a price for milk that is too low. In Australia, these laws were changed in 2000. Now our dairy prices are set by market forces, and different processors are allowed to set different prices for milk. Farmers are sometimes forced to sell their milk to processors very cheaply.

In July 2019, Coles, Woolworths and Aldi increased the price of their home-brand milk by 10 cents; however, those additional 10 cents did not reach the dairy farmers.

David Janke, a Queensland dairy farmer based near Toowoomba, pleaded for supermarkets to increase the price of milk, as otherwise, with the addition of the drought, he warned that many dairy farmers would be forced to sell their cattle and leave the industry. On 1 January 2020, the mandatory Dairy Code of Conduct was adopted.



▲ **Figure 5.45** Evolution of the farmgate milk price (the price farmers are paid by milk processors) in all the states and in Australia, on average, from 2015 to 2020

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ACTIVITY 5.11
MAKING THINKING VISIBLE

Circle of viewpoints

Position yourself from *each* of the viewpoints in Question 1 to complete this activity. (This could be a class/group discussion activity.)

1. I am thinking of the price of Australian milk from the point of view of … the dairy farmer/environment/producer/consumer/cows.
2. I think … **describe** the topic from your viewpoint. Be an actor – take on the character of your viewpoint.
3. A question I have from this viewpoint is … ask a question from this viewpoint.

Wrap up – What new ideas do you have about the topic that you didn't have before? What new questions do you have?

▲ **Figure 5.46** Tournon-sur-Rhône and Tain l'Hermitage, with the Rhône River in the middle, France

How is land used?

We have just one planet, which, along with the sun, provides everything we need to live, work and play. Not all biomes provide the prime conditions required to support all our human needs. However, our social and technological advancements have allowed us to use every continent of Earth in some way. As the human population grows, along with our desire for greater comforts, competition for the limited available land becomes tougher.

COMPETITION BETWEEN TYPES OF CROPS

As we have learned, land can be used to grow food crops, livestock feed, fibre and oil. There is much debate around how to best use the land available to us. Figure 5.47 graphs the current use of agricultural land worldwide, while Figure 5.48 shows how much land is required by various food types to produce a gram of protein.

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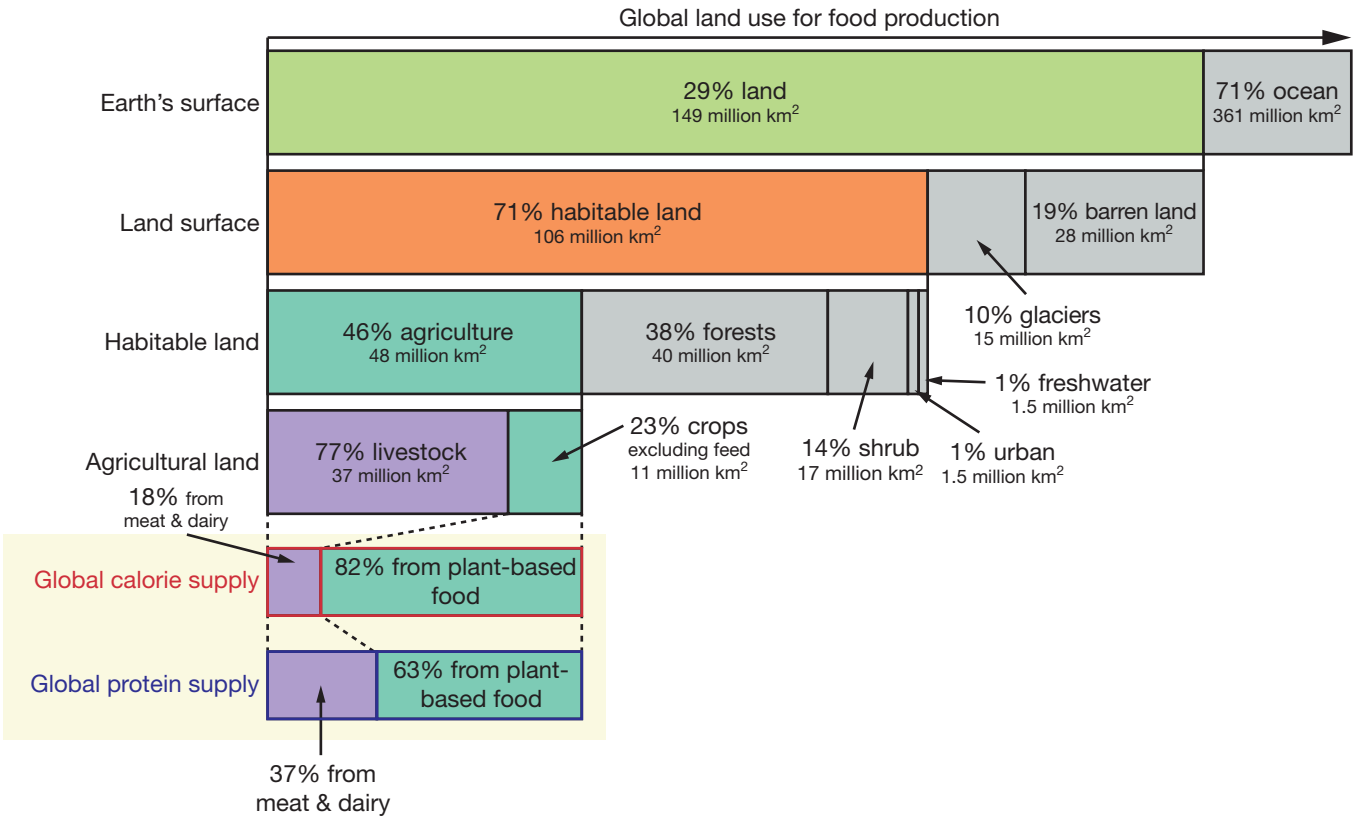
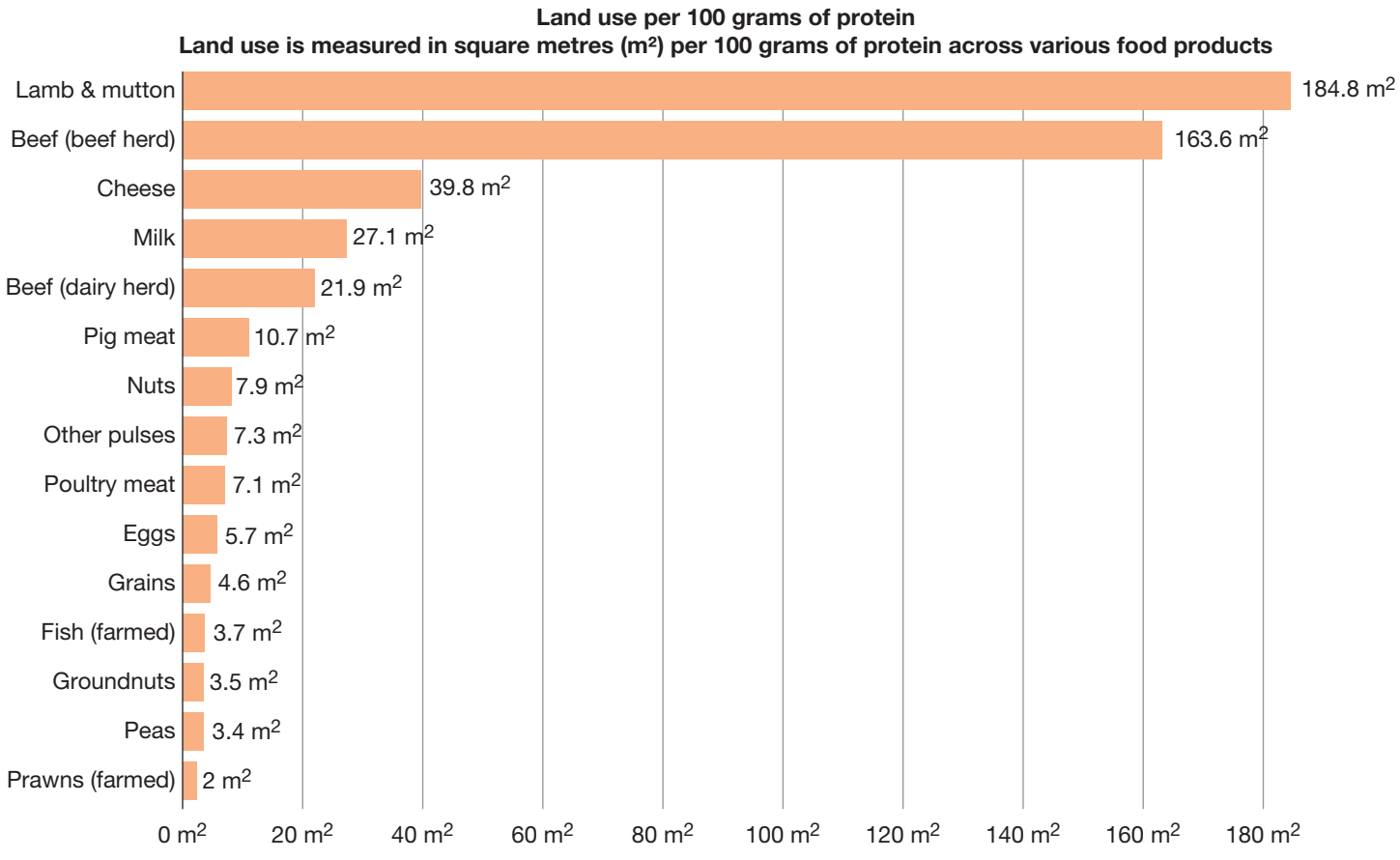


▲ **Figure 5.47** Surface area of land used for food production



▲ **Figure 5.48** Land use per gram of protein for different food types

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Competition between crops can lead to food insecurity when market forces encourage farmers to grow non-food crops. This was the case in Mexico in 2007, when the price of corn became too expensive for many Mexicans, leading to the 'tortilla riots'. To understand the process that led to these riots, complete Activity 5.12.

ACTIVITY 5.12

Research task

Watch Video 5.2.

Arrange the following facts in order to **create** a flow chart. **Illustrate** your flow chart with drawings, symbols or pictures that relate to each step in the process.

- Mexico increased the amount of corn it imported from the United States from 8 per cent to over 30 per cent. This made Mexicans reliant on the United States for their food security. The Mexican Government made this decision as corn imports were cheap.
- The Mexican Government was forced to limit prices to 8.5 pesos (77 US cents) per kilogram to ensure that people could afford food. Some suppliers ignored the agreement as it was not legally binding.
- This may not be the end of the story, as biodiesel demand continues to increase.
- In 2007, the United States increased its sales of biodiesel to Europe at a good price for use in cars and trucks.
- In 1994, the North American Free Trade Agreement allowed free trade to occur between Mexico and the United States.
- This drove the prices of US corn up, as the United States could make more money using its corn for biodiesel production.
- Many Mexicans could not afford the rising cost of tortillas, pushing them towards increasing levels of food insecurity.
- Food insecurity can result in political instability, as people become desperate from hunger or the fear of hunger. In this case, Mexicans started riots to protect the price of tortillas.
- In 2007, the increase in corn prices made tortillas expensive, as these are made from corn.

▲ **Video 5.2** The Hidden Costs of Turning Food into Fuel. Access this video online at https://cambridge.edu.au/redirect/10178.

COMPETITION BETWEEN AGRICULTURAL LAND AND URBAN SETTLEMENTS

fertile soil that is capable of producing a lot of crops

The best cropland is often the same land where people want to live and play. This is not an accident. Civilisations were able to settle permanently in areas that have **fertile** soil and consistent water supplies. Therefore, there is often a strong interconnection between areas of high population and fertile land. While much of this land has already been turned into cities and townships, the best remaining land for crop production is often found in regions that border cities, called peri-urban regions.

Urban settlements are human-built environments with large populations, such as cities, towns and suburbs. Many people choose to live in urban settlements owing to easy access to the things they need and enjoy.

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These include schools, health centres, cultural activities, social services, transportation and jobs. The social and cultural diversity also allows people to enrich their lives by interacting with many types of people, giving them a feeling of belonging to a community.

As urban settlements grow, the surrounding land that was once used for agriculture becomes threatened. For example, Guangzhou was once a small village near the Pearl River Delta in China. The rich soils made it a good place to practise farming. When the government decided to urbanise the region, the city expanded rapidly to merge with nearby cities to create the Pearl River Delta Economic Zone, which is now home to approximately 70 million people. The enormous population is largely thanks to the economic benefits that this region offers, as there is a high demand for workers and booming industries. However, farmers were forced to leave behind their homes and way of life.

> Less than a decade ago, it was just a village. Then the cranes came … They swallowed the farms and villages of our neighbours. We've been offered a new place to live, but it won't replace what we have here.

▲ **Figure 5.49** A Chinese farmer reflects on the changes happening to his village due to urban expansion. To find out more about urbanisation and farmland in China, search the website Citylab for 'Life on the Forgotten Farms of Guangzhou'.

urban sprawl the ongoing spread of roads, houses and infrastructure over a vast area

non-arable land that cannot be farmed

Closer to home, population growth is predicted to increase rapidly in South East Queensland from approximately 3.6 million in 2020 to 5.44 million by 2041. **Urban sprawl** may impact the region's food security. The Lockyer Valley, a region to the west of Brisbane, is one of the top 10 most fertile farming regions in the world. As such, it is sometimes referred to as 'Australia's Salad Bowl'. Increasing urbanisation is occurring in this region. However, urban planning measures are in place to make sure future developments are built on **non-arable** land. Without these planning measures, food production might decrease. This would mean that the South East Queensland region will then become more reliant on food from further away, which is more expensive due to transport costs and more unreliable due to threats to the food supply in other parts of the world.

▲ **Figure 5.50** Guangzhou is not a small village any more.

▲ **Figure 5.51** The Lockyer Valley lit up by a full moon

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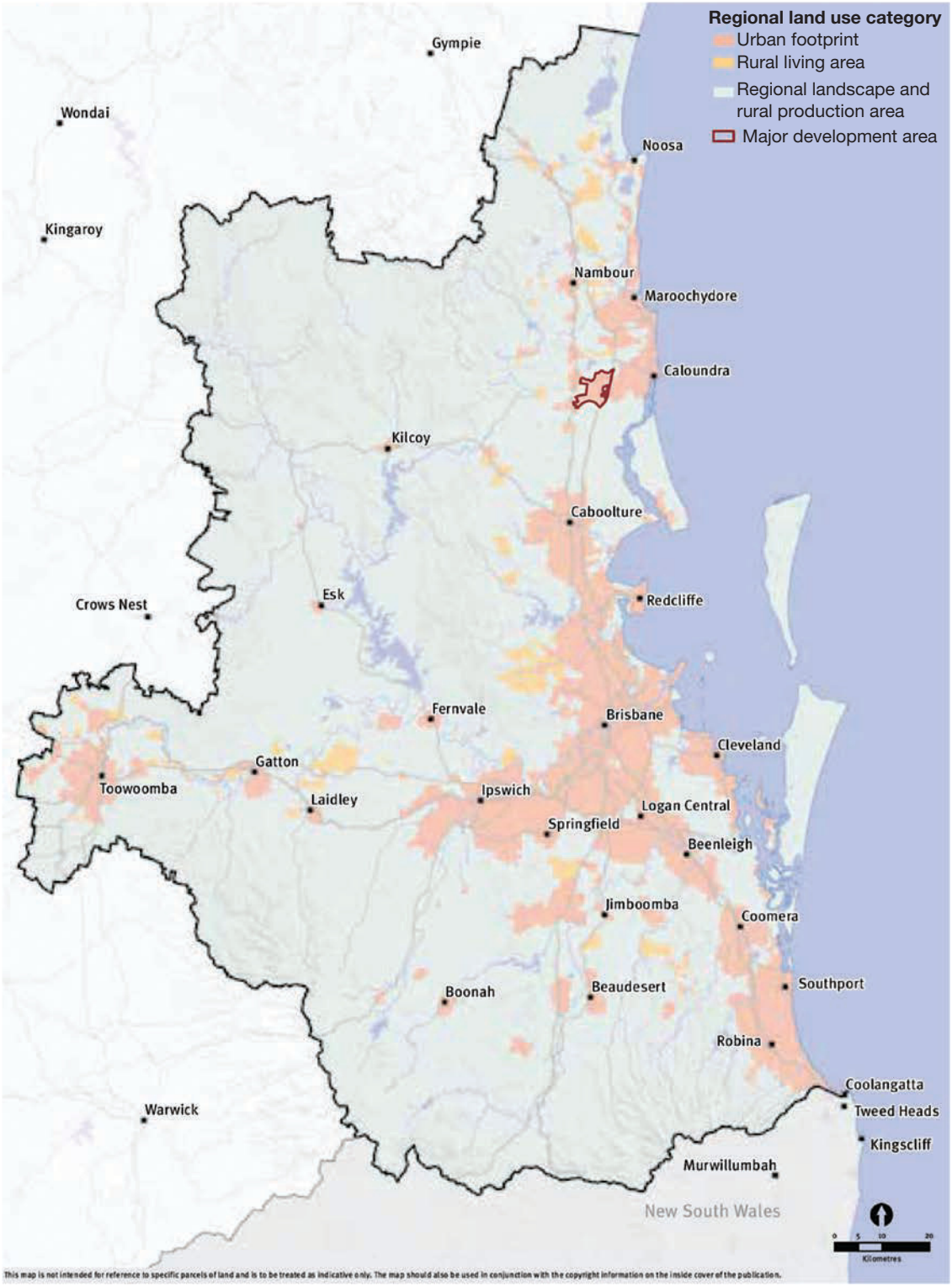
Urban growth responses

One way that Queensland restricts areas from future development, protecting our environment and food supply, is through regional planning. In South East Queensland, future urban development can only occur in places classified as part of the Urban Footprint. Other areas are classified as either Rural Living Areas or Regional Landscape and Production Areas.



▲ **Figure 5.52** The South East Queensland Regional Plan maps out priorities for the region. This map shows the Urban Footprint as well as the Rural Living Areas and Regional Landscape and Production Areas of South East Queensland for the next 25 years.

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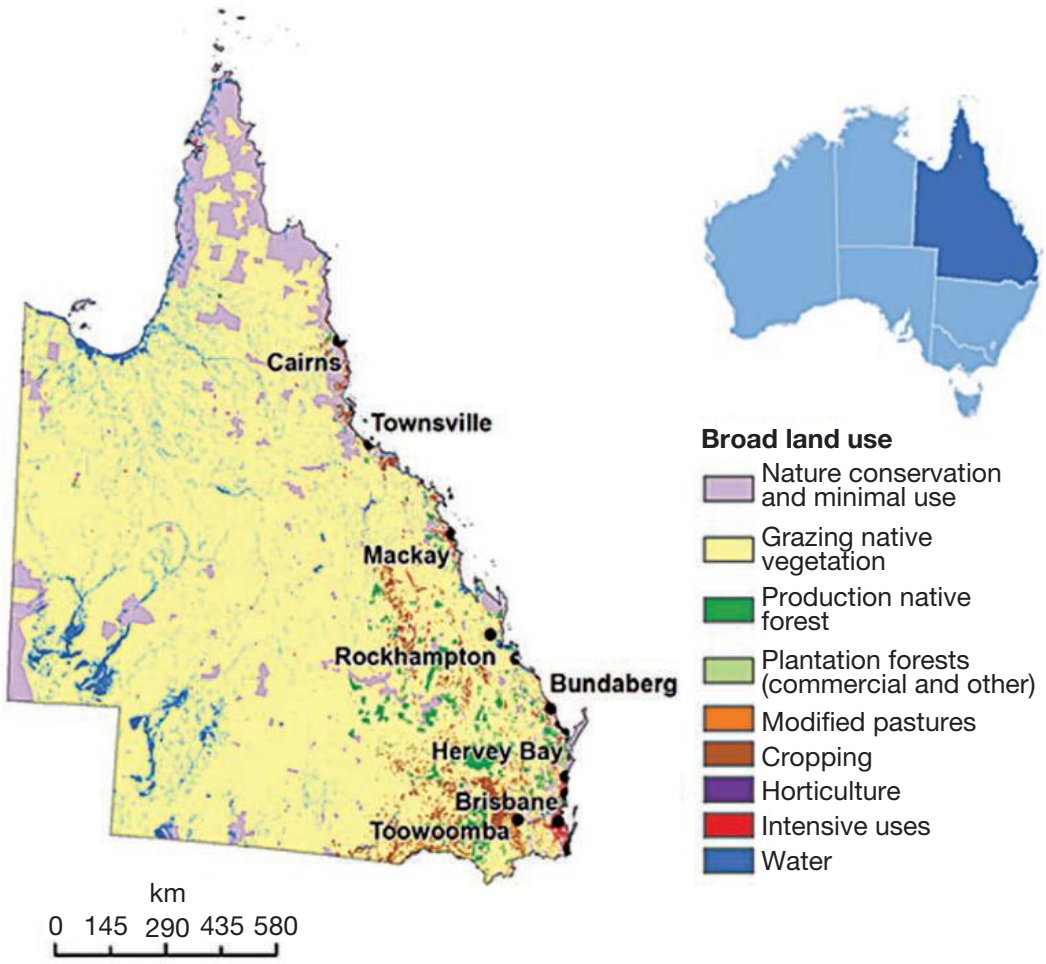
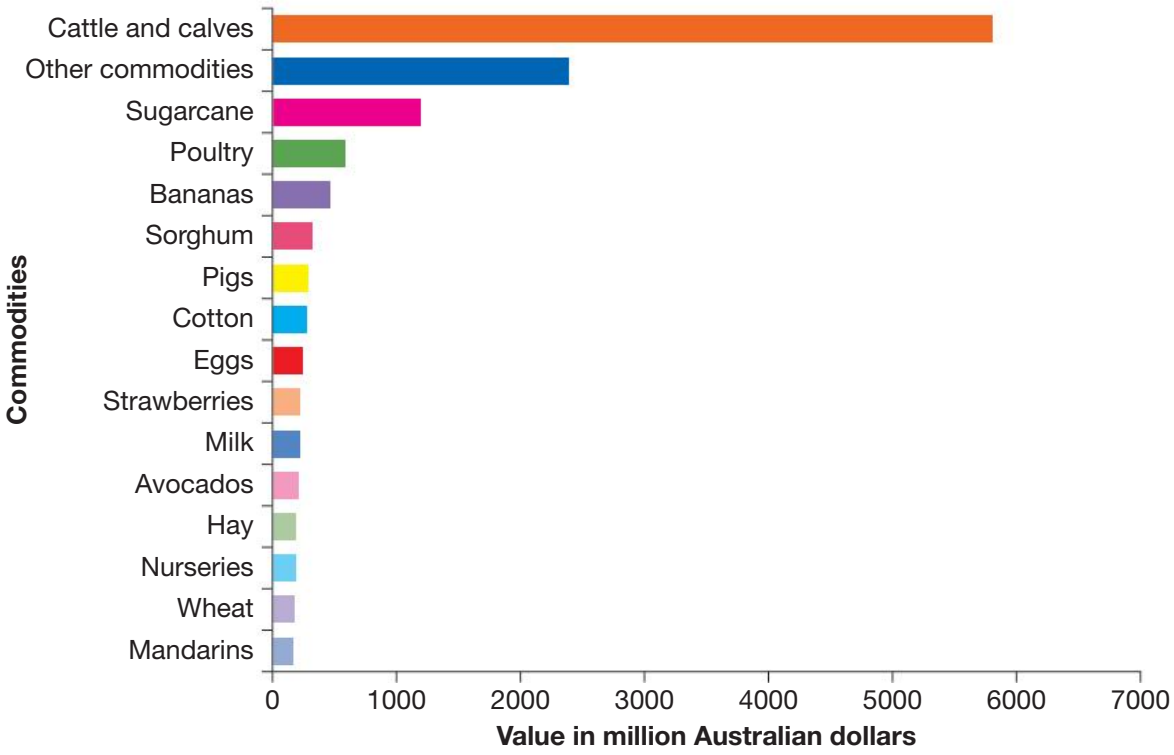


▲ **Figure 5.53** Broad land use in Queensland (updated in 2018)



▲ **Figure 5.54** Value of agricultural production, Queensland, 2018–19. Agricultural production in Queensland is an important part of our income and identity. Cattle production is by far the most valuable farming product in Queensland, followed by sugarcane and poultry.

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▲ **Figure 5.55** Urban development in Plainland between 2002 (left) and 2021 (right)

ACTIVITY 5.13

Describing spatial patterns of change

To describe the changes of a phenomenon, it may be useful to use the LQDE (Location, Quantify, Description, Exception) method as a guide. This method can help you describe the changes you see in detail, including not only describing the type of change that you see, but identifying where and how the changes are occurring and the extent of the impact. The following is an example guide to using the LQDE method:

1. *Location* of the change
2. *Quantify*
   - **a** Include dates and times where possible.
   - **b** **Describe** the distribution of change by using distance, area, direction, amount of change. For example, how many paddocks, houses or streets have been involved in the change?
3. *Description* of change
   - **a** What do you see before, during and after the change?
   - **b** If possible, **explain** the process of change.
4. *Exception*: For example, is there an area where change has not occurred or has occurred in a different pattern or time frame?

Describe the change you see in Plainland using the LQDE method. Refer to the images in Figure 5.55.

ACTIVITY 5.14

Representing a study area using a sketch map

Just as line drawings can be drawn from ground-level observations or photographs, it is possible to make sketch maps using aerial or satellite photographs or an elevated view.

Here are the steps you should follow to make a sketch map from an aerial or satellite photograph:

1. Draw a border the same shape as the aerial photograph.
2. Draw in the main features (e.g. roads and coastline).
3. **Decide** on the amount of detail required and add it to your sketch map.
4. Label the main features on the sketch. Add colour and shading if appropriate.
5. Complete the sketch by adding a title, scale, north point and, if necessary, a legend.

▲ **Video 5.3**
Sketch maps

Construct a sketch map of your school or home using a satellite image. You can use Google Maps or Bing Maps to locate your school or home by typing in the address to the search bar. Change the view to satellite and zoom in as far as possible.

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DEVELOPING YOUR UNDERSTANDING 5.3

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** the difference between subsistence agriculture and industrialised agriculture.
2 **Explain** why temperate climates are good for growing crops.
3 **Explain** the term 'urban settlement' and provide two reasons why people choose to live in urban settlements.
4 **Explain** what is meant by the term 'sustainability'.

Interpret

5 **Explain** how topography affects soil moisture content and erosion on a steep slope.
6 **Describe** the spatial association between tropical rainforests and rice-growing regions using the DQE method, using Figures 5.35 and 5.36 as a reference.
7 **Describe** the interconnection between fertile land and urban settlements.

Argue

8 If the market price for your potatoes were high, would you spray them to sell them immediately or wait until they were naturally ready? Take on the role of a potato farmer and discuss the pros and cons that could influence your decision.
9 'A vegetarian diet supports a more sustainable use of land than an omnivore diet.' To what extent do you agree? **Use** the evidence in Figures 5.47 and 5.48 to support your answer.

Extension

SMART farm

1 Watch Video 5.4.
   a **Identify** the precision agriculture technologies being trialled at the SMART farm in Kirby.
   b Choose one of these technologies to **investigate** further. Ensure that you:
      - **Identify** and **describe** the technology
      - **Explain** the job it performs on farms and how it works
      - **Describe** the strengths and weaknesses of this technology.

▲ **Video 5.4** UNE SMART Farm. Access this video online at https://cambridge.edu.au/redirect/10180.

2 **Create** a terraced fields tour on Google Earth. Choose three of the following sites, or choose your own:
   - Ranikhet, Uttarakhand, India
   - Tain-l'Hermitage, France
   - Blue Terraces, Shengyan Section, Yuanyang, Honghe, Yunnan, China
   - Jatiluwih, Tabanan, West Bali.

   Locate each site on Google Earth and **create** a summary box for the site that includes:
   a The absolute location (latitude and longitude)
   b The highest and lowest elevations of the terraces
   c The scale (size) of the terraces. You can calculate the area of the terraces by using the measuring tool on Google Earth.
   d The natural characteristics that you observe in this region, including which crop/s are being grown
   e The human characteristics of the region (the type of human activity and infrastructure that you can see)
   f A photo of the region.
3 **Create** a 3-D topographic map of one of these sites – refer to the 'Guide to working with topographical maps' in the Interactive Textbook.

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5

5.4 Challenges and management strategies for sustainable food production and food security in Australia

FOCUS QUESTIONS

- How did the First Australians achieve food security?
- Can agriculture improve the environment?
- What land and resource management strategies are being used to try to achieve food security on a range of scales?

How did the First Australians achieve food security?

Do you know that Australia has the longest known history of agriculture in the world? In fact, there's evidence to suggest that First Nations peoples were baking bread 65 000 years ago; that's 50 000 years before the Egyptians! This history is a remarkable tale of adaptability, ingenuity and sustainable land management based on an intelligent understanding of the environment.

Australia's biomes were first altered to grow tubers and cereals as well as to harvest meat, fruit and vegetables. Moreover, the farming and storage methods used by First Nations peoples allowed the landscape to sustain them for thousands of years. They even survived the last glacial maximum period, a time when Earth was so cold that many forests disappeared, animal species became extinct and vast volumes of surface water disappeared. As we saw in Chapter 1, colonising society ignored and denigrated First Nations peoples' intellectual, social and economic achievements. So, today there is clearly a great potential to learn more about Aboriginal agricultural practices and to use this knowledge of food security during this new period of great change.

▲ **Figure 5.56** Kangaroo grass is used to make flour.

▲ **Figure 5.57** Digging for yams on the river bank in Arnhem Land, Northern Territory

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TUBERS

Some plant species have edible tubers, which are thick-skinned structures made of stems or roots that grow underground. The most familiar tubers in people's diets today are potatoes, introduced by European settlers in the 1700s. However, well before the introduction of potatoes, other tubers were commonly used in Australia. Torres Strait Islander peoples cultivated tubers such as taro. The yam daisy, called murnong in the Woiwurrung language, grows in southern and eastern Australia, including Tasmania, and was a staple for many peoples in these regions. It is said to be eight times as nutritious as potatoes.

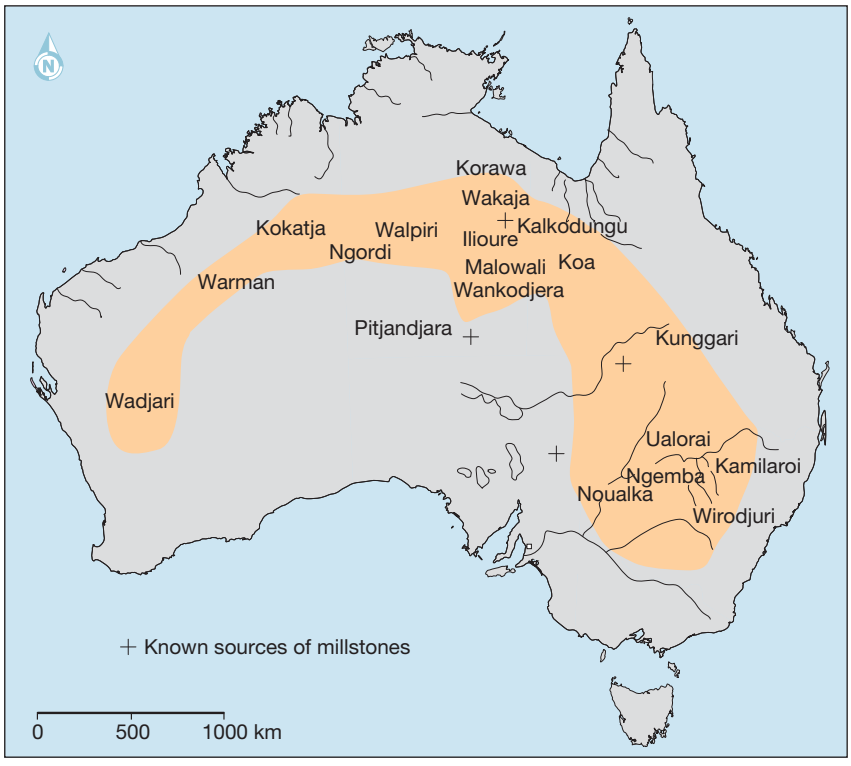
Tubers such as the murnong and nodding greenhood were so valued by First Nations peoples in these areas that biomes were altered to increase their yield and distribution. This was achieved through methods such as fire-stick farming and terracing. Fire-stick farming involves choosing the areas with the best soil and burning the vegetation in those areas in order to clear the space for planting. Specific tools were then used to **till** (turn or dig) the soil. This improved the soil, as the ash from the burned vegetation provided valuable nutrients. Terracing was used on sloping clay soils, allowing First Nations peoples to extend their crops to steeper land.

till dig or loosen the soil to prepare it for planting

Fire-stick farming, terracing and tilling were sustainable farming techniques. They returned nutrients to the soil, reduced erosion and helped the soil and plants absorb rainwater. The result was a soil that was rich, fertile and so soft that it was described by one early European settler as being sponge-like.

CEREALS

Cereals such as panicum (wild millet) and kangaroo grass are another vital part of the First Nations peoples' diet and economy. As Figures 5.58 and 5.59 illustrate, Australia's grain belt distribution is quite different under the management of First Nations peoples and covers land that does not suit introduced crops.



▲ **Figure 5.58** Where native grains are grown, listing the names of some peoples who used grass seeds.

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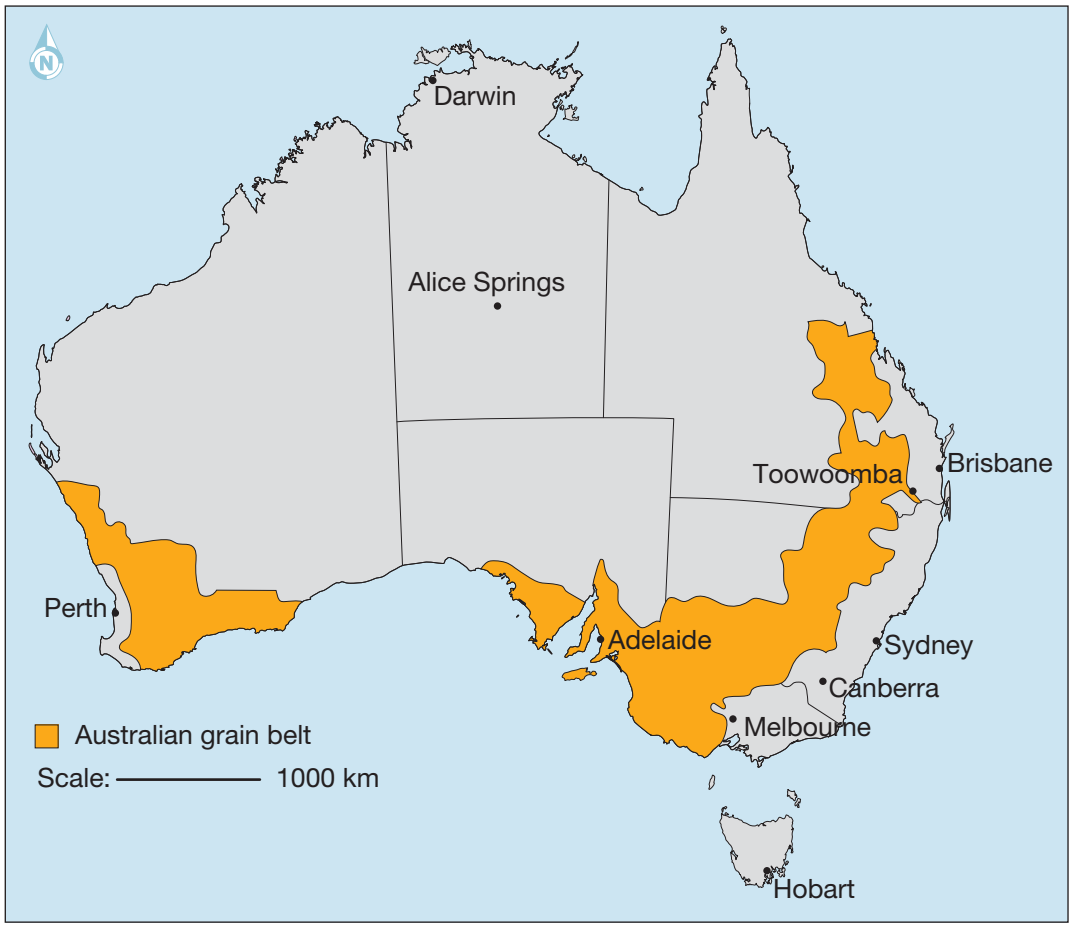
Above the Aboriginal grain belt, cereal such as wild rice is grown in warmer waters.



▲ **Figure 5.59** Where imported grains are grown.

ACTIVITY 5.15

Describing spatial patterns using the PQE method

1 **Describe** the spatial pattern of where native grains are grown as shown in Figure 5.58.
2 **Describe** the spatial pattern of where introduced grains are grown as shown in Figure 5.59.

domestication growing and adapting wild plants for human use

Seed **domestication**, irrigation, storage and trade ensured a nutritious and reliable cereal supply. Seeds become domesticated when humans get involved in the growing process by continuously choosing seeds to save and replant the following year. Over time, due to this process of human selection, the seeds change their structure and the plant becomes dependent on humans to grow. Usually, the seeds chosen are ones that show desirable traits, such as good size, taste and yield.

Large dams and wells were built, and the course of some rivers was diverted (changed) to provide irrigated water to crops to increase their yield and assist their growth. There is evidence of huge dams made of clay and pebbles that could store 700 000 litres of water in Queensland, and many more examples of similar constructions are to be found on public and private land today.

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As a result of these efforts, **surplus** seeds were harvested and stored. This was significant in terms of food and economic security, as it allowed people to remain in one area, build permanent houses to live in, increase their population and engage in more non-agricultural activities. Surplus seeds were also traded or gifted. This led to further distribution of the seeds in areas where they had not naturally grown and diversified existing products.

surplus more than you immediately need

MEAT

Animal (game) farming provided a great supply of protein. Herding and harvesting were common approaches to secure this type of food. For instance, some First Nations peoples used brush fences to channel kangaroos and emus into a limited area, where a net was stretched across to catch the animals. Similar nets were cast from one riverbank to another to catch birds as they flew by. This was sustainable because, once the animals were trapped, people could select which ones to kill, releasing the young and female animals.

Fish were an additional source of protein. They were farmed and caught due to some impressive feats of river engineering, resulting in structures that were built so sturdily that they still exist today. According to Grace Gordon, Ngemba Elder and chair of the First Nations-led Ngemba Community Working Party (NCWP), the enormous fish traps used by Ngemba people along the Darling River in Brewarrina, seen in Video 5.5, are 'the oldest ancient man made structure in the world'. The process involved herding fish into human-made rock pools. These pools had openings that allowed fish to swim through. However, when fish were needed, people would block the pool openings with rocks. The pools are set at various heights so that they could be used no matter how high the water level.

This farming provided such a secure supply of food that communities flourished. At Lake Condah, the remains of houses as well as a network of channels are suggested by some to be evidence of a township of about 10 000 people. Cultural activities and gatherings were also supported by the large amount of food provided by using these fishing techniques. When many groups came together, the traps were set in place prior to the meetings to ensure there was enough fish to provide for the increased population over that time.

▲ **Video 5.5** The Brewarrina historical Ngemba fish traps on the Barwon River are estimated to be over 40 000 years old and one of the oldest human-made structures on Earth. (Use QR code to watch video.)

This method of farming was sustainable, as it allowed smaller fish through, trapping only the adult fish and only when needed. Particular traps in a system were managed by specific families who each had a responsibility to make sure that other families upstream or downstream in the river had enough fish supply too.

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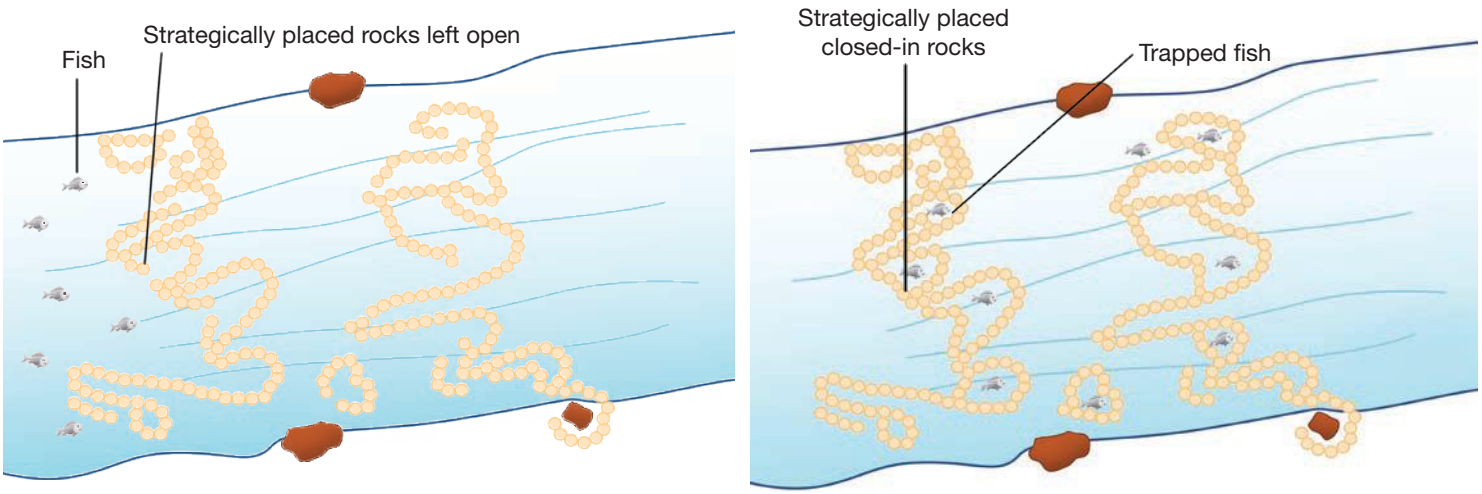
▲ **Figure 5.60** A bronze sculpture of a tow row net outside the Gallery of Modern Art (GOMA) in South Brisbane

Furthermore, a remarkable example of herding involved a partnership between the Quandamooka people of Minjerribah (North Stradbroke Island) and one of their totem animals, dolphins. The dolphins would be called by Aboriginal men who would slap the water and dig in the sand with their spears. They would come when called and herd fish into gutters. The people would then catch the fish in tow-row nets. Once the people had enough fish, they would feed the rest back to the dolphins.



▲ **Figure 5.61** A diagram illustrating how the Brewarrina fish traps worked. In the image on the left, the traps are open, so the fish are able to swim back out of the traps. However, when food was required, the traps would be closed off with rocks (as seen in the image on the right) to stop the fish from swimming through.

Concept: interconnection and sustainability

First Nations peoples had an understanding of interconnection and sustainability long before these words existed. Things that Europeans would consider living and non-living things are all alive, interconnected and nourished by a spirit. People, information and resources were further interconnected across the country through songlines or walking routes.

AUSTRALIA TODAY

The Australian agricultural landscape as we know it today looks quite different from how it was. When the first Europeans arrived in the 1700s, their intention was to grow the European crops and meat that were familiar to them. Therefore, there was not much interest in native food varieties.

The distribution of these native varieties quickly diminished in size, largely due to the introduction of heavy-hoofed animals such as sheep, cattle and horses. These animals not only ate a lot of the native plants, but also compacted the soil, making it difficult for native plants to grow, causing erosion and reducing the soil moisture content.

Spatial limits have been introduced due to land ownership and the laws of trespass. In the past, First Nations peoples were able to move more fluidly between regions.

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There were also cases when, in hard times, First Nations communities would move into neighbouring regions and were allowed to hunt there until conditions improved in their own region. Today, these lands are severely fragmented (divided), overrun by private farms, cities and other infrastructure.

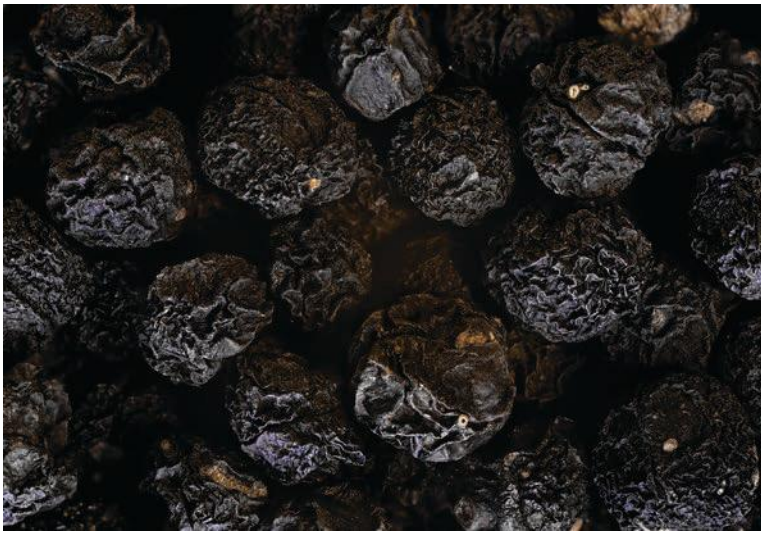
This reduction in native food varieties is not only a loss to First Nations peoples, it is a loss to us all. We are missing out on foods that are not only tasty but adapted to our land, requiring fewer artificial and expensive inputs (things that we add in) such as fertilisers and pesticides.

There is some evidence to suggest that we are beginning to embrace the potential benefits of exploring First Nations agriculture further. Some native foods, such as wild rice, murnong, lemon myrtle, pepperberry and finger lime (see Figures 5.62–5.65), are finding a place in the gourmet food market. As the climate changes, there is growing interest in cereals such as panicum and wild rice. Wild rice, for instance, does not degrade the environment or require additional inputs such as fertilisers or irrigated water. Not only could the rice be grown in its current state, but the genes found in this rice could help create new commercial varieties that are better able to withstand the diseases that are currently harming Asian rice varieties.

▲ **Figure 5.62** Finger lime

▲ **Figure 5.63** Lemon myrtle

▲ **Figure 5.64** Wild rice



▲ **Figure 5.65** Tasmanian pepperberry

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Today, the grain belt is significantly smaller than it once was. Could a deeper understanding of First Nations farming practices and use of native varieties help us expand the distribution and types of food growing once again? There is so much still to learn and explore, and the potential benefits to be gained from this knowledge are endless.

ACTIVITY 5.16

Ethical understanding

What are ethical ways to engage with the incredible sustainability and regenerative knowledges of First Nations peoples?

ACTIVITY 5.17
MAKING THINKING VISIBLE

I used to think … Now I think …

When beginning this study of land and resource management strategies used by First Nations peoples, you most likely had some initial ideas about what the topic was about.

1. In a few sentences, write what it is that you used to think about land and resource management strategies used by Aboriginal and Torres Strait Islander peoples. Begin each sentence with the phrase 'I used to think …'
2. **Consider** how your ideas have changed as a result of your studies. In a few sentences, write what you now think about land and resource management strategies used by First Nations peoples. Begin each sentence with the phrase 'But now I think …'

Challenges in feeding the population in Australia and other areas of the world

It's the year 2050 and the population has reached 9.8 billion people, an increase of two billion since 2020. More people are wealthier than ever before. They expect tasty food, and lots of it. As a consequence, the demand for food has increased by 60–100 per cent since 2020. On the other hand, the land available to grow food has declined. This is due to competition for land use, environmental degradation and changes to our climate. With the odds seemingly against us, can we possibly meet this ever-growing demand? One thing is certain; the challenge has been set!

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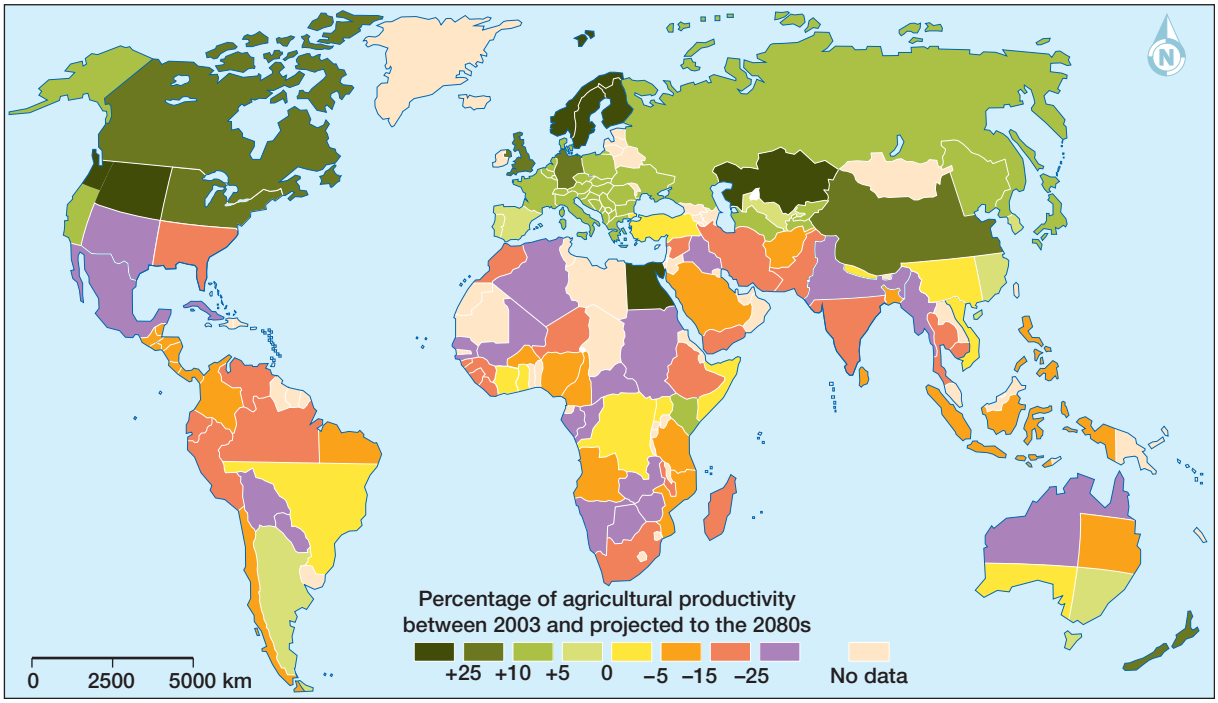
As we have learned, the agricultural industry has an enormous impact on the environment. This also makes farmers one of the most important groups for improving the environment and fighting challenges such as climate change and species diversity loss. However, farmers cannot face this challenge alone. They need consumers (that's us) to encourage funding for sustainable farming policies and support farmers who are practising sustainable methods.

CLIMATE CHANGE AND EXTREME WEATHER EVENTS

Climate change affects various elements of the climate system, such as rainfall, the timing of seasons, sea levels, and the movement of wind and currents. These changes impact our economy and society. As Figure 5.66 demonstrates, climate change will not impact all regions equally. Nor will all the short-term impacts be negative. For instance, a 1°C to 3°C temperature rise might benefit some crop yields in temperate regions but will create too much stress for cereal crops in tropical and seasonally dry regions. Despite some potential benefits, it is largely agreed that the threats to food security from a 1°C to 3°C increase outweigh the benefits; for example, through increases in bushfire risks that can harm crops and livestock. Any temperature increase above 3°C is expected to cause widespread negative consequences across the globe.



▲ **Figure 5.66** Projected impact of climate change on agricultural yields

How does climate change challenge food security?

TEMPERATURE INCREASES

Plants and animals can cope with small changes in climate conditions, such as rainfall, soil moisture and temperature. However, each species has its own tolerance levels, and in terms of crop species, when these levels are exceeded, quality and yield decline, and diseases spread. Yield reduction was seen during the European heatwave of 2018, which created the worst crop losses since World War II.

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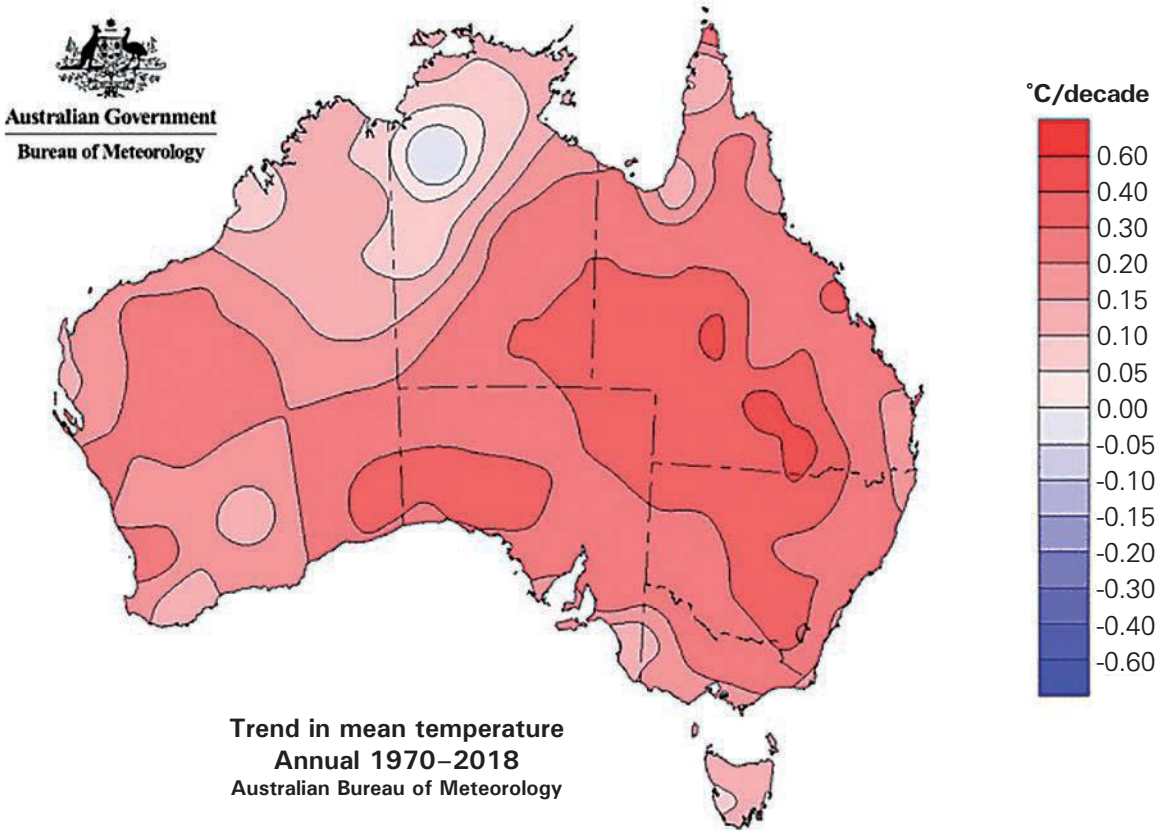
Wheat crops were reduced by 75 per cent in Ukraine, a country formerly known as the Soviet Union's breadbasket. Animals too, feel the stress. The milk yield of a dairy cow can be reduced by up to 40 per cent in extreme heatwave conditions.

In addition to declining yield, food quality is compromised. Approximately 70 per cent of Australia's wine regions may experience a diminished quality of red wines in warm areas due to earlier ripening. Both yield and quality can be further reduced through the spread of disease. For example, in our waters, heat decreases oxygen levels and increases algae blooms, leading to diseases among aquatic life such as bass and salmon.

PRECIPITATION AND SOIL MOISTURE

Rising temperatures affect the water cycle and lead to more extreme weather events. More water evaporates from the land to be stored in the atmosphere. The air therefore becomes wetter, while land surfaces become drier for longer periods, causing more bushfires and drought. When it does finally rain, storms and floods are more common.

In regions reliant on irrigated farming, such as the rice-growing fields along the Murrumbidgee River, increased evaporation threatens the irrigated water supply as there is less surface water available to divert to farms. Rain-fed agricultural regions, such as sub-Saharan Africa, are also at a high risk of food insecurity due to less rainfall in those regions.



▲ **Figure 5.67** The changes in mean temperature from 1970 to 2018. Predict the temperature change that the region will experience by 2100. Justify your prediction by referring to the map.

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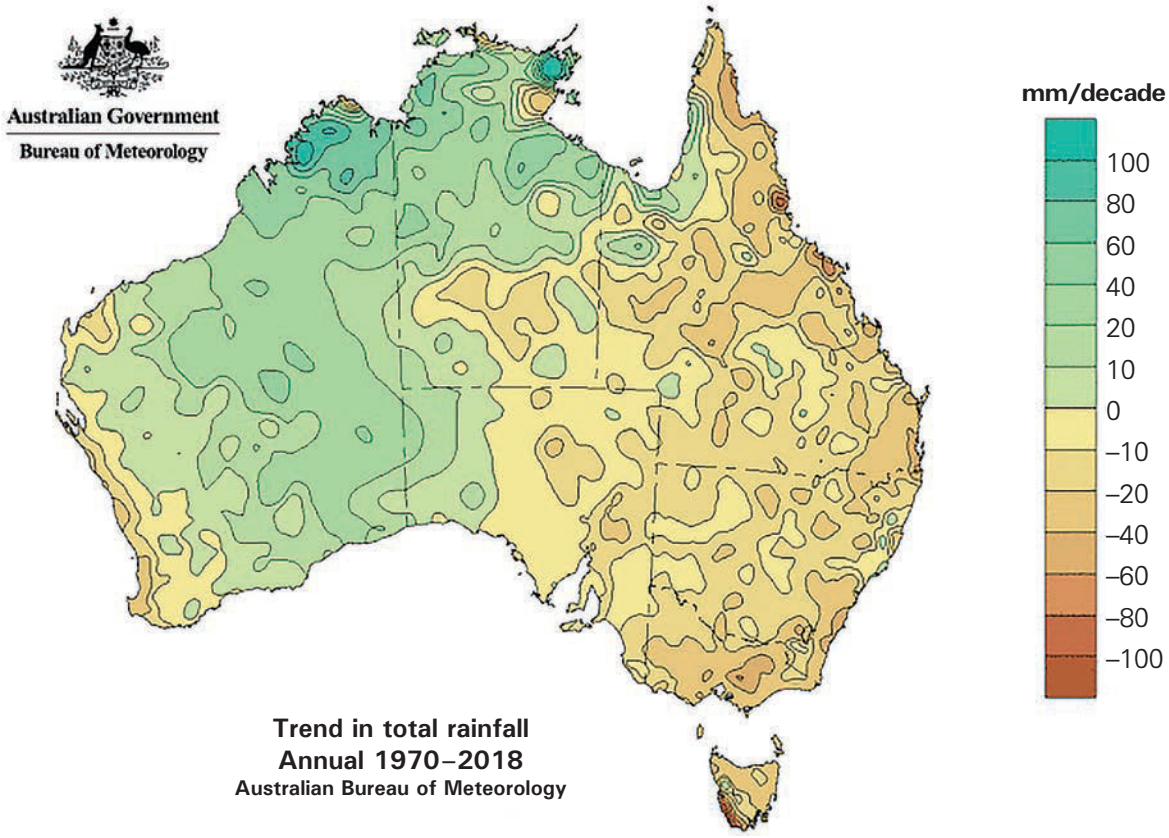

▲ **Figure 5.68** This map demonstrates the changes in total rainfall from 1970 to 2018. Predict the rainfall change that you believe we will experience by 2100. Justify your prediction by referring to the map.

MOVEMENT OF CURRENTS: FINDING NEMO – IN TASMANIA!

The East Australian Current (EAC) typically runs from the Great Barrier Reef along the Australian coast to Sydney. However, an increase in atmospheric carbon dioxide has strengthened a climate system known as the Antarctic Oscillation. This has changed wind patterns to push the EAC 350 kilometres southward over the last 50 years. These southward bursts of warm waters benefit some Tasmanian fishermen, who now have a longer season to fish tuna and striped marlin. However, the warming of cold-water biomes can come at a cost to the food chain, which includes us. Cold-water fish from the Tasman Sea provide a better source of omega-3 fatty acids for our brain health than warm-water fish.

ECONOMIC IMPACT

The uneven distribution of climate change has the potential to change trading relationships between countries. For example, Australia currently earns $3.4 billion a year from exporting wheat. However, the predicted reduction in rainfall in cereal regions in South Australia, Western Australia and Victoria may turn us into a country reliant on wheat imports. Regions that rely on imports become economically vulnerable as they are forced to pay what other countries charge for their produce. Prices are expected to increase as water, land and fuel become scarcer and more valuable.

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Almost a third of the world's workers work in agriculture. Some regions, such as sub-Saharan Africa, have a far greater percentage of workers who rely on agriculture for their jobs and livelihood. Climate change not only limits their access to food but also limits their ability to make a living. The rural poor in these regions will therefore become particularly vulnerable to climate change.

SOCIAL IMPACT

There is concern that the current divide between rich and poor may increase. People who are already poor will be unable to afford the increasing cost of food. They are then forced to reduce the amount or quality of food they eat and will not get the nutrition that they need to live a healthy and active life. Even those who are not poor will still suffer from reduced nutrition. This is because many plants that are grown in an atmosphere with high carbon dioxide levels have less protein and minerals. Hunger and lack of nutrition can affect society in many ways, from increasing poor health, decreasing ability to learn and concentrate, and conflict.

CASE STUDY 5.3

Extreme weather events and our food supply chains

food supply chain the process of getting food from the farm to the plate

The average household has about three to five days' worth of food, while our supermarkets store just a few weeks of food. This is because Australia's **food supply chains** are mostly supplied on a just-in-time basis. This allows us to have fresh food, but also means that we only have about 30 days' worth of non-perishable food and three to five days of perishable food in the supply chain.

Extreme weather events are predicted to increase due to climate change. This will increase the number and degree of food emergencies. Though our food supply systems can handle some emergencies, Australia is underprepared for major emergencies.

This fact was sadly realised during the 2022 floods in Queensland and New South Wales. Towns were cut off by floodwaters for days. The flooding inundated warehouses and destroyed tonnes of fresh produce. As a result, supermarkets in both metropolitan and regional areas had shortages, especially of fruit and vegetables. Fortunately, supply lines were restored. However, if a second disaster were to have occurred during that time, there would not have been as much opportunity to restock.

Land and resource management responses

Adaptation

Individual farms are adapting to climate change by changing crop varieties or moving location. Winemaking company Brown Brothers has purchased land in Tasmania for its business to avoid the growing temperature and bushfire risks in Victoria. Livestock farmers have been breeding or replacing European cattle breeds with Bos indicus, an Asian cattle breed that is more tolerant of high temperatures.

Regenerative agriculture

Regenerative agriculture is an old approach to farming that is regaining popularity because of its potential to improve crop yield while at the same time tackle the challenges of climate change, soil degradation and biodiversity loss.

Some methods used in regenerative agriculture are listed in Table 5.4.

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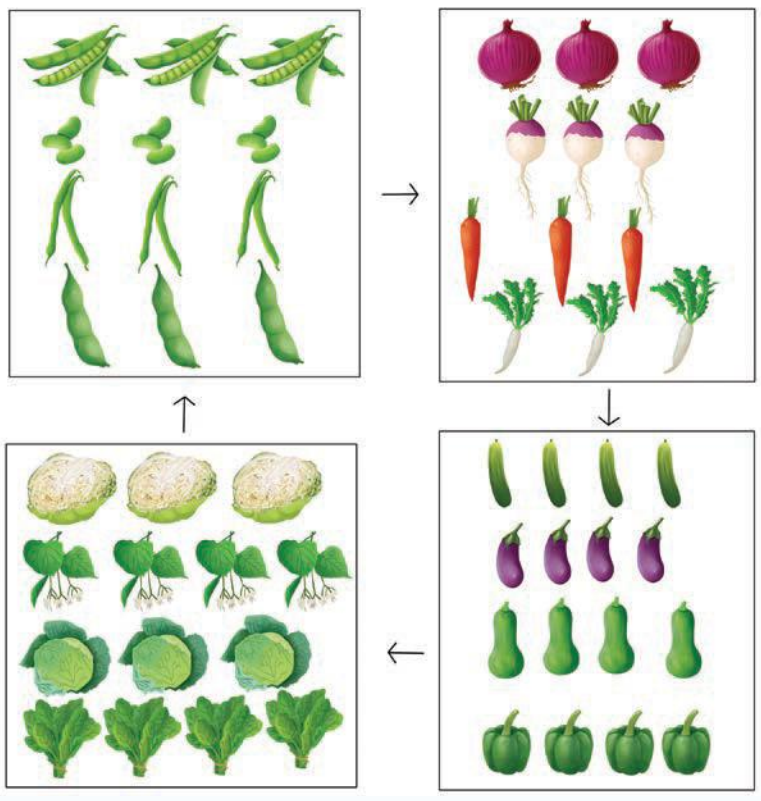
▼ **Table 5.4** Various methods used in regenerative agriculture

Method	Description	Benefits
Crop rotation	• Rotating crops between fields	• Stops the soil from becoming depleted in a particular nutrient from overuse by a single crop
Green manure	• Crops are grown just to be cut down and returned back into the soil where they grew. These are grown during the off-season to improve the soil in between growing cash crops or as part of a crop rotation system.	• Farmers choose crops that improve the soil • Provides land cover, which draws down carbon, reduces erosion and increases soil moisture • Provides food for microbes that turn crops into humus
Polyculture	• Planting a variety of crops together	• Increases soil and plant health, makes the farm more resistant to disease and pests, and increases biological pest control
Native windbreaks	• Planting native trees around fields	• Reduces evaporation and damage caused by wind • Increases biodiversity by creating habitat for predator birds and other animals that control pests • Draws down carbon from the atmosphere to combat climate change



◄ **Figure 5.69** Diagram of crop rotation. From the top left, this example of crop rotation shows that the garden bed is first planted with pods, such as peas and broad beans. These are grown to improve the soil and enrich it with nutrients.
The bed is then planted with root vegetables, such as carrots and beetroot. These are light feeders that do not take too many nutrients from the soil.

Next in this sequence come the fruiting plants, such as capsicum and cucumbers. This is followed by greens, such as cabbage and lettuce. Both these types of plants are heavy feeders and can deplete the soil of nutrients.

Finally, the pods are planted in the garden bed again to restore the soil quality, and the cycle can begin again.

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▲ **Figure 5.70** A pea crop (left) and an oat crop (right). Combining pea and oat crops within one field helps to reduce the spread of weeds, and their roots break up soil to let in air, moisture and nutrients. Peas take nitrogen from the air and bring it into the soil. Peas and oats may be grown before or after farmers have grown nitrogen-hungry crops, such as corn.

▲ **Figure 5.71** Mustard plants are soil fumigators. They kill soil pathogens and parasites, such as root-knot nematode, that can infect and kill up to 2000 types of plants.

▲ **Figure 5.72** Diverse crop growth based on the principle of polyculture and permaculture

Interesting fact

Organic farms do not use synthetic chemical fertilisers or pesticides. However, some organic farms use fertilisers and pesticides made from natural ingredients. Though this is good news if you are concerned about chemicals in your food, these fertilisers and pesticides can still contribute to environmental pollution through the excessive nutrients and salts they leach into the soil and waterways.

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Previous crop	Crop planted								
	Spring wheat	Oat	Barley	Canola	Flax	Field pea	Soybean	Sunflower	Grain corn
Sp wheat	85	94	95	102	104	103	102	103	96
Oat	91	79	78	95	92	93	100	102	99
Barley	88	90	82	100	102	91	100	96	92
Canola	100	101	103	87	86	98	100	92	99
Flax	96	90	107	103	83	91	98	88	85
Field pea	102	110	106	104	148	–	95	–	98
Soybean	107	108	107	103	107	90	93	103	103
Sunflower	102	102	106	90	99	85	93	82	97
Grain corn	98	110	94	110	–	90	101	115	88
Yield/ac	***50 bu***	***101 bu***	***65 bu***	***36 bu***	***21 bu***	***38 bu***	***35 bu***	***1607 lb***	***121 bu***

▲ **Figure 5.73** Results showing yield differences for different crop rotations (ac means acre, and bu stands for bushel – a measurement used to judge crop yields)

ACTIVITY 5.18

Impacts of climate change on food security

Create a table showing the impacts of climate change on food security. The following table can be used as a model.

Environmental changes	Impacts
Temperature increase	
Reduced precipitation and soil moisture	
Movement of currents	

OR

Create a table summarising two economic, social and environmental impacts of climate change.

Population growth, nutrition and access

There are varying predictions as to whether the world population will continue to grow to 11 billion (as stated by the United Nations) or reach a peak and begin to decline by 2055 (as calculated by Deutsche Bank). To accommodate the growing number of mouths to feed, we cannot simply continue with the current farming methods. That would require more land, which is under threat by competing land uses, and more fossil fuels, which would accelerate climate change. The business-as-usual method is unsustainable.

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5

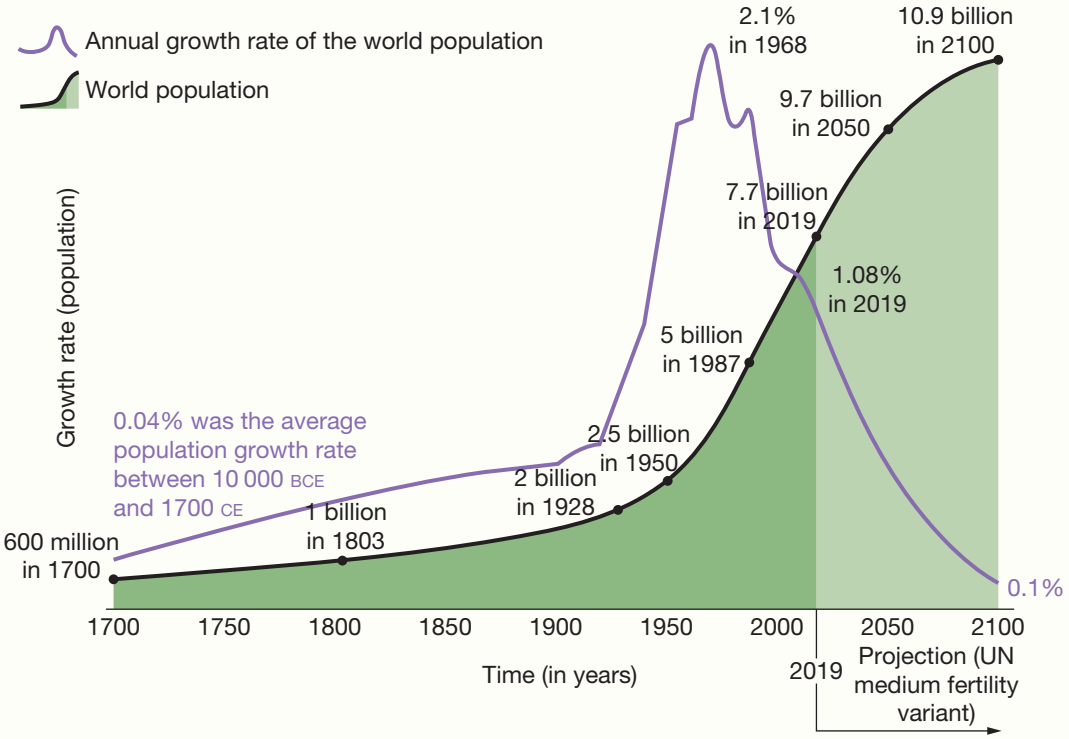
ACTIVITY 5.19

Describing the trend of a line graph

Line graphs are used in Geography to show change over time. The horizontal axis represents time and the vertical axis represents the variables that are changing. When describing the trend of a line graph, include the following information:

- Summarise what the graph is representing. What are the variables on the horizontal line and vertical line?
- **Describe** the overall trend, including the shape of the graph. Is the graph showing an increase, decrease or stable trend?
- Quantify by using the data in the graph. How much has it increased or decreased by, and over what time period? Make sure you read axis labels carefully and take note of units.
- **Identify** time periods that stand out. Do values rise or fall more steeply during a particular time period?

Note if there are any significant peaks or troughs. What are the maximum or minimum values, and when do they occur?



▲ **Figure 5.74** The growth rate here shows the percentage of population increase in a given time period.

Source: Our World in Data website

However, more mouths to feed is not the immediate issue. We actually already produce enough food for everyone, yet one in nine people go hungry and one-third of all people suffer malnutrition. An enormous hindrance to food security for many is access to nutritious food. Most famines have happened at times where there is enough food for the population.

poverty cycle the continuation of poverty, often from one generation to another, due to the impact of certain factors

When people cannot access nutritious food, they are more likely to experience a decline in health, which can affect their ability to participate in society and break out of the **poverty cycle**. In extreme cases, a lack of access to food can lead to conflict. Conflict is both a result and a cause of food insecurity. When people lack access to food, they may resort to conflict in an attempt to secure resources. On the other hand, when conflict occurs, they have difficulty getting food. In the war in Ukraine, limiting food security has been used as a war tactic by Russia by blocking humanitarian aid organisations from providing food and medical care to the city of Mariupol.

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While some people cannot access food, others are feeding their rubbish bins. One-third of the world's food is thrown out – four times the amount of food needed to wipe out global hunger.

CAN EATING INSECTS BE THE SOLUTION?

In places such as Myanmar, Thailand and Cambodia in South-East Asia, insects are commonly eaten. Insects contain high-quality protein, vitamins and amino acids. They require far less food and space than other protein sources, such as cattle for beef, and insects can even be fed using our food waste. They also emit less greenhouse gases and ammonia than livestock. The United Nations Food and Agriculture Organization is working with countries worldwide to learn more about insects and how they can be farmed in the future, not only for consumption by people around the world but also as an added source of protein for livestock feed.

DEVELOPING YOUR UNDERSTANDING 5.4

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Identify** the most popular tuber eaten by First Nations peoples in southern and eastern Australia.
2 Choose one agricultural or hunting method used by First Nations peoples (e.g. fire-stick farming, fish traps) and **explain** how this was or is a sustainable method of farming.
3 **Describe** some of the benefits of having a surplus amount of seeds.
4 **Explain** how irrigated and rain-fed regions of the world would be affected by temperature increases.

Interpret

5 **Describe** the herding ritual between dolphins and the Quandamooka people.
6 Refer to Figure 5.74 and answer the following questions.
   a **Describe** the trend of the overall world population from 1700 to 2100.
   b **Describe** the trend of the annual growth rate of world population from 1700 to 2100.
   c Why do you think the overall world population continues to grow even when the growth rate decreases?

Argue

7 Refer to Figures 5.58 and 5.59. **Propose** reasons why the distribution of the native grain belt and imported grain belt look so different.
8 **Explain** how wild rice can play a role in our current quest for food security.
9 **Evaluate** the resource management strategies of adaptation and regenerative agriculture. Which strategy do you believe is better? **Justify** your decision.

Extension

1 **Create** a three-course menu using native food. If possible, **explain** which region each ingredient is from.
2 Read Bruce Pascoe's book *Young Dark Emu* to learn more about our country's agricultural past.

5.5 Extension activities DIGITAL ONLY

CASE STUDY 5.4 The Amazon rainforest – a biome on fire

Conducting a fieldwork investigation

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End-of-chapter assessment

1 Making thinking visible

Generate, sort, connect, elaborate

In groups, **consider** all that you have learned throughout the course of this chapter.

1 **Generate** a list of ideas and initial thoughts that come to mind when you think about biomes and food security.
2 Sort your ideas according to how central to the topic they are. Place central ideas near the centre and less direct or tangential ideas towards the outside of the page.
3 Connect your ideas by drawing connecting lines between ideas that have something in common. In a short sentence, **explain** how the ideas are connected.
4 Elaborate on any of the ideas you have written so far by adding new ideas that expand, extend or add to your initial ideas.

2 Research tasks

1 Choose one biome to **research** further. Use a variety of sources and this chapter to **research** and complete the following:
   - **a** **Describe** the global distribution of this biome using the PQE method.
   - **b** **Describe** the characteristics from Section 5.3 that have influenced the distribution of this biome. For example, what type of soil, elevation, latitude and climate apply to this biome? Include and refer to data such as a climate graph or elevation map to support your description.
   - **c** List some of the plants and animals that live in this biome.
   - **d** Choose at least two plants or animals from your list and **explain** how they have adapted to live in this biome.
   - **e** How does this biome contribute to global food security? For example, **identify** the food that is grown in this biome and **identify** who eats this food. Is it eaten locally or exported? If exported, where is it exported to?
   - **f** What type or types of agriculture and agricultural methods are used in this biome (e.g. subsistence agriculture, terracing, livestock farming, intensive industrial agriculture)?
   - **g** **Explain** how climate change is impacting this biome.

2 **Investigate** the impact of climate change on Australian agriculture. Present this information in an annotated map of Australia that shows the impacts in each state. Complete your map by including your mapping conventions (BOLTSS). Refer to the Interactive Textbook for more information on BOLTSS.

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3 Extended-response questions

Evaluate the effectiveness of the Green Revolution (or Third Agricultural Revolution) as a response to food security.

1 Provide a brief history and overview of the Green Revolution, including its aims and methods.
2 **Describe** the positive and negative impacts of the Green Revolution socially, environmentally and economically. Include data, statistics and case studies from this chapter or other sources to support your evaluation.
3 Conclude with a statement of the short-term and long-term effectiveness of the response.

4 Problem-solving task

Choose one of the challenges outlined in Section 5.4 and design your own response to the challenge. **Consider** whether your response will:

- Assess and monitor the change
- Reverse or adapt to the change
- Involve a First Nations perspective
- Indirectly respond to the impact by raising awareness.

Swap your response with a classmate and use the following compass points activity to assess your partner's response.

Making thinking visible compass points: a routine for examining propositions

1 E – Excited

What excites you about this idea or proposition? What's the upside?

2 W – Worrisome

What do you find worrisome about this idea or proposition? What's the downside?

3 N – Need to know

What else do you need to know or find out about this idea or proposition? What additional information would help you to evaluate things?

4 S – Stance or Suggestion for moving forward

What is your current stance or opinion on the idea or proposition? How might you move forward in your evaluation of this idea or proposition?

Digital resources

Visit the Interactive Textbook or Online Teaching Suite to access:

- General Capability Project
- Interactive chapter quiz
- Interactive Scorcher quiz
- Videos, image galleries and other extra materials.

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UNIT

2

Geographies of interconnection

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Overview

In 2023, over 64 per cent of the world's population had access to the internet. Over 4.8 billion of these people actively used social media. In the same year, over 80 per cent of Australia's population made online purchases, according to the research website Statista.

In this unit, you will investigate changes in the ways people interact with one another and with places. You will analyse the role of technology in connecting people and the positive and negative impacts this is having on trade, production and sustainability. By exploring the interconnections between consumers and producers, you will consider how choices made on a local scale can have global consequences.

Learning goals

After completing this unit, you should be able to answer these questions:

- How do different people perceive and interact with local places based on their age, gender and cultural background?
- In what ways do transportation and information and communication technologies connect people to information and services around the world?
- How does trade in goods and services connect people in different places on different scales?
- What impact does the production and consumption of goods have on places?
- In what way do the choices of consumers affect the sustainability of places?

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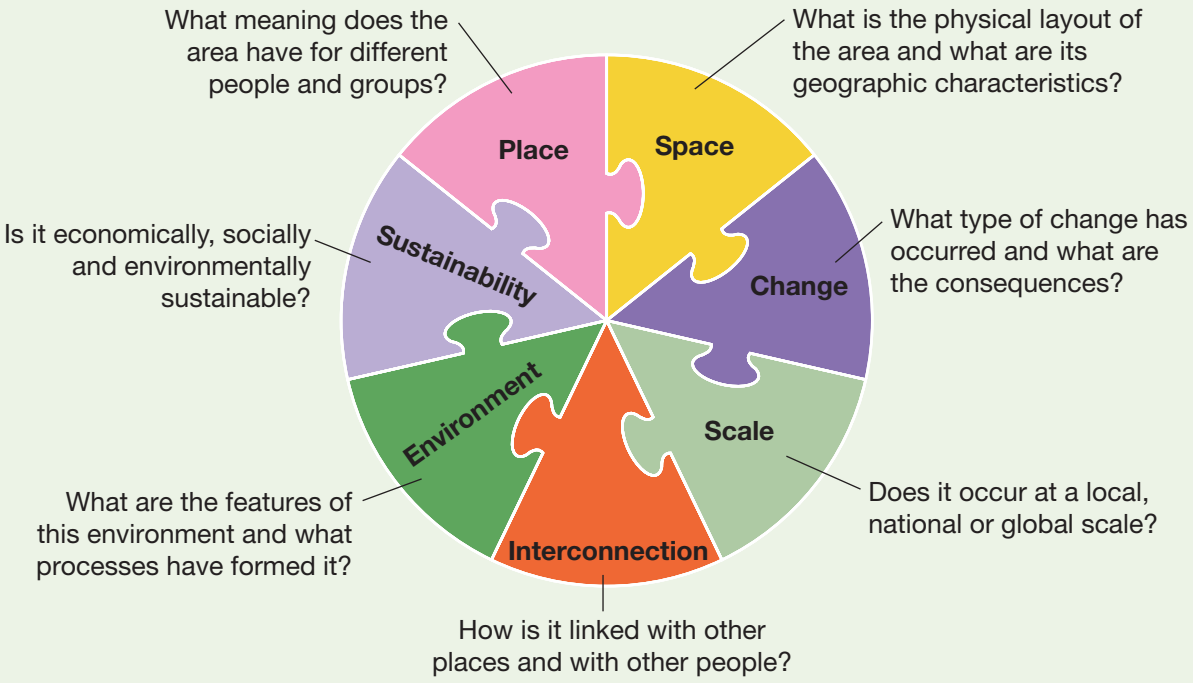
Introducing geographical concepts and skills: *place, scale* and *interconnection*

Throughout this unit, there will be a focus on developing your understanding of **place**, **scale** and **interconnection**. Geographers distinguish **places** based on the meaning that different groups attach to a particular physical area. Physical characteristics might include landforms, vegetation, roads and buildings. Intangible characteristics are more difficult to observe and relate to how different people experience and value a place.

Interconnection involves the links between places and the influences that people have on the characteristics of places. People are interconnected with places in the ways that they create, change and manage them. Advancements in technology have enabled people to connect with places on a variety of **scales**. For example, a raw material might be harvested in a local area, transported to a different country to be processed and turned into a product and then sold online all over the world.

Although this unit has a specific focus on **place**, **scale** and **interconnection**, these concepts are part of a group of seven interrelated key ideas that help us to think geographically.

Geographical concepts



▲ **Figure A** Adapted from ACARA, 'Understand this learning area: Geography 7–10', Australian Curriculum: Geography V9.0

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▲ **Figure B** Many people from around the world are interconnected with the city of Venice in Italy through tourism, as seen in the top image showing an extremely crowded San Marco square. In fact, Venice usually receives about 30 million tourists each year. The COVID-19 pandemic of 2020 significantly affected interconnections between people and places. Trade and tourism were impacted, as can be seen in the bottom image which shows the same San Marco square during the coronavirus outbreak.

THINKING DEEPER

Do you think that the tourism industry is starting to recover? What are some of the opportunities the industry has and what are some of its challenges in recovering? Have you noticed any particular strategies tourist bodies have implemented to try to work around some of these challenges?

Please note at the time of writing in 2023, the long-term consequences of the pandemic are still largely unknown.

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CHAPTER 6: Geographies of interconnection

Setting the scene: devil's gold and a selfie stick

Please be aware that this publication may contain images of Aboriginal and Torres Strait Islander peoples now deceased.

In the early hours of the morning, an Indonesian man from Banyuwangi, East Java, prepares for work. Dressed in torn clothing, he wraps a wet rag across his mouth and places a long piece of cane that connects two baskets across his deformed back. As the cane nestles into the open wounds on his shoulders, he begins the 3200-metre hike to the top of the Kawah Ijen volcano, which at this time of night illuminates the sky with blue vapour – the result of combusting sulphuric gases. Then he begins his 800-metre descent into the volcano. He will make one or two trips tonight, working long hours in a place where the air is so hot and corrosive it can burn the eyes and throat and ultimately dissolve teeth. He will earn approximately A$5 in exchange for his harvest: sulphite minerals, otherwise known as 'devil's gold'.

▲ **Figure 6.1** Sulphur miners working in the Kawah Ijen volcano

Whether we know it or not, there is an interconnection between us and this man, who is one of the 300 sulphur miners of East Java. Once the rock is mined, it is mostly traded to China and South-East Asia, where the sulphur is used to make many different products, including fertilisers, pesticides, paper, make-up and shampoo. It is even used to bleach sugar to give it its white colour. These products are then traded globally, including to Australia.

interconnection the way that people and/or phenomena are connected to each other through environmental processes and human activity

Interconnections can occur between people and places not only through trade, but also through transportation, communication technology and travel. Trade is not the only way that we can be interconnected with the sulphur miner in Banyuwangi. In the last 10 years, the volcano itself has become a tourist destination for people who are curious to see the miners at work and experience the volcano's natural beauty.

Interconnections have impacts that can change places and people. In this instance, tourism can be more lucrative than mining, and some savvy miners have become tour guides, coffee store owners and homestay operators. The newly established tourism industry fills miners with the hope that their children will not have to work in the mines – a job that reduces one's lifespan to an average of 50 years. The place itself has become a tourist region, with festivals and a cycling competition called Tour de Banyuwangi Ijen.

For those who cannot transition into the tourism industry, mining continues to remain a dangerous job. This danger has been increased by the thousands of tourists who swarm miners to get a photo. They create a new hazard for the exhausted workers. Tourists also suffer from hazards, such as passing out from the volcanic heat, and trauma from gas explosions, some of which have hospitalised tourists.

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It is clear that the interconnections between people and the Kawah Ijen volcano provide benefits from a local to a global scale. It is also clear that these interconnections need to be better managed to remain sustainable into the future.

ACTIVITY 6.1

Identify and **describe** the various ways that the people in this section are interconnected with the Kawah Ijen volcano. Classify these ways as being economic, environmental or social.

▲ **Figure 6.2** An important natural characteristic of Indonesia is its volcanoes, which are formed due to the **subduction** zones between the Eurasian plate and the Indo-Australian plate. This map shows the location of 10 volcanoes that also serve as tourist attractions for hikers, including Mt Ijen – in the east of the island of Java – where sulphur is mined.

subduction a process where one tectonic plate moves under another tectonic plate and sinks into the mantle

ACTIVITY 6.2
MAKING THINKING VISIBLE

Think, pair, share

Should tourism be banned in the Kawah Ijen volcano? **Consider** both positive and negative impacts in your answer. Share your thoughts with a partner and **justify** your opinion.

Compass points

Propose one idea that could make the interconnections between tourists, miners and the volcano more sustainable. Swap your idea with a partner and **evaluate** the idea using the following criteria:

- **E** – Excited: What excites you about this idea or proposition? What's the upside?
- **W** – Worrisome: What do you find worrisome about this idea or proposition? What's the downside?
- **N** – Need to know: What else do you need to know or find out about this idea or proposition? What additional information would help you to evaluate things?
- **S** – Stance or Suggestion for moving forward: What is your current stance or opinion on the idea or proposition? How might you move forward in your evaluation of this idea or proposition?

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Chapter overview

Introduction

People and places are interconnected now more than ever. Globalisation has accelerated this. In this chapter, you will explore the different ways we are connected to the wider world through travel, trade and technology. You will investigate the impacts of globalisation on people and places and examine the challenges that we face as a result.

Learning goals

After completing this chapter, you should be able to answer these questions:

- In what ways are people connected to different places?
- How do transportation and information technologies connect people to services, places and other people?
- How are people connected to each other and other places through trade?
- What are the effects of the production and consumption of goods?

Geography skills

After completing this chapter, you should be able to:

- Describe spatial distribution using the PQE method
- Describe spatial association using the DQE method
- Describe the trend of a graph
- Describe how different people are connected to different spaces
- Explain how technology has increased our interconnections with each other
- Conduct a data or fieldwork inquiry
- Apply the concept of change by interpreting maps.

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6

6.1 Connecting people with services, information and people in other places through transport and technology

FOCUS QUESTIONS

- What is globalisation?
- How does globalisation interconnect people, places and spaces?
- How are information and communication technologies used to connect people to information, services and people in other places?
- Do people have equal access to the internet around the world?
- How do transport networks connect people to services?

The role of globalisation in the interconnections of people, places and spaces

The first **circumnavigation** of Earth occurred when a fleet of ships sailed west from Spain in 1519, and arrived back from the east in 1522, after crossing the Atlantic, Pacific and Indian oceans. The departing fleet consisted of 270 men on five ships. However, after mutiny, murders, illness and shipwrecks, only 19 men on one ship returned.

circumnavigation sailing or travelling all the way around something

Today, circumnavigating Earth is simpler and much less dangerous. Moreover, the rapid changes in technology mean that we continue to push the boundaries of travel. In 2019, the first non-stop flight from New York to Sydney, called 'Project Sunrise', carried 40 passengers across 15 time zones in just 19 hours, to become the longest commercial flight ever. In 2021 the first flights of space tourists were launched. Currently, a ticket on one of these space flights could cost you more than A$500 000.

Advancements in transportation and information and communication technologies have fuelled globalisation. Globalisation refers to the movement of people, money, **goods**, information and values across the world. It is one of the most fundamental areas of study for human geographers.

goods items for sale that can be moved

places parts of Earth's surface that are identified and given meaning by people

Globalisation has had an enormous impact on how and why we are connected to **places**, goods and each other. It has also influenced the scale of interconnections. While people have always travelled and traded, there has never been so much trade and travel over such long distances.

Not only has technology allowed the greater movement of people and goods, it has also allowed ideas, cultures and knowledge to cross countries, without the need for physical travel. While nothing (yet) can replace the full immersive experience of travelling to a different place, there are ways, such as using Google Earth, to really see what a place is like, either from above, using satellite images, or from street view.

People are also closer than ever before. When the First Fleet arrived in Australia, the letters sent to loved ones would have taken over eight months to

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be received. Today, we can catch up with family and friends on the other side of the world using video chat and messaging tools such as Zoom, Instagram and Snapchat.

What are the geographic concepts of space and place?

space refers to location and spatial distribution, and ways people organise and manage the spaces that they live in

The concept of **space** relates to how human-made and natural features are distributed on Earth's surface. To understand spaces, geographers:

- Identify the distribution patterns of certain features on Earth's surface
- Investigate why these patterns have occurred
- Explore how these patterns have changed and are changing
- Understand how these spaces are used and the impacts of these patterns and changes for people and the environment.

Spaces are physical locations. They can range in scale from a booth at a cafe to a whole country or region. From a geographic perspective, the concept of place refers to the meaning that a physical location (or space) has for people. The meaning that a place has is different for everybody, depending on the type of interconnections a person has with that place.

How people in other countries are connected to places

People connect to places in a variety of ways. For some, such as subsistence farmers, their place provides them with the resources needed to survive. Many people have a spiritual connection to their place that connects back through thousands of years of ancestry. We can also connect to places through work, travel, leisure and recreational activities. In this era of globalisation, trade connects us to many places that we have never visited.

ACTIVITY 6.3

Take a look at Figure 6.3. **Consider** the tourists and the locals.

1. **Identify** how tourists and locals interconnect with this place.
2. What meaning might Paris have for both these groups of people?

▲ **Figure 6.3** Eiffel Tower seen from Place du Trocadero, Paris, France

How are information and communication technologies used to connect people to information, services and people in other places?

Information and communication technologies connect us to a variety of services, information and people. They operate from a local to a global scale. Today, these connections can begin at a very young age – from using educational apps at home, to connecting with relatives using social media and to having your medical records stored on government databases.

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Historically, the physical geography of a place played a significant role in what information and communication people could access. For instance, China's impressive mountain ranges, which include the Himalayas, and the cold and unforgiving Taklamakan and Gobi deserts, ensured that China was economically and culturally isolated from Western civilisation until the Silk Road began to create a trade passage out of China in 130 BCE. Even today, Australia's physical isolation from other countries has contributed to the fact that we are less likely to know a second language than Europeans, who live much closer to foreign countries where different languages are spoken. Technology has provided people with opportunities to connect and work together to face challenges in a way that overcomes borders, and makes learning accessible to people in places all over the world.

▲ **Figure 6.4** The Gobi Desert

CASE STUDY 6.1

Connecting information and people: Alice Springs School of the Air

Alice Springs School of the Air (ASSOA) was established in 1951 to provide education to students living in **remote** regions of central Australia. For decades, ASSOA relied on two-way radio broadcasts. Students received instruction by pedal-powered radio and schoolwork by mail. Completed schoolwork was also sent by mail, which was a particularly lengthy process in the remote regions of central Australia.

remote an isolated area very far away from urban centres

A significant change occurred in 2006 when satellite technology was introduced and satellite dishes were installed at student sites. This allowed a learning platform called REACT (Remote Education and Conferencing Tool) to be used to support video communication. At various times in 2020 and 2021, schools throughout Australia switched to a similar process of online learning during the COVID-19 lockdowns in each state.

▲ **Figure 6.5** A student participating in online learning during the pandemic

Inequality in connectivity

Information and communication technology is a resource that has transformed our interconnections with services, information and each other. However, not everyone experiences the same ability to use this resource. For some people, there are barriers to connections. These barriers can be economic on a household scale (for example, the internet may be too expensive for a family or individual to access), or they may be economic on a national scale (for example, the cost of building the internet infrastructure for remote areas may be considered too expensive to implement). However, internet access is growing in all regions of the world, and many more people are being connected.

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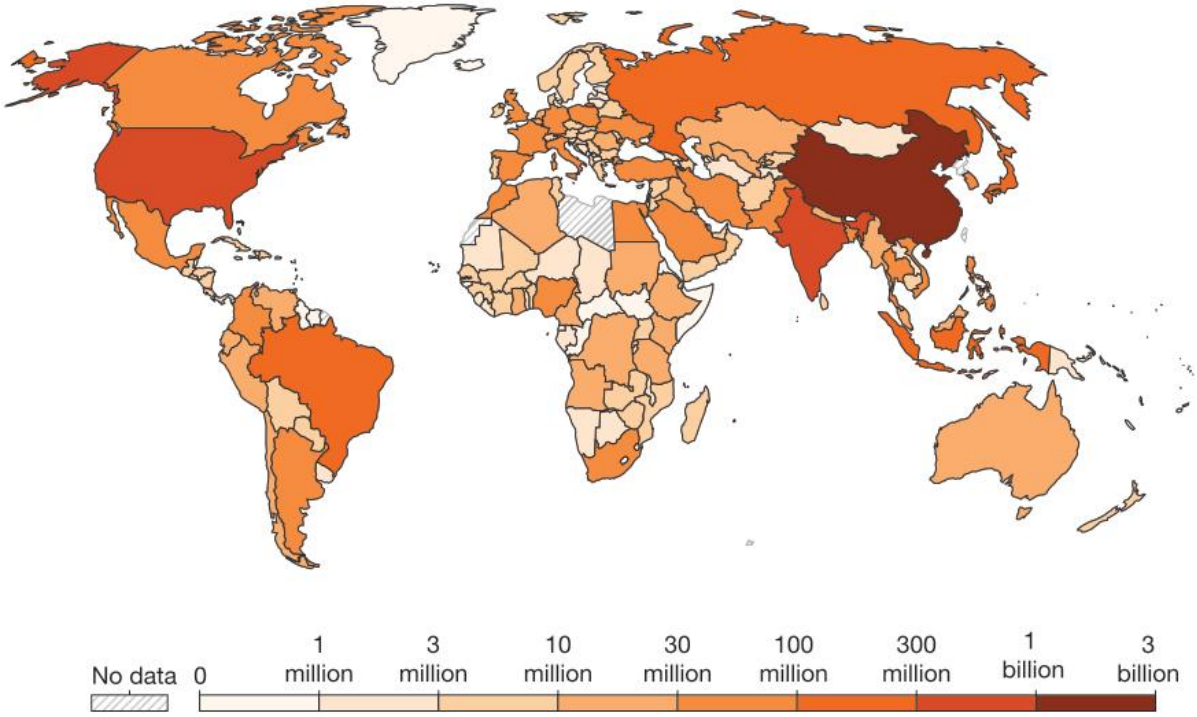
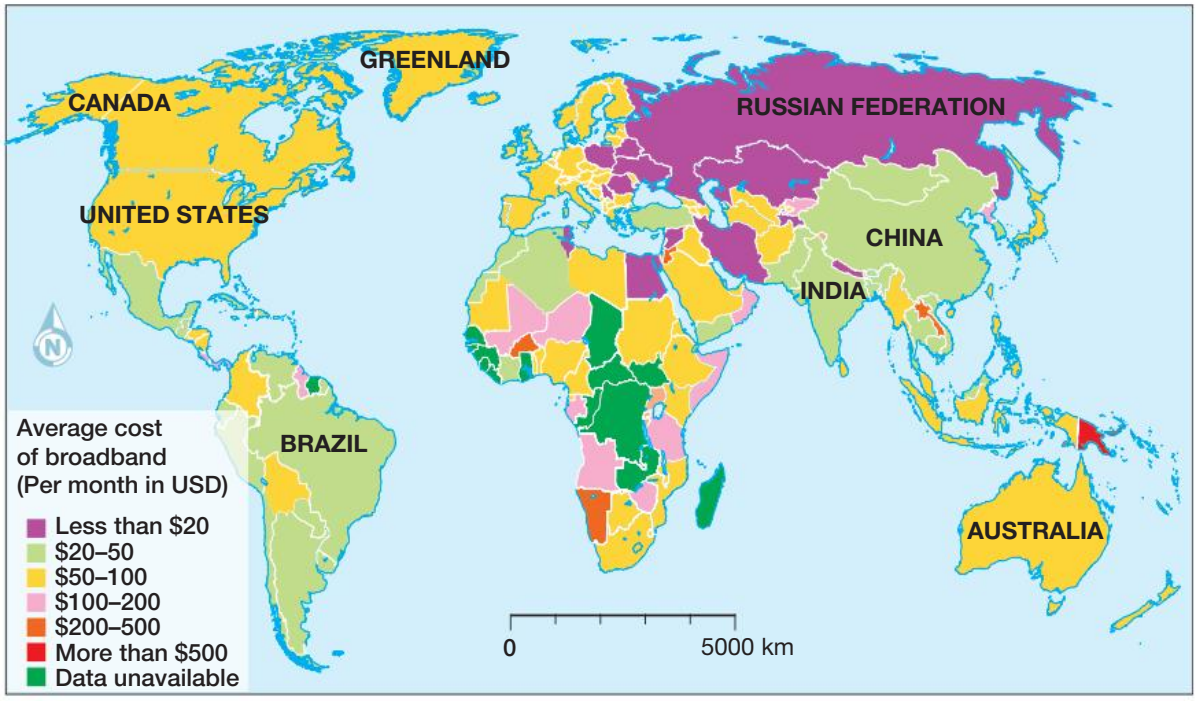


▲ **Figure 6.6** Number of internet users per country, 2020 (those who have used the internet from any location in the past three months)



▲ **Figure 6.7** Average cost of broadband internet (based on December 2017 figures)

ACTIVITY 6.4

Interpretation activity

1 **Describe** the spatial association between Figures 6.6 and 6.7 using the DQE method (see Chapter 5, Section 5.1).
2 **Identify** what factors might account for the distribution of internet use as seen in Figure 6.6.
3 With a partner or as a class, discuss what may be the consequences for countries that have low internet use.

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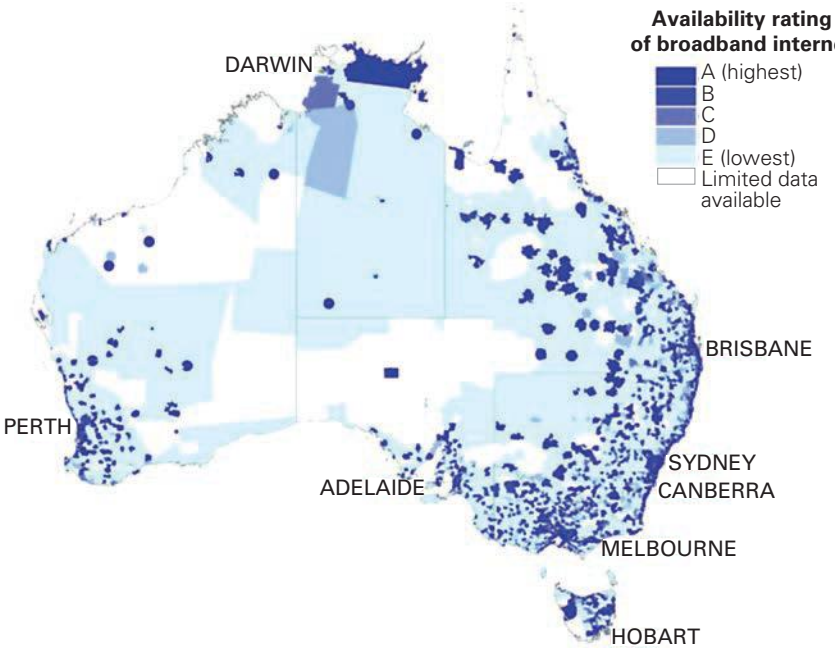
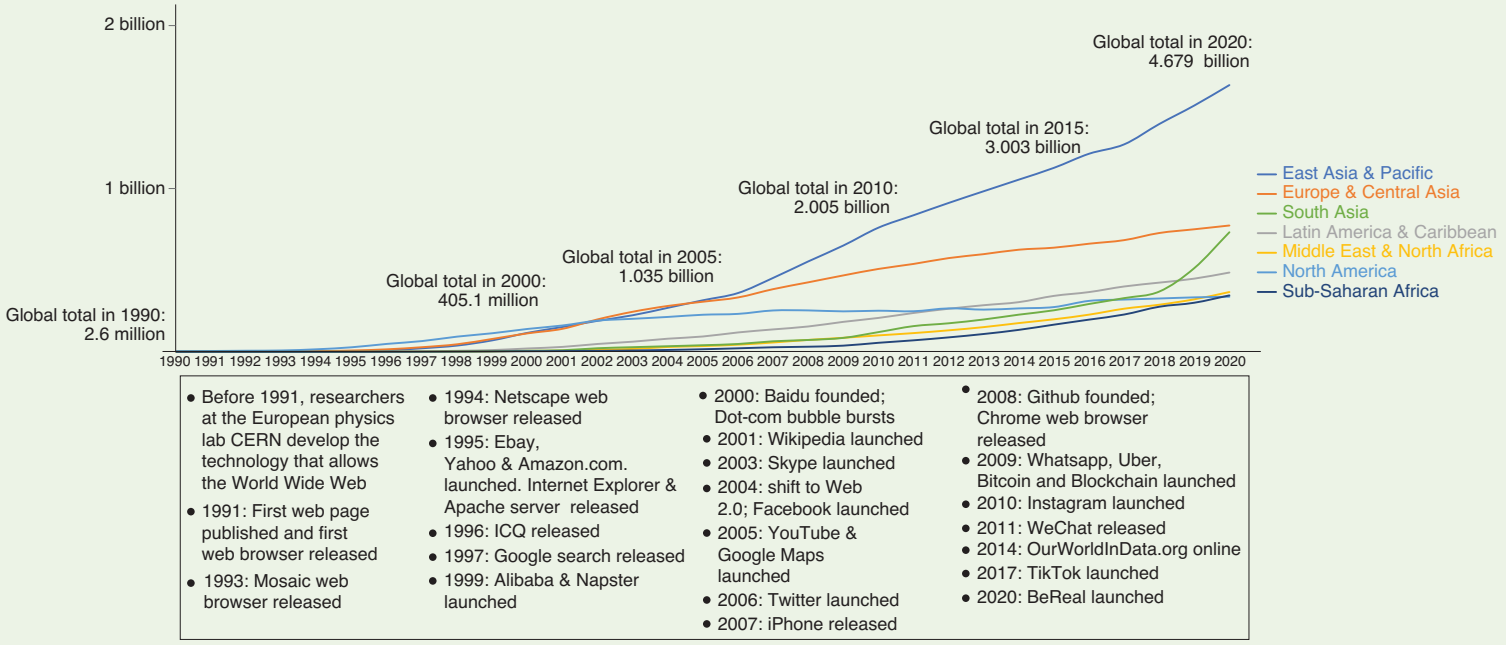


▲ **Figure 6.8** Broadband availability ratings across Australia

ACTIVITY 6.5

1 Study Figure 6.8. **Describe** the distribution of broadband availability in Australia using the PQE method (see Chapter 5, Section 5.1).
2 Brainstorm and **compare** the consequences of broadband availability for people living in outback Queensland with people living in metropolitan Queensland. Classify these consequences as being economic, social or environmental.
3 With a partner or as a class, **identify** problems that can occur from uneven distribution of these services across Queensland.



▲ **Figure 6.9** Total amount of people using the internet per region. You can zoom in on this graph in the digital versions of this textbook.

ACTIVITY 6.6

Interpretation activity

Study Figure 6.9.

1 **Describe** the overall trend of global internet use.
2 **Identify** how many people in the world use the internet.
3 Categorise the regions from highest to lowest internet use.

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IMPACT ON AUSTRALIAN STUDENTS

Recently, the COVID-19 pandemic highlighted significant inequalities in student access to technology in Australia. Access to technology to complete online learning during lockdowns was limited for some students. Some students did not have access to the technology or reliable internet connectivity to be able to engage fully with their lessons. Survey results showed that 80 per cent of Australian teachers believe that unequal access to technology is due to poverty, which was already an issue before the pandemic.

Table 6.1 shows the change in internet connections from 2011 to 2016 in Queensland. Although most households have some internet access, this may not be enough to meet a student's educational requirements. For example, there may be only one device per household, or households may only be able to afford a small amount of data per month. From 2021, the question on internet access in households was removed from the national census, due to increased mobile access.

ACTIVITY 6.7

Change in internet connectivity in Queensland from 2011 to 2016

▼ **Table 6.1** Percentage of households with at least one person accessing the internet (through a computer, or a smartphone, tablet, console, etc.) from the dwelling

Internet connection by dwelling	Queensland 2011	Queensland 2016	Australia 2016
No internet access	18.2%	13.6%	14.1%
Internet access	78.3%	83.7%	83.2%
Not stated	3.5%	2.7%	2.7%

Data source: 2016 ABS Census data

Note, for the 2021 Census, the ABS dropped the question regarding household internet connection, so this is why data used is between 2011–16. **Reflect on** the information and statistics provided in this section.

1. **Identify** one factor that causes unequal access to technology for many Queensland students.
2. **Identify** the trend in dwelling internet connection in Queensland between 2011 and 2016.
3. Although most Queenslanders have an internet connection, **explain** why this does not necessarily mean that most students could complete their online learning from home.
4. **Describe** how the COVID-19 lockdowns and online learning impacted you and your classmates.

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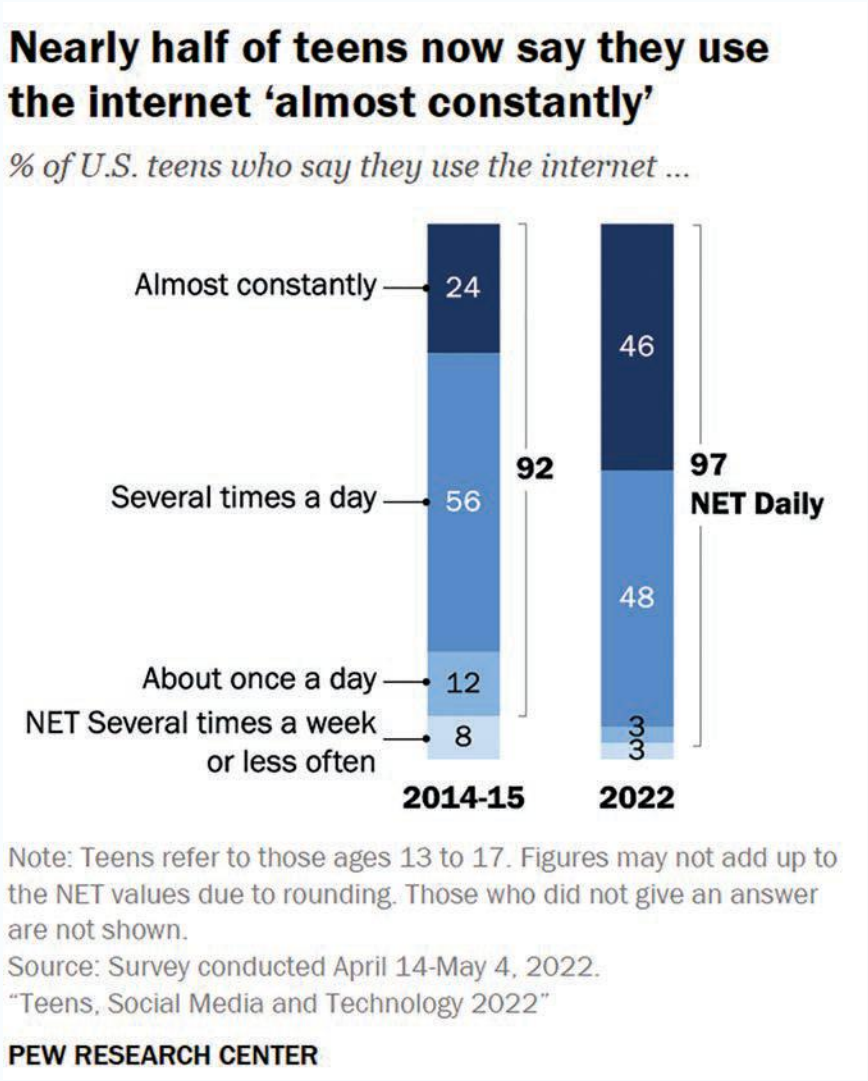
CASE STUDY 6.2

Online social networking

The fact that more teens and young adults are connecting to each other online can also change the way people feel about places and how they use spaces. For teenagers in the past, the bedroom was a place to retreat from the world, whereas a teenager's bedroom today may have a range of different uses. The online space is now a vital part of a young person's world. Recent research suggests there has been a significant shift in how often teens use the internet. In 2022, 46 per cent of survey respondents said they used the internet almost constantly; a big increase from 24 per cent, which was recorded in 2014–15.



▲ **Figure 6.10** A recent survey found that almost half of their teen respondents said that they use the internet almost constantly.

The internet, in particular social networking sites such as Instagram, TikTok and Snapchat, provides a portal to an online community, where people interconnect on an international scale. Figure 6.11 shows the most popularly used apps or websites in 2014–15 and 2022. In 2014–15, the most popularly used sites by young people were Facebook, Instagram and Snapchat. In 2022, the only site that has remained in the top three was Instagram. YouTube and TikTok have taken the top two places.

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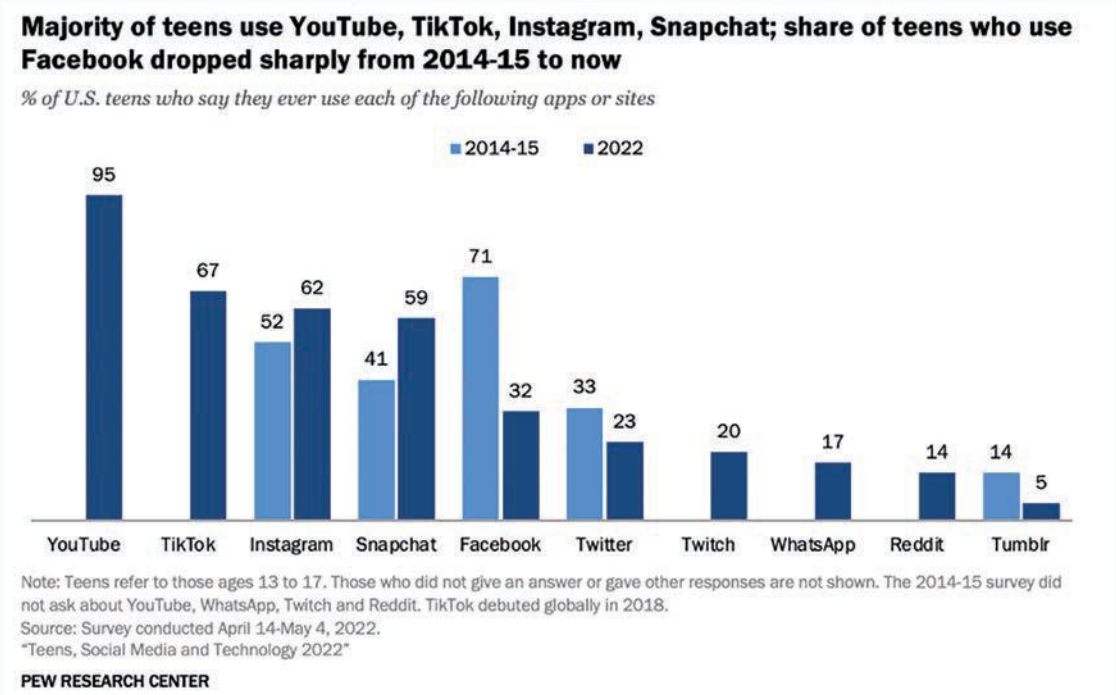

▲ **Figure 6.11** Percentage of teens surveyed who said they used social media sites or apps

▲ **Figure 6.12** A teenager listening to music in her bedroom in 1979

▲ **Figure 6.13** Tyler 'Ninja' Belvins is the most followed channel on Twitch, while Imane Anys, known as Pokimane, is the most followed female channel on the platform.

Analysis question

'The way that people use spaces can change over time.' To what extent do you agree or disagree with this statement?

Use the information from Figures 6.10–6.13 to support your argument.

Learning Indigenous languages online

Being able to speak the language of your culture is a human right. However, a third of the world's indigenous languages are now under threat of extinction. Researchers believe that up to 700 languages were spoken in Australia prior to British invasion. Today, only approximately 150 Australian

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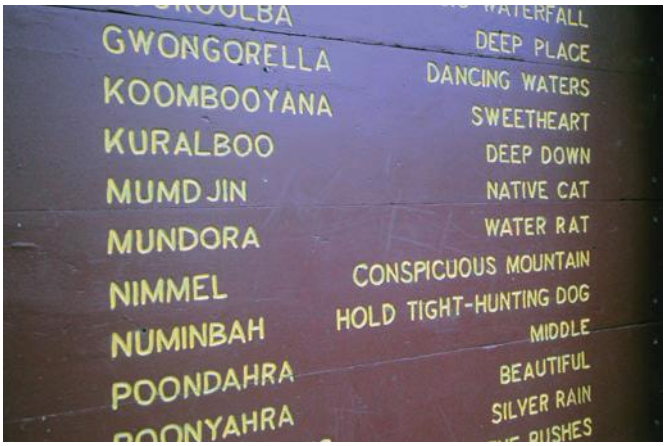
indigenous languages are still spoken at home. This is due to many factors, including the limited resources available to share these languages with younger generations. Information and communication technologies are playing a role in revitalising indigenous languages around the world.

Interesting fact

Indigenous peoples make up less than 6 per cent of the world's population and yet speak more than 4000 of the world's 6700 languages.



▲ **Figure 6.14** It is important to keep Indigenous languages alive. Pictured is a sign at Springbrook National Park, Queensland, which lists local words from the Yugambeh language and the equivalent meaning in English.

By using and sharing their languages, First Nations peoples create stronger connections to their culture. One person involved in this is yutustanaat, a member of the Snuneymuxw First Nation and a language teacher in British Columbia, Canada. She was one of many Indigenous people from around the world who participated in recording their language for Google Earth.

> Our language is very healing … It brings out caring in our people and helps our students be strong, because the language comes from the heart.

▲ **Figure 6.15** yutustanaat, quoted in Raleigh Seamster, 'Indigenous Speakers Share Their Languages on Google Earth', 2019

Similarly, the Yugambeh Aboriginal language of southeast Queensland was the first Australian Aboriginal language to be featured on 'Woolaroo', a new Google Arts & Culture experiment using the Cloud Vision API. Woolaroo is open source and allows language communities to preserve and expand their language word lists and add audio recordings to help with pronunciation. Today it supports 10 global languages including Louisiana Creole, Calabrian Greek, Māori, Nawat, Tamazight, Sicilian, Yang Zhuang, Rapa Nui, Yiddish and Yugambeh. Any of these languages are an important aspect of a community's cultural heritage.

ACTIVITY 6.8

▼ **Table 6.2** Top 10 most commonly spoken Aboriginal and Torres Strait Islander languages, at home, 2021

Language	Number of speakers
Yumplatok (Torres Strait Creole)	10%
Kriol	10%
Australian Indigenous languages	5%
Djambarrpuyngu	5%
Pitjantjatjara	4%
Other Australian Indigenous languages	4%
Cape York Peninsula languages	3%
Warlpiri	3%
Murrinh Patha	3%
Tiwi	3%

Data source: ABS Census of Population and Housing, 2021

Using the census data in Table 6.2, **research** the regions where these languages are spoken within Australia. You may wish to **represent** these regions on a map. Colour the regions, using a different colour to **represent** 0–3 per cent, 4–7 per cent and 8–11 per cent of people speaking the language at home.

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Using your research or mapped data, answer the following interpretation questions:

1 **Identify** which state or territory has the highest number of First Nations' languages spoken at home.
2 **Determine** whether First Nations' languages are mostly spoken at home in urban or in rural regions. **Suggest** reasons for this.
3 **Suggest** what you think could be done to increase the spoken use of Indigenous languages in Queensland, among both First Nations and non-First Nations Australians.
4 **Research** and **explain** how the Kriol language developed in Australia.

CASE STUDY 6.3

The Surui

The Surui are a tribe of Indigenous people who live in the Rondônia region of the Amazon rainforest. They have a long, ongoing connection to the place, both physical and spiritual, and only started having any contact with the outside world in 1969. They know every tree in their area and continue to hunt with bows and arrows. However, their livelihoods have been at risk due to illegal logging and mining.

▲ **Figure 6.16** Satellite image of the Surui tribe's region and the surrounding region

When Surui leader Chief Almir discovered Google Earth, he knew he was on to something. The new chief has helped his tribe use detailed satellite imagery from Google Earth Outreach to monitor and report illegal behaviour. This has been successful, as their home is the only remaining piece of intact rainforest in the region. They also use smartphones to monitor the animals they kill, to ensure they are hunting sustainably, and have worked with Google Earth to create an interactive cultural map that provides outsiders with a deeper understanding of a place that means so much to the Surui.

Analysis questions

1 **Describe** the spatial distribution of deforestation in Figure 6.16.
2 What can you **infer** about the effectiveness of the Surui tribe's environmental monitoring and reporting methods from this distribution pattern? Do these methods appear to be working?

Learning languages for trade relations

Websites and apps, such as Duolingo and Babbel, are also helping people learn new languages, and communicate with people from other countries. In business, learning the language of trade partners is proving to be an important skill. Benefits for business include:

- Helping employees communicate with their international customers, which increases the chance of trade

▲ **Figure 6.17** Learning the language of trade partners has been found to increase trade confidence in businesses around the world.

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- Saving money by reducing the need to hire translators
- Retaining customers, because employees who can speak to customers in their own language can build relationships and trust and increase customer loyalty
- Language training for staff helps them feel rewarded and motivated to learn.

Connecting services and people

Consider the apps on your phone. Which of these help you to connect to services and people? Today, there are apps for food delivery, transport, dating, listening to music from across the world, shopping and, of course, socialising with friends.

Rapid changes are occurring to the way medical and emergency services are provided. This has been somewhat accelerated by the COVID-19 pandemic. Telehealth appointments became increasingly common and accepted in this time. The increasing accessibility of telehealth has improved health care for those who may otherwise be unable to attend a doctor's surgery. Increasingly, prescriptions can be sent to pharmacies who can then provide a home delivery. During the pandemic, home delivery services became increasingly important, particularly for those forced to isolate alone at home.

Social media can be used to connect people during times of crisis and spread the news. During the February 2022 floods that struck Queensland and Northern New South Wales, social media was used to get help to people who needed to be evacuated from life-threatening situations and to organise the clean-up and rebuilding effort. In the United States, widespread Black Lives Matter protests were organised partially through social media.

▲ **Figure 6.18** A doctor on a telehealth video call with a patient

▲ **Figure 6.19** Black Lives Matter protests in the United States, 2022

How information and communication technologies have made it possible for places to provide global business services

Since it went global in the 1990s, the internet has experienced rapid improvements in speed and reliability. Moreover, telecommunications such as telephone lines and wireless signals have also been integrated with more sophisticated technology and software. These developments have made it possible for some people to work more locally (even from home) and for businesses to operate more globally. These interconnections became increasingly important during the COVID-19 pandemic.

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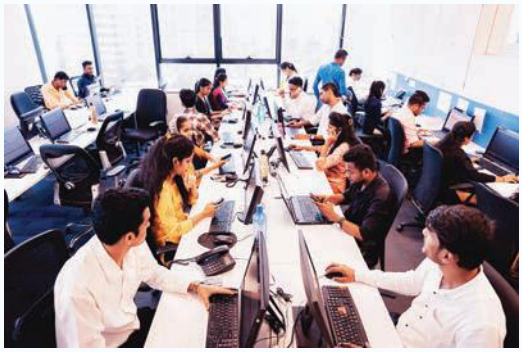
CASE STUDY 6.4

Call centres in India



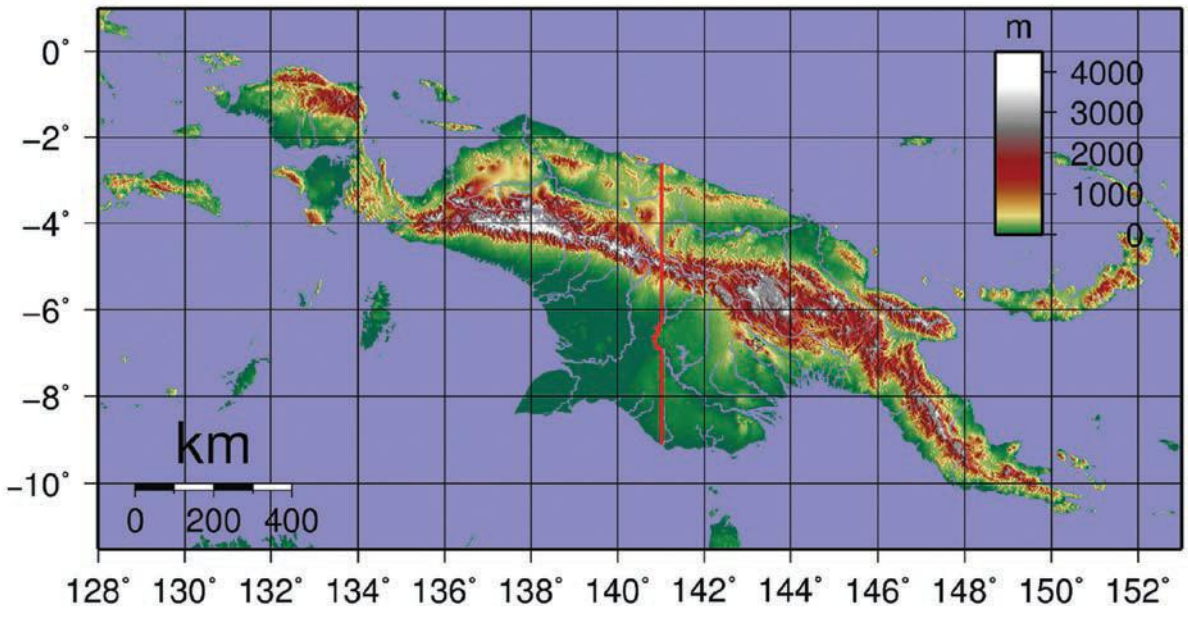
▲ **Figure 6.20** Inside a call centre in India

Offshore outsourcing is when a company hires another company to operate one part of its business overseas. Some Australian businesses outsource their customer service and telemarketing services to organisations within other countries. India has been a popular choice for Australian businesses because of its time zone (or willingness of workers to work through the night), its cheap labour, and its large English-speaking population. India is currently investing in the largest rural fibre-optic roll-out ever seen worldwide. This will connect 600 000 rural villages to broadband internet. The enormous enterprise could lead to customer service and telemarketing work moving to rural regions in the future.

How transport networks connect people to services

Transport networks are vital for connecting people to basic services such as food, water and health care, in order to ensure a quality standard of living. However, transport networks can be frustrated by the physical geography of a region. For example, Papua New Guinea is located in the south-western Pacific region. Its physical geography consists of beaches and coral reefs on the coast, while inland there are active volcanoes, dense rainforests (including where the Kokoda Trail is located) and steep topography. There are only 22 000 kilometres of roads, and half of these are not sealed. People in the highlands region are cut off from the rest of the country – and the world – for six months of the year due to the risk of landslides.

This prevents access to services, jobs and trade. Sixty per cent of the population have no access to safe water and 87 per cent lack basic sanitation. This results in poor health and diseases, malnutrition and stunting, and low business and tourism opportunities. It also makes disasters such as landslides difficult to recover from.



▲ **Figure 6.21** Elevation map of Papua New Guinea

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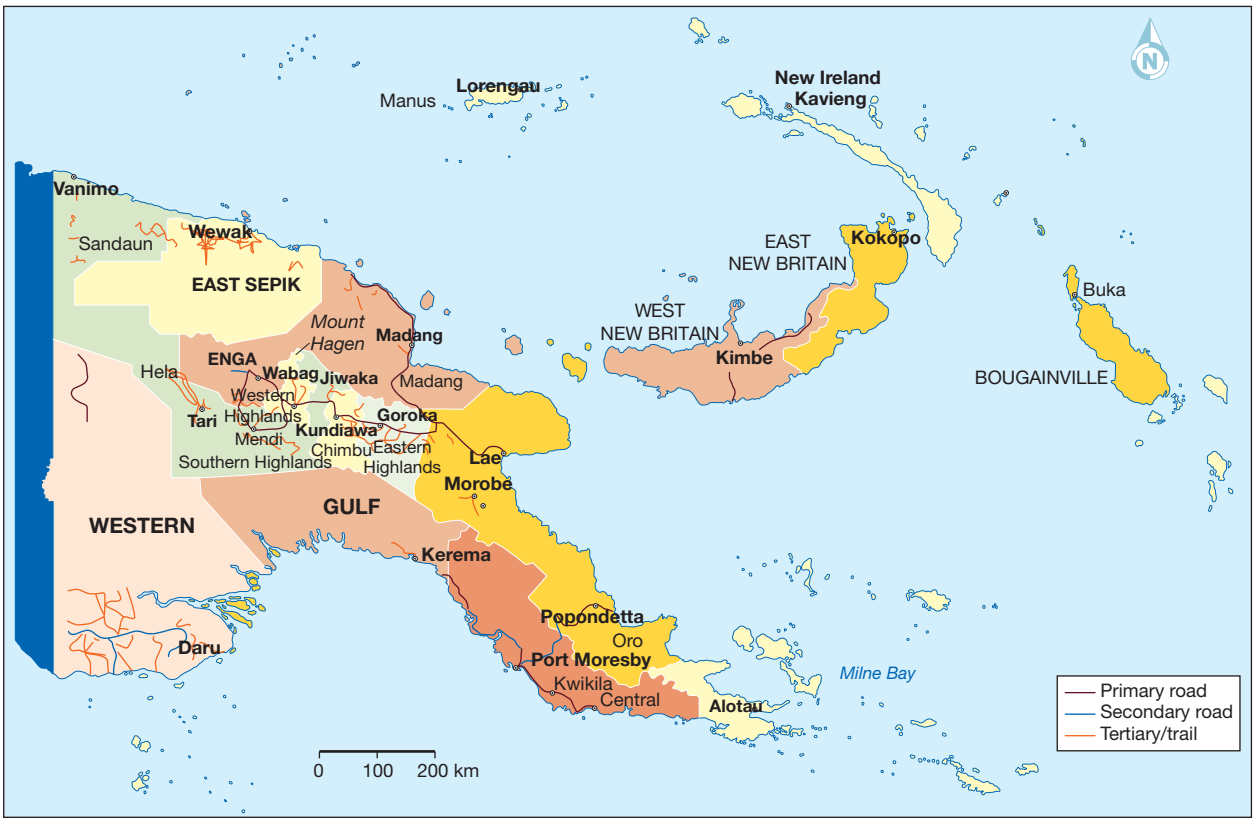

▲ **Figure 6.22** Roads in Papua New Guinea

ACTIVITY 6.9

Interpretation activity

1. Refer to Figure 6.21. **Describe** the topography in Papua New Guinea.
2. Refer to Figure 6.22. **Describe** the distribution of roads in Papua New Guinea. Ensure that you **distinguish** between primary, secondary and tertiary roads.
3. Imagine that you were commissioned to build one road to improve access – where would you put this road? **Justify** the reasons why you would put this road where you have. **Identify** any challenges that you might encounter in making this road a reality.

In Australia, transport networks are changing the way we connect to retail services. The role of Australia Post has changed from primarily delivering letters to becoming a courier service that facilitates the increase of online shopping.

New technologies such as drones could also play a greater part in providing a convenient online shopping service to people. While drone delivery is more fuel-efficient than other forms of transport, there are laws regarding the airspace above private property that may limit the scale of this service.

Self-driving trucks, trains reaching speeds of 400 kilometres per hour using magnetic levitation technology, and hybrid cargo airships are some of the new technologies that could minimise the travel time of people and services in the near future.

▲ **Figure 6.23** Is this the new normal? Wing is the first company approved to launch a drone delivery service in Australia.

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DEVELOPING YOUR UNDERSTANDING 6.1

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** the geographic concepts of 'place', 'space' and 'interconnection'.
2 Advancements in which two areas have fuelled globalisation?
3 **Identify** some features that make India a good place for customer services and telemarketing.

Interpret

4 **Organise** the information from this topic by finding one example of a transport or information communication technology that fits into each of these categories:
   a Connects people to a service
   b Connects people to information
   c Connects people to other people.
5 **Explain** the meaning that the place Rondônia has to the Surui. **Reflect on** the reasons why this place holds such meaning.
6 **Describe** how the Surui use spatial technology to protect the Amazon rainforest. **Identify** any problems or consequences that may occur from relying on technology.
7 **Describe** how globalisation connects people to places that they have never visited before.

Argue

8 **Explain** why it is important to be able to speak the language of your ancestors.
9 **Explain** how the physical geography of a place can impact people's access to services. Make reference to Alice Springs School of the Air and the highlands region of Papua New Guinea in your answer.
10 Discuss the positive and negative impacts that online gaming and/or social media have on people's interconnections with each other. Refer to the data in this section and your own experiences in your answer.

Extension

1 Look up 'Google Celebrating Indigenous Languages' online to read about this initiative. Using the knowledge of other languages that you have in your class, use Google Earth for Web to **create** a Google Earth project presentation (this will require use of a Google account login). You can find a guide on how to create Google Earth projects online by looking up 'Create a map or story in Google Earth Web'. Alternatively, you can **create** a digital presentation using a different tool. Write down a couple of words or sentences of another language that you know. Make an audio recording of yourself saying these words or sentences and then add the recordings to your presentation to show the country the language comes from. Collect these maps together to form a presentation of world languages.

▲ **Figure 6.24** Māori, also known as te reo, on a mural in Wellington, New Zealand

2 Use the QR code to watch the video 'Trading Bows and Arrows for Laptops' and **explain** how spatial technology is helping outsiders learn about the Surui.

▲ **Video 6.1** Trading Bows and Arrows for Laptops

3 The Surui Cultural Map is available as a KMZ file, which can be downloaded from https://cambridge.edu.au/redirect/9683. Use either the desktop version of Google Earth for Web or another mapping application to open the file and explore the map to answer the following questions about the Surui.
   a What is considered to be a spiritual animal that cannot be eaten?
   b Name and locate three villages using their absolute location.
   c What do the Surui eat when they have the flu?
   d What plant is used by the Surui to build houses?
   e What fibre is used to make handicrafts?
   f What fruit are children not allowed to eat and why?
   g What spiritual significance does the jaguar have to the Surui?

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6

6.2 The effects of people's travel, recreational, cultural or leisure choices on places

FOCUS QUESTIONS

- What are the impacts of tourism?
- How is technology changing the tourism industry?

The global growth of tourism and its likely effects on the future of places

Prior to the disruption of the COVID-19 pandemic, tourism was one of the fastest-growing industries in the world. In 2018, there were 1.4 billion international tourist arrivals globally, according to the World Tourism Organization. This was an increase of 6 per cent since 2017.

RECENT CHANGE

On 31 December 2019, the World Health Organization was alerted to what was then considered to be a viral pneumonia cluster in Wuhan, China. By 9 January 2020, this was known to be a novel coronavirus. The highly contagious nature of the virus subsequently led many governments across the world to place restrictions on out-of-home activities, large gatherings and the movement of people between and within countries. This process has significantly changed the interconnections between people and places on a local to global scale and highlighted how vulnerable the tourism industry is to global crises.

ECONOMIC IMPACTS OF TOURISM

The jobs provided by tourism support local, regional and national economies. About 3 per cent of people worldwide work in the tourism industry directly. However, the industry has a much broader reach than this, as it supports the jobs of 10 per cent of people worldwide. Figure 6.25 demonstrates the direct, indirect and induced impacts of cruise ship tourism. It can provide much-needed income in places that otherwise have few resources to trade, such as Macau, where 44 per cent of its income comes from tourism, particularly people drawn to the region's casinos.

However, there are some negative impacts of tourism, including underemployment or unemployment for parts of the year in places where tourism is seasonal. Moreover, the cost of housing, goods and services can increase in order to make money from tourists, which also puts financial pressure on locals who cannot afford the price increase. For places such as Bali, where 80 per cent of the island's income comes from tourism, the sudden drop in tourist numbers in 2020 had a severe economic impact on the people.

ENVIRONMENTAL IMPACTS OF TOURISM

Tourism can impact environments in a positive way by providing financial investment in improved water quality, pollution reduction and infrastructure. It can also encourage governments to protect natural environments and heritage areas.

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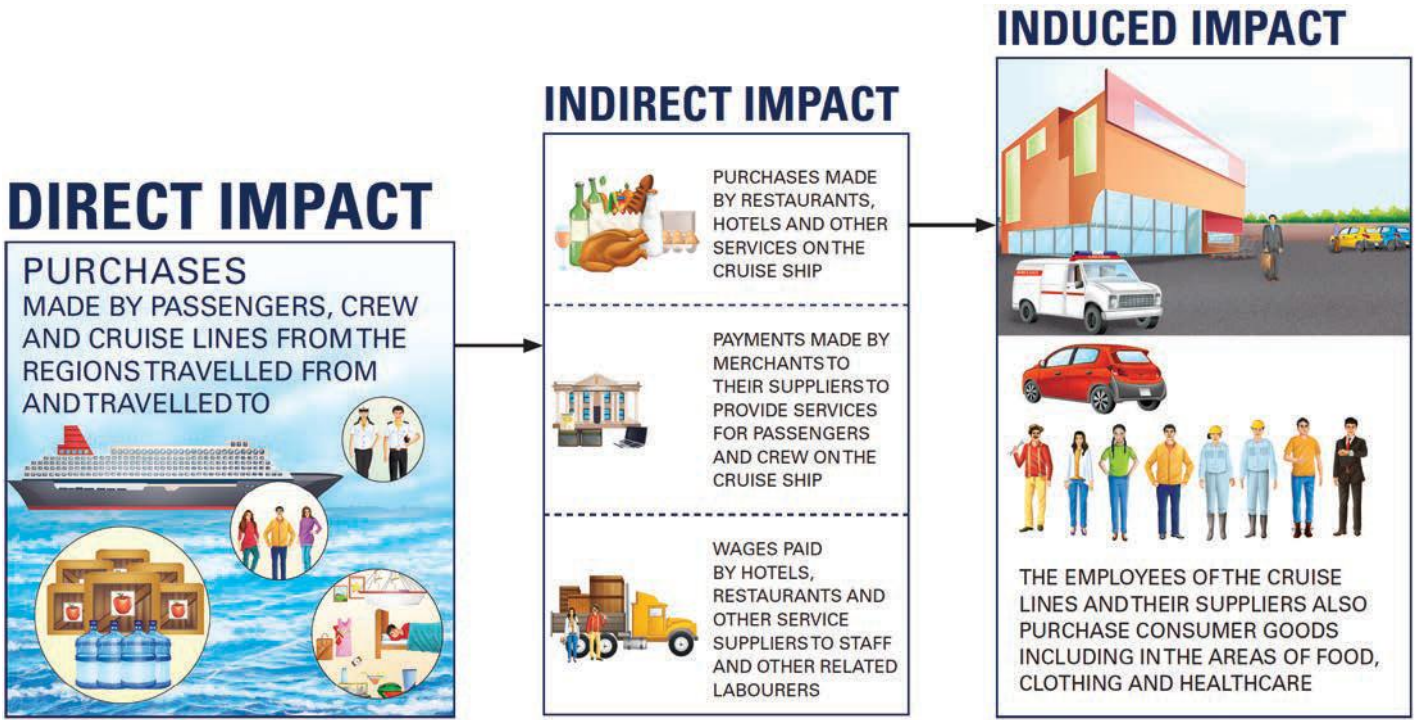

▲ **Figure 6.25** Direct, indirect and induced impacts of cruise ship tourism

On the other hand, tourism can put a large amount of stress on places, particularly fragile environments such as coral reefs, deserts, mountains and coasts that are not able to cope with large numbers of people and their waste. The consequences of this can be degradation of habitats and loss of wildlife, pollution and soil erosion. If the environment becomes too damaged over time, the place may also lose its appeal to tourists, who may no longer wish to go there. Some countries recognise this issue and take deliberate measures to protect their environments in order to ensure future tourism. For example, Costa Rica – a country of five million people – has reversed deforestation and returned much of its land to tropical rainforests. Costa Rica recognises the value of protecting its environment, which draws around three million visitors a year.

▲ **Figure 6.26** Costa Rica's natural environment is a major tourist attraction.

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SOCIAL IMPACTS OF TOURISM

Travel can enrich people's lives. Tourists and locals both have an opportunity to learn about each other's culture and language, which can help people overcome prejudices and stereotypes that they may have held. It can also show travellers that there is no one way to live, and help people broaden their perspectives.

▲ **Figure 6.27** Travelling can help you to understand the world better and experience a different culture.

However, there are negative social risks, which include changing the cultural values and behaviour of locals, increased crime, changes in family structures and roles, and damage to the natural and human environments. Conflict can occur between tourists and locals over resources. Tourists can use up to 16 times as much water as locals in some places. Moreover, locals are sometimes forced to move when their homes are used to expand tourist developments.

HOW IS TECHNOLOGY CHANGING THE TOURISM INDUSTRY?

Technology has changed the travel experience and will continue to change our experiences in the future. Some emerging technologies that have an impact on tourism are outlined in Table 6.3.

▼ **Table 6.3** Emerging technologies and how they impact tourism

Technology	Use in tourism
Recognition technology	Biometric identifiers such as facial and fingerprint recognition can be used to streamline checkouts. In the future, you may be able to pay for hotel accommodation by simply walking out the front entrance.
Virtual reality (VR)	Virtual reality can be used by businesses to attract customers by showing them the experience that they could have. It can also be used by hotels to show potential customers the facilities they offer.
Artificial intelligence (AI)	Robots and chatbots provide travel information to tourists. Artificial intelligence is also being used to create hands-free luggage that will use sensors to automatically follow you.
Data collection	Data about each traveller is collected on databases in order to understand the traveller's wants and needs. This helps market a more personalised travel experience.

At the time of writing, the long-term impacts of the COVID-19 pandemic were still unknown. Travel restrictions have had a major effect on the numbers of foreign travellers throughout the world. This has caused dramatic changes in global tourism figures.

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▲ **Figure 6.28** Impacts of tourism around the world

Cambodia

'Voluntourism' refers to people who perform volunteer work while being tourists outside of their home country. In Cambodia, tourists volunteer at orphanages as a way of doing good. However, 80 per cent of these children are not orphans. They have been recruited from their villages by people who tell their parents that this is a great opportunity for children to get an education and meet Westerners. These children grow up with a loss of their culture and identity. Their relationships with tourists only last a few weeks, which can result in a warped sense of connection to others that is not based on any substantial, ongoing love. Abuse and mistreatment are also reported. The outcome for these children is often grim, with many of them suffering mental health issues into adulthood.

Zanzibar

Hotels in Zanzibar hire security guards to protect the hotel's water pipes from locals who are experiencing extreme water shortages. Zanzibar was also affected by a cholera outbreak that killed three locals. This outbreak was connected to contaminated groundwater from hotel sewage.

Bali, Indonesia

Tourism makes up 80 per cent of Bali's income. The popularity of this island makes it far more wealthy than some other Indonesian islands where agriculture is the primary industry. Though pollution has been a problem, the group One Island One Voice holds an annual event called Bali's Biggest Clean-Up. This event is supported by tourists and businesses, including multinational corporations that have a vested interest in keeping the island clean.

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Ghana

Ghana is experiencing strong growth in tourism. Ghana has a tragic history, as many people who were taken as slaves to the United States came from Ghana. The Year of Return is a marketing strategy designed to attract African Americans to visit Ghana as tourists. While tourist growth is positive, the risk is that multinational businesses will invest in Ghana's tourism industry and overrun the locally-run businesses.

Singapore

'Bleisure travel' refers to combining travel for business with leisure activities. Singapore attracts international business people from the manufacturing, finance and real estate industries. For leisure, these people can also enjoy shopping, sampling a variety of cuisines, seeing cultural sights and enjoying the luxuries of high-end hotels. Bleisure travel is a quickly growing industry and has the benefit of attracting people to places that they may not have otherwise visited.

France

Paris is the most popular tourist destination in the world. The 50 million tourists each year impact local residents, who feel overwhelmed by the crowds. Tourism also affects the affordability of accommodation for locals, as residents are put out of their rental apartments by landlords who can make more money from renting the apartments using apps such as Airbnb. Some locals argue that the scale of tourism makes the city feel more like a theme park than an urban living environment.

Australia

People around the world are becoming wealthier. The increased affluence in China has had a strong impact on international travel, including in Australia. Chinese tourists make up the most international travellers to Australia, yet only 1.8 per cent of Chinese people travel to Australia. Australia is expected to benefit from increasing numbers of Chinese tourists as more Chinese begin to afford travel.

United States

National parks such as Yosemite and Yellowstone have helped protect the natural environment and native animals, as well as allowing tourists to enjoy nature-based tourism activities. However, the natural beauty of the United States also suffers from the impact of social media. For example, Horseshoe Bend near the Grand Canyon National Park (see Figure 6.29 on the next page) became Instagram-famous and now attracts crowds of up to two million people annually, well beyond what the fragile desert environment can handle. The sudden popularity of the area also means that infrastructure is not in place to deal with the increase in visitors. As one local said, 'It was just a local place for family outings … But with the invention of the cellphone, things changed overnight' (Bill Diak, local, quoted in Charlotte Simmonds et al., 'Crisis in our national parks: how tourists are loving nature to death', *The Guardian*, 20 November 2018).

Greenland

Greenland is the world's largest island after Australia, and is largely covered by the only permanent ice sheet outside of Antarctica. Greenland's ice is melting due to climate change, which has increased the average winter temperature by almost 6°C. Tourism to Greenland has doubled in six years. Climate change tourism is attracting people who say that they want to visit Greenland before the landscape changes and polar bears become extinct. Travelling by ship or plane to Greenland emits carbon emissions, so some people argue that it is exacerbating climate change, while others see it as an opportunity for the tourism industry to grow.

New Zealand

Wilderness refers to land that has not been developed, and has a very small, if any, amount of human impact. People attracted to wilderness tourism are often seeking the comfort of nature and hoping to escape the busyness of everyday life. However, there can be safety risks associated with this type of tourism. In 2019, tourists visiting Te Puia Whakaari (White Island) volcano lost their lives when the volcano erupted. Although the volcanic activity was being monitored, geographers are still developing their ability to accurately predict the timing of natural disasters such as this.

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▲ **Figure 6.29** Horseshoe Bend, Arizona

The Gold Coast: a changing city

▲ **Figure 6.30** The skyline of Surfers Paradise

The Gold Coast is located approximately 78 kilometres south of Brisbane CBD and directly north of the New South Wales border. With a population of approximately 620 000, the Gold Coast is the sixth-largest city in Australia, and Australia's largest non-capital city.

It has a long history as a tourist destination and is an example of how a place can change in order to increase its popularity over decades. The changing nature of tourism on the Gold Coast can be categorised into five phases:

- Pre-tourism development – 1842–89
- Regional tourism – 1889–1957
- National tourism – 1957–79
- International tourism – 1979–95
- Transforming from a resort into a city – 1995 to today.

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HOW DO TOURISTS INTERCONNECT WITH THE GOLD COAST?

▲ **Figure 6.31** Actor Chris Hemsworth arrives at the premiere of *Thor: Ragnarok* in October 2017 in Sydney

Tourists are attracted to the physical characteristics of the Gold Coast, such as its subtropical climate, its world-class surfing beaches across 70 kilometres of coastline, and its rainforest hinterland. Human characteristics that attract tourists to the region include theme parks, nightlife and high-rise beachfront apartments, including the Q1 building, which has the second-highest public vantage point in the southern hemisphere and attracts both local and international tourists. Moreover, the city makes a significant contribution to Australia's entertainment industry, hosting television and major film productions such as *Thor: Ragnarok* and *Elvis*. The city has also hosted international events such as the World Surf League Championship Tour and the 2018 Commonwealth Games.

Tourists across Australia and internationally can fly directly to Gold Coast Airport, and trains from Brisbane Airport connect directly. The most popular style of accommodation is three- and four-star self-contained apartments.

▼ **Table 6.4** Average number of nights spent at Australia's top destinations, by international tourists, from 2010 to 2020, Austrade 2020

Destination	Average nights
Melbourne	24
Canberra	23
Adelaide	23
Sydney	21
Perth	20
Brisbane	19
Regional New South Wales	18
Regional Queensland	15
Gold Coast	10

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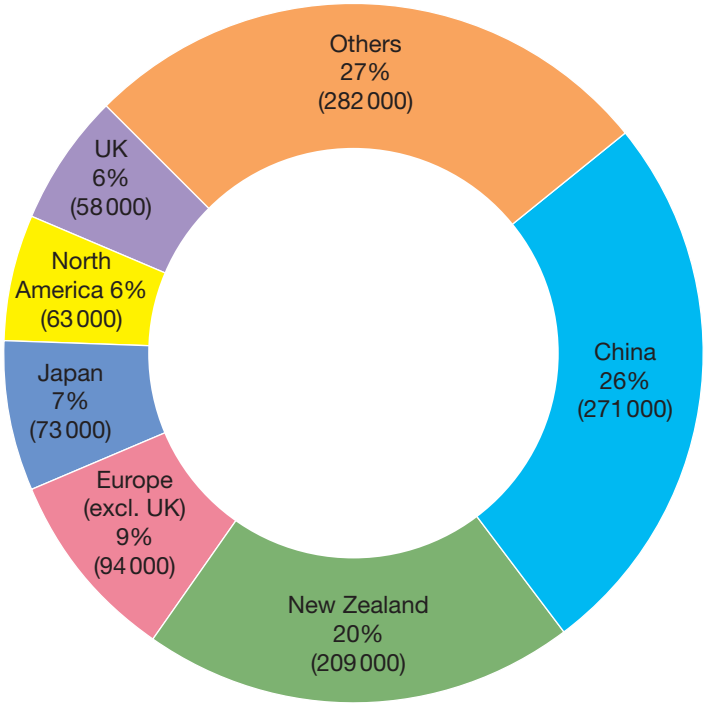
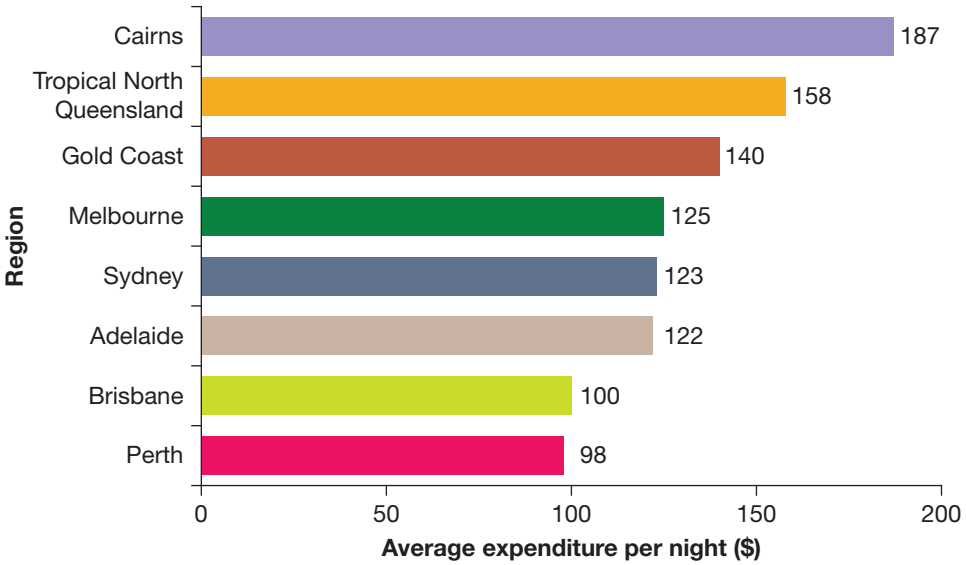


▲ **Figure 6.32** International visitors to the Gold Coast, by source country, from June 2018 to June 2019 (please note that the percentages are rounded)



▲ **Figure 6.33** Average expenditure per night at Australia's top destinations, by international tourists, from June 2018 to June 2019

ACTIVITY 6.10

Interpretation activity

Use the data in Table 6.4 and Figures 6.32 and 6.33 to write a paragraph summarising the characteristics of Gold Coast tourists in 2019 compared to other Australian cities.

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▲ **Figure 6.34** The opening ceremony of the 2018 Commonwealth Games at Carrara Stadium on the Gold Coast. The games were estimated to add $1.8 billion to the Gold Coast's economy.

PLANNING FOR THE FUTURE

There is much discussion about where the Gold Coast will go from here. While there is confidence that the Gold Coast region is already recovering from the impacts of the COVID-19 pandemic, there is debate around what this recovery will and should look like. Some have been dismayed at what they believe to be the haphazard nature of development in the region and see this as an opportunity to reflect, consult with the community and rebuild the city with purpose. Others believe that reducing building restrictions is key. Meanwhile, the city has spent the last 10 years developing its cultural infrastructure, including the Home of the Arts Centre in Southport and the Jellurgal Aboriginal Cultural Centre. These cultural tourism sites are important for the future of Gold Coast tourism in order to attract domestic visitors, retain local creative talent, diversify job opportunities and broaden the appeal of the Gold Coast to a wider range of tourists from a local to an international scale.

In the City of Gold Coast Culture Strategy 2023, one of the biggest challenges identified is to:

> … shift our reputation as a place with little to offer culturally aside from 'sun, surf and sand' (with a dose of glitz and glamour).

▲ **Figure 6.35** Culture Strategy 2023 report, City of Gold Coast

GOLD COAST INQUIRY ACTIVITY

The following activity is based upon three key inquiry questions:

- What are the causes and consequences of change in places and environments, and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

Your geographic inquiry task or fieldwork task is to identify and investigate a change that is currently occurring in the Gold Coast region and propose ways that this change and its impacts can be managed into the future. Ensure that you refer to the concepts of place, interconnection, scale, change and sustainability in your study. The steps in Activity 6.11 can guide you through your inquiry.

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ACTIVITY 6.11
FIELDWORK OR DATA INQUIRY

Step 1: Construct an inquiry question

Construct an inquiry question that relates to one of the key questions for this topic. Ensure that you feel able to answer the question using secondary data collection and, if possible, fieldwork techniques. Example questions include:

a How is the Gold Coast developing its cultural tourism profile and how is this important for the region's future? (Alternatively, you could refer to sporting precincts or ecotourism.)
b How is the Gold Coast elevating its First Nations heritage and culture, and why is this important for tourism in the region?
c What are the causes and impacts of changing interconnections between the Gold Coast and international tourists, and how can this be managed?
d What are the current economic impacts of the COVID-19 pandemic on Gold Coast tourism and how can the city manage these impacts?

Step 2: Collect secondary data

secondary data data that is collected by someone other than the researcher, usually for a different purpose; it is always collected before the project

Secondary data refers to sources of information that have been collected and processed by other people for a purpose other than your inquiry. Sources include internet sites, journals, reports, satellite images and GIS maps. During this step, you will develop a deeper understanding of the region's characteristics and how the place is changing. Thorough research during this step will also enable you to be well informed and better able to gather important primary data if you are able to visit the fieldwork site. Some secondary data ideas are given in Table 6.5.

▼ **Table 6.5** Research ideas for secondary sources

Secondary data	Example source
GIS map	Visit the 'atlas.id' website and search the Gold Coast to see various characteristics of the region presented in map layers
Statistics	The Australian Bureau of Statistics' '2021 QuickStats Gold Coast' provides an overview of the demographics of the region, such as employment rates and occupations
COVID-19 economic outlook tool	The Gold Coast economic profile on the website '.id' documents the economic changes that have occurred from September 2019 to September 2020 as a result of the COVID-19 pandemic
Tourism sector analysis data	The Gold Coast economic profile on the website '.id' also provides an overview of the social and economic impact of tourism on the region
Tourism calendar	Websites such as 'We Are Gold Coast' provide a list of tourism events that are held in the region
Real estate websites	These sites can provide details about the sale prices for shops and houses currently and historically, showing change over time
Strategy and development reports	Reports such as the 'City of Gold Coast Culture Strategy 2023' outline the challenges and strategies that are in place to improve the cultural profile of the Gold Coast over time

Step 3: Present your data

In class, **organise** your data to make it visually easy to communicate to others. Graphs, maps, tables, annotated diagrams and figures all need to be neatly presented and numbered. Geographic reports are usually structured in the following way:

- Introduction – this introduces the topic and explains the purpose of the inquiry.
- Methodology – this section tells your reader what information you have collected and how you have collected it.

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- Body – this section provides your data; you would normally put this information under subheadings.
- Conclusion – this section provides detail on your recommendation on how to address the issue you have investigated.

Some data presentation ideas are given in Table 6.6.

▼ **Table 6.6** Data presentation ideas

GIS map	GIS software such as ArcGIS and Google Earth Pro provides a quick way to draw a range of maps from your data. You can choose the most appropriate type of map for your inquiry question and for the data type and location.
Map	Raw data can be presented on a paper or online map using the GPS coordinates linked to your smartphone photos
Desire and flow line maps	Movement is represented by lines. These maps are appropriate for showing movement from one place to another: • Flow lines show the exact path of movement • Desire lines show a general direction of movement • Thick lines show large amounts of movement • Thin lines show small amounts of movement
Pie graph	Pie graphs are an appropriate way to present percentages, such as what percentage of tourists surveyed were local, in comparison to what percentage were from interstate or overseas
Scatter graph	Scatter graphs show relationships between two sets of data. For example, you may record the distance tourists have travelled to visit the Gold Coast, and how many times they have been to the Gold Coast, in order to see any potential relationships between frequency and distance travelled.
Bar graph	Bar graphs are an appropriate way to present responses to quantitative survey questions
Histograms	Histograms are similar to bar graphs, but they show frequencies rather than groups of data. A histogram could be used to show how many times each of the tourists you survey has visited a particular tourist venue.
Pictograms	Pictograms are like bar charts, but they use small pictures or icons to show data instead of bars
Timeline	Timelines can help to show change over time as well as highlight patterns. For example, you may construct a timeline of cultural events, or how many employees have worked at a particular local business over a defined time period.

▲ **Figure 6.36** An example of a traffic tally (primary data) being presented on a GIS map

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Step 4: Analyse and apply

Once your data has been neatly and clearly presented, it is time to look at your primary and secondary evidence together, and **interpret** this information. **Describe** any patterns, trends or relationships that you can see. **Suggest** reasons for these patterns and trends. Furthermore, **identify** and **suggest** reasons for any exceptions in your results that do not fit the general patterns and trends that you see. Then, using geographic concepts and referring to the results of your data, make general statements about the characteristics of the Gold Coast, the nature of change that is occurring on the Gold Coast and the impacts of this change. This information will go into the *Body* section of your report.

Step 5: Synthesising – conclusion and proposed action

Reflect on your findings and use this to **propose** a course of action in response to the geographical change that you studied. Ensure that you use relevant and convincing evidence from the analysis to **justify** your proposal and that you **explain** the predicted outcomes of your proposal.

After completing your report, as a class, **reflect on** the following key questions for the unit as they relate to your inquiry topic:

a What are the causes and consequences of changing interconnections between places and how can this change be managed?
b What are the future implications of changing interconnections between places?
c Why are interconnections and interdependencies important for the future of places?

DEVELOPING YOUR UNDERSTANDING 6.2

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 How many international tourists were there globally in 2018?
2 Discuss whether tourism was a growing industry before the COVID-19 crisis. **Select** one statistic from the text to support your answer.
3 **Identify** one direct and one indirect impact of tourism.
4 Define the terms 'voluntourism', 'bleisure tourism', 'climate change tourism' and 'wilderness tourism'.

Interpret

5 Rank the emerging technologies from those that you think will have the most impact on tourism in the future to those that will have the least impact. **Justify** your ranking order.
6 **Synthesise** the information that you have read in Section 6.2 regarding the impacts of tourism by copying and completing this table (or by completing the answer in the Interactive Textbook).

	Positive impacts	Negative impacts	Example from 'Impact of tourism around the world' map
Economic impacts			
Social impacts			
Environmental impacts			

7 Construct a timeline titled 'The changing nature of tourism in the Gold Coast, 1842–2021' and annotate the timeline with photographic data from each era.

Use the information you have gathered to write a short paragraph answering the following question: 'How has tourism in the Gold Coast changed from 1842 to 2021?'

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Argue

8 Provide your opinions on the following two questions. For each, **justify** your opinions using information from the textbook and further research. (In addition, you can hold a class debate on one of these topics.)
- **a** Do you think that volunteer tourism (voluntourism) should be banned?
- **b** Do you think that tourists should have a limit to how much water they can use in places that are experiencing water scarcity?

Extension

1 Choose one tourism event that takes place on the Gold Coast to **research**. In your research include an outline of the event and its history; the demographics of the people attracted to the event; where tourists that attend this event come from; and how this event positively and negatively impacts the region.

2 Construct a travel tour across the African continent. You must stop at a minimum of one country from northern, southern, eastern and western Africa (at least four countries in total).
- **a** **Describe** the geographic characteristics (human and physical) of each place. Include characteristics such as the location, major landforms and biomes, places of interest, currency and exchange rate for Australian travellers, and the culture/religions/daily life of the people.
- **b** For each country, include three activities that tourists can enjoy.

▲ **Figure 6.37** Where will travellers stop on your hypothetical tour of Africa?

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6

6.3 The ways that places and people are interconnected through trade in goods and services

FOCUS QUESTIONS

- How and why are places interconnected regionally through trade?
- How are products and services in your local region traded?
- How and why are places interconnected globally through trade?

The phenomenon of globalisation has not only influenced how we perceive places and use spaces; it has also created connections between people and places all over the world, whether we are aware of these connections or not. Many of these connections have been formed through trade. Trade simply refers to the buying and selling of goods and services. Goods are items that can be sold and moved, while services involve doing work or performing a task for others.

scale refers to the size of something over space

Goods and services are traded at all **scales**, and we are constantly participating in different scales of trade. For example, if you have dinner at a local, family-owned restaurant, you may be engaging in local-scale trade. The food that you eat, however, may have been transported to the restaurant from another state or even overseas, and therefore have been involved in national or international trade. If you pay for this meal using a smartphone, which is manufactured by using a vast network of materials and labour from across the globe, you are playing your part in a global network of trade.

ACTIVITY 6.12

Scale

Scale refers to the size or amount of something. In Geography, we can determine the distances between places on a map, or the size of an area, by reading the scale. Examples of what we call 'map scale' can be found in Figure 6.38.

Another version of scale is what we call 'observational scale'. The most commonly used observational scales are identified in Table 6.7.

Statement scale/word scale/written

One centimetre equals four kilometres

Representative fraction

1:250 000 or $\frac{1}{250\,000}$

Linear/Bar scale

▲ **Figure 6.38** Examples of scales found on maps, otherwise known as 'map scales'

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▼ **Table 6.7** Examples of observational scales

Local scale	A local area, such as a street, school or town
Regional scale	Regions are areas that share the same or similar geographic characteristics. Regions can vary in size. Smaller regions may include a few towns or suburbs (e.g. the Tablelands Region or the Sunshine Coast). Larger regions may include a group of countries (e.g. South-East Asia).
National scale	Encompassing a whole country
International scale	Including two or more countries, but not most of the world
Global scale	Including most of the world

1 Refer to the map of Indonesia in Figure 6.2. What is the relative location (that is, distance and direction) of Mount Ijen from Indonesia's capital city, Jakarta? Use the scale on the map to calculate the distance.
2 **Identify** the observational scales shown in Figures 6.2, 6.28 and 6.37.
3 **Apply** your understanding of the concept 'region' to your own place. Which region do you live in?

ACTIVITY 6.13

Recognising spatial patterns task

Research the top 15 countries as ranked by gross domestic product and **create** a map to show these countries. Ensure that you **use** geographic conventions when creating your map.

Investigating how and why places are interconnected regionally through trade in goods and services

LOCAL-SCALE TRADE

When this scale of trade occurs, the goods and services are made, provided and sold locally or within a small region. Some benefits and drawbacks of this scale of trade are outlined in Table 6.8.

▼ **Table 6.8** Benefits and drawbacks of local trade

Benefits of local trade	Drawbacks of local trade
• Can rely on word of mouth to build business • Lower transport costs • Understand the region or market • Provide jobs for local people. When people work locally, they can support the local economy indirectly. For example, people can spend their wages on goods and services provided by other local businesses.	• Limited in how much your business can grow • Word of mouth may not be beneficial, depending on what people have to say about the business • May be difficult to find and keep employees, especially skilled employees • Can be more expensive to produce goods and provide services

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CASE STUDY 6.5

Etsy

Etsy is a global online marketplace that was created with small businesses and artists in mind. In contrast to mass production and fast fashion, creators on Etsy are small-scale businesses. Etsy prides itself on building an online community that brings people together to buy, sell, create and collect unique handmade items. Because the company focuses on serving small-scale businesses, there are no large warehouses; instead, there are millions of people selling the things they love.

Search online for Etsy's story and guiding principles, by looking for the webpage 'Keep commerce human'.

▲ **Figure 6.39** Etsy can be easily accessed online

▼ **Table 6.9** Benefits of an online global marketplace

Supports small businesses and artists
Customers can contact sellers and therefore build a personal relationship with the seller
Creations are unique and often handmade by the seller
Money from purchases goes directly to the seller and creator, not a global chain, meaning the seller can reap the full benefits of the sale
Allows buyers to purchase handcrafted goods from all over the world, which may help them become more educated about the craftsmanship of different regions of the world

Analysis question

Look at the benefits of the online global marketplace promoted by Etsy listed in Table 6.9. **Organise** each benefit in the table as being social, economic or environmental. Brainstorm further benefits to the online global marketplace.

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Investigating some of the products and/or services that businesses in your town, city or rural region sell to other places

ACTIVITY 6.14
FIELDWORK – TALLY (QUANTITATIVE) AND INTERVIEW (QUALITATIVE)

There are two types of data that we can collect when conducting fieldwork: quantitative and qualitative. **Quantitative data** is data that can be counted and measured (such as a tally), while **qualitative data** is less structured and may not be expressed in numbers. Instead, it is investigative and may involve open-ended questions (such as in an interview).

quantitative data data that can be counted and measured (such as a tally)

qualitative data descriptive information that tends to be subjective (such as surveys and interviews)

In this fieldwork task, we will practise collecting both types of data.

1. **Select** a manageable local scale to **research** and visit. This may be your local shopping strip or an industrial area.
2. **Create** a simple research question that is easy to **investigate**. Your question should focus on where and how trade occurs for businesses in your chosen area.
3. In a table, tally which businesses in your chosen area predominantly sell goods or provide services, or do both.
4. From your tally list, choose one business to **research** in-depth. **Create** interview questions that will provide you with an understanding of where and how trade occurs for that business. Example questions include:
   - What goods and/or services do you provide?
   - What goods do you need to import to run your business? Where do these imports come from?
   - What goods or services do you trade and which places do you trade these to?
   - Do you classify yourself as local, regional, international or global traders? Why?
   - What strengths or weaknesses do you find with your scale of trade?
5. Present and summarise your findings. Because your tally is a form of quantitative data, it can be expressed in a graph. **Create** a graph, then summarise the main findings from your graph and your interview in two paragraphs.

Investigating how and why places are interconnected globally through trade in goods and services

GLOBAL-SCALE TRADE

Before his death, Apple co-founder Steve Jobs expressed his hope that the iPhone would be made entirely in the United States. However, this has been far from the case. In fact, the iPhone is a symbol of globalisation as it takes many countries to make and trade an iPhone.

Meanwhile, in the Tiwi Islands of the Northern Territory, acacia mangium tree plantations are felled to make woodchips. These woodchips are then sold to Japan and China, where they are turned into paper and fabric, which is then sold back to us at a higher price.

Global interactions such as these are occurring across the world with respect to many different products. So why doesn't the United States make the entire iPhone and why do we make such a small amount of our own paper? What is the purpose of global trade?

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CASE STUDY 6.6

The iPhone

Apple is a multinational corporation (MNC). An MNC is a company that has facilities in more than one country. It often has one place that operates as the headquarters, where the operations of the business in all other countries are organised. Apple's headquarters are in Cupertino, California, in the United States.

Every day, half a million iPhones are assembled in Zhengzhou, central China, by a company called Foxconn.

An iPhone's birth begins with the manufacturing of its components, which are made by over 200 suppliers, such as Intel, Samsung and Sony, in many countries around the world, including the United States, Japan, Korea and Taiwan. Just a handful of these components are identified in Figure 6.40. Apple then buys these components from the manufacturers and sells them to Foxconn.

Geographers refer to this phenomenon as the international division of labour, as each country may specialise in manufacturing certain goods or services that contribute to the creation of an overall product. So, for instance, to make one product, the parts may be made in different countries, based on each country's speciality. Then the parts are all transported to a place that specialises in assembling and packaging products.

▲ **Figure 6.40** The design, production and assembly of an iPhone

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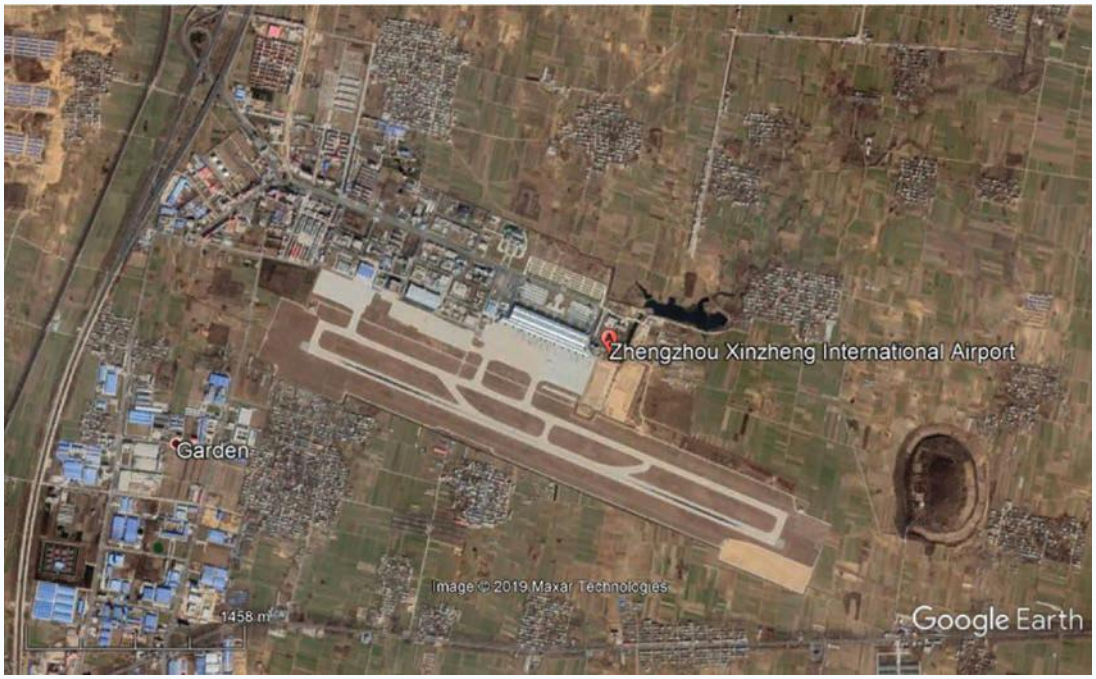
At the Foxconn factories, the iPhone is assembled via an intricate 400-step process across 94 production lines. Large-scale product assembly and cheap labour (US$1.90 an hour – a price that cannot be matched by the United States) are two services that this place has specialised in. The Chinese Government invested millions of dollars into building the infrastructure to create this type of specialisation and provide jobs in a poor region that was struggling to provide work. The phones are packaged and loaded into trucks, which then transport the phones to a customs facility.

While in customs, Foxconn sells the completed iPhones to Apple, which resells them to Apple affiliates around the world. iPhones that are exported from China are taken by truck to the nearby Zhengzhou airport. Figures 6.41 and 6.42 are satellite maps that have the same map scale. They show how the airport has grown in order to transport the increasing number of iPhones. These products were once transported by ship, but it has become cheaper to use planes, as a single wide-body Boeing 747 can carry 150 000 iPhones.



▲ **Figure 6.41** Satellite map of Zhengzhou International Airport, China, 2009, approximately one year after Foxconn began manufacturing iPhones

▲ **Figure 6.42** Satellite map of Zhengzhou International Airport, China, 2022

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From Zhengzhou, a variety of freight carriers, such as FedEx, fly the phones to hubs around the world, where they are then transported via various means to Apple affiliate stores. Here, the product can be bought by us, the consumers.

Analysis questions

1 Study Figure 6.40 closely and answer the following visible thinking questions:
   - **a** What do you see?
   - **b** What do you think about that?
   - **c** What does it make you wonder?
2 **Identify** the map scale of Figures 6.41 and 6.42.
3 **Describe** the land change over time between Figures 6.41 and 6.42.
4 **Explain** why this change has occurred.

DEVELOPING YOUR UNDERSTANDING 6.3

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Define the terms 'trade', 'goods', 'services', 'multinational corporation' and 'international division of labour'.
2 Define the term 'manufacturing industry' and provide two examples to support your definition.
3 How much does an iPhone employee in Zhengzhou get paid per hour? **Reflect on** the reasons why the United States cannot compete with this level of wages.

Interpret

4 **Explain** how the iPhone is an example of specialisation and the international division of labour.

Argue

5 Discuss the pros and cons of buying locally-made products compared with buying globally-made products. In your opinion, which is better?

Extension

1 **Describe** the scale of Foxconn City, Zhengzhou. This includes area size and the number of people. Use Google Earth Pro, Bing Maps or ArcGIS to attach a satellite image of Foxconn City to your answer. Annotate the image to show where factories, residential and commercial shops might be found.
2 **Synthesise** the information from this topic by copying and completing the following table with examples from the textbook.

	Places that produce raw materials	Places that produce the goods	Places that receive waste
Impacts on these places (include a mix of social, environmental, positive and negative impacts)			

3 Look up 'How do you make a fairer phone?' on the Fairphone website. **Explain** the ways that the Fairphone is more sustainable and 'fair' than a typical smartphone.
4 **Create** a fair trade guidebook or series of social media style posts for teenagers. **Create** categories such as clothing, food, drinks, sports equipment and cosmetics. List as many fair trade products as you can find under the appropriate categories and make the guidebook appealing with pictures, illustrations and some additional fun facts about fair trade.

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6

6.4 The impacts of the production and consumption of goods on places throughout the world

FOCUS QUESTIONS

- What are the social and environmental impacts on places that produce raw materials?
- What are the social impacts on places that make products?
- What are the environmental impacts on places that receive waste?

As we have learned, the production of goods is often a global-scale process. In this process:

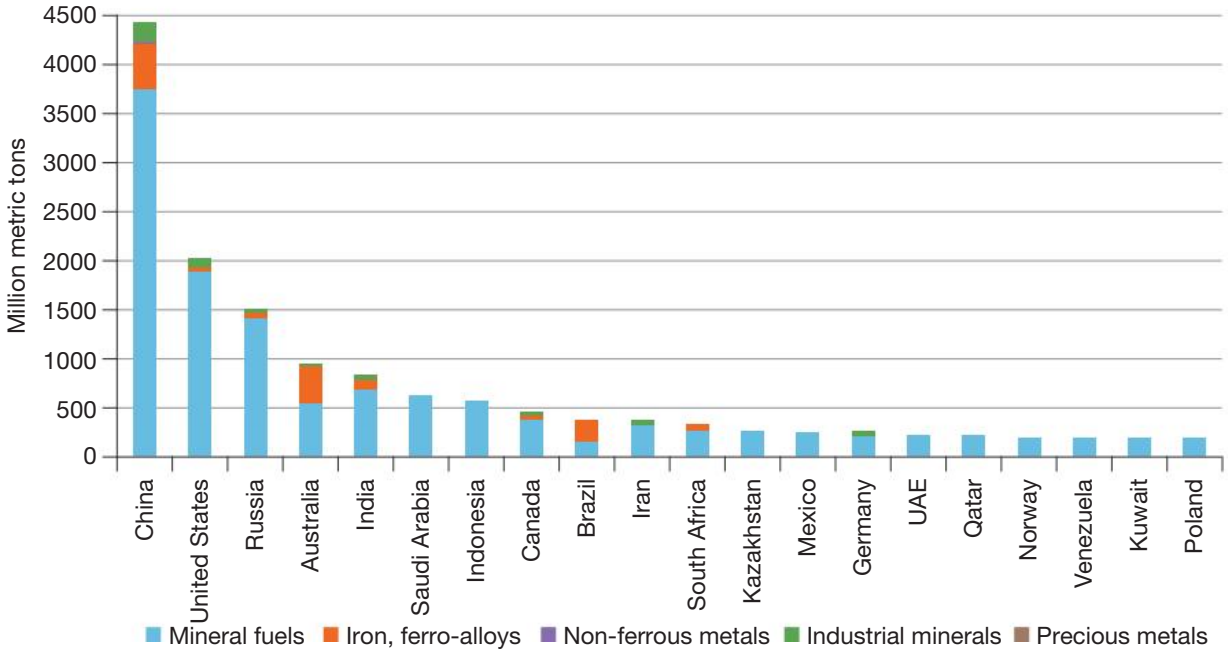
- A variety of parts may be made in different places across the world
- These parts are transported to a central place to be assembled and packaged
- The products are then distributed across the world to consumer markets.

In this section, we will examine the environmental and social impacts of goods production (where goods are made) and goods consumption (where goods are bought, used and discarded).

Social and environmental impacts on the places that produce raw materials

Raw materials are the basic materials that we use to make products. Examples of raw materials include water, vegetables, wood, oil, coal and metals. The stacked bar graph in Figure 6.43 shows the largest producers of raw materials by volume. Australia ranks fourth in the world. Our status as a raw materials producer has had significant impacts on our society and economy. Some of these impacts are outlined in Case study 6.7.

raw materials unprocessed natural products used in manufacturing



▲ **Figure 6.43** The 20 biggest producers of raw materials

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ACTIVITY 6.15

Interpretation activity

Study Figure 6.43.

1 **Identify** the types of raw materials that Australia produces.
2 **Compare** Australia's production of raw materials with other countries in the graph.

CASE STUDY 6.7

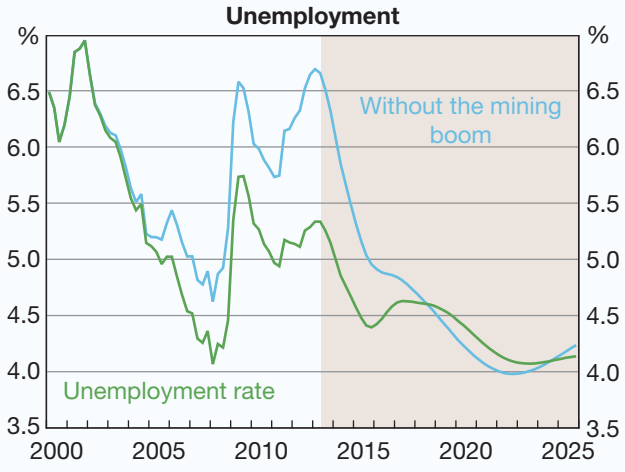
Australia's mining boom

In 2003, a mining boom began – Australia's largest since the 1850s gold rush. This boom was the consequence of a rapidly increasing demand for raw materials from Asian countries to meet the needs of their expanding manufacturing industries. In a short period of time, prices for iron ore increased from $20 a tonne to peak at $170 a tonne. The impacts of Australia's mining boom affected many Australians, as outlined in Table 6.10.

▼ **Table 6.10** Impacts of Australia's mining boom

Workers	Many employees were well paid. For example, truck drivers in the mines could earn $150 000 a year.
Property owners	House prices in the Pilbara mining region increased from $200 000 to over $1 000 000 as many people moved to the region for work, which increased housing demand
Multinational corporations and Australian mining companies	The revenue (income) made from selling their products at a higher price than in the past increased sevenfold. This created huge profits for the companies and their shareholders.
Australia's society	Migration to Australia increased, which in turn energised the economy (as new residents require goods and services), and stimulated businesses
Australia's economy	At its peak, mining made up 8.5 per cent of Australia's GDP. The global financial crisis hit many countries hard, and unemployment increased. However, Australia's employment remained strong, and the country's wealth enabled the government to spend money on the Australian public, allowing them to maintain their standard of living. Australia was therefore much less affected by the crisis.
Agricultural, tourism and manufacturing industries	During the boom, the Australian dollar became strong, which made our produce expensive. Local manufacturing industries were forced to pay high prices for Australian raw materials. Agricultural and tourist industries suffered due to the strength of Australia's economy, as the exchange rate made our country expensive for foreigners to buy from or visit.

The mining boom peaked in 2012 and then slowed temporarily. Although levels of employment are slowly increasing again, this new wave of mining activity is aiming to use more robotics and automation, where tasks are performed by machinery.



▲ **Figure 6.44** Australia's actual unemployment rate compared with the estimated unemployment rate if the mining boom did not occur

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This will impact the distribution of workers, as there will be more workers in city offices overseeing robots and machinery, rather than on the ground in the mines. This may also reduce the economic benefits for regional communities that had benefited from the local economic activity generated by the last boom.

Analysis questions

1 Study Table 6.10 and **identify** two winners and two losers from Australia's mining boom.
2 Study Figure 6.44. Summarise the impacts that the mining boom has had on the unemployment rate from 2000 to 2013. Refer to the data in your answer.

Environmental impacts on countries that supply raw materials

Societies and environments are increasingly impacted as raw materials become less available. Table 6.11 shows how long some raw materials are predicted to remain available for. Many raw materials will not necessarily run out completely; for example, there is much gold at the bottom of the ocean. However, as raw materials become more scarce, we begin to extract them from more difficult locations, which can be dangerous and expensive. For example, natural gas is now being mined through hydraulic fracturing, or fracking, which can create 300 million litres of toxic wastewater per well. Oil is now being extracted from tar sands in the deep ocean, which requires a lot of energy to extract and convert it into a usable form. This dangerous process resulted in the oil spill in the Gulf of Mexico in 2010, which killed 11 workers and thousands of animals. Half of the surviving dolphins were also found to be extremely sick from lung and adrenal disorders linked to oil exposure.

However, there is potential for new technologies to extract, recycle or even replace popular raw materials. For example, plastics and metals are recycled from end-of-life vehicles in some cases. Some materials are easier to recycle than others. For each of the materials from Table 6.11, Table 6.12 shows the proportion of recycled material used to produce new goods.

Mining raw materials impacts the environment by reducing water supplies and changing biomes. This has the flow-on effect of harming the livelihoods of rural communities who live in places where mining is occurring. Mining corporations often draw water from nearby rivers and aquifers, while run-off from the mines pollutes local water sources and soils with metals such as mercury and lead. This reduces the water and soil available for communities and their commercial and subsistence agricultural activities.

Such pollution has led to community protests across the world. In Peru in 2017, people from the town of Cerro de Pasco marched 240 kilometres to Lima to bring attention to the fact that 2070 of their children have extremely dangerous levels of lead in their blood. In 2019, thousands of people from Çanakkale in north-western Turkey protested against the deforestation carried out for a new gold mine and the heap leaching process used by the mining company to separate gold from ore. There is concern that the process will leak cyanide into the local dam that provides water to 180 000 people and irrigates over 5000 hectares of land.

In Australia, the Carmichael coalmine in central Queensland was approved despite resistance by people who were concerned about the potential 500 coal ships that will be able to travel through the Great Barrier Reef World Heritage Area, and the estimated 270 billion litres of Queensland's groundwater that the mine will access, in a region that is already prone to drought.

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▼ **Table 6.11** Date by which the global consumption of raw materials will be exhausted

This table is based on the consumption rate of these materials in 2009 (which is unlikely to have remained constant, with an ever-increasing population and increase in consumption). All these resources but aluminium will be used up, at a very conservative estimate, in the next 350 years.

	Raw material	Some of its common uses	Used up by
	Indium	LCDs	2022
	Silver	Jewellery, catalytic converters (a device that reduces the toxic gases and pollutants emitted by a car's exhaust system)	2038
	Antimony	Batteries, increasing metal durability and decreasing friction	2039
	Tin	Cans, preventing metal corrosion	2049
	Lead	Pipes, batteries	2051
	Gold	Jewellery, dentistry	2054
	Uranium	Power stations, nuclear weapons	2055

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	Raw material	Some of its common uses	Used up by
	Zinc	Galvanises metals, used as alloys in products like plastics and cosmetics	2055
	Copper	Wires, coins, plumbing	2070
	Nickel	Batteries, turbine blades	2099
	Tantalum	Mobiles, camera lenses	2125
	Chromium	Chrome plating, paint	2152
	Phosphorus	Fertiliser, animal feed	2354
	Platinum	Jewellery, catalysts, fuel cells for cars	2369
	Aluminium	Foil, aeroplane parts	3036

Source: Armin Reller from the University of Augsburg and Tom Graedel from Yale University. These figures do not take into account the development of new technologies, which is likely to increase these rates even more rapidly.

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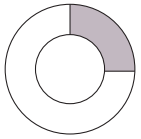
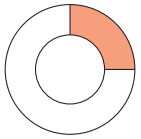
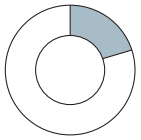
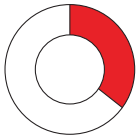
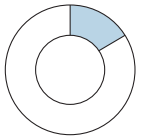
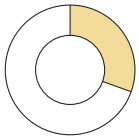
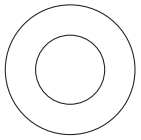
▼ **Table 6.12** Proportion of consumption met by recycled material

Material	Proportion of recycled material used (%)	Material	Proportion of recycled material used (%)
Lead	72	Tin, zinc	 26
Aluminium	49	Chromium	 25
Gold	43	Tantalum	 20
Nickel	 35	Silver	 16
Copper	 31	Uranium, phosphorus, platinum, indium, antimony	 0

ACTIVITY 6.16

Study Tables 6.11 and 6.12 and then answer the following for each of the tables:

- What is the most important point of this table?
- What are you finding challenging, puzzling or difficult to understand about the information in this table?
- What question would you most like to discuss regarding the information in this table?
- What is something you found interesting about the information in this table?

ACTIVITY 6.17

Interpretation activity

Study Tables 6.11 and 6.12 and answer the following questions:

1 Which raw material are we expected to use up first?
2 **Create** a bar graph titled 'Use of recycled raw materials', using data from Table 6.12.

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The social impacts on places that make products

Have you ever wondered how a A$5 T-shirt is made? After running the farm to make the fibres, harvesting the raw material, turning it into fabric, designing the product, manufacturing the product and then transporting it – how does anyone make a profit?

As we know, companies can move their manufacturing to places that offer cheap labour. While this international division of labour increases the profits of multinational corporations, it has significant, and sometimes devastating, social impacts for the places where these products are made.

CASE STUDY 6.8

Life at Foxconn, Zhengzhou, China

Foxconn in Zhengzhou is one of the main manufacturers of iPhones. The 3.5 km^2 area of land was once used for agriculture, but was purchased by the government in 2010 and converted to a gated industrial and residential zone that is often now referred to as 'Foxconn City'. Some of the work is seasonal. It is busiest in summer, when up to 350 000 people are hired to produce the new iPhones before their global release in autumn. The conditions in Foxconn are believed to be fairly standard for the Chinese manufacturing industry. So, what does life look like for these makers of smartphones?

▼ **Table 6.13** Living and working conditions for Foxconn workers in Zhengzhou, China

The people	The factory attracts mostly 16–30-year-olds from Henan province. People migrate to Foxconn City as it is close enough to their villages to visit their families. Liu (an employee) said, 'You get Sundays off and you can go home and visit your family. That's the perk' (quoted in Harrison Jacobs, 'Inside "iPhone City," the massive Chinese factory town where half of the world's iPhones are produced', *Insider*, 8 May 2018). People who work at factories further away from home only see their families on Chinese New Year and National Day. Many children are raised by their grandparents while their parents work at the factories.
The work	Production line work can be monotonous, as each employee usually only has one job to do – for instance, wipe the iPhone screen or solder one component. Though the work may not be difficult, one employee states, 'You do the same thing every day. It never ends. After a while you get annoyed at the thing you are doing. You don't even notice it at first … Eventually, I felt annoyed to the core of my heart. Like I had no purpose' (Chen, a Foxconn employee, quoted in Harrison Jacobs, 'Inside "iPhone City," the massive Chinese factory town where half of the world's iPhones are produced', *Insider*, 8 May 2018). Managers have been known to humiliate workers if they make mistakes; for example, by making the worker write a formal letter of apology that they have to read to fellow workers.
The wages	Workers typically earn A$585 a month, which is below the estimated **living wage** of A$857 a month. However, workers are attracted to this job because of the overtime that is often available. Some Foxconn workers work 60 hours of overtime a week, which amounts to 14-hour days, seven days a week. This can earn them A$900 per month. For those who can afford it, much of the money is sent back to their family, as it is the expectation that young Chinese financially support their elders.
Lifestyle	Most workers live in the 10-storey residential buildings in Foxconn City. Eight people share a room and sleep in bunk beds. Rent is A$23.60 per month. The gated city has many of the usual businesses, run by migrants from Henan province or other parts of China. This includes restaurants, karaoke lounges, sport clubs, internet cafes and clubs.

living wage an income that is high enough to live a normal standard of life

In November 2022, protests erupted at the Foxconn iPhone factory over COVID-19 restrictions and overdue payments. When a COVID-19 outbreak occurred in October 2022, the factory locked down. This led to a mass exodus of workers who fled the outbreak to go home, forcing Foxconn to recruit new workers. The new workers were subjected to harsh conditions and were not paid on the dates they were promised, leading to the protests.

► **Figure 6.45** Migrant workers take the train home to Beijing from Zhengzhou. For many of these workers, this is one of two times that they visit their family each year.

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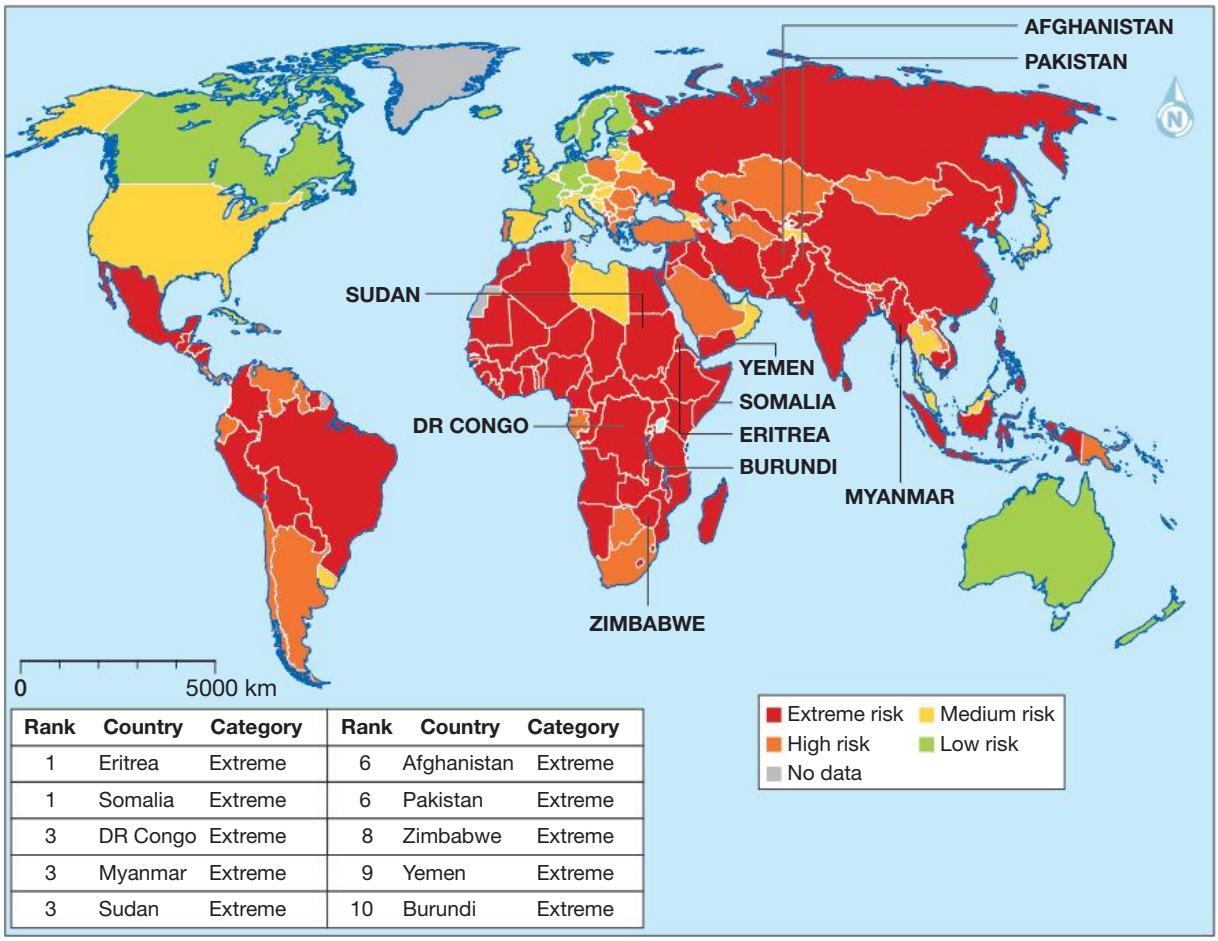
Child labour in the garment industry in Bangladesh

Child labour is defined by the United Nations Children's Fund (UNICEF) as any activity that affects a child's health and education. A child under 12 years old who is working one or more hours a week is considered to be a child labourer. Child labour has been decreasing over recent decades; however, 265 million (or 17 per cent) of children are still working. Figure 6.46 shows countries that remain places of child labour.



Rank	Country	Category	Rank	Country	Category
1	Eritrea	Extreme	6	Afghanistan	Extreme
1	Somalia	Extreme	6	Pakistan	Extreme
3	DR Congo	Extreme	8	Zimbabwe	Extreme
3	Myanmar	Extreme	9	Yemen	Extreme
3	Sudan	Extreme	10	Burundi	Extreme

▲ **Figure 6.46** A child's risk of entering into child labour, depending on the country they live in

ACTIVITY 6.18

Interpretation activity

Study Figure 6.46. **Identify** two regions, and two countries within each of these regions, that are considered to be in the following risk categories of child labour:

1 Extreme risk
2 High risk
3 Medium risk
4 Low risk.

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Bangladesh is a country located in the region of South Asia. It is considered to be a **less economically developed country** and has a **GDP per capita** of A$2241, compared to Australia's GDP per capita of A$79 524.

In Bangladesh, children as young as six years old work up to 110 hours a week for an average of less than A$2 a day. Boys typically work in agriculture, mining and quarrying, while girls mostly work in the garment industry (making clothing) and as domestic servants in people's homes. This is often referred to by geographers as the gendered division of labour. Work is separated according to gender, based on the beliefs that a country or culture might have about the roles of men and women in society.

The garment industry is the country's largest export industry, and Bangladesh is one of the top 10 garment exporters in the world. Many of the clothes for sale in Australia are made in Bangladesh.

less economically developed country a low-income country that is struggling to develop in a sustainable way. Such countries are very vulnerable to economic and environmental challenges

GDP per capita the gross domestic product divided by the number of people in that country

poverty line the minimum amount of money needed to afford the basic necessities of life

FACTORS LEADING TO CHILD LABOUR IN BANGLADESH

Economic factors are the main reason why children work in Bangladesh. In this country, 31 per cent of people live below the **poverty line**. Most child labourers come from poor families and are forced to leave school in order to work to help support the family. Sometimes children are forced to work for a living to support themselves because their families cannot look after them. The lack of education as well as the long, tiring hours of work make it very difficult for these children to have the opportunity to work in higher paying jobs. When families continue to live in poverty from generation to generation because of a lack of opportunities, it is known as the poverty cycle.

THE IMPACTS OF BANGLADESH'S GARMENT INDUSTRY

The garment industry is the main employer of child labour in terms of paid work, and has fuelled the rise in child labour in urban places. The hazards associated with this work include exposure to dangerous chemicals and machinery, which can lead to injuries ranging from cuts to musculoskeletal disorders. Fires and the collapse of buildings are other risks due to overcrowding and poor infrastructure.

IMPROVING BANGLADESH'S GARMENT INDUSTRY THROUGH EDUCATION AND PAY

Bangladesh has impressively cut its poverty rate from half of the population to a third over the last 20 years. Education was key to this shift when primary school education became free and compulsory.

However, once a child is of secondary school age, poor families send their children to work as they cannot afford the school fees. The quality of education can be poor. Research revealed that many child labourers could not read the sentence 'the girl is playing' in Bengali.

The benefits of education are enormous. Each extra year of education increases a person's income by roughly 10 per cent. Moreover, GDP per capita in low-income countries could be up to 70 per cent higher if all children were educated.

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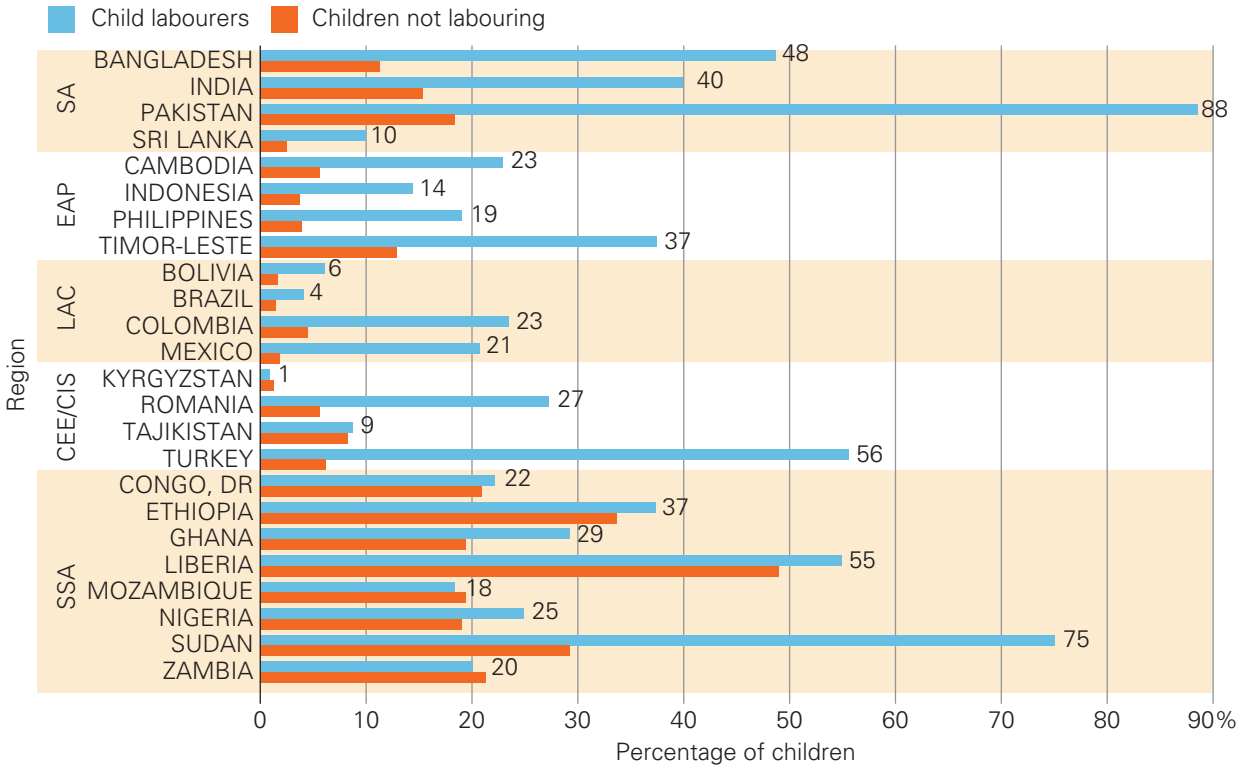

SSA – Sub-Saharan Africa
CEE – Central Eastern Europe
CIS – Commonwealth of Independent States
LAC – Latin America and the Caribbean
EAP – East Asia and Pacific
SA – South Asia

▲ **Figure 6.47** Percentage of children 7–14 years old who do not go to school, by child-labour status and by country

ACTIVITY 6.19

Interpretation activity

Study Figure 6.47.

1 **Identify** the region where most children leave school without entering the child labour force.
2 **Propose** reasons why children may leave school if they are not entering the labour force.

Although Bangladesh has created stricter labour laws, these laws are not enforced. The long supply chain from Bangladesh to our shopping stores means that we (the consumers) are disconnected from, and sometimes completely ignorant of, the places where our products are made, and the impacts of those working conditions. Paying workers a fair wage may result in paying A$1 extra for an item of clothing in a store, or a cut in the profits of multinational corporations.

However, if the yearly wage of a Bangladeshi increased from A$0–$500 to A$500–$1000, child labour would reduce from 30–60 per cent to 10–30 per cent. Websites such as Fair Trade Certified list brands that pay their workers a fair price for their labour. Consumers like us can choose to purchase fair trade goods. This not only supports companies that do the right thing but gives poor-performing companies an incentive to improve their practices.

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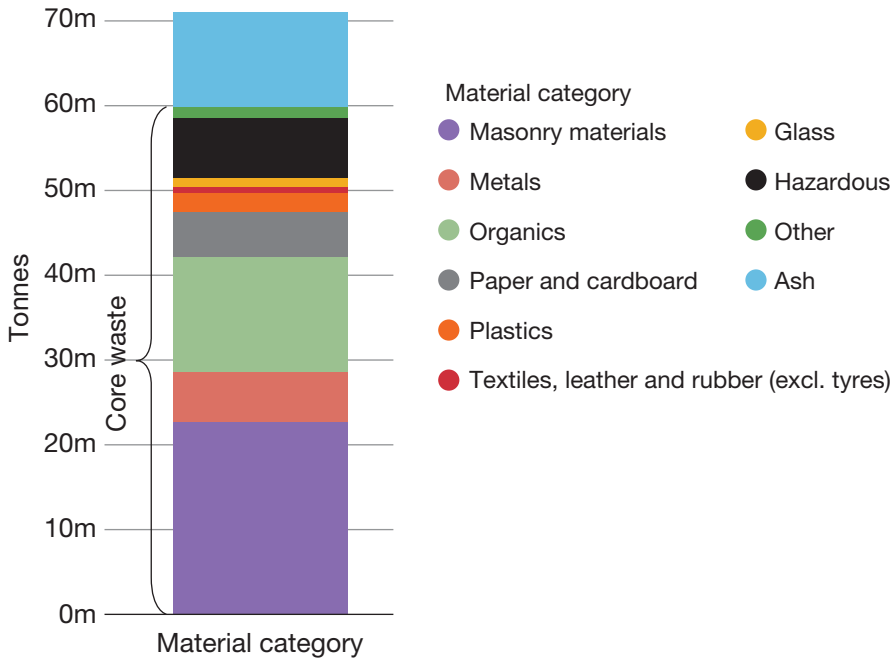
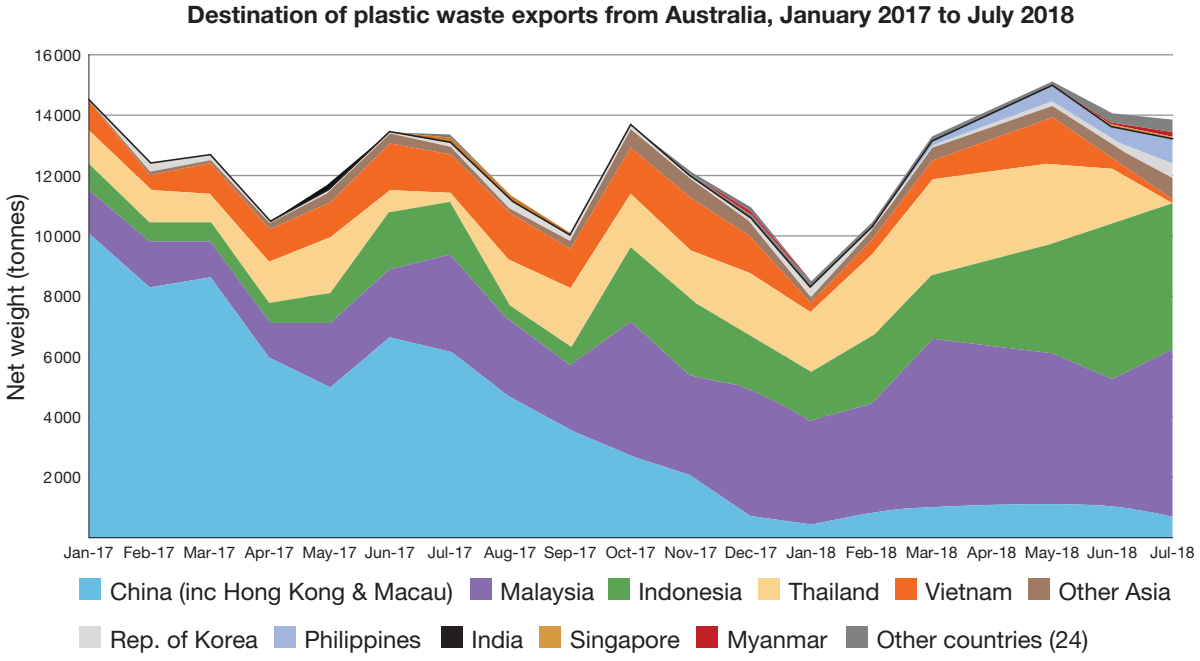
Environmental impacts on places that receive waste

There has been a focus in recent years on the reduction of poverty around the world. However, as we continue to become more wealthy, our desire and expectation to own more goods increases. Ultimately, we want new things and can no longer store everything that we purchase. As a consequence, we throw many of our old goods away to make room for the new. The scale of this behaviour is shocking. Hazardous waste from products such as batteries, cosmetics and electronics is increasing. In fact, human-made chemical production has increased by 40 000 per cent in just 40 years. One million plastic bottles are bought every minute.



▲ **Figure 6.48** Australia's waste by type of material in 2018–19



▲ **Figure 6.49** Countries that have received our plastic waste exports from January 2017 to July 2018 shown in an area chart. This shows the contribution each country has made to receiving our total amount of plastics exports.

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ACTIVITY 6.20

Interpretation activity

Study Figure 6.49. Rank the countries from most to least amount of waste accepted in January 2017 and in July 2018. **Describe** the changes that have occurred over this time.

Until 2018, Australia was exporting half of its plastic waste, mostly to China. In 2018, China restricted the amount of waste it accepts from us. Since then, Australia has exported plastic waste to South-East Asian countries that have also since placed restrictions due to environmental and social issues associated with processing plastic.

WHAT ARE THE IMPACTS OF PLASTIC POLLUTION?

Most plastics are sold to villages, where people melt the plastics so they can be used to create other products. This process uses large amounts of water and energy. Much of the plastic is dumped and ends up in the ocean, while some plastic is burned, polluting the air and water with toxic chemicals.

ACTIVITY 6.21
MAKING THINKING VISIBLE

Think, pair, share

Should other countries accept our plastic waste? Discuss both positive and negative impacts in your answer. Share your thoughts with a partner and **justify** your opinion.

Responses: waste to energy and repair cafes

WASTE TO ENERGY

Sweden made headlines when it announced that it was running out of plastic. In fact, it now makes A$100 million a year from accepting plastic from other countries. Plastic is burned on an industrial scale to create heating and electricity for the country. This is seen by many as being a better outcome than burying it in landfill. However, there are drawbacks. Because plastic is made from poor-grade oil, burning it emits carbon dioxide into the atmosphere. Moreover, when a similar plant was proposed in Sydney, many people were concerned about the toxic chemicals that could be released into the air. Sweden claims that its technology is advanced enough to sufficiently reduce this risk. There is also the risk that this practice encourages the making of plastic, as it becomes a source of income and energy.

REPAIR CAFES

The first repair cafe started in Amsterdam, Netherlands, in 2009. Those who have goods that need repair can attend the cafe, where they are matched with people who have the skills to repair the goods. The idea is that those bringing in the goods will also gain skills and knowledge. The benefit of this is that it reduces the amount of goods being thrown into landfill, as well as stopping that individual from purchasing a replacement. It is also a cheaper alternative, being free. Social benefits include the sense of community and goodwill for those that attend the cafe, and free education. Drawbacks include the fact that for some, the repair cafe may not be as convenient as making a new purchase, and there is no guarantee that your goods will be fixed.

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Interesting fact

For many years, Dromana College in Victoria had been working with new plastic to teach design principles to students. With the growing awareness of how destructive single-use plastic can be to our environment, it had become apparent that the school's use of plastics was outdated. In order to address this issue, the school procured some machines that allow it to recycle existing plastic instead of working with new plastic. The goal of Dromana College is to transform its waste into functional objects, such as outdoor seating, signage and building materials. With involvement from students, the school has introduced a new waste management system that will allow it to collect single-use plastics to recycle. By working towards a closed-loop waste system, the school aims to provide students with the space and context to come up with ideas that will move the school towards more sustainable practices.

DEVELOPING YOUR UNDERSTANDING 6.4

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Provide three examples of raw materials.
2 Define the terms 'living wage', 'gendered division of labour' and 'automation'.
3 **Identify** the year that Australia's most recent mining boom reached its peak.
4 **Predict** how automation will change the distribution of workers in the mining industry.
5 **Interpret** the data in Figure 6.44, and use this to **explain** the long-term impact that the mining boom had on unemployment in Australia.

Interpret

6 **Apply** your understanding of the working conditions at Foxconn to write a letter home from the perspective of a worker. Detail what everyday life for you is like.

Argue

7 Watch Video 6.2. Write a letter from the perspective of Halima informing Australian children of her experience. Structure your letter in the following way:
- Begin by introducing yourself as Halima and **describe** your living and working conditions.
- **Explain** how poverty has influenced child labour in your country, Bangladesh.
- Then, with help from this chapter and external research, **explain** to the Australian people what they can do to ensure that products are made fairly.

8 **Compare** the responses to plastic waste management outlined in this topic. Which response is most sustainable? **Justify** your choice by comparing the benefits and challenges of both.

▲ **Video 6.2** Child Labor: 11 year-old Halima sews clothing for Hanes. Access this video online at https://cambridge.edu.au/redirect/10181.

Extension

1 Construct a world map, either on paper or online using Google Earth Pro, Bing Maps, Scribble Maps or ArcGIS StoryMaps, to show the journey of an iPhone from start to finish, based on the information provided in this chapter. Using annotations, include information about the role each location plays in creating the phone.
2 Choose another product made by a multinational corporation to **investigate**. **Research** the location of the MNC's headquarters, where the parts of this product are manufactured, where they are assembled and how they are transported and sold. You can present this information as an online map using ArcGIS StoryMaps, Google Earth Pro or Scribble Maps.

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End-of-chapter assessment

1 Making thinking visible

In this chapter, we have read many case studies on the impacts of trade on the environment and society. Take on one of the following roles: a multinational corporation, a child labourer or other worker, the environment, a government or a consumer. **Consider** the phenomenon of global trade from your chosen perspective by answering the following prompts:

1 I am thinking of global trade from the point of view of a …
2 I think … (**describe** global trade from your viewpoint). Be an actor – take on the character of your viewpoint.
3 A question I have from this viewpoint is … (ask a question from this viewpoint.)

Wrap up: What new ideas do you have about the topic that you didn't have before? What new questions do you have?

2 Research tasks

1 Choose a multinational corporation to **investigate**. Suggestions include McDonald's, Rip Curl, Rebel, Amazon, Nestlé, Coca-Cola, Boeing, L'Oréal or BP. Address the following:
   - **a** Where is its headquarters?
   - **b** How much is the company worth?
   - **c** How much revenue (income) did it earn in the last financial year?
   - **d** How much does the average employee earn?
   - **e** Where does the company manufacture its goods? (Include places that supply the parts and assemble the products. You may wish to annotate a map to show this.)
   - **f** In which countries does it sell its goods?
   - **g** What are the environmental and social impacts associated with this company's operations?
2 **Research** your own connection to places around the world. **Create** a list of your possessions. For each item, write down where it comes from. Discuss your results in a paragraph.
3 **Investigate** the social, environmental and economic impacts of the fast-fashion industry. Present your findings in a report that includes relevant maps, data and statistics.

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3 Extended-response question

'The biggest problems facing the world today are not at all beyond our control, rather they are all of our own making, and entirely in our power to deal with' – geographer and author Jared Diamond (quoted in Darek Gondor, 'Why do we over-consume?', *Our World*, 14 December 2009). To what extent do you agree with this statement? Use examples from this chapter to help answer this question.

▲ **Figure 6.50** Thirteen-year-old Md Shaheen working at an aluminium cooking pot manufacturing factory in Dhaka, Bangladesh, August 2020

4 Problem-solving task

Consider one of the challenges discussed in this chapter. Examples include child labour, lack of transport networks in Papua New Guinea, plastic pollution, and reduction in raw material availability. **Create** a strategy that can overcome or reduce the negative impacts of this challenge. What are the main causes of this challenge? How does your strategy address the causes of the challenge? How could your strategy be implemented and what resources do you need? What difficulties might you face in trying to implement your strategy? How can you overcome these difficulties?

Digital resources

Visit the Interactive Textbook or Online Teaching Suite to access:

- General Capability Project
- Interactive chapter quiz
- Interactive Scorcher quiz
- Videos, image galleries and other extra materials.

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PART 3

Economics and Business

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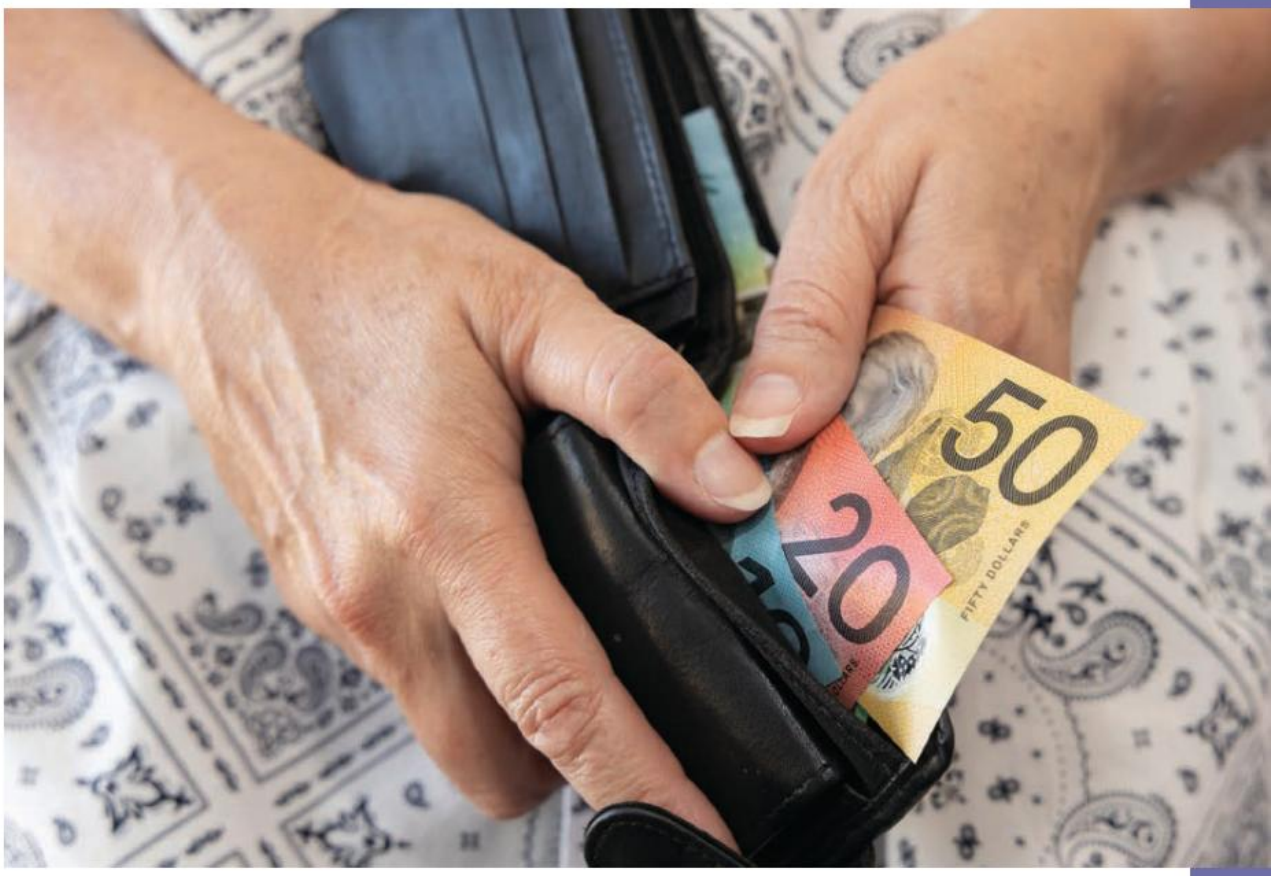
What is Economics and Business?

Have you ever wondered where all the goods you buy come from? Do you purchase more goods from overseas manufacturers or from Australian manufacturers? How does buying goods satisfy your wants and needs? How does it improve your living standard and general wellbeing? Is having more always better? Do you use a credit card or cash to make your purchases? Do you think about the consequences of your purchases on the community, the environment and the economy?

Economics and Business looks at the way individuals and other groups in the community, such as government and businesses, make decisions about how limited resources will be used to satisfy our needs and wants. What will we buy? What will businesses make or produce? What goods will the government provide? These questions about what we want and need are limitless, but the resources used to make these products are limited. The decisions made by individuals, government and businesses are all interrelated; a decision made by any one of these sources can impact on the others.



▲ **Figure A** How do you pay for the goods you purchase?

◄ **Figure B** Do you purchase goods made and sold locally, or from overseas manufacturers or businesses?

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UNIT 1

Resource allocation and making choices

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Overview

In this unit, you will focus on economic decision-making at individual, business and national levels, and you will look at the various forces shaping these decisions. These decisions will impact on the health of our economy as well as the health of our environment today and into the future. Your decisions will also impact on our material and non-material living standards.

You will learn about how you can manage your finances, including through saving and investing, and the risks and rewards associated with how you use your money. This should mean you will have a better understanding of your role in the economy and how current decisions and actions can impact on your future.

You will become a well-informed and critical decision-maker, which means that you will be able to contribute to a prosperous but sustainable future, both nationally and globally.

Learning goals

After completing this unit, you should be able to answer these questions:

- How does Australia trade with the rest of the world?
- How do participants in the global economy interact?
- How does creating and maintaining a competitive advantage benefit trade?
- How does international trade create opportunities for risk and reward for a nation?

◄ **Figure C** International trade is a key factor in the study of Economics and Business.

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CHAPTER 7: Going global

Setting the scene: the story of trade

trade the activity of buying and selling, or exchanging, goods and/or services between people or countries

commodity a substance or product that can be traded, bought or sold

Trade is the activity of buying and selling, or exchanging, goods and/or services between people or countries. Throughout human history, forms of trade have evolved over thousands of years. Though today we trade using currencies, in the past precious commodities such as gold, salt, frankincense and myrrh were used as forms of currency to enable trading across countries and continents.

Did you know that salt was once a precious commodity because it could be used to flavour and preserve food and could be used as an antiseptic? Salt was so precious that it made up a portion of a Roman soldier's pay. It is from this that we get the word 'salary' (from the Latin for salt, *sal*) and the phrase 'Not worth their salt' (meaning that if a soldier did not work hard enough, his salt pay would be docked).

▲ **Figure 7.1** In ancient times, Roman soldiers were paid for their service in salt. Pictured are some historical re-enactors.

You may have also heard the well-known Christian story of wise men bringing the precious gifts of frankincense and myrrh for the baby Jesus. But do you know what these substances actually are?

Frankincense and myrrh both come from tree sap that is dried in the sun. This dried sap could be burned as incense or used as perfume and was popular in burial rituals to aid embalming. The domestication of the camel allowed Arabians to transport their valuable incense from the southern Arabian Peninsula to the Mediterranean, which was an important trade hub.

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Frankincense and myrrh became significant commodities for the Romans, Greeks and Egyptians. It is even said that the Roman emperor Nero had a whole year's harvest of frankincense burned at the funeral of his beloved mistress.

Frankincense and myrrh are still commodities today. They are used as essential oils and have become popular for use in aromatherapy treatments. At the start of 2021, 10 millilitres of frankincense essential oil or myrrh essential oil cost between A$15 and A$30 (while 1 gram of gold was priced at about A$79). These two commodities might not be quite as rare and precious as they have been throughout history, but they are still highly sought-after.

▲ **Figure 7.2** Frankincense was a commodity that was traded in the past.

ACTIVITY 7.1
MAKING THINKING VISIBLE

Think, puzzle, explore

In groups of three to four students, share ideas and questions in response to the following prompts.

1 What do you think about this topic?
   - **Create** a list of things you already know about trade. These could be from an Australian or international perspective and from a historical or modern perspective.

2 What questions do you have?
   - **Create** a list of questions you have about Australia's trade relationships with the rest of the world.

3 What does this topic make you want to explore?
   - **Create** a list of topics about trade that you would like to explore further.

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Chapter overview

Introduction

This chapter looks at how Australia engages with the rest of the world. We will look at the nature and importance of trade to both the individual and to the economy. We will also look at the composition and direction of Australia's trade.

In this chapter, we will focus on economic decision-making on a national level and the various forces shaping these decisions, taking into account the global economy and the Asia–Pacific region, as well as domestic issues. We will examine the different ways we measure the health of an economy and how Australian businesses and consumers operate in this environment. By looking at Australia's geographical position and wealth within the broader global community, we get a better understanding of how Australians are globally connected.

Learning goals

After completing this chapter, you should be able to answer these questions:

- How does Australia trade with other nations and what is its place within Asia and the global economy?
- What are the indicators of economic performance and how does Australia's economy perform?
- What are the links between economic performance and living standards, including the variations that exist within and between economies?
- What are some reasons for the variations between economic performance and living standards that exist within and between economies?

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7

7.1 The reasons Australia trades with other nations and processes that businesses use to create and maintain competitive advantage

FOCUS QUESTION Why do countries trade?

Countries have traded for centuries, and **trade routes** have developed since ancient times to move goods from places of production (such as workshops and factories) to places of commerce (such as markets). Commodities that were only available in limited locations were so desired that fortunes were made or lost on the delivery of these traded goods. Modern economists describe global scarcity of goods and services as the **international economic problem**.

Today, trade continues to be equally important, with many countries relying on trade as a major factor in raising living standards, providing employment and higher incomes, and enabling **consumers** to enjoy a greater variety of goods and services.

International trade is the buying and selling of goods and services across international borders. Countries sell goods and services produced domestically to buyers overseas. These goods and services are called **exports**. Countries also buy goods and services from other countries to use domestically. These goods and services are called **imports**.

Interesting fact

Australia is the world's largest exporter of iron ore.

► **Figure 7.3** Iron ore is a valuable asset Australia exports around the world. Pictured is iron ore on a conveyer belt in the mining town of Tom Price, in the Pilbara region of Western Australia.

International trade has created a shopping paradise because **free trade** and **globalisation** have opened up markets for goods and services that were not available 20 or 30 years ago.

Consumers and households now have a much greater variety of offerings from overseas, such as cars, clothes, cosmetics, phones and food. The range of goods and services is so wide that no one country could manufacture and provide all these products. Therefore, the importance of trade cannot be underestimated.

trade route a route, often covering a long distance, that people buying and selling goods often used in the past

international economic problem when a country or region experiences a shortage or limitation in a good or service

consumer a person who buys goods or services for their own use

export to send goods to another country for sale

import to bring in products from another country to be sold

free trade international buying and selling of goods, with limited government interference on the amount of goods that one country can sell to another and without special taxes on the goods bought from a foreign country

globalisation the increase of trade around the world, especially by large companies producing and trading goods in many different countries

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Consumers want greater choice of goods and services at lower costs. Businesses want to import raw materials at a cheaper price to reduce their costs of production to be more competitive in markets. Governments place importance on trade because it can improve the profits of Australian industries and provide jobs and income for all Australians. This, in turn, can assist in improving living standards.

Some countries are rich in natural resources, such as iron ore. Australia exports iron ore to many places overseas where the ore is used to make steel. Countries also tend to trade mainly in the types of goods that they are particularly proficient at making. When a country does this, it is called specialisation in production.

Some examples of countries and regions that have specialised exports include:

- New Zealand – dairy, eggs, honey and meat
- Canada – mineral fuels, oil, vehicles and machinery
- European Union – machinery, vehicles, pharmaceuticals
- Indonesia – coal briquettes and palm oil
- Japan – vehicles, machinery, electrical goods.

Without trade, these countries would have less benefit from their specialisation inside their own country, so they export these goods to earn more income. Countries that cannot produce these goods import them because they do not have these natural resources, or are not able to produce the goods as cheaply or as well.

ACTIVITY 7.2
MAKING THINKING VISIBLE

See, think, wonder

Observe the image in Figure 7.4 and **consider** the following prompts:

1. What do you see in the picture?
2. How do you think what you see might be related to international trade?
3. What does the picture make you wonder about international trade?

In groups of four to five, share your thinking on this routine.

▲ **Figure 7.4** The availability of goods, products and services can be overwhelming.

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Countries that have these areas of specialisation benefit from this trade because other countries are not as capable of producing these goods. This is described in economics as **comparative advantage**. This means, compared to other countries, they have an advantage to be able to produce goods more efficiently and therefore at a lower cost. This lower cost enables them to compete more aggressively and cheaply in the world market, thus earning more money from their specialised products or services.

comparative advantage an advantage a country has over another country because it can produce a particular type of product more efficiently

As an example, India has very low labour costs compared to other countries, such as Australia, which gives India an advantage in **labour-intensive production** (e.g. call centres, clothing and textile manufacturing). For this reason, it is usually more efficient and beneficial for India to export these services to other countries.

labour-intensive production industries and methods that are labour-intensive need a lot of workers

A modern discussion around trade and the international economic problem involves the concept of **competitive advantage**. Put simply, this concept considers that a nation's efficiency is not stagnant and through innovation an advantage over other nations can be gained.

competitive advantage the processes that businesses and entrepreneurs create to encourage innovation. Competitive advantage can be used to gain higher returns than other nations through trade

A competitive advantage in trade can be created in a number of ways, including, entrepreneurial creativity, government investment, business investment or educational transformation. For a nation seeking to create an innovative advantage over a competitor, the favoured and most often used method is for government and businesses to invest money to create opportunities for industries to innovate and upgrade. For example, the creation by government or business of research precincts at universities brings creative people together in a venue that encourages the development of new ideas. The slower but possibly longer-term option to build a competitive advantage in trade is to consider and update the goals of education through transformation. These goals might include evaluating what skills a young person will need in a future workforce (e.g. problem-solving and creativity). However, some of the greatest success stories in competitive advantage have come from entrepreneurs. Consider the Australian example in Case study 7.1.

CASE STUDY 7.1

Australian breakthroughs: the invention of wi-fi

'People all over the world are using WLAN [wireless local area network] technology … to connect to the internet remotely from laptops, printers, game consoles and smart phones in their homes, workplaces and cafes,' [former Minister for Science and Research, Senator Chris Evans] said.

'The work in radioastronomy by CSIRO scientists here at home is having a positive impact on the way people live right around the world.

'It's hard to imagine an Australian-invented technology that has had a greater impact on the way we live and work.'

▲ **Figure 7.5** The CSIRO's search for black holes had unexpected benefits for the Australian economy.

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A CSIRO team led by John O'Sullivan and including Terry Percival, Diet Ostry, Graham Daniels and John Deane working in the Division of Radiophysics (now known as the CSIRO ICT Centre), created the technology at the agency's Marsfield office in Sydney.

Using their knowledge of radio waves, electrical engineering and signal processing [which evolved from their research into black holes], the scientists invented a way to send large amounts of information very quickly, two way, using radio waves indoors – a particularly difficult environment for radio transmission. They did this at a time when many of the major communications companies around the world were trying to solve the same problem.

In 2009, Dr O'Sullivan received the Prime Minister's Award for Science.

Nigel Poole, Strategic Adviser at CSIRO, said it was hard to recall a world without wireless network connections. 'Phone calls, video viewing, gaming, web browsing, and emails are now often transmitted via wireless connections. Many schools, homes and businesses have put in wireless networks, as have many universities, airports, shops, cafes, malls and restaurants.

'What many people don't realise is that a team of scientists at Australia's national science agency, CSIRO, invented the technology.

'Of course, WLAN technology adoption continues apace. Wireless networking is now going into cars, commercial aeroplanes, theatres, concert halls, and into medical devices. One market researcher has even called wireless networking technology the "Swiss Army Knife" of consumer electronics.'

▲ **Figure 7.6** Adapted from Justin Norrie, 'Patently Australian: CSIRO settles suits over Wi-Fi', *The Conversation*, April 1, 2012

Interesting fact

Australian agriculture feeds 60 million people around the world each year.

▲ **Figure 7.7** A wheat field being harvested. Wheat is a key agricultural crop grown across Australia and exported around the world.

supply chain the flow of goods and services required to plan, develop, manufacture and sell a product or service

multinational corporations (MNCs) businesses that produce and sell goods in several different countries and often have a head office in their home country

Sometimes countries make goods and services that involve the use of resources from multiple countries. This is referred to as a global **supply chain**, and these can be used to maintain a competitive advantage by businesses. A supply chain is when a collection of suppliers (sometimes from different countries) is required to create one specific product for a company. Large **multinational corporations (MNCs)** make use of global supply chains. These are supply chains that span across national borders. They have offices and factories in different countries around the world to facilitate the purchase, production and distribution of goods and services, which those MNCs then sell on the international market.

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ACTIVITY 7.3
MAKING THINKING VISIBLE

Connect, extend, challenge

1 How are the ideas and information presented so far connected to what you already knew about international trade?
2 What new ideas have you had on the topic of international trade?
3 What ideas have challenged your thinking?

Find a partner in the class and share your thinking on these topics.

ACTIVITY 7.4
MAKING THINKING VISIBLE

Think, pair, share

Think about the images represented in the supply chain model in Figure 7.8. Take a few minutes to **identify** the importance of a supply chain and then find a partner to share your thinking.

▲ **Figure 7.8** An idealised model of a supply chain

Trade ultimately can allow for greater choice for consumers because trade increases the variety and availability of goods and services that can be imported. These are the products and services that cannot be produced as cheaply and/or efficiently by the domestic market. However, it is important to remember that some goods and services are imported not necessarily because they are cheaper, but because they are unique and have **brand value**.

Brand value means that consumers are willing to pay more for a certain brand because of the reputation of the manufacturer and the perceived prestige of ownership. For example, we import Maserati from Italy, Chanel from France, Adidas and Nike from the United States (via their overseas factories in places like China and Vietnam).

brand value the financial value of having customers who will pay more for a particular brand

fair trade a system of trading with a developing country in which a good price is paid for its exports, and the people who produce the goods have good working conditions and are paid a fair wage

Competitive advantage through fair trade and free trade

FAIR TRADE

Fair trade is about helping consumers make informed choices about where their purchases come from and who made them. In very complex global supply chains and with increasingly cheap prices, fair trade is about ensuring the products we buy are made by people who receive a fair wage and who work in safe conditions where child labour is forbidden.

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▲ **Figure 7.9** Fair trade products include coffee, chocolate, fruit and vegetables.

Fairtrade Australia and New Zealand is an organisation that advocates for reasonable wages, safe working conditions and good environmental standards.

Fairtrade Australia and New Zealand certifies certain products, including coffee, chocolate, tea and cotton. Fairtrade certification informs the consumer who ultimately purchases the goods that not only are they enjoying a product from overseas, but they are also supporting gender equality, eradication of child labour, strong environmental standards and safe conditions.

FREE TRADE

▲ **Video 7.1** Purpose of Fairtrade

Free trade occurs when there are limited restrictions on trade. Many countries impose trade restrictions such as **tariffs** or **quotas** on certain imports to protect their own industries. This is because by the government imposing a tariff (or a **tax**) on an imported good, it will make it more expensive and less desirable compared with the cheaper domestic version. Imposing a quota means only a limited number of these goods can be imported, which also makes the imported goods more expensive relative to what can be purchased locally.

Free trade and free trade agreements (FTAs) are designed to reduce the barriers to trade (such as tariffs and quotas) between two or more countries, and therefore allow citizens of these countries to obtain goods and services at a lower price.

FTAs exist between many countries. They can be bilateral (between two countries) or multilateral (between three or more countries).

Australia has entered into 17 FTAs, including:

- AUSFTA (Australia–United States Free Trade Agreement)
- ChAFTA (China–Australia Free Trade Agreement)
- SAFTA (Singapore–Australia Free Trade Agreement).

liberalising measures removing or softening barriers between trading nations

tariff a charge or list of charges either for services or on imports entering a country

quota a fixed, limited amount or number that is officially allowed

tax money paid to the government that is based on your income or the cost of goods or services you have bought

Interesting fact

Free trade brings prices down. Trade **liberalising measures** increased more than 60 per cent in recent years, which has helped to bring down the prices of imports. This translates into spending less on our purchases.

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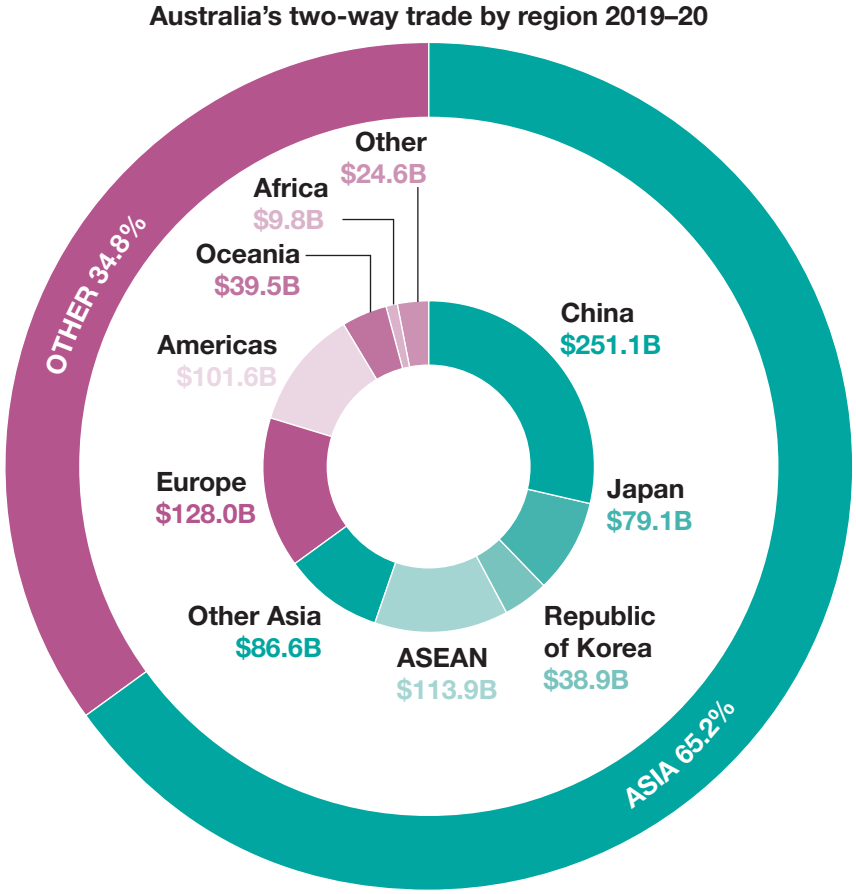
▲ **Figure 7.10** An Indian woman paints on colourful handicraft items for sale in a handicrafts trade fair in Kolkata, India.

Australia's major trading partners

Top five export markets: China, Japan, United States, South Korea and India

Top five exports: iron ores and concentrates, coal, education-related travel services, natural gas and personal travel (excluding education)

The two-way trade between China and Australia reached $251.1 billion in 2019–20 and at the time of writing in 2023, China remains the largest trading partner of Australia, in terms of both imports and exports.



◄ **Figure 7.11** Australia's two-way trade by region, 2019–20, from the Department of Foreign Affairs and Trade (DFAT). China is Australia's largest two-way trading partner in goods and services (nearly one-third of Australia's trade with the world).

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Interesting fact

Fewer tariffs mean greater trade. Over the past 20 years, an average tariff reduction of 15 per cent helped to quadruple trade worldwide. That has not only helped to boost local economies but also to increase the global standards for health, security and environment, which in turn increase average life expectancy.

▲ **Figure 7.12** Impacts of the mining industry – an open-cut rock quarry in Queensland

Disadvantages of free trade

While the advantages of free trade are immense, it is important to also recognise that free trade comes at a price.

Because Australia is rich in naturally occurring resources such as iron ore, many see Australia as a mine for the world's steel. Do we rely too heavily on extraction of natural resources at the expense of developing other export industries in Australia?

This discussion for limiting free trade is known as the self-sufficiency argument. This idea stems from a belief that Australia should not specialise too much in the exportation of natural resources but instead should be diversified enough to ensure that we are not overly dependent on other nations.

The extraction of natural resources from the ground can lead to environmental degradation and economic exploitation in Australia and in other countries.

Environmental degradation of our natural resources is often the main point of an argument for limiting free trade, the lower wages abroad argument. In order to cope with the higher labour costs in Australia versus our competitor countries, domestic companies must find ways to become more efficient (e.g. utilise more technology to streamline production). Unfortunately, sometimes companies try to reduce costs by neglecting the environment and cutting corners in production, instead of becoming more efficient.

investment the act of putting money, effort and time into something in order to make a profit or gain an advantage

Some developing countries need **investment** in mining in their countries, and sometimes have low environmental standards, to entice MNCs to invest in their country. These lower standards internationally also encourage domestic companies to cut corners instead of investing in efficient production processes.

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ACTIVITY 7.5
MAKING THINKING VISIBLE

Connect, extend, challenge

Look at the picture in Figure 7.12 closely along with the information in this section.

1 How does the picture connect with what you already knew about the impacts of trade on Australia's environment?
2 What new ideas does the view in the picture make you **consider** on the topic of free and fair trade?
3 What is still challenging you on the topic of free and fair trade? What questions do you now have?

Find a partner in the class and share your thoughts on these topics.

The negative impacts of increased international trade can also be seen in the increased transport of goods and services around the world. This is especially the case with shipping, as close to 90 per cent of the world's trade is carried out by sea. Much of the oil and gas used in Australia is imported by ship.

The food we eat and goods we consume are not always produced or sourced locally but shipped from various locations around the world. More than 50 000 container ships are moving around the world at any one time. Despite the large number of container ships moving around the world, accidents are relatively rare. However, they do happen and, when they do, they can have disastrous effects, as illustrated by the complete obstruction of the Suez Canal in March 2021, when the 400-metre-long container ship *Ever Given* became wedged across the Suez Canal and caused a six-day blockage. This seriously impacted the world's trade, as the canal is one of the busiest trade routes in the world, accounting for about 12 per cent of the global trade.

ACTIVITY 7.6

Research task

Read the article 'Christmas Island oil spill: time to value natural treasures, not just trade' on The Conversation website: https://cambridge.edu.au/redirect/10079.

Questions

1 Outline why David Attenborough described the red crab migration on Christmas Island as one of the greatest wildlife spectacles on Earth. In your answer, **describe** three marine species found around Christmas Island and Flying Fish Cove.

▲ **Figure 7.13** The annual red crab migration on Christmas Island

2 In January 2012, the Panamanian cargo ship MV *Tycoon* was shipwrecked at Flying Fish Cove. What pollutants spilled from the ship and what impact did this have on the unique marine life?
3 The MV *Tycoon* incident is not the only shipping accident described in the article. Outline two other accidents.

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Australia as a trading nation

According to the Department of Foreign Affairs and Trade (DFAT), one in five jobs in Australia relies on exports in mining and farming. Australia has abundant natural resources and is a leader in the global mining industry, exporting many natural resources, including bauxite, iron and zinc ore, nickel and gold. The strength of our mining industry has seen Australia become one of the world leaders in the development and manufacture of mining equipment. However, Australia has recognised its dependence on mining for export and is continuing to grow and become competitive in the world market for other key exports, such as education and tourism.

economic growth an increase in the economy of a country or an area, especially of the value of goods and services the country or area produces

Australia as a nation supports free trade and subsequently has entered into many free trade agreements. These agreements are seen to strengthen ties between nations globally, improve investment in Australia and improve **economic growth** and employment opportunities in Australia.

ACTIVITY 7.7

Interactive quiz

Visit the DFAT 'Trade through Time' website and complete the online quiz: https://cambridge.edu.au/redirect/10080.

Trade in the Asia–Pacific

Traditionally, Australia has carried out most of its trade with Britain and the United States. However, over the past decades, and with the opening up of new markets in our region, Australia has expanded its trade to include many Asian nations, such as Japan, China, Taiwan and South Korea. Given our geographical position in the world, the emphasis of Australia's trade has shifted from the United Kingdom, at the time of Federation (1901), to the Asia–Pacific region in the 2000s.

Asia is an important trade partner, not only because Australia is located in the Asia–Pacific region, but also because Asia exerts enormous influence globally and is one of the most populous regions in the world. It is home to two-thirds of the world's population and is well on the way to becoming both the largest producer and consumer of goods and services in the world.

For this reason Australia's trade with countries in the Asia–Pacific region is more important than ever. It is so important that four in every five of Australia's major trading partners are located in the Asia–Pacific region. Much of Australia's export growth has been built on the country's abundant natural resources. The huge demand for raw materials, such as iron ore, by the rapidly growing economies of Asia has helped to drive Australia's export growth.

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▲ **Figure 7.14** Four out of five of Australia's major trading partners are located in the Asia–Pacific region.

ACTIVITY 7.8
MAKING THINKING VISIBLE

Headlines

The headlines routine asks you to summarise the big ideas and major themes of what you have been learning about.

Write a headline on the topics of 'Australia as a trading nation' and 'Trade in the Asia–Pacific'. Your headline should capture a key aspect that you think is significant from these topics.

Your teacher may ask you to share headlines with each other to see what each person is thinking.

Global trade

Globalisation can be defined as the increasing integration of economies across borders. Globalisation is behind the growth in free trade and free trade agreements. Free trade and globalisation can assist economic development, improve living standards, and promote harmonisation between countries. Trade forces countries to communicate and agree to the mutual benefits of trade for each.

Global trade has become so important to the economic performance of many countries that the World Trade Organization (WTO) was established in 1995 to assist with the following:

- Liberalise world trade (promote free trade as much as possible)
- Promote economic growth and stability
- Facilitate negotiations between nations on the rules of world trade.

The trade rules developed by the WTO are based on agreements between member nations. The WTO provides a forum for negotiations and disagreements around trade to be resolved. WTO trade rules are only enforceable on the member countries. The WTO currently has 164 member nations, including Australia.

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Interesting fact

Did you know there was a trade war known as the Chicken Wars? In the early 1960s, France and Germany imposed high tariffs on American chickens after demand for European chickens fell, with people preferring cheaper American chickens. The United States retaliated by imposing higher tariffs on several commodities, including French brandy and Volkswagen vehicles. It even threatened to cut NATO troops to Europe. However, France and Germany didn't buckle under pressure, even though consumers from both sides of the Atlantic Ocean were the financial losers.

ACTIVITY 7.9

Graphic organiser task: brands and products

Thinking about the brands and products you like from overseas, **create** a table, listing your favourite brands in the first column. In a second column, write the name of the country where this brand comes from. In a third column, write why you like this brand. You can use headings such as 'Product/brand', 'Country of origin' and 'Why do I value this brand?'

Share and discuss your selections with a partner.

DEVELOPING YOUR UNDERSTANDING 7.1

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** the following terms:
   - **a** Comparative advantage
   - **b** Supply chain
   - **c** Free trade
   - **d** Fair trade
   - **e** Competitive advantage.

2 **Explain** the difference between imports and exports.

3 What is a possible disadvantage of free trade?

4 Where are goods made? Find the country of manufacture for the following products you will find at school:
   - **a** School shoes
   - **b** Exercise book
   - **c** Lunch box
   - **d** Watch
   - **e** Shirt
   - **f** Pencil or pen
   - **g** Computer
   - **h** Phone.

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Interpret

5 Using the internet, **investigate** the major exports and imports for the following five countries:
- **a** Peru
- **b** South Africa
- **c** Netherlands
- **d** Thailand
- **e** Switzerland.

Argue

6 Go to 'What is fair trade' on the Fairtrade Australia and New Zealand website and write a report on the following four fair trade products: chocolate, coffee, tea and cotton. Your report should include:
- The name of the product
- Where the product is farmed
- How fair trade helps farmers
- Where you can buy your chosen fair trade products.

▲ **Figure 7.15** Ecoya is chocolate made from Fairtrade-certified cacao beans, dried and roasted in a cooperative by women of Yamoussoukro, on the Ivory Coast.

Extension

Read the article 'Shipping in the Great Barrier Reef: the miners' highway' on The Conversation website.

1 According to the traffic report, why do you think the Great Barrier Reef is referred to as 'the miner's highway'? How many ships are estimated to travel through the Great Barrier Reef by 2032?
2 **Identify** the three main types of incidents that occur due to shipping in the Great Barrier Reef.
3 **Research** and write a report on the MV *Shen Neng I* environmental accident that occurred on the Great Barrier Reef in April 2010.

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7

7.2 Economic decision-making

FOCUS QUESTION How is the performance of an economy judged?

Who makes up our economy: the role of economic agents

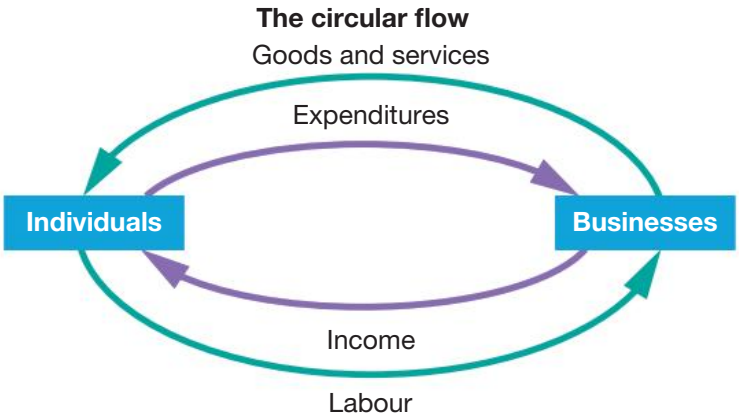
economic agent a person, company or organisation that has an influence on the economy by producing, buying or selling

means of production something that is needed in order to make a particular product (e.g. labour, land, capital)

In an economy, there are key participants or **economic agents** who are the decision-makers influencing the economy by buying, selling and producing goods and services. These economic agents include consumers or households, businesses, the government and the financial sector. Together, these agents create demand and supply for goods and services.

The key economic agents in an economy include:

- **Households and consumers** – these are individuals like you and households like yours, who purchase goods and services in the economy and provide labour to businesses. In other words, households and individuals consume, work and save. They consume to satisfy their needs, they save and borrow for future consumption, and they work to be able to earn and ultimately consume. They have a dual role in the economy: they are consumers, who demand goods and services; and they own the **means of production** (labour) through which the goods and services are produced.



▲ **Figure 7.16** A basic economic circular flow diagram illustrating the interdependence of each economic agent in our economy. Individuals provide labour to businesses, and businesses provide goods and services to individuals.

- **Businesses** – these are organisations that sell goods and services with the goal to make money or profit. Businesses (or firms) use factors of production (labour) to produce goods and services, creating value and wealth. They require labour from individuals in return for a salary or wages. They can offer goods and services to individuals, households, other businesses, governments or a combination of these. These concepts are illustrated in the circular flow model in Figure 7.16.
- **Government** – governments make most of the rules as to how other economic agents should interact. They offer goods and services (mostly public goods and services, such as roads or national security), yet governments also demand goods from businesses and labour from households and individuals. The government taxes individuals and businesses based on their income and revenue.

  The government's role in the economy is not to regulate every decision made by consumers and businesses; instead, most decisions are left up to the economic agents. However, the government does set key rules and

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regulations that allow our economy to function smoothly. The balance of free decisions with some regulations is called the **mixed market mechanism**. Some examples can be found in the next section.

The government can limit or prohibit the consumption of certain goods, such as illicit drugs. The government can also put tariffs on imports or provide subsidies for production of certain goods and services. The government also has the ability to redistribute wealth through social services, such as welfare payments, and via payments to subsidise education, health and poverty programs.

- **Financial sector** – this sector facilitates savings on behalf of the households and consumers and loans/investment opportunities to businesses and households. The financial sector consists of all bank and non-banking organisations.

mixed market mechanism an economic decision-making combination where some decisions are made by the government while many decisions are made by the individual

gross domestic product (GDP) the total value of goods and services produced by a country in a given time period, usually one year

recession two consecutive quarters (six months) of negative growth, which leads to high levels of unemployment

Strong and sustainable economic growth: the interdependence of the economic agents

WHAT IS ECONOMIC GROWTH?

Economic growth refers to an increase in the size of a country's economy over time. Each of the economic agents is linked to and dependent on the others. A decision by one sector always influences the other areas, and we can see the impacts of this through a study of economic growth. The size of a country's economy is traditionally measured by the total production of goods and services in that economy, which is called the **gross domestic product (GDP)**.

GDP is measured each quarter (every three months) by the Australian Bureau of Statistics (ABS). Each quarter is added together to determine the annual GDP.

WHAT IS TARGET GROWTH?

The target annual range set by the government as strong economic growth is a rate of between 3 per cent and 4 per cent per annum (per year). Periods of growth higher than this can cause inflation (price rises). Periods of economic decline, defined as a reduction in GDP for six months or two consecutive quarters, would tend to indicate increasing levels of unemployment and a possible **recession**.

▲ **Figure 7.17** Households and consumers are key economic agents.

WHAT IS SUSTAINABLE GROWTH?

Sustainable growth refers to growth that does not lead to an inefficient use of our nation's resources and does not cause unnecessary increases in prices (described as inflation) or increases in unemployment due to too much or too little demand by economic agents.

Sustainable growth means that the nation has the right balance between resources for current and future uses.

sustainable growth economic development that attempts to balance the needs of economic agents for more goods and services with the non-renewable resources of a nation

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How is Australia performing?

Australia's GDP growth target is somewhere around 3–4 per cent per annum. It is important that the economy continues to grow, but not so excessively that it causes problems such as higher prices.

According to the 2019–20 budget documents, Australia's economy was forecast to grow by 2.75 per cent in 2019–20 and 2020–21, which, as can be seen in Figure 7.18, was not an accurate forecast.

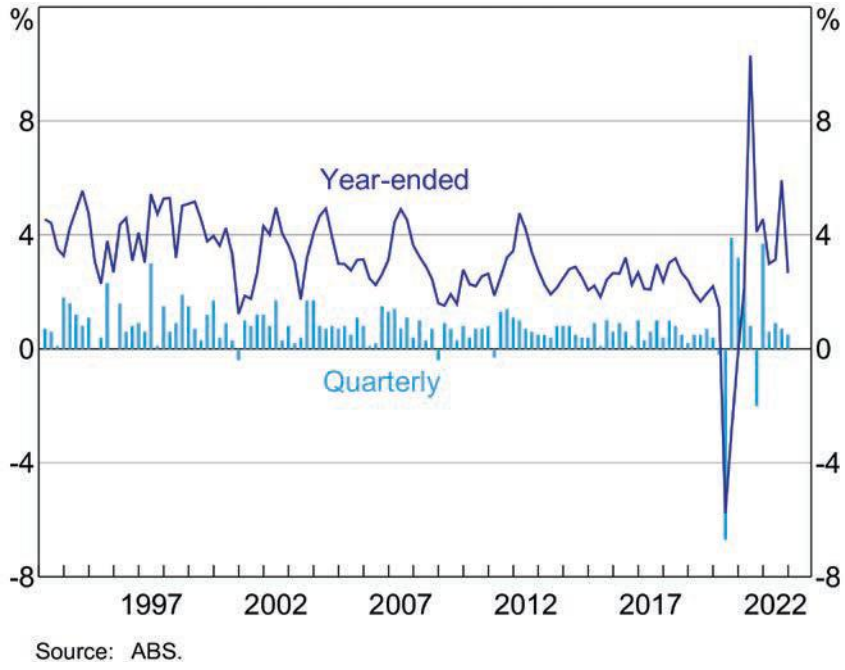
Economic growth is targeted at a certain percentage to ensure the living standards and welfare of Australians continue to grow. A sustained increase in growth generally indicates that the economy has an increased availability of goods and services in the market. Based on the economic model in Figure 7.16, as a consequence of increased growth in businesses and to meet increased production levels, businesses will need to hire more staff. This means people should be able to find employment and therefore receive some form of income. However, economic growth needs to be higher than the population growth. If our rate of economic growth falls below our rate of population increase, it means the economy is not growing. For example, if the population growth rate is 1.5 per cent, the economic growth rate needs to be higher than 1.5 per cent to ensure our economy is still growing and that we do not have high, or increasing, levels of unemployment.

tangible living standards living standards as measured by material goods and services (e.g. cars and houses)

non-material living standards living standards that are measured in non-material ways. These can include such things as quality of life gained from a clean environment, low crime rates and happiness at work

Economic growth also improves living standards and the welfare of Australians. Higher income levels enable people to access more goods and services and thus improve their **tangible living standards**. Economic growth can also improve our intangible or **non-material living standards** in areas such as general happiness and interconnectedness with the community and workplace, as well as self-esteem and mental wellbeing.

Most nations, like Australia, pursue economic growth as the primary means by which living standards can be improved. Economic growth tends to be associated with greater employment opportunities. Growth in production typically means there has been a growth in industries and businesses that employ people. This creates more jobs and allows households and individuals to purchase goods and services due to an increase in income. Figure 7.18 shows a steep downward trend in 2020 into negative growth. This trend was caused by the COVID-19 virus uncertainty and demonstrates that it is possible to have negative growth.



▲ **Figure 7.18** Australian growth: GDP, according to the Reserve Bank of Australia (RBA), 8 February 2023, data updated to 2 February 2023

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ACTIVITY 7.10
MAKING THINKING VISIBLE

Sentence, phrase, word

In Section 7.2 so far, we have reviewed many high-level economic concepts. Use the sentence, phrase and word prompts below to **consider** your thinking on these concepts.

1 **Select** a sentence that you feel captures the core idea of Section 7.2 so far.
2 **Select** a phrase from Section 7.2 so far that has interested you in this topic.
3 Find a word from Section 7.2 so far that you felt is important for this topic.

Your teacher will ask each member of the class to write their sentence, phrase and word on the board so that all students can display their thinking.

GDP as a measure of economic performance has limitations

GDP does not consider how output contributes to the quality of people's lives. It simply measures how much output a country produces. Therefore, an increase in the GDP on its own does not mean a better life for everyone, particularly in countries that are already wealthy. It doesn't reflect many inequalities in an economy, including material wellbeing differences between people within an economy. It does not reflect the value people place on:

- Health
- Free time
- Low crime rates
- Good community relationships.

Another important drawback of GDP as a measure of economic performance is that GDP only measures the output produced and sold in legal markets and does not include productive activities that do not have a market transaction, such as:

- Household production – unpaid domestic labour and the costs of caring for children and the elderly at home
- Volunteer work
- The impact of pollution and environmental degradation in the pursuit of economic growth.

Some people mistakenly think a higher income (and larger GDP) is linked with a higher quality of life and more happiness. But arguably, beyond a certain point, non-income factors (such as the equity of income distribution and access to education and health care) are more closely linked to a happier, healthier society.

▲ **Figure 7.19** GDP fails to capture economic inequalities.

▲ **Figure 7.20** The impact of pollution and environmental degradation in the pursuit of economic growth is not measured by GDP.

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▲ **Figure 7.21** The work of lifeguards and firefighter volunteers is not included in GDP.

DEVELOPING YOUR UNDERSTANDING 7.2

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 The economy is made up of three key economic agents. **Identify** and **explain** the role of each of these agents.

2 What is the main measure of economic growth? What is meant by sustainable growth?

Interpret

3 How does economic growth improve living standards?

Argue

4 **Explain** three limitations of GDP as a measure of economic growth.

Extension

Think about how we measure growth. Is economic growth the best measure of a successful economy? Find a partner and share your thoughts with each other.

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End-of-chapter assessment

Research tasks

Research task 1: DFAT

Go to the Department of Foreign Affairs and Trade (DFAT) website, **select** the 'Trade and investment' tab, then choose 'Fact sheets for countries and regions'. From the list of fact sheets, choose a country you are interested in learning about and **create** a presentation based on the trade and economy between Australia and that country.

Your presentation should include:

- Where that country is located in the world
- Three key facts about that country
- The major goods and services exported from Australia to that country
- The major goods and services imported by Australia from that country
- That country's principal export destinations
- That country's principal import sources.

Research task 2: maritime disasters

There have been a number of environmental maritime disasters due to shipping and offshore oil drilling. Write a report on any two of the following maritime disasters.

Your report should include where the disaster happened, the details of the disaster, why the disaster occurred and what was the environmental impact of the disaster.

- International:
  - *Deepwater Horizon* – Gulf of Mexico
  - *Exxon Valdez* – Prince William Sound, Alaska
- Australia:
  - *Shen Neng 1* – Douglas Shoal, Queensland
  - *Pacific Adventurer* – Cape Moreton, Queensland.

▲ **Figure 7.22** In March 2009, the oil slick that escaped from the *Pacific Adventurer* reached Kawana Beach, Queensland.

Digital resources

Visit the Interactive Textbook or Online Teaching Suite to access:

- General Capability Project
- Interactive chapter quiz
- Interactive Scorcher quiz
- Videos, image galleries and other extra materials.

SCORCHER

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CHAPTER 8: Money matters

Setting the scene: Australia's first currency – the holey dollar

When the colony of New South Wales was established, no plans were made for a form of currency that people could use to trade with. There were no banks for some time. So, early on, the colonies relied on barter – the exchange of produce, goods and services – and other makeshift currencies such as rum.

Around this time, the Spanish dollar was a major international currency. Coins from a range of other countries were also used, such as Dutch guilders and ducats, Indian mohurs and rupees, and Portuguese johannas. Much of this coin left the colony as a result of trade with visiting merchant ships. Governor Lachlan Macquarie needed to address the shortage of coin and came up with the idea of a holey dollar.

▲ **Figure 8.1** Thomas Gosse, *Founding of the settlement of Port Jackson at Botany Bay in New South Wales in 1788,* 1799. This artwork is a representation of people and activities in Sydney Cove, c. 1788, at the beginning of colonisation. Sydney Cove, c. 1788. The colony of New South Wales was the first British settlement in Australia.

He imported 40 000 Spanish coins in 1812 and had convicted forger William Henshall cut the centre out of each, to double the number of available coins. The coins were counter-stamped so they could not be re-exported. By having the centres cut out and the coins stamped, Macquarie distinguished these coins as belonging to the colony of New South Wales and prevented them from going straight out again. In doing so, he created the first currency minted in Australia.

The outer ring became known as the 'holey dollar', and the centre was called the 'dump' (see Figure 8.3). Macquarie set the value of the holey dollar at five shillings, with 15 pence for the dump. These coins went into circulation in 1814.

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'Holey dollars speak eloquently of the creative and improvisatory attempts to create an orderly administration in colonial Australia,' said National Museum Director Andrew Sayers. 'The holey dollar we have acquired for the National Museum is a finely preserved example of this iconic object from the era of Macquarie'. It is one of only 300 holey dollars remaining in the world.

▲ **Figure 8.2** Governor Lachlan Macquarie

▲ **Figure 8.3** Front and back views of the holey dollar (top row) and the dump (bottom row)

ACTIVITY 8.1
MAKING THINKING VISIBLE

Think, puzzle, explore

In groups of three to four students, share ideas and questions in response to the following prompts.

Think

1 What do you think about this topic?
- Write a list of things you know about money.

Puzzle

2 What questions do you have?
- **Create** a list of questions that you have about money.

Explore

3 What does this topic make you want to explore?
- **Create** a list of topics about money that you would like to explore further.

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Chapter overview

Introduction

Regardless of whether you are 15 years old or 50 years old, money matters. When we have money, we can use it to buy things we like. We can also invest to make more money. But with every investment, regardless of the type, you must weigh up the risk and rewards. Will the gain be worth the pain? Understanding the relationship between risk and reward underpins your money decisions and is key to developing a strong personal investment philosophy. Whether investing overseas or domestically, whether you are investing in Bitcoin, shares or property, understanding your risk profile can help you to protect your money and make money matter.

Learning goals

After completing this chapter, you should be able to answer these questions:

- What is the purpose of money?
- What is the role of the financial sector in the Australian economy (e.g. banks, credit unions and building societies)?
- What are some different types of saving and investment?
- What are good debts and bad debts?
- What are the risks and rewards of investing?
- What are some of the risks and rewards of the Australian and global financial landscape?

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8

8.1 What is money?

FOCUS QUESTION What is the purpose of money?

Money is a means of exchange. It is also a store of value and a measure of wealth. Businesses sell us things to get money and make a profit, and we work to earn money, otherwise known as a salary or wages. But money itself has no intrinsic value apart from any value of the material that it is made from. However, its value is secured by the country that issues the money. Globally, various countries have different values for money bearing unique names. **Fiat money** is a term used to describe an otherwise valueless object such as a shell or stone that has been declared by a government to be legal tender (money). However, this money is standardised from one country to another via exchange rates to facilitate foreign trade.

▲ **Figure 8.4** Some of the different currencies (monies) around the world

Money is referred to by many different names, such as wages, salary, sales, expenses, revenues, rent, income, profit, price of goods and services, spending and **savings**, and wealth. These money terms are central to our economy and its operation. Interestingly, physical notes and coins account for only a small proportion of the money in the world. According to *Business Insider*, there is currently about US$5 trillion of cash and coins in circulation in the world. This amount of money increases to in excess of US$80 trillion when other accessible money in bank accounts is included. This amount further increases when **Bitcoin** and other **cryptocurrencies** are included. The total amount of money under such classification could be as high as one quadrillion US dollars.

money coins or banknotes that are used to buy things, or an amount of these that a person has

fiat money an otherwise worthless object that is endorsed as legal tender and whose value is backed by the government that issued it

savings the money you hold that is not spent or invested. Savings are usually stored in a bank or other financial organisation

Bitcoin a type of cryptocurrency

cryptocurrency a digital currency produced by a public network, rather than any government, that uses cryptography to make sure payments are sent and received safely

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Interesting fact

Mary Reiby, who appears on the Australian $20 note, was a convict sentenced to seven years transportation when she was 13 years old for stealing a horse. However, she grew up to become an outstanding businesswoman.

▲ **Figure 8.5** Mary Reiby on the Australian $20 note, released in 2019

Currencies of the world

A currency is simply defined as a system of money in general use in a country or region. Every country or region has its own currency, made up of its own banknotes and coins.

When we travel to other countries, like Japan or to regions of Europe, we must exchange our currency for the currency used in the place we are visiting. If you go to Europe, you will exchange Australian dollars for euros; if you go to Japan, you will exchange Australian dollars for yen.

Just like when we are travelling, when countries trade, they must also agree on the currency in which the transaction will take place. Mostly, if foreigners want to invest in Australia and buy exports, they will exchange their currency for the Australian dollar and pay in our currency, and vice versa.

Foreign exchange rates help to enable the changing of one currency into another currency. It is, in effect, the amount of one currency you can exchange for another. Economic agents can exchange the different nations' currencies on the **foreign exchange market**.

When travelling, the exchange rate is advertised and determined by how much money, or the amount of a foreign currency, you can buy with one US dollar (USD). The US dollar stands out in particular as it enjoys status as the world's **foreign reserve currency**. For this reason, many international transactions are completed in US dollars. As a result, the US dollar is the most commonly traded and used currency in the world.

foreign exchange market the market in which the currencies of different countries are exchanged for one another. This term is often shortened to the forex market

foreign reserve currency a particular currency that is held by many countries that use it to make payments to other countries. The US dollar is effectively the reserve currency of the world

ACTIVITY 8.2
MAKING THINKING VISIBLE

Headlines

Write a headline on the topic of money. Your headline should capture the main idea that you think is significant from the information that you have learned so far.

Your teacher may ask you to share headlines with each other to see what each person is thinking.

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▼ **Table 8.1** Units of foreign currencies per Australian dollar on the last day of 2020

Currency	Value per Australian dollar
United States dollar	0.7702
Chinese renminbi	5.0298
Japanese yen	79.45
European euro	0.6269
South Korean won	836.71
Singapore dollar	1.0189
New Zealand dollar	1.0665
UK pound sterling	0.5657
Malaysian ringgit	3.0897
Thai baht	23.07
Indonesian rupiah	10 821.00
Indian rupee	56.31
New Taiwan dollar	21.63
Vietnamese dong	17 779.00
Hong Kong dollar	5.9707
Papua New Guinea kina	2.7025
Swiss franc	0.6795
Canadian dollar	0.9818

The US dollar is also considered a **hard currency**. This term refers to money issued by a country that is widely accepted around the world because the nation that issues it is economically and politically stable. Hard currencies are used as a form of payment for goods and services and may be preferred over the domestic currency.

Apart from the US dollar, the most traded currencies in the world include the euro (EUR), Japanese yen (JPY), Great British pound (GBP), Swiss franc (CHF), Canadian dollar (CAD) and Australian dollar (AUD). This is because these currencies have the confidence of investors and businesses as they are not generally prone to dramatic **depreciation** or **appreciation** in value. Moreover, in many developing nations, citizens will ask to trade in a hard currency because their nation's currency is prone to fluctuations in value. This helps to protect their wealth.

Interesting fact

The British pound is the world's oldest continuing currency, dating back to Anglo-Saxon times.

▲ **Figure 8.6** The world's oldest continuing currency: the British pound

hard currency money that is valuable and can be exchanged easily because it comes from an economically stable country

depreciation when a currency loses value relative to another currency

appreciation when a currency gains value relative to another currency

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Interesting fact

Tulips were once a form of currency in their own right! In 1633, in the Netherlands, actual properties were sold for a handful of tulip bulbs.

▲ **Figure 8.7** Did you know that tulips were once used as a form of currency?

ACTIVITY 8.3 MAKING THINKING VISIBLE

I used to think …, now I think …

The purpose of this activity is for you to **consider** your ideas at the beginning and end of this section on money.

Think about and answer the following prompts:

1 Before I started this chapter, I used to think money was …
2 Now I think money is …

Your teacher may ask you to share your thinking with other members of the class.

Cryptocurrencies

central bank a bank that provides services to a national government, puts the official financial plans of that government into operation and controls the amount of money in the economy

decentralised used to describe organisations or their activities that are not controlled from one central place but happen in many different places

cryptocurrency exchange a place where digital currencies are bought and sold

stock exchange a place where shares in companies are bought and sold, or the organisation of people whose job is to do this buying or selling

Cryptocurrencies are digital currencies that use encryption techniques for security. These digital currencies are not issued by any **central bank**; rather, cryptocurrencies exist in digital form. Cryptocurrencies are transferred between peers, and transactions are recorded on a digital public ledger called a blockchain. All transactions are encrypted using cryptography, and thus the name cryptocurrency.

▲ **Figure 8.8** Bitcoin is a famous example of a cryptocurrency.

The idea behind a cryptocurrency is it is **decentralised**, meaning it is controlled by users and computer algorithms rather than a central bank. Cryptocurrencies are traded through online **cryptocurrency exchanges**, which operate in a similar manner to **stock exchanges**.

There are many cryptocurrencies, including the well-known Bitcoin (BTC) as well as Ether (ETH), Ripple (XRP) and Litecoin (LTC).

Interesting fact

A Hungarian programmer made the first Bitcoin transaction in 2010 when he purchased two pizzas paying 10 000 BTC. Today, the value of that transaction would be approximately $180 million. Pretty expensive pizzas!

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DEVELOPING YOUR UNDERSTANDING 8.1

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

▲ **Figure 8.9** What is fiat money?

Recall

1 Define the following terms:
- **a** Fiat money
- **b** Currency
- **c** Hard currency
- **d** Reserve currency.

Interpret

2 The ISO (International Organization for Standardization) codes are the three-letter alphabetic codes that represent various currencies used around the world. **Research** the name and three-letter ISO code for the following countries' currencies:
- **a** India
- **b** South Africa
- **c** Indonesia
- **d** Cambodia
- **e** Spain
- **f** Mexico
- **g** Brazil
- **h** China
- **i** UAE.

3 In August 2019, one Bitcoin had a value of A$14 808.15. Find out the current value of one Bitcoin in:
- **a** GBP
- **b** USD
- **c** EUR
- **d** CAD
- **e** NZD
- **f** JPY
- **g** YUAN.

Argue

4 **Explain** why cryptocurrencies are controversial.

Extension

The US dollar is a hard currency and the most traded currency. **Research** how much you will receive in each of the following currencies for one US dollar and one Australian dollar. Copy and complete the following table on paper or complete it in the Interactive Textbook.

Currency	1 USD	1 AUD	Difference
NZD			
EURO			
GBP			
CHF			
JPY			
CAD			

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8

8.2 The role of Australia's financial sector

FOCUS QUESTION Where is money held and why?

shareholder a person who has a part ownership of a company and therefore has the right to vote on how the company is controlled; hence the name shareholder, as the individual owns a share of the business

Most of our money is held by banks like ANZ (Australia and New Zealand Banking Group), Westpac, CBA (Commonwealth Bank of Australia) and NAB (National Australia Bank), as well as credit unions and building societies. The key difference between banks and credit unions or building societies is that profits from building societies and credit unions are reinvested for the benefit of the members, whereas banks' profits are only for the benefit of their **shareholders**.

We use banks and credit unions or building societies because we do not necessarily spend all the money that comes our way. Many people choose to save money, and we do this by depositing our money in banks, credit unions and building societies, more technically known as authorised deposit-taking institutions (ADIs). ADIs are banks, building societies and credit unions authorised by the government to conduct banking business in Australia. The government authority that oversees banks is called the Australian Prudential Regulation Authority (APRA).

▲ **Figure 8.10** Logos of Australia's 'big four' banks

The Reserve Bank of Australia (RBA) and the Royal Australian Mint are responsible for producing Australia's notes and coins, respectively. The Royal Australian Mint is in Canberra and is the sole producer of all circulating coins in Australia. Note Printing Australia (part of the RBA) is in Craigieburn in Victoria and produces all of Australia's banknotes. Banknotes in Australia represent around 95 per cent of Australian currency by value. Under established agreements, commercial banks purchase banknotes from the Reserve Bank as required to meet demand from their customers. Hence, growth in the value of banknotes in circulation represents growth in the demand for cash.

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▲ **Figure 8.11** The Reserve Bank of Australia manages the amount of physical cash that circulates in the economy.

DEVELOPING YOUR UNDERSTANDING 8.2

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Go online and find the names of five banks, three credit unions and three building societies.

Interpret

2 What is an ADI? Who is the body responsible for overseeing ADIs? Go to its website and find out three more facts about APRA.

Argue

3 Go to the Reserve Bank of Australia website and find the 'Australia's banknotes' section. Use the information to answer the following questions:

- **a** How many denominations of banknotes exist in Australia? List them.
- **b** What value of banknotes are currently in issue?
- **c** Of what material are Australian banknotes made? **Explain** the process of making a banknote.
- **d** Outline the security measures used to reduce fraud when producing banknotes.

Extension

Do you think we still need cash? Do you and your family use cash or a debit card for everyday transactions? Discuss your experiences and thoughts with a partner.

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8.3 The financial sector: economic decision-making

FOCUS QUESTION What is the difference between saving and investing?

interest money that you earn from keeping your money in an account in a bank or other financial organisation; or money that is charged by a bank or other financial organisation for borrowing money

return the profit (money) made from or the growth in an investment over a period of time

capital improvement an addition or change made to land, equipment or a building that increases its value or the profit it produces

disposable income the money left for households after taxes, bills and normal expenses are paid

The terms 'saving' and 'investing' are often used interchangeably, but there is a difference.

Saving is setting aside money you don't spend now for emergencies or for a future purchase. Many people save for a holiday. Students might save for a car. When you save money and deposit it into a bank, the bank will pay you **interest** based on the amount of money in your account. This interest is money the bank pays you so that it can use your money to fund loans for other people.

▲ **Figure 8.12** Traditional piggy bank savings have never gone out of fashion.

Investing is buying an asset with the expectation that your investment will make money for you. The goal of investing is to make money, so it is natural to pursue investments that offer the greatest **returns**. Often the return can be via **capital improvement** or via an income stream from the investment.

The financial sector, discussed in Section 7.4, facilitates the ability of households, consumers and businesses to access savings and investment. Households use the financial sector, usually a bank, in two ways. The first is as a way to save money and earn interest from the bank over time. When households manage their budgets, they can find that they have some money left over, which is called **disposable income**. The disposable income can be set aside by households through savings and earn interest over time. The second use of the household sector for the financial sector is for borrowings. When a household decides to make a purchase, the choice can be made to borrow money from a financial institution, usually a bank. The household benefits as it is able to purchase more expensive items such as a house or car, and the financial sector benefits as it earns interest from the loan over time.

▲ **Video 8.1** Dividends from shares

dividends part of the profit of a company that is paid to the people who own shares in it

Example

When you choose to invest and buy shares, you are choosing to own a piece of a company, which entitles you to potential profit on your investment. There can be capital appreciation (or capital gains), which means an increase in the value of the share (e.g. $1 to $1.25). There may also be **dividends**, which are regular income from shares.

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A dividend is a portion of a company's profit that it decides to pay out to shareholders, in return for their investment. These are two ways to make a profit on investments, but it is important to remember not all shares will appreciate in value and not all companies will pay a dividend. A company may not pay a dividend at all if it has failed to make a profit or has chosen to reinvest profit back into the business.

ACTIVITY 8.4
MAKING THINKING VISIBLE

Think, puzzle, explore

The purpose of this activity is to allow you to **consider** what you might already know on this topic and what areas you would like to **research** further.

Think about and answer the following prompts:

1 What do you already know about savings and investment?
2 What questions do you have about how savings and investment could affect you?
3 What areas of savings and investment would you like to **investigate** further?

Your teacher may ask you to share your thinking with other members of the class.

DEVELOPING YOUR UNDERSTANDING 8.3

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 What is the difference between saving and investing?

Interpret

2 **Explain** the difference between the following ways of making money from investing in shares:
   a Capital gain
   b Dividend.

▲ **Figure 8.13** Famous American investor Warren Buffett

Argue

3 Warren Buffett has been referred to as the 'Oracle of Omaha' because of his immense wealth developed through adherence to his investing philosophies. He is also famous for being chairman and the largest shareholder of Berkshire Hathaway (an investment company) whose A class shares have produced an overall gain of more than 2 000 000 per cent from 1964 until now. Write a brief biography on Warren Buffett or another famous investor explaining their investment philosophy and how they came to be successful. Other famous investors could include John Templeton, George Soros, Thomas Rowe Price Jr, Benjamin Graham or Carl Icahn.

Extension

Research the annual *Forbes* magazine's Midas List. Prepare a short report on the purpose of the list and **describe** the rise of female investors each year.

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8.4 How individuals and businesses manage consumer and financial risks and rewards

FOCUS QUESTION What is good debt and what is bad debt?

credit a method of paying for goods or services at a later time, usually paying interest as well as the original money

credit limit the largest amount of money that a bank allows you to spend using a credit card

Credit is money you borrow from a financial institution, such as a bank or credit union, to spend the way you want. You need to repay this debt to the credit provider, usually with extra costs on top of the amount you borrowed. These extra costs can be in the form of annual fees, but most institutions also charge very high rates of interest for the convenience of using the bank's money at call (at call means available immediately).

Borrowing is not necessarily a bad thing, as it allows you to achieve some goals such as buying a car, buying new clothes and buying household items. But it is important to remember that with all loans and credit come fees, charges and interest, which can make borrowing very expensive.

According to the Australian Securities and Investments Commission's MoneySmart website, there are a number of types of credit you can choose from, but the important aspect to consider is that they all have pitfalls that can form financial risks but also rewards for consumers depending on how they are managed.

Credit cards: A credit card allows you to borrow money from a credit provider to buy something without using your cash or savings. You have a limited amount of money you can borrow (known as your **credit limit**), and you must pay back that amount by a set date. By contrast, when you use your debit card, the amount is deducted directly from your bank account.

Ideally, you would pay off the whole balance on the due date, but if you do not, you will be charged interest on the balance owing. On a low-rate card, this can be between 8 per cent and 15 per cent for new balances, but can get as high as 20 per cent on existing balances. The interest charged is also dependent on the type of transaction, such as a purchase versus a cash advance. Even if you pay the balance and any interest off at the end of each month, there may also be an annual fee for the privilege and convenience of the card.

▲ **Figure 8.14** Credit cards have many pros and cons.

Store cards: These are credit cards associated with particular department stores or large retail outlets. These cards are very similar to credit cards but also encourage store loyalty to offer special discounts when you use the store card that you would not get using a regular credit card. Like credit cards, they have high levels of interest payable on balances, annual fees and due dates for balances to be paid.

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Personal loans: These are usually obtained through a bank and generally will have a lower rate of interest compared with a credit card or store card. These loans are used for lump sum payments, such as for a car or renovations, when you do not have adequate savings to cover the whole price of the purchase. Personal loans are usually for a set period of time (fixed term), such as five years, and you will be required to make monthly repayments on the loan until the loan is paid off.

Interest-free deals: These include buy now, pay later services. Many stores offer purchase terms to encourage consumers to buy goods and take them home before fully paying for them. This does not mean they are cost-free; like other forms of loans such as credit cards, fees and charges will apply. With interest-free deals, if you do not pay off the amount within the set period, very high interest rates will be charged on any outstanding balance. There are many retailers and service providers who offer buy now, pay later services, including Afterpay and zipPay.

▲ **Figure 8.15** Furniture stores often offer interest-free deals.

Payday loans: These are very expensive and are a trap for many consumers. Payday loans are generally for $2000 or less and you have a very limited amount of time to repay the loan. Interest rates on payday loans are very high, and many people who fail to pay them back within the set period find their debt increases very quickly.

ACTIVITY 8.5
MAKING THINKING VISIBLE

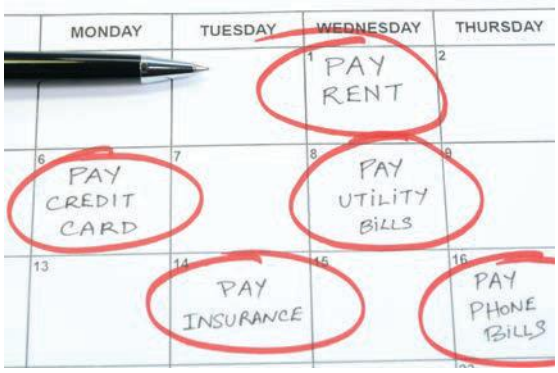
Think, pair, share

Consider the question, 'How can I pay for goods and services?', and use the prompts below to guide your thinking.

1. Think about some of the positive and negative outcomes for the different methods of paying for items.
2. Pair with another student in your class and see if they have any ideas that can help to extend your own.
3. Share your own and your partner's thinking on some of the positives and negatives of the different methods of paying for goods and services. See if other students have ideas that are different from your own.

Good debt versus bad debt

Many people may argue that there is no such thing as good debt. However, borrowing money is often the only way people can afford to purchase a house or a car. This type of loan can be considered justifiable, as opposed to careless and frequent spending on other types of high-cost credit, such as credit cards and store cards. So, when considering whether debt is good or bad, it is important to look at the reason behind the borrowing.



▲ **Figure 8.16** Wages come in, and from this income we have to pay expenses. Sometimes we go into debt.

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asset an item of value that an individual owns (e.g. a house)

discretionary spending money spent by consumers on things other than necessary things, such as food, clothes and fuel

risk the possibility of something bad happening

GOOD DEBT

Debt could be considered good for big items that people would not normally be able to afford without taking out a loan of some kind. A debt can be considered good if the individual borrowing the money is purchasing or investing in an **asset**. This type of debt can be considered good as the asset is likely to retain or increase in value, which is one example of the financial rewards associated with consumer investment and risk. As mentioned earlier, a home would come into this category. Other reasons why people borrow include for education and for small business ownership. In all these circumstances, it is possible to see a return on the investment: either an increase in the value of your home, an opportunity to gain a better and higher-paying job through education, or to go into business with the hope of making an income and earning a profit. While these all look very likely to maximise the value of the loan, it is also important to realise that, under certain circumstances, house prices can fall, jobs cannot be found and many small businesses fail.

BAD DEBT

While good debt has the potential to increase a person's wealth, bad debt usually involves **discretionary spending** to purchase goods and services to fulfil a short-term need or want. Some people would argue that buying a new car is taking on bad debt. This is because the new car value depreciates very quickly, and it is very unlikely you will make a gain on a new car when you sell it five years later with 100 000 kilometres on the odometer.

Clothes and consumables also only fill a short-term need or want. If you use credit to purchase these goods and services, and do not pay this debt off quickly, you will end up paying a lot more for the jeans you thought you would wear every day but only wear once or twice.

Risk versus return: investing – is it too good to be true?

The risk–return trade-off states that the potential return (gain) improves with an increase in **risk** (what you might lose). This means that, if you have a chance of getting a large return on your investment, then you will also need to accept a higher risk of loss. Nearly every investment carries some risk. Shares and property both have the potential to increase and decrease in value, proving that there is no such thing as a 'sure investment'.

▲ **Figure 8.17** Portfolio diversification is one of the strategies used to manage risk.

WHAT IS RISK?

Risk is a choice about how you invest. Risk is uncertainty. Any investment has the potential to affect your financial welfare. The level of risk you are willing to take on for an investment must also be seen in terms of how much money you are willing to lose. Some investments will be riskier than others.

MANAGING RISK

There is risk in every investment. There are investment strategies that can be used to manage or

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reduce the exposure to risk. One such strategy is portfolio diversification. This means that you invest across different asset classes (types of assets), to increase the probability that while some of your investments might fail, others might provide a return.

The key to diversification is variety. For example, when investing in the share market, it is important to invest in shares across several sectors to prevent all your 'eggs being in one basket'. This means that if one sector of the economy does not give positive returns (e.g. oil and gas), other sectors might provide a return (e.g. banks and finance). You can also reduce risk through investing in a number of different asset classes. This would mean investing in real estate and in the share market as well as keeping some cash in term deposits.

ACTIVITY 8.6
MAKING THINKING VISIBLE

I used to think …, now I think …

The purpose of this activity is to **reflect on** how your thinking might have changed between the beginning and the end of this section on debt and risk.

1 Before I started this topic, I used to think debt and risk were …
2 Now I think debt and risk are …

scam an illegal plan for making money, especially one that involves tricking people

fraud the crime of obtaining money by deceiving people

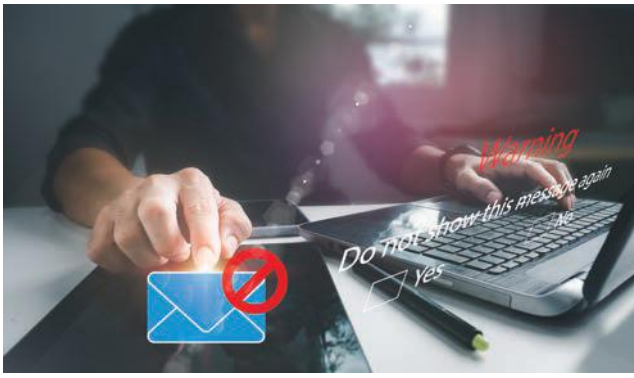
Scams

A **scam** is a dishonest scheme or **fraud**. Other words used to describe a scam include 'swindle' and 'hustle'. Scams can take many forms, and consumers must be aware of the potential for transactions to be dishonest and that some people may try to swindle others out of their money.

People can be scammed by someone in Australia, but can also be scammed by people overseas. There are many different types of scams. The Scamwatch website is run by the Australian Competition and Consumer Commission (ACCC). The purpose of Scamwatch is to inform the public about emerging trends and techniques used by scammers to steal a person's identity and take money from them.

Everyone believes that they would be able to identify a scam when they come across one, but the financial losses to scammers across a variety of types of scams would suggest otherwise.

Scamwatch identifies many types of scams, including personal identity scams, online shopping scams, fake charity scams and love and romance scams. The Scamwatch website outlines the different ways people will try to trick others into giving them information or money. In July 2019, Scamwatch reported that approximately $20.5 million was lost in scams in that month alone in Australia. People over the age of 65 years were the most likely to be affected, and the most common forms of scam were via phone and email.



▲ **Figure 8.18** Phishing emails are deceptive messages where scammers pretend to be from a well-known company, or selling something that seems to be an amazing bargain. Always consider, if you receive one of these emails – is it too good to be true?

Interesting fact

In 2019, $78 685 724 was lost on scams in Australia.

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CASE STUDY 8.1

Online scams in Australia

The following article, which appeared on The Conversation website in 2018, was written by Cassandra Cross, who is Senior Lecturer in Criminology at the Queensland University of Technology.

How to get away with fraud: the successful techniques of scamming

It is easy for those of us who have ignored emails from Nigerian princes or refused to transfer money on behalf of an online love interest to scroll past stories about scams, thinking it could never be us.

But so far this year, Australians have reported losing more than AU$76 million to all types of fraud, with phishing scams being the most prevalent. Given fraud has one of the lowest reporting rates, this is likely to be the tip of the iceberg.

From the outside, it's difficult to understand how fraud occurs, and why some victims send large sums of money to offenders or take other drastic actions. It's easy for a rational person to identify these situations as fraud.

Too often, we focus our attention on the culpability of victims in these situations. But it's the offenders and their actions we should be focusing on. How exactly do fraudsters get victims to do such outlandish things?

Grooming the victim

In many cases, it's a culmination of efforts that result in the victim sending money or complying with a fraudster's request. Some offenders target specific victims and build a profile of them through online or offline tracking.

In other cases, the contact may start as random, but the fraudster will work hard to establish trust and build rapport.

There is research to support the concept of 'hyperpersonal' relationships, or ones that are developed more intensely and quickly online compared to offline. Online communication lacks the non-verbal cues that could raise suspicions on the part of a victim.

Further, there is power in the written word. Several fraud victims I interviewed in my research told me they saved all their chat logs with their offenders from the first contact. Re-reading these conversations allows them to feel a deeper connection to the words – and the person sending them – compared to a verbal conversation.

By being persistent and patient with their contact, fraudsters raise few red flags when they ask a victim for money. Many victims come to believe the situation they are being presented with and the reason behind the request.

Social engineering techniques

Online offenders are also able to identify a weakness or vulnerability in a person relatively quickly and decide on the appropriate strategy to exploit this.

The use of authority to gain trust and compliance is commonplace. Offenders will take on the identity of a person or organisation and use this to threaten victims into submitting to their requests. Fear can be a strong motivating factor.

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This is why so many people fall for phishing emails, or those that appear in our inboxes from a bank or government organisation. These emails say there is a problem and threaten a negative consequence (such as the closure or freezing of a bank account) if their instructions are not followed.

A sense of authority has been clear in the recent scams targeting Chinese students in Melbourne who have been tricked into staging their own kidnappings. The victims receive calls from the Chinese 'police' or some other authority and are told there is a problem with their visa, or that they have been involved in criminal activity.

In order to prove their innocence, the victims are asked to send money. Or, they are directed to stage their own kidnapping, with the intention of extorting money from their families. The threat of deportation and jail time are powerful motivators for victims, who genuinely fear for their safety.

The use of scarcity – the idea of a limited offer – is another successful technique of fraudsters. By implying their request has a limited timeframe for response, or that the promised reward is limited in availability, they compel people to respond.

Examples of scarcity are commonly seen with lottery scams and sales frauds. Earlier this year, for instance, Scamwatch reported that fraudsters were advertising pedigree breeds of puppies for sale, often demanding money up front to cover transport or medical costs. Victims were duped out of over AU$300 000 in a single year.

Coercive control

The use of psychological abuse tactics by online fraudsters also helps to explain why they have so much power over victims despite a lack of physical proximity.

Richard Tolman, a professor of social work at the University of Michigan, identified nine techniques of psychological abuse used by offenders in situations of domestic violence. In an exploratory study, my colleagues and I were able to apply many of these to the context of fraud.

In these cases, offenders employ abusive techniques in their communications to gain compliance at the beginning and maintain it throughout the fraud. In my research, several victims reported being verbally abused when they questioned the nature of the relationship or refused to send money.

Several victims felt the offenders were deliberately leading them to question themselves or their own judgement. This destabilisation is not exclusive to romance fraud and can allow offenders to exploit victims over long periods of time.

Fighting against fraud

The pervasive nature of these tactics is difficult to guard against. Most people do not believe they are vulnerable to fraud and are not aware how they could be deceived. Offenders rely on this.

There is also a strong stigma attached to falling prey to scams. Victims are often blamed for their own circumstances and losses. This exacerbates the suffering they've experienced at the hands of the offender.

It's important to raise awareness of the pervasiveness of this type of fraud and the methods used by offenders to target victims. Promoting a culture in which we can openly talk about fraud without judgement or blame is critical to achieving this.

After all, offenders rely on the silence of victims most of all to continue committing these crimes. In order to break through the silence, we need a better understanding of the techniques they use and more work to identify successful countermeasures and prevention messages.

▲ **Figure 8.19** Cassandra Cross, 'How to get away with fraud: the successful techniques of scamming', The Conversation, 17 August 2018

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Analysis questions

According to the article:

1 What is the most common form of online scam in Australia?
2 Why does the author suggest that online scams are a bigger problem than many people think?
3 How do online fraudsters 'groom' their victims?
4 Why do people fall for phishing scams?
5 What does the author suggest will help combat online fraud in Australia?
6 **Predict** whether you think online fraud will rise in the coming years, or reduce in prevalence. **Justify** your response.

DEVELOPING YOUR UNDERSTANDING 8.4

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 Using the internet, list the names and terms of three different payday loan services.

Interpret

2 Using the internet, find a credit card that is issued by a bank, a credit card that is issued by a credit union and a credit card that is issued by a building society.
   a What are the interest rates on each of those credit cards?
   b Do the interest rates differ between each institution?
   c Which credit card would you apply for, and why?

3 Read the article 'store credit cards' on the Finder website and answer the following questions:
   a How do store cards work?
   b Who makes money out of store cards?
   c Name three major store cards and the financial institutions that provide the credit.
   d Store cards can offer special discounts and exclusive shopper events. What are the drawbacks of using store cards?

▲ **Figure 8.20** Do you know how buy now, pay later services work?

Argue

4 Read the article 'Buy now pay later services' on the moneysmart.gov.au website and answer the following questions:
   a List three providers of buy now, pay later services.
   b How does buy now, pay later work?
   c List four steps or ways to stay in control when you use buy now, pay later services.

Extension

Have you ever been scammed, or do you know someone who has been scammed? Discuss your experiences and thoughts with a partner.

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End-of-chapter assessment

Research task

1 Visit the Scamwatch website. Choose one type of scam and **create** a presentation informing your teacher and classmates about:
   - **a** How the scam works and how much money has been lost in this type of scam
   - **b** Warning signs – what to look for when you might be scammed
   - **c** How to protect yourself – how to prevent being scammed.

2 **Create** a poster outlining the different types of scams. Your poster should inform your audience about how to protect themselves against scams and include some special tips on what to look out for.

▲ **Figure 8.21** Older Australians are particularly vulnerable to scams, especially online scams.

Digital resources

Visit the Interactive Textbook or Online Teaching Suite to access:

- General Capability Project
- Interactive chapter quiz
- Interactive Scorcher quiz
- Videos, image galleries and other extra materials.

SCORCHER

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PART

4

Civics and Citizenship

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What is Civics and Citizenship?

Civics and Citizenship is a strand of the Humanities and Social Sciences curriculum that aims to equip students with a lifelong interest in engaging with civic life, both in Australia and at a global level. It promotes an appreciation and understanding of the values, principles, institutions and practices that characterise Australia's political and legal systems. Fundamentally, it prepares students for living in a dynamic society and provokes them to question, understand and contribute to the world in which they live.

Despite Australia's British heritage, the country has evolved to become a multicultural and multi-faith society. The curriculum acknowledges the experiences and contributions of First Nations peoples, while also exploring the diverse nature and identity of contemporary Australia.

This unit teaches students about the foundations of Australia's federal system of government and its democratic processes, including policy development. It also unpacks Australia's legal system, with a particular focus on the country's judicial system and the roles and rights of key parties within this system. In understanding how culture, religion and different experiences influence how individuals and groups participate in and contribute to civic life, students will be better equipped to respond to their roles and responsibilities in this global, interconnected world.

▲ **Figure A** How can you be part of the rich civic life of Australia?

◄ **Figure B** Parliament House in Brisbane, Queensland

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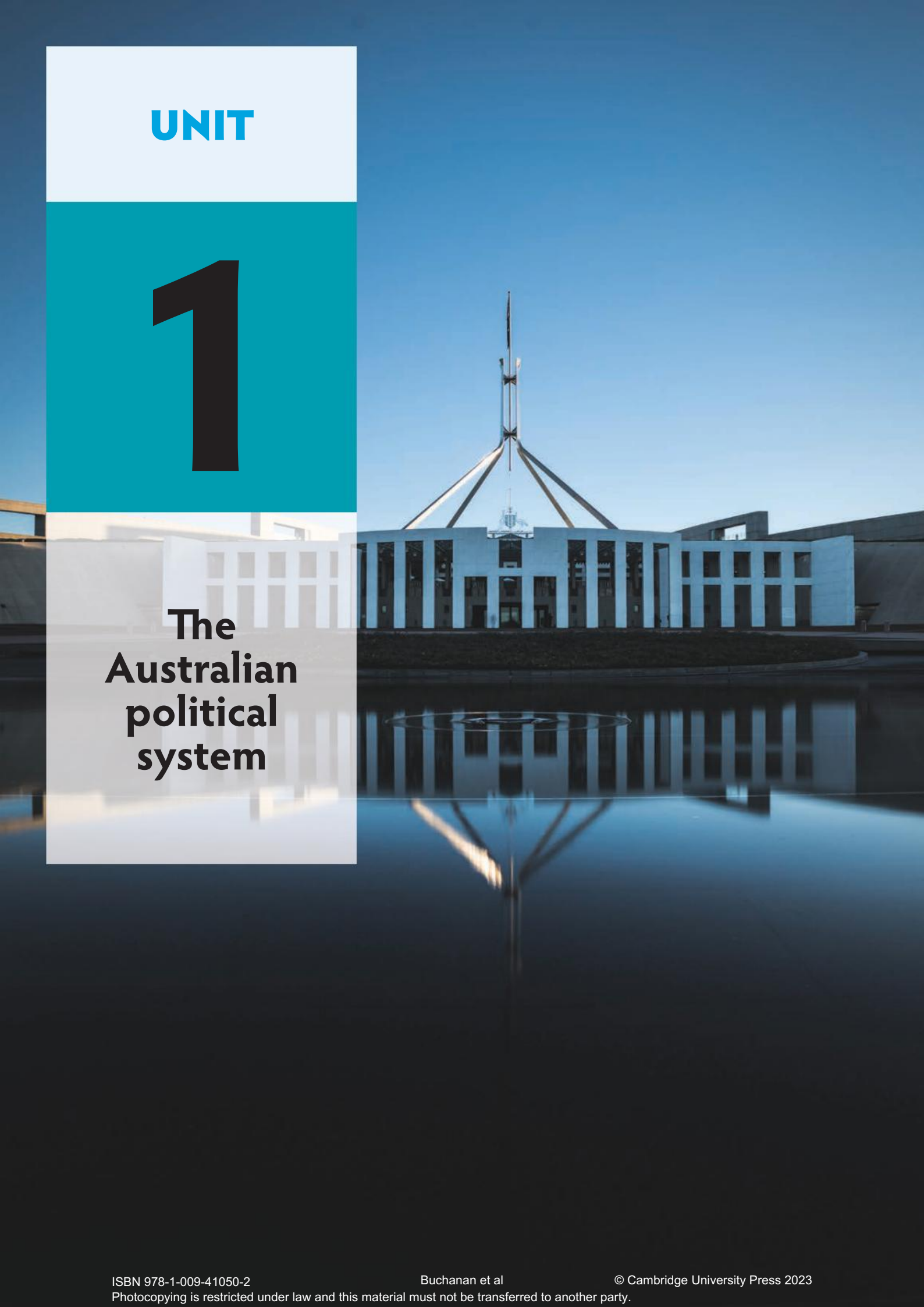
UNIT

1

The Australian political system



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Overview

In studying Civics and Citizenship, students are provided with opportunities to investigate contemporary civic, political and legal issues and concepts. Through this, they will develop the necessary capacities and dispositions to responsibly participate in Australia's democracy, at a local, regional, state or national level.

A specific focus of the unit is how Australia's political and legal systems support the country's democratic processes. Students will explore the differences between criminal and civil law, as well as the features underpinning Australia's court system. Further, students will develop an appreciation of their role in civic life, along with factors that influence their attitudes to diversity.

Although the main focus is on Australia's federal system of government, students will also explore issues and concepts from a Queensland perspective. The unit recognises the diversity of each Australian state or territory and, in doing so, hopes to provide students with an understanding of matters relevant to the Queensland context that they live in.

Learning goals

Civics and Citizenship aims to:

- Develop a sense of belonging to Australia's democratic society
- Encourage students to become active and informed Australian and global citizens
- Foster values such as respect, civility, equity, justice and responsibility
- Contribute to the growth of personal capabilities such as appreciating diverse perspectives, showing empathy, intercultural understanding and self-awareness, and being able to effectively collaborate and negotiate with others.

Curriculum links

Key inquiry questions shaping the unit include:

- What are the influences that shape change in the operation of Australia's political and legal systems?
- How does Australia's court system work in support of a democratic and just society?
- How do citizens participate in an interconnected world?

By the end of the unit, students will be able to:

- Explain the role of the Australian Constitution in establishing a foundation for the country's system of government and democratic processes
- Describe the legislative processes that are applied to shape, develop and implement federal government policy
- Explain the important features and jurisdictions of Australia's court system
- Explain the roles and rights of key parties in civil and criminal trials
- Describe how and why individuals and groups participate in and contribute to civic life at a local, national and global level
- Describe the role the media plays in shaping people's attitudes to diversity and the identity of different groups.

Through investigating contemporary issues, Civics and Citizenship also aims to develop students' skills in areas such as:

- Questioning and researching
- Analysis, evaluation and interpretation
- Civic participation and decision-making
- Communicating.

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CHAPTER 9: Government and democracy

Setting the scene: giving a Voice to First Nations peoples

Some might say that Australia has come a long way in recognising the perspectives and experiences of First Nations peoples. Others would disagree. While a referendum in 1967 saw significant changes to the way First Nations peoples are recognised in Australia, a recent proposal has been the topic of much debate – that is, the Voice to Parliament.

What is the Voice to Parliament?

Originally presented as a part of the *Uluru Statement from the Heart*, an outcome of the 2017 First Nations National Constitutional Convention held in Uluru, the Voice to Parliament seeks to allow Aboriginal and Torres Strait Islander peoples to inform and shape government policy and legislation.

Why does Australia need a First Nations Voice?

It is well-documented that First Nations peoples have had very little representation in parliament. It will allow communities to have a more effective say, as well as acknowledge the important place of these communities not only in Australia's history, but in the nation's future. Further, constitutional change will mean that future governments cannot easily reverse the decision – a decision made by all Australians.

▲ **Figure 9.1** Pat Anderson, member of the Referendum Working Group, addresses the media after the bill is introduced to parliament.

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What does the proposal look like?

On 30 March 2023, a bill was introduced to federal parliament by Attorney-General Mark Dreyfus. The bill's full name is the Constitution Alteration (Aboriginal and Torres Strait Islander Voice) 2023, and its purpose is to enable a referendum to be held across Australia to vote on whether the Voice to Parliament should be enshrined in the Constitution.

The proposed amendment to the Constitution reads:

> Chapter IX Recognition of Aboriginal and Torres Strait Islander peoples
> 129 Aboriginal and Torres Strait Islander Voice
>
> In recognition of Aboriginal and Torres Strait Islander peoples as the First Peoples of Australia:
>
> 1. There shall be a body, to be called the Aboriginal and Torres Strait Islander Voice;
> 2. The Aboriginal and Torres Strait Islander Voice may make representations to the Parliament and the Executive Government of the Commonwealth on matters relating to Aboriginal and Torres Strait Islander peoples;
> 3. The Parliament shall, subject to this Constitution, have power to make laws with respect to matters relating to the Aboriginal and Torres Strait Islander Voice, including its composition, functions, powers and procedures.

The proposed referendum question is:

> A Proposed Law: to alter the Constitution to recognise the First Peoples of Australia by establishing an Aboriginal and Torres Strait Islander Voice.
>
> Do you approve this proposed alteration?

This amendment is underpinned by key principles, including:

- Advice to parliament and government will be independent
- Representatives will be selected by Aboriginal and Torres Strait Islander peoples and their local communities
- The composition of representatives will be balanced across the states, territories and Torres Strait Islands, include youth and be gender-balanced
- A community-driven focus that is inclusive of the views of regional and remote peoples
- Governance of the Voice will be subject to rules around accountability and transparency
- In relation to powers, the Voice will work with existing agencies, not manage money or deliver services, and not be able to veto government decisions.

▲ **Figure 9.2** Minister for Indigenous Australians, Linda Burney, addresses parliament on the day the bill is introduced.

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What are the issues with the March 2023 proposal?

- Concerns that the Voice to Parliament will be more symbolic than meaningful, and that issues raised by the Voice's members can be ignored.
- According to community leaders, the Voice is not being talked about at a local level, indicating further engagement might be required.

▲ **Figure 9.3** Prime Minister Anthony Albanese has been a strong advocate for the Voice to Parliament.

- Misunderstanding about the difference between the Voice to Parliament and the existing National Indigenous Australians Agency (NIAA). The NIAA is not independent as it forms a part of the government's executive arm, whereas the Voice will be. The Voice will also solely be made up of members of Aboriginal and Torres Strait Islander communities, unlike the NIAA.
- The opposition believe the proposal is inconsistent and not in the best interests of the country.

What developments have occurred?

- South Australia became the first state to pass legislation that introduces an Indigenous Voice to Parliament (March 2023). Representatives will be elected across six regions, with two representatives from each region forming the State First Nations Voice for South Australia.
- Federal parliament passed the Constitution Alteration Bill in June 2023.

ACTIVITY 9.1

Cognitive spotlight: discuss

Write down your answers to the questions below, and then discuss these with a class peer.

1. If you were eligible to vote at the referendum on the Voice to Parliament, how would you vote and why? *Note:* The referendum is not an easy topic for some people to discuss. You only have to answer this question if you feel comfortable doing so.
2. How do you believe the government can address the issues cited with the March 2023 proposal?
3. What changes would you make, if any, to the proposal in its current form?

Be prepared to share your responses with the class.

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Chapter overview

Introduction

It was only 20 kilometres from the Queensland border, in Tenterfield, New South Wales, where the birth of the nation is said to have taken place when Sir Henry Parkes delivered a speech calling for an Australian federation in 1889. This culminated in the Australian Constitution being written and enacted in 1901. The Constitution forms the bedrock of Australian government and democracy we know today. It provides the basis for Australia's federal system of government and democratic processes, including institutions, and the process for constitutional change through a referendum. The Constitution is fundamental to understanding how government works and how changes are enacted in Australia today. In this chapter, you will learn about amendments, areas of governmental responsibility and policy development through various case studies and activities.

Curriculum links

This chapter will help you:

- Develop a sense of belonging to Australia's democratic society
- Become an active and informed Australian and global citizen
- Foster values such as respect, civility, equity, justice and responsibility
- Contribute to the growth of personal capabilities such as appreciating diverse perspectives, showing empathy, intercultural understanding and self-awareness, and being able to effectively collaborate and negotiate with others.

By the end of this chapter, you will know and understand:

- Why Australia has a Constitution and its purpose
- What a referndum is and its purpose.

Through investigating contemporary issues, Civics and Citizenship also aims to develop your skills in areas such as:

- Questioning and research
- Analysis, synthesis and interpretation
- Problem-solving and decision-making
- Communication and reflection.

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9

9.1 The role of the Australian Constitution

FOCUS QUESTIONS

- What is the Australian Constitution?
- What were the aims when writing the Australian Constitution?
- What is a referendum and how do referendums work?
- To what extent does the Australian Constitution uphold and enable democratic institutions, processes and the rights of all?

Governing Australia before Federation

Although Australia was colonised by the British in the 1700s, it remained under British rule until the late 1800s. At this time, Australia was then divided into six separate colonies, each with its own parliament and legal system, among other processes. These six colonies were:

- New South Wales
- Victoria
- Queensland
- South Australia
- Western Australia
- Tasmania.

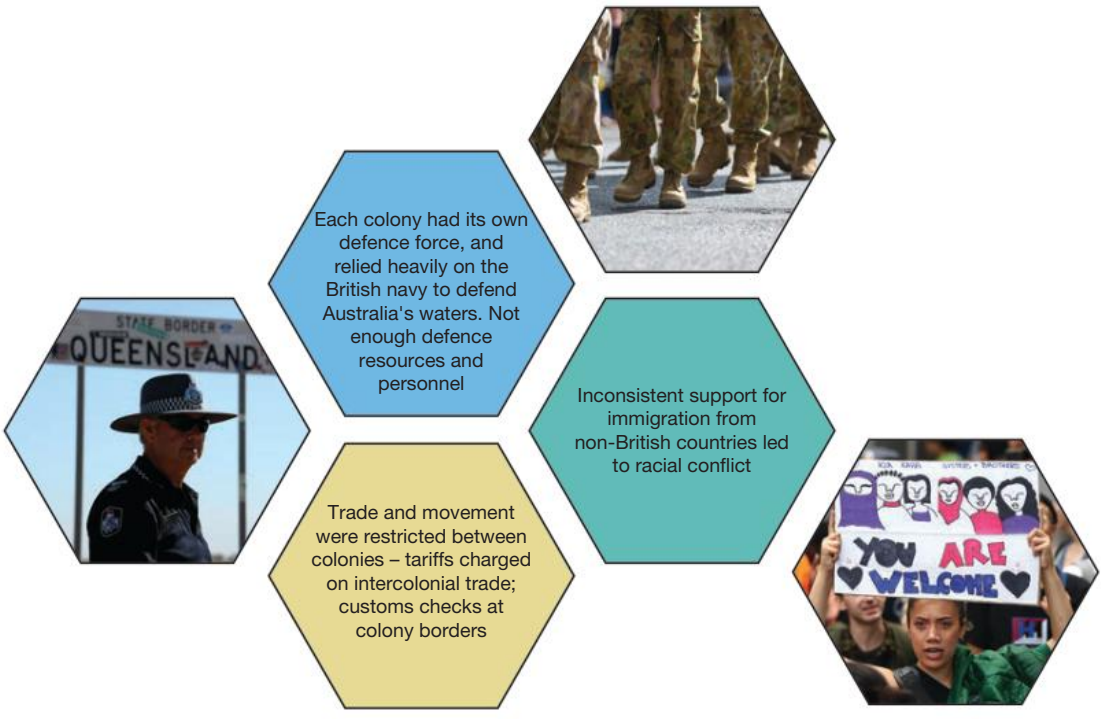
The two Australian territories that we know today – the Australian Capital Territory and the Northern Territory – did not yet exist.

By the 1880s, a number of issues with this **system of government** presented. Figure 9.4 depicts some of these issues.

system of government the way that power and governance is distributed within a country's political system

THINKING DEEPER

What other problems do you see with not having a federal system of government?



▲ **Figure 9.4** Issues with Australia's six-colony system

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A number of individuals became active in their support for a united Australia, convinced that the country would be stronger as one. In 1880, the Australian Natives' Association (whose members were white men born in Australia) committed to supporting Federation, providing organisational and financial capacity to help drive the movement forward.

The key aims of the **Constitution** included:

- Resolving a number of issues that were growing in importance, such as foreign relations policy, immigration, trade and transport
- Creating a federal army to strengthen Australia's defence force
- Growing a sense of national pride, particularly as the nation was starting to identify as separate from Britain with its own values, culture, heritage, poems and songs
- Working together to compromise on systems and processes that reflected the values and expectations of each colony.

Constitution a document that outlines the rules for a system of government. It provides a framework for a country's political and legal systems

ACTIVITY 9.2

Cognitive spotlight: investigate

Working in small groups, **investigate** the role that one of the following individuals played in the Federation of Australia:

- Andrew Inglis Clark
- British Major-General Sir James Bevan Edwards
- Catherine Helen Spence
- John Quick
- Sir Edmund Barton
- Sir George Reid
- Sir Henry Parkes
- Sir Robert Garran
- Sir Samuel Griffith.

Create a poster about this person and their contributions to Federation.

Federation and the Australian Constitution

From 1889 to 1899, the momentum created by key pro-Federation individuals and organisations saw draft Constitution documents be proposed, debated and revised.

Two National Australasian Conventions were held (in 1891 and 1897–98, respectively) to develop these drafts. In 1898–99, **referendums** were held in most colonies to seek the public's opinion on the Constitution, and the majority of voters agreed to the Constitution.

referendum a specific type of national vote for the purpose of amending the Australian Constitution

In 1900, the Constitution was presented to the British Parliament in London for approval. On 5 July 1900, the British Parliament passed the Constitution as the *Commonwealth of Australia Constitution Act 1900*. It was given the royal assent by Queen Victoria four days later.

Australia officially became a federated nation on 1 January 1901 – proclaimed as the Commonwealth of Australia. In March, the first federal election was held and in May the first parliament of the Commonwealth of Australia was opened.

Australia now had a unified political and legal system, as underpinned by the Constitution. The colonies became known as 'states'.

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▲ **Figure 9.5** The six premiers upon the Federation of Australia

Interesting fact

It wasn't until after the Constitution was approved in Britain that Western Australia finally agreed to hold a referendum.

ACTIVITY 9.3

Cognitive spotlight: explain

Interpreting the Australian Constitution
Access the Parliament of Australia website and locate the Australian Constitution.

Interpret the document's contents to answer the following questions:

1 **Explain** the different areas of governance that are included in the Constitution.
2 **Explain** the role of the Governor-General.
3 **Explain** how voting works in the Senate.
4 **Explain** what areas of legislative power the parliament has.
5 **Explain** which courts are set out in the Judicature.

Amending the Australian Constitution

As you have learned, the Australian Constitution was created over 120 years ago. Throughout history, as society changes, there also presents a need to amend the contents of the Constitution. Let's learn more about this process.

▲ **Video 9.1** What is a referendum? (Australian Electoral Commission video, made in the lead-up to the 2023 referendum)

Interesting fact

Out of the 44 proposals for constitutional change in the 19 referendums held in Australia since Federation, only eight proposals have been approved.

Unlike most other laws, the Constitution is simply not amended by the houses of parliament. Instead, any changes must go through a rigorous process whereby every Australian citizen of voting age gets a say. Figure 9.6 depicts the referendum process.

Interesting fact

Polling day is always on a Saturday.

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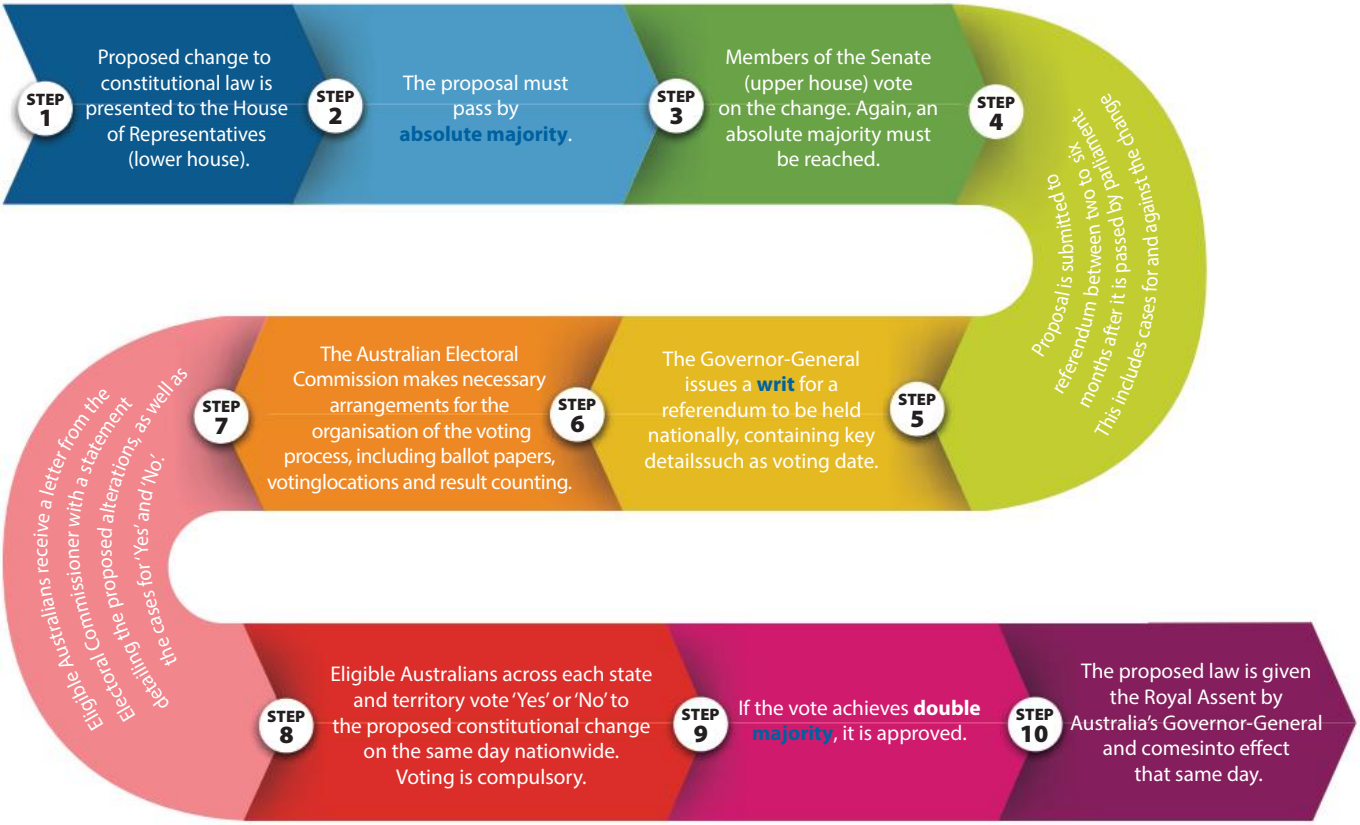

▲ **Figure 9.6** Referendum process in Australia

ACTIVITY 9.4

Cognitive spotlight: analyse

Is the referendum process still relevant?

CASE STUDY 9.1

Australians vote 'yes'

Since Federation, only 19 referendums have been held. Most of the proposals for constitutional change were unsuccessful. Below are the details of some of these referendums.

1928: The Commonwealth (federal government) is approved to make agreements with the states in relation to financial matters, such as debt.

1946: A federal power to oversee social services, including relevant law-making, on matters such as maternity, family and student allowances, pensions, unemployment, and health benefits and medical services.

1967: Two racially discriminatory provisions in the Constitution are removed and the federal government is now approved to make laws in relation to First Nations peoples. First Nations peoples are now also included in the national census.

1977: Elections for the House of Representatives and the Senate are aligned, citizens residing in the territories may now vote in referendums and a new mandate for federal judge retirement age is set to 70 years old.

absolute majority a vote carried out in a house of parliament whereby the majority of members agree. In the House of Representatives, this is at least 76 out of the 150 members

writ a legal document containing orders for something to be done

double majority when a vote to change the Constitution is approved by a national majority (more than half) of voters, and the majority of voters in the majority of states (at least four out of the six states)

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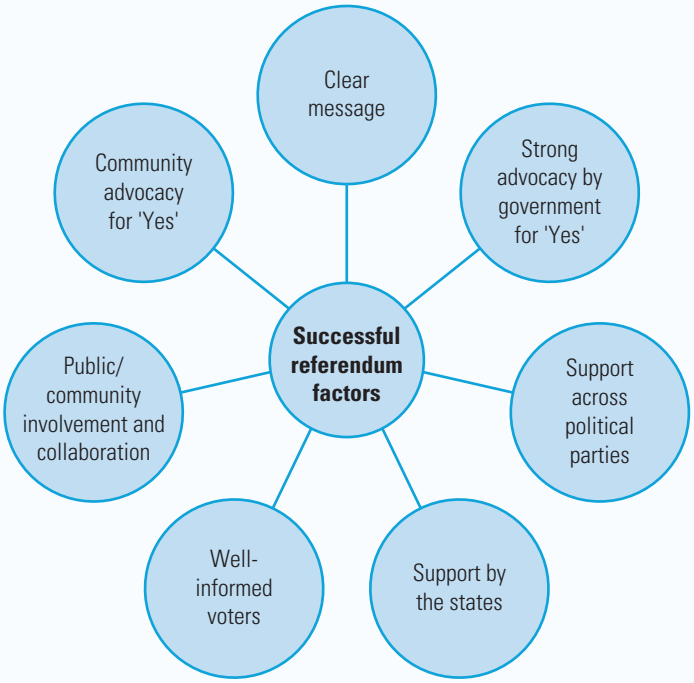
Australians vote 'no'

1911 and 1913: Australians vote 'no' to giving the federal government more powers over issues such as trade and employment.

1951: A move to ban the Communist Party and, more generally, communism in Australia is rejected.

1988: Australians disagree with incorporating human rights into the Constitution.

1999: A proposal for Australia to become a republic is rejected.



▲ **Figure 9.7** What makes a referendum campaign successful?

Analysis questions

Examine the case study information about constitutional change in Australia. Use this information to answer the questions below.

1 **Analyse** the advantages and disadvantages of having a Constitution that can only be amended by referendum.
2 **Select** one of the case study referendums provided. **Investigate** the proposal in more depth to **analyse** the effectiveness of the process of constitutional change.

DEVELOPING YOUR UNDERSTANDING 9.1

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Describe** the key aims of the foundation of the Australian Constitution.
2 **Explain** the concept of a 'referendum'.
3 **Describe** the process of constitutional change through referendum.

Interpret

4 **Explain** why Australia's six-colony system, prior to 1901, was problematic.

Argue

5 Argue reasons why you think the referendum for Australia to become a republic in 1999 was unsuccessful. Do you think it would be unsuccessful if this referendum were proposed again in this decade?
6 In your own words, argue why Australia should or should not have a Voice to Parliament.

Extension

Investigate and report on another country's government at the turn of the twentieth century. **Compare** the changes that occurred in your chosen country and Australia. Can you see many similarities?

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9

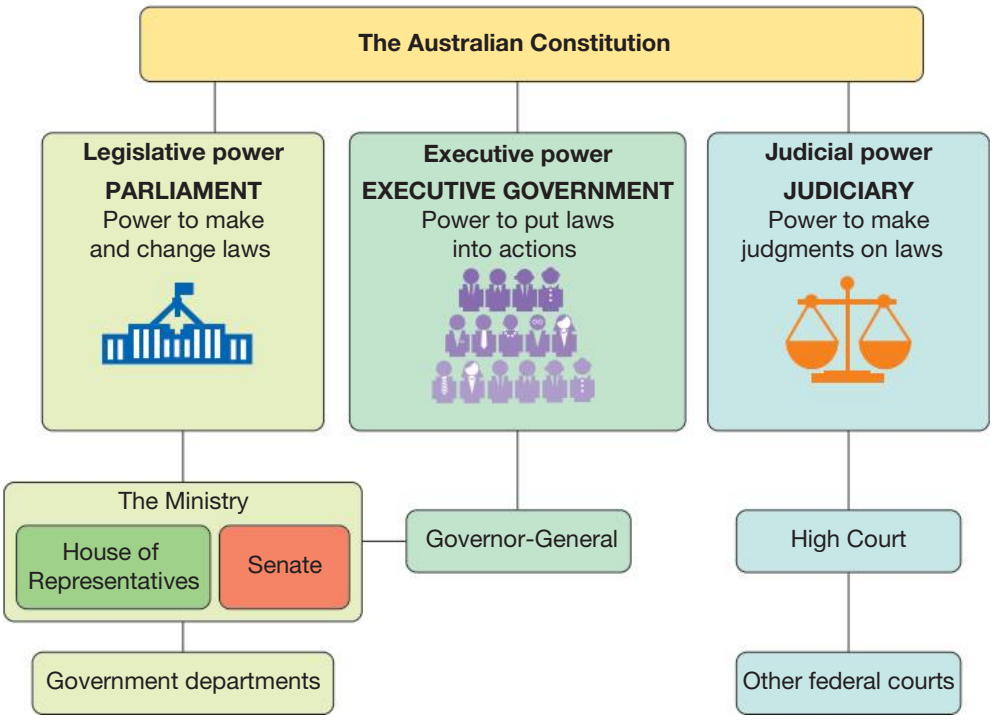
9.2 Shaping federal government policy

FOCUS QUESTIONS

- What areas of policy is federal government responsible for?
- How are conflicts over state, territory and/or federal responsibilities resolved?
- How is federal policy shaped, developed and implemented?
- What influences policy formulation and implementation?

Areas of government responsibility

The Australian Constitution dictates many aspects of government. For example, it determines the formation of parliament (parliamentary arm), the roles of each federal court (judiciary arm) and the areas of responsibility that fall to the federal government and each state/territory government (executive arm). Figure 9.8 depicts this, under what is known as the separation of powers.



▲ **Figure 9.8** Separation of powers in the Australian federal government, as dictated by the Australian Constitution

Once members of parliament are elected to government, they may also form part of the **ministry** team, with each individual being referred to as a minister. They are selected by the Prime Minister (federal) or Premier (state), respectively. Ministers are responsible for a particular area of government, such as Defence, Education or Health, and belong to the **executive** arm in the separation of powers.

ministry members of parliament selected by the Prime Minister to carry responsibility for a particular government department

executive a branch of government that is responsible for developing and implementing policies, as well as administering laws in Australia. Key roles in this arm include: Governor-General, the ministry and the Australian Public Service

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▲ **Figure 9.9** Australia's then-new Prime Minister, Anthony Albanese, and his Cabinet ministers are sworn in at an official ceremony in Canberra.

A select number of ministers are given advanced decision-making authority in a group known as the **Cabinet**. A Cabinet minister's area of responsibility is called a **portfolio**.

Under the *Public Service Act 1999*, the Australian Public Service (APS) is responsible for the operation of various federal government departments and agencies that are designed to meet the needs of all Australians.

The Australian Public Service Commission (APSC) is a federal agency within the Prime Minister and Cabinet portfolio. The main role of the APSC is to employ the best people to oversee and carry out the work of government. People who work for the APS are referred to as public servants.

Cabinet senior ministers who are responsible for directing government policy and assisting with the Prime Minister's decision-making

portfolio the name for a Cabinet minister's particular area of responsibility, combining a mix of government departments, agencies and/or boards

policy proposals or strategies devised and implemented by government to improve outcomes for the Australian community and its citizens

Each government department or agency is responsible for developing and implementing effective **policy**, either on a domestic or international level. Table 9.1 provides further details.

▼ **Table 9.1** Differences between domestic and international government policy

	Domestic policy	International policy
Coverage	Areas affecting all Australians	Response to global issues affecting Australia and its communities
Priority	Policies that lead to a prosperous and strong nation	Policies that manage Australia's relationship and cooperation with other countries
Example issues	• Jobs • Economic growth • Budget • Industry/business • Infrastructure • Agriculture • Health • Education • The environment	• Overseas trade • Foreign aid and development • International security

The Constitution sets out key areas of responsibility for each level of government, as depicted in Table 9.2. However, levels of government often work together on key issues affecting all Australians, such as the environment.

Despite this clear separation, conflicts still occur between federal and state or territory governments about their responsibilities.

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▼ **Table 9.2** Areas of government responsibility, per level

Local	State/territory	Federal
Local government is controlled by Acts created by state parliament. They are responsible for issues such as: • Building regulations and development • Public health • Local roads and footpaths • Parks and playing fields • Libraries • Local environmental issues • Waste disposal and management • Community services.	• Education • Hospitals • Conservation and environment • Roads • Railways • Public transport • Public construction works • Agriculture and fishing • Industrial relations • Community services • Sport and recreation • Consumer affairs • Police • Prisons • Emergency services	• Defence • Foreign affairs • Trade and commerce • Currency • Immigration • Postal services • Telecommunications and broadcasting • Air travel • Social services

THINKING DEEPER

What issues have you seen, heard or read about recently in relation to these areas of responsibility?

CASE STUDY 9.2

Palaszczuk versus Morrison

During the COVID-19 pandemic, Queensland's Premier, Annastacia Palaszczuk, and the then-Prime Minister, Scott Morrison, fought over the opening of the state borders to allow free movement across Australia. The Premier (against the re-opening) threatened to challenge the Morrison government (for the re-opening) in the High Court.

▲ **Figure 9.10** Former Prime Minister Scott Morrison

Some argued that, under the *Biosecurity Act 2015*, the federal government had the power to overrule state laws. Others argued that only the High Court of Australia has that power, given its ability to oversee the Constitution, including the rights to free trade and commerce across interstate borders. However, when mining magnate Clive Palmer challenged Western Australia's border closure decision in the High Court due to its detrimental impact on his business, the court ruled in favour of the government on the grounds of public health. The matter remained unresolved for a number of months.

ACTIVITY 9.5

Discussion

Discuss the information in Case study 9.2 with a class peer. Why was there a conflict between state and federal government?

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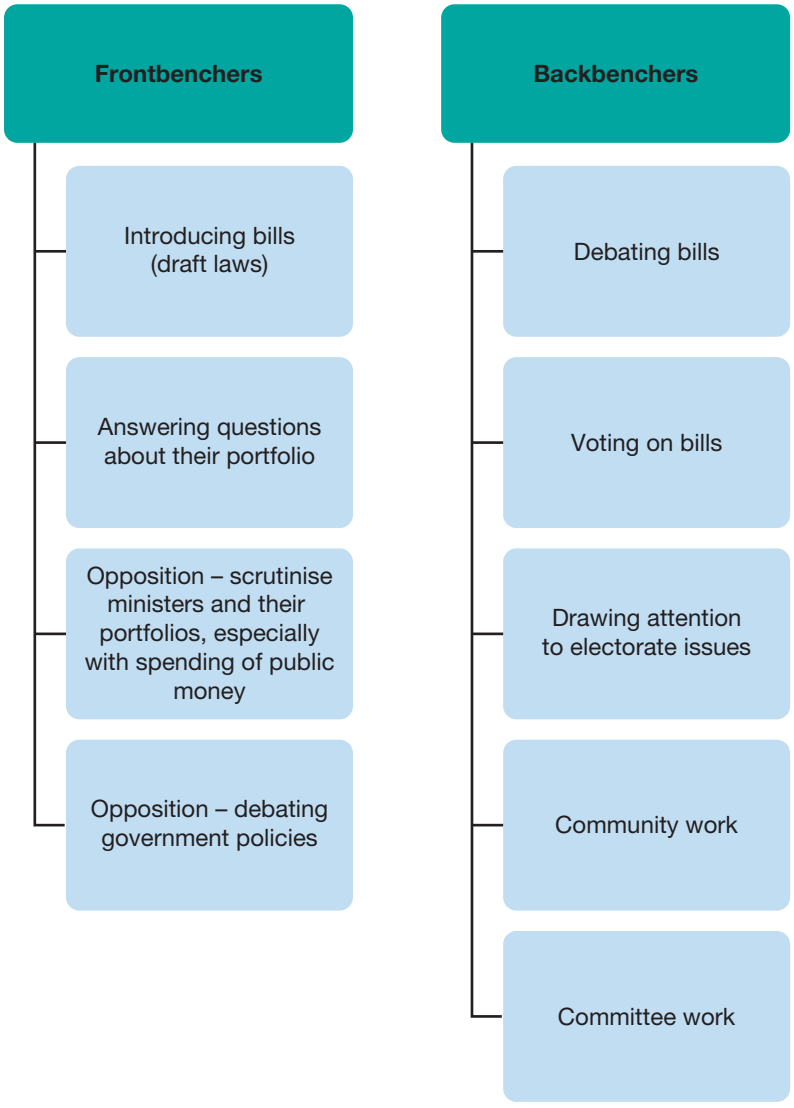
As we have seen in Case study 9.2, the predominant method of resolving conflicts over state and federal responsibilities is through the High Court of Australia. Under Section 71 of the Constitution, the High Court has the power to decide which parliament has the power to make the law in question.

Policy development

Policy can be introduced by any member of parliament (MP). MPs are separated into two groups:

1 Frontbenchers – sit in the front row of either chamber and consist of:
- Prime Minister and Cabinet
- Government ministers
- Opposition shadow ministers.

2 Backbenchers – sit in the rows behind frontbenchers and consist of:
- Other members of parliament for government, opposition and minor parties or independents.



▲ **Figure 9.11** Roles of frontbenchers and backbenchers

All members of parliament play an important role in debating government policy. This is a vital step in the policy-creation process because it ensures any changes reflect the best interests of Australia and its citizens. Some issues can be very complex or sensitive matters, so extra precaution must be taken in scrutinising all aspects of a policy.

Interesting fact

For every day parliament is in session, a ritual is for MPs to engage in Question Time. The media and public can watch parliament participate in heated debate on policy issues.

Figure 9.12 charts the process of the development of policy, from its initial idea through to becoming enacted legislation.

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▲ **Figure 9.12** General policy development process in Australian government

Influences on policy formulation and implementation stem from many areas.

1 **Australian Public Service**, such as:
   - Personal rapport APS staff have developed with involved or affected stakeholders
   - Extent of compelling facts available to work with, and whether this information ends up being included or considered
   - How precise communication is, both within the proposal itself and among stakeholders
   - How well the proposal is targeted to audience/those affected by the issue
   - How well critical decision-makers are engaged and informed.
2 **Political parties**, such as the party and its members' own:
   - Ideologies
   - Agenda (including election promises)
   - Experience
   - Expertise.

THINKING DEEPER

What are the advantages and disadvantages of this policy development process?

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3 **Interest groups**, such as the agendas and opinions of:
- Lobby groups
- Advocacy/pressure groups
- Trade unions
- Professional and industry associations
- The media.

4 **Citizens/the general public**, such as the input of:
- Community groups
- Public opinion on key issues
- Individuals who communicate directly with a member of parliament.

5 **International influences**, such as:
- Foreign policy
- Relations and agreements with other nations
- International events or crises, such as war and natural disaster.

CASE STUDY 9.3

Queensland toughens environmental laws

In March 2023, the Queensland Government passed legislation with a focus on greater environmental protection, the *Environmental Protection and Other Legislation Amendment Act 2023*.

The legislation provides provisions such as the:

- Power to terminate an environmental impact statement (EIS) proposal if it is deemed to be clearly unacceptable
- Ability to reject an EIS early in the process so that relevant stakeholders understand it will not be approved
- Requirement to notify the public of any major amendments to resource-sector projects
- Change to make EISs current for only three years, compared to the often ten-year currency of previous statements
- Ability to hold responsible directors and officers to account for any damage to the environment
- Allowance of regulation officers for the Department of Environment to wear body cameras and use drones
- Enhancement of measures that manage the closing of resource projects, to ensure rehabilitation of the land occurs.

▲ **Figure 9.13** A mining truck drives along a haul road.

The changes provide greater clarity and certainty to all stakeholders involved – communities, landowners, industry and the government. It is intended that many of these measures will save the industry and the government time and money and ensure that local communities are made aware of and can have a say about projects occurring in their area.

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In developing the legislation, the government consulted with conservation groups, industry representatives, those in the agricultural sector and parliamentary committees. Certain stakeholders were consulted confidentially at first, before discussion was opened to the wider public for nine days. This consultation process identified key issues and legislation 'loopholes', which were corrected with these new measures, such as the use of outdated EISs. However, many have cited that their concerns were not addressed in the final version of the legislation. The bill, in its draft form, was referred to the Health and Environment Committee for review in November 2022, and in its final form was passed in parliament on 29 March 2023.

ACTIVITY 9.6

Cognitive spotlight: analyse

Interpret the information in Case study 9.3 to **analyse** the influences on the development of the *Environmental Protection and Other Legislation Amendment Act 2023*.

DEVELOPING YOUR UNDERSTANDING 9.2

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Describe** three areas of federal government policy, as outlined in the Australian Constitution.
2 **Describe** the policy development process.
3 **Explain** the difference between a frontbencher and a backbencher in parliament.

Interpret

4 **Explain** the role of the Australian Public Service.

Argue

5 **Identify** and **explain** three influences on policy formulation and implementation.

Extension

Investigate the presidential system. Report the key differences, in regard to the development and implementation of policies, in a presidential system as opposed to a parliamentary system.

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End-of-chapter assessment

1 Short-answer questions

1 **Describe** two aims in writing the Constitution, prior to Federation.
2 **Explain** the concept of a 'referendum', using examples.
3 **Describe** the process by which referendum is used to change the Constitution.
4 **Explain** the advantages and disadvantages of having a Constitution that can only be amended by referendum.
5 **Describe** the areas of responsibility at each of the three levels of government.
6 **Explain** how conflict over government responsibilities is resolved.
7 **Describe** the process of policy development in Australia.
8 **Explain** three influences on policy formulation and implementation.

2 Extension task

How parliament influences policy development

Access the Parliament of Australia website and locate the list of current members in the House of Representatives.

Organise your findings in a table that shows the member of parliament's:

- Name
- Position, such as the electorate they represent and/or their ministry role
- Political association, such as their political party or whether they are an independent.

Review your findings to answer the following questions:

1 **Analyse** how the composition of the current parliament could influence policy formulation.
2 **Investigate** examples of recent policies that have been tabled in parliament.

3 Classroom activity

The importance of the Constitution in modern-day Australia

Working in pairs or small groups, **create** material (e.g. artwork, poster, presentation) that educates young people about the extent to which the Constitution upholds and enables certain democratic institutions, freedoms and processes.

Select one of the following topics to **investigate**:

- What role does the British monarchy play in modern-day Australia and is this role still relevant?
- How well does the parliamentary system ensure legislation is enacted that meets the needs of Australians?
- How well does the Constitution protect the rights of individuals?
- How well does the Constitution protect the rights of industry and businesses?
- To what extent does the Constitution represent the interests of all Australians?
- How effective is the referendum process in supporting the voice of Australians?

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As a part of this project, you must:

1 **Investigate** your chosen topic to locate, **select** and **compare** relevant information from a variety of reliable sources.
2 **Analyse** your findings to **evaluate** differences in perspectives in relation to your topic.
3 **Construct** an evidence-based response to your topic's key question.

▲ **Figure 9.14** The official inauguration of the Commonwealth of Australia in Sydney, 1901

Digital resources

Visit the Interactive Textbook or Online Teaching Suite to access:

- General Capability Project
- Interactive chapter quiz
- Interactive Scorcher quiz
- Videos, image galleries and other extra materials.

SCORCHER

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CHAPTER 10: Laws and citizens

Setting the scene: Queensland youth crime soaring

In December 2022, the Queensland Premier, Annastacia Palaszczuk, promised to crack down on youth crime in the state. The state had been found to have the 'highest youth detention population in the country'.

Some measures in the plan include:

- Two new youth detention centres
- Increased penalties for offenders who boast about their crimes on social media platforms
- Increasing the maximum prison term for car theft to 10 years (14 years if the crime is committed at night and includes damages or violence)
- Budget allocation of $10.8 million and changes to the *Youth Justice Act 1992* to fast-track sentencing of offenders
- Increased visibility of police patrols
- Engine immobiliser trials in regional areas such as Mt Isa, Cairns and Townsville.

▲ **Figure 10.1** A police officer arresting a suspect

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Here are some people's thoughts on the issue and new measures.

'Some of these initiatives will increase penalties for offending. Some of these initiatives will strengthen sentencing principles to ensure youth offenders are held in custody on sentence for longer.' (Queensland Police Minister, Mark Ryan)

'There are measures that are more effective at stopping crime than the ones that have been announced today.' (Griffith University's director of the youth forensic service, John Rynne)

'The government and the police are working to address youth crime. We will continue to listen to the community and stakeholders and take action where necessary.' (Queensland Minister for Children and Youth Justice, Leanne Linard)

'I have met many kids who are offending because they want to go to detention. That's where they find … shelter, food, clothing, hygiene. They've already had the punishment, let's try a different approach.' (Chief Executive of Emerge Youth Toowoomba, Jen Shaw)

ACTIVITY 10.1

Class discussion

Interpret the information above and write down your answers to the questions below. Then, **discuss** these with a class peer.

1. What are the different perspectives on the issue of youth crime in Queensland?
2. What values and motivations might underpin these perspectives?
3. What might the intended and unintended consequences be if the government were to legislate these new measures?
4. How do you think the government should respond to the increased instances of crime committed by youth in the state?

Be prepared to share your responses with the class.

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Chapter overview

Introduction

This chapter will help you:

- Develop a sense of belonging to Australia's democratic society
- Encourage students to become active and informed Australian and global citizens
- Foster values such as respect, civility, equity, justice and responsibility
- Contribute to the growth of personal capabilities such as appreciating diverse perspectives, showing empathy, intercultural understanding and self-awareness, and being able to effectively collaborate and negotiate with others.

Curriculum links

By the end of this chapter, you will know and understand:

- The key features of Australia's court system and how courts apply and interpret the law, resolve disputes and make law through judgments
- The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal.

Through investigating contemporary issues, Civics and Citizenship also aims to develop students' skills in areas such as:

- Questioning and research
- Analysis, synthesis and interpretation
- Problem-solving and decision-making
- Communication and reflection.

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10

10.1 Australia's court system

FOCUS QUESTIONS

- What are the different courts in Australia's judicial system?
- What matters are within each court and tribunal's jurisdiction?
- How do the courts apply and interpret criminal laws and resolve civil disputes?
- How do court judgments impact on the development of law?

Australia's **courts** are classified under the judiciary arm in the Constitution's separation of powers. The Attorney-General's Department is responsible for overseeing our federal court system, including:

- Structure and **jurisdiction** of the courts
- Court operations
- Judicial appointments and their role, terms and conditions
- Legislative matters relating to the courts.

Each state and territory within Australia has its own court system, which likewise is overseen by its own Attorney-General or Minister for Justice.

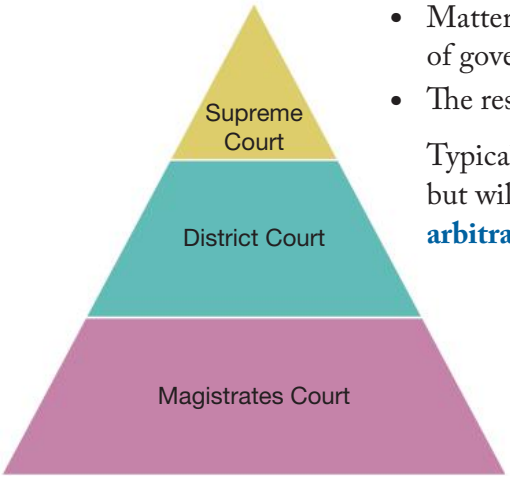
What are the different courts and what matters do they deal with?

There is a hierarchy of courts at both a federal and state or territory level, which is based on power and the seriousness of the matter being heard. This is typically as shown in Figure 10.2.

The judicial system also has institutions known as **tribunals**. A tribunal is separate from a court and can either deal with:

- Matters concerning the actions of the executive arm of government (administrative), or
- The resolution of private disputes (civil).

Typically, a tribunal will not hold judicial power but will instead play a vital role in **mediation**, **arbitration** and **appeal**.



▲ **Figure 10.2** The three levels of state or territory courts

court an institution with the authority to make decisions about legal matters and to administer justice

jurisdiction the types of matters a court is able to deal with and judge on

tribunal an institution with the authority to rule on the outcome of a dispute or appeal

mediation an intervention process during disputes, whereby an unbiased third party (called a mediator) helps resolve conflict in a way that is mutually agreed upon

arbitration an intervention process during disputes, whereby an unbiased third party (called an arbitrator) will make the final decision on a dispute, using arguments and evidence submitted by both conflicting parties

appeal when a party finds an outcome of a ruling by a court or tribunal unacceptable, the party can apply for a review or reversal of the decision

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Interesting fact

The High Court building, an example of a design style known as Brutalist architecture, has been recognised on the World Register of Significant 20th Century Architecture.

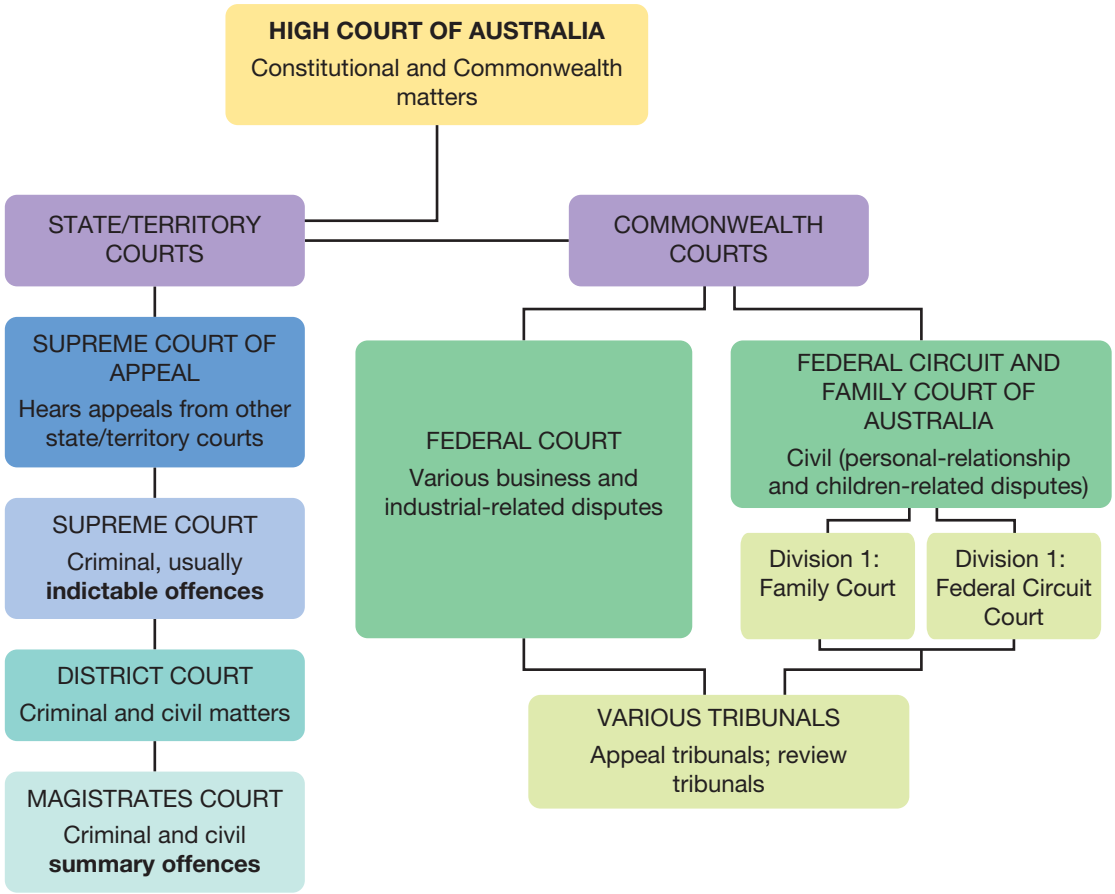
▲ **Figure 10.3** The High Court of Australia

ACTIVITY 10.2

Creative task

Locate further information about the matters each of the courts and tribunals depicted in Figure 10.4 deals with.

Create your own visual representation of the Australian court system, as well as each court's jurisdiction, using the additional information you have gathered.



▲ **Figure 10.4** Australian court system structure

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ACTIVITY 10.3

Creative task

Investigate the key differences between Queensland's court system at a state level and the federal court system.

Answer the following questions in paragraph format:

1 **Explain** the role of the Magistrates Court in enforcing the law and resolving disputes.
2 **Explain** the differences between state jurisdiction and federal jurisdiction, including examples.
3 **Explain** the role of the Supreme Court in Queensland, including an example case recently heard in this court.

How do the courts interpret criminal laws?

Each court or tribunal plays a vital role in Australia's judicial system. They determine the outcome of either a criminal or civil case.

Criminal law prosecutes a person for committing a crime, officially defined by legislation. In Queensland, this is the *Criminal Code Act 1899* (Qld), known as 'the Code' in short. A crime is an offence that is deemed punishable for its disregard of behaviours considered acceptable by the general public. The Code covers a comprehensive range of offences, including, but not limited to:

- Arson
- Assault
- Burglary
- Corruption and bribery
- Fraud
- Homicide
- Kidnapping and abduction
- Rape and other sexual assaults.

A person who is said to have committed a crime is called the **defendant**, otherwise called 'the accused'.

The crimes listed above are called **indictable offences** because of their serious nature. They are heard in the District or Supreme Court. A less serious crime, known as a **summary offence**, is generally heard in the Magistrates Court. Example summary offences include trespassing, public nuisance, graffitiing or speeding.

The Code also provides the relevant court and its officials, such as judges, with judiciary guidelines on **prosecution** and **trial** matters such as collecting and using evidence, reaching **verdict**, **sentencing** an offender and appeal.

▲ **Figure 10.5** Tennis player Nick Kyrgios exits the ACT Magistrates Court after pleading guilty to assaulting his former girlfriend.

defendant the person accused of committing a crime

indictable offence serious criminal charges are laid, and the defendant has the right to trial by jury in a court trial

summary offence a less serious offence, which is heard in the Magistrates Court, with no jury

prosecution taking action against someone in court, including preparation such as police investigation, gathering of evidence and pressing criminal charges

trial a hearing in court where evidence is presented before a judge and jury and a final decision on the case is made

verdict deciding whether someone is guilty or not guilty of a crime

sentencing when a consequence for committing a crime is decided, such as jail time

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Complete Case study 10.1 to learn more about the criminal law cases heard in Queensland's courts.

CASE STUDY 10.1

Outcomes of criminal cases

Australia's court systems play a crucial role in upholding justice and cohesion in society. However, they often receive criticism from the public and in the media for the outcomes in criminal cases.

Examine the authentic criminal law cases below to develop your understanding of how Queensland's courts apply and interpret criminal laws, such as the Criminal Code.

Case 1: Townsville police frustrated by Magistrates Court's decision
February 2023: The Queensland Police Service, including its Assistant Commissioner Mark Wheeler, has expressed frustration at the local Magistrates Court's decision to grant bail to a number of young people accused of committing various crimes. The Queensland Police Service is set to appeal the decision and hopes that the Supreme Court will ensure that the safety of the Townsville community is prioritised.

Case 2: Uber driver murdered on Fraser Coast
February 2023: Police have arrested and charged two young men with a variety of offences, including murder, arson, robbery and deprivation of liberty, after a local man was found dead near a boat ramp in the small town of Howard. They were believed to have been passengers of the deceased. One, an 18-year-old, appeared before the Magistrates Court, but his matter was adjourned. The other, a 17-year-old, was set to appear in the Children's Court later that week. Media outlets applied to be present during the 17-year-old's court hearing, but this was denied due to possible interference with the boy's right to a fair trial.

Case 3: Woman charged with stealing in Toowoomba
January 2023: In the Toowoomba Magistrates Court, a woman was charged with stealing almost $400 worth of groceries from Woolworths. She pleaded guilty in court, where she was initially sentenced to eight months in prison but ordered to be released on parole due to needing to care for a child in a vulnerable situation. The magistrate threatened to send her to prison if she was caught reoffending.

Case 4: Logan mother pleads guilty to manslaughter
February 2023: In November 2019, a Logan woman left her two children (aged two and a half years and 18 months) in a locked car, where they later died. Not wanting to wake them from their sleep, the woman left the children in the car from about 4 a.m., and by about 10:30 a.m., the temperature in the car soared to over 60 degrees Celsius. Returning to the car after taking a nap, she found the children dead, removed them from the car, tried to dispose of drugs in her home and called an ambulance. In the Supreme Court, she pleaded guilty to two counts of manslaughter. Her **sentence** was adjourned to a later date.

sentence the type and severity of a punishment for a guilty verdict, such as imprisonment, fine or community service

Case 5: Man sentenced to six years in jail for arson
February 2023: In late 2020, a man set fire to a car that was parked underneath a family's Brisbane home. As the fire progressed to the house, the family, who had been asleep at the time, managed to escape out of a kitchen window. However, they were taken to hospital with injuries of varying severity, including significant burns. The accused was originally charged with four counts of attempted murder, but these were downgraded by the prosecution at a hearing in 2022. With an extensive criminal history, including jail time, he was sentenced to six years in jail. Having already served two years in custody, the judge decided that he was eligible for parole.

Case 6: Woman serves jail time for assisting criminal son
December 2022: A north Queensland woman was sentenced to three years in jail for deliberately interfering with judicial proceedings in a case against her son. The man was due to face court for cocaine importation and trafficking charges (dating back to 2011), but his mother helped him to evade

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the authorities, purchased a yacht for him to flee on, and lied about being in contact with him and about him taking his own life. He was eventually arrested in the Philippines in 2017, and his mother was arrested in 2019. She was found guilty of giving false testimony and attempting to prevent justice, with a prevailing sentence of four years in jail. However, she successfully appealed the decision in 2021, which led to a retrial. In the retrial at the Queensland District Court in 2022, she eventually pleaded guilty to the original charges and was sentenced to three years in jail. As she had already served this time, she was released from custody immediately.

Analysis questions

Examine the criminal law cases to:

1 **Describe** the types of cases dealt with in the Queensland courts.
2 **Analyse** the way in which the courts applied and interpreted the law, in terms of case outcomes and sentencing.

How do the courts resolve civil disputes?

Civil law deals with matters where the rights and responsibilities of a party (individuals, organisations or government) have been breached. A civil proceeding occurs when one party (the **plaintiff**, also called the applicant) sues another party (the **respondent**, also considered the defendant) for not meeting obligations. Example civil law cases include:

- Divorce
- Child custody
- Road and traffic offences, such as speeding or not wearing a seatbelt
- Unfair dismissal from employment
- Contract term breaches
- Defamation.

plaintiff the person who brings a civil case against the other party

respondent the person against whom a civil case is brought

▲ **Figure 10.6** Ben Roberts-Smith sues three Fairfax newspapers for defamation over allegations of his involvement in war crimes in Afghanistan.

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If civil cases cannot be resolved privately (either through the plaintiff and respondent directly, or through their respective lawyers), the matter will go to court. It will be the responsibility of the court to resolve the dispute. The courts that handle civil disputes at each level include:

- High Court of Australia
- Federal Court of Australia
- Federal Circuit Court of Australia
- Family Court of Australia
- Supreme Court Queensland (Court of Appeal)
- Supreme Court Queensland (Trial Division)
- District Court Queensland
- Magistrates Court Queensland.

ACTIVITY 10.4

Research task

Access the Queensland Courts website to learn more about the role of the state's judicial system in resolving civil disputes. Use the website to answer the following questions:

1 **Explain** the difference between the civil cases heard in the Supreme Court (Trial Division) and in the District Court.
2 **Explain** how the Magistrates Court resolves civil disputes under $150 000.
3 **Explain** the role of the Supreme Court (Court of Appeal) in civil cases.

As you have just learned, Australia's federal and state courts manage various civil law cases. Complete Case study 10.2 to examine authentic civil cases that have appeared in some of these courts.

CASE STUDY 10.2

Resolving civil disputes

Fundamental to Australia's court systems is the responsibility to resolve civil disputes.

Examine the authentic civil law cases below to develop your understanding of how the courts achieve this.

Case 1: Victoria Police pay out over $42 million
February 2023: Over the last five years, Victoria Police was forced to pay settlement to various cases of misconduct, including unlawful searches and arrests, false imprisonment, and assault and harassment. The payouts covered damages and legal costs of the victims. One matter heard in the Supreme Court of Victoria was a settlement of $11.75 million to a man who was left paralysed after police allegedly used excessive force on him.

Case 2: Woman sues Coles after slipping on a grape
March 2022: In 2017, the plaintiff was shopping in a Coles supermarket when she fell after slipping on a loose grape, resulting in an injury to her right shin. She brought a case against the supermarket, claiming negligence on various grounds, including insufficient cleaning processes. When the case was heard in the Supreme Court of the Australian Capital Territory, the court ruled in favour of the defendant (Coles Supermarkets Australia Pty Ltd), finding that the organisation had not breached its duty of care. However,

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the plaintiff filed an appeal with the ACT Court of Appeal, which ruled in December that the defendant was indeed liable for the slip and fall incident, resulting in compensation of approximately $27 000.

Case 3: Small business the target of fake reviews
July 2022: A couple, the owners of an artificial plants business, brought a case against a Melbourne removalist company over a disagreement in the service's cost, which left them out of pocket and without a mover. The Victorian Civil and Administrative Tribunal ordered the removalist company to repay the couple $3327.50. After this incident, a plethora of 1-star reviews started appearing on the couple's Google business page. The couple requested Google to take them down but only a few were removed. An intervention order was granted through the Melbourne Magistrates Court, ordering the removalists not to post any reviews. However, another 32 were posted just one day later. Google refused to comply with a court order to reveal the identity of the anonymous posters, which has since led the couple to taking action against Google in the Victorian County Court on the grounds of defamation. The business has lost over $1 million in sales as a result of the reviews.

Analysis questions
Interpret the civil law cases to answer the following questions:

1 **Describe** the types of civil cases heard in Australia's courts.
2 **Explain** how the courts resolved each civil dispute.
3 **Explain** the difference between criminal law and civil law.

How do court judgments impact on the development of law?

DID YOU KNOW THAT AUSTRALIA'S COURTS CAN ALSO *MAKE* LAWS?

Instead of just enforcing the law, Australia's courts also play an important role in developing **common law**. Common law refers to court decisions made by judges of past cases that set the benchmark for future court cases. In particular, a new law is created by the court where no legal guidelines exist already. Judges refer to common law cases when making decisions, such as sentencing, so that judgments remain fairly consistent to similar matters in the past.

The body of rules associated with common law is called the doctrine of **precedent**. Essentially, a judge will look at the legal principles applied to a past case when making decisions about a current case. In these situations, hierarchy matters; higher courts have greater power than the lower courts in setting and carrying out precedent. Higher courts can override decisions made in the lower courts, such as through an appeal process. However, parliament can overrule laws made by judges. This can be slow, however, because new laws must go through formal procedures for drafting, debating and passing a bill. It is important for parliaments to do this, as precedents do not change over time and may not reflect the current needs of Australian society.

common law court decisions made by judges of past cases that set the benchmark for future court cases

precedent a set of legal principles that guide decision-making in a court and are based on similar cases from history

Interesting fact

Australia's common law was inherited from England's system and doctrine of precedent, with some decisions dating back to as early as 1154.

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CASE STUDY 10.3

Mabo v Queensland

In 1982, a group of five Indigenous Australians, led by Eddie Mabo, challenged the Queensland Government in a court case famously now known as 'the Mabo case'.

The plaintiffs were Meriam people whose ancestors had lived on the Murray Islands in the Torres Strait for thousands of years. They were seeking recognition of their traditional ownership of the Murray islands including Mer, Dauer and Waier islands. In 1879, the islands had been declared Queensland government land. The government established a mission on the islands and the Indigenous people were subjected to strict regulations.

After generations of his people living under this regime, Eddie Mabo started his fight against the Queensland Government. In a speech at James Cook University, he passionately argued that the islands belonged to Meriam people, not the government, and captured the attention of a lawyer who assisted with his campaign. Mabo's goal was to seek recognition of the rights of Aboriginal and Torres Strait Islander peoples as the traditional owners of the land. First Nations people have had established land custodianship practices for more than 60 000 years.

Mabo's case sought to challenge two key understandings of the Australian legal system, that:

- *Terra nullius* existed – that Indigenous people had no land ownership rights
- The Crown (British Government) had complete ownership rights, to the exclusion of all prior arrangements.

In February 1986, the native title case was heard in the Supreme Court of Queensland. However, this was adjourned when the group brought a second case to the High Court of Australia. This time, the case contested the validity of the *Queensland Coast Islands Declaratory Act 1985*. The Act was passed through Queensland Parliament in an attempt to block Mabo's case. The High Court found the legislation to be invalid because it conflicted with rights contained in the *Racial Discrimination Act 1975* (Cth). Upon this finding, the native title case was able to continue.

In 1989, in a unique situation, Supreme Court judge Justice Moynihan reconvened the case on Murray Island, instead of in the courtroom. This was to enable evidence from 16 vulnerable, elderly Meriam people to be heard. He also visited nearby Thursday Island to hear evidence from five further witnesses. From these visits, Justice Moynihan was able to develop a deeper understanding of traditional customs and island life.

◄ Figure 10.7 Waier Island in the Mer (Murray) Island group in Far North Queensland

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On 16 November 1990, Justice Moynihan presented his determination of facts in the High Court of Australia and returned the case to the High Court the following year. He concluded that the Meriam people's way of life and view of the land was a system strongly steeped in customs and traditions that existed long before British colonisation.

In a historic moment for Australia's legal system and its doctrine of precedent, on 3 June 1992 the High Court of Australia handed down the decision to reject *terra nullius*. This momentous decision proved that the Crown invalidly claimed ownership of the Mer (Murray) Islands, and henceforth recognised the right of Meriam people to possession, occupation, use and enjoyment of the islands – now known as 'native title'.

Sadly, during the time of Justice Moynihan handing down his findings to the High Court and the final decision being made, Eddie Mabo and two other plaintiffs had passed away. Mabo's efforts have been applauded for overturning nearly 200 years of common law in Australia.

▲ **Figure 10.8** Jimi Bani and Deborah Mailman star in the film *Mabo*, depicting the landmark Mabo case.

However, not everyone was supportive of the decision. Mining companies, represented by the Australian Mining Industry Council, feared native title claims would restrict their activities. Moreover, the Victorian Premier publicly declared that suburban backyards would be under threat (though he later retracted these statements).

Following the High Court decision, the federal government, working closely with Indigenous leaders, drafted the *Native Title Act 1993* (Cth), which passed and came into effect on 24 December 1993. The Act allows Indigenous people to apply for native title so long as they provide evidence of:

- Continuous connection to the land
- Unbroken connection (e.g. through leasing or selling the land).

Once native title is granted, a person may use the land for the following purposes:

- To live
- For traditional customs, including visiting or protecting sacred sites
- To fish, hunt or gather food or resources
- To teach traditional laws and customs.

Under the Act, native title matters are now formally documented, following strict procedures. It creates a function through which Aboriginal and Torres Strait Islander peoples' land rights can be recognised and protected. One such formality is an Indigenous Land Use Agreement (ILUA), which allows native title groups and others to negotiate land and water use in a voluntary, mutually beneficial arrangement. As at February 2023, there were 1439 registered ILUAs.

The issue of native title is ongoing. On 17 October 2019, the Native Title Legislation Amendment Bill 2019 was introduced to the House of Representatives. Its purpose is to improve the efficiency of the native title system, particularly with regard to agreements, claims and dispute resolution.

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While the issue of land rights has been controversial throughout history, it cannot be ignored that the outcome of the Mabo case was a defining moment for Australia – culturally, socially, politically and legally.

> The fiction by which the rights and interests of Indigenous inhabitants in land were treated as non-existent was justified by a policy which has no place in the contemporary law of this country.
>
> – Justice Brennan

> There is no real appreciation of the vitriol, intolerance and scaremongering that went on in the debate on Mabo.
>
> – Former Aboriginal and Torres Strait Islander Affairs Minister Robert Tickner

> The ramifications of Mabo may place in jeopardy so many mining projects across the Northern Territory and Western Australia.
>
> – Nationals leader Tim Fischer

> Being generous, one must respectfully assume that the High Court was simply misguided – that the majority of judges confused their responsibilities as judicial officers with their personal ideologies, that they were not part of the wider long-term agenda which will inevitably lead, if followed, to a divided and damaged, and some would say destroyed, Australian society.
>
> – West Australian Liberal Party president Bill Hassell

DEVELOPING YOUR UNDERSTANDING 10.1

Review questions

Recall

1 **Explain** the differences between state and federal court jurisdiction.
2 **Describe** the matters that the following courts deal with:

- **a** High Court of Australia
- **b** Supreme Court of Queensland
- **c** Magistrates Court.

Interpret

3 **Explain** the concept of native title.
4 **Analyse** how the High Court of Australia's judgments (see Case study 10.3) impacted on the development of native title law.
5 **Analyse** the different perspectives on the concept of native title in Australia.

Argue

6 Should the courts and their judges still adopt the concept of precedent when making decisions about a case, such as sentencing?

Extension

Investigate, using credible and reliable sources, criminal cases that have been heard in your nearest Magistrates and District Courts. Discuss these cases with a peer in order to develop an understanding of key issues faced within your local community.

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10

10.2 Roles in criminal and civil law cases

FOCUS QUESTIONS

- What role do judges, lawyers, court officials and juries play in criminal and civil trials?
- What are the rights of the accused and the victim in a criminal trial?
- What are the rights of the plaintiff and the defendant in a civil case?
- What role do police play in enabling equal access to justice?

Australia's **rule of law** defines key principles that ensure all citizens are both:

1 Subject to the law, and
2 Equal before the law.

Also protected by rule of law are ideas that laws will be:

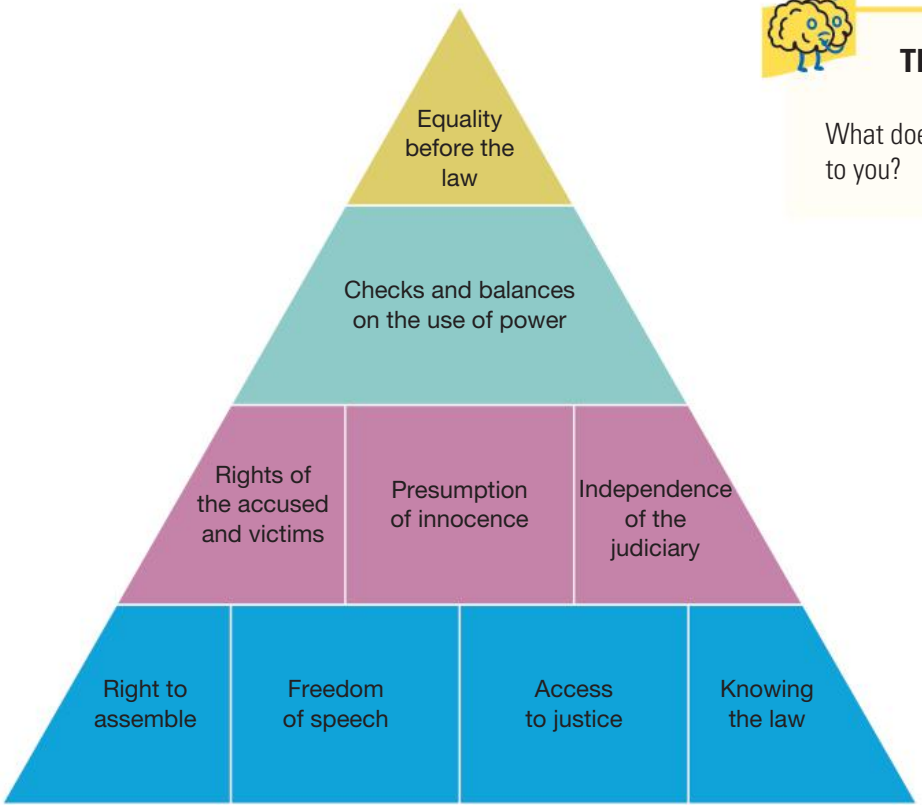
- Generally accepted and followed by the public
- Updated (as required)
- Created through proper political processes
- Enforced by the courts.

The rule of law and its principles contribute to the creation of Australia's justice system.

rule of law a legal principle that specifies that all government decisions ensure that citizens are both subject to and equal before the law in Australia

THINKING DEEPER

What does the term 'justice' mean to you?



▲ **Figure 10.9** The rule of law pyramid

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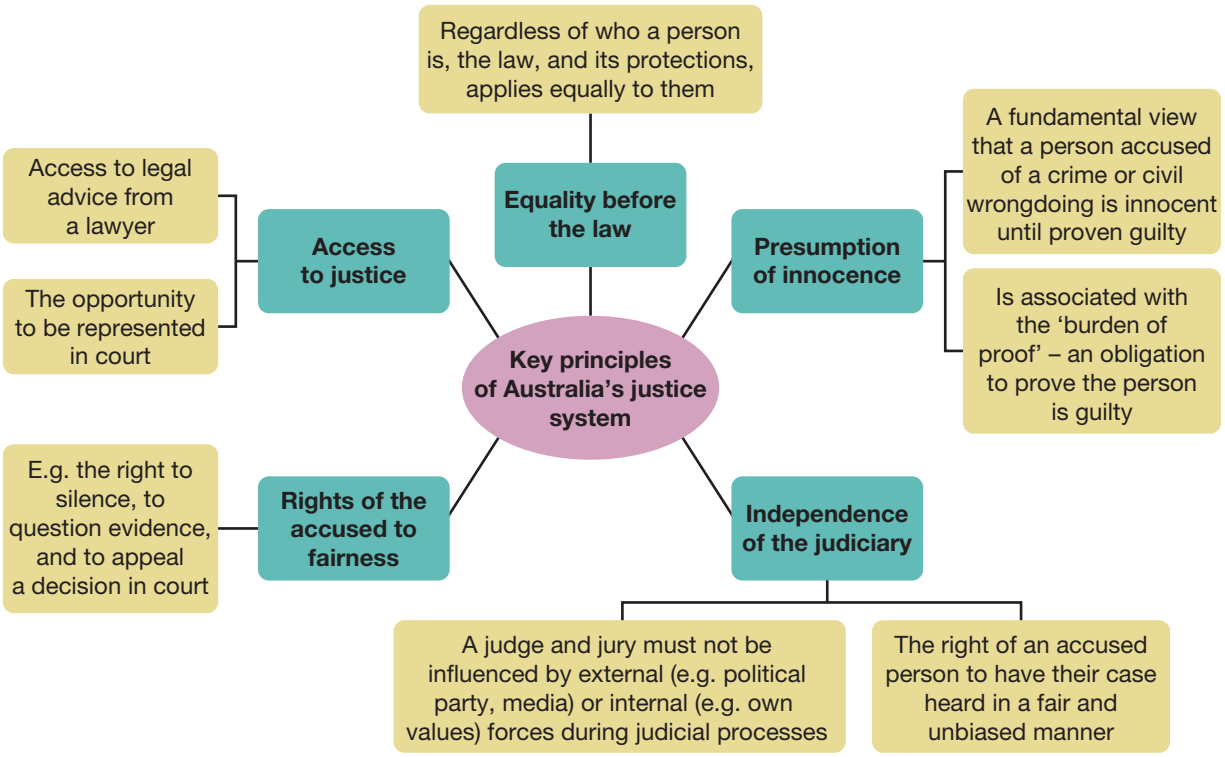
Let's take a closer look at some of the principles within Australia's rule of law.



▲ **Figure 10.10** Key principles of Australia's justice system

THINKING DEEPER

Why is it important for the rule of law to exist in society?

Interesting fact

Some countries still operate under the 'presumption of guilt' instead of innocence. An accused person has to be proved innocent. Unfortunately, many innocent people end up in prison due to a lack of evidence proving otherwise.

The rule of law is an important foundation for Australia's criminal law and civil law systems.

Police powers in criminal law cases

When a crime is committed, it is the responsibility of the police to investigate it so that justice can be upheld. During this investigation process, the police are granted certain powers under the law so that they can perform their job effectively.

These powers come under three categories:

1 Questioning suspects
2 Searching and seizing property
3 Arresting a suspect.

Most of these powers have been granted under the *Police Powers and Responsibilities Act 2000* (Qld).

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QUESTIONING

Questioning a suspect or witness allows the police to gather further information. They have the power to request information such as a person's:

- Name and address
- Place and date of birth (for matters relating to drugs)
- Account of an incident or accident.

The police may ask a person to accompany them to the police station, where they will interview the person and collect a statement.

▼ **Table 10.1** Responsibilities and rights during questioning

Responsibilities of police	Rights of the accused
• Ensure that the person being questioned at the police station understands what is happening (e.g. providing an interpreter or support person) • To provide the person with the officer's name, rank and station • To show proof of identity if not wearing police uniform • Warn a person that it is an offence to refuse to give the police officer information such as one's name and address • Not question someone who is under the influence of alcohol or drugs	• Ask why the police want the information that is being requested • Tell the police only what the law requires of you – you do not need to answer any further questions

SEARCHING AND SEIZING

In Queensland, police have the power to search a:

- Person
- Premises
- Vehicle.

This may be with or without a **warrant**. In most cases, a warrant is required. However, a person and/or their vehicle may be searched, and their belongings seized if the person has:

- An unlawful weapon, knife or explosive
- Unlawful dangerous drugs
- Stolen property or unlawfully obtained property
- Given police reasonable suspicion that the person intends to cause harm to oneself or others.

▲ **Figure 10.11** A police officer questions a woman at the scene of illegal protests.

To gather evidence, police officers have the power to:

- Use surveillance devices, including hand-held scanners
- Conduct covert (concealed) searches
- Undertake controlled (undercover) operations, including engaging in conduct that would be deemed an offence in order to gather evidence in such a situation

warrant a document authorised by a court official that allows the police to exercise certain powers, such as to make an arrest or search premises

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- Install audio and/or video cameras in a person's home or business, as well as a tracking device in a person's vehicle, without their knowledge
- Tapping a suspect's telephone to record conversations
- In some circumstances, inspect a person's digital device
- Inspect, photograph or copy a prescribed item
- Collect (seize) items if it is considered evidence for a committed crime
- Request evidence of certain licences.

▼ **Table 10.2** Responsibilities and rights during searching and seizing

Responsibilities of police	Rights of the accused
• Ensure only minimal force is used to enter property • No damage to a building's structure to occur • Receive consent before entering a private dwelling (i.e. someone's house) • Provide a copy of a search warrant to the accused or person • Provide a statement of their powers under the search warrant • Protect a person's self-respect during a search • Provide a receipt upon return of seized property	• Refuse entry into one's home if the police officer does not have the legal right to be there (e.g. no warrant) • Not to answer questions while a police officer is searching the person's home, vehicle or belongings • Contact a lawyer • Make a complaint if it is believed the searching officer's conduct was unfair or unreasonable • Refuse consent to a personal search if there is no lawful reason for the police to do so

ARRESTING

arrest when a person is lawfully taken into police custody

When police **arrest** a suspect, they have certain rights and responsibilities. In general, police may:

- Enter a place without consent of the owner or occupier to arrest or detain a person when they are reasonably suspected of being at the property
- Stop and detain a vehicle, including entering it to arrest a person
- Detain an arrested person in instances such as to prevent injury or domestic violence, carry out a blood alcohol test and provide a DNA sample.

THINKING DEEPER

What is your opinion on the extent of the powers that police have when investigating a crime?

▼ **Table 10.3** Responsibilities and rights during arrest

Responsibilities of police	Rights of the accused
• Inform the accused that they are under arrest and the nature of the offence for which they are being arrested • Provide, in writing, the accused with the name, rank and station of the arresting officer before being released from custody • If police want to question the arrested person as a suspect, they must inform the person of their right to silence	• Refuse to go with the police to the station if one has not been formally arrested or detained, nor asked for a blood or breath test • Remain silent during arrest and detention, excluding providing one's name and address • Refuse a formal interview until independent legal advice has been obtained • If arrested without charge, a person has the right to be released after eight hours and for questioning to stop after four hours

The powers, responsibilities and rights described above are crucial in enabling equal access to justice and ensuring equal treatment under the law.

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▲ **Figure 10.12** Police arrest a protester in Melbourne.

Criminal law proceedings

When a person is arrested and charged, one of the first steps for them to take is to contact a **lawyer**. This person may work privately (and therefore incur a fee) or for a government-funded organisation, such as **Legal Aid** Queensland. Once a lawyer is sourced, he or she will work with the accused by providing legal advice and representing them in court.

lawyer a person who practises law, including providing legal advice and representing a person in court

legal aid a government-funded community organisation whose purpose is to help financially disadvantaged individuals with criminal or civil legal matters

hearing a proceeding that happens in court after the accused has pleaded not guilty, where evidence is presented about the case

jury a group of people who have been randomly selected from the public and who are tasked with deciding whether the accused is guilty, based on the evidence provided in the trial

ACTIVITY 10.5

Legal Aid Queensland

Access the Legal Aid Queensland website to better understand how the organisation operates. Use the information you find to answer the following questions:

1. **Explain** the types of issues the organisation helps financially disadvantaged people with.
2. **Explain** the role of a duty lawyer.
3. **Explain** the process of applying for representation (legal aid).
4. **Explain** how the organisation and its services contribute to upholding the rights of the accused and/or victim.

In a criminal case, lawyers contribute to enabling equal access to justice. However, there are other key roles in a criminal trial.

CRIMINAL TRIALS

All criminal cases will be heard in court, but which court proceedings occur in is dependent upon the circumstances of the case. Another factor that will affect court proceedings is whether the accused pleads guilty or not guilty.

If the person pleads guilty, then the case will proceed straight to sentencing. However, when a person pleads not guilty, a further **hearing** will be scheduled or the matter will proceed to trial, where evidence will be presented, witnesses questioned, and cases argued. A criminal trial will also involve a **jury**, whereas a hearing does not.

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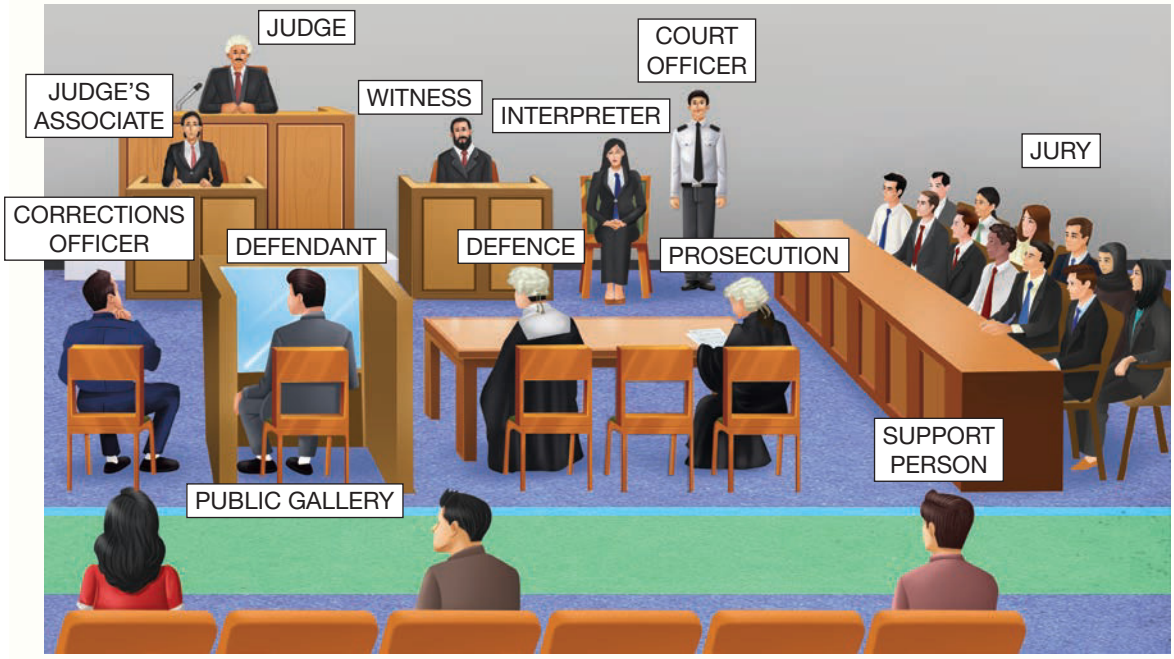
ACTIVITY 10.6

Research task

Investigate and **explain** the role that each of the people identified in Figure 10.13 plays in a criminal trial.



▲ **Figure 10.13** Roles in a typical courtroom

Interesting fact

Courtrooms are very official places. When a judge or magistrate enters or leaves the room, you must stand up and bow, and you must refer to them as Your Honour or Sir/Madam.

▲ **Figure 10.14** Courtrooms are very official places.

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RIGHTS IN CRIMINAL PROCEEDINGS

It may seem unfair to some of us, but all persons involved in a criminal case have rights, including the accused. Victims' rights are outlined in the Charter of Victims' Rights, whereas the accused's rights are protected by minimum guarantees. Table 10.4 summarises these rights.

▲ **Video 10.1**
Victims' rights

▼ **Table 10.4** Rights in criminal proceedings

Rights of the accused	Rights of the victim
• A person is presumed innocent until the prosecution is able to prove the charge **beyond reasonable doubt** • Be tried for the charge in person • Assistance of an interpreter, if required • Lawyers representing the accused may cross-examine and obtain information about witnesses to the same degree as the prosecution • Not be tried or punished more than once for the same case • **Privilege of self-incrimination** • Have outcomes decided by an independent and impartial court or tribunal	• Treated with respect, compassion, dignity and courtesy • Privacy of personal information • Access to information about support services • Details about the accused person, including their name and the charges brought against them • Be told about the outcome of the proceeding • Protected while at court from any unnecessary interaction with the accused person and their witnesses, family and friends • Express how the crime has affected the person by giving a victim impact statement

beyond reasonable doubt a standard of proof whereby there must not be any suspicion or doubt about the accused's guilt

privilege of self-incrimination where a person has the right to refuse to answer questions or produce documentation that may undermine their outcome in a case

THINKING DEEPER

Do you believe that the rights of the accused compared to the rights of the victim are fair and in line with society's values?

RIGHT OF APPEAL

A person accused of and sentenced for a crime has the right to have that **conviction** or sentence reviewed by a higher court. This is known as the right of appeal.

conviction a decision made by a judge or jury in court that finds a person guilty of committing a crime

The right of appeal is important in ensuring equal treatment under the law. However, the right does not extend to the appeal court having to conduct a retrial or having to require further evidence.

Only those parties directly involved in the case can appeal – that is, the accused (defendant) and the Crown (representing the prosecution). The Crown can appeal the sentence only, whereas the defendant can also appeal a guilty verdict. Members of the public, victims and family members or friends do not have the right to appeal.

If an appeal against the conviction is successful, a new trial will be undertaken, or the person will be found not guilty. If it is against the sentence, it may be reduced or changed to a different type of sentence.

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ACTIVITY 10.7

Creative task: appealing decisions in Queensland

Access the website for the Supreme Court (Court of Appeal) in Queensland. Use the information found on the website to **create** a one-page flyer or poster to educate convicted criminals about their right to appeal. Include information such as:

- About the Court of Appeal
- The appeal process
- Where to access support when appealing a decision.

Civil law cases

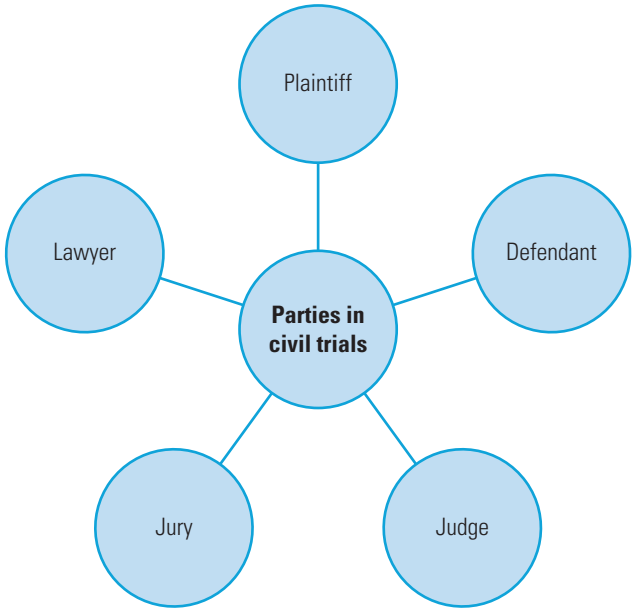
The proceedings in civil law cases vary significantly compared with a criminal case. However, there are similarities, including:

- There must be a cause for taking legal action
- Sufficient evidence must be provided.

The following sections will help you explore civil law processes in more depth.

CIVIL CASE PROCEEDINGS

There are a number of people involved in a civil case. These are depicted in Figure 10.15.



▲ **Figure 10.15** Parties in a civil trial

ACTIVITY 10.8

Creative task: roles in civil trials

Investigate the role of each of the key parties depicted in Figure 10.15 throughout a civil trial.

Create a diagram or illustration that depicts these parties and summarises their role.

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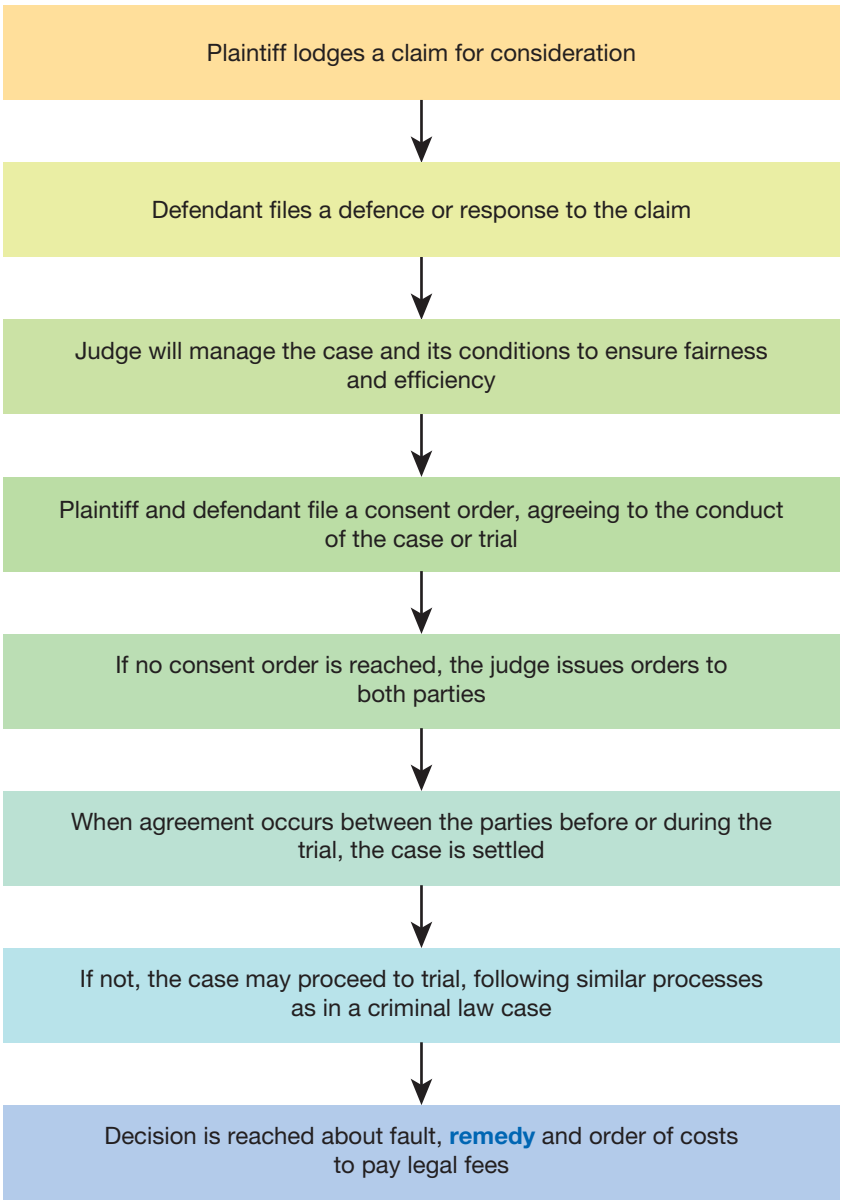
The proceedings of a civil case are quite different from a criminal case. Figure 10.16 depicts a general overview of how a civil case is managed.



▲ **Figure 10.16** Civil case process

remedy how the judge or jury recognises and enforces the rights of parties in a civil case, specifically designed to prevent a party from engaging in certain conduct or requiring the party to take action if they have previously refused or failed to do so

Once the judge or jury has decided fault, they will set a remedy. The types of remedies may include:

- Financial, such as compensation for damages
- Enforcing contract terms and conditions
- Returning property.

THINKING DEEPER

Why does Australia's judicial system seek to enforce civil remedies?

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RIGHTS IN CIVIL CASES

Just like the accused and the victim have rights in a criminal case, the plaintiff and the defendant have rights in a civil case. Table 10.5 outlines these rights.

▲ **Figure 10.17** Divorce is a common civil law issue.

▼ **Table 10.5** Rights in civil cases

Rights of plaintiff	Rights of defendant
• A fair and impartial trial • Submit a claim against the defendant • Bring a **class action** if there are others in the same situation as the plaintiff • If the defendant is found to be at fault, the plaintiff has the right to a remedy and costs order • Access to the defendant's documentary evidence • Appeal a case, if unsuccessful	• A fair and impartial trial • For the plaintiff to have provided proof of wrongdoing – **balance of probabilities** • Respond to any claim made against the defendant • Opportunity to present defence against claim • Access to the plaintiff's documentary evidence • Appeal a decision made about the case

class action a civil legal proceeding where one plaintiff brings a claim against the defendant on behalf of a wider group of people

balance of probabilities when the plaintiff must bring evidence that establishes that the claim is more probable than not

DEVELOPING YOUR UNDERSTANDING 10.2

Review questions

Recall

1 **Explain** the difference between the role of a judge in a criminal case compared with a civil case.
2 **Explain** the role of lawyers in Australia's judicial system.

Interpret

3 **Interpret** the information provided in 'Police powers in criminal law cases' (pages 424–6) to **evaluate** the effectiveness of Queensland's criminal investigation process. You may **conduct** further research to support your evaluation.

Argue

4 Argue whether you believe the rights of key parties in a civil law case are fair.

Extension

Develop inquiry questions that will help you **investigate** the potential barriers to equal access to justice in the Australian legal system.

Locate, **select** and **compare** information from various credible sources in response to your inquiry questions.

Create a one-page flyer that educates the Queensland Police Service about these barriers. Ensure that you cite the evidence you have found through research.

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End-of-chapter assessment

1 Short-answer questions

1 **Describe** the hierarchy of Australia's judicial system.
2 **Explain** the difference between the Supreme Court and the Magistrates Court.
3 **Explain** the difference between criminal law and civil law.
4 **Describe** the process of resolving a civil dispute.
5 **Explain** how legal procedures, including the rights of the accused and victim, help deliver just outcomes in a criminal case.
6 **Explain** how legal aid operates and its purpose in the Australian legal system.

2 Extension task

In the news

Access and locate a recent news article about a criminal or civil case in your local area. Review the article to:

1 **Analyse** the legal issue presented in the article
2 **Evaluate** the outcome of the case in terms of the way the legal system was upheld.

3 Classroom activity

Know your legal system

Working in pairs or small groups, **create** material (e.g. artwork, poster, presentation) that educates young people about an aspect of Australia's legal system.

Topics:

- The purpose and function of different courts
- What to expect when going to court
- How to seek legal representation
- Your rights when you have been accused of a crime
- Your rights when you have been a victim of a crime
- How legal aid can help you
- What happens when police investigate crimes
- Other, as negotiated with your teacher.

As a part of this project, you must **investigate** the topic you have selected to locate a variety of reliable sources that help you understand it better.

▲ **Figure 10.18** Mackay Court House, Queensland

Digital resources

Visit the Interactive Textbook or Online Teaching Suite to access:

- General Capability Project
- Interactive chapter quiz
- Interactive Scorcher quiz
- Videos, image galleries and other extra materials.

SCORCHER

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CHAPTER 11: Citizenship, diversity and identity

Setting the scene: young people as global citizens

Every day, young people around the world are having an incredibly positive impact on their communities.

One such person is Mari Copeny, an American activist who captured the world's attention when, at only eight years old, she wrote a letter to President Barack Obama about her city's water crisis. Hailing from Flint, Michigan, Mari (aka 'Little Miss Flint') urged the President to take action on tests that found increased levels of lead in the local area's drinking water. President Obama later visited Flint, declaring a state of emergency and pledging $100 million to repairing the city's water system.

▲ **Figure 11.1** Mari Copeny hugs former US President, Barack Obama, at an event in Flint, Michigan.

Young Ugandan man Nyombi Morris has been recognised for his contributions to climate change activism. After flooding forced his parents to flee their community, Nyombi has worked hard to appeal to world leaders to take action on climate change. He is also the founder of the not-for-profit organisation Earth Volunteers.

▲ **Figure 11.2** Nyombi Morris at the United Nations Climate Change Conference

Born in the United States to undocumented immigrants from Mexico, Sophie Cruz was worried that her parents would be deported. Hearing of a visit from Pope Francis, Sophie attempted to approach the Pope during a parade outside the White House. Her first attempt was unsuccessful, but on the second, the Pope beckoned her over and she handed him a letter she had written to him. The letter urged the Pope to help protect parents living in the United States without official paperwork.

▲ **Figure 11.3** Sophie Cruz (middle) speaks onstage at the Tribeca Film Festival.

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At just 11 years old, Orion Jean was awarded *Time* magazine's Kid of the Year for 2021. In 2020, Orion was inspired by problems sparked by the COVID-19 pandemic, such as job loss and isolation. After winning a national speaking competition, Orion used his winnings to run events that had one sole purpose – to spread kindness. Operating under the banner of Race to Kindness, Orion has since collected and donated 100 000 meals to families in need, as well as half a million books to children that don't have access to them.

▲ **Figure 11.4** Orion Jean at the Nickelodeon Kids' Choice Awards

In early 2021, Chanel Contos posted on Instagram about whether anyone had been sexually assaulted at school, and within the day, she had over 200 replies with a resounding 'yes'. Realising there is a major social issue in Australian schools, Chanel launched an online petition to make education about sexual consent mandatory across the system. The petition gained 45 000 signatures, and education ministers around Australia then agreed to the request. Her platform, Teach Us Consent, provides a safe space for people to share their experiences, as well as access to education materials schools can use. For this work, Chanel was nominated for Young Australian of the Year in 2023.

▲ **Figure 11.5** Chanel Contos at the Marie Claire Women of the Year Awards

ACTIVITY 11.1
MAKING THINKING VISIBLE

Think, pair, share

Write down your answers to the questions below, and then **discuss** these with a class peer.

1. Why do you think young people advocate for social or environmental issues?
2. Pair up with a partner. Which story did you find the most inspiring and why?
3. If you were to advocate for an issue, what would it be and why? Share your responses with the class.

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Chapter overview

Introduction

This chapter will help you:

- Develop a sense of belonging to Australia's democratic society
- Become an active and informed Australian and global citizen
- Foster values such as respect, civility, equity, justice and responsibility
- Contribute to the growth of personal capabilities such as appreciating diverse perspectives, showing empathy, intercultural understanding and self-awareness, and being able to effectively collaborate and negotiate with others.

Curriculum links

By the end of this chapter, you will know and understand:

- How and why individuals and groups, including religious groups, participate in and contribute to civic life
- The influence of a range of media, including social media, in shaping identities and attitudes to diversity
- How ideas about and experiences of Australian identity are influenced by global connectedness and mobility.

Through investigating contemporary issues, Civics and Citizenship also aims to develop your skills in areas such as:

- Questioning and research
- Analysis, synthesis and interpretation
- Problem-solving and decision-making
- Communication and reflection.

▲ **Figure 11.6** Volunteering can be of benefit to the community and the individuals involved. Volunteers at a FIFA Women's World Cup Australia and New Zealand 2023 match at Hindmarsh Stadium, Adelaide, between France and Morocco.

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11

11.1 How can we contribute to civic life?

FOCUS QUESTIONS

- How can individuals participate in civic life and global citizenship?
- How can groups contribute to civic life and global citizenship?

How do individuals participate in civic life?

When you engage within a **community**, separate from your private or professional life, this is called your **civic life**.

community a group of people who have a common characteristic or interest

civic life engagement within a community, separate from one's private/family or professional life

WHAT CAN A CIVIC LIFE LOOK LIKE?

Well, we might all have a different answer to this question, but there are some common ways one can participate in communities. Fundamentally, one must develop habits of respect and courtesy for others. These habits contribute to a healthy functioning of Australian society and are referred to as 'civility'. When you are civil, you are polite and considerate of others.

▲ **Figure 11.7** Local residents meet for a community safety briefing during bushfire season in Perth.

Individuals can choose to be active or passive citizens. When you are an active citizen, your civic life will most likely be more satisfying. Active citizens are engaged and informed; they are interested in society and want to participate and contribute to its benefit. On the other hand, passive citizens only participate in society where they are obliged (e.g. to vote or pay taxes).

THINKING DEEPER

What does it look, sound and feel like to be civil towards others?

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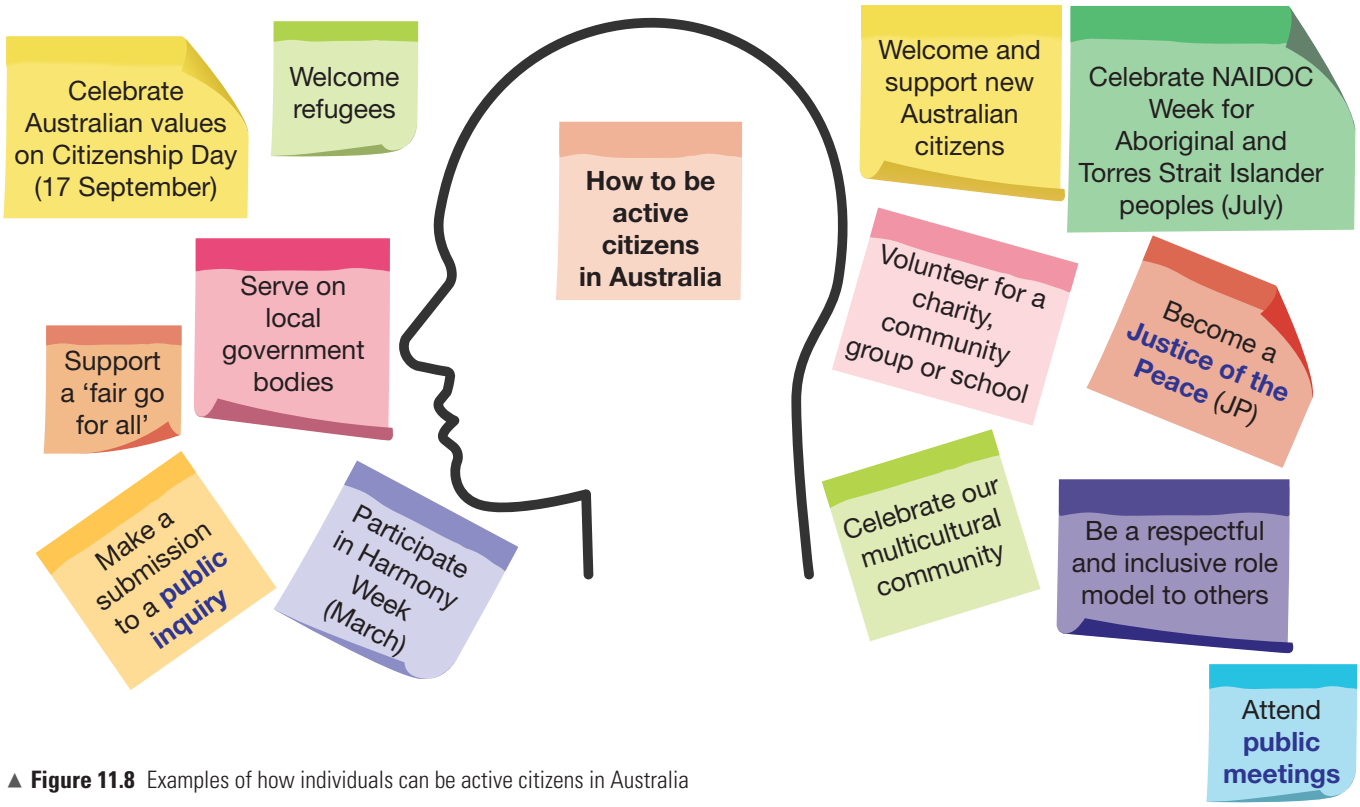

▲ **Figure 11.8** Examples of how individuals can be active citizens in Australia

Justice of the Peace a community member who acts as an independent, impartial witness to official or legal documents (e.g. oaths or affidavits, statutory declarations, affirmations, signatures, document execution and original document certification)

public inquiry when members of the public are consulted and exposed to government policy matters. Public hearings allow for feedback on a draft policy report

public meeting when members of the public can meet to discuss or share information about an issue or proposal

THINKING DEEPER

How can young people engage in civic life?

▲ **Figure 11.9** Therapy dogs visit patients and staff at St Vincent's Hospital in Sydney.

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Individuals contribute to civic life for a variety of reasons, such as:

- A sense of personal satisfaction
- A sense of duty and responsibility
- Wanting to make a difference in the world or in the lives of others
- Contributing to an area the person is passionate about
- Using skills, knowledge and expertise in a new way.

ACTIVITY 11.2

Creative task: take local action

Working individually or in pairs, plan a campaign on a local issue that is important to you. The purpose of the campaign is to encourage those in your local community to engage with the issue and provide their active support.

To prepare your campaign, you will need to:

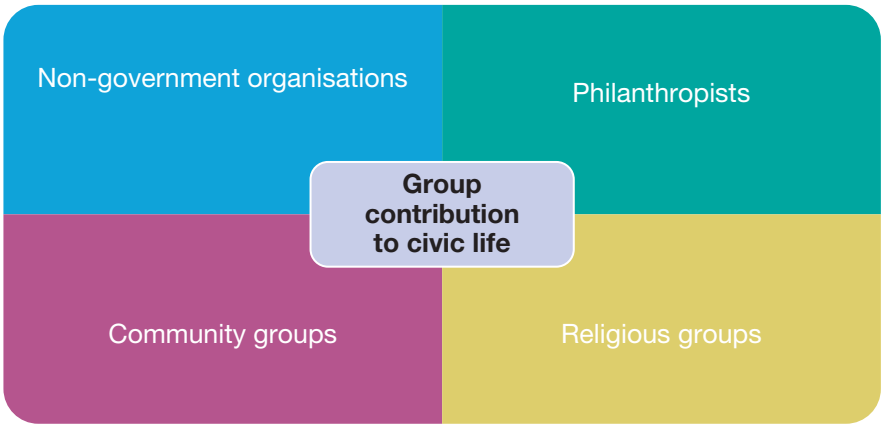
- **Conduct** research into your chosen issue and how it affects the local community
- **Examine** existing solutions or campaigns that are addressing the issue
- **Communicate** with others in the community to better understand their perspectives on the issue.

Create campaign material that proposes a new response to the local issue.

How do groups contribute to civic life?

We've just learned about ways that individuals have made a significant difference to civic life in Australia, but did you know that groups can also make an impact?

There are various types of groups that engage with the communities in which they operate.



▲ **Figure 11.10** Ways groups can contribute to civic life

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▲ **Figure 11.11** Businessman and philanthropist Bill Gates (centre) is a co-founder of the Bill & Melinda Gates Foundation.

Non-government organisations (NGOs) are **not-for-profit organisations**, independent enterprises that serve a common interest. Volunteers work at a local, national or international level to achieve the organisation's purpose.

Similarly, a philanthropist donates significant money or time to a charitable cause, for the purpose of improving the lives of others. While they can work independently, philanthropists often run their own foundations. These foundations are often not-for-profit organisations.

A community group works for the benefit of a particular group of people. They are not-for-profit organisations with specific rules and a governing committee.

not-for-profit organisation an entity that does not operate for the purpose of making a profit or for personal gain

Finally, a religious group is comprised of individuals who are united by religious beliefs, practices or a religious institution, such as a church. Freedom of religion is protected by legislation and rights within the Australian Constitution. Individuals are entitled to practise and express whichever religion they choose.

All of these types of organisations and groups take action to contribute to their communities in a positive way.

▲ **Figure 11.12** The Australian Sikh Association organises free food for a local community during the pandemic.

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ACTIVITY 11.3

Research task: Australians giving back

In pairs, **investigate** the work of an Australian NGO, philanthropist, community group or religious group. Each pair must choose a different group or organisation.

Some examples include:

- 3rd Space Brisbane
- belong
- Australian Red Cross
- Caritas Australia
- Neighbourhood Watch
- Oxfam Australia
- Paul Ramsay Foundation
- Save the Children Australia
- The Fred Hollows Foundation
- Three Springs Foundation
- WaterAid Australia
- Yajilarra Trust.

Communicate your findings in a presentation. Your presentation should:

1 **Explain** the purpose of the group or organisation.
2 **Describe** how, and to what extent, the group or organisation contributes to the Australian community.

Appropriately reference the sources used to **demonstrate** the accuracy and reliability of your findings.

DEVELOPING YOUR UNDERSTANDING 11.1

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** the concept of 'civic life'.
2 **Describe** ways that individuals can participate in and contribute to civic life.
3 **Describe** how groups contribute to the Australian community.

Interpret

4 **Interpret** the images included throughout Section 11.1 to **analyse** the importance of community.

Argue

5 Argue whether it should be compulsory for all people living in Australia to join a group that contributes to civic life.

Extension

You have decided that on your upcoming school holidays you would like to give back to your community and put into practice what you have learned in this unit.

Investigate ways that you could contribute to your community and to civic life within it.

Develop an action plan for your involvement and contribution.

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11

11.2 How does the media influence identity and attitudes to diversity?

FOCUS QUESTIONS

- How does the media represent different groups in society?
- What impact do the media representations of different groups have on the community?

How does the way the media portrays certain groups affect communities?

THINKING DEEPER

How often do you engage with the different forms of media?

Let's face it – stereotypes, while commonplace, are dangerous. They can portray an over-generalisation of a particular group that can lead to assumptions about people. These assumptions can affect someone's attitude or behaviour towards any individual who identifies with the group, which can often have devastating outcomes on community cohesiveness and understanding.

Stereotypes are often exacerbated by the media – whether that's online, on the TV, over the radio or in print material like magazines and newspapers.

The more one relies on the media for information, the more likely it is that their views will be shaped by that source. The same could be said for other sources of information – our parents, teachers, friends and more.

▲ **Figure 11.13** Is social media becoming the only way people access information?

To be an informed citizen, it is important that you think critically about information that is being presented to you and that you verify facts by checking multiple sources. For example, if your parents told you that your sporting club was closing down forever, would you check this with the club directly? Would you look it up online? Would you talk to other club members? It is likely that you would do at least one of these checks.

When information is presented to us by the media, we need to stop and think about how reliable it is. Questions you might ask include:

- Is it presenting only one side of the story?
- Is it using language that is persuasive, instead of informative?
- Is it including certain imagery to support its story or message?
- Have other credible sources been cited?

If we don't question the messages presented to us by the media, we may succumb to making assumptions about or having biased views towards certain individuals, groups and organisations.

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◄ **Figure 11.14** The media attracts attention through punchy headlines.

DEVELOPING YOUR UNDERSTANDING 11.2

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** the concept of a 'stereotype'.
2 **Explain** how someone can be an informed citizen.
3 **Describe** how the way the media portrays different groups can affect the community.

Interpret

4 Locate an article from your local newspaper. Use the following questions to **interpret** and **analyse** the article for the extent of its reliability.
- Is it presenting only one side of the story?
- Is it using language that is persuasive, instead of informative?
- Is it including certain imagery to support its story or message?
- Have other credible sources been cited?

Argue

5 Should the Australian Government introduce a law that restricts the extent of bias presented in the media?

Extension

Select a group from the list below:
- First Nations peoples
- Older Australians
- People from a particular ethnic background
- People who practise a particular religion
- People with disabilities
- Teenagers
- Women in leadership roles (including parliament)
- Other, as discussed with your teacher.

Investigate how the media represents this group through what stories they share, images they use and language they include.

Use your findings to **analyse** how the group is portrayed, as well as how this portrayal impacts on the community and Australian society as a whole.

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End-of-chapter assessment

1 Short-answer questions

1 **Explain** what a community group is.
2 **Explain** the difference between a philanthropist and a non-government organisation.
3 **Describe** three ways that individuals participate in civic life, using examples.
4 **Describe** three ways that groups contribute to the Australian community, using examples.
5 **Explain** how people can act as global citizens.
6 **Explain** how the media contributes to stereotypes in the community.

2 Extension task

▲ **Figure 11.15** The war in Ukraine has caused a humanitarian crisis.

UNICEF Australia

UNICEF Australia is a part of the global organisation, the United Nations Children's Fund (UNICEF). Since 1946, UNICEF has been the world's leading not-for-profit organisation that supports children.

UNICEF Australia supports the global organisation's goals by ensuring that every child in Australia and across the Asia–Pacific region has their basic human rights met – to be safe, healthy and educated. It also raises funds for global programs that support development and emergency work in countries that need it.

UNICEF Australia has made, and continues to make, a difference through:

- Helping roll out COVID-19 vaccines in developing countries, such as Vanuatu and Nepal
- Its COVID-19 Crisis Appeal, which supported India in its deadly second wave of the pandemic by providing the country's health system with necessary supplies
- Setting up tented classrooms after schools were destroyed in Syria during the civil war
- Responding on the ground after earthquakes hit Turkey and Syria in February 2023
- Helping children and families suffering as a result of the war in Ukraine, delivering aid such as supplies
- Providing necessary support and aid during other global emergencies, such as the drought-caused famine in Somalia, widespread and severe flooding in Pakistan, and conflict in Yemen
- Building decades-long partnerships in global communities, such as the 50 years UNICEF has helped the people of Afghanistan
- Providing children with a platform to advocate for action on climate change, as well as supporting them in implementing change in their own communities
- Access to educational programs for teenagers in Australia and overseas, so that they can develop necessary life skills to succeed

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- Installing water tanks, toilets and hand-washing facilities in schools in developing countries that do not have access to these sanitation amenities, such as Laos and Cambodia
- Employing health-care workers for outreach programs in remote villages, so that people in these communities have access to health and nutrition services
- Organising essential vaccinations for children across the region, as well as providing the vaccines, training local health workers and improving vaccination systems
- Encouraging safe families with initiatives like the Positive Parenting Program, which aims to reduce violence and other issues in families
- Working with governments to strengthen legal systems and community services.

Interpret the information provided about UNICEF Australia to **analyse** the impact of the organisation, both within Australia and around the world.

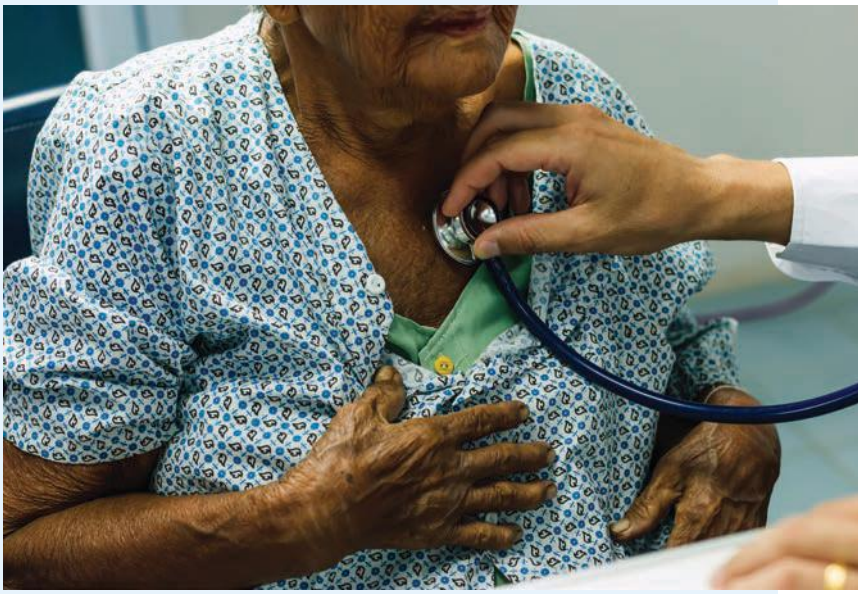
3 Classroom activity

Social media a gateway for human rights campaigns

Working in pairs or small groups, **create** material (e.g. artwork, poster, presentation) that educates young people about how social media can be effectively used to engage the public in human rights issues.

As a part of this project, you must:

1 **Investigate** human rights campaigns that have been successfully promoted via social media,
2 **Analyse** how the public engages with these types of online campaigns, and
3 **Describe** how young people can use social media to have a positive impact on the world around them.



▲ **Figure 11.16** Health-care workers support vulnerable people in remote communities.

Share your material with the rest of the class.

Digital resources

Visit the Interactive Textbook or Online Teaching Suite to access:

- General Capability Project
- Interactive chapter quiz
- Interactive Scorcher quiz
- Videos, image galleries and other extra materials.

SCORCHER

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Glossary

History

abdication to give up rule from a powerful position

accuracy analysis of a source to establish correctness by identifying purpose, corroborating the information with another source and assessing bias

analyse consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences

annex to take possession of an area of land or a country, usually by force or without permission

artefact an object that is made by a person, such as a tool or a decoration; it is usually of historical interest

autochthonous originating from a place

blackbirding the practice of kidnapping or tricking South Sea Islanders to work in the Queensland sugar industry

blackguarding abusing someone

blockade a situation in which a country or place is surrounded by soldiers or ships to stop people or goods from going in or out

brig a two-mast square-rigged ship

British Empire Union an organisation formed to warn British people of the danger of German spies

bureaucracy a system of government where unelected officials carry out the main functions

careen to ground a ship on its side in order to repair damage to the hull

cataclysm a large-scale and violent event

censorship blocking or erasing sensitive information from being published or broadcast

cession surrendering of land to another country

collectivist belief that the interests of the group are more important than the interests of individuals

collier a coalminer

colonies settlements belonging to a nation that are made on land in another country, founded when a city is established

concubines women who are taken as extra or second-class wives by wealthy men

conscription involuntary calling up of civilians to fight as soldiers in a war

context analysis of a source to understand the nature of society and the historical period in which the source is created, the significant event/s related to the source, and the language and ideas of the time

corroborate to confirm an idea or conclusion by providing new evidence that supports earlier evidence

courtier a person who attends the court of a king or emperor

de facto while not holding the official position, a person is behaving as though they are

diplomacy the skill of managing international relations peacefully – the skilful use of political negotiation to avoid war and resolve conflict for the mutual benefit of all parties involved

dowry money and property a woman's family provides upon marriage

edict an announcement of a new rule or law

eunuchs male palace officials and servants who have been castrated so they cannot father children

evaluate examining and judging the merit or significance of something

exploitation to take unfair advantage of something or someone

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formulaic containing or consisting of fixed and repeated groups of words or ideas

franchise the power or ability to vote

government war bond a debt instrument issued by a government as a means of borrowing money to finance its defence initiatives and military efforts during times of war. A war bond is essentially a loan to a government, by having the public buy the bonds, which the government would intend to buy back after the war

hang Chinese merchants authorised to trade with foreigners, often called 'cohong' by the Westerners

heir a person who inherits the property and title of another

human trafficking the illegal trade of people for forced labour and economic exploitation

hypothesis tentative answer to a question based on available evidence. It is usually one sentence long

imperialism a country's pursuit of an empire, often by taking over other countries and colonising them to amass economic and strategic geo-military advantage over other nations

incursion a sudden attack into enemy territory

indemnity protection via a payment against future loss (such as insurance)

industry the manufacturing of goods using raw materials

junk a Chinese ship with a flat bottom and square sails

kowtow to kneel and bow, touching one's forehead to the ground

Light Horsemen Australian infantry who rode up to the enemy on horseback, dismounted, then attacked on foot. They differed from cavalry, which always attacks on horseback

literati the educated or scholar class

Luddite movement based on the semi-legendary worker, Ned Ludd. In the early 1800s, the Luddites protested against unemployment and the loss of their skilled trades by various tactics, including smashing machines

Mandate of Heaven a Chinese belief that heaven gives authority to a dynasty to rule and may revoke this authority if the dynasty is immoral or incompetent

martyrdom an act by a person of suffering or death for their religious beliefs

militarism the belief that a country should maintain a strong military capability and be prepared to use it aggressively to defend or promote its national interests or goals

mill a mill was generally like a factory, but where grinding was an essential part of the machine process, such as a flour mill

missionaries people who travel to foreign countries to convert others to their religion

narcotic a psychoactive drug that changes brain functions to alter mood, perception or behaviour

nationalism the belief by a country's people in their superiority over other nations and the desire for their country to be politically independent

necrosis death of cell tissues

Ningy Ningy the people who are the traditional owners of the Redcliffe area, Brisbane

noxious harmful or dangerous

oral history the recording of past events in a spoken form, including through song, story or dance

origin analysis of a source to establish who created the source as well as where and when it was produced

pagan a person who has no religion or a religion other than Christianity, Judaism or Islam

palanquin a large covered box carried on two poles by four to six people, used to transport people

patriarchy a society in which power and privilege are held mostly or entirely by men

perspective the way we see something, a point of view or attitude to something

plenipotentiary a diplomat authorised to represent a ruler or government in negotiations

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primary source a source of information about the past created in the time being studied

proclamation an official document or announcement

propaganda the art of persuasion. In war, propaganda is designed to hide any problems, to discourage any criticism, to keep morale high, to persuade men and women to volunteer for service and to encourage civilians to work hard to support the war effort. Propaganda is often commissioned by the government, so it is really the government speaking to its people about the war

purpose analysis of a source to establish the original reason for its creation

ratify the official approval of an act already agreed by a lesser authority

rationing limiting the amount of food supplied, typically per person per day or week or similar

redress compensation for an injustice

regent a person who rules a state or country because the emperor is too young or ill

reliability the quality of being trustworthy

republican government a form of government where the power is held by the people rather than rulers who inherit it

revoke to say officially that an agreement, permission, a law and so on is no longer in effect

revolution a radical change to the way things were before (e.g. political revolution, technological revolution, social revolution)

romanisation to turn a traditional language, such as Chinese, into the Latin or Roman alphabet

secondary source a source of information about the past created after the time being studied

seminal work pivotal and profoundly influential work

sepsis a severe medical condition in which bacteria enters the bloodstream after an operation or accident

sequence place in a continuous or connected series; arrange in a particular order

silence ruse a detailed plan to allow Anzac forces to evacuate from Gallipoli in complete silence, and by stages, to avoid the possibility of a Turkish attack on retreating troops

squatter in 19th century Australian history, a squatter was a settler who occupied a large tract of Aboriginal land in order to graze livestock. At first this was done illegally, later under licence from the Crown

stagnation a situation where development or progress becomes inactive

stalemate a situation in which armies have attacked each other but failed to achieve a definite victory for either side, and have settled down into defensive positions such as trenches

statue wars a movement that began with protests against Confederate statues in the United States of America and has been seen in protests and questioning about statues in South Africa, Britain and Australia

storm trooper a highly trained and aggressive soldier, equipped to sneak across no man's land and to launch lightning raids on enemy trenches, inflicting as many casualties as possible

sue for peace request a peace settlement, usually by a losing side in a war

tariffs fees or customs charges paid by merchants to governments on imports and exports

terra nullius the British legal term meaning land that did not belong to anyone

textile cloth or fabric

Three Principles of the People the principles developed by Sun Yat-Sen for a new society: nationalism, democracy and livelihood

timeline a graphical representation of the passing of time, usually arranged by periods, and on which important events are marked in chronological order

tincture a plant or animal extract that has been dissolved in ethyl alcohol for use as a medicine

total war a war that is no longer limited to the traditional battlefield, but extends to attacks on civilians in cities, and involves civilians in the making of ammunition

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trade deficit a situation where a country's imports are greater than its exports

usefulness analysis of a source to determine how relevant it is in relation to historical questions

usurp to take a position of power, especially without having the right to

war of attrition after the development of stalemate, enemy armies stop trying to win a decisive victory, and just attempt to wear down their opponents by killing as many as possible, hoping that the casualty rate and the psychological effect might cause an enemy's war effort to collapse

Geography

adaptation the process of change where an organism becomes better suited to its environment

agriculture the process of growing crops and raising animals for human use and food

aquifer an underground layer of rock that holds and stores water

aspect the direction that a slope faces

biodiversity the variety of plant and animal life found in a place

biome a large naturally formed community of plants and animals found in a place

choropleth map using different shades of the same colour to identify the different data sets

circumnavigation sailing or travelling all the way around something

crop yield the amount of crop that is grown and harvested

decomposition the process of being broken down to smaller pieces by bacteria and fungi

deforestation clearing a large area of trees

domestication growing and adapting wild plants for human use

drawing down carbon or **carbon sequestration** where carbon dioxide is taken out of the atmosphere and stored in liquids or solids on Earth

evaporation the process of a liquid becoming a gas when heated

export to sell and send goods to another country

feed lots a place where livestock are fed to gain weight quickly

fertile soil that is capable of producing a lot of crops

food security having consistent access to sufficient, safe and nourishing food

food supply chain the process of getting food from the farm to the plate

fossil fuels natural fuel, such as coal or gas, made from the remains of living organisms

GDP per capita the gross domestic product divided by the number of people in that country

goods items for sale that can be moved

gross domestic product (GDP) the total value of goods and services produced by a country in one year

humus the organic part of soil that is formed when micro-organisms break down plant material

import to bring goods in from another country

indigenous naturally existing in a specific geographic area

input what is brought into a farm or farming system (e.g. water, machinery, chemicals)

interconnection the way that people and/or phenomena are connected to each other through environmental processes and human activity

less economically developed country a low-income country that is struggling to develop in a sustainable way. Such countries are very vulnerable to economic and environmental challenges

livestock animals used for work, food or produce

living wage an income that is high enough to live a normal standard of life

market forces economic factors that affect the price, demand and availability of a product

microclimate the climate of a very small area that is different from the surrounding climate

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natural characteristics the natural qualities of a place

non-arable land that cannot be farmed

occupy move into a place and take up room

pasture grassed land suitable for grazing animals

permafrost permanently frozen soil, mostly found in the polar and tundra biomes

phenomenon a fact or situation that exists or happens (plural: phenomena)

places parts of Earth's surface that are identified and given meaning by people

poverty cycle the continuation of poverty, often from one generation to another, due to the impact of certain factors

poverty line the minimum amount of money needed to afford the basic necessities of life

precipitation liquid or frozen water that forms in the atmosphere and falls to Earth (e.g. rain, snow)

qualitative data descriptive information that tends to be subjective (such as surveys and interviews)

quantitative data data that can be counted and measured (such as a tally)

raw materials unprocessed natural products used in manufacturing

remote an isolated area very far away from urban centres

riparian the area where the land and river meet

scale refers to the size of something over space

secondary data data that is collected by someone other than the researcher, usually for a different purpose; it is always collected before the project

space refers to location and spatial distribution, and ways people organise and manage the spaces that they live in

staple a food that is a dominant part of a population's diet

subduction a process where one tectonic plate moves under another tectonic plate and sinks into the mantle

surplus more than you immediately need

terracing sloped land that has been cut into flat platforms for farming

thematic map using different colours to identify the different data sets

till dig or loosen the soil to prepare it for planting

topography the shape of the land's surface, which includes landforms such as hills, plateaus and valleys

transpiration the process of a plant absorbing water through its roots and releasing water vapour through pores in its leaves

tributary a small river that feeds its water into a bigger river

undernourishment not eating enough food to maintain good health

urban relating to a city or large town

urban sprawl the ongoing spread of roads, houses and infrastructure over a vast area

weathering the process of breaking down or dissolving rocks and minerals

Economics and Business

appreciation when a currency gains value relative to another currency

asset an item of value that an individual owns (e.g. a house)

Bitcoin a type of cryptocurrency

brand value the financial value of having customers who will pay more for a particular brand

capital improvement an addition or change made to land, equipment or a building that increases its value or the profit it produces

central bank a bank that provides services to a national government, puts the official financial plans of that government into operation and controls the amount of money in the economy

commodity a substance or product that can be traded, bought or sold

comparative advantage an advantage a country has over another country because it can produce a particular type of product more efficiently

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competitive advantage the processes that businesses and entrepreneurs create to encourage innovation. Competitive advantage can be used to gain higher returns than other nations through trade

consumer a person who buys goods or services for their own use

credit a method of paying for goods or services at a later time, usually paying interest as well as the original money

credit limit the largest amount of money that a bank allows you to spend using a credit card

cryptocurrency a digital currency produced by a public network, rather than any government, that uses cryptography to make sure payments are sent and received safely

cryptocurrency exchange a place where digital currencies are bought and sold

decentralised used to describe organisations or their activities that are not controlled from one central place but happen in many different places

depreciation when a currency loses value relative to another currency

discretionary spending money spent by consumers on things other than necessary things, such as food, clothes and fuel

disposable income the money left for households after taxes, bills and normal expenses are paid

dividends part of the profit of a company that is paid to the people who own shares in it

economic agent a person, company or organisation that has an influence on the economy by producing, buying or selling

economic growth an increase in the economy of a country or an area, especially of the value of goods and services the country or area produces

export to send goods to another country for sale

fair trade a system of trading with a developing country in which a good price is paid for its exports, and the people who produce the goods have good working conditions and are paid a fair wage

fiat money an otherwise worthless object that is endorsed as legal tender and whose value is backed by the government that issued it

foreign exchange market the market in which the currencies of different countries are exchanged for one another. This term is often shortened to the forex market

foreign reserve currency a particular currency that is held by many countries that use it to make payments to other countries. The US dollar is effectively the reserve currency of the world

fraud the crime of obtaining money by deceiving people

free trade international buying and selling of goods, with limited government interference on the amount of goods that one country can sell to another and without special taxes on the goods bought from a foreign country

globalisation the increase of trade around the world, especially by large companies producing and trading goods in many different countries

gross domestic product (GDP) the total value of goods and services produced by a country in a given time period, usually one year

hard currency money that is valuable and can be exchanged easily because it comes from an economically stable country

import to bring in products from another country to be sold

interest money that you earn from keeping your money in an account in a bank or other financial organisation; or money that is charged by a bank or other financial organisation for borrowing money

international economic problem when a country or region experiences a shortage or limitation in a good or service

investment the act of putting money, effort and time into something in order to make a profit or gain an advantage

labour-intensive production industries and methods that are labour-intensive need a lot of workers

liberalising measures removing or softening barriers between trading nations

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means of production something that is needed in order to make a particular product (e.g. labour, land, capital)

mixed market mechanism an economic decision-making combination where some decisions are made by the government while many decisions are made by the individual

money coins or banknotes that are used to buy things, or an amount of these that a person has

multinational corporations (MNCs) businesses that produce and sell goods in several different countries and often have a head office in their home country

non-material living standards living standards that are measured in non-material ways. These can include such things as quality of life gained from a clean environment, low crime rates and happiness at work

quota a fixed, limited amount or number that is officially allowed

recession two consecutive quarters (six months) of negative growth, which leads to high levels of unemployment

return the profit (money) made from or the growth in an investment over a period of time

risk the possibility of something bad happening

savings the money you hold that is not spent or invested. Savings are usually stored in a bank or other financial organisation

scam an illegal plan for making money, especially one that involves tricking people

shareholder a person who has a part ownership of a company and therefore has the right to vote on how the company is controlled; hence the name shareholder, as the individual owns a share of the business

stock exchange a place where shares in companies are bought and sold, or the organisation of people whose job is to do this buying or selling

supply chain the flow of goods and services required to plan, develop, manufacture and sell a product or service

sustainable growth economic development that attempts to balance the needs of economic agents for more goods and services with the non-renewable resources of a nation

tangible living standards living standards as measured by material goods and services (e.g. cars and houses)

tariff a charge or list of charges either for services or on imports entering a country

tax money paid to the government that is based on your income or the cost of goods or services you have bought

trade the activity of buying and selling, or exchanging, goods and/or services between people or countries

trade route a route, often covering a long distance, that people buying and selling goods often used in the past

Civics and Citizenship

absolute majority a vote carried out in a house of parliament whereby the majority of members agree. In the House of Representatives, this is at least 76 out of the 150 members

appeal when a party finds an outcome of a ruling by a court or tribunal unacceptable, the party can apply for a review or reversal of the decision

arbitration an intervention process during disputes, whereby an unbiased third party (called an arbitrator) will make the final decision on a dispute, using arguments and evidence submitted by both conflicting parties

arrest when a person is lawfully taken into police custody

balance of probabilities when the plaintiff must bring evidence that establishes that the claim is more probable than not

beyond reasonable doubt a standard of proof whereby there must not be any suspicion or doubt about the accused's guilt

Cabinet senior ministers who are responsible for directing government policy and assisting with the Prime Minister's decision-making

civic life engagement within a community, separate from one's private/family or professional life

class action a civil legal proceeding where one plaintiff brings a claim against the defendant on behalf of a wider group of people

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common law court decisions made by judges of past cases that set the benchmark for future court cases

community a group of people who have a common characteristic or interest

Constitution a document that outlines the rules for a system of government. It provides a framework for a country's political and legal systems

conviction a decision made by a judge or jury in court that finds a person guilty of committing a crime

court an institution with the authority to make decisions about legal matters and to administer justice

defendant the person accused of committing a crime

double majority when a vote to change the Constitution is approved by a national majority (more than half) of voters, and the majority of voters in the majority of states (at least four out of the six states)

executive a branch of government that is responsible for developing and implementing policies, as well as administering laws in Australia. Key roles in this arm include: Governor-General, the ministry and the Australian Public Service

hearing a proceeding that happens in court after the accused has pleaded not guilty, where evidence is presented about the case

indictable offence serious criminal charges are laid, and the defendant has the right to trial by jury in a court trial

jurisdiction the types of matters a court is able to deal with and judge on

jury a group of people who have been randomly selected from the public and who are tasked with deciding whether the accused is guilty, based on the evidence provided in the trial

Justice of the Peace a community member who acts as an independent, impartial witness to official or legal documents (e.g. oaths or affidavits, statutory declarations, affirmations, signatures, document execution and original document certification)

lawyer a person who practises law, including providing legal advice and representing a person in court

legal aid a government-funded community organisation whose purpose is to help financially disadvantaged individuals with criminal or civil legal matters

mediation an intervention process during disputes, whereby an unbiased third party (called a mediator) helps resolve conflict in a way that is mutually agreed upon

ministry members of parliament selected by the Prime Minister to carry responsibility for a particular government department

not-for-profit organisation an entity that does not operate for the purpose of making a profit or for personal gain

plaintiff the person who brings a civil case against the other party

policy proposals or strategies devised and implemented by government to improve outcomes for the Australian community and its citizens

portfolio the name for a Cabinet minister's particular area of responsibility, combining a mix of government departments, agencies and/or boards

precedent a set of legal principles that guide decision-making in a court and are based on similar cases from history

privilege of self-incrimination where a person has the right to refuse to answer questions or produce documentation that may undermine their outcome in a case

prosecution taking action against someone in court, including preparation such as police investigation, gathering of evidence and pressing criminal charges

public inquiry when members of the public are consulted and exposed to government policy matters. Public hearings allow for feedback on a draft policy report

public meeting when members of the public can meet to discuss or share information about an issue or proposal

referendum a specific type of national vote for the purpose of amending the Australian Constitution

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remedy how the judge or jury recognises and enforces the rights of parties in a civil case, specifically designed to prevent a party from engaging in certain conduct or requiring the party to take action if they have previously refused or failed to do so

respondent the person against whom a civil case is brought

rule of law a legal principle that specifies that all government decisions ensure that citizens are both subject to and equal before the law in Australia

sentence the type and severity of a punishment for a guilty verdict, such as imprisonment, fine or community service

sentencing when a consequence for committing a crime is decided, such as jail time

summary offence a less serious offence, which is heard in the Magistrates Court, with no jury

system of government the way that power and governance is distributed within a country's political system

trial a hearing in court where evidence is presented before a judge and jury and a final decision on the case is made

tribunal an institution with the authority to rule on the outcome of a dispute or appeal

verdict deciding whether someone is guilty or not guilty of a crime

warrant a document authorised by a court official that allows the police to exercise certain powers, such as to make an arrest or search premises

writ a legal document containing orders for something to be done

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UNIT

3

The Industrial Revolution and the movement of peoples (1750–1900)

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Buchanan et al
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Overview

The creation of the modern world in which we now live began with a quantum leap in humankind's command of energy, power and technology, known as the Industrial Revolution. This occurred in Britain during the eighteenth century, then across Europe in the nineteenth century. New technologies (such as steam engines), new processes (such as for making iron and steel), and the use of railways and canals, gave humans unprecedented power.

▲ **Source A** Overview of the Industrial Revolution

These technologies enabled humans to explore and conquer the world. This assisted the formation of empires, by which powerful nations such as Britain, Germany and France acquired colonies. This transformed life in the United Kingdom and Europe, and had an increasing impact on other societies, including the First Peoples of Australia.

▲ **Source B** Overview of European imperialism

Learning goals

After completing this unit, you should be able to answer these questions:

- What are the significant events, ideas, individuals and groups that caused change from 1750 to 1900?
- What were the causes, developments, significance and long-term effects of imperialism in this period?
- What were the perspectives of different people at the time?
- What are the contested debates and reasons for different historical interpretations?

◄ **Source C** An 1887 engraving depicting the pollution from the copper factories in Cornwall, England

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CHAPTER 3: The Industrial Revolution and the movement of peoples

Inquiry question: Did the Industrial Revolution make life better for people in Britain at the time?

revolution a radical change to the way things were before (e.g. political revolution, technological revolution, social revolution)

industry the manufacturing of goods using raw materials

A revolution is a drastic change to the way things were before. The Industrial Revolution was, as the name suggests, a **revolution** in the way **industry** operated. But it was much more than this, too. As you progress through this chapter, you may notice that some changes that took place made life easier, while others made life more complicated. After examining the sources in this chapter, and completing this inquiry, it will be up to you to decide whether you think the Industrial Revolution made life better for people in Britain at the time.

Setting the scene: child labour and working conditions during the Industrial Revolution

The Industrial Revolution brought about changes the world had never seen. The way people had lived for centuries began to change around the mid-1700s, and society took on a different shape. Source 3.1 is an account from a parliamentary report on child labour written in the 1840s, nicknamed 'Mr Horne's Report'. This report describes working conditions in a factory that produced nails, called Hemingsley and Co. Nail and Tip Manufactory. As you read, consider the way working conditions of children are described. Can you imagine what it must have been like for young children working in places like these?

On Friday evening, March 19th, a part of the upper floor of Hemingsley's manufactory fell, and killed one little boy on the spot by the descent of a heap of iron tips upon him, and another boy had both his thighs broke and one arm. Three other boys were also injured … The ordinary run of accidents occur to children and young persons, of whom there are as many as 60 to 70 employed under 18 years of age; their ages are from 9 upwards.

The rooms are all crowded with dangerous machinery; so close that you can hardly pass; indeed, some operations have to be stopped in order that you may pass at all, so that there shall be room for the body to effect its passage, a safe distance being out of the question. Not any of this machinery is boxed off, or guarded in any way.

It is a frightful place, turn which way you will. There is a constant hammering roar of wheels, so that you could not possibly hear any warning voice. You have but once to stumble on your passage from one place to another; or to be thinking of something else, and you are certain to be punished with the loss of a limb.

Little boys and girls are here seen at work at the tip-punching machines (all acting by steam power) with their fingers in constant danger of being punched off once in every second, while at the same time they have their heads between the whirling wheels a few inches distant from each ear. 'They seldom lose the hand,' said one of the proprietors to me, in explanation; 'it only takes off a finger at the first or second joint. Sheer carelessness – looking about them – sheer carelessness!'

▲ **Source 3.1** *Report of the Children's Employment Commission* from 1842 (Mr Horne's Report)

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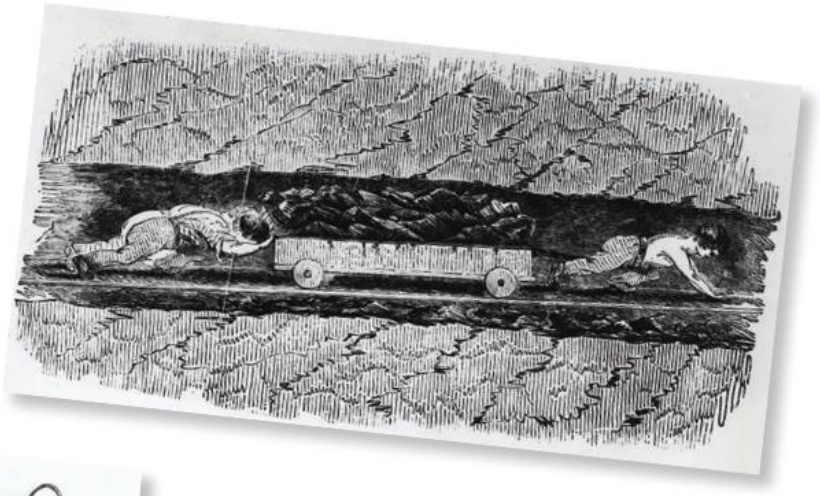
Now consider some of the following illustrations of the children working in the mines in Britain from Mr Horne's Report. What do the illustrations make you wonder?



▲ **Source 3.2** Illustration of children working in a mine from the *Report of the Children's Employment Commission*, 1842

◄ **Source 3.3** Illustration from the *Report of the Children's Employment Commission*, 1843. The image shows a woman turning a pulley which is winding two children up a mine shaft.

ACTIVITY 3.1
MAKING THINKING VISIBLE

See, think, wonder

See

1 **Identify** the origin of Sources 3.1, 3.2 and 3.3. (Who created them? When were they created? Why were they created?)
2 What do you see in the illustrations?

Think

3 What do you think working conditions were like for children during the Industrial Revolution?
4 Why do you think children were employed regularly in factories and in mines during the Industrial Revolution?

Wonder

5 What do these sources make you wonder?

Think further

6 What have you learned about the Industrial Revolution from these sources?
7 What questions do you have about the Industrial Revolution after examining these sources?
8 How might these sources be used to answer the inquiry question: 'Did the Industrial Revolution make life better for people in Britain at the time?'

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Chapter overview

Introduction

During the eighteenth and the nineteenth centuries, new inventions, technologies and industries gave human beings the control of power and energy on a scale that they had never before enjoyed. Existing industries, such as coal mining and iron production, grew massively in size and sophistication. New technologies, such as the steam engine, freed ships from depending on the wind, mills from depending on waterwheels, and vehicles from depending on animal power. Humble village workshops were replaced by enormous factories in industrial cities and in the countryside. The invention of railways and steamships gave human beings unprecedented freedom of movement across the entire surface of the planet and allowed the building of colonies and great empires.

During this chapter, you will investigate the inquiry question: 'Did the Industrial Revolution make life better for people in Britain at the time?' You will answer sub-questions relating to this overall inquiry, and at the end of this chapter, you will be able to write your own hypothesis (answer to the question).

Considering a key inquiry question

The colour-coded text below shows you how to usefully break down a question into parts.

Key inquiry question

'Did the Industrial Revolution make life better for people in Britain at the time?'

Every key inquiry question should have:

- An open interrogative
- A historical concept
- Specific content
- Scope and scale.

So, let's dissect this key inquiry question: 'Did the Industrial Revolution make life better for people in Britain at the time?'

To answer a key inquiry question in a historical investigation, it is helpful to break the question into sub-questions.

Sub-inquiry questions

After completing this chapter, you should be able to answer these sub-questions:

- What was life like in Britain before the Industrial Revolution?
- Why did the Industrial Revolution begin in Britain?
- How did changes in farming practices contribute to and change life for people during the Industrial Revolution?
- How did technological innovations change life for people in industrial Britain?
- How did transport and architecture change life for people during the Industrial Revolution?
- What were the impacts of population movements on cities during the Industrial Revolution?
- How did life change for men, women and children during the Industrial Revolution?
- What responses did people have to the changes in working conditions as a result of the Industrial Revolution?
- What ideas emerged from the Industrial Revolution that influenced change in society?
- What were the short- and long-term effects of the Industrial Revolution?

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Historical skills

After completing this chapter, you should be able to:

- Explain what 'analysis' and 'use of sources' mean in the study of history
- Identify the origin, purpose and context of primary and secondary sources
- Process and synthesise information from a range of sources for use as evidence in a historical argument
- Evaluate the reliability and usefulness of primary and secondary sources
- Develop historical empathy with people from the past
- Identify and analyse the perspectives of people from the past
- Use factual evidence (dates, statistics, examples) to substantiate an argument.

ACTIVITY 3.2
RESPONDING TO THE SOURCE

Examine the painting *Coalbrookdale by Night* (Source 3.4) and **suggest** some of the positives and negatives that came about from the Industrial Revolution.

▲ **Source 3.4** *Coalbrookdale by Night*, 1801, oil painting by Philippe Jacques de Loutherbourg. This painting shows an ironworks in Coalbrookdale, United Kingdom. The fiery glow of the burning furnaces can be seen clearly against the night sky. New techniques of iron smelting helped fuel the production of iron, which greatly contributed to the Industrial Revolution.

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Timeline of key events

What came before this topic?

- **The Middle Ages (tenth to fifteenth centuries)** A steady growth in scientific knowledge, much of it coming from the Arab world.
- **The Renaissance in Italy (fifteenth to sixteenth centuries)** Continued growth in scientific knowledge. Leonardo da Vinci investigates the natural world and understands the human body by dissecting corpses.
- **The European 'Scientific Revolution' (seventeenth century)** European thinkers, such as Isaac Newton, make further discoveries of the essential laws of science.

▲1936 The 'iron horse': a Great Western Railway engine named *King Edward VIII* speeding through Old Oak Common in north-west London in 1936. The steam train was one of the great inventions of the Industrial Revolution.

◄ 1701 Illustration of inventor Jethro Tull's seed drill

► 1779 World's first iron bridge

1698
Thomas Savery invents the first commercial steam engine

1701
Jethro Tull invents an efficient machine to sow seeds

1712
Thomas Newcomen improves the steam engine and designs the first steam-driven beam engine

1750
Approximately 15 per cent of the population in Britain live in towns

1764
James Hargreaves invents the Spinning Jenny

1779
Thomas Pritchard designs the world's first iron bridge, and it is built at Coalbrookdale by Abraham Darby

1784
Edmund Cartwright designs the first powered loom for weaving cloth

1785
James Watt's steam engine is first used to replace water power in a cotton mill

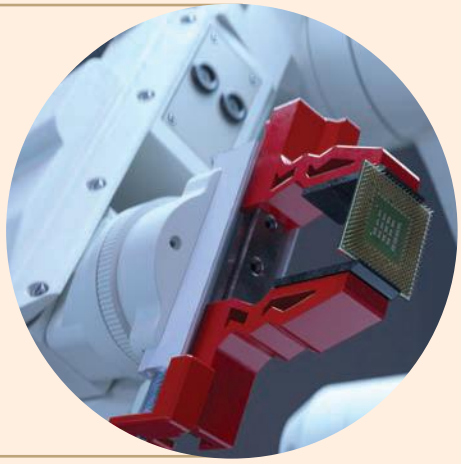
1789
A canal is built to link the Thames and the Severn Rivers, creating an expanded waterway

1796
Edward Jenner demonstrates vaccination against smallpox

1804
Richard Trevithick designs the first steam locomotive

What came after this topic?

- **1870–1914** The 'Second' Industrial Revolution transforms the world again, with the emergence of oil, electricity and steel technologies.
- **1969 to present day** The 'Third' Industrial Revolution, new communication technologies (i.e. the digital revolution and the internet) and energy sources (i.e. renewable electricity) create millions of new jobs.
- **2000s (right now)** The 'Fourth' Industrial Revolution is the age we now live in. Our lives are being changed by extraordinary new technologies, such as artificial intelligence, virtual reality and rapidly advancing robotics.



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Responding to the timeline

1 **Sequence** the following dates and events in chronological order.

1876
Alexander Graham Bell patents the telephone

1889
The Eiffel Tower is finished

1764
James Hargreaves invents the Spinning Jenny

1712
Thomas Newcomen designs the first steam-driven beam engine

1804
Richard Trevithick designs the first steam locomotive

2 **Explain** why someone born in the year 1750 might have trouble relating to someone born in the year 1850. Refer to the timeline in your answer.

3 The Eiffel Tower was finished in the year 1889. **Identify** two events from the timeline that would have made it possible to build a structure like this.

4 **Examine** the timeline and find examples of a significant event that occurred for each of the following categories. Copy and complete the table. For each event, **suggest** how it might have influenced the world you live in today.

Categories	Example of a significant event	Influence on the world today
Population		
Technology		
Medicine		
Communication		
Transport		

5 What questions do you have about the Industrial Revolution after examining the events on the timeline?

sequence
place in a continuous or connected series; arrange in a particular order

1810
The invention of canned food, after years of research, massively helping the provisioning of armies in the field

1811–13
In the Luddite riots, workers smash many new factory machines, fearing that they would put people out of work

1833
The British Government passes the Factory Act, making it compulsory for children working in factories to get two hours of education a day

1844
Samuel Morse opens the world's first telegraph line

◄ A woman using the telegraph to send Morse code

◄ 1833 A tunnel for the world's first intercity railway, the Liverpool to Manchester railway line. Constructed under the guidance of chief engineer George Stephenson (1781–1848), the building of the railway was a major civil engineering project.

1850
In the years since 1700, farming output in Britain has almost doubled

1851
The Great Exhibition is held in London. It is the 'shopfront' displaying the wonderful new products of the Industrial Revolution, and some six million people visit it.

1876
Alexander Graham Bell patents the telephone

1880
Better transport improves travel times. In 1700, it took four days to get from London to Manchester; now it takes four hours.

1889
The Eiffel Tower is finished and stands at the entrance of the World Fair, Paris. Made of a latticework of wrought iron, it is a symbol of industrialisation and human achievement.

1900
Approximately 85 per cent of the population live in towns

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3

3.1 Contextual study: What was life like in Britain before the Industrial Revolution?

FOCUS QUESTIONS

- What was rural life like in pre-industrial Britain?
- What was a cottage industry?

▲ **Source 3.5** In the seventeenth century, European scientists like Isaac Newton made key discoveries in their fields.

Many changes had already begun to take place in pre-industrial Britain. The way people lived in medieval Britain was very different from life in an industrial town. For a long time, the majority of the population lived in rural areas and very small villages. Most people were peasants who lived in small cottages and spent their days farming. Other people worked as merchants or produced goods like clothing, but on a very small scale. People were tied to their local lord, who probably lived in the manor house nearby. This is a very simple explanation of a system known as feudalism.

Centuries prior to the Industrial Revolution, the feudal system had been declining in Britain and the way society was organised was changing. Population had changed after the Black Death, peasants gained more freedom, trade was increasing, technology was improving and, slowly and surely, free trade (the freedom of buying and selling of goods with the purpose of making money) was becoming common. People were gradually developing a more capitalist view of the world, which had come to the fore by the time of the Industrial Revolution.

▲ **Source 3.6** *An Old English Village Scene*, circa eighteenth century, painted by Thomas Rowlandson. Note the small church in the background and the sparsely populated street.

What was rural life like in pre-industrial Britain?

Daily life for people changed very little in Britain during the years 1300–1750. Most people lived in rural villages and made their living through farming. People were tied to a feudal lord and manor, and lived very simple, isolated lives. Travel was difficult and time-consuming, so most people did not travel far, if at all.

What was a cottage industry?

Before the Industrial Revolution, most goods – from cloth to metal tools to furniture – were produced in small workshops by several workers. Some goods, such as cotton, were even made in people's homes. These types of small-scale industries were called 'cottage industries'.

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▲ **Source 3.7** A view of a traditional farming family before the changes of the Industrial Revolution. Working the land meant manual physical labour with the assistance of animals such as oxen.

▲ **Source 3.8** Hand-coloured engraving depicting Irish linen making, William Hincks, 1791, Victoria and Albert Museum, London. This engraving depicts linen manufacture in 1783. The workplace is in a dwelling where four women are using traditional methods of spinning, reeling and boiling yarn.

ACTIVITY 3.3

1 What was cottage industry?
2 **Explain** what you can learn about life for a family living in Britain before the Industrial Revolution from Sources 3.6 and 3.7.
3 **Explain** what you can learn about cottage industry from Source 3.8.

ACTIVITY 3.4
MAKING THINKING VISIBLE

Colour, symbol, image

Copy and complete the following table by considering a colour, symbol and image that best represents what you have learned about life in pre-industrial Britain. Make sure you make the boxes big enough to include the examples. Then, **justify** the reason for your choices. This will help you to **synthesise** information and present it in a new way!

COLOUR **What colour best represents life in pre-industrial Britain? (place in the box below)**	**SYMBOL** **What symbol best represents life in pre-industrial Britain? (place in the box below)**	**IMAGE** **What image best represents life in pre-industrial Britain? (place in the box below)**
Justify **Why did you choose this colour?**	**Justify** **Why did you choose this symbol?**	**Justify** **Why did you choose this image?**

REFLECTING ON YOUR LEARNING 3.1

Overall inquiry question: 'Did the Industrial Revolution make life better for people in Britain at the time?'

1 Does the information on the timeline and in this section suggest that life got better or worse for people living at the time?
2 Find three examples from the timeline and this section to help support your answer.

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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3

3.2 Depth study: Why did the Industrial Revolution begin in Britain?

FOCUS QUESTIONS

- How did a growing population contribute to industrialisation?
- How did the Enlightenment contribute to the Industrial Revolution?

▲ **Source 3.9** A painting of the interior of the House of Commons (St Stephen's Chapel, destroyed by fire in 1834). William Pitt (Prime Minister of the United Kingdom) is addressing the government and the opposition.

Why did the Industrial Revolution take off in Britain first? And what factors led to this huge change to the way people lived and worked? In order to answer the inquiry question – 'Did the Industrial Revolution make life better for people in Britain at the time?' – you will need to explore what life was like before this time.

Was Britain politically stable?

Britain's political system made the country quite stable. Britain's monarch ruled together with a parliament. The parliament did contain political parties, but the opposition party was generally loyal to the existing order. This meant that local issues were dealt with by government quickly and industrialists felt confident in pursuing new ideas. This helped create the conditions for the Industrial Revolution to take place.

How did a growing population contribute to industrialisation?

Britain's population was increasing at a very fast rate. In 1750, the population was 7.8 million; this had increased to 20.7 million by 1850. The birth rate increased, while the death rate decreased. This was partly because health care was improving and partly because the food supply was increasing as a result of the Agricultural Revolution. Also, the average age people were getting married went down and the number of marriages went up – both factors contributed to a rise in population as more young couples were having children.

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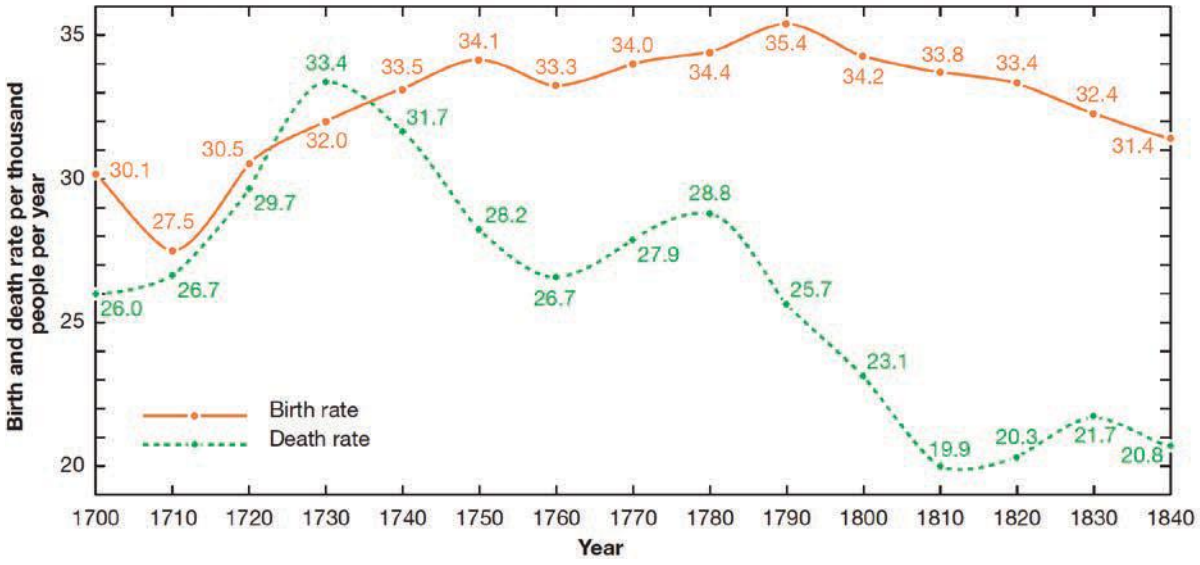

▲ **Source 3.10** This graph shows birth and death rates in Britain between 1700 and 1840. The birth rate (number of children born per 1000 people per year) steadily increased until 1790. At the same time, the death rate steadily decreased from a high of 33.4 deaths per 1000 people per year in 1730 to a low of 19.9 in 1810. The total population grew greatly during that time.

In general, peoples' wages were rising, and they could afford more fresh meat and vegetables. Overall, there was an increase in the standard of living – the quality of houses, clothing and food – even for some working-class people. This in turn increased the demand for consumer goods and services, and financed more economic growth.

Could Britain's financial system be trusted?

Britain enjoyed a very stable, reliable financial system. The Bank of England was trusted all over the world, and Britain's credit system was solid. Anybody wishing to invest in Britain saw it as a very safe option.

▲ **Source 3.11** This sign sits out the front of the Bank of England building.

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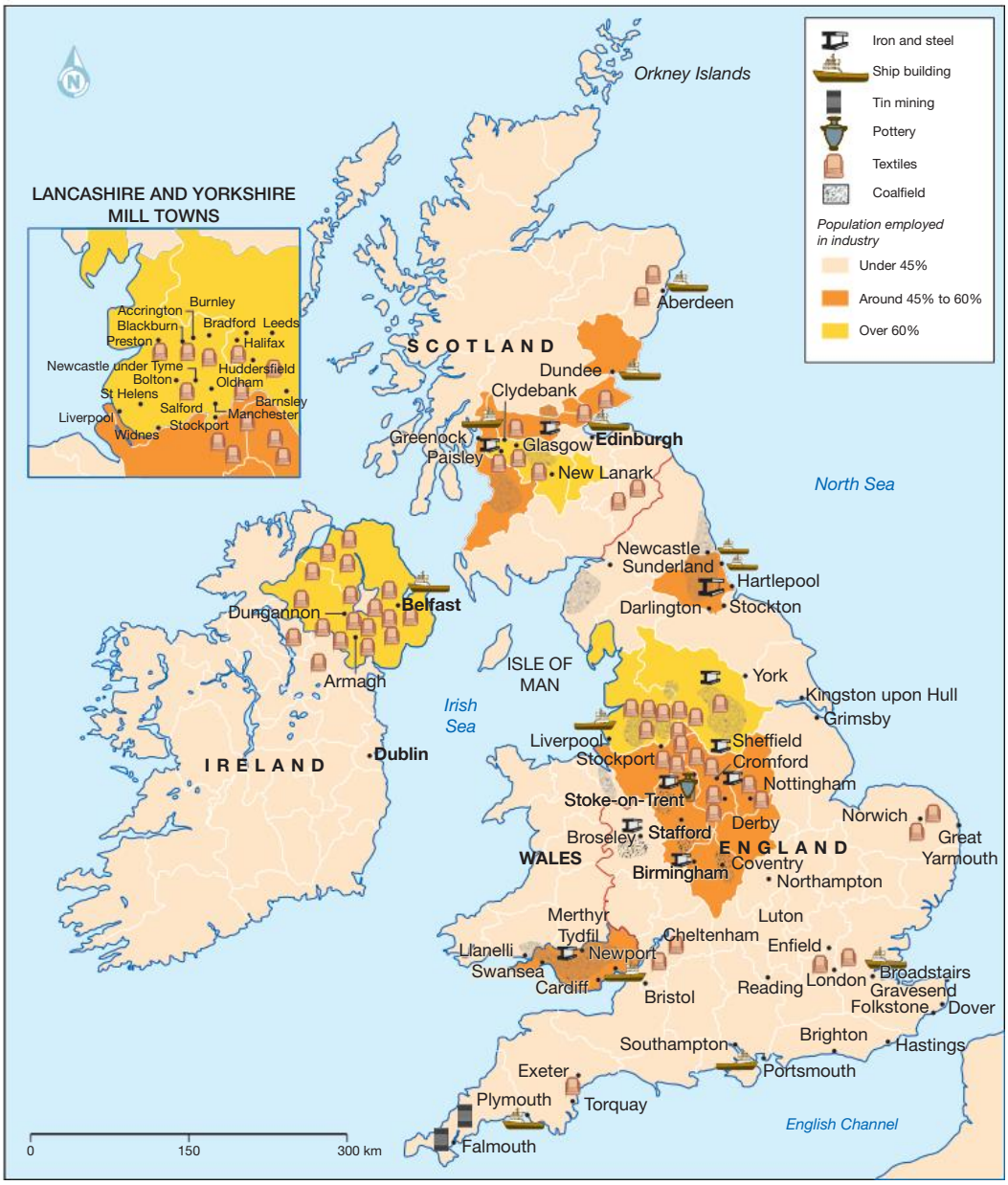
Did Britain have much raw materials?

Britain had good supplies of important raw materials, such as coal and iron ore. You can see the location of these supplies in Source 3.12.



▲ **Source 3.12** This map of Britain's industrial economy circa 1800 shows that factories were built in areas where there were good supplies of coal and iron, and good ports. These allowed raw materials to be brought in by ships and completed goods to be sent to foreign markets.

How did the Enlightenment contribute to the Industrial Revolution?

Another reason for rapid progress in Britain was the intellectual movement known as the Enlightenment. This Europe-wide movement was especially strong in both England and Scotland, where people flocked to discussion groups (such as the Lunar Societies) to learn about the latest scientific theories and the most recent developments in industrial technology. Industrialists were passionate to learn about inventions that could be applied to manufacturing in order to increase production and to improve the quality of goods.

The Enlightenment placed a strong emphasis on empirical knowledge: that is, information based on direct observation and on scientific experimentation.

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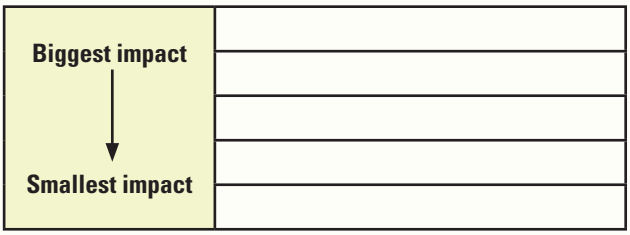
▲**Source 3.13** *A Philosopher Lecturing on the Orrery*, a 1766 painting by Joseph Wright of Derby. This painting was inspired by the Lunar Society in Birmingham, England – a society where leading industrialists, scientists and philosophers met and discussed new ideas. Here a philosopher can be seen demonstrating the movements of planets around the sun.

ACTIVITY 3.5

1 **Explain** why having a reliable financial system would have been important for Britain in the 1700s.
2 **Examine** the map showing Britain's industrial economy (Source 3.12).
   a **Identify** three places where textiles were manufactured.
   b **Suggest** why the north of Ireland had over 60 per cent of the population employed in industry.
3 **Examine** the graph showing the birth and death rates in Britain (Source 3.10). What happened to the birth and death rates in Britain between 1730 and 1810? **Suggest** why this may have contributed to the Industrial Revolution.
4 **Sequence** each of the following factors in the order that you think best shows the impact it had on the onset of the Industrial Revolution. You can **create** this visually like the reference diagram here. **Justify** your answer.

- Political stability
- Growing population
- Reliable financial system
- Plentiful raw materials
- Enlightenment



hypothesis tentative answer to a question based on available evidence. It is usually one sentence long

5 Why might the Industrial Revolution have begun in Britain? (Answer this question in a well-structured paragraph. State a **hypothesis**. Refer to two sources in your answer.)

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THINKING DEEPER

Did people have different opinions about which factor had the biggest impact on the outcome of the Industrial Revolution? If so, what were some of the reasons for these other opinions?

ACTIVITY 3.6
MAKING THINKING VISIBLE

Generate, sort, connect, elaborate

Review and **reflect on** what you have learned about the conditions that influenced the industrialisation of Britain in Section 3.5. **Create** a concept map to help you make connections between your ideas.

- **Generate** a list of ideas on the topic you have explored.
- Sort your ideas onto a blank page, placing central ideas in the centre of the page and more loosely related ideas towards the outside of your page.
- Connect your ideas together with lines to show which concepts have something in common, or connect in some way. Write a short explanation along the line to **explain** how the ideas are connected.
- Elaborate on your concept map by adding new ideas and concepts that come to mind.

REFLECTING ON YOUR LEARNING 3.2

Overall inquiry question: 'Did the Industrial Revolution make life better for people in Britain at the time?'

- How might this section help you answer the overall inquiry question?

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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3

3.3 Depth study: How did changes in farming practices contribute to and change life for people during the Industrial Revolution?

FOCUS QUESTION How did the Agricultural Revolution lead to the Industrial Revolution?

How did the Agricultural Revolution lead to the Industrial Revolution?

We usually think of the Industrial Revolution as being driven by improvements in industry and located in big cities. At the time, there was a second, less obvious revolution happening out in the countryside that would also help the Industrial Revolution. Put simply, better farming techniques resulted in a large increase in the amount of food available in Britain. This helped fuel population growth, which also contributed to industrial developments.

TECHNOLOGICAL INNOVATIONS

During the 1700s, new innovations in agricultural practices meant the land became much more productive. In general, the land was better used and the production of food greatly increased. Influential farmers of the time published books, sharing the science behind their new successes. British farmers eagerly read the works of Thomas Coke and Charles 'Turnip' Townshend, explaining how to enrich soil and produce better crops.

Farmers also bought new inventions, such as Jethro Tull's machine for planting seeds. Tull realised that the traditional way of sowing seeds by hand was slow and wasteful: the seeds fell thick in some places, thin in others, resulting in low growth rates. His machine was simple and brilliant. The cart was drawn by a horse and held a container full of seeds, which dropped down a chute to feed through a funnel down to the ground. They fell evenly into a furrow created by a plough at the front of the vehicle. Farmers could plant three rows of seeds at a time, and these grew in perfectly straight lines, evenly spaced; as a result, food yields increased dramatically. Ideas were being turned into reality, and the countryside was booming.

▲ **Source 3.14** From Diderot's *Encyclopédie* (Paris, 1751–80). In this print from 1780, Jethro Tull's seed drill can be seen as farmers sow seeds in the fields.

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ENCLOSURE ACTS

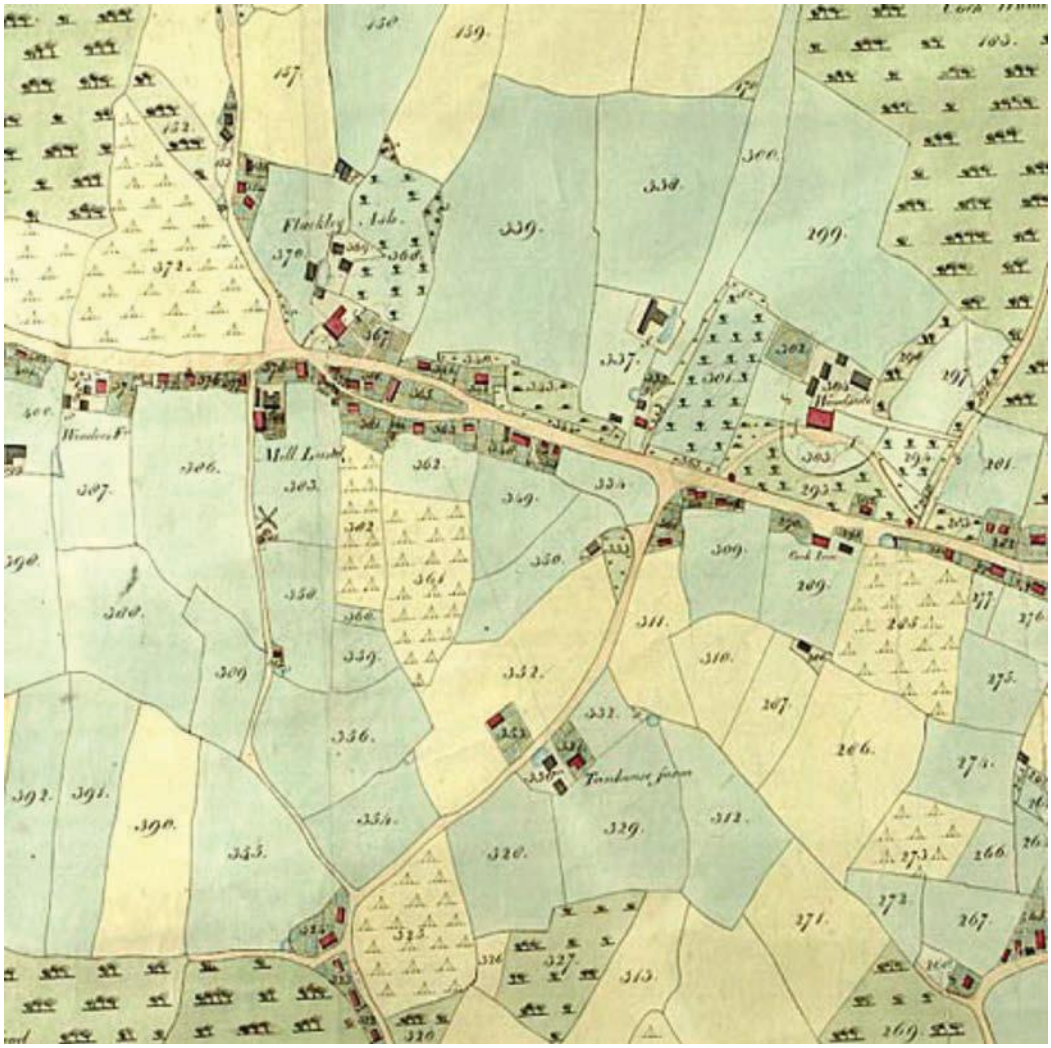
You might remember from Year 8 History that during the Middle Ages, from about the tenth to the fifteenth centuries, England operated under a social system known as feudalism. This kept workers tied to particular sections of land in return for safety and protection by the owners of the land, the nobility.

At the time, England was made up of farms varying from many small strips of land worked by poorer farmers to some larger properties owned by richer farmers. For years, though, wealthy farmers had been buying up the small strips from the poorer farmers.

During the eighteenth century, this process sped up, as rich men created much bigger farms. They bought out the small farmers and also bought up land that was 'common' (belonging to the whole community). This was called the Enclosure Movement and was completed between about 1750 and 1850. In this time, some seven million acres (nearly three million hectares), or one-sixth of England, were enclosed.

This was all legal: under Prime Minister William Pitt, and his agriculture adviser Arthur Young, 4000 Acts of Parliament allowed the virtual 'theft' of land from poor people who had a traditional right to use it. By the mid-nineteenth century, England was a country of wealthy owners of large farms which were, admittedly, more efficient and produced much more food.

Prior to enclosure, available farmland was often divided into small, narrow strips. Each strip was worked upon by an individual farmer. After enclosure, these strips of land were combined into large estates. This often left no choice for the poor farmers who previously worked their small strip of land but to move to the city to work in factories.



▲ **Source 3.15** A section of the tithe map for Barnham in Sussex, dated 1846. The numbers refer to information about landowners as a result of the Enclosure Acts. From the National Archives.

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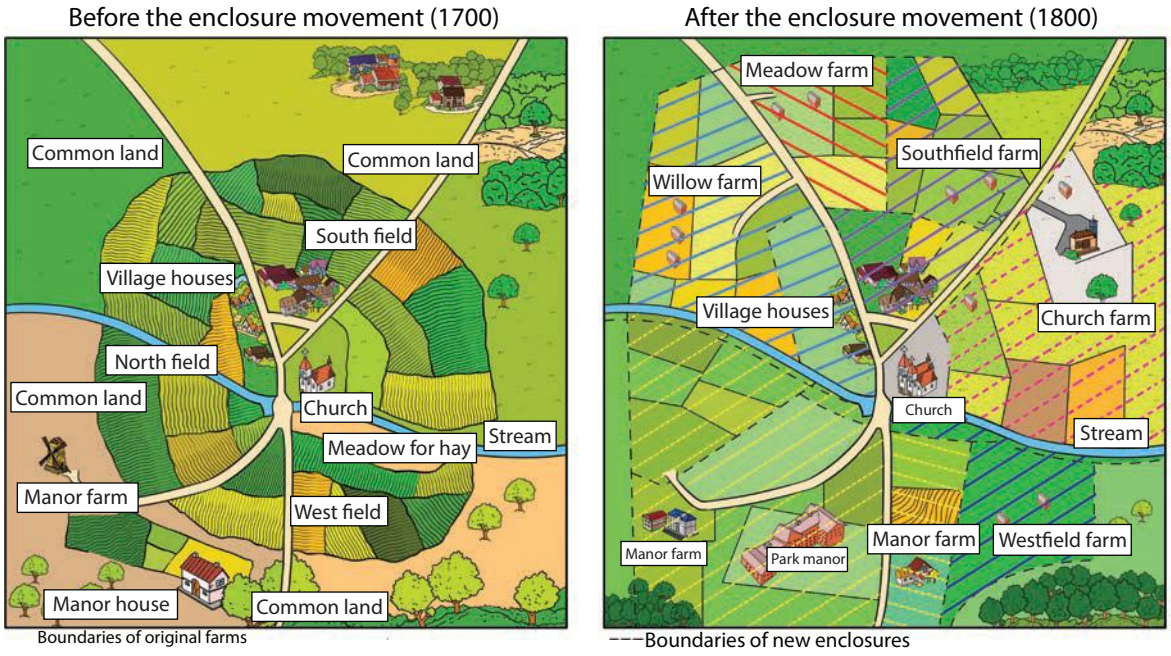

▲ **Source 3.16** The map on the left shows how farming land was organised in a typical village in Britain in 1700. The area surrounding the village and divided into small plots was farmed by peasants. Beyond that was common land where animals often grazed. The second map shows the same area of land, but by 1800 it has been enclosed and divided into fewer, larger blocks of farmland that are owned only by wealthy farmers.

▲ **Source 3.17** Meadow fields in Swaledale in the North Yorkshire Dales, with walls and hay barns built during the period of the Enclosure Acts

In passing through a village near Swaffham in the country of Norfolk a few years ago … I beheld the houses tumbling into ruins, and the common fields all enclosed … I was informed that a gentleman of Lynn had bought that village and the next adjoining to it … before the enclosure [there] were … about twenty farms; and upon my further enquiring what was becoming of the farmers who were turned out, the answer was that some of them were dead and the rest were become labourers.

▲ **Source 3.18** Excerpt from F. Moore, *Considerations of the Exorbitant Price of Provisions*, 1773

The labourers seem miserably poor. Their dwellings are little better than pig-beds, and their looks indicate that their food is not nearly equal to that of a pig. Their wretched hovels are stuck upon little bits of ground on the road side, where the space has been wider than the road demanded. In many places they have not two rods to a hovel. It seems as if they had been swept off the fields by a hurricane, and had dropped and found shelter under the banks on the roadside!

Yesterday morning was a sharp frost; and this had set the poor creatures to digging up their little plots of potatoes. In my whole life I never saw human wretchedness equal to this … And this is 'prosperity,' is it? These, Oh, Pitt! are the fruits of thy hellish system! However, this Wiltshire is a horrible county.

▲ **Source 3.19** Excerpt from the writings of William Cobbett (1763–1835), a politician and writer who was very concerned about the condition of poor people in the country

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> … for a dubious economic benefit, an amazing number of people have been reduced from a comfortable state of partial independence to the precarious condition of mere hirelings …

▲ **Source 3.20** From D. Davies, *The Case of the Labourers in Husbandry*, published in 1795

ACTIVITY 3.7
RESPONDING TO THE SOURCES

What do the primary sources (Sources 3.18–3.20) reveal about the Enclosure Acts?

1 **Identify**: How have the common people (sometimes referred to as farmers or labourers) been described?
2 **Analyse**: What do the sources reveal about the impact the Enclosure Acts had on commoners?
3 **Evaluate**: Do you think these sources are useful in helping to answer your overall inquiry question: 'Did the Industrial Revolution make life better for people in Britain at the time?' **Explain** your answer.

Did the Agricultural Revolution spark the Industrial Revolution?

The Agricultural Revolution increased food production, meaning most people were better fed and the population was able to continue to grow. Likewise, a need for better farming technology meant that new inventions from industrial thinkers contributed to better agricultural practices. No one factor can be attributed to the changes that took place during the Agricultural and Industrial Revolutions, but both events were very interconnected.

ACTIVITY 3.8

1 **Identify** two ways that changes in farming practices contributed to the Industrial Revolution.
2 **Explain** why the Enclosure Acts were significant.
3 Who was Jethro Tull? Why was his invention significant?
4 Copy and complete the following table by considering the positives and negatives of the Enclosure Acts on society.

Impact of enclosing common land	
Positives	**Negatives**

5 **Examine** Sources 3.16, 3.18, 3.19 and 3.20. What impact do you think enclosing the land would have had on the rich and the poor? Write a paragraph and use the sources in your answer.

REFLECTING ON YOUR LEARNING 3.3

Overall inquiry question: 'Did the Industrial Revolution make life better for people in Britain at the time?'

Making thinking visible: think, pair, share

Did the Agricultural Revolution make life better for people in Britain at the time?

1 *Think* about this question. What is your answer to it?
2 With a partner, *share* your ideas and discuss.

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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3

3.4 Depth study: How did technological innovations change life for people in industrial Britain?

FOCUS QUESTIONS

- How did the invention of the steam engine change the world?
- How did coal mining affect people's lives in the Industrial Revolution?
- How did the textile industries change during the Industrial Revolution?

Human beings have always tried to improve their technologies by invention, but in some periods of history this process of invention leaps ahead. Between about 1750 and 1850, a number of interlinked inventions took industrial production to new heights. These inventions were especially strong in the metal and textile industries.

There were four main types of change:

1 The first great change was to power. Human and animal labour, waterwheels and windmills started to be replaced by steam power.

2 The second great change was to machinery and industry. There was an explosion of new inventions and new techniques that transformed the way important things such as cloth, iron and steel were made.

3 The third great change was to the increase in the scale of production. There were some large factories before 1750. As early as the 1600s, Ambrose Crowley built a large ironmaking factory at Winlaton. In the 1700s, however, many more industries changed from small workshops to large factories employing hundreds of people.

4 The fourth great change was to transport. First came the invention of canals. These allowed the transportation of heavy raw materials to factories across Britain. The next great change would be created by the construction of good-quality modern roads in the 1820s. A later revolution in transport would occur with the construction of a system of railways during the 1830s.

▲ **Source 3.21** Eighteenth-century diagram of Newcomen's steam pump

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How did the invention of the steam engine change the world?

▲ **Source 3.22** A UK Science Museum presents a display of James Watt's workshop

A revolutionary change to the way humans generated power came with the invention of the steam engine. Traditionally, people had used water and wind to power machinery, but steam power was more reliable and could be used almost anywhere. (Water, in contrast, could sometimes dry up in times of drought.) While he did not actually invent the steam engine, James Watt is credited with having made it much more efficient, with the effect that it burned less coal and produced a lot more energy. Steam engines transformed the manufacturing, transport and agricultural industries and greatly impacted people's everyday lives.

ACTIVITY 3.9

Watch Source 3.22.

1 **Explain** why Watt is described as a 'science entrepreneur'.
2 **Identify** the extent to which Watt's work increased the efficiency of steam engines.
3 **Describe** the change Watt's early design made to the steam engine.

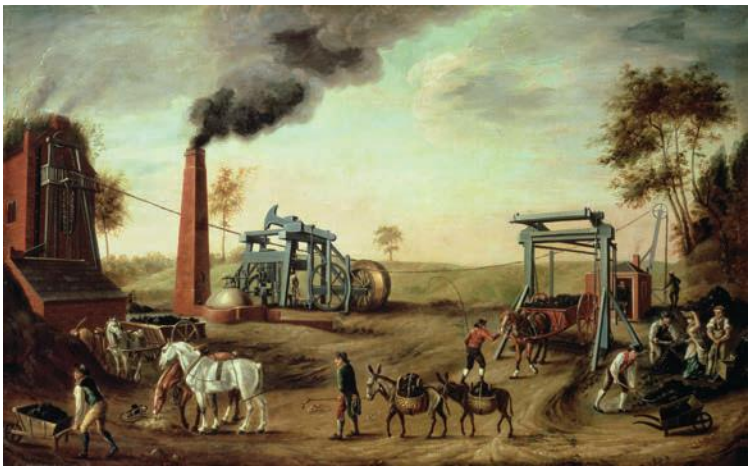
CAUSE AND EFFECT

The steam engine did much more than increase human activity and production: it caused a massive shift of population from one place to another.

Before the steam engine, a flour mill (like the one in Source 3.23) had to be powered by strongly flowing water. This meant that mills were often placed in remote valleys where there was a strong stream, far away from cities that were on flat ground.

Once the steam engine was invented, a mill could be placed anywhere, even on flat ground and close to other mills or to cities. This caused large shifts in population. Many workers now lived in cities, which meant they could meet and talk more often. This in turn allowed workers to discuss their problems and grievances and, finally, to form trade unions to campaign for better conditions. Thus, the labour movement was born.

▲ **Source 3.23** Engraving by John June in the eighteenth century, showing a man carrying a sack of corn over a bridge, by a water mill



▲ **Source 3.24** Detail from an English painting from 1820 (Liverpool, National Museums Liverpool)

ACTIVITY 3.10

1 **Examine** Sources 3.23 and 3.24 and **explain** the impact that steam had on the way goods were produced.
2 **Suggest** one way people would have been impacted by this change. Refer to the sources in your answer.

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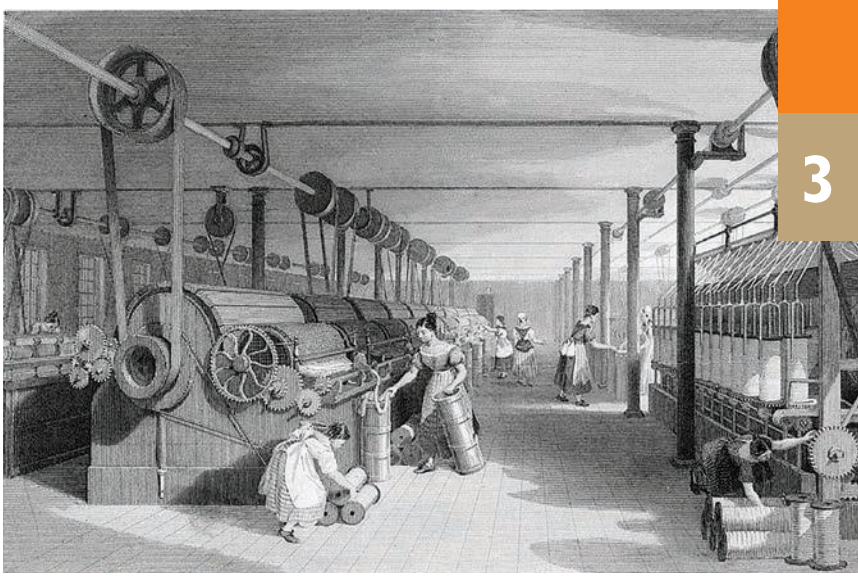
Changes to production

After about 1750, England's great industrialists realised that they could massively increase production, sales and profits if they planned on a bigger scale.

First, they built much larger multi-storey buildings of brick, providing enormous spaces for hundreds of workers. Later, they discovered how to build even more massive structures with the new, strong iron beams. These buildings came to be known as factories or sometimes as **mills**.

Second, they adapted the power of the steam engine to drive great machines to produce far more than a few workers ever could.

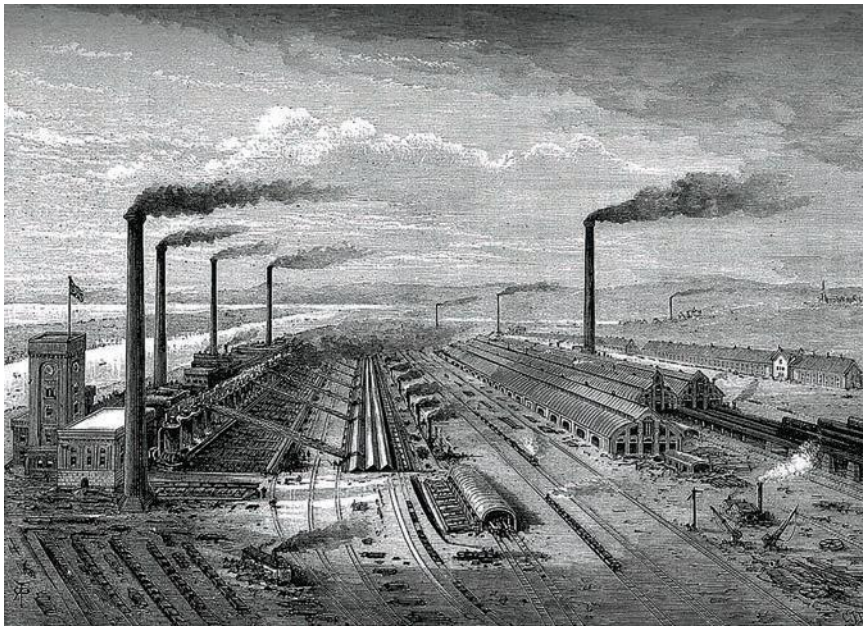
Third, they made sure that there was transport – canals first and then railways – to bring in many tonnes of raw materials, such as coal, and to carry out the many tonnes of goods they had made.



▲ **Source 3.25** J. Carter, *Carding, Drawing, and Roving*, created in the nineteenth century. Scene in an English textile factory with looms powered by steam.

The importance of strategic location

These new industrialists quickly learned that a careful choice of a site for a new mill gave them another great advantage that would help their business: access to raw materials. Textile mills, for example, were placed close to a port like Liverpool, so they could quickly buy the bales of raw cotton coming by ship from farms in America. Iron-making factories were best located in areas where both iron ore and coal were mined. All factories using steam engines also had to make sure that they were near to a coalmine, because their machines required plenty of coal for fuel.



▲ **Source 3.26** A print from *Great Industries of Great Britain*, Volume I, c. 1880. The iron and steel works at Barrow, c. 1880. Note the large-scale factories. This was a drastic change from the cottage industries that had been used for centuries in Britain.

ACTIVITY 3.11

Research activity

1 **Research** Newcomen's steam pump (Source 3.21) and find out how it worked.
2 Find a partner and **explain**:
   a How it worked
   b Why it was a significant invention.

mill a mill was generally like a factory, but where grinding was an essential part of the machine process, such as a flour mill

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What was the impact of factories?

With large-scale production came air pollution. Steam engines needed coal to fuel them, and the emissions caused from this can be seen in paintings of factories and written accounts from the time. Life in cities was already crowded and difficult, but the smog made things worse, and as early as 1850 there are accounts of death rates increasing due to air pollution.

Reactions to this change in environment can be seen in literature of the time, such as stories by Charles Dickens, or in the works of the Romantic poets.

Jerusalem

And did those feet in ancient time
Walk upon England's mountains green:
And was the holy Lamb of God,
On England's pleasant pastures seen!

And did the Countenance Divine,
Shine forth upon our clouded hills?
And was Jerusalem builded here,
Among these dark Satanic Mills?

Bring me my Bow of burning gold:
Bring me my arrows of desire:
Bring me my Spear: O clouds unfold!
Bring me my Chariot of fire!

I will not cease from Mental Fight,
Nor shall my sword sleep in my hand:
Till we have built Jerusalem,
In England's green & pleasant Land.

▲ **Source 3.27** 'Jerusalem' from the larger poem *Milton* by William Blake, 1810

The Romantic poets wrote about natural scenes and were advocates for a strong imagination. In the early 1800s, William Blake (a prominent poet of the Romantic period) became increasingly hostile to industrialisation. The focus on natural scenes in his poetry can be seen as a stark contrast, and in some ways a critique, to the densely urban cities and skylines marred by factory towers and smoke. Blake lived during the height of the Industrial Revolution. It is interesting to note his reaction to the changes in the world in which he lived. In the poem 'Jerusalem' (Source 3.27), Blake contrasts the natural English countryside with the 'dark Satanic Mills', referring to the factories and textile mills that were increasingly marking the landscape. By examining poems like this one, historians can consider some of the different *perspectives* people had about the world around them.

ACTIVITY 3.12
RESPONDING TO THE SOURCE

1. **Analyse**: What can you learn about the perspective of William Blake on the Industrial Revolution from Source 3.27?
2. Blake describes the mills in Britain as being 'dark' and 'satanic'. Why might he have felt this way? Do you think others would have felt the same way?
3. **Evaluate**: Would you consider a poem to be a **reliable** source on people's attitudes towards the Industrial Revolution? **Explain**.
4. **Evaluate**: How can literature be a useful historical source?
5. Argue: Use the sources in this section to answer the following question: 'Did all people support industrialisation?'

reliability the quality of being trustworthy

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How did coal mining affect people's lives in the Industrial Revolution?

NEW TECHNOLOGIES INCREASE THE DEMAND FOR COAL

Between 1700 and 1800, two things caused a massive increase in demand for coal. One was the steady growth of Britain's population, which needed coal for heating the home. The other was the enormous increase in the use of steam engines in all sorts of factories. This meant that it was now urgent for miners to be able to dig deeper, which then caused problems with poor ventilation and drainage of water. Until these problems were solved, Britain's industrial growth was held back.

With new inventions such as the steam engine and steam-powered pumps, coal was able to be acquired much more easily and effectively. This caused enormous excitement among industrialists: coal could finally be dug more quickly, more safely and more cheaply. Hundreds of steam pumps were sold and installed in coalmines and metal mines across England. During the eighteenth century, the production of coal rose greatly to meet the needs of a bigger population and the machines that needed coal to power them.

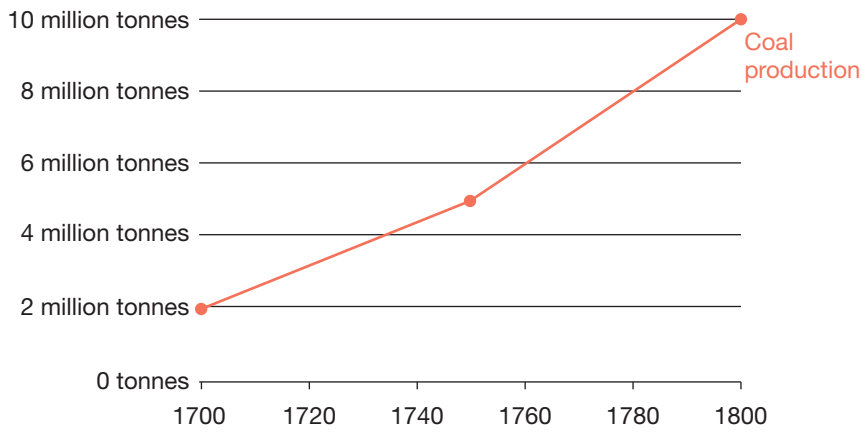
▲ **Source 3.28** George Walker, 'The Collier', from *The Costumes of Yorkshire*, 1814. An English **collier** (miner) from Yorkshire and a very early representation of a steam train that was used to transport coal once it had been mined. This source was printed in a book titled *The Costumes of Yorkshire*, which was about different social customs and the clothing worn by people from different groups in society.

collier a coalminer

With increased coal production came increased employment opportunities for labourers, but also, in some cases, terrible working conditions. Many young children were also employed in mines as they were better sized to fit into tight spaces. There were a number of terrible mining accidents during the Industrial Revolution from collapsed mines or from underground gases (called firedamp) coming into contact with candles or sparks and causing explosions.

Despite these dangerous conditions, the production of coal continued to rise greatly during this century. In time, Acts of Parliament were passed to help make employment in the mines safer.

Examine the following sources to explore this topic further.



▲**Source 3.29** Coal production in the United Kingdom, 1700–1800

Source: UK Department for Energy and Climate (DECC), 2019

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Written accounts of coal mining:

> The average duration of a collier's life is considerably less than of other workmen … because of the frequency of fatal accidents … As age advances, they suffer from chronic bronchial problems.

▲ **Source 3.30** Edward Davies, a doctor at Cyfarthfa, in an interview by a Parliamentary Commission in 1841

> The conditions in the mines and ironworks in the early days are stunning in the brutal disregard they show for the safety of human beings … Compensation for accidents was an unknown thing in those days, and as the deaths of their employees did not affect the finances of the capitalists, from their point of view it was not necessary to spend money in protecting the lives of the workers. There were plenty more to fill the places of the dead and injured.

▲ **Source 3.31** Ness Edwards, *The Industrial Revolution in South Wales*, Labour Publishing, 1924

> The mineral fuel which constitutes so great a source of our national wealth is not extracted from the earth without a fearful sacrifice of life; either cut off suddenly, or slowly, but as surely, destroyed by inhaling the poisonous gases of the mines. Scarcely a week passes without fatal explosions, of which little notice is taken beyond the immediate scenes of the calamities; nor is it till some thirty or forty human beings have been killed at one flash that public attention is aroused; whilst the thousands who are sent to premature graves by the daily operating effects of the insidious atmospheric poison are altogether unminded. The 'safety-lamp,' which in its day was hailed as an important boon conferred by science on the miner, has in practice proved a fatal gift. It has enabled the proprietors of mines to obtain coal in workings that were too 'fiery' to be approached with unprotected flame, and the miner is compelled to breathe an atmosphere which the wire-gauze of his lamp alone prevents from exploding.

▲ **Source 3.32** *The Spectator*, 3 November 1849

ACTIVITY 3.13

1. **Explain** why there was an increase in coal mining during the Industrial Revolution.
2. **Examine** Source 3.29 and **identify** how coal production changed between 1700 and 1800.
3. What can historians learn about coal mining and miners from the source 'The Collier' by George Walker (Source 3.28)?
4. What can you learn about the life of a coalminer from Source 3.30?
5. **Identify** the origin of Source 3.31 and whether you think it is a primary or secondary source. What reason does the author give for why employers did not spend money improving the safety standards for their workers?
6. According to *The Spectator* in 1849 (Source 3.32), did the 'safety lamp' make things better or worse for miners?
7. What were the positives and negatives of coal mining? Review your notes and copy and complete the following table.

Positives of coal mining	Negatives of coal mining

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How did the textile industries change during the Industrial Revolution?

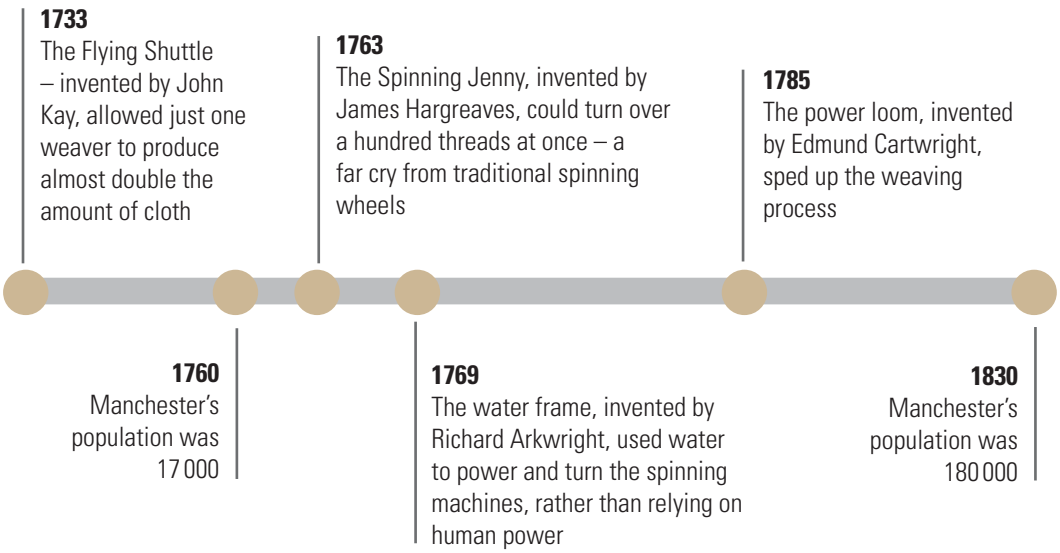
Before the Industrial Revolution, the production of **textiles** was a very slow process.

textile cloth or fabric

Cloth was made in the cottage industry – that is, hundreds of private homes. Merchants first delivered raw material, such as wool or cotton, to individual spinners who worked at home, spinning the material into thread on spinning wheels. The merchants then had to pick up the thread and take it to the workshop of a weaver, who used a loom to weave the actual cloth. This did not produce very much cloth, and it was expensive and often of poor quality.

Previously, wool was the fabric of choice in Britain, but during the Industrial Revolution cotton rose dramatically in popularity. With a growing population and increasing demand for cotton during the eighteenth century, the textile industry experienced rapid growth and something had to be done to speed up the process of making cotton. A series of inventions changed the way fabric was made. Examine the timeline (Source 3.33) to see the way textile production altered during this period.

The growth of the industry brought the development of the factory system, and mills were being built all over Britain. Manchester became a huge centre for the cotton industry, and many mills were built in the surrounding area. By 1850, the Manchester area was responsible for 40 per cent of the world's cotton production.



▲ **Source 3.33** Timeline of major events relating to the development of the textile industry

The textile industry became one of the greatest sources of employment during the Industrial Revolution as all the new factories needed workers. Women and children were widely employed in the mills, as they were seen to have smaller fingers and able to do the finicky work required to run the machines. Unfortunately, there were many cases of workers being made to work under extremely oppressive conditions. Over time, new laws had to be made to support the rights of workers, and slowly, for some people, conditions improved. This will be explored in more detail later in the chapter.

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THINKING DEEPER

Consider Richard Arkwright's machine (Source 3.34). How do you think it may have worked?

Examine the following sources to explore this topic further.

▲ **Source 3.34** Machine used to spin cotton, made by Richard Arkwright. The machine was powered by water.

▲ **Source 3.35** *Workers at a Cotton Mill*, 1833. Engraving of workers at a large cotton mill, England, 1833. The foreman can be seen observing one of the female workers.

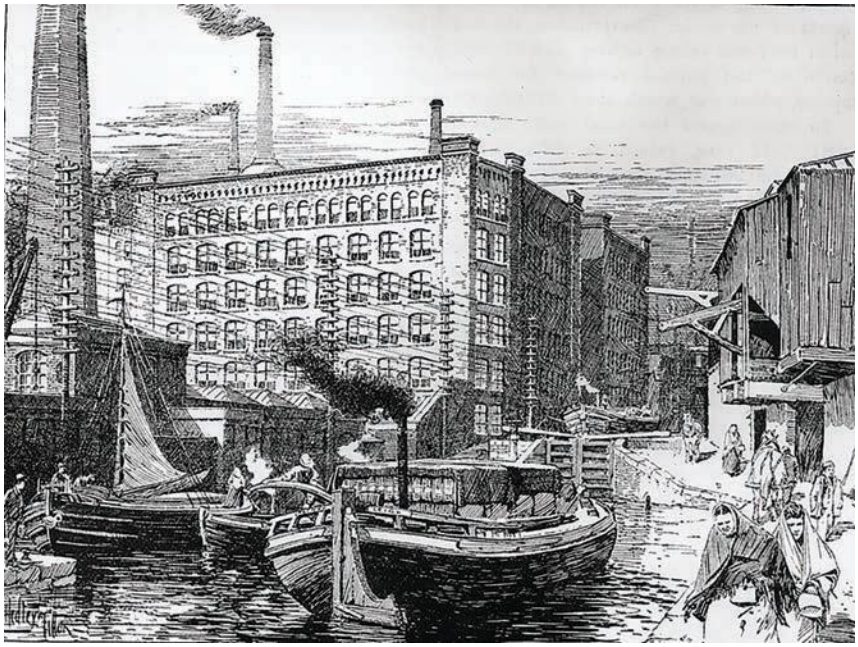
Leeds woollen workers' petition, 1786:

Men of common sense must know, that so many machines in use, take the work from the hands employed in Scribbling, – and who did that business before machines were invented.

How are those men, thus thrown out of employ to provide for their families; – and what are they to put their children apprentice to, that the rising generation may have something to keep them at work, in order that they may not be like vagabonds strolling about in idleness?

… But what are our children to do; are they to be brought up in idleness? Indeed as things are, it is no wonder to hear of so many executions; for our parts, though we may be thought illiterate men, our conceptions are, that bringing children up to industry, and keeping them employed, is the way to keep them from falling into those crimes, which an idle habit naturally leads to.

▲ **Source 3.36** This petition was made by workers from Leeds and appeared in a local newspaper in 1786. Previously, Leeds was an important location for the manufacture of wool. These workers were upset by the impact the new textile machines were having on the previously well-paid skilled workers.



◄ **Source 3.37** Hedley Fitton, *Manchester Mill*, 1870. A cotton mill in Manchester, c. 1870. Note its placement next to a canal, making transport easier. The illustration also highlights the large size of textile factories.

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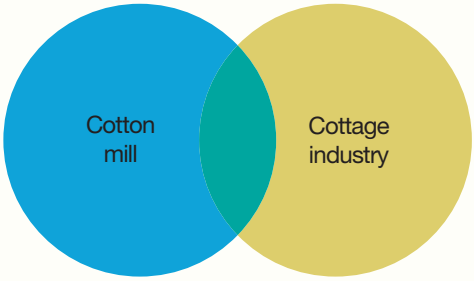
ACTIVITY 3.14

1 **Explain** how the textile industry changed during the Industrial Revolution.
2 Why did Manchester's population rise so much during this period?
3 *Empathy* – If you were a textile worker who made textiles on a small scale in a cottage, how do you think you would have felt if you saw Richard Arkwright's invention (Source 3.34)?
4 **Compare** Source 3.35 to Source 3.8. What differences does this show in comparison to the cottage industry? Complete a Venn diagram to **compare** them both.



5 **Examine** Source 3.36.
   a What was the complaint of this author?
   b What was the purpose of this source? (Why was it written?)
   c What is the author's perspective on the new textile mills being built around Britain?
   d What arguments do you think an industrialist would give to this person to support the mills being made?
6 **Examine** Source 3.37. Why was the placement of a mill next to a canal important?
7 After examining the sources, write down three observations about the textile industry.

KEY CONCEPT

Empathy is an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions. Pop this concept away into your memory bank, as you will need to return to this idea at other points in your studies of Humanities and Social Sciences.

REFLECTING ON YOUR LEARNING 3.4

Overall inquiry question: 'Did the Industrial Revolution make life better for people in Britain at the time?'

Chalk talk

1 Distribute whiteboard markers around the room and work in silence.
2 Review the content and sources from this section. **Consider** what you've learned. How does it help answer the overall inquiry question? What other questions do you have that are unanswered? What are you confused about?
3 When you are ready, write some notes on the board. This could be a summary of the content, a question, or you may answer another person's question.
4 Continue in silence, sharing the markers around the room, until everyone has finished writing on the board.
5 Using your notes from the chalk talk activity, complete this question: 'Do these changes in industry and technology suggest life got better for people in Britain at the time?'
6 **Consider** the question for each of the three categories, then copy and complete the table.

Did changes to factories make life better?	Did changes to the coal industry make life better?	Did changes to the textile industry make life better?

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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3

3.5 Depth study: How did transport and architecture change life for people during the Industrial Revolution?

FOCUS QUESTIONS

- How did the railway and the steamship change transport during the Industrial Revolution?
- How did metal industries change during the Industrial Revolution?

How did transport change?

The invention of new machines allowed massive increases in the scale of production in England. This created two new problems: it was now necessary to transport greater amounts of raw materials (coal, wood, iron ore, cotton) to the factories, and once production was completed, to then transport the manufactured goods. For industry to make profits, both processes had to happen as quickly and as cheaply as possible.

CANALS: PEOPLE BUILT THEIR OWN RIVERS

The new industrialists first used existing rivers, widening them and deepening their channels. This meant, however, that areas with no rivers, or no deep rivers, were useless for industry.

In 1753, a group of business people in Liverpool made an important advance: if there was not a river where needed, you created one. They employed the engineer Henry Berry to build a canal from the coalmines at St Helens to the town of Warrington. The Sankey Brook Navigation was opened for business by 1757 and quickly proved that creating a canal where there wasn't a waterway could provide the transport that factories needed.

▲ **Source 3.38** A traditional English stage wagon, pulled by multiple horses. This was the transport option available to people before advancements were made in transport.

▲ **Source 3.39** The Ainscough Flour Mill, which was built alongside the Leeds and Liverpool Canal, Burscough

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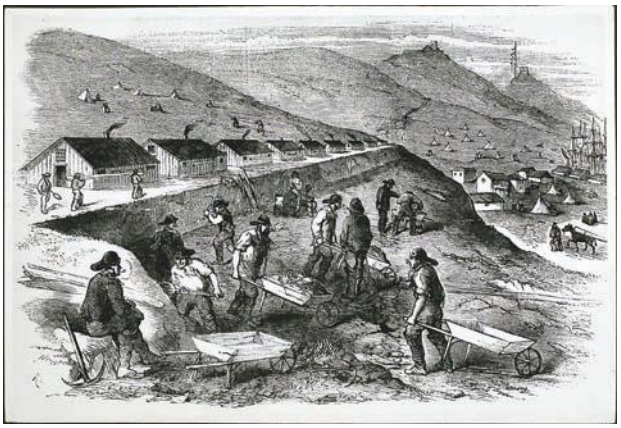
INTRODUCTION OF RAIL

The second great revolution in transport occurred in the eighteenth and nineteenth centuries, when inventors moved away from boats on canals and imagined a steam-driven machine pulling carriages along iron rails instead. While other new machines were located inside factories, the train was seen by everybody across Britain. It completely changed the way most industries worked. It also allowed people to travel at speeds and over distances far greater than ever before.



▲ **Source 3.40** The Railway Works at Balaclava, *Illustrated London News*, 10 March 1855, Balaclava. This primary source shows a railway being built. Note that they were built by hand with wheelbarrows and shovels.

MR TREVITHICK'S EXTRAORDINARY INVENTIONS (1801–05)

One of the most significant inventions occurred when Richard Trevithick wondered whether the newly invented steam engine could be placed on a vehicle to carry heavy loads. Trevithick was successful. His first attempt was a steam-driven vehicle called a 'Puffer' or 'Puffing Devil' (1801), but it was only designed to ride on roads, not tracks.

In 1804, he was challenged by ironmaker Samuel Homfray to design a vehicle that would run on tracks and be strong enough to carry five wagons, a coach, 10 tonnes of iron and 70 passengers about 16 kilometres from his Penydaren Ironworks in Wales to the Glamorganshire Canal.

In 1808, Trevithick set up a circular railway track in Euston Square in London, to demonstrate the possibilities of steam trains. People had to pay a shilling for a ride – as much money as a working man earned in one day – to ride on the train, *Catch Me Who Can*.

▲ **Source 3.41** Thomas Rowlandson, *Richard Trevithick's Railroad, Euston Square 1809*, 1809. Richard Trevithick was a locomotive pioneer and was notable for building the world's first steam train to operate on rails. In this watercolour, his 'steam circus' is shown in Euston Square, London. The ride was very popular but could only travel at speeds of up to 12 miles per hour (about 19 kilometres per hour).

THE TRIUMPH OF *ROCKET* (1829)

In 1829, George Stephenson demonstrated the power of his locomotive *Rocket* at Rainhill. He beat two other engines by completing the journey at a record speed of 42 kilometres per hour. In 1830, the important Liverpool-to-Manchester Railway was opened, joining two of Britain's greatest industrial cities.

▲ **Source 3.42** *View of the Liverpool & Manchester Railway*, 1831. View of the Liverpool and Manchester Railway where it crosses the canal below. This was the world's first intercity railway. Note the open carriages and the people standing by watching.

RAILWAY MANIA

Trevithick's and Stephenson's inventions caused a virtual explosion of plans for new railways. People at the time referred to it as 'railway mania'. All these developments proved that the modern railway train – a steam-driven engine running on strong metal rails – was the key to massive increased industrial production. New railway lines were planned across Britain. Clever businessmen saw the enormous possibilities of rail transport.

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How did people react to the railway?

Like all innovations, the arrival of the railway was met with mixed opinions.

What can be more palpably absurd than the prospect held out of locomotives travelling twice as fast as stagecoaches! We trust that Parliament will, in all railways it may sanction, limit the speed to eight or nine miles an hour.

▲ **Source 3.43** *Quarterly Review* magazine, March 1825

We denounce the railway mania as destructive to our country … huge mounds are to intersect our beautiful valleys; the noise and stench of locomotive steam-engines are to disturb the quiet of the countryside.

▲ **Source 3.44** *John Bull* magazine, 1825

Nothing can be more comfortable than the vehicle in which I was put, a sort of chariot with two places, and there is nothing disagreeable about it but the occasional whiffs of stinking air which it is impossible to exclude altogether. The first sensation is a slight degree of nervousness and a feeling of being run away with, but a sense of security soon supervenes and the velocity is delightful. Town after town, one park and chateau after another are left behind with the rapid variety of a moving panorama, and the continual bustle and animation of the changes and stoppages make the journey very entertaining.

▲ **Source 3.45** Charles Grenville, diary entry, 18 July 1837

I took a train to Rochdale … We were put into a truck worse and more exposed than cattle trucks. There were seats, or forms to sit on, but they were swimming with rain.

▲ **Source 3.46** Thomas Wood describing a train journey in 1845

◄ **Source 3.47** This painting is Abraham Solomon's *Seat for Five Persons, Third Class on a Train*, created in 1850. Note the title of the painting and compare it to how many people are sitting on the seat.

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ACTIVITY 3.15
RESPONDING TO THE SOURCES

Perspectives

Examine and **analyse** Sources 3.43–3.47 to **determine** what some of these perspectives on the advent of the railway were.

1 Copy and complete the following table by considering the perspectives of each source.

	What is the author's perspective on the introduction of the railway?	What can you learn about the introduction of the railway from this source?
Source 3.43 – *Quarterly Review*, 1825		
Source 3.44 – *John Bull* magazine, 1825		
Source 3.45 – Charles Grenville, diary entry, 1837		
Source 3.46 – Thomas Wood, 1845		
Source 3.47 – Abraham Solomon, *Seat for Five Persons*, 1850		

2 What do these sources suggest about people's reactions to the introduction of the railway?
3 What were their most common concerns?
4 **Evaluate**: Do you think these sources are useful in helping to answer your overall inquiry question: 'Did the Industrial Revolution make life better for people in Britain at the time?' **Explain** your answer.

ACTIVITY 3.16

Questions about the railway

1 Why was the development of the railway so important? **Explain**.
2 How did the development of the railway change society?
3 **Create** a protest poster to oppose the building of the railways. Your poster must include:
   a An attention-grabbing title
   b At least five reasons why you oppose the building of the railways
   c A relevant image.

   You may like to use canva.com to design your poster.

The steamship

Europeans had already explored much of the world from the fifteenth century onwards, but they did so in sailing ships, which depended entirely upon the wind for energy. This meant that long voyages were slow, and ships were at the mercy of insufficient winds or too much wind and the danger of shipwreck in storms.

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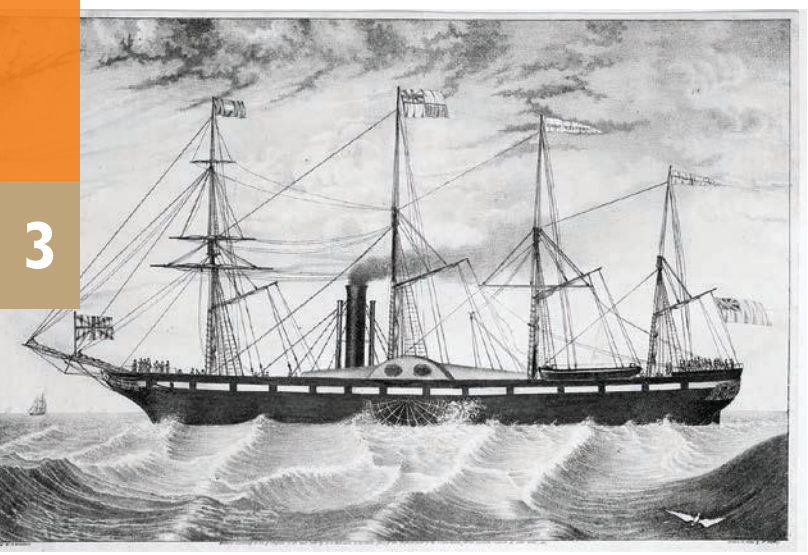

▲ **Source 3.48** Designed by Isambard Kingdom Brunel and launched in Bristol in 1837, the SS *Great Western* was the first purpose-built transatlantic steamship. This lithograph of the ship was created in 1838.

Two aspects of the Industrial Revolution – the harnessing of steam power and the improvement of iron production – allowed another revolution to take place. Engineers now discovered that ships could be made of iron and powered by a steam engine. New ships were designed and built in both Britain and America. At first, they were only powerful enough for river and coastal traffic, but in a short time people were building steamships made of iron that could cross the Atlantic Ocean. The advent of steamships significantly reduced travel time (for most trade routes), and greatly increased global trade. This, in turn, increased the demand for the products being made in factories and the need for the raw materials to make them. All in all, the invention of the steamship and increase in international trade helped to fuel the Industrial Revolution further.

ACTIVITY 3.17

1. Why was the creation of the canal system so crucial to ensuring the success of the early Industrial Revolution?
2. Do you think the great industrialists would have been very keen to see the development of the railway? **Explain** your answer by referring to evidence from the chapter.
3. **Consider** how the following types of people may have reacted to transport innovations:
   - **a** A wealthy politician living in London
   - **b** An industrialist
   - **c** A labourer who had recently moved from the countryside to the city of Manchester.
4. List three ways you think the innovations in transport would have contributed to the Industrial Revolution.

How did metal industries change during the Industrial Revolution?

Another major innovation of the Industrial Revolution was the advancement in metal industries. The iron industry existed well before the Industrial Revolution, but it was much smaller in scale and its techniques were less developed. Iron was weak and brittle due to impurities acquired in the production process, and was not strong enough to make large items. Britain needed iron to meet the demands of its rapidly industrialising economy, but in 1700 it relied mainly on imports.

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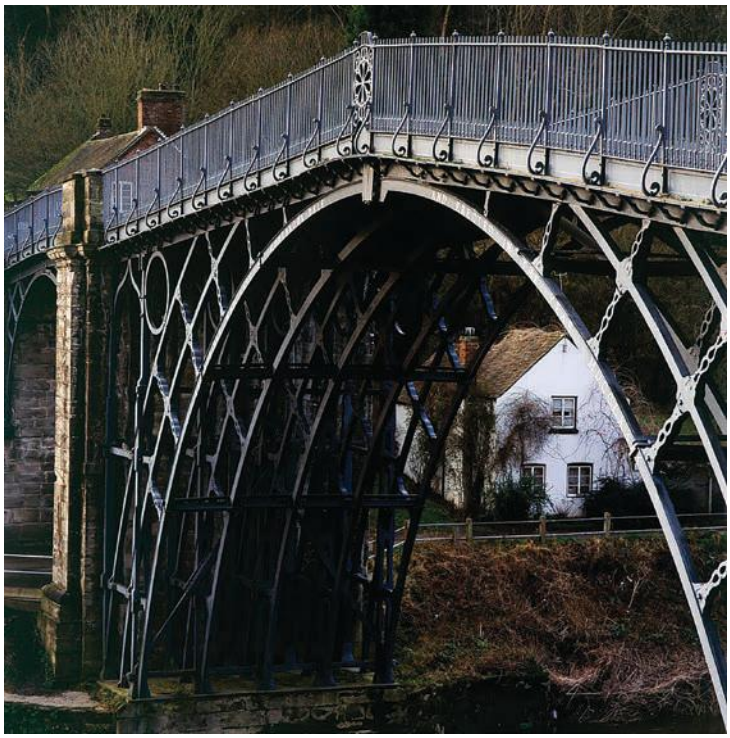
During the eighteenth century, a series of inventions and new techniques greatly improved the quality of iron produced in Britain. One notable advancement came from Abraham Darby in 1709, who invented a way to smelt iron with coke (a fuel made by heating coal without air) that formed a much stronger iron and with far less impurities. As iron became stronger, it was used to span rivers, and to build large structures, such as the first iron ships. The ever-growing railway was also made possible due to strong iron available to build locomotives and tracks. In 1779, the world's first iron bridge was made in Coalbrookdale – a huge achievement for the time. Iron was now able to be produced in much larger quantities and, by 1800, it was a major export product for Britain.



▲ **Source 3.49** The Iron Bridge at Coalbrookdale, today. It was built in 1777–79. To modern eyes, this is merely a metal bridge. To people at the time, it must have been an amazing sight, like a spider's web of iron. People travelled to Coalbrookdale just to stand there and marvel at the sight.

With strong and readily available iron came a number of architectural achievements. Noteworthy buildings and structures of the nineteenth and early twentieth centuries are the Crystal Palace, built for the Great Exhibition of 1851, the Eiffel Tower, and the Statue of Liberty. Closer to home, the Royal Exhibition Building in Melbourne was completed in 1880. These buildings drew the eyes of people from far and wide, as buildings like these had never existed before.

The Crystal Palace Exhibition, Hyde Park, London, 1851

Once strong iron was available, it was possible to build not only factories, but vast pavilions for displays of goods. Probably the most famous was England's Crystal Palace, built for the Great Exhibition of 1851.

The idea of a great exhibition of a nation's products was not new – the French had held one in 1840 – but the enormous scale of England's equivalent was impressive. The idea was suggested by a civil servant, Henry Cole. He saw the Paris exhibition and decided that industrial Britain should also display its achievements to the world. He argued that it would make British businesses world-famous and increase their sales and trade. Given the massive final success of his plan, it seems amazing that many contemporaries tried to stop the project. Fortunately, Queen Victoria's husband, Prince Albert, firmly backed the project all the way to completion.

The Crystal Palace was new because it took an existing technique using iron and glass – usually used on smaller buildings, such as greenhouses – and translated it onto a massive scale never seen before.

Examine the following sources to learn more about this topic.

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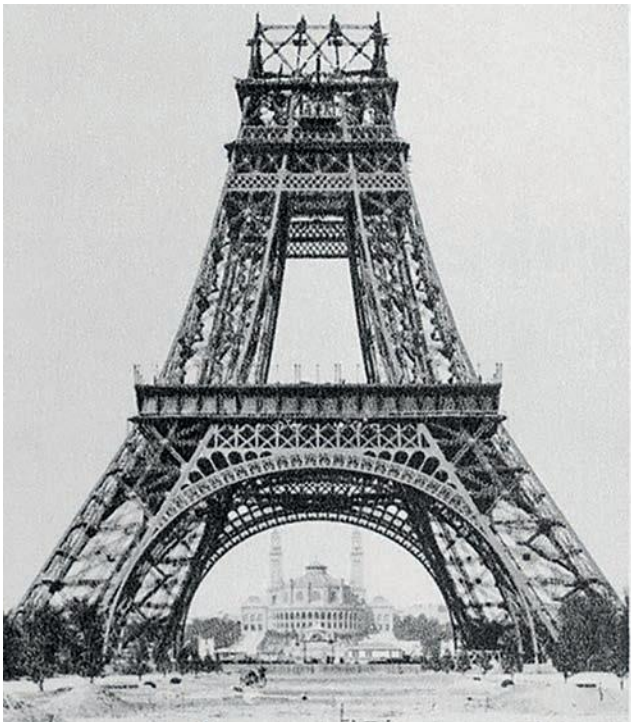
▲ **Source 3.50** An image of the exterior of the Crystal Palace building, London, 1851, taken from a magic-lantern (a type of early projector) picture popular at the time

▲ **Source 3.51** 'The Transept', a coloured lithograph of the central transept of the Crystal Palace, Hyde Park, London, from *Dickinsons' Comprehensive Pictures of the Great Exhibition of 1851*, published in 1854. The interior of the Crystal Palace, filled with exhibitions of the greatest inventions of the day from around the world.

Yesterday I went for the second time to the Crystal Palace. We remained in it about three hours, and I must say I was more struck with it on this occasion than at my first visit. It is a wonderful place – vast, strange, new and impossible to describe. Its grandeur does not consist in one thing, but in the unique assemblage of all things. Whatever human industry has created you find there, from the great compartments filled with railway engines and boilers, with mill machinery in full work, with splendid carriages of all kinds, with harness of every description, to the glass-covered and velvet-spread stands loaded with the most gorgeous work of the goldsmith and silversmith, and the carefully guarded caskets full of real diamonds and pearls worth hundreds of thousands of pounds.

▲ **Source 3.52** From a letter by Charlotte Brontë, author of the novel *Jane Eyre*, who visited the Great Exhibition in 1851

▲ **Source 3.53** This photo, from c. 1884, shows the Statue of Liberty under construction in Paris, France. The statue is enclosed by scaffolding.



▲ **Source 3.54** Photograph of the Eiffel Tower under construction in 1888

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▲ **Source 3.55** Lithograph of the Exhibition Buildings, Carlton, built for the Melbourne International Exhibition, 1880

ACTIVITY 3.18

1 Review and **explain**: How did changes in iron result in improvements to transport? What other benefits did this bring?
2 Argue: **Evaluate** the overall importance of the iron industry to transport and trade during the Industrial Revolution. Write a paragraph and use sources to support your ideas.
3 Think, pair, share: With a partner, discuss the following question and then be prepared to share with the class. Why might the Eiffel Tower be considered a significant building and why can it be seen as a symbol of the Industrial Revolution?
4 Empathy: Imagine you were a visitor at the Great Exhibition in London in 1851. Write a letter home to your family describing what you saw there.

REFLECTING ON YOUR LEARNING 3.5

Overall inquiry question: 'Did the Industrial Revolution make life better for people in Britain at the time?'

Making thinking visible: I used to think … now I think …

1 Review and **reflect on** your notes about the changes to transport and architecture during the Industrial Revolution.
2 Write a response for each of the following sentence starters.
   a I used to think that transport and architecture …
   b Now I think that transport and architecture …
3 Using your notes from Activity 3.18, answer the question: 'Did innovations in transport and iron production make life better?' **Explain**.

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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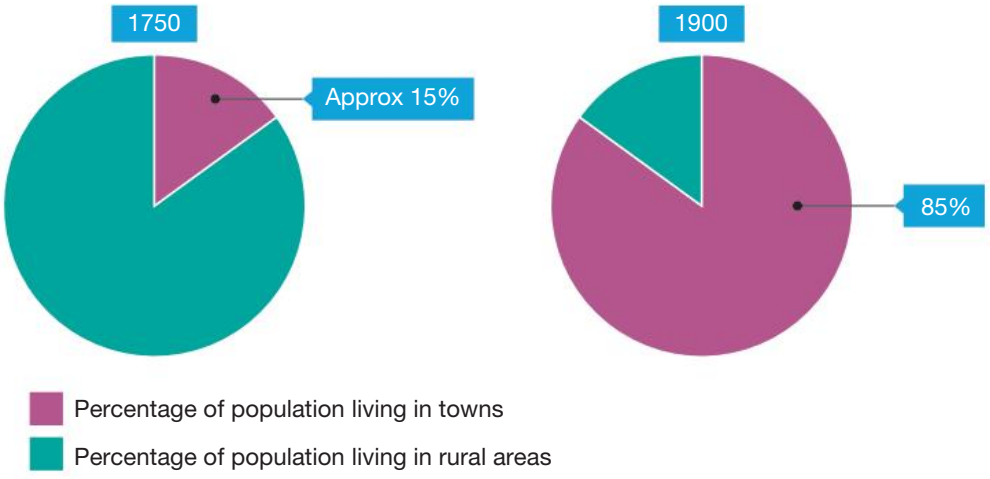
3.6 Depth study: What were the impacts of population movements on cities during the Industrial Revolution?

FOCUS QUESTIONS

- How did the population shift during the Industrial Revolution?
- What impact did the Industrial Revolution have on towns and cities?

Before the Industrial Revolution, the majority of the population were still living in country areas. Most people worked as farmers, and families would often work side by side on a farm. It was also common for families to work in a small shop, or perhaps they would perform domestic jobs, such as weaving. Transport was limited, so people did not travel far – it was easier to stay local, and many communities were largely self-sufficient.

By 1900, 85 per cent of the population were now living in cities. In general, employment was found outside the house and family unit, and life for the average person had changed dramatically. Life in an industrial town varied depending on whether you were wealthy, middle-class or poor. But one thing that all industrial towns and cities had in common was that the way they looked and operated had changed greatly.



▲ **Source 3.56** Percentage of total population living in towns in Britain in 1750 and 1900

ACTIVITY 3.19
RESPONDING TO THE SOURCE

Compare the two pie graphs in Source 3.56. What had changed in Britain between 1750 and 1900? **Suggest** why this change occurred.

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What did a typical industrial city look like? Sheffield, England

▲ **Source 3.57** View of Sheffield, the great steel-making town, c. 1870

ACTIVITY 3.20
MAKING THINKING VISIBLE

What makes you say that?

Step 1: What is going on in the image in Source 3.57?

1 Look carefully at every single detail of this painting showing the industrial town of Sheffield. How would you **judge** living conditions in Sheffield during the Industrial Revolution?

Step 2: What makes you say that?

2 What particular details in the image support your position? Do you think the image is a positive or a negative portrayal of life in Sheffield at the time?

With all these new people living in urban areas, new dwellings needed to be built for them to live in. Urban areas were often cramped and dirty, and many families were squished into tiny living spaces. In cities like London, Manchester and Liverpool, parts of them became very overcrowded and slum areas developed.

Not everyone was poor, though; cities were made up of a complex medley of rich, poor and middle-class people, and their living areas were often located very close together.

Sources 3.58 and 3.59 are two photographs taken in central London in the 1890s – both were taken just down the road from each other. Consider the differences in the housing conditions. What class of people do you think may have lived in each?

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ACTIVITY 3.21
RESPONDING TO THE SOURCES

▲ **Source 3.58** Photograph of Caroline Cottages, Conduit Place, London

▲ **Source 3.59** Photo of Eagle House, just down the road from Conduit Place, London

1 **Examine** Source 3.58 and answer the questions below.
   - **a** Are these homes of wealthy or poor people? How can you tell?
   - **b** How many families do you think lived here? (**Consider** how many front doors there are.)
   - **c** How large do you think these homes would be? How many rooms?
   - **d** Where do you think the children would play?

2 **Examine** Source 3.59 and answer the questions below.
   - **a** Is this a home of wealthy or poor people? How can you tell?
   - **b** How many families do you think lived here?
   - **c** How large do you think this home would be? How many rooms? How many floors does it have?
   - **d** Where do you think the children would play?

Another feature of industrial towns and cities was the pollution that came from factories. Air quality was so poor that many sources describe the daylight hours as being in a constant state of twilight. Records from the time also reveal that water was often polluted due to inadequate sewerage systems, as well as factories dumping their waste into rivers, which provided the town's drinking water.

Examine the following sources to explore what life was like in towns and cities during the Industrial Revolution.

What do the primary sources reveal about living conditions in an industrial city?

MANCHESTER

A sort of black smoke covers the city. The sun seen through it is a disc without rays. Under this half daylight 300 000 human beings are ceaselessly at work … From this foul drain the greatest stream of human industry flows out to fertilize the whole world. From this filthy sewer pure gold flows. Here humanity attains its most complete development and its most brutish; here civilisation works its miracles, and civilised man is turned back almost into a savage.

▲ **Source 3.60** Alexis de Tocqueville, a French aristocrat, diplomat, historian, political scientist and philosopher, visited the city in 1835. Alexis de Tocqueville, *Journeys to England and Ireland*, 1835.

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In dry weather, a long string of the most disgusting, blackish-green, slime pools are left standing on this bank, from the depths of which bubbles of miasmatic gas constantly arise and give forth a stench unendurable even on the bridge forty or fifty feet above the surface of the stream.

▲ **Source 3.61** A description of a river in Manchester was given by Friedrich Engels, who was a German philosopher and revolutionary socialist. Friedrich Engels, *The Condition of the Working Class in England*, 1845.

Frequently, the inspectors found two or more families crowded into one small house and often one family lived in a damp cellar where twelve or sixteen persons were crowded. Children are ill-fed, dirty, ill-clothed, exposed to cold and neglect; and in consequence, more than one-half of the off-spring die before they have completed their fifth year. The strongest survive; but the same causes which destroy the weakest, impair the vigour of the more robust; and hence the children of our manufacturing population are proverbially pale and sallow.

▲ **Source 3.62** Dr James P. Kay-Shuttleworth, *The Moral and Physical Condition of the Working Classes in Manchester*, 1832

LONDON

Groves of babies in arms; groves of mothers and other sick women in bed; groves of lunatics; jungles of men in stone-paved down-stairs day-rooms, waiting for their dinners; longer and longer groves of old people, in up-stairs Infirmary wards, wearing out life, God knows how – this was the scenery through which the walk lay, for two hours.

▲ **Source 3.63** Charles Dickens, from a short story titled 'A Walk in a Workhouse' in *Household Words*, published 25 May 1850

We live in muck and filth. We ain't got no privies, no dustbins, no drains, no water supplies, and no sewers in the whole place … We are living like pigs, and it ain't fair … We hope you will let us have our complaints put into your influential paper, and make the landlords … make our houses decent for Christians to live in.

▲ **Source 3.64** A letter written by people living in Carrier Street, London, which was published in *The Times*, 1849

EDINBURGH

These streets are often so narrow that a person can step from the window of one house into that of its opposite neighbour, while the houses are piled so high, storey upon storey, that the light can scarcely penetrate into the court or alley that lies between. There are neither sewers or drains, nor even privies belonging to the houses. In consequence, all refuse, garbage, and excrements of at least 50 000 persons are thrown into the gutters every night, so that, in spite of all the street sweeping, a mass of dried filth and foul vapours are created, which not only offend the sight and smell, but endanger the health of the inhabitants in the highest degree.

▲ **Source 3.65** *The Artisan Magazine*, October 1843

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ACTIVITY 3.22
RESPONDING TO THE SOURCES

Read through Sources 3.60–3.65.

1. What problem does Alexis de Tocqueville describe happening in Manchester in 1835 (Source 3.60)?
2. What is the perspective of the people who wrote the letter about their living conditions in Carrier Street (Source 3.64)? How do they describe the way they live?
3. List three problems *The Artisan Magazine* (Source 3.65) describes as happening in Edinburgh in 1843.
4. How useful are these sources if you wanted to learn about the living conditions of the middle class in the Industrial Revolution?
5. Empathy: Imagine you are a poor person living in Edinburgh in the 1840s. Write your own letter of complaint to the local authorities, describing your living conditions.
6. Argue: Use the sources in this section to answer the following question: 'Would the working class and poor have been satisfied with their living conditions?'

THINKING DEEPER
HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Empathy.

Your response should contain:

- Language that shows that you understand the values, beliefs, experiences and emotions of people from the past
- Consideration of how these values, beliefs, experiences and emotions align with or differ from your own
- Explanation of how the origin and context of the source may account for similarities or differences with your own experience.

LONDON THROUGH THE EYES OF GUSTAVE DORÉ

Gustave Doré was a French printmaker, and one of the most prolific and successful book illustrators of the late nineteenth century. The following three illustrations were made by Doré from his observations of London. Doré collaborated with writer Blanchard Jerrold, and the two decided to produce a book about London with Doré creating the illustrations. While these illustrations were made from his own experiences from walking through the city, most historians use his work with some hesitation. He was known to dislike sketching in public, so his drawings have many errors in detail.

THINKING DEEPER

Examine Sources 3.66–3.68 and **consider** how life in cities varied depending on a person's social class.

◄ **Source 3.66** 'Dudley Street, Seven Dials', 1872, from *London: A Pilgrimage*, with illustrations by Gustave Doré. This is an illustration of a slum area in the City of Westminster, London. Note the smog in the air, the close proximity of the houses and the poverty-stricken people on the street. You may also notice that the buildings continue in cellars below ground.

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▲ **Source 3.67** 'A City Thoroughfare', 1872, from *London: A Pilgrimage*, with illustrations by Gustave Doré. This image depicts a busy London street with a chaotic traffic jam. A police officer is attempting to get vehicles moving again.

▲ **Source 3.68** 'The Stalls – Covent Garden Opera', 1872, from *London: A Pilgrimage*, with illustrations by Gustave Doré. The audience are seated at the Covent Garden Opera House.

ACTIVITY 3.23
RESPONDING TO THE SOURCES

With a partner, answer the following questions about Sources 3.66–3.68.

1 What do you see in each source?
2 What do they make you think?
3 What do they make you wonder?

Now meet up with another pair in the class and share your ideas.

4 What observations can you make about life for:
   a A poor person? **b** A middle-class person? **c** A wealthy person?
5 How useful are these sources for getting an accurate image of what life was like at the time?
6 Based on these sources, do you think life in cities during the Industrial Revolution was the same for everyone? **Explain** your answer.

Crime and the birth of the police

A result of a bigger population and an increase in the number of people living in poverty meant that there was also an increase in crime. If a person got injured at work in a factory, they lost their job and were given no compensation, so often turned to crime in order to support their families. It was also much easier to be anonymous and harder to get caught in a city. People living in small, rural areas knew each other, whereas in a city people could hide much more readily, which made it easier to get away with crime.

Source 3.69 is a notice calling a meeting in 1790 in Salford to deal with rising crime. The meeting was held to discuss setting up a local police force.

> The very great and truly alarming increase of robberies of every kind in different parts of this hundred, being such, that persons cannot now travel the roads, or sleep in their houses, or turn their cattle into the fields, without the most imminent danger of thieves, who have added (in many instances) cruelty and barbarity to robbery.

▲ **Source 3.69** Notice calling a meeting to deal with rising crime, 18 March 1790, Salford. The word 'hundred' here means an area of land bigger than a village but smaller than a shire.

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▲ **Source 3.70** *Drunk and Disorderly*, c. 1835. Here are two members of the police force known as 'Peelers' keeping the peace. It says, 'Meeting with good support'.

The first police force in Britain was established in 1829 with the Metropolitan Police Act. Sir Robert Peel is considered to be the father of modern policing, and police were often nicknamed 'Bobbies' or 'Peelers' in reference to his name. These men wore uniforms and patrolled the streets. They worked under the provision that they were to prevent crime, rather than just dealing with it after it had occurred.

We do have records of crime data collected from the time, but factors such as changing population, changing laws and the varying levels of diligence of the police force make it difficult to develop an accurate picture of the true extent of crime that was occurring. Nevertheless, the sources available provide historians with some degree of insight into the types of crimes that were occurring and how frequently they were taking place.

Table 3.1 shows sets of data compiled by the Home Office, comparing the crime statistics from 1880 with the data collected from 1875 to 1879. Does this source suggest crime was increasing or decreasing over time?

▼ **Table 3.1** Home Office figures comparing the amounts of various crimes in 1880 with the annual averages for 1875 to 1879

Crimes	Annual average for 1875–79	Numbers for 1880	Increase or decrease %
1 Murder	68	61	–10.20
2 Shooting at, stabbing, wounding with intent to maim, etc.	154	123	–20.10
3 Burglary	330	*425	28.70
4 Robbery, robbery with violence, assaults to rob	270	236	–13.50
5 Larceny from the person	1256	1116	–11.10
6 Larceny, simple	6123	5011	–18.10
7 Receiving stolen goods	452	414	–8.40
8 Assaults and inflicting bodily harm	902	740	–17.90
9 Other offences	6333	6644	4.90
Total	15888	14770	–7.00

* Note. In reference to burglaries, it is necessary to state that, the large increase shown in 1880, over the average of the previous five years occurs principally in the Metropolitan Police District, and this, it is stated by the Chief Commissioner in his Return for 1878, is partly owing to an increase in this class of Crime in the Metropolis, and partly to an altered classification of offences.

Source: The National Archives, UK

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ACTIVITY 3.24

1 What might be some reasons that crime went up during the Industrial Revolution?
2 **Examine** Source 3.69. What problems does the author suggest were occurring in the local area in 1790?
3 **Examine** Source 3.70.
   a **Explain** what the source depicts.
   b **Suggest** why this painting might have been made.
   c How does this painting present the police force?
4 **Examine** the crime statistics from 1875–79 and 1880 (Table 3.1).
   a Name three types of crime that decreased by 1880.
   b What type of crime increased over time?
   c Does the data suggest crime was increasing or decreasing towards the end of the 1800s?
5 Can you use the sources on crime (Source 3.69, Source 3.70 and Table 3.1) to support the claim that crime increased during the Industrial Revolution, or do you need more evidence? **Explain**.

Was it all bad?

While life in industrial towns was hard for a lot of people, statistically, people were living longer and were, on average, making a lot more money during the Industrial Revolution. Additionally, many people saw cities as being a place of opportunity, and this contributed to the migration of people from rural to urban areas.

Over time, Acts of Parliament required new buildings to meet better building codes and, slowly, areas improved for poor housing.

If a person was wealthy, or part of the burgeoning middle class, they often lived comfortable lives.

TOWN PLANNING

An interesting side-effect to the Industrial Revolution was the beginning of town planning, and during this time we see the birth of public parks. In reaction to the lack of green space available to people, the first public park ever was designed and opened in 1847 in Liverpool. This paved the way for more parks to be built around the world, and even inspired the design of Central Park in New York.

A PLEA FOR PUBLIC WALKS AND PARKS

During the last half century a very great increase has taken place in the population of large Towns, more especially as regards those classes who are, with many of their children, almost continually engaged in Manufacturing and Mechanical employments. During the same period, from the increased value of Property and extension of Buildings, many inclosures of open spaces in the vicinity of Towns have taken place and little or no provision has been made for Public Walks or Open Spaces, fitted to afford means of exercise or amusement to the middle or humbler classes …

Your Committee feel convinced that some Open Places reserved for the amusement (under due regulations to preserve order) of the humbler classes, would assist to wean them from low and debasing pleasures.

▲ **Source 3.71** *Report from the Select Committee on Public Walks*, 1833

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◄ **Source 3.72** The world's first public park was opened in 1847 in Liverpool. The park was designed by the industrialists William Jackson, Macgregor Laird and Thomas Brassey, who all had a vision for a 'City of the Future'. The park was built in response to the conditions arising from the changes in the city.

ACTIVITY 3.25
MAKING THINKING VISIBLE

Headlines

This thinking routine gets you to review and ***synthesise*** *the information you have learned in Section 3.6 and to summarise the key ideas in a newspaper-style format.*

Imagine you are a journalist from the time, living in an industrial city, and your task is to write an article on the most important issue facing the city in which you live.

Write a headline that captures this pressing issue of the day.

Extension

You may like to take this activity further and design the front page of the article with:

- The headline
- A relevant image
- Three points that support your headline.

REFLECTING ON YOUR LEARNING 3.6

Overall inquiry question: 'Did the Industrial Revolution make life better for people in Britain at the time?'

- Do the changes to towns and cities during this period suggest that life got better?

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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3.7 Depth study: How did life change for men, women and children during the Industrial Revolution?

FOCUS QUESTION

How did the Industrial Revolution affect gender roles and family life?

If we look back to the condition of the mass of the people as it existed in this country, even so recently as the beginning of the present century, and then look around us at the indications of greater comfort and respectability that meet us on every side, it is hardly possible to doubt that here, in England at least, the elements of social improvement have been successfully at work, and that they have been and are producing an increased amount of comfort to the great bulk of the people …

In nothing is the improvement more apparent than in the condition of the dwellings of the middle class … but it has not extended in an equal degree to those of the working classes. These, especially in large towns, are for the most part comfortless, and even unwholesome, ill-furnished and ill kept, betraying a lamentable want of self-respect in their inmates, with a degree of recklessness that speaks unfavourably for their moral progress …

▲ **Source 3.73** G.R. Porter, *The Progress of the Nation*, John Murray, 1847

ACTIVITY 3.26
RESPONDING TO THE SOURCE

How does Source 3.73 describe the experience of people during the Industrial Revolution? What comments does the author make about how life changed for the middle class as opposed to the working classes? Copy and complete the following table to **analyse** this source in more detail.

	Middle class	Working class
Describe the living conditions of each class based on the source		
Analyse – what do these living conditions suggest life was like for this class?		
Based on this source, does it seem like life improved for this class of people?		

The new middle class

Throughout the nineteenth century, the middle classes grew greatly. As a result of the Industrial Revolution, people could now make a lot of money in the manufacturing business. People who had moved up the social ladder had to learn new codes of behaviour in order to be accepted in society. Books were published to help men

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learn gentlemen-like behaviour, and to teach women how to 'keep house'. Women of this class very rarely worked and had servants to help them with domestic duties. This class of people experienced more leisure time than previous generations, and more wealth. Consumerism went up during this period too, as goods were cheaper and more readily available. The notion of social mobility (moving up the social ladder) was a commonly understood concept.

The poor

Unfortunately, living conditions did not improve for everyone, as you have already seen in this chapter. For the working classes and the poor, many people lived in squalid conditions and life was difficult. Every city had large numbers of people who were unemployed, injured or sick, or simply unable to look after themselves. The poor were a common sight, often begging for money or selling flowers. However, poverty did not begin during the Industrial Revolution. For centuries, poor people made up part of society and there were laws in place to help people living in poverty.

▲ **Source 3.74** Middle-class women of the Victorian era

▲ **Source 3.75** Augustus Mulready, *Uncared for*, 1871

WHAT MEASURES HAD BEEN TAKEN TO CARE FOR THE POOR IN THE PAST?

Queen Elizabeth I in 1601 recognised people's right to work and food, and set up poorhouses to help them. Each parish set up a home to take in beggars, the sick, the elderly and the unemployed. The managers of poorhouses were to provide food and small sums of money.

By the 1700s, this system showed serious weaknesses. By 1776, there were 2000 poorhouses in England and Wales, holding 100 000 inmates. The managers used these people as cheap labour, to do dreadful tasks such as smashing up animal bones into powder to create fertiliser. The managers often stole the money and gave people small serves of poor-quality food called gruel.

Consider Source 3.76 to learn more about this topic.

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ACTIVITY 3.27
MAKING THINKING VISIBLE

See, think, wonder, evaluate

◄ **Source 3.76** This drawing is entitled *A View of the Poor House of Datchworth in Herts addressed to the Overseers of England* and was created by Philip Thicknesse in 1769. This source comes from a pamphlet from 1769 detailing a family who starved to death in a workhouse. James Eaves, his wife and two of his three children were found dead, with only their 11-year-old son barely alive. They had not been provided with enough money to sustain themselves. You can learn more about this incident on the British Library website under 'collection items'.

1 See: What is shown in Source 3.76?
2 Think: How has this tragedy probably occurred?
3 Wonder: How accurate is this visual source as a record of the experience of the poorhouses?
4 Evaluate: **Investigate** the author of the report, Captain Philip Thicknesse (1719–1792). From what you discover, **evaluate** the reliability of his report and drawing as a historical source.

THE POOR LAW OF 1834

In 1834, the government passed the Poor Law Amendment Act, which set up much stricter conditions for the poor in England. Historian Tony Taylor explains that the politicians who drafted the law were not guided by humane intentions, but by a fear that people might seek poor relief simply because they were too lazy to work. To prevent this, the law-makers decided to create a new system of poorhouses so strict, so mean and so unpleasant that nobody would want to go to them unless they really had to.

Once a family went to the poorhouse (or workhouse), they were given uniforms and housed like prisoners in a large barracks-like building.

They had to work hard, and were subjected to discipline that was harsh and brutal. Children were separated from their parents, and could only see them once a week. The officials were meant to provide basic meals, but they simply offered bread and gruel, and kept the rest of the money. People starved. The people were so hungry that they often tore off rotten meat from the bones. Sometimes, dreadful fights broke out over a scrap of meat.

JAMES GREENWOOD VISITS A WORKHOUSE

While the poor on the streets were always highly visible, those in workhouses were not. Their lives were a lonely misery, and many preferred to commit suicide than go there. Fortunately, there were many thinkers, writers and painters who were aware of this poverty. They felt ashamed that poverty could exist in such a wealthy society. They felt genuine pity for the human suffering they saw. They were also determined to shock the public into being aware of the real nature of poverty.

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USING HISTORICAL SOURCES AS EVIDENCE

Journalist James Greenwood (1832–1927), for example, actually dressed himself up in filthy clothes like a beggar, to gain admission to a poorhouse in order to write a report of conditions inside. He argued that people heard much about the poor, but never actually met them.

Speaking of his tattered, filthy figure as 'he', Greenwood wrote:

> He was bound for the Lambeth workhouse, there to learn by actual experience how casual paupers are lodged and fed, and what the 'casual' is like, and what the porter who admits him and the master who rules over him; and how the night passes with the outcasts whom we have all seen crowding about workhouse doors on cold and rainy evenings … No language with which I am acquainted is capable of conveying an accurate [idea] of the [sight] I then encountered. This far too airy shed was paved with stone, the [floor] so thickly encrusted with filth that I mistook it at first for natural earth … My bedfellows lay … distributed over the flagstones in a double row on narrow bags scantily stuffed with straw. My appalled vision took in thirty of them, thirty men and boys which put only six inches of comfortable hay between them and the stony floor.

▲ **Source 3.77** James Greenwood, *A Night in a Workhouse*, 1866, quoted in Peter Keating, *Into Unknown England*, Rowman and Littlefield, 1976, pp. 34, 37

ACTIVITY 3.28
RESPONDING TO THE SOURCE

1. **Describe** Source 3.77. Who created it, and when was it created?
2. From what you have been told about James Greenwood, what aspects of his writing make this document a primary source about the Industrial Revolution?
3. What was Greenwood's rationale (reason) for putting himself through such a horrible experience?
4. What evidence is there, from his description, that the authorities in this poorhouse might not have spent the government money allocated to them to provide decent lodging conditions for the poor?

Women of the educated classes

Many of the great inventions of the Industrial Revolution were made by architects, engineers, inventors and chemists – all professions heavily dominated by men. Any woman who wished to enter these fields faced enormous obstacles, far greater than those they still face today.

Nonetheless, some women did manage to enter the race for invention and production, and their achievements were remarkable.

► **Source 3.78** This painting by Margaret Carpenter depicts Ada Lovelace (Countess Augusta Ada King of Lovelace, 1815–1852), English mathematician and writer.

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ACTIVITY 3.29

Research activity

Choose one of the women listed below and **explain** why they are notable today. **Research** their lives and find historical sources.

Argue whether or not you think they made life better for people living at the time.

- Lady Mary Wortley Montagu (1689–1762)
- Eleanor Coade (1733–1821)
- Annie Besant (1847–1933)
- Henrietta Vansittart (1833–1883)
- Ada Lovelace (1815–1852).

THINKING DEEPER HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Significance.

Your response should contain:

- Identification of what elements are significant in relation to the content of the question
- A clear statement about the degree of significance (i.e. very significant, somewhat significant)
- Evidence from the sources to support this judgement of significance.

Working women

For working women, as for men, the Industrial Revolution did offer an escape from the hard labour of farm work and a chance to earn a wage rather than simply grow crops. They might have worked long shifts of 12–14 hours, but this was still less than the unending work on the land.

Young women could earn a significant wage. It is true that they earned less than men, but this meant that factory owners were keen to recruit women and children as a way of economising on wages. In Manchester in 1850, the lowest paid man earned 13 to 15 shillings, whereas the highest paid woman earned between 7 and 11 shillings.

The Industrial Revolution also made luxury items, including clothing, jewellery and ceramics, much more affordable. For the first time, working women had a disposable income that they could spend on such luxuries.

Examine Source 3.79 to learn more about this topic.

ON WOMEN'S RIGHTS

I have often heard the 'sarcastic' remark applied to the factory worker oh she is only a factory girl; thus giving the impression to the World that we have no right to aspire to any other society but our own. I am sorry to say that we are not fully awakened to the facts that we contribute largely to the nation's wealth, and therefore demand respect, and not insult. For in many a Lancashire home are to be found heroines whose names will never be handed down to posterity; yet it is consoling to know that we as a class contribute to the world.

▲ **Source 3.79** This is an abstract from an article titled 'The Lancashire Factory Girl' by Selina Cooper, 1891. Selina Cooper was a suffragist who advocated for equal rights for women.

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TEXTILE WORK

Samuel Courtauld built a silk mill in 1825 in Halstead, Essex (south-east England).

▼ **Table 3.2** The Courtauld silk mill workforce (1s is 1 shilling and 20s = £1)

Number	Weekly wages	Men
1	£1000 per year	Mill manager (also got 3% of the profits)
26	15s–32s	Overseers and clerks
6	17s–25s	Mechanics and engine drivers
3	14s–21s	Carpenters and blacksmiths
1	15s	Lodgekeeper
16	14s–15s	Power loom machinery attendants and steamers
18	10s–15s	Mill machinery attendants and loom cleaners
5	5s–12s	Spindle cleaners, bobbin stampers and packers, messengers, sweepers
–	7s–10s	Watchmen
–	5s–10s	Coachmen, grooms and van driver
38	2s–4s	Winders
114		**Total males**
Number	**Weekly wages**	**Women**
4	10s–11s	Gauze examiners
4	9s–10s	Female assistant overseers
16	7s–10s	Warpers
9	7s–10s	Twisters
4	6s–9s	Wasters
589	5s–8s	Weavers
2	6s–7s	Plugwinders
83	4s–6s	Drawers and doublers
188	2s–4s	Winders
899		**Total females**
1013		**Grand total workforce**

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

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

▲ **Source 3.80** Hannah Goode from Wilson's Mill, Nottingham, in *The Factory Inquiry Commission in Great Britain*, 1833

COALMINER

Isabel Wilson, 38 years old.

I have been married 19 years and have had 10 bairns [children] … My last child was born on Saturday morning, and I was at work on the Friday night … None of the children read, as the work is no regular … When I go below my lassie 10 years of age keeps house …

▲ **Source 3.81** Testimony from Isabel Wilson from a South Wales mine

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▲ **Source 3.82** Work-girls at a nineteenth-century coalmine in Wigan

Betty Harris, 37 years old.

I was married at 23, and went into a colliery when I was married. I used to weave when about 12 years old; can neither read nor write. I work for Andrew Knowles, of Little Bolton (Lancs), and make sometimes 7s a week, sometimes not so much. I am a drawer, and work from 6 in the morning to 6 at night. Stop about an hour at noon to eat my dinner; have bread and butter for dinner; I get no drink. I have two children, but they are too young to work. I worked at drawing when I was in the family way. I know a woman who has gone home and washed herself, taken to her bed, delivered of a child, and gone to work again under the week.

I have a belt round my waist, and a chain passing between my legs, and I go on my hands and feet. The road is very steep, and we have to hold by a rope; and when there is no rope, by anything we can catch hold of. There are six women and about six boys and girls in the pit I work in; it is very hard work for a woman. The pit is very wet where I work, and the water comes over our clog-tops always, and I have seen it up to my thighs; it rains in at the roof terribly. My clothes are wet through almost all day long. I never was ill in my life, but when I was lying in.

▲ **Source 3.83** Betty Harris, from *Great Britain, Parliamentary Papers*, 1842

Although factory work undoubtedly offered work at much better wages than women could command elsewhere, very few women continued this work after marriage … Thirty-five autobiographers spent at least some part of their childhood working in a factory or mill. A few mentioned that their mother had worked at the mill *before* her marriage, yet only one indicated that his mother worked there *after* his birth.

▲ **Source 3.84** Excerpt from Emma Griffin, *Liberty's Dawn: A People's History of the Industrial Revolution*, Oxford University Press, 2013

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ACTIVITY 3.30
RESPONDING TO THE SOURCES

corroborate to confirm an idea or conclusion by providing new evidence that supports earlier evidence

1. What do you notice about the female workers compared to the male workers at the Courtauld silk mill in 1825 (Table 3.2)?
2. How does Hannah Goode describe factory life in 1833 (Source 3.80)?
3. According to Isabel Wilson, who looks after the house (and we can assume there were younger children) while she is at work (Source 3.81)?
4. Choose two sources and use them to **explain** what life was like for working women. Aim to **corroborate** the sources.
5. What does Emma Griffin say happened to many women after they got married (Source 3.84)?
6. What is your overall impression of the lives of working women from these sources?

ACTIVITY 3.31

Research activity

Research the experiences of working women during the Industrial Revolution. Find a primary source on the topic to share with the class.

- Can you **identify** the origin of the source?
- What is the experience of working women according to the source?

▲ **Source 3.85** *The Dinner Hour, Wigan* by Eyre Crowe, 1874

The contestability of evidence

As historians, we are always looking for reliable evidence that will show us what the Industrial Revolution was really like. One type of evidence is the primary source – that is, a record made by somebody alive at the time. But this alone does not guarantee that the information is completely accurate. All human beings have their own point of view, and some have very strong reasons for giving a particular view of a historical event.

Consider the painting by the artist Eyre Crowe, *The Dinner Hour, Wigan* (Source 3.85). Crowe actually went to the English industrial city of Wigan to study the women factory workers and made careful sketches of them. This scene is accurate in so far as it shows known buildings such as the Victoria Mills – at the left of the scene – owned by the industrialist Thomas Taylor. Moreover, this painting was bought by the factory owner, and it is unlikely that he would have accepted it if it did not show his buildings very accurately. For these reasons, this picture is a good record of a factory late in the nineteenth century.

But this evidence can also be challenged. Although Crowe actually went to Wigan and really observed this scene, his painting still has some limitations as a primary source for a historian. Artists also knew that the industrialists were very proud of their factories and would dislike any painting showing bad aspects of the factory. For example, the picture only shows the factory girls resting, not working. They are taking a meal break, and seem happy and relaxed. They are

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well-dressed – only one is barefoot – and clean and healthy. A policeman patrols the street behind them, suggesting that everything is orderly. The lunch 'hour' was actually quite a short break in very long working shifts of 12 hours or more.

The painter might have found a very different scene if he had actually gone inside the factory. In most factories, people worked exhausting shifts and received low pay. If workers demanded better wages, the owners dismissed them and took on other desperately poor workers instead. Finally, the factory you see in the background probably lacked safety equipment. The industrialists argued that safety equipment cost money but made no profits, so there was no point buying it. In the cotton mills, for example, young women like the ones you see in the painting worked for years in a factory where the air was full of fine cotton dust. When they breathed it in, it filled their lungs, sometimes causing lung disease and finally death. It was possible to buy large extractor fans to remove the cotton dust, but many industrialists argued that it was cheaper just to hire new workers when the first ones died.

ACTIVITY 3.32
RESPONDING TO THE SOURCE

1 Does Source 3.85 provide a reliable representation of working women during the Industrial Revolution? **Explain**.

2 What factors influence the reliability of the source?

THINKING DEEPER
HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Contestability.

Your response should contain:

- A clear identification of the interpretations of the past
- An assessment of the degree of corroboration or contestability between interpretations
- Evidence from the sources that illustrates the historical interpretations
- A judgement about which of the differing interpretations is best supported by evidence.

The problem of child labour

The use of child labour was a serious problem. The new industrialists knew that they could cut costs – and maximise profits – if they hired children to do minor tasks, avoiding hiring an adult, whose wages were higher. Child labour was not a new concept by the time of the Industrial Revolution, but prior to this time, there was far less work available to children, so fewer of them were employed.

In our own times, there are strict laws controlling the employment of young people. During the Industrial Revolution there were no such laws. Young people could be employed to do heavy, exhausting and dangerous work. On top of this, they were often beaten or abused.

◄ **Source 3.86** Woman and children coal 'putters', Scotland, c. 1848. The woman is wearing a harness to pull the coal and two children help push it from behind.

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WHAT WAS THE EXPERIENCE OF CHILDREN WHO WORKED IN FACTORIES?

I do hereby certify that I have attended the apprentice house of Ainsworth, Catterall & Co. of Backbarrow, upwards of six years, and that during that time the children have been particularly healthy, and the number of deaths very few. I consider the treatment of the children very good in all respects.

▲ **Source 3.87** John Redhead, surgeon, Cartmel, Backbarrow Cotton Mills, 25 May 1816

… cruelties the most heart-rending were practised upon the unoffending and friendless creatures who were thus consigned to the charge of master-manufacturers; that they were harassed to the brink of death by excess of labour, that they were flogged, fettered, and tortured in the most exquisite refinement of cruelty; that they were, in many cases, starved to the bone while flogged to their work, and that even in some instances, they were driven to commit suicide to evade the cruelties of a world, in which, though born to it so recently, their happiest moments had been passed in the garb and coercion of a workhouse.

▲ **Source 3.88** John Fielden, *The Curse of the Factory System*, 1836

ACTIVITY 3.33
RESPONDING TO THE SOURCES

1 What is John Redhead's perspective on child labour at Backbarrow in Source 3.87?
2 What is John Fielden's perspective on child labour in Source 3.88?
3 What do the two sources suggest about child labour during the Industrial Revolution? Was it all bad? **Explain**.

MICHAEL ARMSTRONG, THE FICTIONAL FACTORY BOY

The following illustrations (Sources 3.89 and 3.90) were published in a book titled *The Life and Adventures of Michael Armstrong, the Factory Boy* by the novelist, Frances Trollope. In 1832, Trollope visited the textile mills in Manchester and witnessed, first-hand, the working conditions of the children employed there. She also met with people campaigning for factory reform who were able to provide her with an insight into the experiences of the children working in the textile industry. The book was published in monthly instalments, beginning in 1840, and tells the story of a factory boy working in the mills.

Source 3.89 shows the conditions inside a textile mill, and Source 3.90 presents malnourished children in a wretched state.

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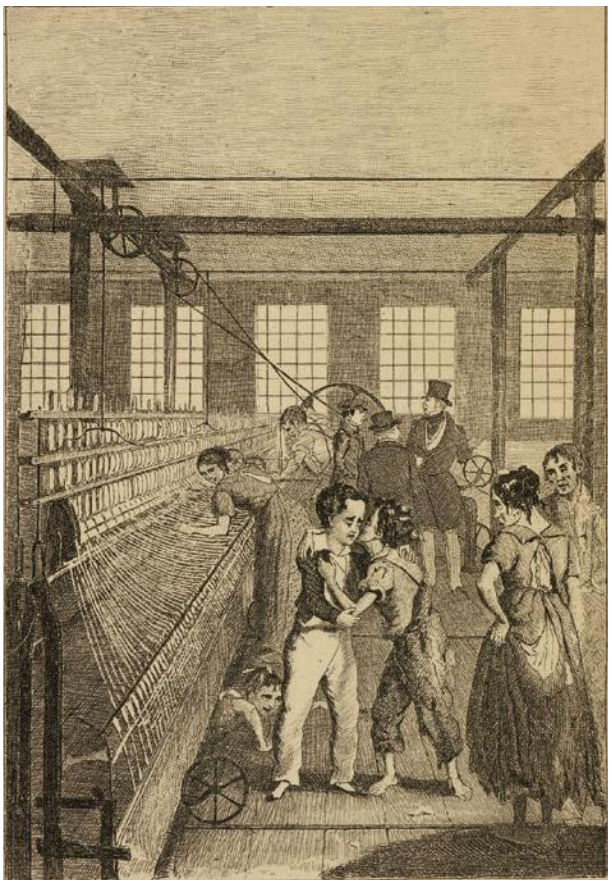
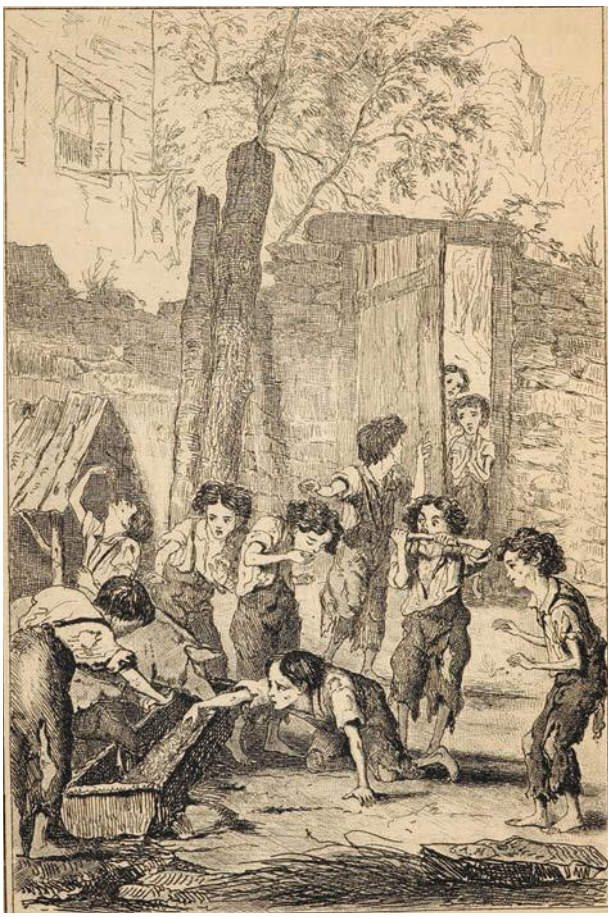


▲ **Source 3.89** Frances Trollope, Auguste Hervieu [illustrator], *The Life and Adventures of Michael Armstrong, the Factory Boy*, 1876. Captioned 'Love conquered Fear', this illustration shows Michael Armstrong hugging his brother, Edward. The textile mill is full of child workers in ragged clothing. One child is crawling out from under the mule. It was common for children to have to sweep under the mules to keep them free of dust to prevent fires.



▲ **Source 3.90** Frances Trollope, Auguste Hervieu [illustrator], *The Life and Adventures of Michael Armstrong, the Factory Boy*, 1876. The text beneath this illustration reads, 'Make haste young un' or they won't leave a turnip paring for us'. It shows several destitute children (scrawny, ragged, dirty) breaking into a farm yard to eat pig food.

ACTIVITY 3.34
RESPONDING TO THE SOURCES

1. **Identify**: How are the children presented in Source 3.89 and Source 3.90?
2. From Source 3.89, how do Trollope and Hervieu present life in a textile mill?
3. What are the children doing in Source 3.90?
4. Who created these sources and why?
5. Do you think Source 3.89 can be used to support the claim that children were mistreated by factory owners during the Industrial Revolution? **Explain**.

JUSTIFICATIONS FOR CHILD LABOUR

In the early 1800s, there were attempts made by some to improve the working conditions for children working in factories, particularly textile mills. Sir Robert Peel was approached by a man called Robert Owen, a textile owner who also believed in social welfare and had gone to great efforts to build factories that were good for the people who worked in them. The two worked together to approach Parliament in the hope that a Bill could be passed to improve child labour laws. A number of inquiries took place. Sources 3.91 and 3.92 are a couple of excerpts from people who were interviewed.

Learn more about Robert Owen and the Factory Acts in the next section of this chapter.

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It is interesting to note how factory owners justified the child labour occurring in their factories.

While it is reassuring to know that they succeeded in improving working conditions for children, overall, things did not get better for a long time.

TOO BUSY FOR CRIME

'Then you admit that the employment of children in cotton manufactories is productive, of benefit to their morals, in preventing the commission of crime?'

'Certainly; they have not the opportunity of committing overt acts as those have who are about the streets; in such a cotton mill as I saw [at Emscot, near Warwick] they could not commit any crime whatever that was of the nature of stealing …'

'You were understood to say, that the occupation of so many hours had a favourable influence on morals, in preventing the commission of crimes?'

'Most assuredly; a person constantly under the eye of his master for twelve hours together, and not suffered to go out at night, cannot commit a crime of that nature; they may be bad in heart, but they cannot commit those acts.'

▲ **Source 3.91** This extract is from an interview with Theodore Price in 1816. Here he argues that child labour is a good thing, as it means the children are too busy for crime.

HEALTHY 'EXERCISE'

'Is not these children being kept in a state of motion, but walking backwards and forwards, likely to be less prejudicial to health than if they were in a sedentary state?'

'Most assuredly; that exercise called loco-motive exercise is peculiarly salutary to young people.'

▲ **Source 3.92** This extract is from an interview with Sir Gilbert Blane, 1816. Here, he argues that all the 'exercise' children are forced to do during work hours is good for their overall health.

ACTIVITY 3.35
RESPONDING TO THE SOURCES

1 What is Theodore Price's perspective on child labour and its impact on crime (Source 3.91)?
2 How does Sir Gilbert Blane try to **justify** the use of child labour (Source 3.92)?

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ACTIVITY 3.36

Role play!

Imagine you are Sir Robert Peel and involved in organising an inquiry into child labour and trying to improve working conditions. In small groups, act out the inquiry process and use Sources 3.91 and 3.92. Carefully **consider** the *perspective* of each person. Think about what each of you wants and what evidence you will use to **justify** your opinion.

Steps:

1 Reread Sources 3.91 and 3.92. As you read, have one student take on the role of the interviewer and another student take on the role of the person being interviewed.
2 Brainstorm who else might have been present at the time of the interview and where it might have occurred.
3 As a group, **decide** if you are going to give any other students a role to play. Perhaps a narrator could help set the scene?
4 Practise your role play and then perform it to the class.

ACTIVITY 3.37
MAKING THINKING VISIBLE

I used to think … now I think …

1 Review and **reflect on** your notes about the experiences of people during the Industrial Revolution.
2 Write a response for each of the following sentence starters:

- I used to think that the experience of children was …
- Now I think that the experience of children was …

REFLECTING ON YOUR LEARNING 3.7

Overall inquiry question: 'Did the Industrial Revolution make life better for people in Britain at the time?'

How do these sources on child labour, women and the poor help you **decide** whether life got better for people at the time?

You may like to use the following headings to **organise** your ideas: Did life improve for the poor? Did life improve for women? Did life improve for children?

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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3

3.8 Depth study: What responses did people have to the changes in working conditions as a result of the Industrial Revolution?

FOCUS QUESTION How did workers respond to the Industrial Revolution?

The changes that came because of the Industrial Revolution brought about mixed responses from people. Some people praised the new machines that had been built and the more efficient manufacturing of goods. They noted the increase in income many people were receiving, and other advancements that made life easier.

Others reacted negatively and showed hesitation, fear or even anger. Some feared the machines would replace all their jobs and they would be without work (which, initially, was the case for some people).

The lack of rights and poor working conditions of people led to the birth of trade unions – groups established to help workers achieve better rights.

▲ **Source 3.93** Painting of Robert Owen by William Henry Brooke in 1834

Some notable people of the day sought to make a difference and show other industrialists that there was a better way of doing things. While it was very rare, there are some examples of industrialists (e.g. Robert Owen and Titus Salt) building model factories, where conditions were far improved from those of their counterparts. Children were given time away from work so that they were also able to receive an education, working hours were shorter and factories and housing were built with improved safety standards.

Social reformers

Robert Owen was a Welsh industrialist who believed that he had a responsibility to run his factories well, to treat his workers fairly and to use his wealth to help improve their lives. His New Lanark mills in Scotland showed that it was possible to provide good housing and education for workers. In his 'model' village, he provided a shop that sold goods at fair prices, and he also employed hundreds of poor children from orphanages.

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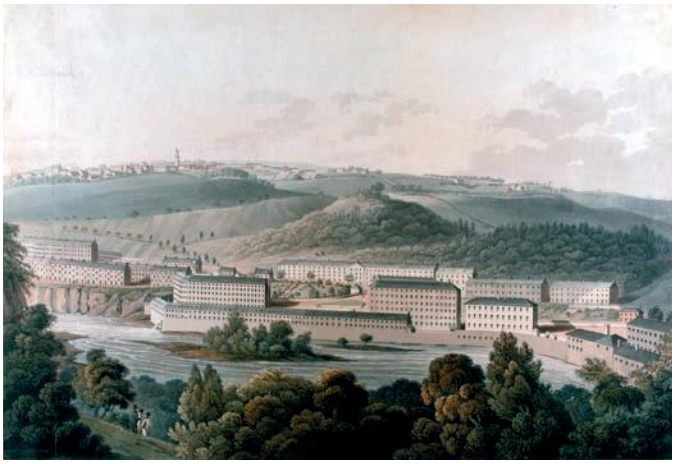

▲ **Source 3.94** Coloured aquatint and etching taken from a drawing by L. Clark. Plate taken from Smith and Elder, *View of Scotland*, London, 1824. This image shows how much could be done when an industrialist improved his workers' lives. Robert Owen designed his mill at New Lanark to be clean and healthy. Large windows gave air and light. There was good sanitation. He even built a little school so that his workers' children could be taught to read and write.

▲ **Source 3.95** Illustration by George Hunt from the book *Airy Nothings*, published in 1825. This image shows the inside of the facilities at New Lanark mills in Scotland, c. 1825. Visitors watch as workers' daughters are taught to dance in a clean, airy schoolroom. Notice the colourful educational pictures on the walls.

> New Lanark mills are particularly clean and carefully kept … A most extraordinary degree of attention is devoted to the education of the children of the workers here, candidates for admission to employment in the mills. They are taught reading, writing, with the elements of geography, music, dancing, natural history etc., in fine spacious rooms. I witnessed considerable proficiency in some of these branches, and saw eight young persons, from ten to thirteen, dance a quadrille in the very best style, under their dancing-master. Employment in the mill is looked forward to by these children … It is quite clear that Mr Walker, the managing resident partner, devotes the kindest attention to his people: he is beloved by them all.

▲ **Source 3.96** Sir David Barry's medical report, Factories Commission, *2nd Report*, 1833

ACTIVITY 3.38
RESPONDING TO THE SOURCES

1 **Examine** Sources 3.94, 3.95 and 3.96. List three challenges to living and working conditions that Robert Owen identified and **explain** how he attempted to solve these.
2 **Identify** what words the author of Source 3.96 uses to suggest that New Lanark mills were unusual for the time.

ACTIVITY 3.39

Research activity

1 **Research** Sir Titus Salt and make notes on the factory and adjoining village he had built at Saltaire.
2 **Compare** Saltaire to New Lanark. You may like to use a table or a Venn diagram for this.
3 What were their similarities and differences?

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Trade unions

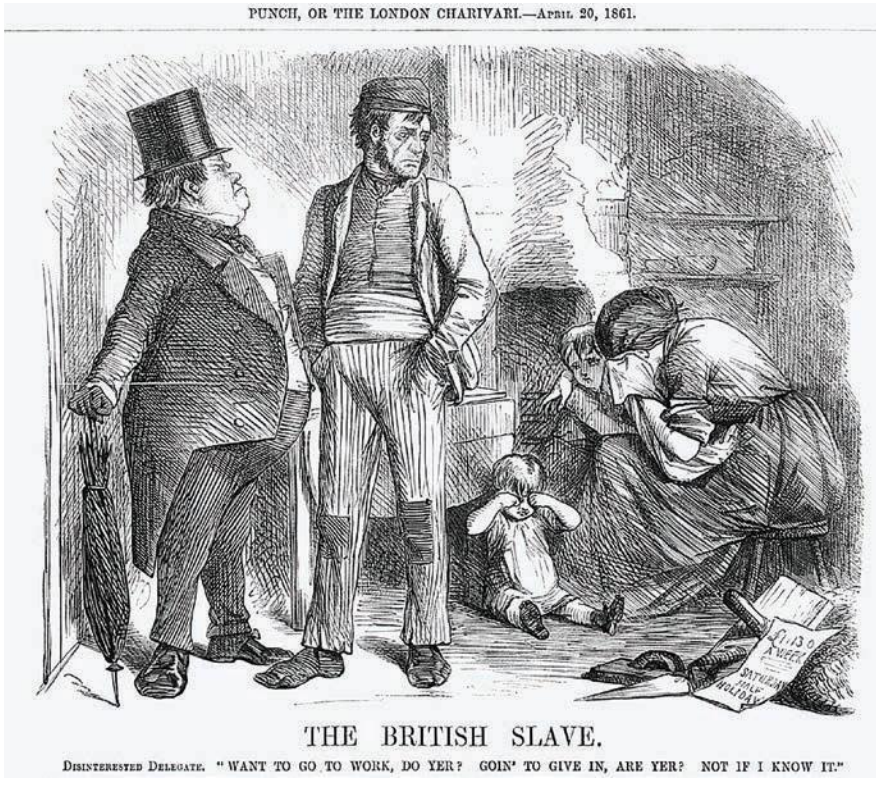
The Industrial Revolution prompted the birth of the trade union movement. Sometimes, to fight for better pay and conditions, trade unions would instruct their members to go on strike.

Workers tried to force their employers to listen to them by temporarily not performing their jobs, which caused enormous stresses on workers and their families.

One danger was that the factory owners could employ other workers, or import workers from distant districts, and employ them in their factory. This left the striking workers permanently unemployed, in danger of going to the poorhouse or becoming beggars. The workers hated the people who replaced them and referred to them as 'blackleg labour'. Their anger often erupted into violence, as the unemployed workers attacked the newly arrived workers.

PUNCH CARTOONS ON THE STRIKE

Sources 3.97 and 3.98 are political cartoons that appeared in a weekly magazine called *Punch, or the London Charivari*. They highlight some of the difficulties faced by a person who became involved in a union.



▲ **Source 3.97** 'The British Slave' was published in the weekly magazine *Punch, or the London Charivari* in 1861. This illustration shows a worker who is a member of a trade union standing next to his weeping wife and children. There is no food on the table and no fire in the hearth. His demands for better workers' rights lie on the ground. Standing next to him is a union representative. The text below the image reads: Disinterested Delegate: 'Want to go to work, do yer? Goin' to give in, are yer? Not if I know it.'

▲ **Source 3.98** 'The Strike – hitting him hard' was published in the weekly magazine *Punch, or the London Charivari* in 1861. This illustration shows a union man (left) looking destitute. Having been involved in a strike, he has lost his job and is now homeless, dirty and hungry. To his right stands the non-union man who is placing a coin in his hand. This man is well-dressed and looks healthy. The text beneath the cartoon reads: Non-unionist: 'Ah, Bill! I was afraid what *your* union would end in.'

Punch, or the London Charivari was created in the 1840s and was filled with humour and satire. It helped to coin the term 'cartoon' as meaning an amusing illustration. The magazine made fun of topical issues of the day. Keeping this in mind, does this change your opinion of the cartoons above?

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ACTIVITY 3.40
RESPONDING TO THE SOURCES

Consider:

1 What are the cartoons in Sources 3.97 and 3.98?
2 What do you think is the perspective of the person who made these cartoons? Do you think they believed trade unions were a good thing or a bad thing?
3 What is the purpose of these cartoons? Why do you think they were made?
4 Are these reliable sources for learning about the impact of trade unions?

▲ **Source 3.99** *The Strike* was painted by Robert Koehler in 1886 in Munich. It shows a confrontation between workers and their employers.

ACTIVITY 3.41

Role play!

Imagine a scenario of confrontation like Koehler's *The Strike* (Source 3.99). In this case, the highly skilled loom workers have gathered to protest to the factory owner regarding his introduction of the new power looms.

Write a dramatic dialogue, containing the following elements:

1 The workers explain the nature of their request.
2 The workers outline their concerns for their future and their families.
3 The factory owner gives his reply, explaining why he has no choice but to buy power looms.
4 A trade union leader asks the factory owner to compromise or provide for his workers.
5 The factory owner refuses to give any assistance, explaining that the only purpose of business is to make profits.
6 The owner cites town locations and numbers of the new power looms installed recently.
7 The crowd threatens violent action against the factory and its new power looms.
8 If possible, do an enactment of this scene in the classroom.

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Fear of machines

The invention of powerful new machines delighted the mill owners but caused fear among some workers.

Consider the different perspectives of the people who wrote the following two letters from Leeds (Sources 3.100 and 3.101). Both letters were written only five years apart. Why do you think they would have had such conflicting views?

CRITICISM OF INDUSTRY

SHEWETH, That the Scribbling-Machines have thrown thousands of your petitioners out of employ, whereby they are brought into great distress, and are not able to procure a maintenance for their families, and deprived them of the opportunity of bringing up their children to labour: We have therefore to request, that prejudice and self-interest may be laid aside, and that you may pay that attention to the following facts, which the nature of the case requires.

▲ **Source 3.100** Leeds woollen workers' petition, 1786

PRAISE FOR INDUSTRY

In the Manufacture of Woollens, the Scribbling Mill, the Spinning Frame, and the Fly Shuttle, have reduced manual Labour nearly One third, and each of them at its-first Introduction carried an Alarm to the Work People, yet each has contributed to advance the Wages and to increase the Trade, so that if an Attempt was now made to deprive us of the Use of them, there is no Doubt, but every Person engaged in the Business, would exert himself to defend them.

▲ **Source 3.101** Letter from Leeds cloth merchants, 1791

THE LUDDITE MOVEMENT

While responses to the new industrial inventions differed, one group of people had a particularly violent reaction.

When, for example, Richard Arkwright invented his powered loom to weave thread into cloth at high speed, some working people feared that this machine would take away their jobs. In a panic, these workers formed protest groups, and first threatened, then attacked mills that were using the new machines. This came to be known as the **Luddite movement**. Arkwright's own mill at Chorley was one of the first victims. It was burned to the ground in 1779. Source 3.103 provides a description of an attack by a Luddite group in 1812.

Luddite movement based on the semi-legendary worker, Ned Ludd. In the early 1800s, the Luddites protested against unemployment and the loss of their skilled trades by various tactics, including smashing machines

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▲ **Source 3.102** Painting titled *The Leader of the Luddites,* created in 1812 by an anonymous artist. Behind the main figure a factory can be seen burning.

> A large body, not less than 2,000, commenced an attack, on the discharge of a pistol, which appeared to have been the signal; vollies of stones were thrown, and the windows smashed to atoms; the internal part of the building being guarded, a musket was discharged in the hope of intimidating and dispersing the assailants. In a very short time, the effects were too shockingly seen in the death of three, and it is said, about ten wounded.

▲ **Source 3.103** A description of an attack by a Luddite group, *Manchester Gazette*, 2 May 1812

ACTIVITY 3.42

1 What were the Luddites and what did they believe?
2 Do you think people would have feared the Luddites?
3 Do you think unionists and Luddites would have believed that life had gotten better as a result of the Industrial Revolution? **Explain**.

ACTIVITY 3.43

Developing empathy

Imagine you are a textile worker who works in your cottage – the same as your family has done for generations. How would you feel about the new machines replacing your work? How would you feel about unskilled labourers taking the jobs of people who had worked hard to become a skilled textile manufacturer? Do you think you would be angry? Write a letter to the local authorities sharing your concerns about these new changes.

Factory Acts

As factories did not exist prior to the Industrial Revolution, there were no regulations in place to protect the safety and wellbeing of workers. Many early industrialists sought to abuse their workers and put the profits of their businesses first. Over time, a number of inquiries were made into the working conditions of people in factories and the government tried to intervene.

A number of Factory Acts were implemented during the nineteenth and early twentieth centuries to help improve working conditions. However, even with these changes, the working conditions of factory workers were a far cry from the conditions of workers in places like Australia today. Also, you may wonder whether any real change actually occurred. The laws were in place, but did the industrialists actually follow them?

Examine the following sources to learn more. Listed in Table 3.3 are details of the legislation (laws) that were introduced to improve working conditions in factories.

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▼ **Table 3.3** The National Archives Education Service, *Factory Act 1833*

Date	Industry	Details of law
1833	Textiles	• No child workers under nine years • Reduced hours for children 9–13 years • Two hours schooling each day for children • Four factory inspectors appointed
1844	Textiles	• Children 8–13 years could work six half-hours a day • Reduced hours for women (12) and no night work
1847	Textiles	• Women and children under 18 years of age could not work more than 10 hours a day
1867	All industries	• Previous rules applied to workhouses if more than five workers employed
1901	All industries	• Minimum age raised to 12 years

My Lord, in the case of Taylor, Ibbotson & Co. I took the evidence from the mouths of the boys themselves. They stated to me that they commenced working on Friday morning, the 27th of May last, at six A.M., and that, with the exception of meal hours and one hour at midnight extra, they did not cease working till four o'clock on Saturday evening, having been two days and a night thus engaged. Believing the case scarcely possible, I asked every boy the same questions, and from each received the same answers. I then went into the house to look at the time book, and in the presence of one of the masters, referred to the cruelty of the case, and stated that I should certainly punish it with all the severity in my power. Mr Rayner, the certificating surgeon of Bastile, was with me at the time.

▲ **Source 3.104** Extract from a Factory Inspector's report, *British Parliamentary Papers* (1836), No. 353

ACTIVITY 3.44

1 **Examine** Table 3.3. Over how many years did the Factory Acts occur? What does this suggest about working conditions in factories?
2 Do you think the laws that were implemented would have resulted in better living and working conditions for people?
3 **Examine** Source 3.104.
   a **Identify** who gave the evidence to the factory inspector.
   b Use the source to **identify** how many hours the boys claim to have worked.
   c **Compare** the source to Table 3.3. What parts of the law have been broken?
   d Does this report suggest that the Factory Acts did not improve working conditions?
4 Use both sources to argue to what extent the Factory Acts brought about better working conditions for people.

REFLECTING ON YOUR LEARNING 3.8

Overall inquiry question: 'Did the Industrial Revolution make life better for people in Britain at the time?'

1 How did people react to the Industrial Revolution?
2 Does this suggest life got better or worse for people?
3 How might this section help you answer the overall inquiry question?

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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3

3.9 Depth study: What ideas emerged from the Industrial Revolution that influenced change in society?

FOCUS QUESTIONS

- How did the Industrial Revolution shape people's ideas?
- What effect did the Industrial Revolution have on philosophers at the time?

New ideas

This period saw new ideas develop about human society that challenged traditional beliefs. Some of these new ideas were political in nature, such as liberalism, modernism and egalitarianism. Others were economic in their nature, such as capitalism and socialism. These ideas helped shape major movements and events through the eighteenth to the early twentieth centuries, including the revolution of industries, emancipation of slavery in some parts of the world, and the spread of greater voting rights. However, it was also still a time of great nationalism (one of the most powerful political forces shaping the modern world) and imperialism. Both forces helped set the stage for World War I.

Nationalism

Nationalism is when people feel a powerful connection and loyalty to their own nation and seek to support its interests. In England, many people experienced feelings of unity and pride due to the country's industrial success. This mindset led to a strong sense of nationalism, which later became a significant factor on the road to World War I.

▲ **Source 3.105** A political cartoon showing the partition of China at the time of the Boxer Rebellion, 1900. Different political figures can be seen jostling over ownership of China.

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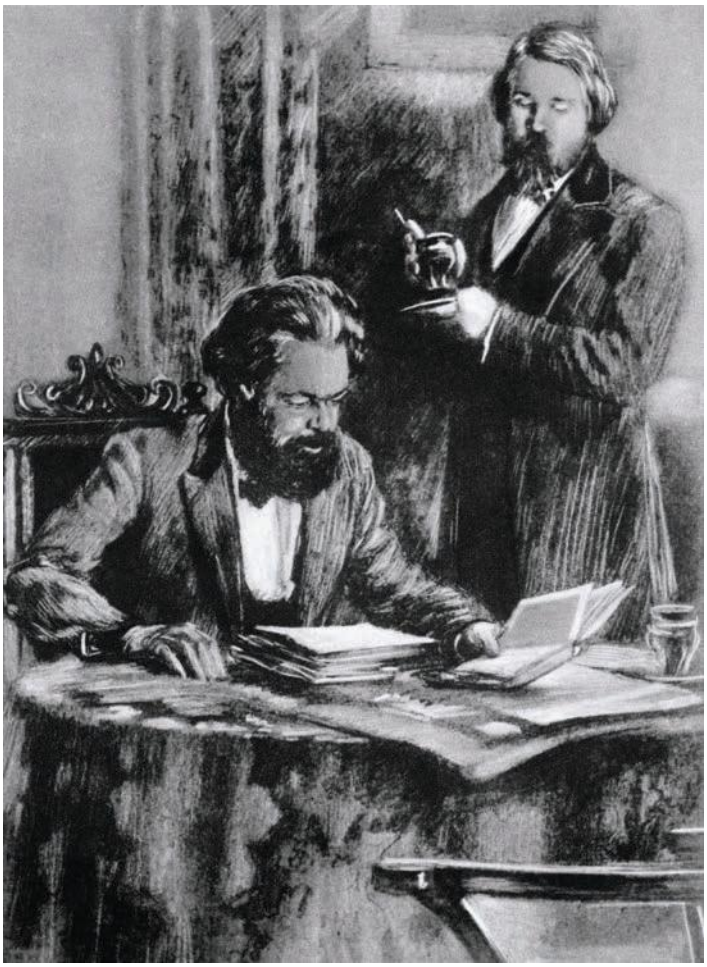

▲ **Source 3.106** Two prominent German philosophers, Karl Marx and Friedrich Engels, who worked together on the socialist book *The Communist Manifesto*

Imperialism

Imperialism is the practice of one country taking control of another country, often by using force and seizing land. During the period of the Industrial Revolution there was a significant demand for raw materials to be used in production, and an increased demand for new markets for industrialists to sell their wares. European nations, especially Britain, fought over less developed nations, hoping to get their hands on the resources available in different lands.

Socialism

Socialism is a political ideology that arose in response to the negative effects of the Industrial Revolution. As the gap between the rich and poor widened, many questioned the impact of capitalism on society. Socialism is based on the idea that everything is owned and shared by the people (all people in society) and was created in response to the hardships of the Industrial Revolution and capitalist ideals.

REFLECTING ON YOUR LEARNING 3.9

Overall inquiry question: 'Did the Industrial Revolution make life better for people in Britain at the time?'

Making thinking visible: think, pair, share

- Did the new ideas that emerged from the Industrial Revolution make life better for people living in Britain at the time?
- Did these new ideas make life better (or worse) for people living in other parts of the world?

1 Think about these questions. What are your answers?
2 With a partner, share your ideas and discuss.

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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3.10 Concluding study: What were the short- and long-term effects of the Industrial Revolution?

FOCUS QUESTIONS

- How did the Industrial Revolution affect living conditions and everyday work?
- Did the Industrial Revolution contribute to global warming?

Short-term effects

As you have worked through the chapter, you have now seen that there were positive and negative effects of the Industrial Revolution. To make some generalisations, the average person's wealth rose during this period, people were living longer, and technological advancements made life easier in a lot of ways. On the other hand, the huge population growth in cities and industrial centres resulted in large groups of poor people struggling to survive. The rich often abused the poor and took advantage of those with less power than them. It was a time of rapid change and the impacts were diverse.

ACTIVITY 3.45

Review activity

After working through this chapter, make a list of all the short-term effects from the Industrial Revolution. Separate them into positive and negative effects. Use as many rows as you need!

Short-term effect	Was it a positive effect?	Was it a negative effect?

Long-term effects

In this final section of the chapter, let's consider some of the long-term effects the Industrial Revolution had on the world.

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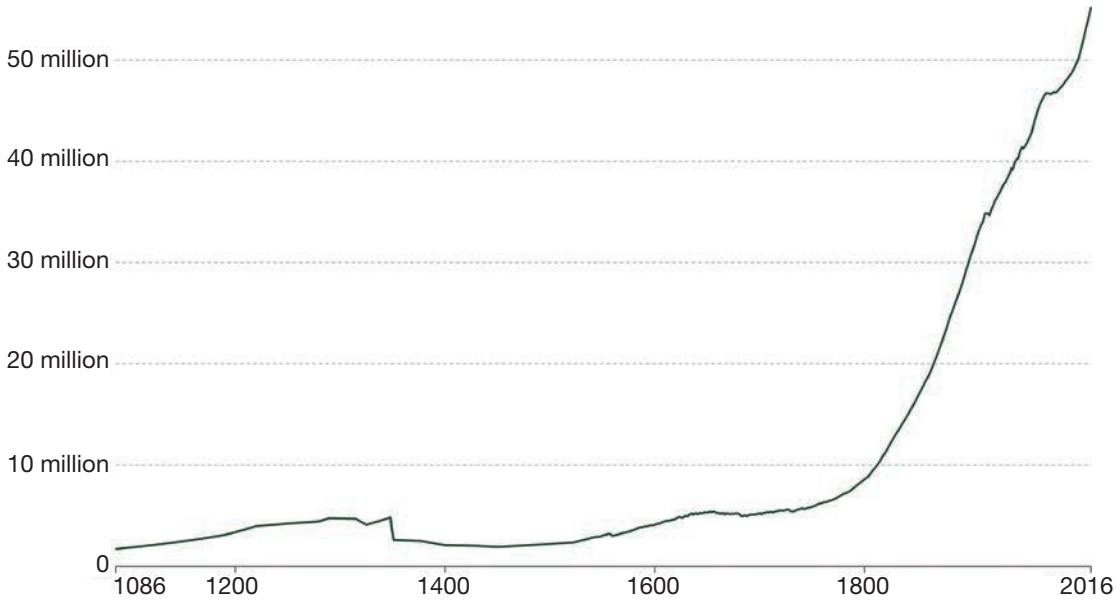
WHAT WERE THE EFFECTS OF THE INDUSTRIAL REVOLUTION ON THE POPULATION?

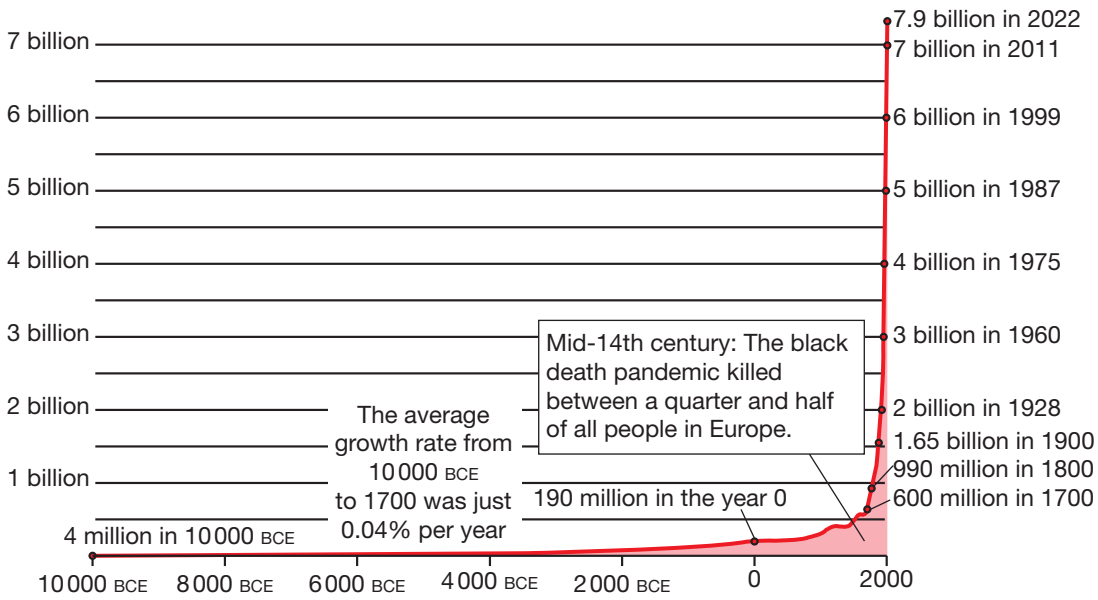
What happened to global populations from circa 1750? And, more specifically, what happened to the population of Britain? For most of human history, the population grew very slowly (by approximately 0.04% per year), but this increased significantly from the mid-1700s. In particular, the population of Britain skyrocketed. Between 1750 and 1850, the population of England nearly tripled.

Examine the graphs in Sources 3.107–3.109 and consider how the population in England, and throughout the world, changed during this period and beyond.



▲ **Source 3.107** The population of England, 1086–2016

Source: Our World in Data, 2023



▲ **Source 3.108** The size of the world population over the last 12000 years, based on estimates by the History Database of the Global Environment and the United Nations

Source: Our World in Data, 2023

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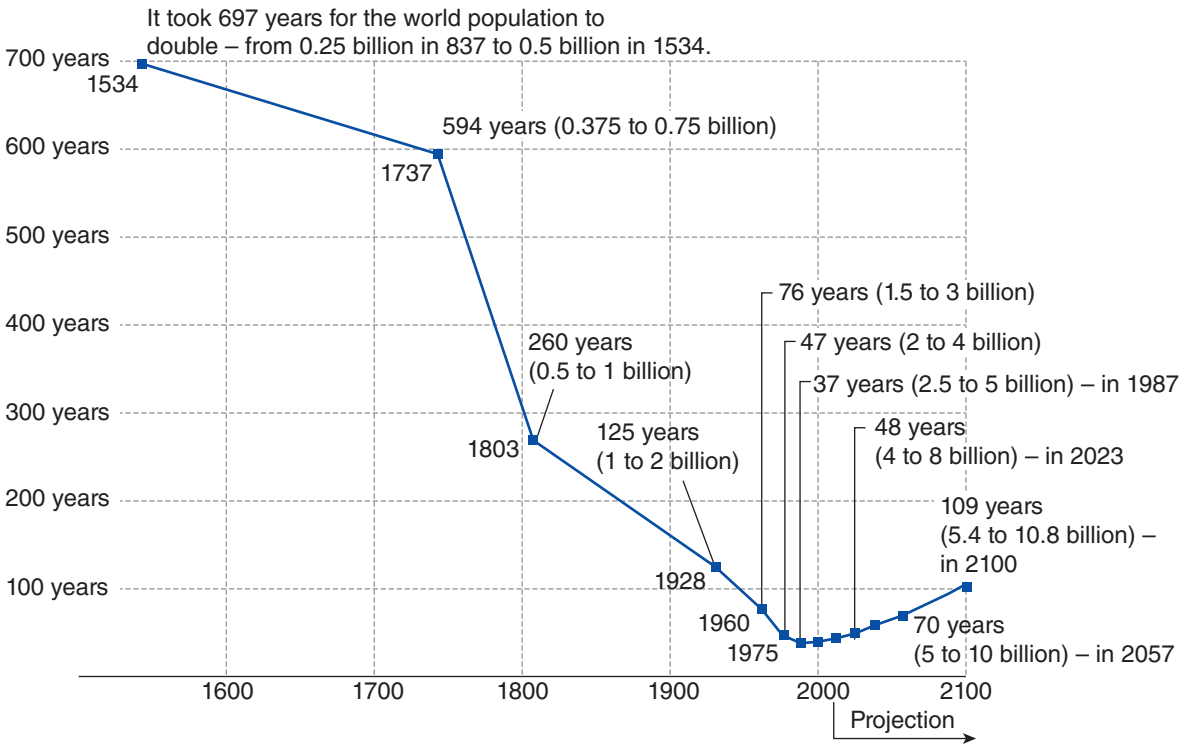

▲ **Source 3.109** Time for the world population to double, based on data from the History Database of the Global Environment and the United Nations

Source: Our World in Data, 2020

THINKING DEEPER

What do you **predict** will happen to global populations during the next 100 years?

ACTIVITY 3.46

1. **Analyse** the graphs in Sources 3.107–3.109 and write three interesting observations you can make about population change during the Industrial Revolution.
2. **Examine** Source 3.109. How long did it take for the global population to double from 0.5 billion people to 1.0 billion people?
3. **Propose** three reasons why the global population increased so significantly.
4. Do these graphs suggest life got better for people in the long term? **Explain**.

HAVE FACTORY CONDITIONS IMPROVED?

Since the introduction of factories in industrial Britain, much of the way goods are produced has not changed. The technology in factories might be more advanced, but there are still large factories all around the world where people work to manufacture products.

During this chapter, you learned that, in some cases, conditions in factories slowly got better for people in Britain. Examine Sources 3.110–3.112 and consider the long-term impacts of the factory system on the world. Are factories good places to work today?

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THE MODERN-DAY TEXTILE INDUSTRY

Do you know where your clothes are made? Have a look at the tag. Most likely, they will have been made in a factory in Bangladesh, Pakistan, China or somewhere in South-East Asia. Read through some of the experiences of workers in modern-day textile factories (see Activity 3.47).

ACTIVITY 3.47

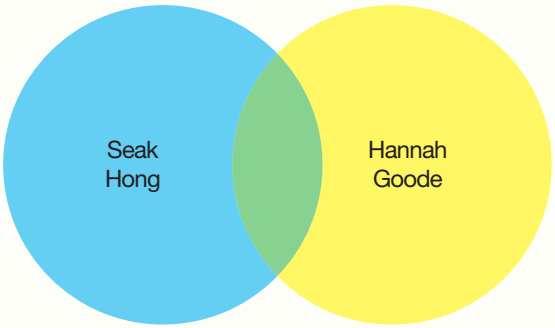
Research task

Look up the New York Times article 'Who made your clothes?' by Sanam Yar from December 2019, or use the following link https://cambridge.edu.au/redirect/10177.

Read the short interviews with garment workers Waheed and Seak Hong, then answer the following questions.

1 What are some of the problems that Waheed describes as happening to factory workers?

2 Use a Venn diagram to **compare** Seak Hong's experience of working in a textile factory in Cambodia in 2019 with the experience of Hannah Goode in Wilson's Mill in 1833 (Source 3.80). What similarities and differences can you **identify**?



3 **Conduct** an inquiry into the factory collapse in Bangladesh in 2013 (Source 3.110). Aim to find out:
   - **a** Why did it happen?
   - **b** What were the positive and negative impacts of the collapse?

THINKING DEEPER HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Change and continuity.

Your response should contain:

- A clear statement about what stayed the same and/or what changed
- Corroborating evidence or examples that show how things stayed the same (i.e. continuity)
- Differing evidence or examples that demonstrate how things changed
- A reason that accounts for this continuity and/or change.

THINKING DEEPER

After reviewing the sources on modern textile factories, does anything sound familiar? Why do you think there are continuities with Industrial Revolution era factories after so much time has passed?

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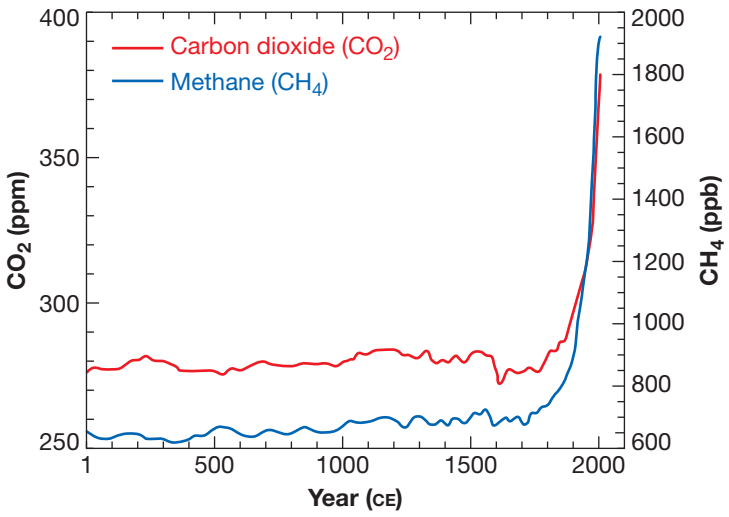
▲ **Source 3.110** In 2013, a textile (garment) factory in Bangladesh collapsed due to poor construction and safety standards, and 1100 people were killed.

DID THE INDUSTRIAL REVOLUTION CONTRIBUTE TO GLOBAL WARMING?

You have already learned about the air pollution that occurred in cities during the Industrial Revolution, but how has industry affected the environment in the long term? Carbon dioxide and methane are two of the most potent and damaging greenhouse gases.

Consider the following sources to learn more about this topic.

▲ **Source 3.111** A steel mill in Baotou, China. Note the air pollution pumping from the factory.



▲ **Source 3.112** Graph showing the changing levels of carbon dioxide and methane in the atmosphere since year 1 CE. What do you notice happened around the year 1800?

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ACTIVITY 3.48

Based on Source 3.111 and Source 3.112, can it be argued that the Industrial Revolution brought about global warming? **Justify** your answer.

THINKING DEEPER HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Cause and effect.

Your response should contain:

- A clear identification of the causes and/or effects relating to the question
- A clear explanation of how the causes are connected to the effects (i.e., how one event or action led to an outcome or consequence)
- Evidence or examples to support this explanation of the relationship between cause and effect.

ACTIVITY 3.49

This is a whole-class activity.

1. Having worked through Section 3.14, individually write down key points you can take away from the text. What have you learned about the long-term effects of the Industrial Revolution? Try to do this without rereading the text.
2. Now pass your notes to the right. The person next to you needs to take 1–2 minutes to read through your notes and then to add one new note to the page. This can be new information, an elaboration on another note, or a connection between ideas.
3. Continue to pass notes around the room two more times.
4. Return all notes to the original owners.
5. Now you may read and **reflect on** the additional notes made on your page and add ideas you may have picked up from reading other students' work.

WHERE TO FROM HERE?

If the Industrial Revolution had a fatal weakness, it was that it devoted all its energy to using natural resources and producing goods, but very little to controlling and disposing of waste. It is only now that we are playing the catch-up game, but it may be too little, too late.

Are we seeing the final stage of the Industrial Revolution? The Industrial Revolution had significant environmental impacts, and we, who are living through its later stages today, are witnessing them.

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THINKING DEEPER

As a young person who has inherited the problems of those who came before you, how do you feel about the environmental problems the world is facing today? And what do you think you can do about them?

ACTIVITY 3.50

With a partner, brainstorm ways you can help the world deal with the complex environmental problems it is facing.

Create a short presentation sharing your ideas. Make sure you include:

- Ideas on how you can look after the environment in your day-to-day life
- Ideas on how to influence others to care about the environment (hint – you might like to **research** a person, such as Greta Thunberg)
- Ideas on ways big business (factories) can improve their environmental footprint.

REFLECTING ON YOUR LEARNING 3.10

Overall inquiry question: 'Did the Industrial Revolution make life better for people in Britain at the time?'

1 Based on the short- and long-term effects of the Industrial Revolution, do you think life got better? **Explain**.
2 Which sources from this chapter best help you answer the overall inquiry question?

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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Conclusion: end-of-chapter reflection

Step one: reflect on your sub-questions

At the end of each section of this chapter, you were asked to **reflect on** how the information in the section related to the overall inquiry question:

'Did the Industrial Revolution make life better for people in Britain at the time?'

1 For each of the sub-questions below, write a brief response (approximately 2–3 sentences) to the sub-question. Do you feel that you have a good understanding of each section of this chapter?

- What was life like in Britain before the Industrial Revolution?
- Why did the Industrial Revolution begin in Britain?
- How did changes in farming practices contribute to and change life for people during the Industrial Revolution?
- How did technological innovations change life for people in industrial Britain?
- How did transport and architecture change life for people during the Industrial Revolution?
- What were the impacts of population movements on cities during the Industrial Revolution?
- How did life change for men, women and children during the Industrial Revolution?
- What responses did people have to the changes in working conditions as a result of the Industrial Revolution?
- What ideas emerged from the Industrial Revolution that influenced change in society?
- What were the short- and long-term effects of the Industrial Revolution?

Step two: reflect on the key inquiry question

2 Now, based on what you have learned in this chapter, write a short paragraph in response to the question: 'Did the Industrial Revolution make life better for people in Britain at the time?'

Step three: future questions

3 Based on your learning in this chapter, what questions do you have about the lives of the people living in Britain during the Industrial Revolution?

4 **Reflect on** the questions you or your classmates raised at the beginning of the chapter, at the end of the 'Setting the scene' activities. Have you answered most of these questions? Which questions have not been answered?

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End-of-chapter assessment

Question: *Did the Industrial Revolution make life better for people living in Britain at the time?*

Task

Using the following sources, and the knowledge you have learned from working through the chapter, write an essay responding to the question. Write a hypothesis and choose three supporting points. Use the sources to support your ideas.

Conditions

- Follow the essay structure.
- State a clear hypothesis and three supporting points in your introduction.
- Corroborate! Choose two sources for each body paragraph to support your main points.
- Write clearly and succinctly, and use your best written expression.

Historical sources

Source A

> Many things combine to make the Hand Spinning of Wool, the most desirable work for the cottager's wife and children … But from the establishment of the Spinning Machines in many Counties where I was last Summer, no Hand Work could be had, the consequence of which is the whole maintenance of the family devolves on the father, and instead of six or seven shillings a week, which a wife and four children could add by their wheels, *his* weekly pay is *all* they have to depend upon …

▲ **Source 3.113** Excerpt from *Observations … on the Loss of Woollen Spinning*, c. 1794

Source B

The engraving shows a woman in her home (a cottage) spinning and carding wool, with some of her family in the background. Before the Industrial Revolution, the textile industry took place in cottages on a much smaller scale.

◄ **Source 3.114** 'Spinning and Carding Wool', from the book titled *The Costumes of Yorkshire*, published in 1814, London

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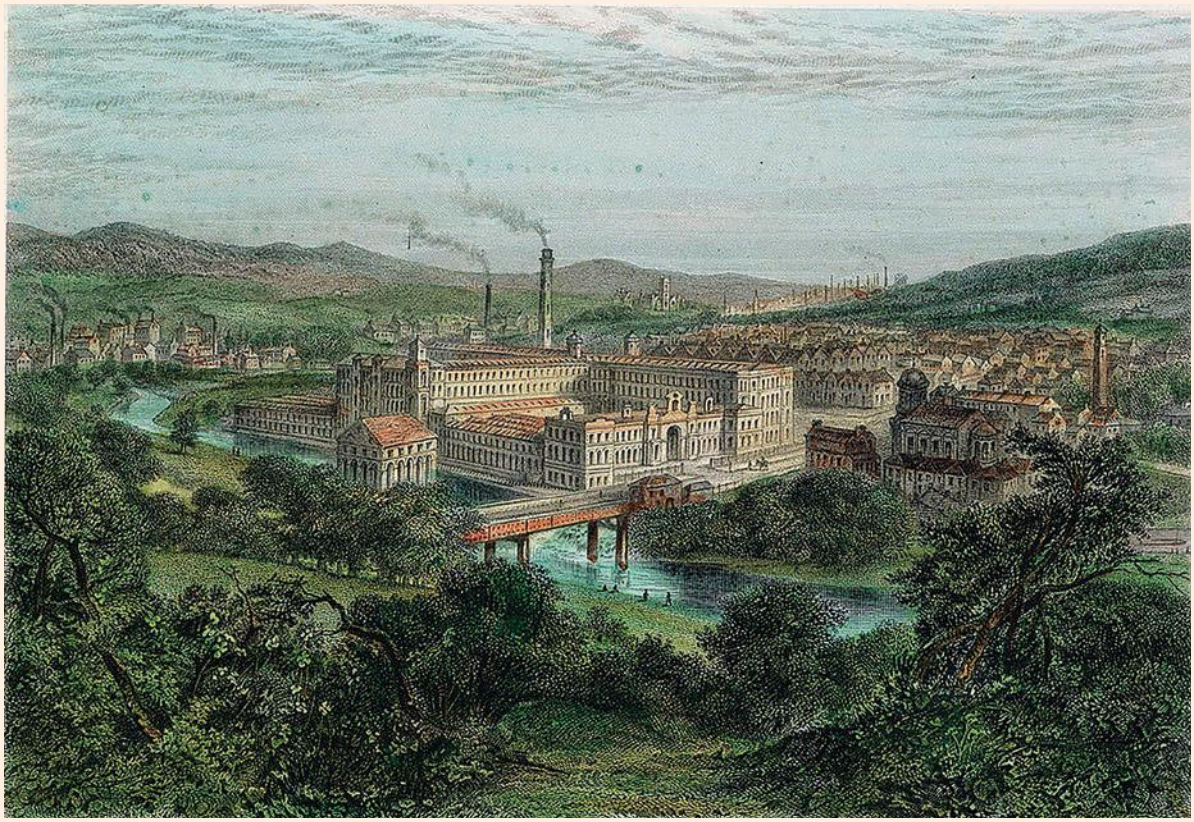
Source C

On my recent tour through the manufacturing districts, I have seen tens of thousands of old, young and middle-aged women earning abundant food, raiment [clothing], and domestic accommodation, without perspiring at a single pore, screened meanwhile from the summer's sun and the winter's frost, in apartments more airy and salubrious than those of the metropolis in which our legislature and fashionable aristocracies assemble … At Quarry Bank, near Wilmslow in Cheshire, is situated the great firm of Greg and Son. At a little distance from the factory, on a sunny bank, stands a handsome house, two stories high, built for the accommodation of the female apprentices. They are well fed, clothed and educated. The apprentices have milk-porridge for breakfast, potatoes and bacon for dinner and meat on Sundays.

▲ **Source 3.115** This is an excerpt from Andrew Ure's *The Philosophy of Manufactures*, 1835. Ure was a supporter of the new industries.

Source D



▲ **Source 3.116** This painting depicts a textile factory that was built by Titus Salt (1803–1876) in Saltaire, Yorkshire, in the nineteenth century. The workers had access to shops, a hospital and a library, and the town was built along the canal to allow for easy transportation of goods. Saltaire provided a comfortable, self-contained village for its workers.

Source E

The total quantity of goods passing between Liverpool and Manchester is estimated to be 1,000 tons per day … The average length of time taken (by canal) is 36 hours … The average charge … has been 15s a ton … By the projected railroad, the transit of goods between Liverpool and Manchester will be 4 or 5 hours, and the charge to the merchant reduced by at least one-third.

▲ **Source 3.117** Excerpt from the *Liverpool and Manchester Railroad Company Prospectus*, 1824

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Source F

… the industrial revolution began the transformation that has led to extraordinarily high (compared with the rest of human history) living standards for ordinary people throughout the market industrial economies.

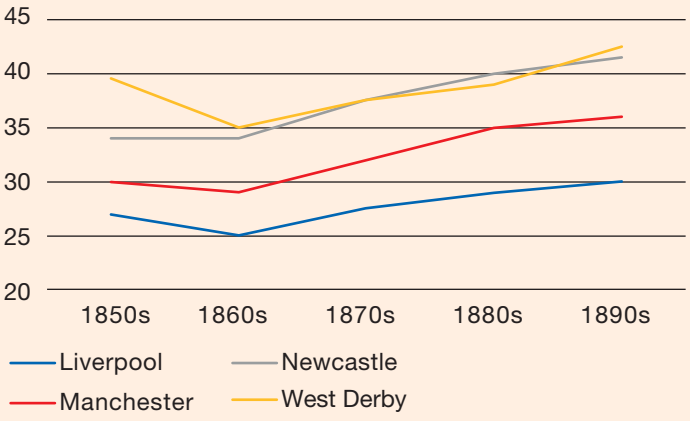
▲ **Source 3.118** Excerpt from Clark Nardinelli, 'Industrial Revolution and the standard of living', *The Library of Economics and Liberty* (n.d.)

Source G

So, while the Industrial Revolution ultimately led to big increases in wealth, progress was unsteady. For much of the period, the average person was not reaping the benefits of economic change.

▲ **Source 3.119** Excerpt from 'Did living standards improve during the Industrial Revolution?', *The Economist*, London, 13 September 2013

Source H



◄ **Source 3.120** This graph shows the life expectancy of people in four cities in Britain. Note how low the average life expectancy was for a person living in Liverpool in the 1860s. What may have contributed to this figure? Also note how life expectancy rises during the latter half of the nineteenth century.

Source: 'Did living standards improve during the Industrial Revolution?', *The Economist*, London, 13 September 2013

Source I

They reached the mill at about half-past five in the morning. The moment he entered the doors, the noise appalled him and the smell seemed unbearable. His first task was to pick up the loose cotton that fell upon the floor. He set to it eagerly although he was much terrified by the noise of the machinery and half-suffocated with the dust. Unused to the smell, he soon felt sick by the constant bending (down). He therefore sat down but found out that this was strictly forbidden. His overseer used his whip to prove this point. He stayed on his legs until 12 o'clock. Blincoe suffered greatly with thirst and hunger.

▲ **Source 3.121** This is an excerpt from *The Memoir of Robert Blincoe*, published in 1828. This book was written by John Brown based on stories told to him by Robert Blincoe. This extract describes his first day at work as a child.

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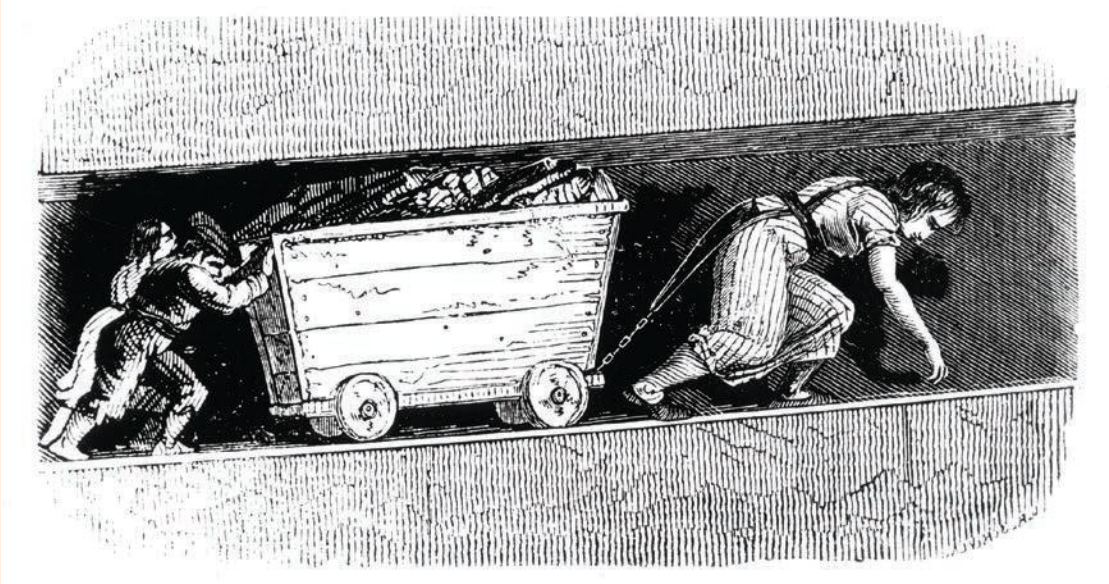
Source J

A woman drawer with two children 'thrusters' pulling a wagon of coal in an underground tunnel.



▲ **Source 3.122** An illustration from J.C. Cobden, *The White Slaves of England*, published in 1853

Source K

> The … cottages are in bad order, never repaired, filthy, with damp, unclean cellar dwellings; the lanes are neither paved nor supplied with sewers, but harbour numerous colonies of swine … The mud in the streets is so deep that there is never a chance, except in the driest weather, of walking without sinking into it ankle deep at every step.

▲ **Source 3.123** An excerpt from Friedrich Engels, *The Condition of the Working Class in England*, published in 1845. Here he describes an area in the city of Manchester called 'New Town'.

Source L

You can see the smog and densely packed housing. Some historians have argued that Gustave Doré's illustrations were somewhat exaggerated.

▲ **Source 3.124** Illustration titled 'Over London by Rail' by Gustave Doré, which was printed in the book *London: A Pilgrimage* by William Blanchard Jerrold

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Source M

Middle-class men and women inside the carriage of a horse-drawn omnibus in London. Working-class people would rarely travel via an omnibus as it was too expensive. Note the standard of dress of the passengers and that some appear to be travelling at leisure. Also note the advertisements along the top of the carriage, highlighting the range of consumer goods now available to the middle and upper classes.

▲ **Source 3.125** *The Bayswater Omnibus*, 1895, painted by George William Joy

Digital resources

Visit the Interactive Textbook or Online Teaching Suite to access:

- General Capability Project
- Interactive chapter quiz
- Interactive Scorcher quiz
- Videos, image galleries and other extra materials.

SCORCHER

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UNIT

4

Asia and the world (1750–1914)

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Overview

This unit focuses on the historical changes and continuities of the time period (1750–1914) in an Asian context. We have chosen to focus on China as a notable case study for several reasons. Firstly, the events and personalities during this time were significant. Secondly, you may have studied ancient China in Year 7 History, and returning to this national study may be exciting for you. Thirdly, China is an increasingly powerful nation in our region, and learning more about its history and culture is of great value to any educated Australian citizen.

In this unit we will look at the key social, cultural, economic and political features of Chinese society during the eighteenth and early nineteenth centuries. We will examine the causes and effects of European contact with China, including colonisation. We will look at significant events, ideas, people and groups, and the perspectives of different players. We will look at continuities and changes and their effects on the ways of life of the Chinese people. Finally, we will look at how China related to other nations at this fascinating time, and consider significant ideas of nationalism and self-determination.

Learning goals

After completing this unit, you should be able to answer these questions:

- What are the significant events, ideas, individuals and groups that caused change from 1750 to 1914?
- What were the causes, developments, significance and long-term effects of imperialism in this period?
- What were the perspectives of different people at the time?
- What are the contested debates and reasons for different historical interpretations?

◄ **Source A** An illustration depicting clashes on the streets of Beijing, 15 August 1900, during the Boxer Rebellion (1900–01)

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CHAPTER 4: China and the world (1750–1914)

Setting the scene: the death throes of the empire

When the Empress Dowager Cixi of the Qing dynasty allegedly ordered the murder of her nephew and adopted son, the Guangxu Emperor, in November 1908, she was nearly 73 years old. She was also on her own deathbed.

Arriving in the forbidden City as a 16-year-old girl named Yehe Nara, Cixi joined the emperor's harem. When he overheard her singing, the emperor became enchanted by her and soon after she bore him a son. She was given the title Tzu His (empress of the Western Palace) today spelled Cixi.

▲ **Source 4.1** *Empress Dowager Cixi* by Dutch painter Hubert Vos, 1905

Cixi became the power behind the throne after the death of the Xianfeng Emperor in 1861. At his death, the role of emperor passed to their five-year-old son, who became the Tongzhi Emperor. Taking on the role of **regent**, it was intended that Cixi would only hold this position until the Tongzhi Emperor was old enough to rule in his own right in 1873.

regent a person who rules a state or country because the emperor is too young or ill

de facto while not holding the official position, a person is behaving as though they are

After the Tongzhi Emperor died at the age of 19 in 1875, his three-year-old cousin became the Guangxu Emperor. Adopting him as her son, Cixi once again ruled as regent. Retiring in the late 1880s, Cixi ensured that she remained aware of all aspects of Chinese politics through informants who regularly visited her at her home, the grand Summer Palace.

In 1898, disturbed at the radical reforms (Hundred Days reforms) the Guangxu Emperor was attempting to implement, Cixi emerged from retirement to retake control of the government as a **de facto** emperor. She believed that the pace of change was too rapid. The emperor was placed under house arrest by order of Cixi and his reforms were abandoned.

Demonised and painted as a 'Dragon Lady' by the foreign press, was this an unfair reaction to Cixi's attempts to remove foreign influences from China? Or was it a genuine reflection of her character, resistance to change and extravagant lifestyle?

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The Guangxu Emperor died in 1908, and forensic tests undertaken in the early 2000s found that the cause of death was acute arsenic poisoning. At this time, Cixi was facing her own death, and the fear that the Guangxu Emperor could return to the throne would have been a genuine concern. Did Cixi believe that eliminating the Guangxu Emperor before she died was necessary to save the Qing dynasty and the empire? Did Cixi orchestrate his murder?

While there is no conclusive proof that Cixi was responsible for the poisoning, there are few other candidates who had the opportunity or desire to ensure he did not outlive his adoptive mother.

In February 1912, less than four years after the death of the Guangxu Emperor, the empire came crashing down with the forced **abdication** of the last emperor of China, six-year-old Puyi.

abdication to give up rule from a powerful position

So how did the Qing dynasty fail? How did 3000 years of empire come to an end in the winter of 1912?

The death of the Guangxu Emperor

From the beginning of August of last year, our health has been poor. We formerly ordered the Tartar generals [generals from the north of China], viceroys [officials who represent a monarch], and governors of every province to recommend physicians [medical experts] of ability … But their prescriptions have given no relief … There are ailments both external and internal, and the breath is stopped up, the stomach rebellious, the back and legs painful, appetite failing. On moving, the breath fails and there is coughing and panting. Besides, we have chills and fever, cannot sleep, and experience a general failure of bodily strength which is hard to bear … and now the Tartar generals, viceroys, and governors of every province are ordered to select capable physicians, regardless of the official rank, and to send them quickly to Peking [Beijing] to await summons to give medical aid. If any can show beneficial results he will receive extraordinary rewards, and the Tartar generals, viceroys, and governors who recommend them will receive special grace. Let this be published.

▲ **Source 4.2** Guangxu Emperor edict as quoted in Isaac Taylor Headland, *Court Life in China: The Capital, Its Officials and People*, F.H. Revell, 1909. On the morning of the day that he would die, 14 November 1908, this edict was released under the name of the Guangxu Emperor to foreign diplomats in Peking (Beijing). The edict presents the emperor as having a long illness and receiving extensive medical treatment.

[The Guangxu Emperor] had led a very vigorous program of reform 10 years earlier, in 1898, after which he had been deposed by the empress dowager and had then been held in a sort of palace arrest from that time forward.

▲ **Source 4.3** Joseph Esherick, quoted in Louisa Lim, 'Who murdered China's emperor 100 years ago?', NPR, 14 November 2008. Joseph Esherick is a historian who specialises in Qing dynasty history at the University of California.

We took a hair measuring 10 inches, and after analysis, we found its arsenic content was 2,400 times higher than normal … One thing is certain: The empress dowager was the mastermind. All these people were her cronies, and it would be impossible for outsiders to come into the palace to poison the Emperor.

▲ **Source 4.4** Zhu Chenru, quoted in Louisa Lim, 'Who murdered China's emperor 100 years ago?', NPR, 14 November 2008. Zhu Chenru is the deputy director of the National Committee for the Compilation of Qing history. This is an extract from an interview on the investigation into the cause of death of the Guangxu Emperor. The research was carried out over five years by his institute, the China Institute of Atomic Energy, the forensic lab of the Beijing police and China Central Television.

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Too much mystery surrounds the Forbidden City for us to write of its inmates with assured authority. Even when the facts are known, there are two or three versions, each giving a different rendering of what occurred. This vagueness is like the nebulous [cloudy or hazy] parts of a Chinese painting; it has a charm that it might be a mistake to dispel. Nor is it certain that the historian, could he lift the veil, would discover the truth.

▲ **Source 4.5** Daniele Vare, *The Last Empress*, 1936. Daniele Vare was an Italian diplomat in Peking (Beijing) from 1912 to 1920 and again from 1927 to 1931. He wrote a biography on Cixi.

▲ **Source 4.6** *Emperor Guangxu* by Qing dynasty court painter

ACTIVITY 4.1
RESPONDING TO THE SOURCES

1 **Identify** whether Source 4.2 is a primary or a secondary source and **justify** your answer.
2 Using Source 4.2, **describe** the health of the Guangxu Emperor and the length of these symptoms.
3 Using Source 4.3, **describe** the relationship between Cixi and the Guangxu Emperor.
4 **Describe** how the Guangxu Emperor died, according to Source 4.4.
5 **Explain** the barriers to discovering the truth about the people and events in the Chinese ruling family (Source 4.5).
6 What do you believe was the cause of the Guangxu Emperor's death? **Synthesise** evidence from at least two sources to support your claim.

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LA MORT DES SOUVERAINS CHINOIS

Les corps de l'impératrice Tseu-Si et de l'empereur Kouang-Siu exposés dans le pavillon de la Longévité impéria

◄ **Source 4.7** The cover of *Le Petit Journal* from November 1908 depicting the funeral of Empress Dowager Cixi and the Guangxu Emperor at the Pavilion of Imperial Longevity

ACTIVITY 4.2
MAKING THINKING VISIBLE

Take note

After reading this story, use different coloured sticky notes to record your ideas in response to each of the following questions. Keep the colours consistent for each question, to make grouping them easier.

1. What is the most important point that you took away from this story about China in this period?
2. What are you finding challenging or difficult to understand about China in this period?
3. What question do you have about China in this period?
4. What was the most interesting idea in this account?

Once you have recorded your ideas, your teacher will allocate each question to a group of students.

Each group is to collect all the sticky notes for their question and prepare a summary of the class's thinking for that question.

Save the summaries so that as a class you can see if your thinking is still the same at the end of the unit.

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Did Cixi deserve the title 'Dragon Lady'?

▲ **Source 4.8** Charles Lucien Leandre, front cover of *Le Rire*, 14 July 1900. This cover is from a French weekly newspaper published a few weeks after the Imperial Court declared war on foreigners living in Beijing.

> Communist Party-authorised school books [state] that Cixi was a harridan [an angry old woman] who stole the nation's wealth and was responsible for China's humiliating defeat by the Japanese in 1895 …

▲ **Source 4.9** Jane Perlez, 'Was Cixi a feminist trailblazer or wayward thief? How historians are divided on this enigmatic Chinese empress', *The Independent*, 28 July 2018. Communists are opposed to monarchies. The Communist Party of China is the sole ruling party of the People's Republic of China. All textbooks used in Chinese schools must 'reflect the will of the party and the state', according to the national teaching materials committee.

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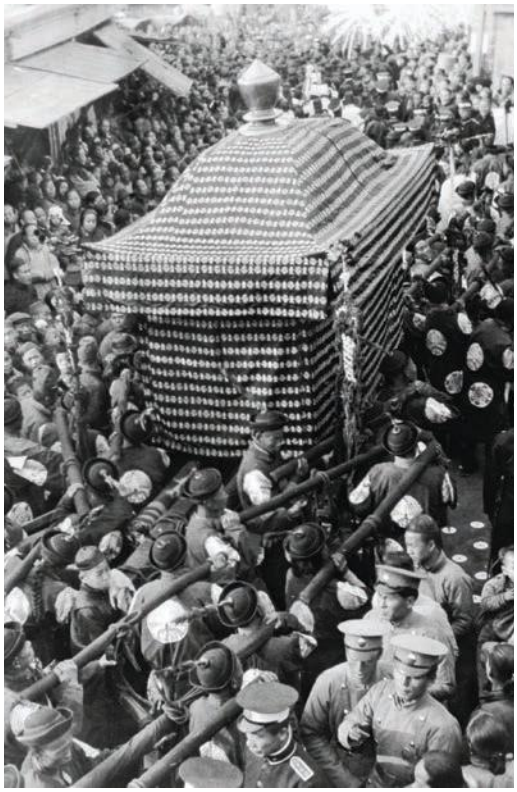
Traditional Chinese historians have always been prejudiced against feminine influence in court. Moreover, historians have long relied upon the works of men such as K'ang Yu-wei and Liang Ch'i-ch'ao, the two leaders of the radical reform movement … for their information about the workings of the Qing court during the period 1898 to 1900. Since these men were opposed to the power and conservatism of the Empress Dowager, their prejudice is reflected in their writings about the court at that time … Thus, historians have been presented with a rather one-sided view of the Qing court and have given undeserved credence to numerous myths and misconceptions about the Empress Dowager.

▲ **Source 4.10** Sue Fawn Chung, 'The much maligned Empress Dowager: A revisionist study of the Empress Dowager Tz'u-Hsi (1835–1908)', *Modern Asian Studies*, vol. 13, no. 2, 1979. Sue Fawn Chung is a Professor Emeritus of History at the University of Nevada. One of her areas of expertise is Qing dynasty history.

There are many who have thought that the Empress Dowager has been misrepresented. The world has based its judgment of her character upon her greatest mistake, her participation in the Boxer movement, which seems unjust, and has closed its eyes to the tremendous reforms which only her mind could conceive and her hand carry out. The great Chinese officials to a man recognized in her a mistress of every situation; the foreigners who have come into most intimate contact with her, voice her praise; while her hostile critics are confined for the most part to those who have never known her.

▲ **Source 4.11** Isaac Taylor Headland, *Court Life in China: The Capital, Its Officials and People*, F.H. Revell, 1909. Headland's wife was the physician to the Empress Dowager's family and provided her husband with much of the information for his book. Mrs Headland was a trusted member of the Chinese Court's inner circle.



▲ **Source 4.12** A photo of the funeral procession for Cixi in 1908.

ACTIVITY 4.3
RESPONDING TO THE SOURCES

1. **Identify** the perspective of Cixi communicated by the artist in Source 4.8. Provide two examples from the illustration to support your claim. **Explain** why the creator of Source 4.8 may hold this view of Cixi.
2. **Identify** the perspective of Cixi communicated in Chinese textbooks (Source 4.9). Use evidence from the source to support your claim. **Explain** why the Communist Party of China may hold this view of Cixi.
3. **Identify** the reasons why Cixi may have been portrayed negatively by some sources, according to Source 4.10.
4. **Identify** the perspective of Cixi communicated in Source 4.11. Use evidence from the source to support your claim. **Explain** why the author may hold this view of Cixi.
5. **Analyse** Source 4.12. Does this image suggest Cixi was a popular ruler?
6. **Decide** whether Cixi deserves the title of Dragon Lady. **Synthesise** evidence from Sources 4.8–4.12 in your response.

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Chapter overview

Introduction

The Qing dynasty (1644–1912) was the last in a long tradition of imperial rule in China. For over 3000 years, ruling families had come and gone as they gained and lost their **Mandate of Heaven**. At the beginning of the Xia and Shang dynasties, China occupied modest territory on the banks of the Yellow River. However, by the late eighteenth century, when the Qing dynasty was at its high point, the Chinese Empire had grown to control vast swathes of East Asia. The Chinese people proved themselves to be skilful craftspeople and inventors. They invented gunpowder, fireworks, compasses, paper and printing. They also produced many items that were not readily available anywhere else (silk, tea, china and spices).

Mandate of Heaven a Chinese belief that heaven gives authority to a dynasty to rule and may revoke this authority if the dynasty is immoral or incompetent

In the 1490s, during the reign of the Yongle Emperor of the Ming dynasty, it is believed that a Chinese admiral, Zheng He, reached the distant shores of Australia. This was long before Captain Cook landed at Botany Bay in 1770. After the death of the Yongle Emperor, China's long-range sailing ships were burned and contact with foreign lands was discouraged. The Chinese nation began to look inwards. Believing that they had everything they could possibly want within their country, there was no need for trade and diplomacy with foreign powers. This determination to isolate China would eventually lead to conflict. It would ultimately cause great loss both for the empire and the Chinese people.

During this chapter, you will investigate the inquiry question: ''What caused the collapse of the Qing dynasty in China by 1912?' You will answer sub-questions relating to this overall inquiry, and at the end of this chapter, you will be able to write your own hypothesis (answer to the question).

Considering a key inquiry question

The colour-coded text below shows you how to usefully break down a question into parts.

Key inquiry question

What caused the collapse of the Qing dynasty in China by 1912?

Every key inquiry question should have:

- An open interrogative
- A historical concept
- Specific content
- Scope and scale.

So, let's dissect this key inquiry question: 'What caused the collapse of the Qing dynasty in China by 1912?'

To answer a key inquiry question in a historical investigation, it is helpful to break the question into sub-questions.

Sub-inquiry questions

After completing this chapter, you should be able to answer these sub-questions:

- What were the significant social, cultural, economic and political features of Chinese society during the eighteenth and early nineteenth centuries?
- What were the causes and effects of European contact on Chinese society to 1914?

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- What were the significant events, ideas, peoples, groups and/or movements in the development of Chinese society from 1750 to 1914?
- What were continuities and changes, and how did they affect ways of life and living conditions, in Chinese society at the turn of the twentieth century?
- What were different experiences and perspectives of colonisers and Chinese people in China between 1750 and 1914?
- What effect did ideas of nationalism and self-determinism have on Chinese society by 1914?

◄ **Source 4.13** French political cartoon from 1898. It is meant to represent the tendencies of foreign nations towards China during a decade of political turmoil. A pie represents 'Chine' (French for China) and is being divided between caricatures of Queen Victoria of the United Kingdom, William II of Germany, Nicholas II of Russia, who is eyeing a particular piece, the French Marianne (a typical representation of France), and a samurai representing Japan, carefully contemplating which pieces to take. A stereotypical Chinese official of the Qing dynasty throws up his hands to try to stop them, but is powerless.

ACTIVITY 4.4
MAKING THINKING VISIBLE

See, think, wonder

1 What can you see in Source 4.13?
2 What do think the artist is saying about China in 1898?
3 What questions or wonderings do you have?

Revisit this cartoon at the end of the unit to see if the class's thinking has changed.

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Timeline of key events

What came before this topic?

- The last of China's imperial dynasties was established by the Manchus in 1644 when they conquered Beijing and ejected the Ming.
- The Qing dynasty reached its height under the leadership of the Qianlong Emperor in the eighteenth century.

▲ A painting of the Qianlong Emperor in ceremonial armour on horseback from 1758

Early 1700s
Portuguese traders begin buying opium from India and selling it in China

1729
The Youngzheng Emperor prohibits the sale and smoking of opium

1757
The Qianlong Emperor issues a decree confining all foreign trade to Guangzhou (then called Canton)

1773
The British become the leading smugglers of illegal opium to China

1793
Britain attempts to establish official diplomatic and trade relations by sending Sir George Macartney to China. The Qianlong Emperor responds to King George III with a blunt refusal.

1795–1804
The White Lotus Rebellion. High taxes and corrupt officials prompt the White Lotus Society to rebel against the Qing.

1796
The Jiaqing Emperor bans the importation and cultivation of opium

1839–1942
The First Opium War. The Qing attempt to enforce restrictions on opium and the British respond by sending in the navy. The Chinese are defeated and forced to sign the humiliating Treaty of Nanking.

1850
The Taiping Rebellion begins

1856–60
The Second Opium War. The Chinese are again defeated, this time by an alliance of the British and the French. They are forced to sign the Convention of Peking and legalise the opium trade.

1861
The Self-Strengthening Movement begins

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What came after this topic?

The Republic of China continued under a series of presidents, most notably Jiang Jieshi (Chiang Kai-shek). The republic faced many challenges in the following years: the threat of regional warlords, Japanese invasions and the eventual rise of the Chinese Communist Party in 1949.

▲ Chairman Mao Zedong helped lead China to a communist revolution in 1949.

► Sun Yixian, born in 1866, would go on to become China's first president in 1912.

1861
Empress Dowager Cixi takes control of China through her five-year-old son when he is named the Tongzhi Emperor

1864
The Taiping Rebellion ends

1866
Birth of Sun Yixian, the father of modern China

1894–95
The Sino-Japanese War. The Chinese suffer a humiliating defeat in their war with Japan over control of Korea.

1898
The Hundred Days' Reform

1899–1901
The Boxer Rebellion

1908
Empress Dowager Cixi dies at the age of 72, 24 hours after the death of the Guangxu Emperor

1911
The Wuchang Uprising begins the Xinhai Revolution, ending the Qing dynasty's rule of China

1912
Emperor Puyi is forced to abdicate. The Republic of China is established with Sun Yixian as the first president, though he is soon replaced by Yuan Shikai.

1913
Democratic elections are held and the Guomindang win a significant victory

1915
Yuan Shikai revives the monarchy with himself at the head and styles himself the Hongxian Emperor

1916
Widespread condemnation forces Yuan Shikai to abandon his imperial pretentions. He dies a few months later.

Responding to the timeline

1 **Consider** the timeline. The Qing dynasty started in 1644. **Research** and list three events that occurred elsewhere in the world at this time.
2 **Consider** the timeline. Empress Dowager Cixi died in 1908. **Research** and list three events that occurred elsewhere in the world in 1908.
3 **Identify** the nations, other than China, that appear on the timeline. **Explain** the nature of each nation's relationship with China between 1750 and 1912.
4 In this period, China moved from being a monarchy to a democracy. **Research** each of these terms and **represent** the features of each in a Venn diagram. Show the unique features of a monarchy and a democracy, and then in the overlapping section, the features common to both.

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Pinyin or Wade–Giles?

romanisation to turn a traditional language, such as Chinese, into the Latin or Roman alphabet

The Chinese language is written in characters rather than letters. For this reason, it has long been challenging for people of non-Chinese backgrounds to read and interpret written works. The Wade–Giles system of **romanisation** was developed to help communication. It was created in the 1860s by Thomas Wade, who was a Chinese scholar and British ambassador to China. It was then refined in the 1890s by British diplomat Herbert Giles and his son Lionel. It became the standard system until 1958, when it was replaced in China with the Hanyu Pinyin system. The Hanyu Pinyin system was accepted as an international standard in 1982, though Taiwan continued to use the Wade–Giles system until 2009.

As the move from the Wade–Giles system to the Pinyin system has happened relatively recently, you will find that many books contain very different versions of Chinese names and places. For example, the word 'emperor' is 'qianlong' in the Pinyin system and 'ch'ien-lung' in the Wade–Giles system. Where practical, this textbook uses Pinyin. But some places and people are so well known in their Wade–Giles form that it would be confusing to use the Pinyin. For example, 'Hong Kong' is the city name in the Wade–Giles system but is 'Xianggang' in Pinyin.

Chinese pronunciation guide

Pronouncing Chinese words can be a real challenge for English speakers because there are sounds in Chinese that aren't in English. Pinyin will help English speakers sound out many words. But Chinese words that contain speech sounds that do not easily translate into roman letters can be extra challenging. Below is a quick guide to how Pinyin letters translate into approximate English sounds.

c 'ts' as in 'lots'
j 'j' as in 'jet'
q 'ch' as in 'chop'
r 'z' as in 'haze'
x 'sh' as in 'shop'
z 'ds' as in 'woods'
zh 'j' as in 'job'

So, Qing is pronounced 'Ching', Empress Cixi is pronounced Empress 'Tsee-shi' and Guangxu is pronounced 'Gwang-shoo'.

◄ **Source 4.14** The Guangxu Emperor as a child ruler in 1875, the year he ascended to the throne

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4

4.1 Contextual study: What were the significant social, cultural, economic and political features of Chinese society during the eighteenth and early nineteenth centuries?

FOCUS QUESTIONS

- What were the key cultural and social features of China between 1750 and 1914?
- What was the political and economic structure of China between 1750 and 1914?

bureaucracy a system of government where unelected officials carry out the main functions

literati the educated or scholar class

The Qing dynasty

The final era of imperial China began in 1644 when the Ming dynasty was overthrown by the warriors of Manchuria. The Manchu warriors established themselves as the Qing dynasty. The Ming were ethnic Han, like the majority of the Chinese population, while the Qing were ethnic Manchu tribes from Manchuria, to the north of the Great Wall. The Qing were the second non-Han rulers of China (the first were the Mongols in the thirteenth and fourteenth centuries). The Qing moved into the imperial palaces of Beijing and kept much of the **bureaucracy** that had existed there for at least 1000 years. However, the Manchus also established their authority through a series of changes.

▲ **Source 4.15** The Qianlong Emperor gives a banquet at the Chengde Mountain Resort in 1754.

They made all men wear their hair in the traditional Manchu style, which was having a shaved head except for a long braid called a queue. They forbade marriage between Manchu and Han people. They also only allowed Manchu people into Manchuria. In addition, Manchu officials were placed in many of the highest offices in the bureaucracy. This caused some resentment among the Han **literati** but did solidify the Manchus' control over the government.

▲ **Source 4.16** Chinese men with the required Manchu hairstyle – a shaved forehead with a long braid called a queue, c. 1900

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The first 100 years of Qing rule was a time of success and prosperity for China. The early Qing emperors enjoyed long reigns. They also often chose to pass their thrones on to the most promising of their sons rather than just the eldest. Emperors of the Qing were known by their era names, rather than personal names. So, the fourth emperor is known as the Kangxi Emperor, rather than by his personal name Aisin Gioro Xuanye, and never as Emperor Kangxi.

ACTIVITY 4.5

Discussion

Why might the Han majority in China resent the Manchu Qing dynasty?

Geography

annex to take possession of an area of land or a country, usually by force or without permission

In the years following the fall of the Ming dynasty, China expanded significantly. It reached the borders we know today towards the end of the Qing era and **annexed** Tibet in the 1750s. The border of the Himalayan mountains made it extremely difficult to go any further. Deserts in the north and north-east also halted expansion in these directions.

▲ **Source 4.17** Key geographical features of China during the Qing dynasty

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▲ **Source 4.18** China during the Qing dynasty

From north to south, China stretches over 49 degrees of latitude (for more on latitude, see Chapter 5). Consequently, there are profound differences between the different provinces, including climate, coastal or inland location, and agricultural focus.

Under the Qing, China was divided into 18 provinces, each of which was controlled by a governor or viceroy. These officials were responsible for ruling their provinces in the name of the emperor and forwarding taxes to Beijing, the Qing capital.

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ACTIVITY 4.6

Discussion

China was ruled by an emperor. What would be the challenges for ruling a territory the size of China?

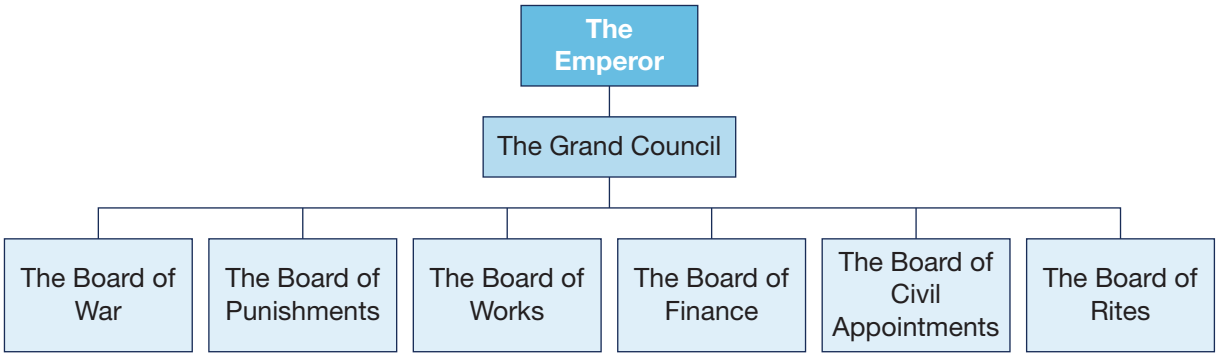
The role of the emperor

The Chinese believed that the emperor only ruled while he held the 'Mandate of Heaven'. If an emperor did not rule effectively, he could be overthrown. When the Manchus overthrew the Ming dynasty, and established the Qing dynasty, they justified this by stating that the Ming had lost the Mandate of Heaven. As the new Qing dynasty, they claimed that it had been transferred to them.

While the emperor's position was inherited, the rest of the government was made up of officials who had passed the examination system. They had to rise through the ranks of the bureaucracy to reach important positions rather than relying only on their family connections. The roles were arranged in a hierarchy, from those who were closest to the emperor down to local county magistrates.

The Grand Council

The Grand Council was a group of men who advised the emperor and made decisions about important policies. The Grand Council was based in the Inner Court of the Forbidden City.



The central government and the examination system

The Chinese bureaucratic system enabled the Qing dynasty to rule over an enormous territory. The emperor was assisted in running China by a large group of civil servants. The government was divided into six main ministries: Civil appointments, Finance, Rites, War, Punishment and Works. Being appointed as a government official was a great honour and could make a man and his family wealthy.

All but the poorest classes of men in China were permitted to apply for entrance into the government bureaucracy. However, they had to pass a set of strict examinations to prove their worth. This selection by merit, rather than inheriting roles, was seen as quite remarkable for the time.

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In practice most officials came from families where there was enough money to afford years of education to prepare effectively for the task. However, some poorer families would pool their wealth so that the most promising children in the family had the best opportunity to rise through the system. Women were not allowed to sit the examinations.

The examinations primarily tested knowledge of the four classics of Chinese literature and required candidates to write what was called the eight-legged essay. This was a highly structured essay of eight parts on an aspect of Confucian thought. The very **formulaic** nature of the essay gave rise to the criticism that this element of the examination system suppressed creativity and innovation, which led to the **stagnation** of thought and progress in Qing China.

formulaic containing or consisting of fixed and repeated groups of words or ideas

stagnation a situation where development or progress becomes inactive

The Rule of Avoidance stated that an official could not serve in his home province or nearby. Holding their position for a short time (usually three years), officials then moved into a new role. An advantage was that the officials were loyal to the emperor, rather than to the province in which they worked. It was, however, difficult to deeply understand a role that was held for such a short period of time. Despite the rapid population growth during the Qing dynasty (see Table 4.1), there was no change made to the bureaucracy. By 1912, a single magistrate could be responsible for up to 300 000 people.

▼ **Table 4.1** Population growth in China

Year	1749	1811	1851
Population of China	177 495 000	358 610 000	431 896 000

Source: Information sourced from Judith Banister, 'A brief history of China's population', in D.L. Poston and D. Yaukey (eds), *The Population of Modern China*, Springer, 1992, p. 52

ACTIVITY 4.7 MAKING THINKING VISIBLE

Claim, support, question

Complete the following activity in pairs.

1. What is one advantage and one disadvantage of the Chinese political system?
2. What evidence or reasoning can you provide to support each claim?
3. Why would stagnation of thought (not being creative or innovative) be problematic for China? (**Consider** what is happening at this time in other nations.)

▲ **Source 4.19** Candidates for the civil service crowd around a wall where examination results have been posted. Attributed to Qiu Ying, sixteenth century.

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While he is wondering when the results will be announced and waiting to learn whether he passed or failed, so nervous that he is startled even by the rustling of the trees and the grass and is unable to sit or stand still, his restlessness is like that of a monkey on a leash.

▲ **Source 4.20** Pu Songling (1640–1715), sourced from Ichisada Miyazaki, *China's Examination Hell*, Weatherhill, 1976. Pu Songling was an author and tutor during the Qing dynasty.

ACTIVITY 4.8 RESPONDING TO THE SOURCES

1 **Describe** how it would feel to be waiting on the results of the examinations. Use information from the text and evidence from Sources 4.19 and 4.20. Why did candidates feel this way?

2 How are these feelings similar to and different from those experienced by QCE students today?

THINKING DEEPER HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Empathy.

Your response should contain:

- Language that shows that you understand the values, beliefs, experiences and emotions of people from the past
- Consideration of how these values, beliefs, experiences and emotions align with or differ from your own
- Explanation of how the origin and context of the source may account for similarities or differences with your own experience.

Confucius

Confucius was a political thinker, philosopher and teacher during what is known as the Spring and Autumn period (551–479 BCE). His writings and teachings have long been central to the development of Chinese culture and the workings of government. While the influence of his ideas had diminished during the Song era, by the time of the Qing they had regained their prominence. Confucian thought focuses on questions of morality or ethics, and the provision of effective and stable societies and government to promote moral harmony.

Those who wished to be government officials needed to study the works of China's Confucian tradition.

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ACTIVITY 4.9

Research

1 **Research** the sayings of Confucius and **select** one that appeals to you.
2 Record the saying and **explain** the meaning behind it.

The economy

Prior to the Qing dynasty, China's economy was expanding. New markets were being established and merchants were trading with other countries. In the 1760s, China limited foreign trade to the single port of Canton (Guangzhou), so that the government could monitor all transactions. More ports were opened to foreigners after China's loss in the Opium Wars in the mid-nineteenth century. Internal trade flourished within China throughout this period. Consequently, the numbers and wealth of artisans and merchants grew.

Eighty per cent of the population lived in the countryside and most of the economy had a focus on agriculture. Farmers were encouraged to cultivate new areas by the government through incentives, including free livestock, seeds and lower taxes.

There were many market towns where farmers would sell produce to acquire currency to pay taxes to the government. Copper coins were used for small transactions, while silver coins were used for larger transactions and to pay taxes.

ACTIVITY 4.10

Discussion

Why might the Chinese have limited foreigners to a single port during this period? Discuss what might be the strengths and limitations of this policy.

▲ **Source 4.21** A small denomination copper coin from the Qing dynasty

ACTIVITY 4.11
RESPONDING TO THE SOURCES

1 Using the text and Source 4.21, **explain** what copper coins were used for.
2 Why might copper coins have had a hole in the middle?

Social structure

China had a clear social structure that was hereditary. It extended from the imperial family at the top, followed by scholars, then farmers, artisans and merchants. These four groups were known as the 'good people'.

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While merchants were viewed as being beneath scholars, farmers and artisans, they could become very wealthy and successful. Below these four groups was the lowest social class, the 'mean people'. This group included slaves, entertainers, criminals and other people considered to be undesirable. Chinese social structure reflected the teachings of Confucius.

The imperial examinations provided the opportunity to move up the social order. However, due to the tuition and expense required to be successful, most Chinese remained in the social tier of their family. The lowest social class could not participate in the examinations.

ACTIVITY 4.12

Design and explain

1 **Create** a visual representation of Chinese social structure.
2 **Explain** what the Chinese social order reveals about what was, and was not, valued by Chinese society at this time.

Women under the Qing

dowry money and property a woman's family provides upon marriage

patriarchy a society in which power and privilege are held mostly or entirely by men

concubines women who are taken as extra or second-class wives by wealthy men

eunuchs male palace officials and servants who have been castrated so they cannot father children

Women did not have high social status during the Qing dynasty. They had fewer rights under the law than men and no legal rights to property other than their **dowries**. They were subject to Confucian principles that enforced a strict **patriarchy** and required adherence to the Three Obediences: women must obey their father when a child, their husband when a wife and their sons when a widow.

The chief role of women was to be wives and mothers, and they were expected to work in the home. Marriages were usually organised by matchmakers. If there were problems in a marriage, it was always considered the wife's responsibility.

Men in wealthy families could also take **concubines**, women who were in effect, additional, second-class wives. They were expected to bear children for the man and could be promoted to wife on the death of the original wife. Like wives, concubines were expected to remain single after the death of their husband.

The Qing emperors all had large *hougong* (rear palaces) where their wives and concubines lived. There was an elaborate ranking system, and the concubines could number in the thousands. The *hougong* was attended only by **eunuchs** to ensure the royal line, and concubines who gave birth to male children were able to rise in the ranks.

While there were many restrictions on the lives of these women, some managed to establish successful power bases and achieve significant control over the emperor and the country. As discussed at the start of the chapter, a concubine of the Xianfeng Emperor called Yehe Nara Xingzhen became one of the most successful concubines of Chinese history. She is better known by her later title, Empress Dowager Cixi.

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▲ **Source 4.22** A photograph of a Manchu woman in her wedding dress taken by Scottish traveller John Thomson, 1871

Alas! The greatest injustice in this world must be the injustice suffered by our female population of two hundred million. If a girl is lucky enough to have a good father, then her childhood is at least tolerable. But if by chance her father is an ill-tempered and unreasonable man, he may curse her birth: 'what rotten luck: another useless thing.' Some men go as far as killing baby girls while most hold the opinion that 'girls are eventually someone else's property' and treat them with coldness and disdain. In a few years, without thinking about whether it is right or wrong, he forcibly binds his daughter's soft, white feet with white cloth so that even in her sleep she cannot find comfort and relief until the flesh becomes rotten and the bone is broken. What is all this misery for? Is it just so that on the girl's wedding day friends and neighbours will compliment him, saying, 'your daughter's feet are really small'? Is that what the pain is for? ...

After her marriage, if the man doesn't do her any harm, she is told that she should thank heaven for her good fortune. But if the man is bad or mistreats her, she is told that her marriage is retribution for some sin committed in her previous existence. If she complains at all or tries to reason with her husband, he may get angry and beat her. When other people find out they will criticise, saying, 'that woman is bad; she doesn't know how to behave like a wife.' What can she do? When a man dies, his wife must be in morning for three years and never remarry. But if the woman dies, the husband only needs to tie his queue with a blue thread. ...

When heaven created people it never intended such injustice because if the world is without women, how can men be born? Why is there no justice for women?

▲ **Source 4.23** Qiu Jin, 'An address to two hundred million fellow country women', 1904, translated by Nancy Gibbs, in Patricia Buckley Ebrey, *Chinese Civilization: A Sourcebook*, Free Press, 1993. According to historian Robert W. Strayer, Qiu Jin (1875–1907) was the most well known advocate for women in China at the time. Born into an affluent and liberal-minded family, she pursued an extensive education, started a women's magazine and became active in revolutionary circles. This extract comes from her most famous appeal for the rights of women, from 1904.

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ACTIVITY 4.13
RESPONDING TO THE SOURCE

1. **Analyse** Source 4.23. **Identify** the type of text, who created it, when they created it and for what purpose.
2. **Identify**, according to the source, what the possible consequences were for a girl who had an 'ill-tempered' father.
3. **Describe** the value that was placed on bound feet.
4. **Describe** what the source suggests would happen if a woman complained that her husband was violent or mistreated her.
5. **Explain** the role and position of women in Chinese society using evidence from the source to support your claims.

Footbinding

The custom of footbinding originated during the Song dynasty (960–1279 CE). Small feet were considered to be particularly beautiful and were known as 'lotus feet' or 'lily feet'. While initially only women of high social class had their feet bound, the practice eventually spread to the other levels of society. Bound feet came to be considered necessary for marrying women off successfully.

Pre-pubescent girls would have their feet broken by having their toes bent underneath their feet and the heel pressed forward and under, then tightly bound with strips of wet cotton cloth. As the cotton dried, it tightened, compressing the feet and breaking the bone. This process would be repeated regularly to restrict the foot further and keep the dressings clean.

Women with bound feet were often severely restricted in movement and freedom. They found it difficult to walk long distances and many could only walk while wearing shoes to support their misshapen feet. The ability to run away from violent husbands was also restricted.

Infection was common and lack of circulation due to tight bindings could lead to **necrosis** and even toes dropping off. It is believed that up to one in 10 women with bound feet died of **sepsis** due to complications from the process. As they aged, women continued to face elevated health risks, including from falls caused by trying to balance on three-inch bound feet. Once binding had taken place, there was no easy way to undo the damage and women had to continue to bind their feet for the rest of their lives.

Footbinding was a Han custom. The Manchus did not adopt it when they took control of China. It was seen by many Han women as a symbol of their separate identity from their Manchu rulers. Despite this, there were attempts to discourage the practice from at least the late nineteenth century. Christian **missionaries** preached against the evils of footbinding, and the members of the Taiping Heavenly Kingdom (1851–64) were forbidden to bind their feet. In the 1880s, Kang Youwei, a noted scholar and reformer, formed the Anti-Footbinding Society of Canton. Eventually, in the same law that **revoked** the ban on Han and Manchu intermarriages, Empress Dowager Cixi ordered the practice of footbinding to stop. Despite this, it continued in some provinces until as late as the 1940s.

necrosis death of cell tissues

sepsis a severe medical condition in which bacteria enters the bloodstream after an operation or accident

missionaries people who travel to foreign countries to convert others to their religion

revoke to say officially that an agreement, permission, a law and so on is no longer in effect

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▲ **Source 4.24** The unwrapped feet of a woman who has had her feet bound

▲ **Source 4.25** Han-style women's shoes from the late nineteenth century

ACTIVITY 4.14
MAKING THINKING VISIBLE

Generate, connect, label

This activity could be completed in groups, followed by a gallery walk to view the rest of the class's ideas.

1 **Generate** a list of ideas and thoughts about the experience of women in China during the Qing dynasty.
2 Connect your ideas by drawing connecting lines between ideas that have something in common.
3 Give each group of ideas a label or heading.

REFLECTING ON YOUR LEARNING 4.1

1 Based on the information and sources that you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to summarise what you have learned and to answer the question: 'What were the significant social, cultural, economic and political features of Chinese society during the eighteenth and early nineteenth centuries?'
2 How could the information and sources in this section contribute to answering your overall inquiry question: 'What caused the collapse of the Qing dynasty in China by 1912?'

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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4

4.2 Depth study: What were the causes and effects of European contact on Chinese society to 1914?

FOCUS QUESTIONS

- What were the causes of contact between the Chinese and European powers to 1914?
- What was the impact of this contact on Chinese society?

Early trade with the Europeans

Trade between China and Europe had existed since around 130 BCE, primarily along a series of overland routes known collectively as the Silk Road. Tea, silk, spices, ivory and china (cups, bowls, vases) were valuable commodities in Europe, and they traded for a high price. In return, the Chinese purchased horses, animal furs, honey and glassware from European merchants.

▲ **Source 4.26** Painting of a Chinese tea set by Swiss artist Jean-Étienne Liotard, 1781–89. The Europeans had an insatiable appetite for Chinese porcelain and tea.

▲ **Source 4.27** The *Cutty Sark*, a British tea clipper built in 1869. Tea clippers were merchant ships designed to be very fast in order to deliver tea to Europe as rapidly as possible.

This trade was disrupted from 1453 CE, when the Ottoman Empire prevented merchants from travelling through their lands, and effectively closed the Silk Road. European merchants were forced to look for alternative routes to the East to maintain their profitable businesses. Many took to the oceans.

The Spanish and Portuguese were some of the earliest and most enthusiastic explorers, laying claim to large sections of the Americas before arriving in China in the early sixteenth century. Between 1517 and 1535, the Portuguese set up their own port in Macau. While they agreed to pay customs dues and rent, the Portuguese began to treat Macau as a colony. Meanwhile, the Spanish set up a base in Keelung, Taiwan (1626), until they were ousted by the Dutch (1641). The British East India Company established a trading post in Macau in 1711.

The Qing allowed foreign trade through several ports until the 1750s. In 1757, the Qianlong Emperor decreed that the northern ports were out of bounds for European merchants and all trade had to go through a collective. No trade could occur between foreigners and the Chinese people. In 1759, the emperor declared that Canton was the only port foreign merchants could use from then on.

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ACTIVITY 4.15

Timeline and map

Create a timeline that identifies the significant developments in European trade with China.

Locate the events in the timeline on a map of China.

The Canton system

From 1759 until the end of the First Opium War in 1842, foreign traders to China were confined to the port of Canton (Guangzhou). They were not permitted to land at any other ports and were forbidden from travelling very far inland. The emperor and his government believed that their Middle Kingdom (how the Chinese referred to their country, believing themselves to be the centre of the world) provided everything that they could possibly want. Foreign trade was granted as a privilege to Europeans and could be withdrawn at any time.

Culturally, the Europeans saw trade very differently. This clash of cultural attitudes soon led to problems.

▲ **Source 4.28** The foreign factories at Canton Harbour, 1805

The Canton system suited the Chinese Government because it controlled and narrowed contact with the outside world. Thirteen commercial firms, known as **hang** or 'cohong', were chosen as the only authorised agents of trade with the foreigners. These merchants gained their position through large contributions to the Qing court. Foreign merchants were restricted to the factories or warehouses located outside of the city walls on the Pearl River. There they would negotiate cargo prices with the Chinese merchants.

hang Chinese merchants authorised to trade with foreigners, often called 'cohong' by the Westerners

The European merchants were unhappy about the restrictions and heavy taxes levied by the Chinese. Attempting to negotiate more favourable trading conditions, the British sent delegations to the Chinese court.

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ACTIVITY 4.16
MAKING THINKING VISIBLE

Compass points

Consider the decision by the Chinese to restrict foreign trade to the one port.

The class could divide into groups of perspectives or look at this question in a general way. Perspectives could include the emperor, Chinese merchants and European merchants.

E – Excited: What is exciting about this decision? What are the positives?

W – Worrisome: What do you find worrisome about this proposition? Why might people oppose it? What are the negatives?

N – Need to know: What else do you need to know to decide whether this was a good idea?

S – Stance or Suggestion for moving forward: What is your current opinion on the idea? Give reasons for your decision.

The Macartney envoy

The first British attempt to establish an embassy in China was a failure. The embassy sailed from England in December 1787, but its progress was hindered by storms, poor wind and dysentery (intestinal infection). In June 1788, before the embassy had even reached the Chinese coast, the ambassador, Colonel Charles Cathcart, died of tuberculosis (lung disease) and the mission was abandoned.

▲ **Source 4.29** George, Lord Macartney, King George III's envoy to China in 1793

It was not until 1793 that another attempt was made. The Crown appointed Lord Macartney, an Irish peer (a person with a title or nobility created by the English monarchy in its role as Lord or King of Ireland) to the role of ambassador. He was accompanied by his friend Sir George L. Staunton, who was to serve as second-in-command. They departed Southampton in September 1792 with gifts and a plan.

The gifts included a planetarium, mathematical and other scientific instruments, silver and copper goods, and Wedgwood pottery. The plan included a list of objectives for Macartney to achieve, which amounted to the complete opening up of China to British trade and the establishment of a permanent diplomatic embassy in Beijing.

Macartney arrived in Canton in June 1793 and was permitted to travel first to Beijing and then to Chengde, where the Qianlong Emperor was spending the summer. The visit was presented to the emperor as being a tribute from the English King on the Chinese sovereign's 83rd birthday.

kowtow to kneel and bow, touching one's forehead to the ground

There was a great deal of negotiation between English and Chinese officials before the delegation arrived, as Macartney was unwilling to perform the **kowtow**. In the end, the Chinese agreed that he could kneel on one knee, which was the same respect he would give the English King.

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◄ **Source 4.30** The Chinese military come out to greet the arrival of the Macartney envoy. An ink and watercolour image by draftsman William Alexander.

◄ **Source 4.31** *The Reception*, a caricature by James Gillray depicting Lord Macartney kneeling before the Qianlong Emperor in his role as first British envoy to China in 1793. Note that Gillray was not there to witness this himself.

◄ **Source 4.32** A detail from *Lord Macartney Embassy to China 1793*, painted by William Alexander, who accompanied the Macartney Embassy to China. It depicts Macartney's first meeting with the Qianlong Emperor.

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ACTIVITY 4.17

In groups or as a class, **compare** the representations of Lord Macartney meeting the emperor (Sources 4.31 and 4.32) in a Venn diagram. The goal is to highlight the similarities and differences.

ACTIVITY 4.18
RESPONDING TO THE SOURCES

Referring to the Venn diagram you created in Activity 4.17, choose two similarities and two differences. **Suggest** why the event may have been depicted differently.

The long-awaited audience with the Qianlong Emperor took place on 14 September 1793. Macartney and Staunton dressed themselves in elaborate official costumes and presented the emperor with the gifts they had brought and a letter from King George III. The emperor in turn gave gifts to the English delegation. A banquet was held in honour of the visitors. Over the next few days, Macartney was taken sightseeing, given tours of the Imperial Gardens, invited to see a puppet show, given further audiences with the emperor and introduced to Manchu **courtiers**.

courtier a person who attends the court of a king or emperor

tariffs fees or customs charges paid by merchants to governments on imports and exports

Repeated attempts by Macartney to open up trade and diplomatic negotiations during this time were rebuffed by the Chinese grand councillor. When pressed, the grand councillor finally agreed to allow Macartney to present his requests in a letter, and he did so on the third of October.

In the name of the Crown, Macartney asked for British traders to be allowed to use various ports, in addition to Canton, and to be given small parcels of land in key trading cities to set up English warehouses. He also asked for the abolition or reduction of **tariffs** between Macau and Canton and high duties on English merchants.

A letter was sent from the Qianlong Emperor to King George III refusing every request made by the British. The emperor stated that the Chinese were uninterested in foreign goods and that the Europeans should feel grateful to the Chinese that they were permitted to trade with them at all.

ACTIVITY 4.19
MAKING THINKING VISIBLE

Because, but, so

For each of the following statements, continue the sentence with 'because, but, so' …

- Macartney arrived in Canton in June 1793.
- Macartney met the Qianlong Emperor on 14 September 1793.
- The Qianlong Emperor sent a letter to King George III.

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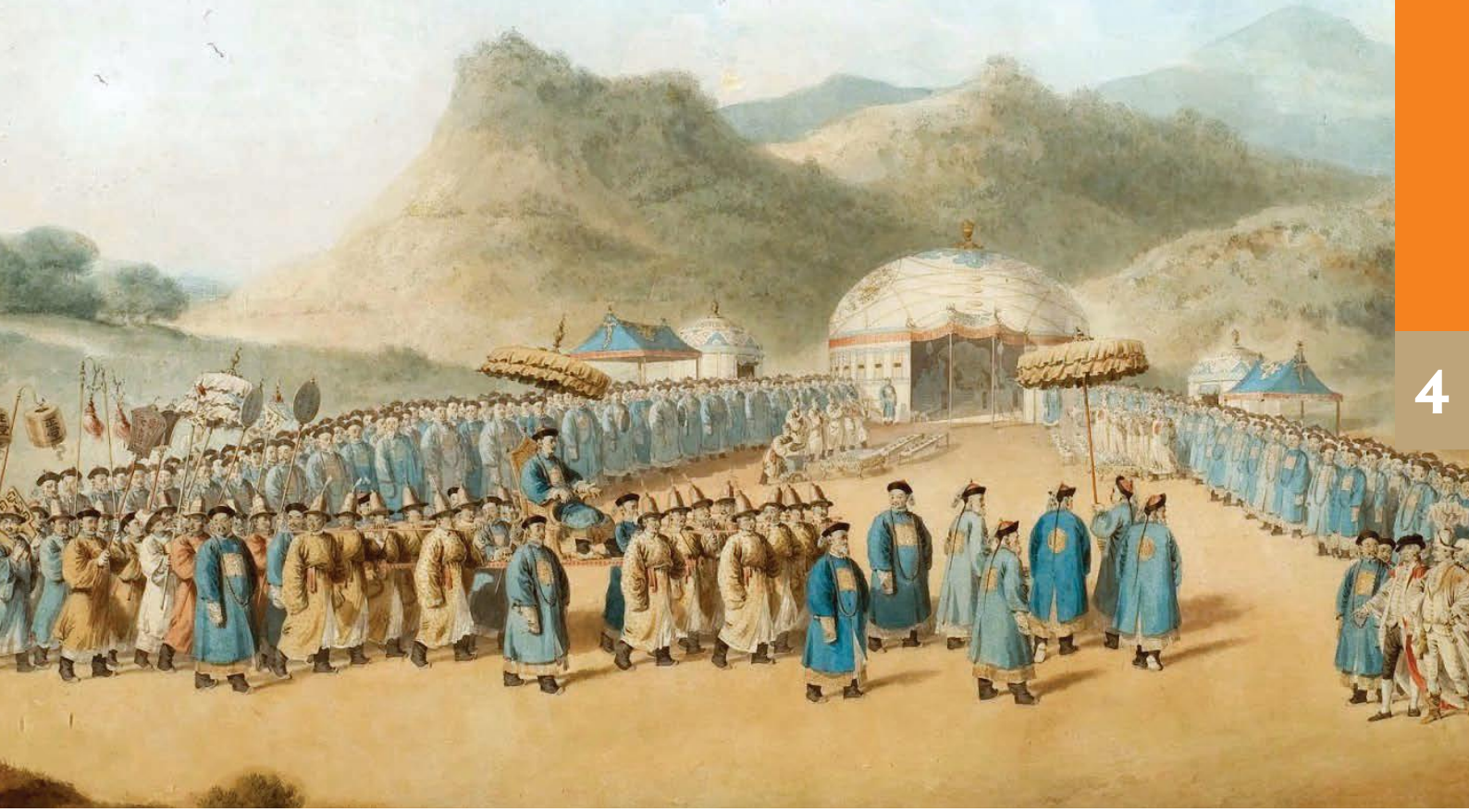

▲ **Source 4.33** An ink and watercolour image of the Qianlong Emperor approaching his tent in 1793 by the Macartney envoy's draftsman, William Alexander

Saturday, September 14 –

This morning at 4:00 AM we set out for the Court … I proceeded in great state with all my train of music, guards, **palanquins**, and officers and gentlemen of the embassy on horseback. Over a rich embroidered velvet I wore the mantle of the Order of the Bath, with the collar and diamond badge and a diamond star. Sir George Staunton was dressed in a rich embroidered velvet also, and, being a Doctor of Laws in the University of Oxford, wore the habit of his degree, which is of scarlet silk, full and flowing. I mentioned these little particulars to show the attention I always paid, when a proper opportunity offered, to Oriental customs and ideas.

palanquin a large covered box carried on two poles by four to six people, used to transport people

… [The emperor's] manner is dignified, but affable [friendly] and condescending, and his reception of us has been very gracious and satisfactory. He is a very fine old gentleman, still healthy and vigorous, not having the appearance of a man of more than 60 …

Thursday, October 3 –

… It is now beyond a doubt, although nothing was said upon the subject, that the Court wishes us to be gone, and if we do not take the hints already given, they may possibly be imparted to us in a broader and coarser manner, which would be equally unpleasant to the dignity of the embassy and to the success of its objects …

Monday, December 23 –

… After maturely considering all the circumstances before me, I have now, however painful to me, been obliged to dismiss from my mind many flattering ideas which I had entertained at the commencement of my embassy, of distinguishing it by some happy discovery, some signal and brilliant success, in the prosecution of our political and commercial interests in these distant parts of the world …

▲ **Source 4.34** Excerpts from the diary of George Macartney from 1793

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You, O King, live beyond the confines of many seas, nevertheless, impelled by your humble desire to partake of the benefits of our civilisation, you have dispatched a mission respectfully bearing your memorial. Your Envoy has crossed the seas and paid his respects at my Court on the anniversary of my birthday …

… In consideration of the fact that your Ambassador and his deputy have come a long way with your memorial and tribute, I have shown them high favour and have allowed them to be introduced into my presence. To manifest my indulgence, I have entertained them at a banquet and made them numerous gifts …

As to your entreaty to send one of your nationals to be accredited to my Celestial Court and to be in control of your country's trade with China, this request is contrary to all usage of my dynasty and cannot possibly be entertained [considered] …

… Europe consists of many other nations besides your own: if each and all demanded to be represented at our Court, how could we possibly consent? The thing is utterly impracticable. How can our dynasty alter its whole procedure and system of etiquette, established for more than a century, in order to meet your individual views? …

… Hitherto, all European nations, including your own country's barbarian merchants, have carried on their trade with our Celestial Empire at Canton. Such has been the procedure for many years, although our Celestial Empire possesses all things in prolific abundance and lacks no product within its own borders. There was therefore no need to import the manufactures of outside barbarians in exchange for our own produce. But as the tea, silk and porcelain which the Celestial Empire produces, are absolute necessities to European nations and to yourselves, we have permitted, as a signal mark of favour, that foreign hongs [merchant firms] should be established at Canton, so that your wants might be supplied and your country thus participate in our beneficence …

… Should your vessels touch the shore, your merchants will assuredly never be permitted to land or to reside there, but will be subject to instant expulsion. In that event your barbarian merchants will have had a long journey for nothing …

▲ **Source 4.35** Excerpts from the Qianlong Emperor's letter to King George III, 1793

◄ **Source 4.36** A painting of the Qianlong Emperor by Italian court painter Giuseppe Castiglione, 1750s

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ACTIVITY 4.20
RESPONDING TO THE SOURCES

1 **Analyse** Source 4.34. What type of text is it, who created it, when did they create it and for what purpose?
2 According to Macartney (Source 4.34), how does the attitude of the emperor change towards the British embassy over time? Provide evidence from the source to support your claim.
3 How have Macartney's views on Britain's relationship with China changed over time (Source 4.34)? Provide evidence from the source to support your claim.
4 **Explain** what the diary entries (Source 4.34) reveal about the British and their understanding of Chinese culture.
5 **Analyse** Source 4.35. What type of text is it, who created it, when did they create it and for what purpose?
6 How does the Qianlong Emperor (Source 4.35) corroborate Macartney's version of events in his diary (Source 4.34)? **Consider** Macartney's meeting with the emperor, the purpose of Macartney's visit and the emperor's response to Macartney's request. Provide evidence from both sources.
7 **Evaluate** the extent to which the evidence from Sources 4.34 and 4.35 is useful and reliable for investigating the purpose and outcome of Macartney's visit to China in 1793.

- **Consider** usefulness. What relevant information do both sources contribute to answering the question?
- **Consider** reliability. To what extent can you trust the information to be accurate? (**Consider** the origin, perspective, context, purpose and audience of each source and the extent to which they corroborate each other when making this judgement.)

ACTIVITY 4.21

Discussion

What do you think the reaction of King George III and the British Government would have been to the Qianlong Emperor's letter (Source 4.35)?

The British opium trade with China

In addition to the restrictions placed on trade by the Chinese, the English had another problem in their dealings with China. The Qianlong Emperor was correct when he said that the English were more interested in Chinese goods than the Chinese were in English goods.

In order to obtain enough tea, silk, spices and china to satisfy the English appetite for these goods, merchants had to spend vast quantities of silver. The Chinese did not wish to trade for woollens, cotton and sandalwood from their Indian territory. This created a significant **trade deficit** that began to cause problems in the English economy. A frantic search began to find a product that the Chinese would desire. They found it in opium.

trade deficit a situation where a country's imports are greater than its exports

The British did not introduce the Chinese to opium. However, they significantly increased supply of the drug and created a very rich and profitable trade that corrected the trade deficit.

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narcotic a psychoactive drug that changes brain functions to alter mood, perception or behaviour

tincture a plant or animal extract that has been dissolved in ethyl alcohol for use as a medicine

Opium is a **narcotic** drug derived from unripe poppy seedpods. Raw opium is a white liquid substance that congeals and turns brown when exposed to the air. In its raw form, it can be ground into powder to be smoked in pipes or mixed in liquid to make a **tincture**. It was prescribed by doctors to manage a variety of symptoms, most commonly pain. It is, however, highly addictive and can be fatal in large doses.

In England, opium was used in liquid form as a medicine called laudanum. Recreational use was prohibited due to the negative physical and social effects long-term opium use could have. Similarly, the Chinese Yongzheng Emperor banned the smoking and sale of opium in the 1730s, and his grandson, the Jiaqing Emperor, banned its cultivation and importation as well.

▲ **Source 4.37** Raw opium latex dripping from a poppy seedpod

Despite it being illegal, English merchants saw the economic possibilities of opium and realised that it was an opportunity to end the trade deficit. The East India Company began cultivating large quantities of opium in India to trade with China.

It has been estimated that between two million and 10 million Chinese were addicted to opium by 1838, including up to 20 per cent of government officials. This was beginning to cause serious problems for the Qing dynasty. If addicts could not obtain or afford the drug, withdrawal was crippling. People would go to extreme lengths to avoid withdrawal, including going without food to afford opium, or turning to crime.

Trading goods for opium instead of silver caused the currency market to destabilise. There was a shortage of money for investment. This affected the financial stability of the Chinese Government as income from tax dropped.

▲ **Source 4.38** Opium smoking with hookah pipes in Hong Kong

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… there are those who smuggle opium to seduce the Chinese people and so cause the spread of the poison to all provinces. Such persons who only care to profit themselves, and disregard their harm to others … 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 – how much less to China! 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? …

Now consider this: if the barbarians do not bring opium, then how can the Chinese people resell it, and how can they smoke it? …

After receiving this dispatch will you immediately give us a prompt reply regarding the details and circumstances of your cutting off the opium traffic. Be sure not to put this off.

▲ **Source 4.39** Letter of advice to Queen Victoria written by Lin Zexu in 1839. Lin Zexu (1785–1850) was a Chinese official, appointed to the position of Imperial Commissioner of Canton, and ordered to end the trade in opium. He wrote this letter to the English monarch Queen Victoria, but there is no evidence that she ever read the letter.

The Reverend James Hudson Taylor (1832–1905) was a British Baptist Christian missionary to China and spent 51 years working there trying to convert Chinese people to Christianity. In 1888 he gave a speech to people in London, in which he said that he wanted them to sign a resolution that would acknowledge

… the incalculable evils, physical, moral, and social, which continue to be wrought in China through the opium trade – a trade which has strongly prejudiced the people of China against all Missionary effort … [and condemn] the position occupied by Great Britain … in the manufacture of the drug and … promotion of [the] trade.

▲ **Source 4.40** Rev. J. Hudson Taylor speaking at the Centenary Global Missions Conference in London in 1888. Sourced from Kathleen Lodwick, *Crusaders against opium: Protestant missionaries in China, 1874–1917*, University of Kentucky Press, 1997.

◄ **Source 4.41** Jean-Jacques Grandville cartoon showing an Englishman ordering the Emperor of China to buy opium. Another Chinese man lies dead on the floor with troops in the background, one man poised to fire a gun. The text says: 'I tell you to immediately buy the gift here. We want you to poison yourself completely, because we need a lot of tea in order to digest our beefsteaks.' This cartoon was published in *Le Charivari* in 1840. *Le Charivari* was a French newspaper that published caricatures, political cartoons and reviews. It made comment about political and social matters of the day. The name *Le Charivari* refers to a traditional folk event that was held to shame or punish wrongdoers in public.

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ACTIVITY 4.22

1 **Create** a table looking at the pros and cons of opium for the Chinese and British people.

Pros	Cons
China	China
Britain	Britain

2 Who gained and lost from the trade in opium?
3 How ethical was it for the East India Trading Company to sell opium to the Chinese?

ACTIVITY 4.23
RESPONDING TO THE SOURCES

1 **Analyse** Source 4.39. What type of text is it, who created it, when did they create it and for what purpose?
2 **Analyse** Source 4.40. What type of text is it, who created it, when did they create it and for what purpose?
3 **Analyse** Source 4.41. What type of text is it, who created it, when did they create it and for what purpose?
4 **Evaluate** the extent to which the evidence from Sources 4.39, 4.40 and 4.41 is useful and reliable for investigating the cause and effect of the opium problem in China.
   - **Consider** usefulness. What relevant information do both sources contribute to answering the question?
   - **Consider** reliability. To what extent can you trust the information to be accurate? (**Consider** the origin, perspective, context, purpose and audience of each source and the extent to which they corroborate each other when making this judgement.)

THINKING DEEPER
HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Cause and effect.

Your response should contain:

- A clear identification of the causes and/or effects relating to the question
- A clear explanation of how the causes are connected to the effects (i.e. how one event or action led to an outcome or consequence)
- Evidence or examples to support this explanation of the relationship between cause and effect.

REFLECTING ON YOUR LEARNING 4.2

1 Based on the information and sources that you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to summarise what you have learned and to answer the question: 'What were the causes and effects of European contact on Chinese society to 1914?'
2 How could the information and sources in this section contribute to answering your overall inquiry question: 'What caused the collapse of the Qing dynasty in China by 1912?'

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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4

4.3 Depth study: What were the significant events, ideas, peoples, groups and/or movements in the development of Chinese society from 1750 to 1914?

FOCUS QUESTIONS

- What impact did the Opium Wars have on China in this period?
- What impact did the Taiping Rebellion have on China in this period?

▲ **Source 4.42** The Opium Wars in China

The First Opium War

By the 1830s, the Daoguang Emperor and Chinese court began to look for solutions to deal with the problems caused by the illegal opium trade. At first, requests were made to persuade the foreigners to stop selling opium. These repeated appeals to the British Government were ignored.

The emperor decided that he needed to take stronger measures to stop the flow of opium, particularly after his own son died of an overdose. Lin Zexu, who wrote the letter in Source 4.39, had been appointed to the position of Imperial Commissioner of Canton, and ordered to end the trade in opium. Lin developed a plan to rehabilitate Chinese addicts through medical support and jobs programs, as well as enforcing the ban that already existed on trade in opium.

▲ **Source 4.43** Commissioner Lin Zexu

▲ **Source 4.44** Qing official Lin Zexu supervises the destruction of opium in 1839.

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blockade a situation in which a country or place is surrounded by soldiers or ships to stop people or goods from going in or out

edict an announcement of a new rule or law

usurp to take a position of power, especially without having the right to

The second half of this plan was put into effect in the spring of 1839. Lin **blockaded** the factories of the foreign traders on the Pearl River for six weeks until the British surrendered approximately 20 000 of the chests of opium they had stored there. These were publicly destroyed.

The British still refused to sign an agreement promising that they would stop importing opium in the future. In response, Lin threatened to ban all foreign trade from China.

On 13 December 1839, the Qing issued an **edict** banning all British trade in China. The British merchants were outraged at their treatment by the Chinese and asked for the British Government's support. They wanted to be compensated for the loss of the 20 000 chests of opium and for the Chinese to allow the trade to continue.

All those people in China who sell opium or smoke opium should receive the death penalty. If we trace the crime of those barbarians who through the years have been selling opium, then the deep harm they have wrought and the great profit they have **usurped** should fundamentally justify their execution according to law. We take into consideration, however, the fact that the various barbarians have still known how to repent their crimes … by taking the 20 183 chests of opium from their store ships and … [surrendering it to us]. It has been entirely destroyed and this has been faithfully reported to the throne in several memorials by this Commissioner and his colleagues.

Fortunately we have received a specially extended favour from his Majesty the Emperor, who considers that for those who voluntarily surrender, there are still some circumstances to palliate [make less severe] their crime, and so for the time being he has magnanimously excused them from punishment. But for those who again violate the opium prohibition, it is difficult for the law to pardon them repeatedly.

▲ **Source 4.45** Letter from Commissioner Lin Zexu to Queen Victoria, 1839 (note: this is an extract from the same letter as Source 4.39)

If the Chinese government had suddenly determined that the law against the importation of opium should be enforced, instead of remaining, as it long has been, a dead letter [ignored], that the government should have begun by punishing its own officers who were the greatest delinquents in this matter, because it was their special duty to execute [perform] the law of their own sovereign.

But the course pursued by the Chinese government has been the very reverse; for they have left unpunished their own officers, who were most to blame, and they have used violence against foreigners, who were led into transgression by the encouragement and protection afforded to them by the governor of Canton and his inferior officer.

Still, however, the British government would not have complained, if the government of China, after giving due notice of exalted intentions, had proceeded to execute the law of the Empire, and had seized and confiscated all the opium which they could find within the Chinese territory and which had been brought into that territory in violation of the law …

▲ **Source 4.46** Letter from Lord Palmerston to the Daoguang Emperor, 1840. Lord Palmerston was the British Foreign Secretary. He wrote a letter to the emperor in support of the British opium merchants.

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ACTIVITY 4.24
RESPONDING TO THE SOURCES

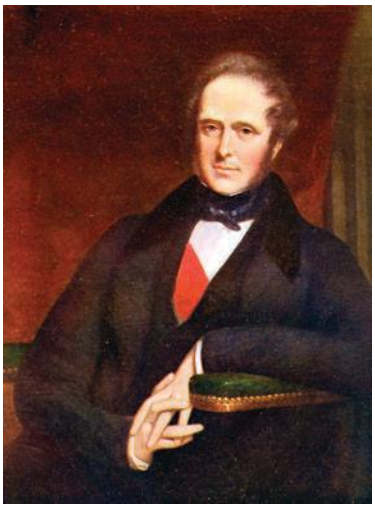
1 What does Lin Zexu believe the punishment for opium dealing should be (Source 4.45)? How does he justify this stance?
2 What does Lin Zexu suggest the emperor will do for those who voluntarily surrender their opium (Source 4.45)?
3 Who does Lord Palmerston blame for the sale of opium in China (Source 4.46)? Why?
4 How does Lord Palmerston suggest the Chinese should have acted to enforce the law (Source 4.46)?
5 **Compare** the arguments made by Lix Zexu (Source 4.45) and Lord Palmerston (Source 4.46). To what extent do they corroborate or contest the argument that the British are responsible for the opium trade in China?

ACTIVITY 4.25
MAKING THINKING VISIBLE

Circle of viewpoints

1 Discuss: Lord Palmerston said that if the Chinese Government had warned British merchants and had given 'due notice' that it intended to enforce the law against opium, then the British Government would not have complained when the opium was seized (Source 4.46). Why do you think he said this?
2 Brainstorm: What evidence or reasoning can you provide to support or challenge Lord Palmerston's claim? Could the Chinese have ended the opium problem in China this way and avoided the First Opium War?
3 Dramatise: Choose a viewpoint: Chinese official, British official or foreign merchant in Canton. Imagine the stance a person from this viewpoint would be likely to take. Would they think the claim is true, false or uncertain? Why? Go around in a circle and dramatically speak from the viewpoint.
   - My viewpoint is …
   - I think this claim is true/false/uncertain because …
   - What would convince me to change my mind is …
4 Stand back: Now step back from the circle of viewpoints and take everything into account. What is your conclusion? What new ideas or questions do you have?

In June 1840, British forces commanded by Rear Admiral George Elliot arrived at the Chinese coast. These reinforcements consisted of 16 warships, 32 assorted troopships and at least 4000 soldiers. The British saw this war as a necessary step to maintain both national honour and the ability to trade with China, whether the Chinese wanted it or not. The British navy proved far superior in battle to the Chinese war **junks**, and Elliot was able to blockade key ports without difficulty. At the Hai River near the port of Tianjin, Elliot delivered the letter to the emperor from Lord Palmerston.



▲ **Source 4.47** Henry John Temple, Third Viscount Palmerston

junk a Chinese ship with a flat bottom and square sails

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ACTIVITY 4.26
MAKING THINKING VISIBLE

Gallery walk

1. In groups, list all the events and factors that led to the outbreak of war between the Chinese and the British.
2. Circle the top 10 causes and then rank them from 1 to 10.
3. Write a statement justifying why you allocated rank 1 to a particular cause.
4. Take a gallery walk to see the other groups' thinking.

As the British travelled north along the Chinese coast, ever closer to the capital, the Daoguang Emperor became increasingly concerned. Lin lamented to the emperor that had China used one-tenth of the customs duties for making gunboats they would have been able to repel the British. The emperor was unimpressed and declared that he had lost trust in Lin. He authorised another Qing official named Qishan to replace Lin and ordered him to fix the situation with the British. Qishan met with Elliot and convinced him that the emperor had sent a delegation to Canton to investigate the British merchants' grievances and that he should return there to negotiate with them.

Elliot agreed and returned to Canton, only to find out that Qishan had been bluffing. There was no delegation. The British, dismayed by Admiral Elliot's falling for so easy a trick, replaced him with his cousin Captain Charles Elliot. Negotiations between Captain Elliot and Qishan began in Canton in December 1840, but no agreement was forthcoming.

In January 1841, Captain Elliot attacked the forts at Chuenpi and threatened further attacks or invasion if the Chinese would not agree to a treaty. The Convention of Chuenpi was drafted and agreed, including the reopening of trade through Canton for the British and the **cession** of Hong Kong. Neither country was happy with the terms of the treaty, and the emperor refused to sign it.

cession surrendering of land to another country

After the repudiation of the Chuenpi Convention, conflict between the British forces and the Chinese continued until August of the following year. By that point, it had become clear that the British forces were technologically superior to the Chinese and there was no prospect of the Chinese winning the war. Sir Henry Pottinger, who had replaced Captain Elliot in August 1841, compelled the Chinese to sign the Treaty of Nanjing on 29 August 1842.

The Treaty of Nanjing, 1842

Her Majesty the Queen of the United Kingdom of Great Britain and Ireland, and his Majesty the Emperor of China, being desirous [wanting something] of putting an end to the misunderstandings and consequent hostilities which have arisen between the two countries, have resolved to conclude a treaty for that purpose …

Article 1

There shall henceforward be peace and friendship between her Majesty the Queen of the United Kingdom of Great Britain and Ireland, and his Majesty the Emperor of China, and between their respective subjects, who shall enjoy full security and protection for their persons and the property within the dominions of the other.

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Article 2

His Majesty the Emperor of China agrees that British subjects, with their families and establishments, shall be allowed to reside, for the purpose of carrying on their mercantile pursuits, without molestation or restraint at the cities and towns of Canton, Amoy, Foochow-fu, Ningpo, and Shanghai, and her Majesty the Queen of Great Britain, et cetera, will appoint superintendents or consular officers to reside at each of the above named towns or cities, to be the medium of communication between the Chinese authorities and the said merchants …

Article 3

It being obviously necessary and desirable, that British subjects should have some port where they may **careen** and refit their ships, when required, and keep stores for that purpose, his Majesty the Emperor of China cedes to her Majesty the Queen of Great Britain, et cetera the island of Hong Kong, to be possessed in perpetuity by her Britannic Majesty, her heirs and successors, and to be governed by such laws and regulations as her Majesty the Queen of Great Britain et cetera shall see fit to direct.

careen to ground a ship on its side in order to repair damage to the hull

redress compensation for an injustice

plenipotentiary a diplomat authorised to represent a ruler or government in negotiations

Article 4

The Emperor of China agrees to pay the sum of 6 millions of dollars as the value of opium which was delivered up at Canton in the month of March 1839, as a ransom for the lives of her Britannic Majesty's superintendent and subjects, who had been imprisoned and threatened with death by the Chinese high officers.

Article 6

The government of her Britannic Majesty having been obliged to send out an expedition to demand and obtain **redress** for the violent and unjust proceedings of the Chinese high authorities, the Emperor of China agrees to pay the sum of 12 millions of dollars on account of the expenses incurred …

Done at Nanking and signed and sealed by the **plenipotentiaries** on-board her Britannic Majesty's ship Cornwallis, this 29th day of August, 1842, corresponding with the Chinese date, 24th day of the seventh month in the 22nd year of Taou Kwang …

▲ **Source 4.48** Excerpt from the Treaty of Nanjing, 1842. After China's military defeat, with British warships ready to attack Nanjing, Chinese and British officials negotiated the terms of the treaty on board the HMS *Cornwallis*. The ship was anchored in the Yangtze River in Nanjing. On 29 August 1842, the treaty was signed by a British representative (Sir Henry Pottinger) and Qing representatives (Qiying, Tilibu and Niu Jiang). The treaty was ratified by the Daoguang Emperor on 27 October and by Queen Victoria on 28 December.

ACTIVITY 4.27
RESPONDING TO THE SOURCE

1 **Analyse** Source 4.48. What type of text is it, who created it, when did they create it and for what purpose?
2 Summarise the five articles in Source 4.48. What did China and Britain agree to?

ACTIVITY 4.28

Research

This treaty marks the point where the Island of Hong Kong is first given over to the British. Do some research to find out how the transfer of Hong Kong in the Treaty of Nanjing led to the situation of Hong Kong as it is now in the twenty-first century.

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▲ **Source 4.49** The signing and sealing of the Treaty of Nanjing aboard the British ship HMS *Cornwallis*, Nanking, 29 August 1842

The Century of Humiliation

The beginning of the First Opium War is viewed by many Chinese as the beginning of the Century of Humiliation. It was a period of military weakness, humiliation by foreign powers and internal upheaval that did not end until the establishment of the People's Republic of China in 1949.

The Treaty of Nanjing sparked French and American traders to demand their own treaties. The Chinese gave into these demands to avoid further shameful military defeats. However, the terms of these treaties only intensified their problems.

There were three terms in these treaties that caused them particular harm. First, fixed tariffs limited the revenue the Chinese Government could collect from foreign trade. Second, foreigners were not to be subject to Chinese laws. Third, the 'most favoured nation clause' meant that any benefit given to one country must also be given to all the others.

The treaty did not address the economic or social problems caused by the trade in opium. Silver continued to drain out of China, escalating financial difficulties, and opium addiction continued to grow.

▲ **Source 4.50** Queen Victoria of Great Britain

The following text was found on a sign posted in front of the 13 factories in Guangzhou [called Canton by Westerners] on 18 December 1845.

We, the literati and righteous people of Guangzhou … publish these instructions to let the barbarian merchants of all nations understand our intentions.

The injuries, deceits, cruel deeds, and evil acts of the English resident barbarians are as innumerable as the hairs of the head. Now they plot to coerce [put pressure on] our high authorities. They have long wished to enter the city; and our superiors, from the depths of their virtue and the greatness of their benevolence, have given in and issued a **proclamation** granting permission to enter the city. They have not considered that the English barbarians, born and raised in **noxious** regions beyond the bounds of civilisation, having the hearts of wolves, the visage of tigers, and the cunning of foxes, plan to take possession of our province and only desire to enter the walls so that they may spy out the land. Now having received a proclamation allowing the entrance, they will not only exercise violence and usurpation, but will insult and injure the people to an unspeakable degree.

proclamation an official document or announcement

noxious harmful or dangerous

Therefore, we, the literati and the people of Guangzhou, however small a strength, have prepared ourselves for the contest. We declare that sooner than obey the proclamation and suffer these wild barbarians, we will act in opposition and adhere to the old regulations of our government. In public assembly, we decided to await the day they enter the city, then exterminate their odious race and burn their houses. With united hearts, we will destroy them in order to display celestial vengeance and manifest public indignation.

▲ **Source 4.51** A sign posted in front of the 13 factories in Guangzhou on 18 December 1845

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ACTIVITY 4.29
RESPONDING TO THE SOURCE

Analysing and evaluating a source

1 **Analyse** Source 4.51.
   - **a** What type of text is it, who created it, when did they create it and for what purpose?
   - **b** **Describe** the historical context of the source. (What relevant events had just happened or were happening when it was created?)
   - **c** **Explain** the purpose of the source.

2 **Evaluate** Source 4.51.
   - **a** **Explain** how useful this source would be to a historian studying the impact of the Treaty of Nanjing on China. (What relevant information and unique perspective does the source provide?)
   - **b** **Explain** how reliable this source would be to a historian studying the impact of the Treaty of Nanjing on China. (Can we believe all the information the source provides? Are the accusations made about the British in this source corroborated by other sources that you have studied in this chapter? Are there limitations to the source's reliability? **Consider** the answers in your analysis to inform your evaluation.)

▲ **Source 4.52** An auction of English goods in Canton, 1858

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The Second Opium War

The Second Opium War began just 14 years after the end of the First Opium War. The Chinese were deeply unhappy with the terms of the treaty. At Guangzhou, foreigners were prevented from entering the city, and met with violence if they tried.

The event that sparked the Second Opium War became known as the *Arrow* incident. In October 1856, the cargo ship *Arrow* was seized by Chinese authorities on suspicion of smuggling and piracy. Its crew of 12 Chinese sailors was detained. The ship was registered in Hong Kong and was flying a British flag, which was pulled down when the ship was taken. The British demanded the release of the ship and sailors, as well as an apology for the indignity done to the flag.

▲ **Source 4.53** Chinese officials remove the British flag and arrest sailors for smuggling on the *Arrow*, a British trade ship.

The Chinese Commissioner, Ye Mingchen, released nine of the 12 sailors, but refused Britain's other demands. Negotiations stalled and the British began to attack Guangzhou. They managed to capture several forts in the city but had to retire to wait for reinforcements.

After almost a year of delays, due to British elections, the Indian mutiny and negotiations with France, a joint British–French delegation presented a list of demands to the emperor in December 1857. The emperor did not respond, so the British sent in the Royal Navy. With the assistance of the French, they captured the port city of Tianjin.

The Chinese **sued for peace**, but ultimately the court would not **ratify** the punitive Treaty of Tianjin and the war continued. By 1860, the emperor and his court were forced to flee Beijing for the Manchu resort at Chengde. In their absence, Lord Elgin marched his troops into Beijing to loot and burn the Summer Palace to the ground.

sue for peace request a peace settlement, usually by a losing side in a war

ratify the official approval of an act already agreed by a lesser authority

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▲ **Source 4.54** The Summer Palace, October 1860, prior to being burned to the ground

▲ **Source 4.55** The ruins of the Summer Palace, 1860

In *Wealth and Power: China's Long March to the Twenty-First Century* (2013), American academics Orville Schell and John Delury wrote about the destruction of the Summer Palace, referencing several British primary sources.

> The destruction of Yuanmingyuan [the Summer Palace] was to be a 'solemn act of retribution,' said the British commander Lord Elgin, in which no blood would be spilled, but an Emperor's 'pride as well as his feelings,' would be crushed.

▲ **Source 4.56** Schell and Delury, quoted in Matt Schiavenza, 'How humiliation drove modern Chinese history', *The Atlantic*, 26 October 2013. Lord Elgin was the British administrator who ordered the burning of the Summer Palace.

> 'The great vulnerable point in a Mandarin's character lies in his pride,' [Lieutenant Colonel G.J. Wolseley] observed. 'The destruction of the Yuanmingyuan [the Summer Palace] was the most crushing of all blows which could be levelled at his Majesty's inflated notions of universal supremacy.' Reducing the gardens to ruins was 'the strongest proof of our superior strength' and 'served to undeceive all Chinamen in their absurd conviction of their monarch's universal sovereignty.'

▲ **Source 4.57** Schell and Delury, quoted in Schiavenza. Lieutenant Colonel G.J. Wolseley served as part of the British expeditionary force in the Second Opium War.

ACTIVITY 4.30
MAKING THINKING VISIBLE

Take a stand

A British delegation that had gone to negotiate a Chinese surrender had been taken prisoner. Some of the men, including a journalist, had been tortured and murdered. For three days the men were tied up, their bandages soaked in water so that they would become tighter and tighter. When they begged for something to drink, their mouths were filled with dirt. Eventually some of the prisoners died.

Lord Elgin claimed that he burned the Summer Palace in retaliation for the treatment of these men.

Consider the arguments of Elgin (Source 4.56) and Wolseley (Source 4.57). **Consider** the architectural value of the building (Sources 4.54 and 4.55).

Consider the following statement: 'The burning of the Summer Palace was justified.'

1. Take a stand: You are to take a stand on this statement, agreeing or disagreeing with it. Individually, make notes to help **explain** and **justify** your perspective.
2. Stand back: In small groups, take it in turns to share your perspectives and reasons.
3. Look again: Individually, look at your response again. What had you not considered that others raised? Have you changed your mind or has your thinking shifted?
4. Look beyond: As a class, discuss the notion of revenge. Is it ever appropriate?

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The emperor's brother, Prince Gong, had remained in Beijing to meet with the British. He was ultimately forced to agree to the terms of the previously agreed treaties and to ratify the Convention of Beijing. The terms of these agreements were financially crushing as well as humiliating for the Chinese people and the Qing dynasty. The government was now so weakened that, when it was threatened by internal strife, foreign forces were needed to support the regime.

▲ **Source 4.58** A Chinese depiction of the Battle of Fatsham Creek on the Canton River during the Second Opium War. This battle took place on 1 June 1857 when the British Royal Navy destroyed the Chinese fleet before advancing on Canton.

ACTIVITY 4.31
RESPONDING TO THE SOURCE

Refer to Source 4.59.

1. **Describe** the historical context of this source. What is happening between the British and the Chinese in September 1858?
2. **Identify** the three figures in the cartoon. Who do they represent? What is each one doing? What are the clues to their identities?
3. **Explain** what the cartoonist is trying to say about Chinese–British relations at this time (implicit information). Use evidence from the cartoon to support your argument (explicit information).
4. **Identify** an element of the cartoon that shows British racism towards the Chinese.

▲ **Source 4.59** A cartoon published in *Punch* on 4 September 1858 on the Second Opium War. *Punch* was a British magazine of humour and satire. It commented on the events and politics of the day. The title of the cartoon is 'A Little Tea Party' and the caption says 'Britannia: "A little more gunpowder, Mr China?" China: "O-no-tan-ke-mum."'.

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ACTIVITY 4.32
RESPONDING TO THE SOURCE

Refer to Source 4.60.

1 **Describe** the historical context of this source. What is happening between the British and the Chinese by December 1860?
2 **Identify** the two figures in the cartoon. Who do they represent? What is each one doing? What are the clues to their identities?
3 **Explain** what the cartoonist is trying to say about Chinese–British relations at this time (implicit information). Use evidence from the cartoon to support your argument (explicit information).

► **Source 4.60** A cartoon published in *Punch* on 22 December 1860

ACTIVITY 4.33

Research

Locate some political cartoons about current events and/or people.

In groups, or as a class, **identify** who is featured in the cartoon, how you know this and what comment the cartoon is making about the event or person.

Discuss: How reliable are political cartoons for historians studying events from the past? Can they be useful as a source of evidence? Does this depend on the question a historian is asking?

The Taiping Rebellion

The Taiping Rebellion was a significant internal crisis that nearly brought down the Qing government. It raged between 1850 and 1864 in south-eastern China. Ultimately, the rebellion grew out of dissatisfaction with the Qing dynasty. After years of humiliating concessions to foreigners, many felt the Qing had lost their Mandate of Heaven.

Difficult social and economic conditions associated with a population explosion and poor management of resources were worsened by a series of natural disasters throughout the 1840s, including floods and famines. The opium trade continued to harm even those Chinese who chose not to use it. The flood of silver into the pockets of foreign opium traders drove up the value of silver, which was the required form of tax collection from peasants. Silver became harder to come by and peasant taxes rose significantly at a time when they could least afford to pay. The Qing seemed to be doing little to try to relieve the misery of their people.

The leader of the Taiping Rebellion was a man called Hong Xiuquan, a Guangdong native from a poor Hakka family. The Hakka are a subgroup of the Han who have a different language and distinct social and cultural practices.

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▲ **Source 4.61** Hong Xiuquan (1814–1864), the instigator of the Taiping Rebellion (left), with a copy of the edict that he issued (right)

Hong aspired to become a government official, but while he had passed the qualification exam, he was not able to pass the examination to reach the first degree. After his second failure, Hong became ill and had a feverish dream in which he was introduced to his 'father' and 'elder brother,' both of whom were blond and bearded. He was told it was his destiny to destroy the 'demons'. After he recovered from his illness, Hong attempted the examinations one last time, in 1843. Again he failed, and this time he was left bitter, believing that officials were conspiring against him.

On his return home, Hong read some of the religious leaflets he had been given by Christian missionaries in the city. It was then he had a revelation. Hong realised that the father in his dream was in fact God, and his elder brother was Jesus Christ. He had a new mission, to rid China of the demons, who he now interpreted to be the Manchu Qing. Hong did study the religious beliefs of the Christian missionaries, but he formulated his own version of the religion and began preaching it to others.

Hong preached that he had been chosen by God to establish the Kingdom of God on Earth in China by removing the Manchu Qing from power. His followers grew rapidly in number as he travelled through the provinces of the south-east gathering converts. His interpretation of Christianity included many traditional Christian beliefs, including baptism and the Ten Commandments, but did not include ideas of mercy or forgiveness.

Our Heavenly Prince [Hong is referring to himself] has received the Divine Commission to exterminate the Manchus – to exterminate all idolaters [people who worship images of gods] generally, and to possess the Empire as its True Sovereign. It and everything in it is his, its mountains and rivers, its broad lands and public treasuries: you, and all that you have, your family, males and females from yourself to your youngest child, and your property from your patrimonial estates to the bracelet on your infant's arm. We command the services of all, and we take everything. All who resist us are rebels and idolatrous daemons, and we kill them without sparing; but whoever acknowledges our Heavenly Prince and exerts himself in our service shall have full reward – due honour and station in the armies and court of the Heavenly Dynasty.

▲ **Source 4.62** Hong Xiuquan, leader of the Taiping Rebellion

ACTIVITY 4.34
RESPONDING TO THE SOURCE

Refer to Source 4.62.

1 **Identify** what Hong Xiuquan says he has been given 'Divine Commission' to do.
2 **Explain** what will happen to people who resist Hong Xiuquan.
3 **Identify** the rewards that Hong Xiuquan promises to those who follow him.

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▲ **Source 4.63** The Taiping's areas of control

The first clash between Hong's followers and Qing troops occurred in July 1850, and it was a great success for the rebels. The Manchus were particularly unpopular in the south, and many other anti-Qing groups joined Hong's followers to oppose them.

▲ **Source 4.64** A painting of a battle during the Taiping Rebellion

In September 1851, Hong declared the establishment of a new dynasty, the Tai Ping Tian Guo, or the Heavenly Kingdom of Great Peace, and proclaimed himself the Heavenly King. In this new kingdom, which was to be ruled on moral lines, women and men would be equal, wealth would be shared and suffering in the form of slavery, footbinding, opium smoking and corruption by officials would be eliminated. In 1852, after claiming control of significant areas in the south-eastern provinces, Taiping forces began to head north with the aim of capturing Beijing.

While they never did reach Beijing, the Taiping forces captured Nanjing in 1853, and at least 600 walled cities. Qing soldiers defeated a Taiping force that was sent north in 1855, and internal power struggles weakened the Taiping leadership. However, the rebellion continued.

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The British and other Europeans had initially looked on the Taiping with some favour for their Christian values; however, it soon became clear that the Taiping version of Christianity was not consistent with the Westerners' version. It was decided that assisting the Qing dynasty, over whom they had a great deal of influence, would be more beneficial in the long run.

Between 1860 and 1864, Western forces joined with the Qing to fight against the Taiping, though they played a relatively small part in the war. In July 1864, the Taiping were finally defeated in Nanjing. Hong himself committed suicide, but the rest of the Taiping fought to the death; none were captured.

The 14 years of the Taiping Rebellion took a devastating toll on China. Most accounts put the death toll at 20–30 million; however, if you count those who died from floods, disease and famine worsened by the war, the figure is likely much higher.

ACTIVITY 4.35
MAKING THINKING VISIBLE

Compass points

Consider the actions of Hong and the Taiping from the following perspectives:

1. The British
2. The Qing
3. Hong's followers.

Divide the class into groups to **represent** each perspective (two groups per perspective).

- **E** – Excited: What is exciting about the actions of Hong and the Taiping? What are the positives?
- **W** – Worrisome: What do you find worrisome about what is happening? What are the negatives?
- **N** – Need to know: What else do you need to know to decide whether this is a good development?
- **S** – Stance or Suggestion for moving forward: What is your current opinion on Hong and the Taiping? Give reasons for your decision.

REFLECTING ON YOUR LEARNING 4.3

1. Based on the information and sources that you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to summarise what you have learned and to answer the question: 'What were the significant events, ideas, peoples, groups and/or movements in the development of Chinese society from 1750 to 1914?'
2. How could the information and sources in this section contribute to answering your overall inquiry question: 'What caused the collapse of the Qing dynasty in China by 1912?'

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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4

4.4 Depth study: What were continuities and changes, and how did they affect ways of life and living conditions, in Chinese society at the turn of the twentieth century?

FOCUS QUESTIONS

- What attempts at reform were made by the Qing to modernise China and to what extent were they successful?
- What factors led to dissatisfaction and rebellion against the Qing rule?

The Self-Strengthening Movement

Despite victory against the Taiping in 1864, China found itself at a low point. It was clear that China was no longer the 'Middle Kingdom' and centre of the universe. The Self-Strengthening Movement was an attempt to modernise industry and defence, while upholding traditional Confucian values.

Lin Zexu, the official who had sparked the First Opium War, warned the emperor that the Chinese navy was ill-equipped to face the British. He recommended spending imperial funds on the navy and military rather than new palaces. Other officials agreed that change was needed, and worked to convince the regents of the then five-year-old Tongzhi Emperor.

In 1862, the Tongwen Guan, a school for teaching Western languages and later science, was opened in Beijing. Similar schools were opened in Guangzhou and Fuzhou. A military academy was established in Tianjin, with the German army acting as a model for the new Chinese forces. Young men were also sent overseas to study military subjects at foreign colleges. Factories were set up to produce Western-style armaments. Ships were purchased from the British, and British naval instructors were contracted to train the Chinese navy.

In 1879, the first telegraph line was established, linking the cities of Taku and Tianjin. It was extended to Shanghai two years later. Several short sections of railway were constructed, but it was not until the 1890s that more railways were built under foreign ownership.

The main beneficiaries of the Self-Strengthening Movement were provincial leaders who focused on projects that were of benefit to their regions. There was no overall vision and little central direction to the reforms. The modernised defence forces had greater loyalty to the provincial leaders than to the nation. Projects were delayed by corruption and inefficiency, and deeply conservative peasants pushed back against the change, at times violently.

The movement did put China on a path towards catching up with the West and edged China closer to becoming a modern state. Some argue that without the Self-Strengthening Movement the empire may have ended decades earlier than it eventually did. However, China still suffered further military defeats against France (1885) and Japan (1895).

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I have heard that with their new methods the Westerners have found that the movements of the earth conform closely to those of the heavens. This can be of assistance in fixing the calendar … I have heard that the Westerners' method of clearing sand from harbors is very effective … This can be of assistance to keep the water flowing. Also, for agricultural and sericultural tools, and things required for the various crafts, they mostly use mechanical wheels, which require little energy but accomplish much … Other things beneficial to the national economy and the livelihood of the people should also be used … There are many intelligent people in China. Surely there are some who, having learned from the barbarians, can surpass them …

In my humble opinion, at the present time it is also appropriate to say, 'Learn from the various nations,' for they are similar to us and hence their ways are easy to implement. What could be better than to take Chinese ethical principles of human relations and Confucian teachings as the foundation, (ti) and supplement them with the techniques (yong) of wealth and power of the various nations?

▲ **Source 4.65** Feng Guifen (Kuei-fen), *On the adoption of western learning* (1860s). After the Opium Wars, Feng Guifen was a Qing official who put forth a proposal to increase the empire's military strength. This was an essay he wrote outlining why Western technology should be adopted.

▲ **Source 4.66** Li Hongzhang

The Westerners particularly rely upon the excellence and efficacy of their guns, cannon, and steamships, and so they can overrun China. The bow and spear, small guns, and native made cannon which have hitherto been used by China cannot resist their rifles, which have their bullets fed from the rear opening. The sailing boats, rowboats, and the gunboats which have been hitherto employed cannot oppose their steam-engine warships. Therefore, we are controlled by the Westerners.

To live today and still say 'reject the barbarians' and 'drive them out of our territory' is certainly superficial and absurd talk. Even though we wish to preserve the peace and to protect our territory, we cannot preserve and protect them unless we have the right weapons. They are daily producing their weapons to strive with us for supremacy and victory, pitting their superior techniques against our inadequacies, to wrangle with and to affront us. Then how can we get along for one day without weapons and techniques?

The method of self-strengthening lies in learning what they can do, and in taking over what they rely upon, moreover, their possession of guns, cannons, and steamships began only within the last hundred years or so, and their progress has been so fast that their influence has spread into China. If we can really and thoroughly understand their methods – the more we learn, the more we improve – and promote them further and further, can we not expect that after a century or so we can reject the barbarians and stand on our own feet?

▲ **Source 4.67** Li Hongzhang on the need for self-strengthening in 1872. Li Hongzhang was a governor-general who promoted building China's military prowess by adopting Western military technology.

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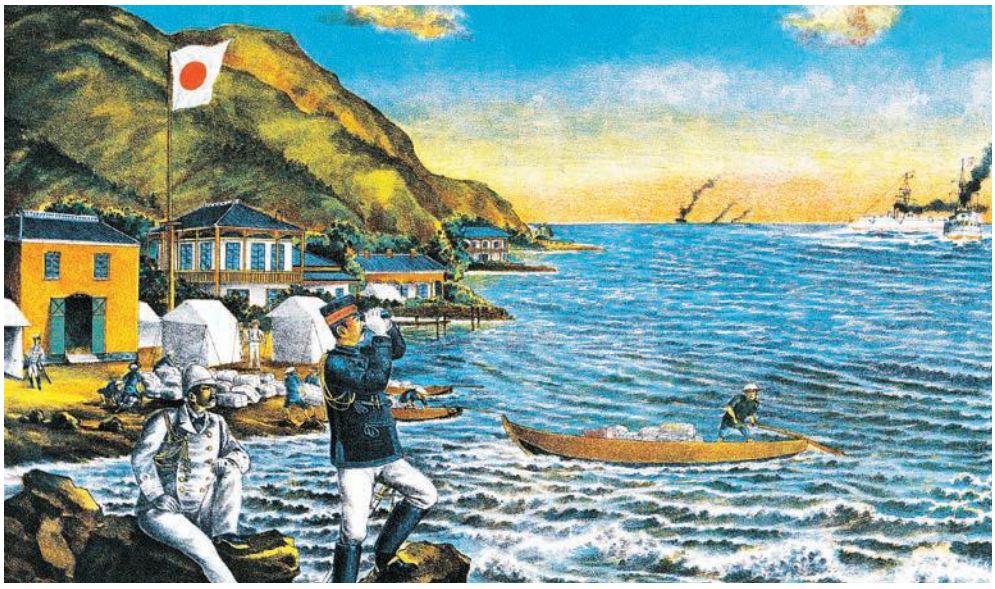
The payoff from self-strengthening came in the Sino-Japanese War of 1894–1895. Because of her size, the betting was on China, but Li Hongzhang knew differently and tried to forestall the war. China had begun navy building in the 1870s. During the 1880s Li purchased steel cruisers and got instructors and advisors from Britain … In the late 1880s, however, funds for the Chinese navy were scandalously diverted by a high-level official conspiracy to build the Empress Dowager's new summer palace instead.

The Qing Dynasty had survived rebellions of Chinese people, but its foreign relations now got out of hand. Japan's victory over China threw the Far East into a decade of Imperialist rivalries. In order to pay off the indemnity, China went into debt to European bondholders. In 1898 Russia, Germany, Britain, Japan and France all occupied or claimed spheres of influence in China …

All in all China seemed about to perish.

▲ **Source 4.68** John King Fairbank and Merle Goldman, *China: A New History*, Harvard University Press, 1995. Fairbank and Goldman are both American historians who have extensively studied and published on Chinese history.

The Sino-Japanese War (1894–95) was a struggle between China and Japan for control of Korea. Despite expectations of a Chinese military victory, the contest was one-sided. The Japanese defeated Chinese forces at Pyongyang, in present-day North Korea, then decisively won a naval battle in September 1894. China was forced to sign the Treaty of Shimonoseki, recognising Korean independence and ceding Taiwan to Japan.



▲ **Source 4.69** The Japanese occupying Formosa (Taiwan), February 1895

▲ **Source 4.70** A british newspaper cartoonist, Marius Bauer, comments in The Chronicle on the events of the Sino-Japanese War, 14 April 1895.

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ACTIVITY 4.36
RESPONDING TO THE SOURCES

1 **Identify** three practices that Feng Guifen (Source 4.65) believes China should adopt from the West.
2 **Identify** the traditional Chinese aspects that Feng Guifen (Source 4.65) argues will compliment Western technology.
3 How does Li Hongzhang (Source 4.67) compare Chinese and Western military technology?
4 To what extent do Li Hongzhang (Source 4.67) and Feng Guifen (Source 4.65) corroborate the argument that China needed to adopt Western technology?
5 **Synthesise** evidence from Sources 4.68–4.70 to form a historical argument in response to the question: 'Why did the Self-Strengthening Movement fail?'

ACTIVITY 4.37

Creating a thesis statement

Create a table with the following headings: 'Arguments for' and 'Arguments against'.

In each column, list as many arguments as you can for the Self-Strengthening Movement being a success or not being a success.

Decide whether it was a success or not.

Construct a thesis statement that responds to the question: 'Was the Self-Strengthening Movement a success?' Provide three reasons to support your answer in your thesis statement.

Empress Cixi and the Hundred Days Reform

The most powerful member of the Qing court during its final half-century was not an emperor, but a former concubine. Empress Dowager Cixi had entered the palace as a 16-year-old in 1851 and risen to higher status in 1856 when she gave birth to the Xianfeng Emperor's only surviving son.

In her position as favourite and educated in the Chinese language, Cixi took an active role in the affairs of state. She took on even more responsibility as the emperor sickened. When the Xianfeng Emperor died in 1861, his five-year-old son became the Tongzhi Emperor. Cixi was granted the title of Empress Dowager, but not initially appointed as a regent. Instead, she had to conspire with the previous emperor's brother, Prince Gong, to have the eight chosen regents arrested and imprisoned. Cixi and the Empress Dowager Cian (Empress Consort – that is, wife – of the Xianfeng Emperor), became co-regents to the new child emperor.

For the next 47 years, Cixi spent most of her time ruling China as a regent or controlling events in the background.

▲ **Source 4.71** Empress Dowager Cixi

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Though she was politically conservative, the reforms of the Self-Strengthening Movement largely took place under Cixi's rule.

Cixi's son, the Tongzhi Emperor, took up rulership in his own right in 1873, but was dead of either syphilis or smallpox just two years later without an **heir**. Cixi's sister's son was enthroned as the Guangxu Emperor and, as he was only four years old at the time, Cixi and Cian resumed their roles as regents. After the death of Empress Dowager Cian in 1881, Cixi ruled as sole regent.

heir a person who inherits the property and title of another

The Guangxu Emperor came of age in 1887. However, Empress Dowager Cixi remained as regent, and it took a further two years until she decided to retire. Even from retirement Cixi played an active role in government. The emperor consulted her regularly and was intensely aware of the influence she still held over the court and government. During royal audiences, Cixi sat behind a decorative screen to listen to and observe the emperor's discussions.

In 1898, the Guangxu Emperor attempted to institute a series of genuinely radical reforms over a short period of time. Part of the plan involved the forceful removal of the Empress Dowager Cixi. Unfortunately for the Guangxu Emperor, his plan was betrayed and Cixi acted first.

On 21 September 1898, 103 days into the emperor's reform program, the Imperial Palace was raided by conservative officials and eunuchs under the orders of Cixi. The Guangxu Emperor was placed under house arrest in a palace near Beijing, and Cixi announced to the court and country that he was unwell. With the emperor removed from power, Cixi stepped up and ruled again as regent.

The legacy of Empress Dowager Cixi in the dying years of the empire is hotly argued. Some historians describe her as a very conservative ruler who was willing to use any underhand means to gain and maintain power while attempting to keep China firmly in the past. Others paint a more complimentary picture and suggest that her leadership kept the empire functioning much longer than it otherwise would have.

Was Cixi really resistant to change?

> Our scholars are now without solid and practical education; our artisans are without scientific instructors; when compared with other countries WE SOON SEE HOW WEAK WE ARE. DOES ANY ONE THINK THAT OUR TROOPS ARE AS WELL DRILLED OR AS WELL LED AS THOSE OF THE FOREIGN ARMIES? OR THAT WE CAN SUCCESSFULLY STAND AGAINST THEM? Changes must be made to accord with the necessities of the times … WE MUST SUBSTITUTE MODERN ARMS AND WESTERN ORGANIZATION FOR OUR OLD REGIME; WE MUST SELECT OUR MILITARY OFFICERS ACCORDING TO WESTERN METHODS OF MILITARY EDUCATION; we must establish elementary and high schools, colleges and universities, in accordance with those of foreign countries; we must abolish the Wen-chang (literary essay) and obtain a knowledge of ancient and modern world-history, a right conception of the present-day state of affairs, with special reference to the governments and institutions of the countries of the five great continents; and we must understand their arts and sciences.

▲ **Source 4.72** Edict sent out by the Guangxu Emperor in 1898, cited in Isaac Taylor Headland, *Court Life in China: The Capital, Its Officials and People*, F.H. Revell, 1909

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1. The establishment of a university at Peking.
2. The sending of imperial clansmen to foreign countries to study the forms and conditions of European and American government.
3. The encouragement of the arts, sciences and modern agriculture.
5. Abolished the literary essay as a prominent part of the governmental examinations …
7. Urged that the Lu-Han railway should be prosecuted with more vigour and expedition.
8. Advised the adoption of Western arms and drill for all the Tartar troops.
9. Ordered the establishment of agricultural schools in all the provinces to teach the farmers improved methods of agriculture …
12. Special rewards were offered to inventors and authors …
17. Naval academies and training-ships were ordered.

▲ **Source 4.73** A list of some of the reforms that the Guangxu Emperor planned to undertake, that were published in the Peking gazette in 1898, as summarised by Isaac Taylor Headland, *Court Life in China: The Capital, Its Officials and People*, F.H. Revell, 1909

The long time Governor General at Wuhan and … the influential imperial tutor and president of the board of revenue. Both advocated a conservative reform based on a limited administrative reorganisation along with the adoption of Western methods to supplement the basic Chinese structure. A radical third force, advocating a drastic institutional change … was led by the thinker-idealist K'ang Yu-wei … [the Guangxu Emperor was] first guided … to conservative reform, ultimately was won over by the dynamic K'ang. On the other hand Empress Dowager … who saw in the radical reform threat to her own supremacy, threw her tremendous support against it.

In this vortex of cross currents, one sees the power struggle between the Emperor and the dowager, the conflict between the conservatives and the progressives, the strife between the moderate reformers and the radicals and the radical apathy between the Manchus and the Chinese. The interplay of these forces was accentuated by the imminence of foreign partition of China. The Ch'ing empire in 1898 stood at a turning point in history: a successful reform might stave off the breakup, while failure could only foreshadow the extinction of the dynasty.

▲ **Source 4.74** Immanuel C.Y. Hsu, *The Reform Movement of 1898*, pp. 355–6. Hsu was a professor of History at the University of California. He is strongly critical of both the Qing and foreign imperialists.

All human rules must be subject to alteration. It is not foolish to put fresh strings in a musical instrument; nor is it unwise to change laws made by men. When necessary, our ancestors introduced change. Most laws in time become out of date. The entire system of government must be reorganised so that China will again be rich and strong. The Empress Dowager has stressed the urgent need to adopt the good methods followed in other lands. Our past errors will help us to act more wisely in the future. We must no longer distinguish between Chinese ways and foreign ways. So far, we have occupied only the outer clothes of the West. We must go further. We must revise ancient methods, stamp out abuses in our system of government and reform completely. When reforms are introduced, it will be essential to choose honourable and competent men for public office.

▲ **Source 4.75** Cixi's reform edict of 1901. In 1901, Cixi authorised her ministers to issue this edict. It promised enormous reforms to China's government and military.

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Taught by the failure of a reaction on which she had staked her life and her throne, the Dowager has become a convert to the policy of progress. She has, in fact, outstripped her nephew. 'Long may she live!' 'Late may she rule us!' During her lifetime she may be counted on to carry forward the cause she has so ardently espoused. She grasps the reins with a firm hand; and her courage is such that she does not hesitate to drive the chariot of state over many a new and untried road. She knows she can rely on the support of her viceroys – men of her own appointment. She knows too that the spirit of reform is abroad in the land, and that the heart of the people is with her.

▲ **Source 4.76** W.A.P. Martin, *The Awakening of China*, Doubleday, Page & Co., 1907. William Alexander Parsons Martin was an American missionary to China. In 1898, he was appointed by the Guangxu Emperor to the role of President of the Imperial University of Peking.

Without taking away from the Emperor the credit of introducing the railroad, the telegraph, the telephone, the new system of education, and many other reforms, we must still admit that it was the personality, power and statesmanship of the Empress Dowager that brought about the realization of his dreams. The movement towards female education as described in another chapter must ever be placed to the credit of this great woman. From the time she came from behind the screen, and allowed her portrait to be painted, the freedom of woman was assured …

The next great reform undertaken by the Empress Dowager was her crusade against opium. The importance of this can only be estimated when we consider the prevalence of the use of the drug throughout the empire. The Chinese tell us that thirty to forty per cent. of the adult population are addicted to the use of the drug …

Such are some of the special reform measures instituted by the Empress Dowager, but in addition to these she has seen to it that the Emperor's efforts to establish a Board of Railroads, a Board of Mines, educational institutions on the plans of those of the West, should all be carried out. She has not only done away with the old system of examinations, but has introduced a new scheme by which all those who have graduated from American or European colleges may obtain Chinese degrees and be entitled to hold office under the government, by passing satisfactory examinations, not a small part of which is the diploma or diplomas which they hold …

▲ **Source 4.77** Isaac Taylor Headland, *Court Life in China: The Capital, Its Officials and People*, F.H. Revell, 1909. Headland's wife was the physician to the Empress Dowager's family and provided her husband with much of the information for his book. Mrs Headland was a trusted member of the Chinese Court's inner circle.

ACTIVITY 4.38
RESPONDING TO THE SOURCES

1 Summarise the reforms proposed by the Guangxu Emperor (Sources 4.72 and 4.73) and group them into themes: military; education; government; industry, agriculture and transport.
2 According to Source 4.74, how was the Chinese Court divided on how China should modernise at this time?
3 **Identify** the position Cixi sided with and why, according to Source 4.74.
4 **Synthesise** evidence from Sources 4.74, 4.75, 4.76 and 4.77 to form a historical argument in response to the question: 'To what extent did Cixi resist change?' Include a judgement about the extent to which evidence from two of these sources corroborate each other.
5 What were the major changes attempted to be made to China during this period? What aspects did not change?

THINKING DEEPER
HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Change and continuity.

Your response should contain:

- A clear statement about what stayed the same and/or what changed
- Corroborating evidence or examples that show how things stayed the same (i.e. continuity)
- Differing evidence or examples that demonstrate how things changed
- A reason that accounts for this continuity and/or change.

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Significance

To determine if a historical person, event, development or issue is significant, it must be assessed by some criteria:

- *Remarkable* – was the person, event, development or issue remarkable or extraordinary in some way for the time or later?
- *Remembered* – was the person, event, development or issue important at some stage within the collective memory of a group or groups? Is the person, event, development or issue remembered?
- *Resounding* – do, or did, people still make connections to the person, event, development or issue well beyond the time of origin?
- *Results* – did the person, event, development or issue lead to change or consequences for the time or the future?
- *Revealing* – does the person, event, development or issue reveal something important about the time period of origin?

ACTIVITY 4.39

Communicating historical information

A committee is seeking nominations for individuals to be added to a register of significant historical personalities.

Divide the class into five groups. Each is allocated one of the five significance criteria (Remarkable, Remembered, Resounding, Results and Revealing). **Create** a submission, supported by evidence in the sources, to argue for Cixi's inclusion on the register.

THINKING DEEPER HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Significance.

Your response should contain:

- Identification of what elements are significant in relation to the content of the question
- A clear statement about the degree of significance (i.e. very significant, somewhat significant)
- Evidence from the sources to support this judgement of significance.

REFLECTING ON YOUR LEARNING 4.4

1 Based on the information and sources that you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to summarise what you have learned and to answer the question: 'What were continuities and changes, and how did they affect ways of life and living conditions, in Chinese society at the turn of the twentieth century?'
2 How could the information and sources in this section contribute to answering your overall inquiry question: 'What caused the collapse of the Qing dynasty in China by 1912?'

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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4

4.5 Depth study: What were different experiences and perspectives of colonisers and Chinese people in China between 1750 and 1914?

FOCUS QUESTIONS

- What were the causes and consequences of the Boxer Rebellion?
- What different perspectives were held by the Chinese towards Christian missionaries between 1750 and 1914?

The Boxer Rebellion

The Society of Righteous and Harmonious Fists, or 'Boxers' as they were known in the West, emerged in Northern China as a secret society focused on ridding the country of the foreigners. Their slogan, 'protect the Qing, destroy the foreigners', spelt out their aims explicitly. They were called Boxers by the Europeans because they practised a form of weaponless martial arts.

Since the Conventions of Beijing in 1860, European missionaries were no longer restricted to the concessions, and had been flooding into the interior of China, eager to save the **pagan** masses. While they did manage to convert some, most Chinese were unwilling to abandon their own beliefs. They would not drop their worship of the ancestors, and they believed that Christian church steeples were too high and ruined the harmony of the villages. Contemptuous of converts who accepted charity from missionaries, the Chinese called them 'rice Christians'. The Boxers found it easy to recruit members from among the peasants, but they also attracted members of the literati and scholar classes who resented the foreign intrusions.

pagan a person who has no religion or a religion other than Christianity, Judaism or Islam

▲ **Source 4.78** Photograph of Boxer Rebels

> … they gathered in great numbers at Jinci Temple, each holding a weapon and wearing a red head cloth, a red belt and a red scarf. They arrived in small groups, entered the temple of the Wutian God and when they had worshipped the god they paid their respects to the leader. The leader and his supporters acted as if they were drunk … they lined up and left, with two red flags carried in front of them bearing the words 'Support the Qing and destroy the foreigners; implement the Way on behalf of Heaven'.

▲ **Source 4.79** A school teacher in rural Shanxi described a gathering of Boxers in his area.

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ACTIVITY 4.40
RESPONDING TO THE SOURCES

Identify four aspects of the Boxers' appearance that are corroborated by evidence from both Sources 4.78 and 4.79.

What different perspectives were held by the Chinese towards Christian missionaries?

In 1891 the present Emperor Kuang Hsu [the Guangxu Emperor] issued a very strong edict commanding good treatment of the missionaries. He therein made the following statement: 'The religions of the West have for their object the inculcation of virtue, and, though our people become converted, they continue to be Chinese subjects. There is no reason why there should not be harmony between the people and the adherents of foreign religions …'.

▲ **Source 4.80** Hon. Charles Denby, *China and Her People*, L.C. Page, 1910. Denby was an American who wrote a memoir after working in many diplomatic roles in China between 1885 and 1905.

Attention: all people in markets and villages of all provinces in China – now, owing to the fact that Catholics and Protestants have vilified [mocked] our gods and sages [scholars], have deceived our Emperors and ministers above, and opposed the Chinese people below, both our gods and our 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. After this notice is issued to instruct you villagers, no matter which village you are living in, if there are Christian converts, you ought to get rid of them quickly. The churches which belong to them should be unreservedly burnt down. Everyone who intends to spare someone, or to disobey our order by concealing Christian converts, will be punished according to the regulation when we come to his place and he will be burnt to death to prevent him impeding [interfering with] our program. We especially do not want to punish anyone by death without warning him first. We cannot bear to see you suffer innocently. Don't disobey this special notice!

▲ **Source 4.81** First Boxer notice, c. 1900. Notices like these were posted by the Boxers to build support for their cause.

Late in July a proclamation of the Governor was posted in the city in which occurred the words, 'Exterminate foreigners, kill devils.' Native Christians must leave the church or pay the penalty with their lives.

Li Yij and I talked long and earnestly over plans for saving the lives of our beloved missionaries. 'You must not stay here waiting for death,' we said. Yet we realised how difficult it would be to escape. Foreigners with light hair and fair faces are not easily disguised … Deacon Wang, who lived in a village over ten miles from Fen Chou Fu, wished to conceal Mr and Mrs Price and little Florence in his home …

▲ **Source 4.82** Fei Ch'i-hao, a Chinese Christian, recounts his experience with the Boxers in 1900. Taken from Luella Miner, *Two Heroes of Cathay*, F.H. Revell, 1907, pp. 63–128.

the leader took his supporters to Sanxian village to attack the Catholics. There were a lot of Catholics in Sanxian, more than in other places, and the church was really magnificent. Many Catholics from neighbouring countries had taken refuge there and they defended the church strongly so that no one could take it. But the man known as His Honour Guan was passionate and determined … His supporters were bitterly angry and pushed the attack with all their force and on the third day they broke through. Then they massacred all the Catholics, men, women and children, killing several hundred people in total and leaving no survivors.

▲ **Source 4.83** A school teacher in rural Shanxi described the behaviour of the Boxers in a neighbouring area.

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▲ **Source 4.84** A Boxer pamphlet, 'The Devils (foreigners) worshipping the Hog (Jesus)'. Making a play on the words 'Lord' and 'pig' (zhu), the Boxers portrayed Christianity as pig worship, involving blood sacrifices.

> On account of the Protestant and Catholic religion the Buddhist gods are oppressed, and our sages thrust into the background. The law of Buddha is no longer respected … The anger of Heaven and Earth has been withheld from us. But Heaven is now sending down eight millions of spiritual soldiers to extirpate these foreign religions, and when this has been done there will be timely rain.

▲ **Source 4.85** A text posted in many places in Tianjin. When there was a serious drought in 1900, it was blamed on the behaviour being practised by the Westerners. Only if the Westerners were exterminated would the drought be ended.

ACTIVITY 4.41
RESPONDING TO THE SOURCES

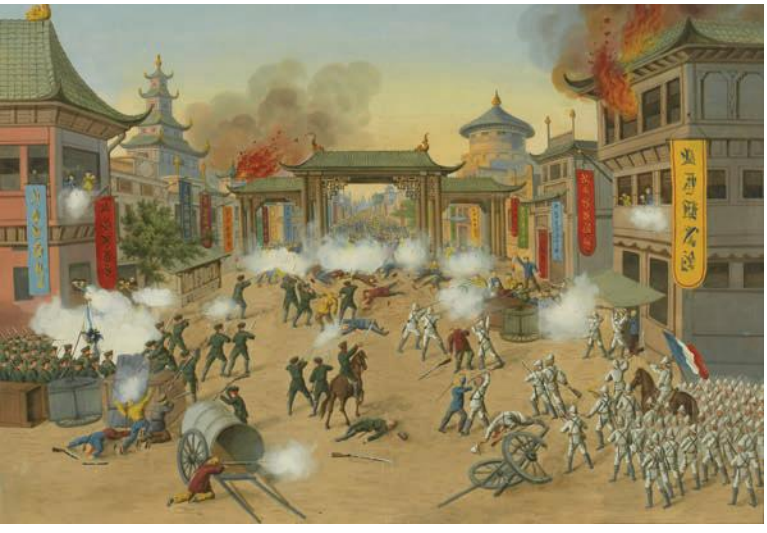
1 **Identify** evidence from Sources 4.80 and 4.81 that some of the Chinese had converted to Christianity.
2 Sources 4.81, 4.84 and 4.85 are examples of Boxer propaganda and Source 4.82 describes an example. This propaganda was designed to encourage support for the Boxer cause. **Explain** the methods used by the Boxers to build support for their cause.
3 **Analyse** evidence from Sources 4.80–4.85 to **explain** three different perspectives held by the Chinese towards Christians at this time.

THINKING DEEPER
HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Perspectives.

Your response should contain:

- A clear identification of the source's perspective
- Evidence from the source to demonstrate this perspective (note, this may include implied meaning)
- Discussion of how the source's origin or context may account for this perspective
- Discussion of how this perspective compares with other perspectives (in questions that use more than one source)
- Consideration of how this source's perspective is useful in responding to the question.



▲ **Source 4.86** Fierce fighting during the Boxer Rebellion

The Siege of the International Legations, 1900

The coordinated attacks by the Boxers began in 1898 with attacks on Christian missions and telegraph lines. The violence spread, and by June 1900 the Boxers had reached the city of Beijing. There they destroyed everything associated with foreigners, including churches, railways and telegraph lines.

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Over 900 European, Japanese and American military and civilians, along with almost 3000 Chinese Christians, took refuge in the Beijing Legation Quarter (the area of the city where the foreign diplomats lived). They survived a 55-day siege by the Qing Army and the Boxers.

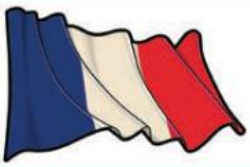
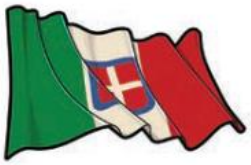
> China is weak. The only thing we can depend upon is the hearts of the people. If we lose them, how can we maintain our country [dynasty]?

▲ **Source 4.87** Empress Dowager Cixi

ACTIVITY 4.42
RESPONDING TO THE SOURCES

1 According to Source 4.87, why did Cixi decide to support the Boxers against the foreign legations?
2 In Source 4.80, the emperor is described as being supportive of the missionaries. Why might the Qing Court's perspective on the missionaries have changed between 1898 and 1900?

Eight foreign nations that had financial interests in China formed a military alliance to protect the legations and resist the Qing's attempt to force them out of the country. The members of the alliance were:

Empire of Japan		United Kingdom	
Russian Empire		French Republic	
United States of America		Kingdom of Italy	
German Empire		Austria-Hungary	

On 14 August, the foreign force fought off about 20 000 men and made their way into Beijing to rescue the diplomats and Chinese Christians who had been barricaded in the legation quarters.

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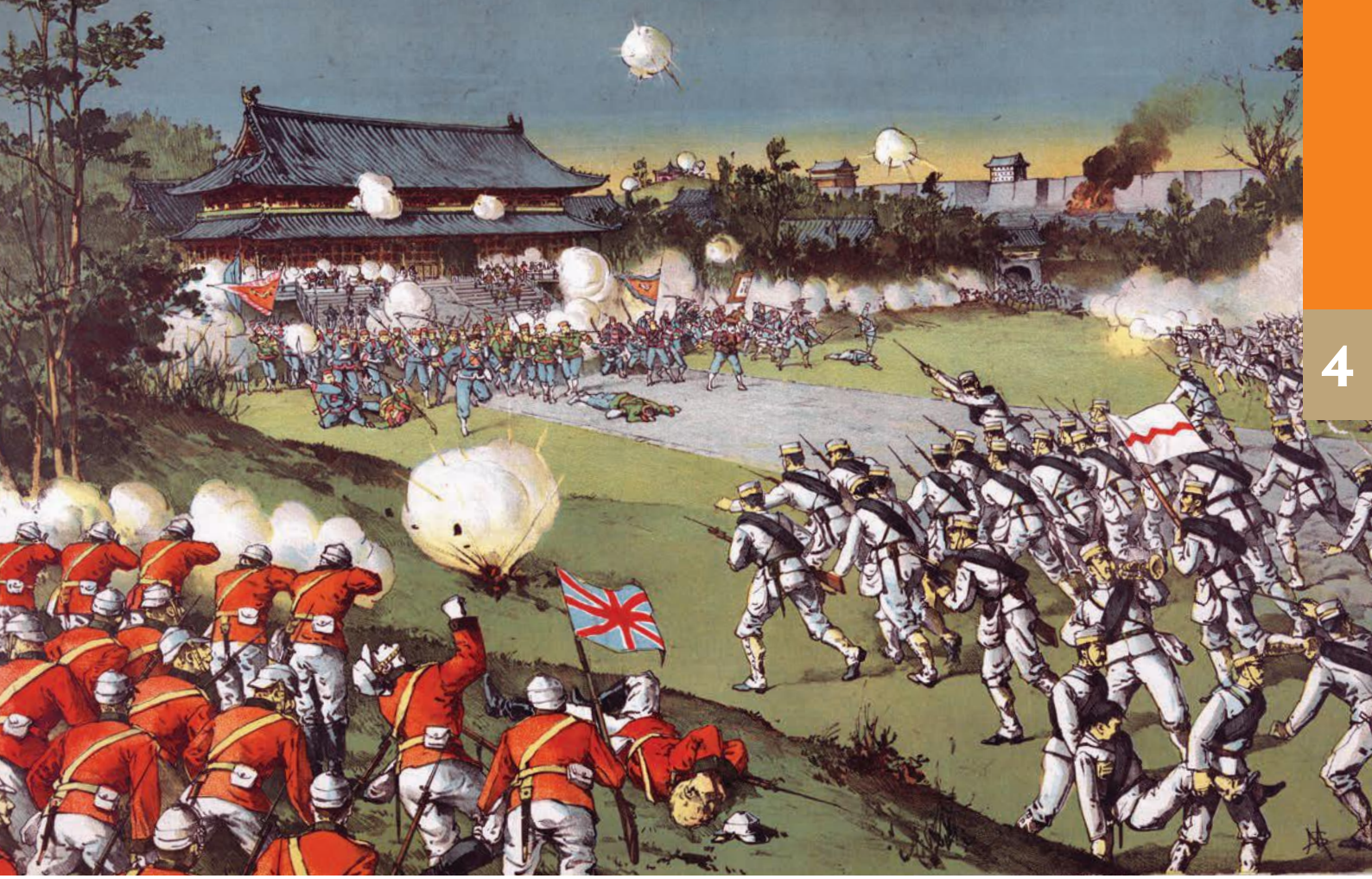
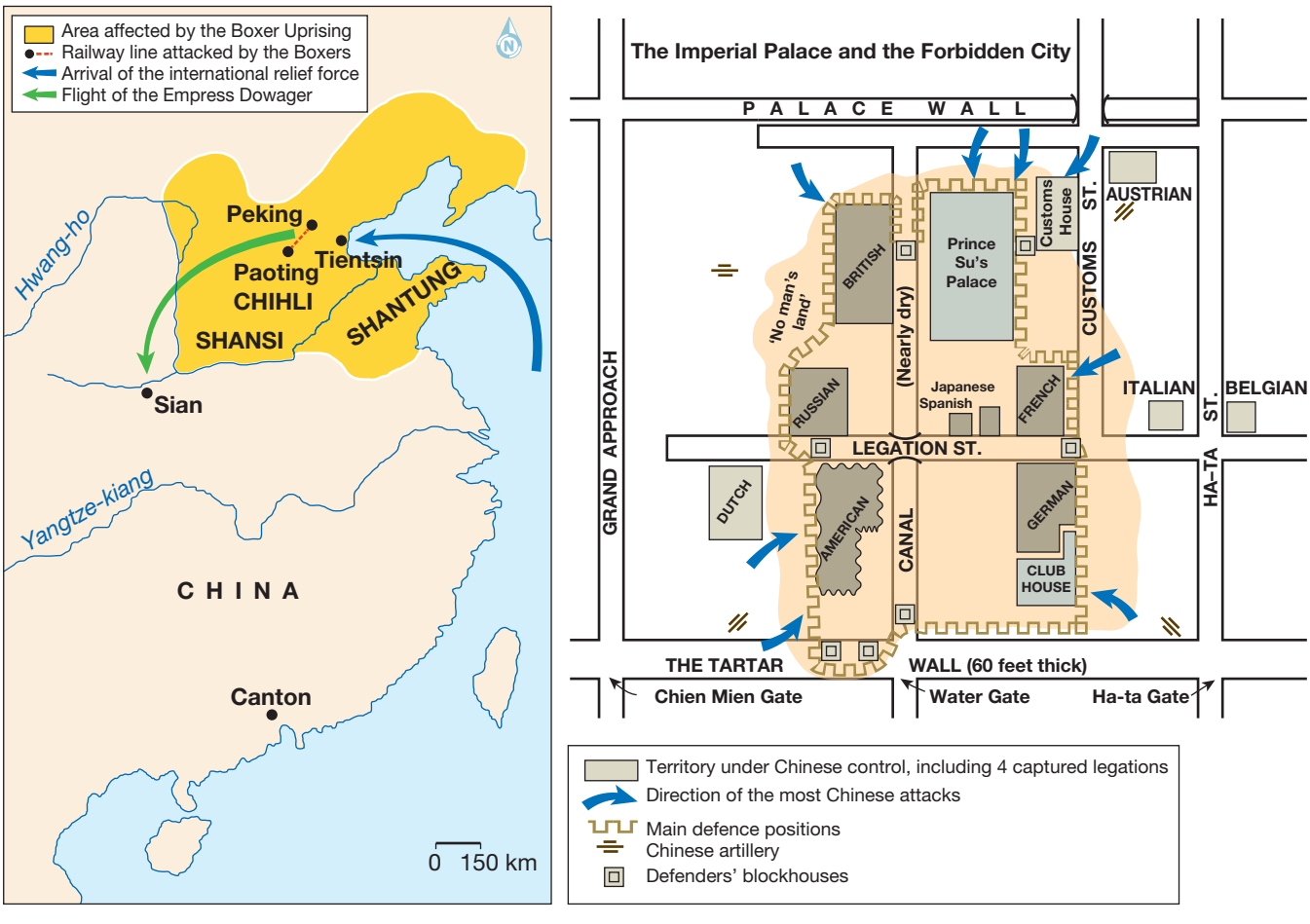


▲ **Source 4.88** European forces advance towards the Boxer army outside the imperial castle, Beijing.



▲ **Source 4.89** The location of the Siege of the Legations during the Boxer Rebellion

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The Siege of the Legations – fake news

The Siege of the Legations saw the legation quarter in Beijing (then known to westerners as Peking) besieged by Boxer rebels for 55 days. The legations were never overrun, and most residents of the legations survived to be relieved by the international force in August 1901.

> The Europeans fought with calm courage to the end against overwhelming hordes of fanatical barbarians thirsting for their blood. While the ammunition lasted they defied Chinese rifle and artillery fire and beat back wave after wave of their assailants. When the last cartridge had gone their hour had come. They met it like men. Standing to their battered defences they stayed the onrush of the Chinese, until, borne down by sheer weight of numbers they perished at their posts. They have died as we would have had them die, fighting to the last for the helpless women and children who were to be butchered over their dead bodies … Of the ladies, it is enough to say that in this awful hour they showed themselves worthy of their husbands. Their agony was long and cruel, but they have borne it nobly, and it is done.

▲ **Source 4.90** An account of the 'Peking massacre' from the *Daily Mail*, a London newspaper, published in 1901

> 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; they were growing savage – when they captured any Boxers, instead of shooting them they broke their skulls with a revolver. One day their ears, sharpened for all outside noises, distinguished a continued deep, heavy cannonade beyond the great black ramparts … Peking was being bombarded! It could only be by the armies of Europe come to their assistance. Yet one last fear troubled their joy. Would not a supreme attack against them be attempted, an effort be made to destroy them before the allied troops could enter? As a matter of fact they were furiously attacked, and this last day, the day of their deliverance, cost the life of one of our officers … But they kept up their resistance, until all at once not a Chinese head was visible on the barricades of the enemy; all was empty and silent in the devastation about them; the Boxers were flying and the Allies were entering the city!

▲ **Source 4.91** Pierre Loti describing when the allies entered Peking (Beijing) in 1900. Pierre Loti was a French naval officer and writer who went to China as part of the international expedition to put down the Boxer Rebellion. He wrote about what he saw and heard from the survivors after the siege of Peking in a book called *The Last Days of Peking*.

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ACTIVITY 4.43
RESPONDING TO THE SOURCES

Analysis and evaluation

1 **Analyse** the features of Sources 4.90 and 4.91 as they relate to the inquiry question: 'Was the Siege of the Legations a massacre?' Use the following table as a guide.

What is the source? (text type)	
Who published/created the source? (origin)	
When was it created? (origin)	
What is happening at the time the source was written that is relevant to the inquiry? (context)	
Is the source a primary or secondary source?	
Why might this source have been created? (purpose and motive)	
Who might the source have been written/created for? (audience)	
Who is speaking in the source? Provide some information about this person and how they might feel about the event. (perspective)	
What evidence does the source provide that answers the inquiry question? Direct quotes/images. (explicit information)	
From this evidence, what conclusions can be reached about whether the siege was a massacre? (implicit information)	

2 **Evaluate** Sources 4.90 and 4.91 to **decide** how useful and reliable they are to a historian answering the inquiry question: 'Was the Siege of the Legations a massacre?' Use the table below as a guide. It is always important to **analyse** a source before you **evaluate** it. Refer to the completed analysis tables to assist you with your evaluation.

How useful is this source for deciding if the Siege of the Legations was a massacre? What relevant information does it provide?	
What are some features that make this source reliable/trustworthy?	
What are some features about this source that make you doubt its reliability/accuracy?	
Is the information in the source corroborated or supported by both sources or another reliable source?	

3 Which source do you believe is the most reliable and useful for this investigation? Provide two arguments to support your stance.

THINKING DEEPER
HISTORICAL CONCEPTS

Did you know you are engaging in conceptual thinking? The historical concept in this question is Contestability.

Your response should contain:

- A clear identification of the interpretations of the past
- An assessment of the degree of corroboration or contestability between interpretations
- Evidence from the sources that illustrates the historical interpretations
- A judgement about which of the differing interpretations is best supported by evidence.

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▲ **Source 4.92** Representatives of the German, British, French, Italian, American and Russian military forces who combined to defeat the Boxer Rebellion

The aftermath of the Boxer Rebellion was devastating for China and the Qing. A day after the foreigners entered Beijing, Empress Dowager Cixi and the Guangxu Emperor fled the city dressed as peasants, leaving Li Hongzhang to negotiate the end of hostilities.

The final agreement, called the Boxer Protocol, took a year to arrange and was signed on 7 September 1901. Many of the Chinese officials who had supported the Boxers were forced to commit suicide, and thousands of members of the uprising were executed. Special envoys had to be sent to Japan and Germany to apologise for the diplomats who had been killed. Examinations for the civil service were suspended for five years in provinces that had supported the Boxers. Several important fortifications around Beijing were destroyed and the foreign legations were now permitted to have their own troops stationed with them for self-defence. The Chinese were also forced to pay an **indemnity** of 450 million ounces of silver; an amount that was not paid off until 1940.

▲ **Source 4.93** Footage from China in the aftermath of the Boxer Rebellion

indemnity protection via a payment against future loss (such as insurance)

The rebellion may have been started by hatred of the foreigners, but the Chinese people had much more to despise them for afterwards. Many channelled this anger towards their Manchu Qing overlords, who had again proved themselves weak and ineffectual.

▲ **Source 4.94** A British cartoon from *Puck* magazine in 1900

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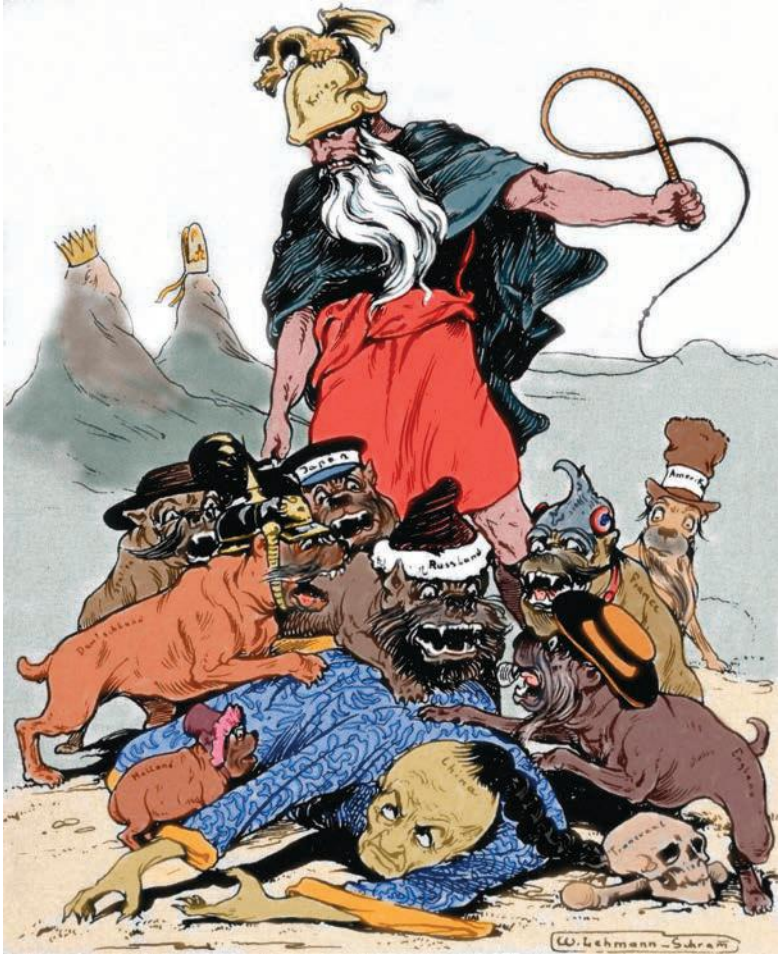

◄ **Source 4.95** A German cartoon from 1901. The spirit of war (Krieg) invites the foreign powers to eat the fallen Chinese Empire.

ACTIVITY 4.44
MAKING THINKING VISIBLE

Nouns, adjectives, verbs

Take a long look at Source 4.94 and/or Source 4.95.

(The sources can be printed out so that you can label the features you are describing on the image.)

1. List 10 nouns (people, places or things) you can see in the image. Share your list with the class or a partner.
2. Look again and list 10 adjectives (describing words – sizes, ages, shapes, colours, materials, kinds, feelings, origins) next to the 10 nouns. Share your list with the class or a partner.
3. Look a third time with a partner and list 10 verbs (action words) next to the adjectives and nouns.
4. Write a statement that captures the message the artist is trying to portray about this event.

REFLECTING ON YOUR LEARNING 4.5

1. Based on the information and sources that you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to summarise what you have learned and to answer the question: 'What were different experiences and perspectives of colonisers and Chinese people in China between 1750 and 1914?'
2. How could the information and sources in this section contribute to answering your overall inquiry question: 'What caused the collapse of the Qing dynasty in China by 1912?'

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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4.6 Depth study: What effect did ideas of nationalism and self-determinism have on Chinese society by 1914?

FOCUS QUESTIONS

- Who was Sun Yat-Sen and what were his Three Principles of the People?
- How did the Qing dynasty end?

Sun Yat-Sen and the Tongmenghui

The Qing dynasty had managed to retain its control of China for over 250 years despite disastrous rebellions and damaging foreign **incursion**. In the early twentieth century, that changed. The leader of the revolutionary movement that ultimately managed to overthrow the Qing was a medical doctor called Sun Yat-Sen.

He worked tirelessly to encourage and prepare for a revolution to remake China. He developed his **Three Principles of the People** to identify the key aims of a new society: *nationalism* – originally this meant opposition to the Qing and to foreign imperialism; it developed into ensuring China's national unity; *democracy* – the rights of the people to control their own government through elections; *livelihood* – equal land ownership, a just system of taxation and protecting the economic wellbeing of the people.

In September 1905, Sun created a new organisation called the Tongmenghui, with the stated plan of removing the Qing and creating a **republican government**.

He travelled widely through Europe and the Americas learning about other governments and raising money for the resistance movement. It was while he was on one of these lecture tours that the revolution accidentally began without him.

incursion a sudden attack into enemy territory

Three Principles of the People the principles developed by Sun Yat-Sen for a new society: nationalism, democracy and livelihood

republican government a form of government where the power is held by the people rather than rulers who inherit it

▲ **Source 4.96** Sun Yat-Sen

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What do foreigners mean when they say that China is a sheet of loose sand? Simply that every person does as he pleases … hence China is but a lot of separate sand particles. Take up a handful of sand; no matter how much there is, the particles will slip about without any tendency to cohere – that is loose sand …

There is a deep significance in the proposal of our Revolutionary Party that the Three Principles of the People, rather than a struggle for liberty, should be the basis of our revolution. The watchword of the French Revolution was 'Liberty'; the watchword of the American Revolution was 'Independence'; the watchword of our Revolution is the 'Three Principles of the People.'…

Therefore the aims of the Chinese Revolution are different from the aims in foreign revolutions … Europeans rebelled and fought for liberty because they had had too little liberty. But we, because we have had too much liberty without any unity … we have become a sheet of loose sand and so have been invaded by foreign imperialism and oppressed by the economic control and trade wars of the Powers, without being able to resist …

▲ **Source 4.97** Sun Yat-Sen, *San Min Chu I: The Three Principles of the People*. Sun Yat-Sen delivered this speech in 1912, but he began to articulate these principles prior to the 1911 Revolution.

Despite four hundred million people gathered in one China, we are, in fact, but a sheet of loose sand. We are the poorest and weakest state in the world, occupying the lowest position in international affairs; the rest of mankind is the carving knife and the serving dish, while we are the fish and meat … If we do not earnestly promote nationalism and weld together our four hundred millions into a strong nation, we face a tragedy – the loss of our country and the destruction of our race.

▲ **Source 4.98** Sun Yat-Sen on the principle of nationalism. Sun Yat-Sen gave a series of lectures on his three principles to university students in China in the 1920s. This is an extract from one of these lectures. Sourced from O. Schell and J. Delury, *Wealth and Power: China's Long March to the Twenty-First Century*, Random House, 2014.

ACTIVITY 4.45
RESPONDING TO THE SOURCES

1. In Sources 4.97 and 4.98, Sun Yat-Sen describes China as 'a sheet of loose sand'. What comment is he making about the people of China with this analogy?
2. Revolutions in France focused on 'liberty' and in America 'independence' (Source 4.97). Why does Sun Yat-Sen believe that the aims of the Chinese Revolution are different?
3. What is Sun Yat-Sen saying about China and its relationship with the rest of the world with the analogies of 'the carving knife and the serving dish' and 'the fish and meat' (Source 4.98)?

The Wuchang Uprising and the Xinhai Revolution

In September 1911, a bomb exploded accidentally inside the headquarters of a revolutionary group allied with Sun. Police arrested 32 of Sun's supporters and discovered documents that identified a number of underground revolutionaries who had infiltrated Qing military forces.

With their identities now uncovered, the revolutionaries decided to act immediately and gained control of the city by the following day.

The Qing Court hoped to save itself by seeking the help of Western powers, but they chose to remain neutral.

News of the successful uprising spread rapidly throughout China and prompted revolutionary groups in key cities to launch their own campaigns. The failure of the Qing dynasty to successfully defend against foreign aggressors had convinced many to remove the Manchu ruling house if they wanted to see a strong China emerge.

In December 1911, representatives of the various revolutionary groups met in Beijing to declare the country a republic.

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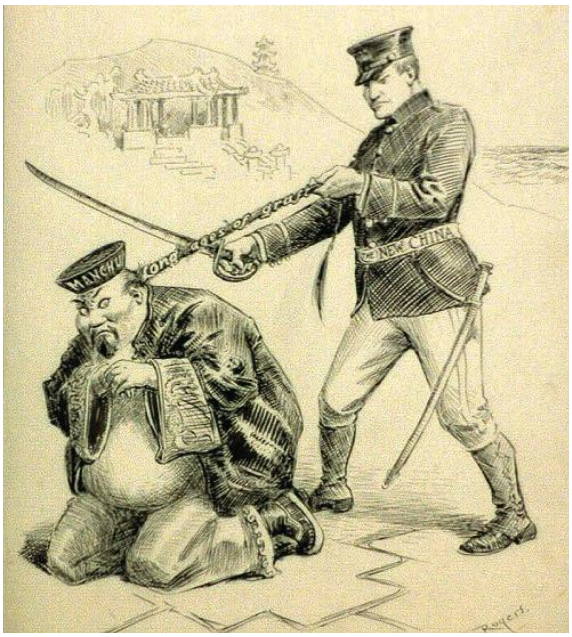

▲ **Source 4.99** Uniformed soldier 'New China' cutting off pigtail that says 'long ages of graft' from kneeling Manchu in traditional clothing. Cartoon published in the *New York Herald*, 6 November 1911. Graft can mean corruption and putting the interests of the rulers before those of the people.

ACTIVITY 4.46
MAKING THINKING VISIBLE

See, think, wonder

Refer to Source 4.99.

1. What can you see in the cartoon?
2. What do think the artist is saying about China in 1911?
3. What questions or wonderings do you have?

The path forward

Yuan Shikai, a Qing military and government official, had been recalled from retirement to negotiate terms between the Qing Court and the revolutionaries. The six-year-old Xuantong Emperor was forced to abdicate on 12 February 1912. The revolutionaries agreed that the emperor could retain his title, would receive an annual allowance, and could continue to live in the imperial palace.

The 1911 Revolution was a great victory because it overthrew the Qing dynasty, ended the autocratic monarchy that had ruled China for more than 2000 years, and led to the establishment of the Republic of China.

▲ **Source 4.100** Yuan Shikai

▲ **Source 4.101** Puyi as emperor in 1908

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I, Empress Dowager … together with the Emperor, hereby hand over the sovereignty to be the possession of the whole people, and declare that the constitution shall henceforth be Republican, in order to satisfy the demands of those … hating disorder and desiring peace, and anxious to follow the teaching of the sages, according to which the country is the possession of the People. Yuan Shi-kai, having been elected some time ago president of the National Assembly at Peking, is therefore able at this time of change to unite the North and the South – let him then, with full powers, organize a provisional Republican Government.

▲ **Source 4.102** The abdication edict issued by the Empress Dowager Longyu, who was the wife of the deceased Guangxu Emperor and the adoptive mother of the six-year-old emperor Puyi, 12 February 1912. Sourced from H.F. MacNair, *Modern Chinese History: Selected Readings*, Commercial Press, 1927.

ACTIVITY 4.47
RESPONDING TO THE SOURCE

1 According to Source 4.102, why did the Qing dynasty abdicate the throne?
2 Why might Yuan Shikai have encouraged the Empress to release this edict? How might they both benefit?

The Chinese millions have given the world the greatest revolution of modern times in the most civilized manner known to history. We have emancipated ourselves from the imperial yoke, not by brute force but by sheer reasoning and unparalleled toleration. Within the amazingly short period of four months, and without shedding over one hundredth part of the blood that has been shed in other similar revolutions, we have transformed our immense country from an empire of four thousand years' standing into a modern democracy. After having set this new standard of sanity in revolutions, we have organized ourselves into the newest republic, following up-to-date patterns. Now we come forward with hands and hearts open to join the sisterhood of nations, and all we ask is that the world will permit us to join its company …

During the past seven months China has rushed through her great drama with appalling speed and audacity. She has run the hardest Marathon known in history. After reaching her goal, breathless, she nervously but confidently looks to the world for the recognition due to every runner.

▲ **Source 4.103** Ching Chun Wang, 'A Plea for the Recognition of the Republic', *The Atlantic,* January 1913. *The Atlantic* magazine is an American publication that features articles on politics and foreign affairs. A year after the overthrow of the Qing dynasty, Ching Chun Wang, the Managing Director of the Peking Railway and adviser to the Foreign Affairs Ministry, wrote to *The Atlantic* to make a plea for the new Chinese republic to be recognised by the rest of the world.

ACTIVITY 4.48
RESPONDING TO THE SOURCE

1 According to Source 4.103, what was unique about the Chinese Revolution compared to other revolutions?
2 Ching Chun Wang uses an analogy of a marathon to describe the revolution and what should happen next for China. **Explain** this analogy.

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The significance of the 1911 Revolution today

▲ **Source 4.104** Children wearing revolutionary costumes perform in a musical play on the 100th anniversary of the Wuchang Uprising, 2011.

ACTIVITY 4.49
RESPONDING TO THE SOURCES

Consider Source 4.104. Assuming that the musical play was state sanctioned, how do China and the Chinese Communist Party view the 1911 Revolution today? Why might they hold this perspective?

The revolution did achieve its goal of removing the Qing. However, China remained divided. Mongolia and Tibet gained independence, while the remaining nationalists divided into two factions – those who wanted a monarchy with a Han emperor and those who wanted a presidential state. Local warlords fought for control of their regions and the Chinese Communist Party started a civil war with the nationalists (Kuomintang). The Civil War would eventually end in 1949 with the Chinese Communist Party claiming victory over mainland China. The nationalists retreated to Taiwan, where they established their own government. There are still tensions between them to this day.

REFLECTING ON YOUR LEARNING 4.6

1 Based on the information and sources that you have encountered in this section, either **create** a mind map or write a short response of 5–10 sentences to summarise what you have learned and to answer the question: 'What effect did ideas of nationalism and self-determinism have on Chinese society by 1914?'
2 How could the information and sources in this section contribute to answering your overall inquiry question: 'What caused the collapse of the Qing dynasty in China by 1912?'

Complete the Quiz and the 'Developing your understanding' questions in the Interactive Textbook.

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Conclusion: end-of-chapter reflection

Step one: reflect on your sub-questions

At the end of each section of this chapter, you were asked to **reflect on** how the information in the section related to the overall inquiry question:

'What caused the collapse of the Qing dynasty in China by 1912?'

1 For each of the sub-questions below, write a brief response (approximately 2–3 sentences) to **reflect on** the sub-question. Do you feel that you have a good understanding of each section of this chapter?

- What were the significant social, cultural, economic and political features of Chinese society during the eighteenth and early nineteenth centuries?
- What were the causes and effects of European contact on Chinese society to 1914?
- What were the significant events, ideas, peoples, groups and/or movements in the development of Chinese society from 1750 to 1914?
- What were continuities and changes, and how did they affect ways of life and living conditions, in Chinese society at the turn of the twentieth century?
- What were different experiences and perspectives of colonisers and Chinese people in China between 1750 and 1914?
- What effect did ideas of nationalism and self-determinism have on Chinese society by 1914?

Step two: reflect on the key inquiry question

2 Now, based on what you have learned in this chapter, write a short paragraph in response to the question: 'What caused the collapse of the Qing dynasty in China by 1912?'

Step three: future questions

3 Based on your learning in this chapter, what questions do you have about the collapse of the Qing dynasty in China?

4 **Reflect on** the questions you or your classmates raised at the beginning of the chapter, at the end of the 'Setting the scene' activities. Have you answered most of these questions? Which questions have not been answered?

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End-of-chapter assessment

1 Investigation

An investigation assesses your abilities to **interpret**, process, **analyse**, **organise** and draw conclusions about evidence from primary and secondary sources. This involves testing a hypothesis or answering a research question.

An investigation requires you to locate and use evidence that goes beyond the data or information you have been given and the knowledge you currently have.

You should:

- Develop questions to frame a historical inquiry
- **Analyse** information from a range of primary and secondary sources
- Develop interpretations about the past. Research conventions must be followed (e.g. acknowledging sources regardless of the presentation format).

Step 1: **Select** *one* aspect, event or personality from China's history up to 1914 on which to focus your research.

Step 2: Complete some background research on your topic.

Using the conventions around designing a key inquiry question and sub-questions from the start of this chapter, devise a key inquiry question and three sub-questions. For example:

Key inquiry question: Who was to blame for the Opium Wars in China?

Sub-question 1: What actions of the foreign merchants in China contributed to the Opium War conflicts?

Sub-question 2: How did the Qing dynasty's actions contribute to this period of conflict?

Sub-question 3: What role did the British Government play in causing the Opium Wars?

Step 3: **Research** your topic and write an essay response that answers your question. Use the following outline to plan your response.

Introduction	
Hook – interesting statement on the topic to entice your reader	
Definition/context/background on the topic	
Thesis – a statement that answers your key inquiry question and touches on each of your supporting arguments (the answers to your three sub-questions)	
Paragraph 1 (sub-question 1)	
Topic sentence – links sub-question 1 to the key inquiry question	
Explanation/elaboration of information related to sub-question 1	
Evidence – source details, quotes/paraphrasing, and information to prove your point	
Source 1	
Source 2 (make sure you make links between the arguments in your two sources)	
Link back to thesis – show how you have answered sub-question 1 and the key inquiry question	

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Repeat for paragraph 2 (sub-question 2) and paragraph 3 (sub-question 3)	
Conclusion	
Reword your thesis	
Summarise the main arguments of each of your three paragraphs	
Write a strong concluding statement on the topic	

Step 4: Include a reference list for your sources.

Length: 600–800 words

2 Project

A project assesses your ability to respond to a single task, stimulus, question, situation and/or scenario that gives you opportunities to **demonstrate** your historical knowledge, understanding and skills.

A project requires you to **evaluate** and draw conclusions about primary and secondary sources. Primary sources are unprocessed original materials that you collect.

You have been asked to **create** a museum exhibit on an individual or event from the history of China, 1750–1914.

The exhibition is called 'Different Views of the Past' as it is focused on the way one event or individual can be viewed differently.

Step 1: **Select** your topic.

Step 2: Locate a range of sources that highlight different perspectives on your topic: primary, secondary, positive, negative, different cultural/social and/or political background.

Step 3: Design your exhibit – it can be a poster or a digital presentation. It must contain:

- *Introduction* to the topic – overview of who, what, where and when
- *Three featured sources*
- *Analysis and evaluation* of the three sources to **determine** how useful and reliable they are to **investigate** the featured topic (you can do this in table form or as blurb next to the source)
- *Conclusion* summing up the way the one event or individual has been viewed differently.

Step 4: Submit your exhibit with a reference list.

Length: Written responses 600–800 words

Digital resources

Visit the Interactive Textbook or Online Teaching Suite to access:

- General Capability Project
- Interactive chapter quiz
- Interactive Scorcher quiz
- Videos, image galleries and other extra materials.

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5.5 Extension activities

biodiversity the variety of plant and animal life found in a place

CASE STUDY 5.4

The Amazon rainforest – a biome on fire

The Amazon rainforest is one of the most **biodiverse** places on Earth. Its rivers are home to pink river dolphins, piranhas and the carnivorous bladderwort plant. Deep in the forest, anacondas, jaguars, sloths, toucans and the cacao plant (the source of chocolate) flourish. One in 10 species of animals in the world today live in the Amazon rainforest, and many Amazonian plant and animal species are still unknown to us. Throughout 2019, the world watched in horror as over 900 000 hectares of the Amazon rainforest was lost to fire.

▲ **Figure 5.75** The pink river dolphin, or boto, is one of five dolphin species that live in the Amazon River.

▲ **Figure 5.76** The cacao tree's seeds are used to make chocolate.

▲ **Figure 5.77** A three-toed sloth's toes are actually claws, which are an adaptation that helps it live in trees.

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As seen in Figure 5.78, the Amazon rainforest is located in the northern region of the South American continent. It is classified as a tropical rainforest **biome**. Biomes are communities of plants and animals that have naturally **adapted** to a region. The strong biodiversity in this biome is due to its climate of warm temperatures and high rainfall, and the extraordinary network of 1100 **tributaries**, known to us, that transport water through the region. These **natural characteristics** not only support life within the rainforest but they also support us. The Amazon provides us with food, rainfall, oxygen, materials and medicine.

biome a large naturally formed community of plants and animals found in a place

adaptation the process of change where an organism becomes better suited to its environment

tributary a small river that feeds its water into a bigger river

natural characteristics the natural qualities of a place

▲ **Figure 5.78** The distribution of fires that were detected throughout South America, including the Amazon in August 2019.

The thousands of fires that burned in the Amazon rainforest in 2019 were, like most fires in this region, started by people. While fires have been lit before, the humid climate of the biome has often ensured that they do not get out of control. So, what caused such a disaster to occur this time?

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Using a geographic lens, we can piece together a variety of factors that interconnect (link together or influence each other) to create the perfect conditions for this disaster. In Geography, factors are the circumstances that contribute to or cause something to occur.

deforestation clearing a large area of trees

export to sell and send goods to another country

import to bring goods in from another country

▼ **Table 5.5** Factors that contributed to the Amazon rainforest fires in 2019

Type of factor	Description
Environmental	Climate change is increasing the global temperature and creating longer periods without rain in the region. **Deforestation** is also reducing the amount of water in the region and is drying out the land, increasing the risk of fires.
Economic	Brazil **exports** more beef than any other country. This demand from over 150 countries encourages Brazilian farmers to clear rainforests for cattle. There are economic benefits to preserving the rainforest. One acre (about 0.4 hectares) of land can make six times as much money from medicinal plant growing as cattle farming, making rainforests more valuable if they are not cleared. However, if sustainable industries are not encouraged, farmers will continue to farm animals.
Social	In 2014, unemployment in Brazil started to go up, people's income started to go down and crime rates were increasing. Many people decided it was time for a change and voted in a new president, Jair Bolsonaro, who became Brazil's leader in January 2019. He promised to get tough on crime and improve the economy. He argued that Brazil's economic growth was being held back because they were not exploiting the resources of the Amazon rainforest. He promised to allow more farming and mining in the forest.
Historic	When the fires began, the French President, Emmanuel Macron, gathered leaders from the G7 countries to offer Brazil US$20 million to help put out the fires. Bolsonaro initially rejected the assistance, meaning the fires lasted longer than they needed to. He said that Europe had already 'destroyed their environment' and if they wanted to help the environment, they could plant trees in their own countries. The Brazilian Government also had issues accepting help from France, a country that had colonised parts of Central and South America in the past and had exploited these regions' resources for France's own benefit. One government official said 'Ninety per cent of [former] French colonies are in a deplorable state … Wherever [the French] went they left a trail of destruction, chaos and misery. They shouldn't be giving anyone advice. This is a joke.'
Technological	Our ability to transport food and goods globally due to technological advancements allows countries to **import** more goods from Brazil. This means that other countries do not have to convert as much of their own land to farming. However, this also puts pressure on exporting countries, such as Brazil, to clear their land for farming to meet overseas demand.
Political	In 2016, Brazil signed a global agreement (called the Paris Agreement) to reduce greenhouse gas emissions. However, Bolsonaro said, 'Brazil does not owe the world anything'. Though deforestation is considered to be illegal in certain protected areas of Brazil and punishable by fines, the government is not strictly enforcing these laws. Figure 5.79 shows a marked increase in deforestation rates since President Bolsonaro took office in January 2019.

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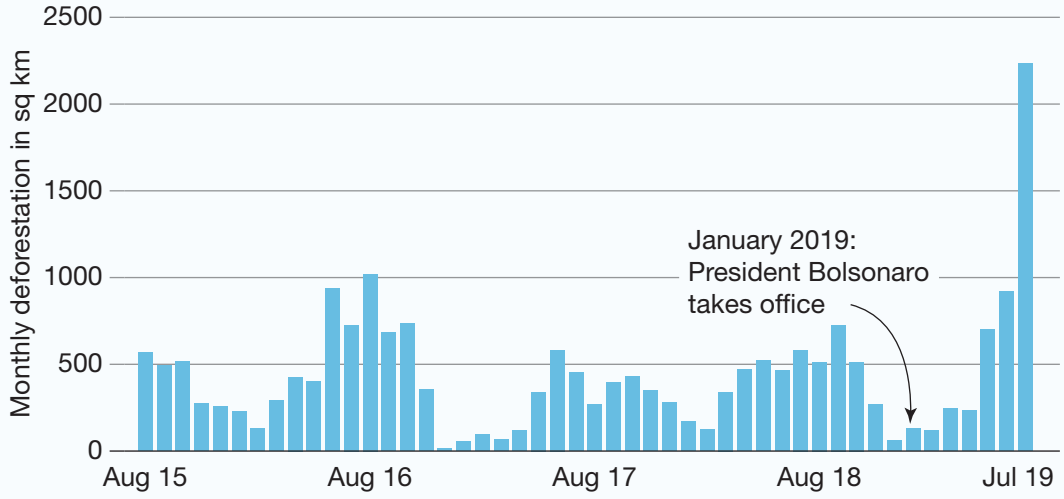
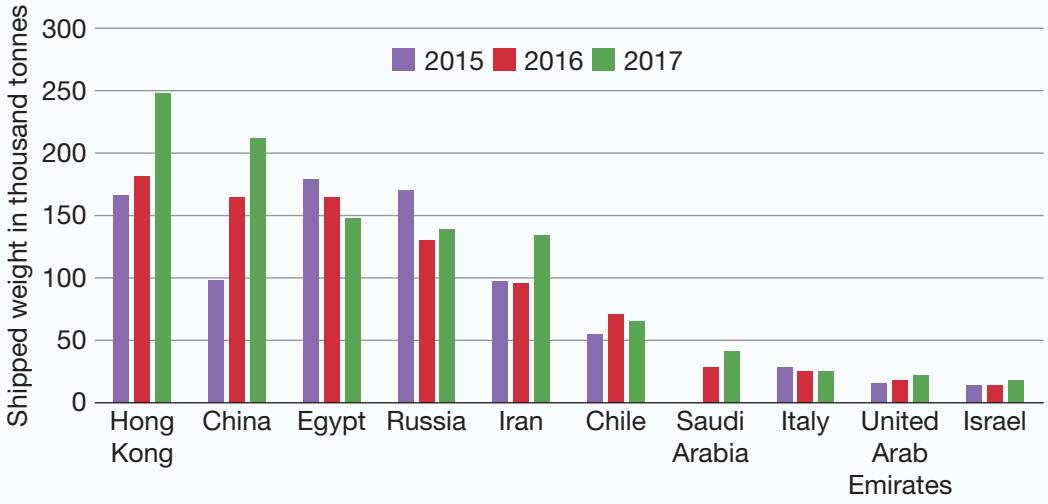


▲ **Figure 5.79** Deforestation rates in the Amazon, 2015–19



▲ **Figure 5.80** Brazilian beef exports to the top 10 importing countries, 2015–17

ACTIVITY 5.20

1 **Examine** the graphs, table, map and information provided and **create** a concept map to **identify** the ways that other countries are interconnected with Brazil and the 2019 Amazon fires.
2 Share your concept map with a partner.

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Conducting a fieldwork investigation

FOCUS QUESTION What does the fieldwork process involve?

Fieldwork lies at the heart of Geography. It allows you to investigate many of the concepts studied in the classroom while in the real world. Fieldwork is a fun process that involves:

- Developing a background understanding of an issue
- Creating a research question to explore the issue in the real world
- Hypothesising an answer to your question
- Conducting research
- Analysing the results of your research to test your hypothesis
- Evaluating what you have learned, what worked and didn't work during the fieldwork process, and considering any further questions that you now have.

To investigate the ideas studied in this chapter, you may wish to conduct fieldwork at a farm in your local or regional area. The following is an example of the fieldwork process.

ACTIVITY 5.21 FIELDWORK

Definition of topic

This includes providing an introduction to the topic and creating a series of research questions.

Introduction

Introduce your study by providing some context. Write a 100-word paragraph introducing your chosen farm. Ensure that your paragraph addresses the following:

1. Name and locate your chosen farm or local area using absolute and relative location, and include a map.
2. **Describe** its regional context. What region is it in? Use Google Earth and further research to explore the surrounding region. Are there many other farms in this region? What food is typically grown in this region?
3. In which biome is your chosen farm located?
4. Is this biome suitable for food production? **Justify** your answer.
5. **Research** your chosen farm using Google Earth, the farm website or social media posts. **Describe** the type of produce that is grown or raised on your chosen farm.

Research question

Write a research question that you intend to answer by using the data that you collect. For example: What are the present and future challenges to food-producing farms, and how are these challenges being met and prepared for on your chosen farm? More specific sub-questions could include:

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1 How is the issue of species diversity loss being addressed at this farm?
2 What is this farm doing to reduce the impacts of climate change?
3 How is climate change impacting this farm?
4 How is this farm addressing the issue of soil degradation?
5 How has soil degradation impacted this farm?
6 What methods is this farm using to increase its yield?

The following table is an outline of potential challenges that you could **investigate** based on your research questions.

Farming challenge	What background information (secondary data) can I use to help me research this question?	What primary data collection methods can I use?
Species diversity		
Climate change		
Soil degradation		
Crop yield		

Collecting secondary data

Secondary data refers to information that can be found from sources such as satellite imagery from Google Earth, local government documents and websites. Secondary data is not specifically created to answer your fieldwork question; however, the information can still help you answer your question and provide valuable knowledge about the geographic characteristics of your chosen location.

Primary data collection

Primary data is collected first-hand, during fieldwork. Unlike secondary data, primary data is aimed to specifically help answer your fieldwork question. **Consider** the types of primary data and equipment that you will need to answer your research question. Examples include field sketches, photographs, tallying information such as how many types of crops are grown, testing soil structure/moisture/microbial life, and interviews with the farmer.

Presenting and analysing your data

1 **Describe** the nature of the challenge you are researching.
2 Summarise your data using tables and graphs where possible.
3 **Explain** how your chosen farm is meeting or preparing for this challenge by analysing your research results (that is, explaining what your data is showing).

Conclusion and evaluation

Summarise your findings and **identify** a challenge for your study area. Provide a possible solution to address this challenge, and **evaluate** the solution against environmental, social and economic criteria.

References

Ensure that you include all the sources that you used in a bibliography.

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