

CAMBRIDGE HUMANITIES & SOCIAL SCIENCES FOR QUEENSLAND

8

JAROD COSTANTINI KIMBERLEY DIEHM BENJAMIN HEGERTY
NINA HOLLAND CAMERON MARTENS RYAN SLAVIN



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About the cover



Fiona Omeenyo
One mob out together
2016
Acrylic on canvas 90x120cm

This painting by Fiona Omeenyo is called *One mob out together* (2016). This represents the ideas of teaching and family (heritage). This is particularly explored in the History subject within the Humanities and Social Sciences for Queensland series.

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About the authors



Jarod Costantini (*lead author: Economics & 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 and 10 Economics and Business and Years 11 and 12 Economics. Jarod is also an accredited Assessor for the Highly Accomplished and Lead Teacher Certification recognised across Australia. He has a keen interest in developing economics and business understanding in the future leaders of our nation.

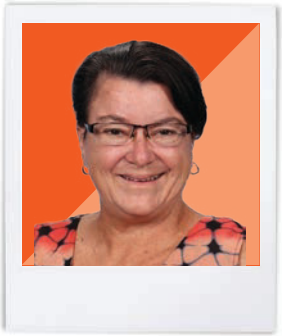


Kimberley Diehm (*lead author: Civics & Citizenships*) has developed a broad understanding of Humanities curriculum over her ten-year teaching career. She is passionate about delivering engaging Business and Civics and Citizenship courses from Years 7 to 12, with a specific focus on student-centred learning, 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.



Benjamin Hegerty (*lead author: History*) is a History teacher and Head of Humanities and Social Sciences at his current school in Brisbane. He is an executive member and past Vice-President of the Queensland History Teachers' Association and has contributed to the QCAA in various roles, as the Brisbane Central District Review Panel Chair for Ancient History, QCAA Subject Matter Expert for Ancient History, Lead Endorser and Lead Confirmer. Ben was involved as a contributing author for the Cambridge University Press book *Senior Ancient History for Queensland* and completed his Master of History through the University of New England. He has presented multiple workshops and seminars on History pedagogy at state and national education conferences.

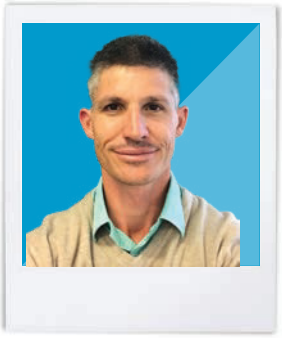
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Nina Holland (*contributing author: Geography*) has been a high school teacher since 2003, teaching humanities subjects of senior Geography and junior Humanities. Within this job, Nina has also created opportunities for teachers to network and share their knowledge through the development of the Gold Coast GeoNet. Developing from that, Nina joined with Bond University from 2009 to 2013 to organise and run a yearly conference for Geography teachers. Nina is currently an Experienced Senior Teacher with Education QLD and a member of the Geography Teachers' Association of Queensland. She is committed to building Geography in Queensland as she is passionate about sharing more geography with more teachers.



Cameron Martens (*contributing author: History*) is the Head of the Humanities Department at his current school on the Sunshine Coast. Following studies in Law, History and Education at the University of Queensland, he served in the Australian Government here and overseas before returning to a teaching career in English, Modern History and Legal Studies. He is currently a Lead Confirmer and a Lead EA Marker in Modern History for the QCAA.



Ryan Slavin (*contributing 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. 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, including *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) on Queensland's Sunshine Coast.

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About the cover artist



Source: Photo by Mick Richards

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 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.

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How to use this resource

Book structure

- All chapters have been closely aligned to the Queensland Curriculum for Humanities and Social Sciences for Year 7.
- 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' which lists 'Learning goals' for the chapter.
- Each chapter is divided into numbered sections, and each of these sections covers content descriptors from the Queensland 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 over-arching 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.

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 Queensland Curriculum)
- Making Thinking Visible activities based upon Harvard's Project Zero's innovative Visible Thinking Routines (a guide to using these activities is available for teachers in the Online Teaching Suite)
- 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 (a Glossary of cognitive verbs used in this series is available for teachers in the Online Teaching Suite).

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, widgets 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.



The speech balloons convey some good points for class discussion.

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Part 1



History

What is History?

History is full of exciting topics that many people spend their lives studying. Whether it be the valorous knights and magnificent castles of medieval Europe or the honourable samurai of shogunate Japan, history has something that will appeal to everyone. It's full of heroes and villains, acts of great courage, and the consequences of the actions of despicable tyrants.

By studying history we gain a better understanding of the similarities and differences between (and within) civilisations. We can also examine what has changed, what has stayed the same, and why this is the case. Our understanding of the past changes as we make new discoveries. This is one of the reasons history is such an exciting topic to study.

The study of history uses specific methods and techniques, most importantly the use of historical sources. As we study these sources, they help us to form opinions about what we think happened in the past. We learn to think critically and creatively, to question, imagine possibilities, and argue opinions based on these historical sources.

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Introducing historical concepts and skills: *using historical sources as evidence*

As we study history, we are always on the lookout for historical sources to help us understand the past.

Primary sources provide some of the most important and interesting information about the past. Primary sources were created at the time of the event or person we are studying. They can include artefacts (vases, tablets, buildings, etc.), written documents, or stories passed down through communities.

Secondary sources provide another useful window into the past. They were created after the time of the person or event we are learning about. Secondary sources are usually created by experts who are also studying the same topic and give their opinions about what they think happened. We have to ensure we clearly understand primary and secondary sources before we use them as evidence in our own arguments.

When we create our own arguments about what we think happened in the past, we need to carefully select the historical sources we use as evidence. All good arguments are based on evidence, and history is no different. Historical sources must be carefully examined and understood in order to correctly use them as evidence in arguments.

▼ **Source A** Historical remnants of medieval Europe are still visible today. What could historians learn by analysing historical sources such as these?



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Historical overview: the ancient to modern world

The Roman world transformed

For hundreds of years, the ancient Roman Empire dominated the lives of people throughout Europe and the Mediterranean. The Romans collected taxes, provided military protection, and imposed their laws and government on the people of Europe. However, from around 395 CE, the Roman Empire was permanently divided between two capitals, Rome in the west and Constantinople in the east. In 476 CE, a Germanic barbarian tribe invaded Rome and forced the Western Roman Emperor, Romulus Augustus, to give up his crown. No longer under Roman control, Europe became fragmented and divided into smaller sovereign nations ruled over by kings and warlords. This period, which lasted for over 1000 years, is known as the Middle Ages, or the medieval period.



Charlemagne crowned Holy Roman Emperor in 800 CE by Pope Leo III



Spread of Christianity
Former Roman provinces, which had become Christian, were occupied by pagan barbarian tribes, and Catholicism struggled for survival. Christianity in Western Europe gradually re-established itself as the different barbarian tribes converted to Christianity, with the Frankish king, Charlemagne, crowned Holy Roman Emperor by the Pope in 800 CE.

Spread of Islam
The Eastern Roman Empire, Byzantium, remained under Orthodox Christian rule until 1453 CE. The city of Constantinople was conquered by the Turkish Ottomans, who renamed the capital Istanbul. The conquest of the Byzantine Empire was part of the expansion of Islam in North Africa and the south-eastern Mediterranean from the 700s.

The Silk Road

Spice trade routes

The Silk Road and spice trade routes throughout the Middle Ages

▲ **Video**
Historical overview

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Key features of the medieval world

The period known as the Middle Ages, or medieval period, began with the fifth-century fall of the Roman Empire, and ran through to the fifteenth century, which saw the beginnings of the Renaissance and Age of Discovery. The early Middle Ages are sometimes referred to as the Dark Ages. During the medieval period, a range of civilisations flourished around the world.

Silver coin depicting a Viking *drakar* (longship), Sweden

NORTH AMERICA

ATLANTIC OCEAN

PACIFIC OCEAN

SOUTH AMERICA

▲ Video
Key features of the medieval world

Religion

Christianity and Islam experienced a period of growth, with both faiths expanding in Europe, the Middle East and Africa. Hinduism expanded from India to other areas. In South-East Asia, the Angkor Empire built Angkor Wat, a Hindu temple which was later adapted to Buddhism. The main religions of Japan were Shintoism and Buddhism.

Contact and conflict

One of the key conflicts of the medieval period was the Crusades, a series of military campaigns against the Islamic Empires by Western European Christians. In addition, territorial expansion by Europeans led to contact with other peoples, but also conflict, as indigenous peoples in the Americas, Africa, Australasia and the Pacific fought to retain their land.

Feudalism

Feudalism, where society is divided into a hierarchy, dominated many parts of the medieval world. Western European society centred around kings, who offered military leaders land in return for their military service. In Shogunate Japan, a *daimyo's* (lord's) loyalty was to the emperor and to the *shogun* (military leader). Similar feudal systems existed in China and India during this period.

Trade routes

Societies benefited from trading with each other. The Italian city-states of Venice and Genoa were important ports on the Mediterranean, the Vikings established trade routes through Scandinavia and Russia to Constantinople, and the Silk Road connected Europe and China. Ultimately, a network over 6500 km long linked Europe, Africa and Asia.

Voyages of discovery

Improvements in ship-building technology enabled the Vikings to explore Northern Europe, and the Polynesians to expand across the Pacific. Many European powers supported expeditions to discover new territories and sea-based trade routes that would be faster than the overland routes. Christopher Columbus' voyage to the Americas was sponsored by the Spanish.

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Emerging ideas

As people's knowledge about the world increased, new ideas started to emerge. By the end of the medieval period, the dominance of the Catholic Church was challenged by scientific discoveries, and intellectual and philosophical movements.



Leonardo da Vinci's studies of human embryos

Renaissance Humanism
The Renaissance (rebirth) in Europe from the fourteenth century saw a shift from a medieval world view to renewed interest in the knowledge and culture of the ancient Greeks and Romans, in part brought about by the Crusades. To these were added new discoveries made by seafaring and land-based explorers.

476 CE
The overthrow of the last Western Roman Emperor begins the medieval period

570 CE
Birth of Muhammad, the prophet of Islam

700 CE
Polynesian expansion throughout the Pacific begins

762 CE
Baghdad established as the Islamic capital

793 CE
Vikings attack Lindisfarne monastery, England

794 CE
Founding of the first Japanese shogunate

802 CE
The Angkor (Khmer) Empire in South-East Asia begins

1095 CE
First Western European Christian Crusade

c. 1000 CE
Vikings settle at Vinland (Newfoundland), Canada

▲ **Video**
Emerging ideas

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ACTIVITY: HISTORICAL OVERVIEW

1 **Identify** three countries which developed a feudal system during the medieval period.
2 **Create** a list of the positive and negative outcomes of European trade with Asia and the Middle East.
3 **Identify** the main religions in Western Europe, the Middle East and Asia in this period.
4 **Explain** what the Silk Road was.
5 **Describe** in what ways the scientific revolution and the Enlightenment have influenced us in the twenty-first century.



The Scientific Revolution
One result of the Renaissance was a focus on scientific knowledge, building upon the teachings of classical scholars as well as more recent discoveries in the Islamic world. In addition to artists such as da Vinci, astronomers challenged medieval Catholic beliefs about the nature of the universe, while Isaac Newton conducted experiments in the force of gravity.

The Enlightenment
In the eighteenth century, Enlightenment philosophers encouraged a belief in reason and natural law as governing forces in the world. They rejected religion as superstition and encouraged a focus on science and technology. The American and French Revolutions promoted Enlightenment values as the guiding principles of their societies.

1206 CE
Founding of the Mongol Empire

1347 CE
The Black Death (bubonic plague) reaches the Mediterranean Sea

1434 CE
The Medici family control Florence, one of the centres of the Renaissance in Western Europe

1453 CE
(Turkish) Ottoman Empire captures Constantinople and overthrows the Byzantine Empire

1492 CE
Christopher Columbus reaches the Caribbean

1513 CE
The Portuguese cross the Indian Ocean to China, via Africa and India

1670 CE
Enlightenment philosopher John Locke challenges the power of kings and the role of the Church

1770 CE
Captain James Cook maps the east coast of Australia

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Depth study 1

The Middle Ages: the Western and Islamic world

Overview

Knights in shining armour, hordes of raiding Vikings, or the multicultural splendour of the Ottoman Empire … what was life like in the Middle Ages? These societies built upon the knowledge and understandings of the ancient period and developed sophisticated technological advances and social practices, some of which are still in use today.

The chapter in this depth study explores medieval society and the impact of the Black Death on the Western and Islamic World during the Middle Ages. You will investigate their way of life, developments and cultural achievements, power and authority, significant individuals, and the challenges those individuals and societies faced. As you investigate this topic, focus on the varied experiences of different groups in these societies.

▲ **Video** Depth study overview

Learning goals

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

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

Introducing historical concepts and skills: *sequencing chronology*

Throughout the chapter in this depth study there will be a special focus on the concept of sequencing chronology. You should focus on developing your ability to construct a coherent historical narrative and see links and patterns over time. This could be on a large scale (hundreds of years) or a small scale (across only a few years).

A clear chronology and narrative is the first step in understanding other aspects of the past, such as continuity and change, or cause and effect. Understanding the order in which events occurred will allow you to see the bigger picture and enable you to make links between what you are studying and what you may already know. Look for opportunities to build your understanding of how to sequence events in a way that links different times, places and groups.



► **Source B** Medieval knights in battle, detail from the Bayeux Tapestry that depicts the Norman invasion of England

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CHAPTER 1

Medieval Europe (c.590–1500 CE) and the Black Death: how should the civilisation of medieval Europe be remembered?

Setting the scene: medieval artefacts – a window into life in medieval Europe

Have you ever wondered what your life might look like to archaeologists and historians hundreds of years in the future? What might they think your life was like based on the possessions you left behind, the buildings you lived in or the artworks you created?

Archaeological evidence provides us with valuable insights into many different aspects of life and culture in past societies, including the people of medieval Europe. With each new discovery, we learn more about how these people lived, what they valued, what they believed in, what they did in their leisure time and how they interacted with each other.

To help them make sense of the archaeological evidence, historians and archaeologists use written evidence from the time periods they are studying such as manuscripts, letters, biographies, journals and legal documents. For this task, however, you will be challenged to draw some conclusions about society in medieval Europe based solely on the archaeological evidence available!

ACTIVITY 1.1

Artefact activity

In this activity, you will **analyse** and **evaluate** artefacts from medieval Europe to suggest what daily life may have been like for people of the time.

Question: What might artefacts reveal about the lives of people in medieval Europe?

Step 1: Either individually, in pairs or in small groups, **select** one of the artefacts provided below for your investigation.

Step 2: Complete a 'See-Think-Wonder' thinking routine to record your initial impressions of your chosen artefact. In your pair or small group, **discuss** your answers to the following questions:

a **Identify** what details you see or notice.

b **Explain** what you think these details might represent and what your artefact might suggest about life in medieval Europe.

c Now that you have seen this artefact, **describe** what you wonder about medieval Europe or what questions it raises for you.

»

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Step 3: Conduct some research online to find out more about the features of this artefact, and how it might be useful for gaining an insight into life in medieval Europe. Use the following questions to help you **analyse** and **evaluate** the artefact.

Describe	What is this and who might have made it? When and/or why might it have been made?
Analyse	What are some of the significant details or features of this artefact? What might be the meaning or purpose of these details or features? What insights might these details provide about life in medieval Europe?
Evaluate	How useful or reliable do you think this artefact is for learning about any of the following features of life in medieval Europe and why? • Food and diet • Religious beliefs • Entertainment and leisure activities • Home, family and daily life • Work, business and trade • Social structure • Funerary practices • Warfare

Step 4: Develop a **hypothesis** regarding how useful this artefact is for learning about daily life in medieval Europe. Using at least three features of the artefact as support, present your ideas to your class in a format chosen by your teacher. Suggested formats could be a presentation, poster, paragraph, mind map, role-play, magazine article or short video.

hypothesis tentative argument based on the evidence available

Step 5: Reflect on your learning: make a list of questions on what else you would like to know about medieval Europe. Share these with your class before you begin the depth study that follows. By the end of this depth study, see what questions you have found answers to.

Artefact 1



▲ **Source 1.1** The Lewis Chessmen, from the Island of Lewis, Scotland, c.1150–75 CE

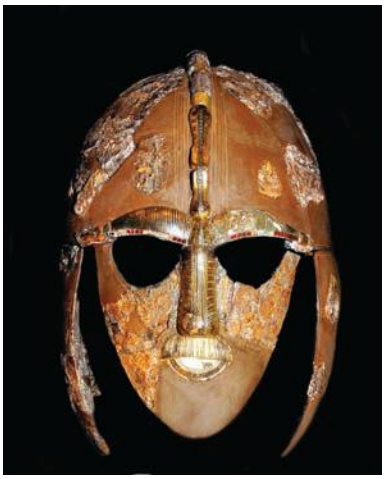
Artefact 2



▲ **Source 1.2** The Royal Gold Cup, or St Agnes Cup, made in France, c.1370–80 CE

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Artefact 3



▲ **Source 1.3** The Sutton Hoo Helmet, from Sutton Hoo, England, early 600s CE

Artefact 4



▲ **Source 1.4** A gold belt-buckle found at Sutton Hoo, England, early 600s CE

Artefact 5



▲ **Source 1.5** The Holy Thorn Reliquary, probably made in France, c.1400 CE

Artefact 6



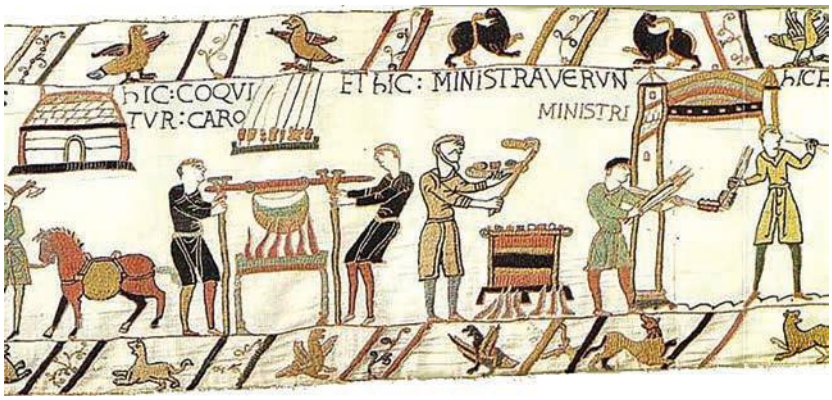
▲ **Source 1.6** The Franks Casket, a lidded rectangular whale's bone box, found at Auzon, France, early 700s CE

Artefact 7



▲ **Source 1.7** A stone sceptre found at Sutton Hoo, England, early 600s CE

Artefact 8



▲ **Source 1.8** Scene 42 from the Bayeux Tapestry, a 70-metre-long embroidered cloth, probably created in England in the eleventh century

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Chapter overview

Introduction

We study medieval Europe to understand how the modern world came to be. The era between the fall of the Roman Empire in 476 CE and the birth of Renaissance Europe in 1500 CE is often thought of as a time of violence, disease, cruelty and barbarism; however, perhaps it was much more than this, and should instead be seen as a time when European civilisation began to slowly move forward in knowledge, architecture, faith, medicine and technology.

A study of medieval Europe gives us a window into a world of brave knights in shining armour, kings, queens and war. You will learn about the spread of Christianity to the west of Europe, its relationship with Islam in the east and the power of religion over ordinary people's lives. You will also learn how the catastrophic disease known as the Black Death forced humans to re-evaluate the world around them.

Key inquiry question

'How should the civilisation of medieval Europe be remembered?'
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: 'How should the civilisation of medieval Europe be remembered?'

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

Sub-inquiry questions

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

- What was life like in Europe following the collapse of the Roman Empire?
- What was life like for a noble or knight in medieval Europe?
- What was life like for people in medieval society?
- What was life like for women in medieval society?
- What effect did religion have on the lives of people in medieval Europe?
- What was warfare like in medieval Europe?
- What were the Crusades and what do they reveal about life in medieval Europe?
- How did the actions of significant individuals impact the lives of people in medieval Europe?
- How did the Black Death impact life in medieval Europe?



▲ **Video**
Five interesting facts about medieval Europe

Historical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Sequence events and developments within a chronological framework with reference to periods of time
- Use relevant historical terms and concepts
- Devise questions to frame a historical inquiry when researching
- Analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions
- Identify and explain different points of view in sources
- Identify the origin and purpose of primary and secondary sources and distinguish between fact and opinion
- Draw conclusions about the usefulness of sources.

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Timeline of key events

What came before this topic?

For 500 years, the Roman Empire controlled most of Europe. From their centre of power in Rome, Italy, the Romans ruled through force and superior organisation. Stretching from North Africa to England and the Middle East, the vast armies of Rome brought roads, technology, law and order, and stability. However, by the fifth century, Roman rule had begun to anger many, and their enemies gathered to destroy one of the greatest empires Europe had ever known.



For 500 years the Roman Empire reigned throughout Europe. This relief depicts an elite Roman centurion and soldier.



Portrait of Charlemagne, who was one of the most powerful kings during the medieval period of European history

476 CE
The Western Roman Empire falls

537 CE
The Hagia Sophia is built in Constantinople (capital of the Eastern Roman Empire)

570 CE
The Prophet Muhammad is born

800 CE
Charlemagne is named the ruler of the Holy Roman Empire

1066 CE
William of Normandy wins the Battle of Hastings, becoming King of England

1096 CE
The First Crusade to the 'Holy Land' begins

1187 CE
Saladin leads a Muslim military campaign to recapture Jerusalem from the Christian armies



William of Normandy as shown in the Bayeux Tapestry

Responding to the timeline

1 **Explain** what the term CE used on the timeline means.
2 Use the timeline to **identify** three challenges faced by people in medieval Europe. These could be natural disasters, major changes or attacks.
3 **Create** two historical questions about significant events shown in the timeline. These should be questions that you would like to learn about as you move through the chapter.

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What came after this topic?

After the Black Death, Europe would never be the same. Old structures such as feudalism were questioned, and people began to see the world in new ways. A new class of people, known as merchants, began to generate wealth and wield power in ways that few monarchies could imagine. Science, technology and art were all pursued to build a world that was less concerned with war and conquest, but more focused on knowledge and discovery.



Leonardo da Vinci's Renaissance-era masterpiece artwork, the *Mona Lisa*, was completed around 1506.

1215 CE
The *Magna Carta* is created in England; this limits the power of the king and introduces ideas of justice, democracy and individual freedom

1337 CE
The Hundred Years' War between England and France begins

1348 CE
Sailors bring the bubonic plague (Black Death) to Italy from the East; it quickly spreads across Europe

1353 CE
The Black Death kills more than a third of Europe's population

1378 CE
A split occurs within the Catholic Church, creating two popes

1381 CE
The Peasants' Revolt breaks out in England

1415 CE
The English gain the upper hand in the Hundred Years' War at the Battle of Agincourt

1431 CE
Joan of Arc leads French armies into battle and inspires great victories; when captured by the English, Joan is burned at the stake as a heretic

1453 CE
The Hundred Years' War ends as English forces are finally forced from France



Tomb of King Edward III of England; he led England at the start of the Hundred Years' War



Joan of Arc in armour

» **4 Conduct** research into one of the significant individuals mentioned on this timeline and **create** a biographical profile poster to put up on the wall of your classroom. You may wish to use the following headings to help structure your poster:

- Historical context
- Early life
- Achievements
- How they were perceived by contemporaries
- Their overall role in the history of medieval Europe.

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1.1 What was life like in Europe following the collapse of the Roman Empire?

FOCUS QUESTIONS

- What was Europe like under the Roman Empire?
- How did the Roman Empire collapse?
- How did the collapse of the Roman Empire change Europe?
- How did the reign of Charlemagne play a role in the development of the feudal system in Europe?
- How did feudalism shape life in medieval Europe?

What was Europe like under the Roman Empire?

Medieval Europe emerged after the collapse of one of the great human civilisations, the Roman Empire. Over a period of more than 1000 years (753 BCE–476 CE), the Roman Empire unified much of Europe through conquest and war, spreading Roman culture, law and administration throughout the empire and connecting the cities of the empire through roads and organised trade networks. Cities in the Roman Empire used Rome as their model for political organisation, and in exchange for paying taxes, these cities benefited from the protection of the Roman armies against the threat of foreign invasion, as well as from the introduction of Roman engineering, technology and architecture. Inhabitants of the Roman Empire were connected by aspects such as Roman citizenship, the Latin language and service in the Roman armies. Life in the empire was probably relatively stable, leading to some Romans even describing the period of c.27 BCE to 180 CE as the 'Pax Romana', or 'Roman Peace'.



▲ **Source 1.9** The Roman Empire at its height, c.117 CE

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RESPONDING TO THE SOURCE – 1.1

Using Source 1.9 and Google Maps, **identify** what present-day countries were part of the Roman Empire.

How did the Roman Empire collapse?

Around 200 CE, however, the stability of the empire was threatened by a series of ineffective **emperors** in Rome, as well as constant attacks along its borders by outsiders, known as **barbarians**. The empire had also become large and difficult to manage, and while Roman rule had never been popular among the European tribes, most lived in peace until the Germanic tribes, such as the Vandals, Visigoths and Ostrogoths, from the north began to attack and capture towns on the fringes of the empire. Over the next two centuries, the attacks of these tribes intensified until they eventually began to attack Italy itself.

emperor ruler of an empire
barbarian member of a people not belonging to Rome

From 383 CE Rome began withdrawing troops from Britain to protect the core of its empire. In 410 CE the city of Rome was attacked by the Visigoths. In 430 CE Spain and North Africa fell from its grip. In 450 CE Gaul (France) was invaded by Attila the Hun and his barbarian armies from the east. In 476 CE Rome itself was destroyed when it was captured by the German Prince Odovacar.



▲ **Source 1.10** Map of Europe showing areas inhabited by barbarian tribes by c.476 CE

RESPONDING TO THE SOURCES – 1.2

1 **Compare** the map of Europe in Source 1.9 to the map in Source 1.10. **Describe** the main differences you notice.

2 **Propose** what kinds of consequences people in Europe might have experienced because of the collapse of the Roman Empire.

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How did the collapse of the Roman Empire change Europe?

When Roman rule, which had unified and protected most of Western Europe, came to an end, it was replaced by the rule of Germanic barbarians: Ostrogoths in Italy, Visigoths in Spain, Vandals in North Africa and Franks in France (Gaul). War broke out all over Europe as leaders of different tribes sought to fill the void left by Roman rule. They began to establish their own societies that they could control and protect from invasion. To build their societies, they needed people to provide labour and taxes. These leaders took on titles such as **lord, earl, duke and baron** and would provide protection, food and housing for their workers. This system of living became known as **feudalism**. Roman culture and knowledge began to disappear and these regions, now without the centralised administration of Rome, were forced to develop new methods of political administration, commerce, social organisation, military protection and taxation.

lord, earl, duke and baron titles used by people from the nobility to determine their rank

feudalism (or 'feudal system') a system of social exchange, where lords gave land to vassals in exchange for loyalty and service

brigand robber or bandit

monastery Christian community of religious people called monks or nuns, and the building where they lived and worked

Christianity religion based on the person and teachings of Jesus Christ, its beliefs and practices; the dominant faith in medieval Europe

missionary person sent on a religious mission to promote Christianity

pope head of the Roman Catholic Church

Roman Catholic Church early strand of Christianity where the figurehead is based in Rome, Italy

moral authority guiding group who determine what is good and right

No longer protected by the Roman armies, the important trade routes and networks that had connected cities across the empire were disrupted by raiding. It was not safe for people to travel, as the roads were dominated by **brigands**. The populations of these cities declined as many of their inhabitants left to start new lives in rural areas, leading to the eventual collapse of the cities as major commercial and administrative centres.

This period between 500 CE and 1000 CE has often been called the 'Dark Ages', because the 'light' of Roman civilisation had been extinguished. For centuries, historians used this term because European development seemed to come to a halt after the Roman and Greek civilisations had made so many great advancements in society. Crucially, the lack of written evidence from this period meant it was difficult to learn about it. When Rome fell, so did its language, and reading and writing were no longer the valued commodities they had once been. In truth, the Dark Ages were not so dark. Christian **monasteries** around Europe were building libraries to save and store Roman and Greek knowledge amid a world of warfare, destruction and looting. Knowledge was still valued, but only a few had the education to access and read it.

The influence of the Christian Church increased significantly during this time, as it replaced the city of Rome as a source of authority and guidance for local rulers. In 323 CE, **Christianity** was made the official religion of the Roman Empire by Constantine I. When the Roman Empire fell in 476 CE, Christianity remained strong in southern Italy. Over the next four centuries, Christian **missionaries**, led by the **pope**, spread the religion beyond Italy and across Europe. As Christianity gained followers, which included tribal leaders of the very groups who had destroyed the Roman Empire, the **Roman Catholic Church** became a **moral authority** over the people of Europe.

> The brightest light of the whole world is extinguished; indeed the head has been cut from the Roman Empire. To put it more truthfully, the whole world has died with one City.

▲ **Source 1.11** A letter from St Jerome, written following the sack of Rome by the Visigoths in 410 CE, describing Rome's importance to Europe

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▲ **Source 1.12** Consequences of the fall of Rome

RESPONDING TO THE SOURCES – 1.3

1 Of the consequences shown in Source 1.12, **propose** which one would have had the most significant impact on the lives of peasants and ordinary people. **Discuss** your answer with a partner.

2 **Interpret** the main idea of the quote by St Jerome given in Source 1.11. **Describe** what St Jerome suggests were the consequences of the fall of Rome.

3 **Conduct** research to find out when St Jerome was writing. **Explain** how this might affect the reliability and usefulness of the source.

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How did the reign of Charlemagne play a role in the development of the feudal system in Europe?

Charlemagne (742–814 CE), or Charles the Great, established the first great European empire of the medieval era and contributed to the development of the feudal system in France and Germany. After becoming king of the Franks in 771 CE, Charlemagne managed to unite most of Europe during the first half of his reign, and on Christmas Day in 800 CE, he was crowned 'Emperor of the Romans' by Pope Leo III, the leader of the Church at the time. This was the first time this title had been given to a ruler from Western Europe since the collapse of the Roman Empire.

nobility group of people who had greater privileges and rights than the majority

Charlemagne selected his most trustworthy supporters, as well as bishops of the Church, to control the different regions of his empire. In granting these noble families and religious leaders land, he was given their loyalty in return. These nobles ruled over the lords and barons, whose fighters, commonly known as knights, protected the villagers and farmers in return for their labour and loyalty. With the support of the Church, Charlemagne was able to maintain control over a vast population. Significantly, he was the first to do so since the fall of the Roman Empire. As society in medieval Europe was highly religious, the Christian Church became very powerful, wealthy and influential, with bishops enjoying equal status with the **nobility**.



▲ **Source 1.13** The extent of Charlemagne's empire from c.771 CE to c.800 CE

RESPONDING TO THE SOURCE – 1.4

Use the text and Source 1.13 to answer the following questions.

1 **Describe** the growth of Charlemagne's Empire from 771 CE to 800 CE.

2 Using Google Maps**, identify** what present-day countries were part of his empire.

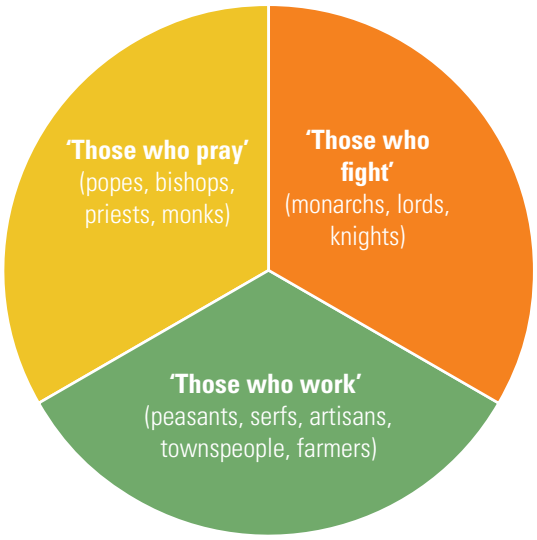
3 **Propose** how the support of the Church might have been beneficial to Charlemagne's rule over his kingdom. **Explain** why it might have been particularly significant to him to be recognised as 'Emperor of the Romans'.

4 **Explain** how Charlemagne was able to ensure the loyalty of the nobles and religious leaders in his kingdom. **Describe** how this contributed to the development of the feudal system in Europe.

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Although Charlemagne's empire eventually came to an end, the powerful nobles and the system of giving land and protection in exchange for loyalty and labour survived. It would later become known as the feudal system, or feudalism. In 1066 CE, William the Conqueror, from Normandy (in the north of France), became King of England and introduced feudalism to England. He actively built large stone castles all over England, which served as the homes of his nobles and the centre of feudal communities. Throughout the rest of the history of medieval Europe, there were ongoing power struggles between the nobility and the Church, with each trying to assert authority over the other.

From this time on, it was common to see medieval society as being divided into three main groups (shown in Source 1.14), each with a different role to play. As you read through the rest of this chapter, consider what life was like for each of these groups, and how their experiences were shaped by the feudal system.



▲ **Source 1.14** The three groups (sometimes known as the three 'orders') that formed medieval European society

RESPONDING TO THE SOURCE – 1.5

1 **Explain** what role each of the three groups in Source 1.14 played in the success of society in medieval Europe.

2 With a partner, **compare** the division of society in Source 1.14 to society today. **Describe** any similarities or differences.

How did feudalism shape life in medieval Europe?

Feudalism in medieval Europe meant that the wealthier and more powerful members of society, known as lords, provided protection and land (**fiefs**) to those beneath them, known as **vassals**, in exchange for taxes, labour and service. This relationship of **mutual obligations** between lords and vassals operated on multiple levels, and can be thought of as a pyramid, as shown in Source 1.16 on the following page.

fief parcel of land

vassal in a feudal system, a holder of land or position granted by a superior in exchange for allegiance

mutual obligation social arrangement where two parties exchange goods or services for mutual benefit



◄ **Source 1.15** A fourteenth-century CE bust of Charlemagne, containing a piece of his skull, from the Cathedral at Aachen, Germany

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RESPONDING TO THE SOURCE – 1.6

1 **Examine** the diagram in Source 1.16. Based on the information in this diagram, **identify** which groups in medieval European society would have had the most and least power. **Explain** what kinds of roles members of each of these groups might have performed.

2 **Describe** the nature of the mutual obligation between a knight and a **serf**. **Identify** what a knight provided for a peasant and what they might have expected in return.

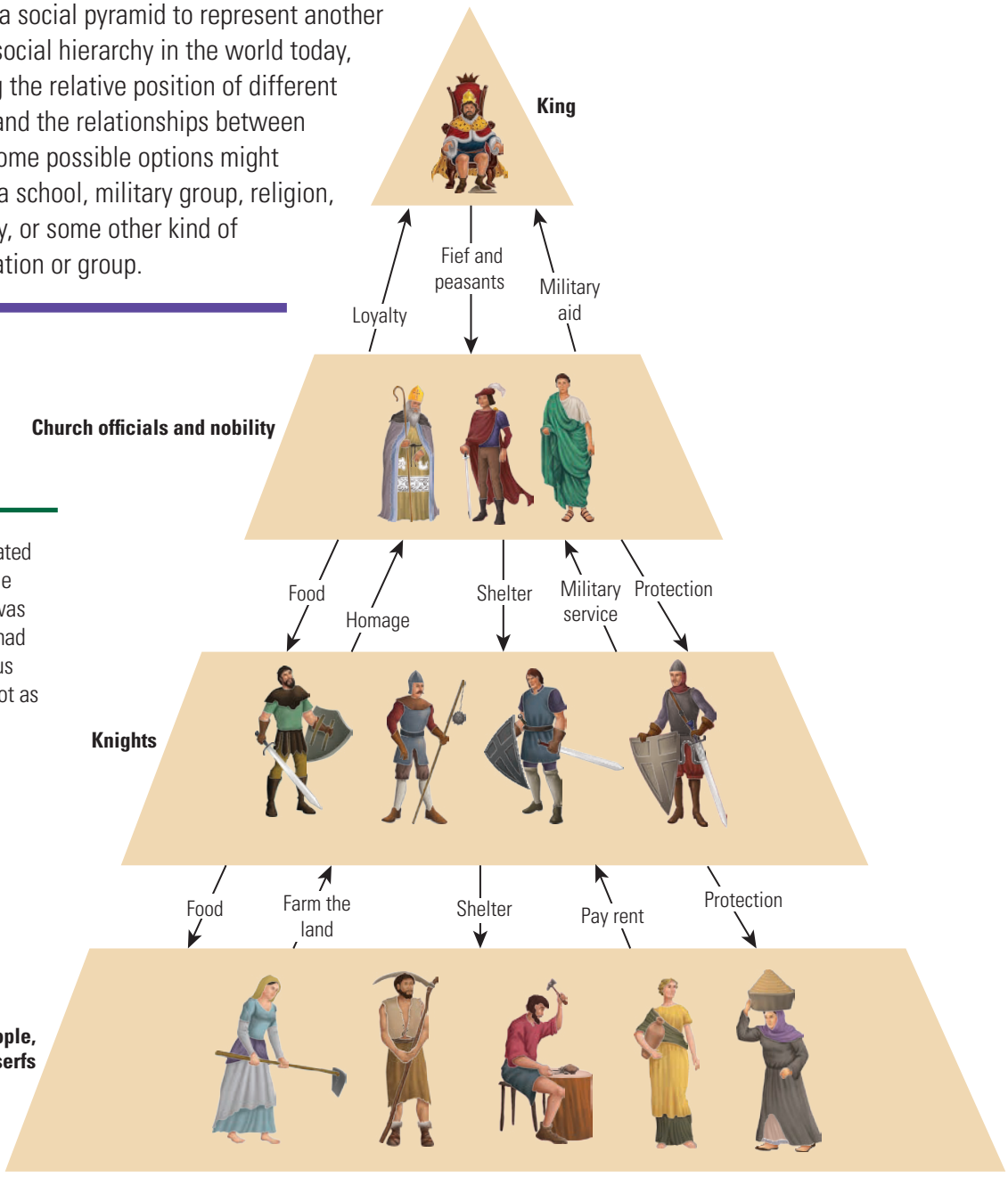
3 **Explain** what barriers might have prevented individuals from some levels of the feudal pyramid from moving higher up the social hierarchy.

4 **Explain** what the information in Source 1.16 reveals about what was valued in medieval European society.

5 **Explain** how the rigid social order of the feudal system might have helped maintain peace and stability in medieval Europe.

6 **Create** a social pyramid to represent another kind of social hierarchy in the world today, showing the relative position of different groups and the relationships between them. Some possible options might include a school, military group, religion, company, or some other kind of organisation or group.

serf worker who was obligated to work for a local noble. The most common type of serf was known as a *villein*. *Villeins* had more rights and higher status than the lowest serfs, but not as many rights as freemen.



▲ **Source 1.16** The feudal pyramid

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MAKING THINKING VISIBLE 1.1

+1 routine

A routine for identifying important ideas worth remembering.

1. Having worked through Section 1.1, individually write down key points you can take away from the text. What have you learned about what life was like in Europe following the collapse of the Roman Empire? 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.

REFLECTING ON YOUR LEARNING 1.1

Reflect on what you have learned in this section:

1. Based on the information and sources 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 was life like in Europe following the collapse of the Roman Empire?'
2. **Explain** how the information and sources in this section contribute to answering your overall inquiry question: 'How should the civilisation of medieval Europe be remembered?'

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



▲ **Source 1.17** A thirteenth-century CE French depiction of a church official, a knight and a peasant

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1.2 What was life like for a noble or knight in medieval Europe?

FOCUS QUESTIONS

- What was the role of the nobility in medieval society?
- How did the relationship between the nobles and the king change because of the *Magna Carta*?
- What was the role of knights in medieval society?

Sources 1.18, 1.19 and 1.20 are depictions of German knights, from a fourtheenth-century manuscript called the *Codex Manesse*.



▲ **Source 1.18** A fourteenth-century depiction of Henry I, Count of Anhalt and two other German knights fighting at a



▲ **Source 1.19** A fourteenth-century depiction of a German knight named Hesso von Rinach (c.1234–1275 CE)



▲ **Source 1.20** A fourteenth-century depiction of a German knight named Brunwart von Augheim (c.1263–1296 CE)

MAKING THINKING VISIBLE 1.2

See, think, wonder

This routine encourages you to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry.

Complete this activity on three post-it notes.

1. On your post-it notes, write your responses to the following questions:
   - **a** What do you *see* in these images (see Sources 1.18, 1.19 and 1.20) of medieval knights?
   - **b** What does this image make you *think* the roles, expectations and values associated with nobles and knights in medieval Europe might have been?
   - **c** What do these images make you *wonder*? What questions do you have?
2. Divide the class into three groups. Each group is to collate the class's answers to one of the 'See, think, wonder' questions.
3. Report back – what did the class see, think and wonder? What patterns emerged? Were there any ideas that stood out?
4. *Extension*: Follow up on one or more of the wonders and report back with an answer to the class.

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What was the role of the nobility in medieval society?

The king was at the top of the feudal pyramid in medieval society, but in reality he could not have ruled the kingdom without the help of the nobility (also known as **tenants-in-chief**). The nobles were lords such as barons, earls and dukes, or senior church officials such as bishops. They were either relatives or trusted allies of the king and lived far more luxurious lives than the majority of medieval society, within the safety of their castle walls.

In return for being granted control over a portion of the kingdom's land, called a fief, the nobles pledged their loyalty and support to the king, and accepted responsibility for collecting taxes, enforcing laws and maintaining order in their fief. They provided advice to the king when needed and were obliged to provide knights and soldiers for the king's army.

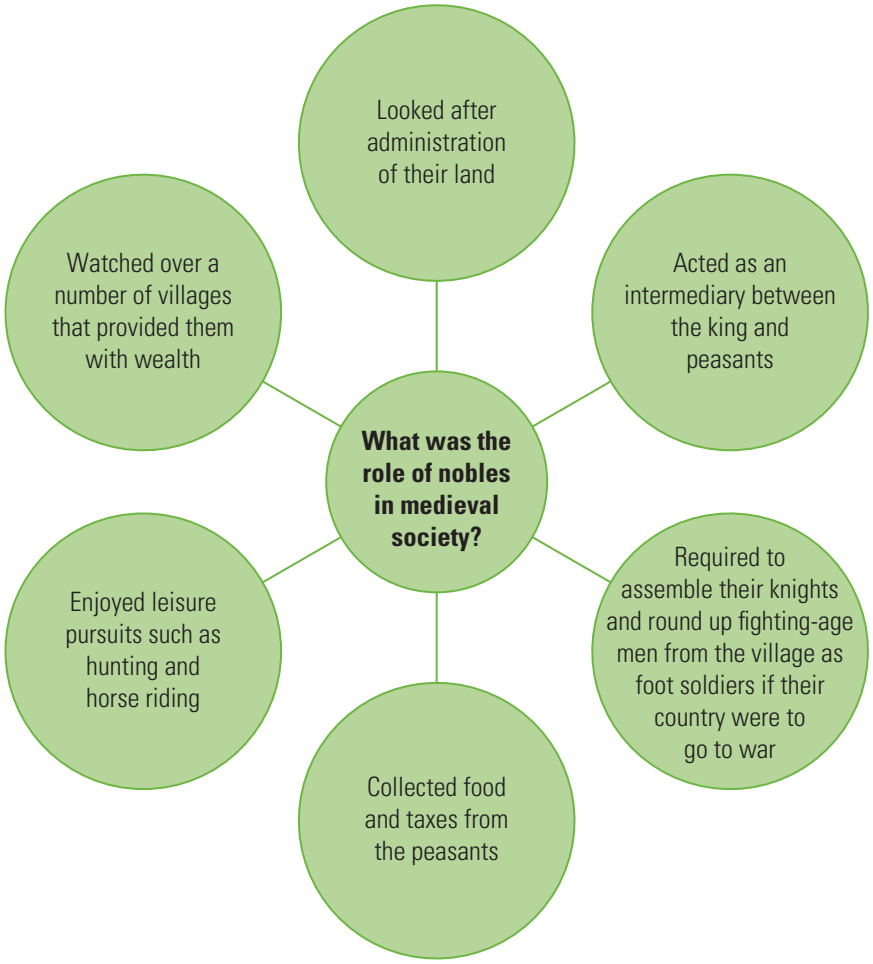
They also had to pay a tax to the king, known as scutage, or 'shield-money'. Their fiefs were held for life and could also be passed down to their heirs through inheritance.

Nobles who were tenants-in-chief also had the right to divide parts of their fief into smaller subfiefs, which they could grant to **subtenants** such as knights. In exchange for this grant of land, the subtenant swore an oath of loyalty to their lord and promised to serve them in battle when required. The land that was granted to the subtenant would have included a **manor** for them to live in, as well as one or more neighbouring villages and a number of farms to provide them with an income.

tenant-in-chief lord, such as a baron or church official, who received their fief directly from the monarch

subtenant person who received a fief from a tenant-in-chief

manor land owned by a lord



▲ **Source 1.21** The role of nobles in medieval society

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▲ **Source 1.22** An image from a medieval manuscript known as *The Bible of Hamburg*, depicting King David I of Scotland knighting a squire, c.1300–1320 CE



◄ **Source 1.25** A fourteenth-century depiction of a German duke named Conradin (c.1252–1268 CE), from a manuscript called the *Codex Manesse*

To Henry king of the English, his most revered lord, William son of Siward sends his greeting. Your order, promulgated throughout England, has come to me … that we should inform you about our fiefs and the holding of them, which we hold from you. And so I am letting you know by this letter that I hold from you a certain village, Gosford by name … for the fee and service of one knight, which I faithfully perform to you …

▲ **Source 1.23** A letter sent to King Henry II by one of his vassals named William, son of Siward, c.1166 CE

To William most glorious duke of the Aquitanians, bishop Fulbert offers his prayers:

… he who swears fealty to his lord … should not cause physical injury to his lord … should not harm him by compromising his secrets or defences … should not injure his lord in his justice or in other matters that relate to his honour … should not cause harm to his possessions …

… [in each of the areas previously mentioned] he should also provide advice and assistance to his lord …

The lord also ought to act toward his faithful vassal reciprocally in all these things. And if he does not do this, he will be justly considered guilty of bad faith, just as the former, if he should be detected in the avoidance of or the doing of or the consenting to them, would be perfidious and perjured.

▲ **Source 1.24** A description of the mutual duties of vassals and lords, titled *On Feudal Obligations*, by a French bishop named Fulbert of Chartres, c.1020 CE

Legal rules for military service

The baron and all vassals of the king are bound to appear before him when he shall summon them, and to serve him at their own expense for forty days and forty nights, with as many knights as each one owes; and he is able to exact from them these services when he wishes and when he has need of them. And if the king wishes to keep them more than forty days at their own expense, they are not bound to remain if they do not wish it. And if the king wishes to keep them at his expense for the defence of the realm, they are bound to remain. And if the king wishes to lead them outside of the kingdom, they need not go unless they wish to, for they have already served their forty days and forty nights.

▲ **Source 1.26** An excerpt from a medieval text called the *Etablissements de Saint Louis*, a collection of laws in medieval France from around 1273 CE, probably compiled by a lawyer from the time

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RESPONDING TO THE SOURCES – 1.7

1 **Examine** the image in Source 1.22. **Identify** which groups of the feudal pyramid (refer to Source 1.16 if needed) are represented in this image. **Explain** what makes you think this.
2 **Describe** what you think may be occurring in the scene depicted in Source 1.22.
3 Source 1.23 and Source 1.24 provide examples of mutual obligation. Use these sources to **identify**:
   - What the lords mentioned in these sources were required to provide for their vassals
   - What the vassals mentioned in these sources were required to provide for their lords.
4 **Describe** what might be happening in the scene shown in Source 1.25. **Explain** what this might suggest about the lifestyle of the nobility in medieval Europe.
5 Based on the information in Source 1.26, **identify** for what length of time barons and vassals of the king were required to provide knights if their king requested it.

How did the relationship between the nobles and the king change because of the *Magna Carta*?

In 1215 CE, a serious political crisis was emerging in England. A dispute between a group of English barons, the Church and King John led to the barons renouncing their allegiance to the King and threatening rebellion. Normally, such crimes of treason led to death, but the barons raised a force strong enough to capture London on 17 May 1215 CE. John had no choice but to negotiate and the *Magna Carta* was born, a document that declared that all English citizens, including the king, were not above the law.

The *Magna Carta* introduced ideas of justice, democracy and individual freedom. Some of the outcomes of the *Magna Carta* were to protect the rights of the Church, to prevent nobles from being illegally imprisoned by the king and to reduce the feudal payments that nobles were required to pay to the king.

While these rights were still many centuries away for peasants and ordinary people, and the *Magna Carta* itself took many forms over the years – it was repealed, replaced, rewritten and fought over – it laid the foundations for a world where a king was not the sole authority of the land and many decisions (especially those related to tax) were only possible with the will of the English people.



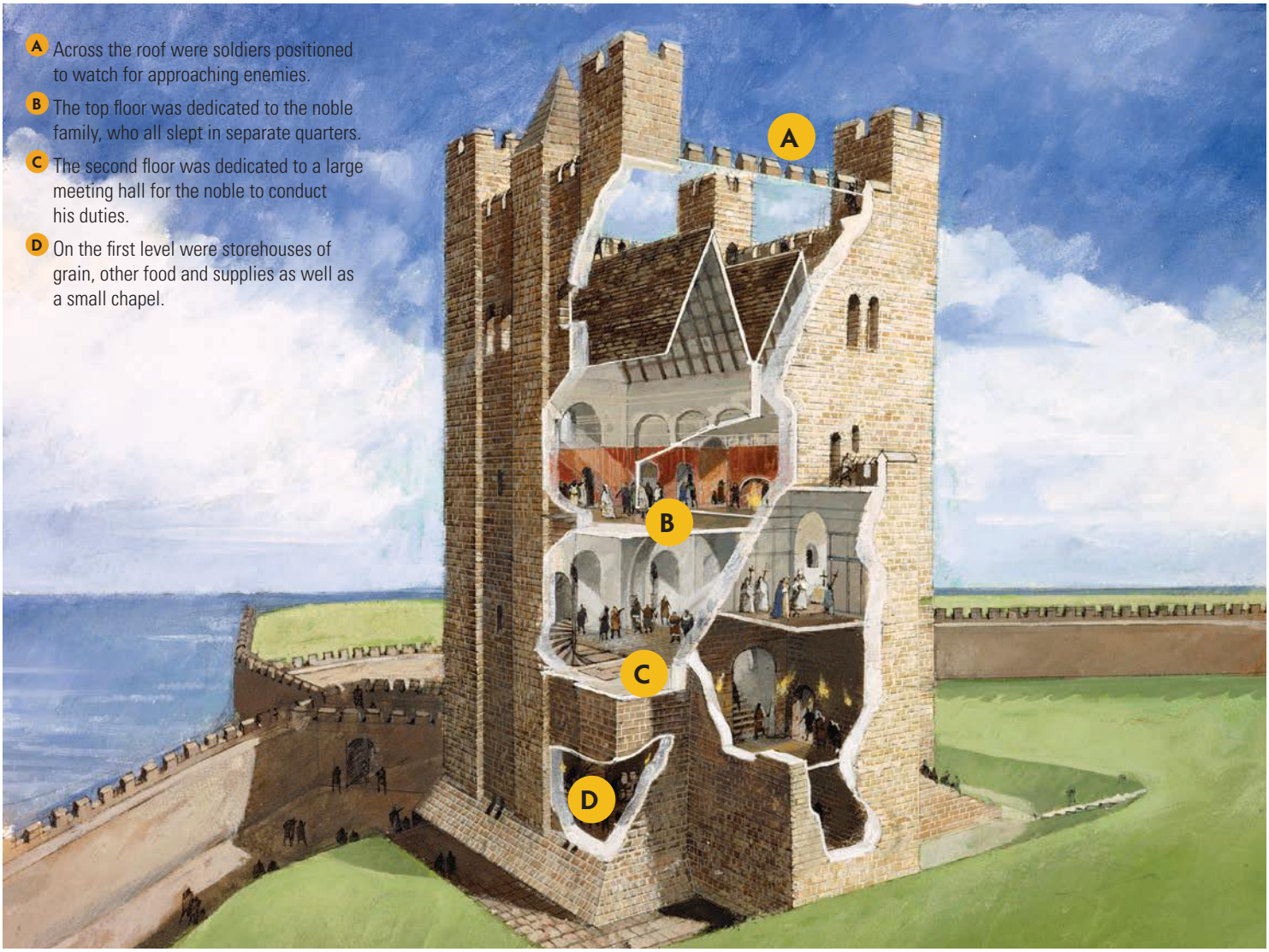
▲ **Source 1.27** One of four surviving copies of the *Magna Carta*, c.1215 CE

RESPONDING TO THE SOURCE – 1.8

1 **Explain** why the barons might have considered it important to have their agreements with the king set out in the written document shown in Source 1.27.
2 **Explain** how the *Magna Carta* changed the nature of the relationship between the king and the nobles.
3 Using the information in this section, **identify** three rights that citizens of Australia have today that might have their origins in the *Magna Carta*.

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What was life like inside a noble's castle?



▲ **Source 1.28** A cutaway drawing of the keep of Scarborough Castle, built between 1159 and 1169 by King Henry II to defend the north of England. The keep was the centre of a castle complex and was used to house the noble family who lived there.

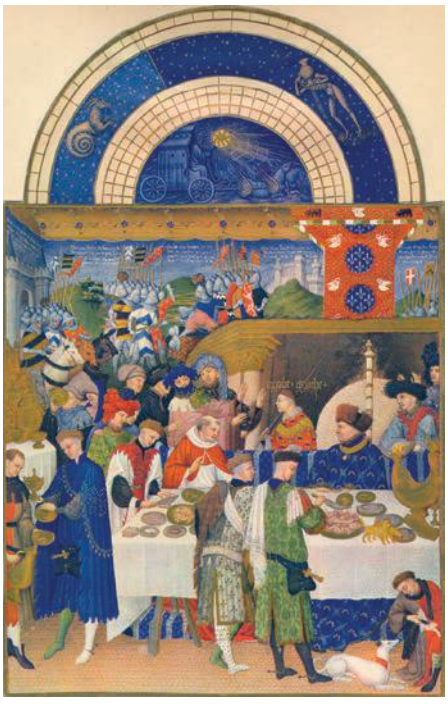
steward servant who supervised both the lord's estate and his household

marshal servant in charge of the noble's hall

groom lower servant in the noble's castle

What will impress you about life in a castle is not so much the gold and silver, but the scale of everything. A man who drinks out of an enamelled gilt-silver cup is rich; but a man whose **steward** drinks out of such a cup is powerful. Most barons have about forty-five men in their household … before a great feast, the **marshal** of the hall will direct a couple of **grooms** to make sure that everyone enters and is seated according to their status. Even the lower ranks … are seated hierarchically.

▲ **Source 1.29** A description of life in a castle, from British historian Ian Mortimer's 2008 book *A Time Traveller's Guide to Medieval England*, p. 159



◄ **Source 1.30** A picture from a medieval manuscript created c.1412 CE, showing Jean, Duc de Berry, exchanging gifts at a castle banquet on New Year. A battle scene decorates the walls in the background.

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RESPONDING TO THE SOURCES – 1.9

1 **Describe** what you notice about life in the castle (in Source 1.28) by making a dot point list of the things that stand out to you.

2 **Examine** Source 1.29, written by historian Ian Mortimer in 2008. **Explain** what it tells you about the way life was organised inside a castle.

3 **Examine** the illuminated manuscript of Duc de Berry's feast in Source 1.30. **Identify** which types of members of medieval society you can see. **Describe** what impression this source gives you of what life was like inside a castle. **Determine** whether or not this would have been the experience for everyone living in a castle.

What was the role of knights in medieval society?

Knights were skilled fighters, riders and the protectors of the nobles, the king and the Church. Long before the medieval period, rulers maintained warriors to help keep themselves in power. The rulers provided food and housing, and supplied clothes and weapons, to their fighting men. By the time of Charlemagne, these men often rode trained warhorses. This made them more powerful and mobile than foot soldiers, but buying and maintaining these horses was very expensive. Rather than continuing to provide everything, some nobles moved towards making knights subtenants - granting them land in exchange for an oath of loyalty and commitment to come to the lord's aid in times of crisis. Over time, they developed a code of **chivalry** that meant they swore an oath to protect the weak, defend the Church and be kind to women. Most knights had a page who was a young boy aged 7 to 10 who worked as an apprentice, learning to be a knight.

chivalry code of conduct that knights followed, including respect towards women

What was life like for knights?

The role of the knight was broad. They were used by nobles to protect the land and Church, keep peace and security, and, when needed, ride into battle in the service of the lord and king. Most knights had a squire who was a young boy aged from 10 who worked as an apprentice, learning to be a knight. As the medieval period continued, knights could be broken into two categories – secular and religious.



Secular knights

- were similar to mercenaries as they were specifically employed to protect the nobility and the king.

Religious knights

- were employed to protect the Church's more important sites, such as cathedrals and holy places, and the pilgrims who travelled to them.



▲ **Source 1.31** Types of knights in medieval society

… they shun every excess in clothing and food and content themselves with what is necessary. They live as brothers in joyful and sober company, without wives or children … with no personal property whatever, careful to keep the unity of the Spirit in the bond of peace. … They never sit in idleness or wander about aimlessly, but on the rare occasions when they are not on duty, they are always careful to earn their bread by repairing their worn armour and torn clothing, or simply by setting things to order … No inappropriate word, idle deed, unrestrained laugh, not even the slightest whisper or murmur is left uncorrected once it has been detected. They forswear dice and chess and abhor hunting; they take no delight in the ridiculous cruelty of falconry, as is the custom. As for jesters, magicians, bards, troubadours, and jousters, they despise and reject them as so many vanities and unsound deceptions. Their hair is worn short, in conformity with the Apostle's saying, that it is shameful for a man to cultivate flowing locks. Indeed, they seldom wash and never set their hair — content to appear tousled and dusty, bearing the marks of the sun and of their armour.

▲ **Source 1.32** Description of an order of knights known as the Templars, founded in 1118 CE. They were monks as well as knights and wore a white uniform with a red cross on the front and back. Their purpose was to protect the Holy Land from the Muslims.

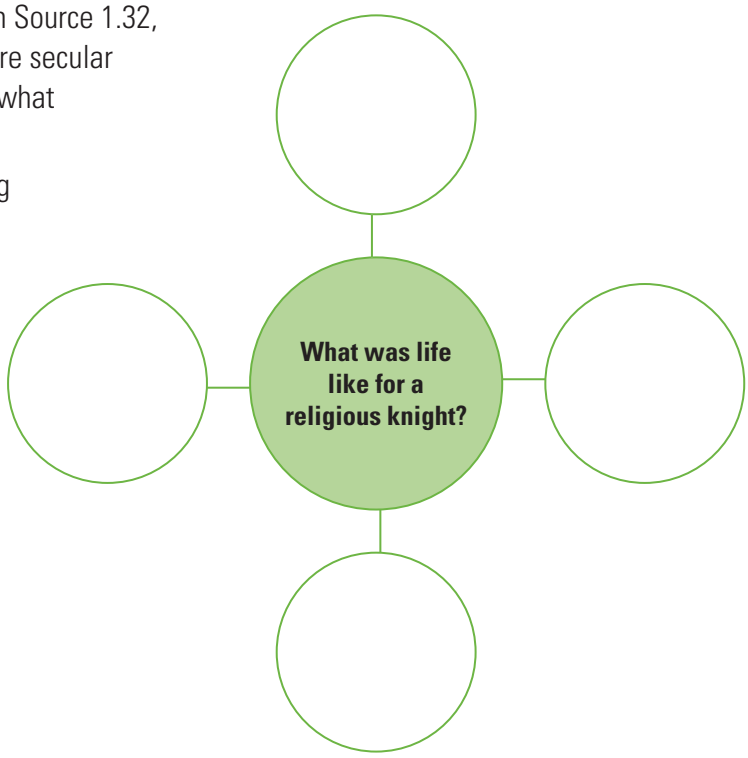
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RESPONDING TO THE SOURCE – 1.10

1 Based on the information contained in Source 1.32, **determine** whether the Templars were secular knights or religious knights. **Explain** what makes you say this.

2 **Explain** what the motivation of young men who joined the knights Templar might have been.

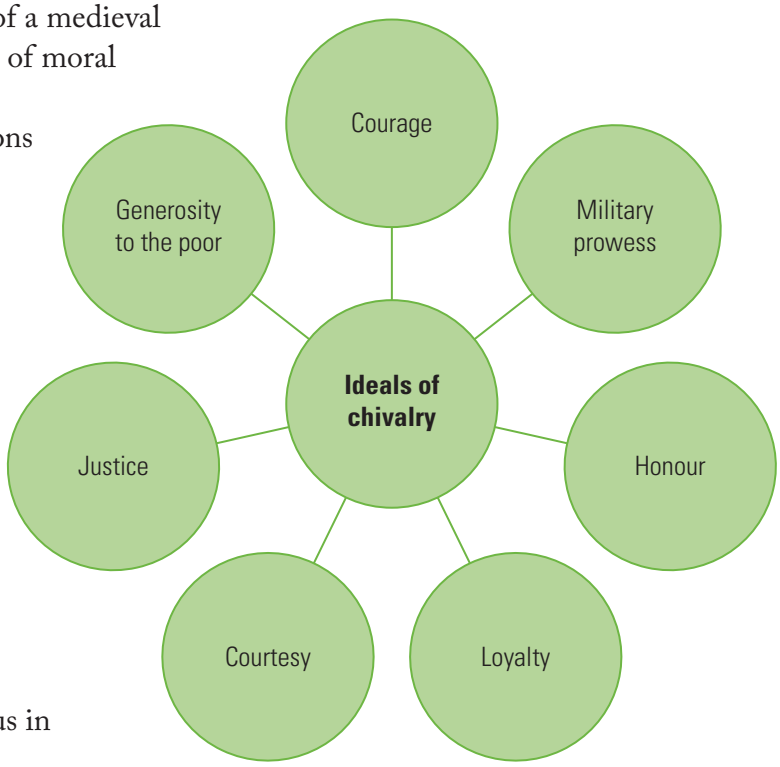
3 **Create** a mind map or diagram (see the example on the right) to represent what life was like for a religious knight.



How were knights expected to behave?

The code of chivalry guided the life of a medieval knight. Chivalry was essentially a set of moral standards that a knight would use to conduct their daily life and interactions with people around them. Chivalry demanded that a knight be loyal, courageous, and strong in battle with a sound sense of right and wrong. This was supported by excellent manners and concern for the poorer classes in society.

Behaving in a chivalrous manner also allowed the knights to separate themselves from the same poor classes. They were permitted to wear their brightly coloured and decorated armour to stand out in a crowd and establish their higher status in the feudal society.



▲ **Source 1.33** Some of the ideals associated with chivalrous behaviour

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There was a knight, and what a gentleman,
Who, from the moment that he first began,
To ride about the world, loved chivalry,
Truth, honour, freedom and all courtesy.

He fought bravely in his monarch's war,
And in battle he had ridden, no man more,
As well in Christendom as **heathen** places,
And honoured everywhere for worthiness.

Of **mortal** battles he had fought fifteen,
And he'd fought for our faith at **Tramissene**
And always won he widespread fame for prize.
Though so strong and brave, he was very wise

With a temper as mild as a maid.
He never any hurtful thing said,
In all his life, to whatsoever **wight**.
He was a truly perfect, noble knight.

But now, to tell you all of his **array**,
His horses were good, but he was not richly dressed.
Clothing of simple cloth he possessed
Discoloured and stained by his suit of armour;
For he had lately returned from his voyage
And now was going on this pilgrimage.

▲ **Source 1.34** An excerpt from 'The Knight', part of an epic poem called *The Canterbury Tales*, written by medieval storyteller and poet Geoffrey Chaucer in c.1386 CE (adapted to modern English)

heathen non-Christian
mortal deadly
Tramissene site of Christian crusades against Muslim armies in Algeria
wight medieval term for person
array clothing, armour and weapons

In battle, a knight would wear his heavy armour and a helmet that protected the head and sometimes the whole face. Along with his sword, he would carry a shield with a personal crest (known as a 'charge'), a dagger, an axe and a mace. Each weapon was designed for a specific purpose. Aside from fighting in war, a knight had a good knowledge of song, dance and poetry. They attended the social gatherings of the nobility and practised their skills in tournaments. Put on to entertain the nobility, tournaments often involved contests in which opposing knights would charge at one another on horseback with huge wooden spears. This was known as jousting. The weapons were not intended to kill, but contestants could still be badly injured.

RESPONDING TO THE SOURCES – 1.11

1 **Identify** the characteristics that Source 1.34 associates with the medieval knight. **Identify** the ideals of chivalry from Source 1.33 that each of these relate to.
2 **Describe** which ideals of chivalry are represented in the images of medieval knights in Source 1.18, Source 1.19 and Source 1.20.
3 Based on Source 1.34, **explain** how knights might have been viewed by others in their communities.
4 With a partner, **discuss** the following question: 'How reliable might Source 1.34 be as evidence of how knights in medieval Europe actually behaved?'



▲ **Source 1.35** A fourteenth-century depiction of a German knight and poet named Albrecht von Rapperswil (c.1280 CE), from a manuscript called the *Codex Manesse*. The personal charge, or crest, on his shield was a rose.

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▲ **Source 1.36** A fourteenth-century depiction of a German knight named Hiltbolt of Schwangau (c.1221–1254 CE), from a manuscript called the *Codex Manesse*

RESPONDING TO THE SOURCES – 1.12

1 **Describe** the activity that the knights in Source 1.35 are engaging in. **Propose** why this might have been a useful form of exercise for knights in times of peace.

2 **Examine** Source 1.35 and Source 1.36 to suggest what they might reveal about the nature of entertainment in medieval times. **Determine** in what ways it was similar or different to today.

3 All the depictions of knights in this section include an image of their personal coat of arms emblazoned on their shield and clothing. **Explain** why it might have been important for knights to have their unique personal crest emblazoned on their shields when they went into combat.

ACTIVITY 1.2

Create your own medieval knight's shield

The coat of arms on a knight's shield often incorporated unique features (called 'charges') of special significance to them. Imagine you are a medieval knight: what symbols and features might be used to identify you?

In this activity, you will **design** and **create** your own shield, incorporating symbols of significance to you.

1 Use a heraldry website (see the Interactive Textbook for links) or conduct an internet search using terms such as 'heraldic colours', 'heraldic animals' and 'heraldic symbols' to **identify** and **select** up to five symbolic elements to include on your shield.

2 **Create** your coat of arms by either drawing your own shield outline or searching online for a 'heraldry shield template' to find a shield shape you like. You may wish to add annotations to your shield to explain why you chose particular features.

3 When you have created your coat of arms, **explain** the symbolic meaning behind your shield design to a partner or small group.

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MAKING THINKING VISIBLE 1.3

I used to think … Now I think …

A routine for reflecting on how and why our thinking has changed.

1 Take a minute to **consider** what initial ideas you had about knights in medieval Europe before beginning this section. When you are ready, write down your response to:

   I used to think that knights in medieval Europe …

2 Now, think about how your ideas about knights in medieval Europe have changed as a result of the information and sources you have read. In just a few sentences, write down what you now think. When you are ready, write down your response to:

   Now, I think that knights in medieval Europe …

3 As a whole class, **discuss** how your ideas have changed as a result of what you have learned. What questions do you still have about knights in medieval Europe?

REFLECTING ON YOUR LEARNING 1.2

Reflect on what you have learned in this section:

1 Based on the information and sources 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 was life like for a noble or knight in medieval Europe?'

2 **Explain** how the information and sources in this section contribute to answering your overall inquiry question: 'How should the civilisation of medieval Europe be remembered?'

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



1.3 What was life like for people in medieval society?

FOCUS QUESTIONS

- What was the nature of health and medicine in medieval society?
- What was the nature of crime and punishment in medieval society?
- What was life like for a peasant in medieval society?

Most people in medieval society lived in the country, in villages and towns that grew around castles and grand buildings. The regions around these castles and grand buildings, including the villages and towns as well as surrounding farmland, were known as manors and were filled with the knights, vassals, farmers and peasants who worked for the noble, or lord of the manor.

artisan skilled worker who made things or provided services

Craftsmen and **artisans** were essential members of the village. They made the metal swords and armour for the knights.

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In times of war, they mass-produced the spears, swords and shields the villagers would need to fight. Others baked bread and made the beer that, in most cases, replaced water as the source of hydration in medieval England. Generally, they enjoyed a status that was above peasants because their roles required an education and skill that not everyone possessed.



▲ **Source 1.37** A present-day artist's reconstruction of a medieval manor and village

1. The lord lived in a large stone building such as a manor house or castle, often situated on the top of a hill for defensive purposes.
2. Peasants would work in the fields, growing crops such as wheat. Ploughs were shared by the peasants of the village and were pulled by oxen. Harvesting was done by hand. Medieval farming techniques divided the fields into three parts: while one field was being harvested, a second field would be planted and a third field would be left fallow, or unplanted, to allow the soil to regain nutrients. A proportion of the harvested grain was required to be given to the lord of the manor.
3. Peasants took the harvested wheat to the mill to be ground into flour, to later be made into bread. Mills could be powered by animals, or by wind or water power. They were required to give some of their grain to the lord as payment for using the mill.
4. Serfs were required to have their bread baked at the lord's bake house and would have to pay a fee to their lord for this service. This fee would be in the form of loaves of bread.
5. Peasants of the village could bring animals such as sheep to the common pasture to graze. Sheep's wool was used to make clothes. Animal droppings were used to fertilise fallow fields.
6. Forest areas around the manor were used by the lord and his family for leisure activities such as hunting wild game, such as bears and boars. Peasants were not allowed to hunt in the lord's forest.
7. The orchard of a medieval manor would contain apple or pear trees, from which cider could be made.
8. Peasants' houses were clustered together in the village. Peasants had to construct their own houses, which were typically made from wooden frames covered with a mixture of mud, straw and manure.
9. The village would have a church in a central location, where ceremonies such as marriages and funerals would occur, as well as regular religious services.

RESPONDING TO THE SOURCE – 1.13

1. **Explain** why manor houses, such as the one shown in Source 1.37, would often have been located on top of hills.
2. **Describe** the type of lifestyle that people living in manors such as the one shown in Source 1.37 might have lived and the type of day-to-day work they might have done.

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What was the nature of health and medicine in medieval society?

It was best not to get sick in medieval Europe. A limited understanding of the human body and disease meant that death from illness was not uncommon. What medieval people did not understand, they often explained as being the power of God. They believed that illness was God's way of purifying the soul, and if death came as a result, it was God's will. Life expectancy was much lower in medieval times than today, with the average life expectancy of a peasant being around 40 years.

Life for peasants was dirty. Constantly in the fields, working in the hot summers and cold winters, it was difficult to stay clean and healthy. For the wealthier classes, bathing was a way to separate oneself from the poor, so the nobility took great care to appear washed and dressed in clean clothes – which was all taken care of by servants. However, this did not keep away disease.

Medical schools existed in the medieval era and so did doctors. Much of their work was based on the diagnosis of disease by inspecting the urine and faeces of the infected patient. Major surgeries existed, such as tooth extractions, amputations and even puncturing the skull (a process known as **trepanning**) to relieve pressure using alcohol to sterilise the wound and relieve pain. However, for the poor in dirty villages, cities and farms, poor health was a fact of life. In most cases, the populations in these places lived very close together and disease could spread easily. The lack of sewerage systems meant human waste was never far away and airborne illnesses could spread quickly among peasants. Those who could afford medical attention could have the colour of their urine examined for an imbalance in their bodily fluids or consult with astrologers who would study the position of the planets, as this was believed to be a cause of illness. For those who could not afford medical attention, local healers would use a variety of herbs and plant-based mixtures to treat the sick. Deliberate bleeding was often used to expel impurities. But for most of the peasantry, they relied heavily on prayer and the holy touch of the **clergy** and God to save them from death. The stories of those who did so and survived reinforced the power of the Church and religion.

trepanning (or trepanation) surgical procedure in which a hole is drilled into a person's skull

clergy ordained member of the Christian Church, such as a priest



▲ **Source 1.38** A medieval surgeon performs a trepanning operation on a patient's skull, c.1350 CE.



▲ **Source 1.39** A doctor seeks to cure an eye infection with a sharp instrument, from a twelfth-century CE manuscript from England or Northern France.

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▲ **Source 1.40** A French manuscript of Giovanni Boccaccio's *The Decameron*, c.1353 CE, illustrating the use of leeches as medical treatment



▲ **Source 1.41** Surgical instruments depicted in the manuscript of *Al-Tasrif (The Method of Medicine)* by Abulcasis, c.1213–23 CE

RESPONDING TO THE SOURCES – 1.14

1 **Identify** what kind of medical procedures are being undertaken in Sources 1.38, 1.39 and 1.40. For each of these, **propose** how successful you expect these procedures would be in healing the patient. **Describe** what impact each of these might have had on the patient if they survived.

2 **Explain** what Sources 1.38 to 1.41 might tell you about the overall approach to medicine in medieval Europe.

3 **Select** one of the procedures shown in Source 1.38, 1.39 or 1.40, or **conduct** some research, to **identify** another medical treatment or cure that was common in medieval times. **Create** a short advertisement (30–60 seconds duration) to 'sell' this cure to your audience as a new ground-breaking medical treatment. You may wish to film your advertisement to present to your class.

What was the nature of crime and punishment in medieval society?

Various systems of crime and punishment have existed since the beginning of human civilisation. The ancient Mesopotamians introduced the concept of 'an eye for an eye' as a means of justice as early as Hammurabi's reign (1792–1750 BCE). In medieval Europe, poverty dominated the lives of the majority of the population and as such, theft was common. However, crime in general was rare compared to modern times. Once an accusation had been made, it was usually the local noble or knight who oversaw the 'trial'. In some parts of Europe, the accused would endure a 'trial by ordeal' where they were expected to hold a burning hot rod of metal in their bare hands. Then, after a few days, if their hand showed signs that it was healing, they were pronounced innocent. If not … guilty.

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Charlemagne introduced the concept of 'trial by panel', where the evidence was heard in front of a group of educated men who then determined guilt. Sometimes knights and nobles were subjected to trial by combat. If they were able to win a fight to the death, they could be proven innocent. In some cases, a 'champion' could be nominated to fight on the defendant's behalf.

Murder, **treason** and witchcraft lay at the more serious end of the crime spectrum. However, as there was no police force to speak of, most illegal acts were punished brutally to deter further crimes. Theft was treated with extra work, physical punishment and, at worst, the loss of a hand. Serious acts like treason against the **monarchy** were punished with the accused being hung upside down, cut open while still alive, and then having all four limbs removed. Such punishments were conducted in public. Those accused of witchcraft were asked to repent their sins and accept the teachings of Christianity. If they did not repent, they were tied to a wooden pole above a log fire and burned alive. This also took place in public view.

treason crime of betraying or participating in a war against one's country or the state authority to who one owes allegiance, such as king

monarchy country that has a royal family, and the head of the royal family as its ruler

ACTIVITY 1.3

Group-based research task

Break into groups of two or three and choose a medieval crime to research. Copy and complete the table below. Then present your findings to your classmates.

Crime	Definition	Punishment in medieval times	Purpose of the punishment
Petty theft			
Murder			
Arson			
Poaching			
Witchcraft			
Heresy			
Stealing food or crops			
Vagrancy			

When you have filled in the table, complete the following tasks:

1. **Analyse** the list of acts considered a crime. **Explain** anything that surprises you about the acts.
2. **Explain** what you notice about the types of punishments. **Describe** the types of punishments.
3. **Explain** what the purpose of medieval punishments might have been and the role they played in society.
4. Now imagine yourself as a witness to a trial for one of the crimes listed above. **Create** a diary entry that describes the experience from accusation to trial, and then to punishment.

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What was life like for a peasant in medieval society?

Peasants were at the bottom of the social hierarchy in medieval Europe. There were two main types of peasants in medieval society: serfs, who were legally tied to their lord's land and obliged to work for the lord, and freemen, who had more rights than serfs and paid rent to the lord in exchange for the right to use the lord's land. They did almost all the hard physical work, tending the fields and farms of the noble to grow food for the village and for the noble to sell and send to armies fighting abroad.



▲ **Source 1.42** Medieval illustration of men harvesting wheat, from a manuscript called the Queen Mary Psalter, c.1310 CE

The Church is a single body, but society is divided into three groups, for human law distinguishes two classes. Nobles and serfs, indeed, are not ruled by the same laws … The nobles are the warriors and the protectors of the churches. They are the defenders of the people, of both great and small … The other class is that of the serfs. This unfortunate group possesses nothing except what it produces by its own labour … The serfs provide money, clothes, and food, for the rest; no free man could exist without serfs … the serf never sees an end to his tears and his sighs.

God's house, which we think of as one, is thus divided into three; some pray, others fight, and yet others work. The three groups, which coexist, cannot be separated; the services provided by one support the work of the other two; each contributes to the whole. These three groups are united, and it is because of this that the rule of law has been able to triumph, and the world has been able to enjoy peace.

▲ **Source 1.43** A description of medieval society by the French Bishop Adalbero of Laon, writing around the year 1020 CE

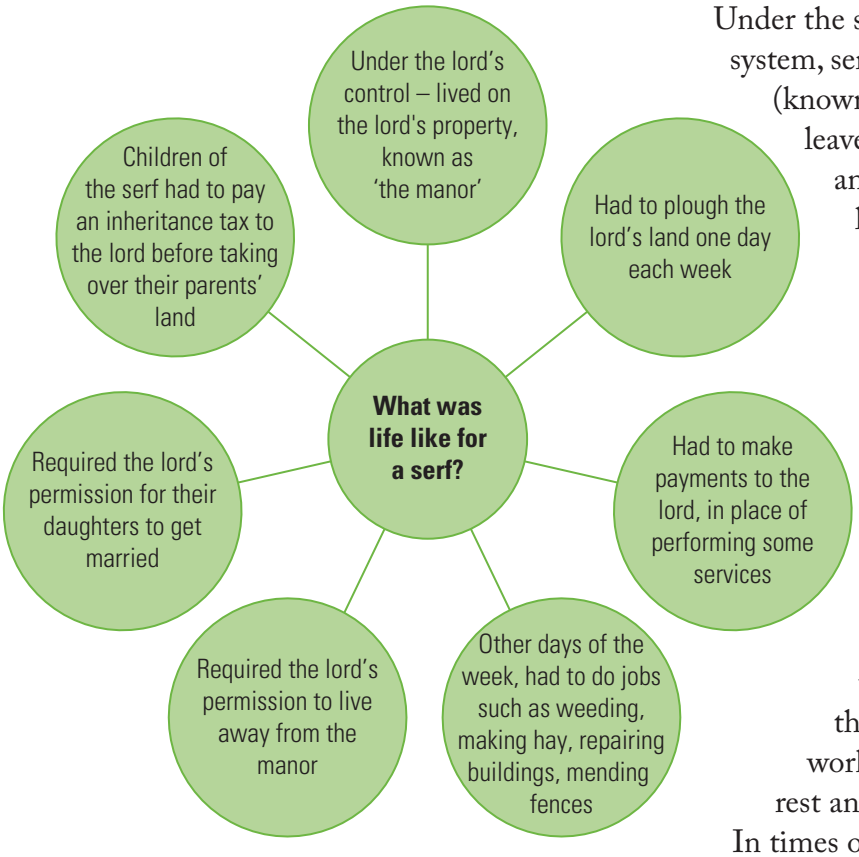
RESPONDING TO THE SOURCES – 1.15

1 **Examine** the image in Source 1.42. **Identify** which group of the feudal pyramid (refer to Source 1.16 if needed) this image represents. **Explain** what makes you say this.

2 **Explain** what you think may be occurring in the scene depicted in Source 1.42.

3 **Examine** the descriptions of the three 'orders,' or groups, in medieval society in Source 1.43. **Compare** life for a peasant (serf) to members of the nobility or the Church. Based on the information in these sources, **decide** whether or not medieval society was fair for all people involved.

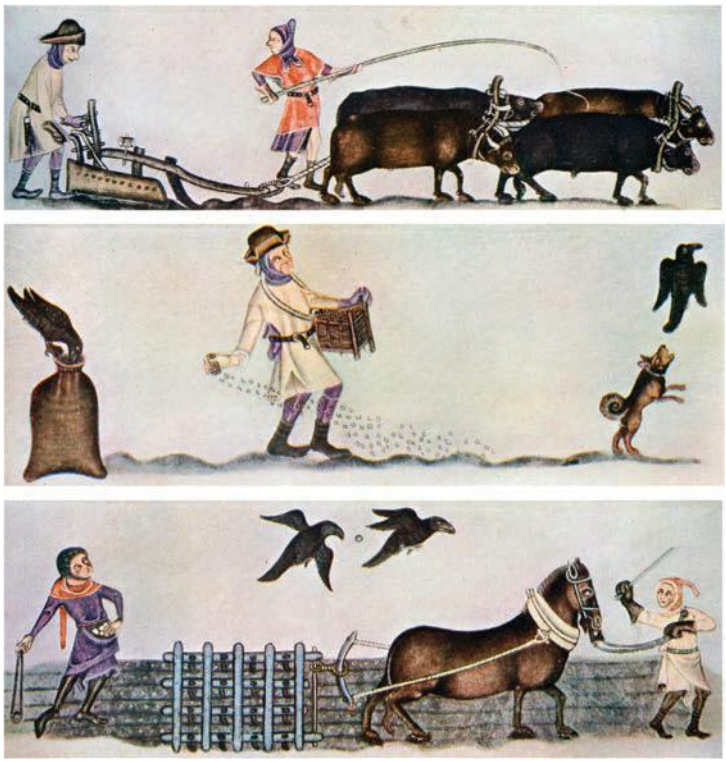
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▲ **Source 1.44** What life was like for a serf

Under the system known as the manor system, serfs were tied to their lord's land (known as the manor) for life, unable to leave the manor without permission, and were required to work for the lord of the manor who owned the land. It was a small step up from slavery. They were paid very little, if at all, but in return they were provided with food, shelter and protection.

For both serfs and freemen, daily life was hard. They worked in the fields all day, slept on dirt floors in the few clothes they owned, and shared their houses with the farm animals they tended. Peasant life was not all work; Sunday was reserved as a day of rest and worship, with some leisure time. In times of war, the peasants could be called upon by their lord to fight.



▲ **Source 1.45** Scenes of peasant life (ploughing, harrowing, and sowing) from an English medieval manuscript known as *The Luttrell Psalter*, created in c.1300–1340 CE by Sir Geoffrey Luttrell, lord of the manor of Irnham in Lincolnshire



▲ **Source 1.46** Scenes of peasant life (reaping, carrying and carting) from an English medieval manuscript known as *The Luttrell Psalter*, created in c.1300–1340 CE by Sir Geoffrey Luttrell, lord of the manor of Irnham in Lincolnshire

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It is the custom in England, as in other countries, for the nobility to have great power over the common people, who are their serfs. This means that they are bound by law and custom to plough the fields of their masters, harvest the corn, gather it into barns, and separate the grain; they must also mow and carry home the hay, cut and collect wood, and perform all manner of tasks of this kind.

▲ **Source 1.47** A description written c.1395 CE by the French nobleman and historian Jean Froissart, describing the relationship between the nobility and the serfs in England. Froissart lived in England for many years and worked for the monarchy.

Why are those whom we call lords, masters over us? … they treat us like animals … They are dressed in velvet and furs, while we wear only cloth. They have wine, and spices and good bread, while we have rye bread and water. They have fine houses and manors, and we have to brave the wind and rain as we toil in the fields. It is by the sweat of our brows that they maintain their high state. We are called serfs, and we are beaten if we do not perform our task …

▲ **Source 1.48** A description of the condition of serfs in medieval England, from a 1395 CE speech by a priest named John Ball. In his speeches, John Ball attempted to raise awareness of social inequality.



◄ **Source 1.49** A woodcut made in c.1400–1522 CE, depicting German farmers and their lord

RESPONDING TO THE SOURCES – 1.16

1 **Analyse** and **evaluate** Sources 1.45 to 1.49 to complete the table below.

Source	Describe the source – What is it? Who is it by? When was it created?	Analyse – What does it say or show?	Evaluate – What impression does it give of what daily life was like for peasants in medieval Europe?
1.45			
1.46			
1.47			
1.48			
1.49			

2 **Develop** a paragraph in response to the question: 'What was life like for peasants in medieval Europe?' Try to refer to evidence from Sources 1.42 to 1.49 in your paragraph.

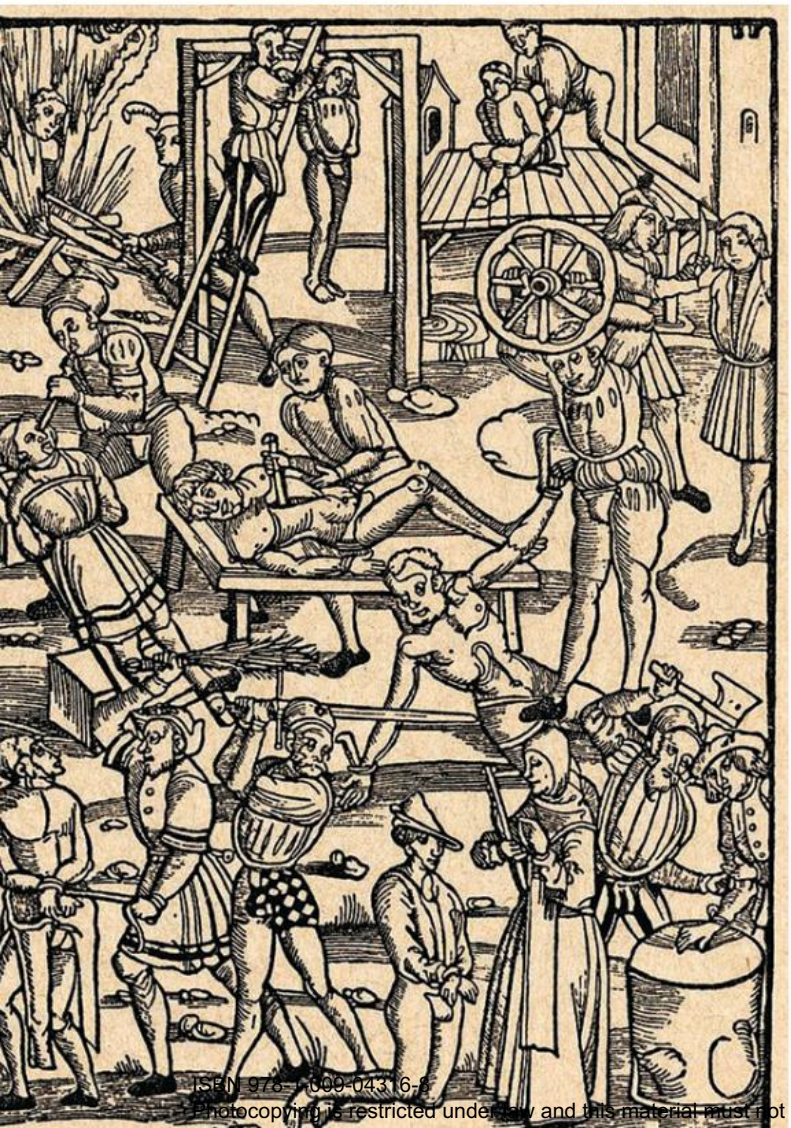
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MAKING THINKING VISIBLE 1.4

Colour – symbol – image

This thinking routine encourages you to distil ideas and present them in a new form, and to justify the reasons for your choices. It can be done on computer or on paper.

Colour	Symbol	Image
What colour best represents life for a peasant in medieval Europe? (place in the box below)	What symbol best represents life for a peasant in medieval Europe? (place in the box below)	What image best represents life for a peasant in medieval Europe? (place in the box below)
Why did you choose this colour?	Why did you choose this symbol?	Why did you choose this image?



REFLECTING ON YOUR LEARNING 1.3

Reflect on what you have learned in this section:

1. Based on the information and sources 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 was life like for people in medieval society?'
2. **Explain** how the information and sources in this section contribute to answering your overall inquiry question: 'How should the civilisation of medieval Europe be remembered?'

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

◄ **Source 1.50** A twentieth-century CE artist's representation of types of punishment used in medieval Europe. How many forms of punishment can you identify in this image?

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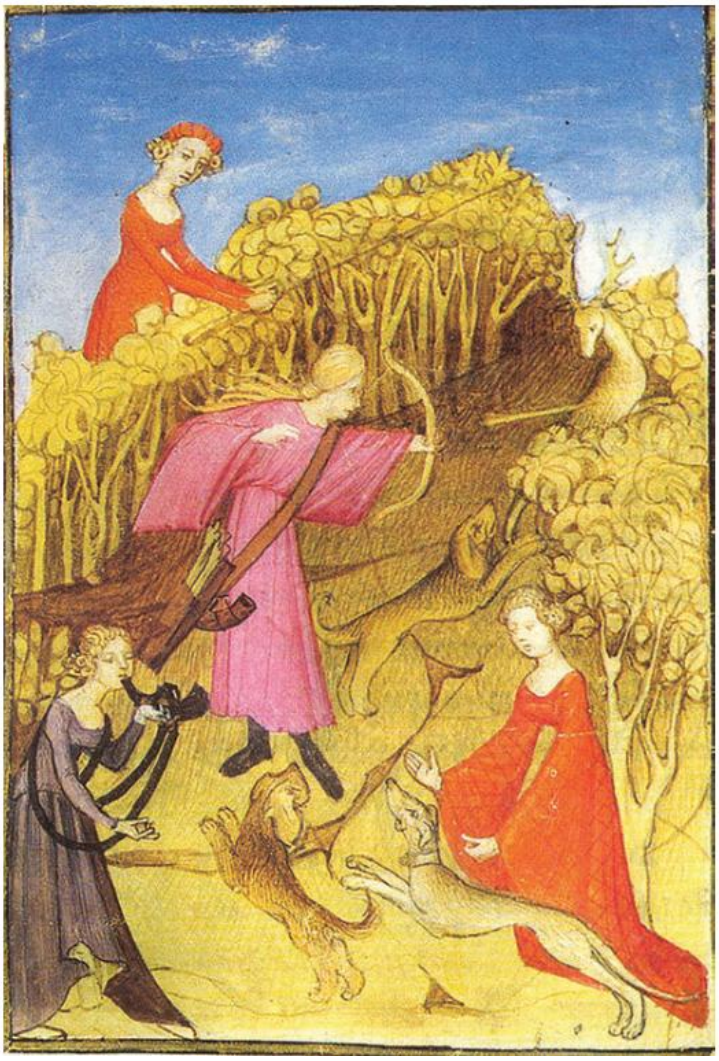
1.4 What was life like for women in medieval society?

FOCUS QUESTIONS

- What was life like for noble and peasant women?
- What kind of occupations could women perform?
- When did medieval women marry?
- How did religious beliefs affect attitudes towards women?

What was life like for noble women?

For women of the medieval era, their quality of life depended heavily on their place in the feudal pyramid. Women who married nobility would have a range of responsibilities as 'Lady of the Manor', managing the large household, including the kitchens, the farms and the castle. She had to check the bakehouse to oversee the baking of bread, beer, butter and cheese. She had to manage the house staff to ensure there was enough food to last through the winter. As noble women had servants to look after their children and perform domestic duties such as cleaning and cooking, they had more leisure time than other women and could partake in activities such as hunting, dancing, listening to music and playing games such as chess.



◄ **Source 1.51** A medieval illustration, created c.1407 CE, depicting women hunting in the French countryside



▲ **Source 1.52** A painting called *Masquerade at the French Court* depicting a marriage celebration in 1393 CE organised by the queen of France, Isabeau of Bavaria, for one of her ladies-in-waiting

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▲ **Source 1.53** A painting depicting a jousting tournament in c.1350 CE, showing noblewomen spectating from the stands



TABLE SERVICE OF A LADY OF QUALITY.
Fac-simile of a miniature from the *Romance of Renaud de Montauban*, a ms. of fifteenth century. Bibl. de l'Arsenal.

▲ **Source 1.54** A later copy of an image from a fifteenth-century manuscript titled *Romance de Renaud de Montauban* depicting a noblewoman and members of her household being waited on by their servants

RESPONDING TO THE SOURCES – 1.17

Describe the type of lifestyle that the women depicted in Sources 1.51 to 1.54 appear to have experienced.

What was life like for peasant women?

Peasant women were required to care for their children, prepare food for the family, sew clothes, and care for the household's animals and livestock. During the harvest and busy times of the year, women laboured alongside the men, ploughing fields, tending to animals and harvesting grain.



◄ **Source 1.55** An image of medieval women embroidering (decorating) fabrics, taken from a manuscript called *De Claris Mulieribus* by Giovanni Boccaccio in c.1361 CE



▲ **Source 1.56** A thirteenth-century illustration of a peasant woman milking a cow

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First in the morning, when you wake up … sweep your house, tidy up your dish-board, and set all things in good order within your house: milk your cow, suckle your calves, strain the milk, wake up your children, organise them, make your husband's breakfast, dinner, supper, and for your children and servants, and take your place with them …

You must make butter, and cheese, feed your pigs both morning and evening, feed the chickens in the morning …

It is convenient for a husband to have sheep of his own, for many purposes, and then may his wife use some of the wool, to make her husband and herself some clothes …

It is a wife's occupation to prepare corn, to make malt, to wash and wring, to make hay, shear grain, and when needed to help her husband to fill the muck cart or dung cart, drive the plough, to load hay, corn and so on. And to go or ride to market, to sell butter, cheese, milk, eggs, chickens, capons, hens, pigs, geese, and all manner of grain. And also, to buy everything necessary for the household, and to account for the cost of everything to her husband, what she has received, and what she has paid.

▲ **Source 1.57** A description of the work of a farmer's wife in medieval times, translated into modern English from a book called the *Book of Husbandry* by Anthony Fitzherbert, written c.1534 CE

Margery, the widow, holds 24 acres and she pays 3s every year ... From Michaelmas to the Feast of St Peter she must plough half an acre every week ... And from the Feast of St John the Baptist until August she must perform manual service 3 days every week ... She shall mow the lord's meadow for at least 4 days ... And she must lift the lord's hay for at least 4 days ... She shall weed 2 days ... And from the Feast of St Peter until Michaelmas she must perform manual service with a man 5 days a week ... And furthermore, she performs 8 boon works in autumn ... And she must plough one day, fed by the master with half a plough … And she shall give eggs at Easter at will.

▲ **Source 1.58** An extract from the records of a manor at Frocester, England, c.1266 CE, describing the work a widowed woman was required to do for the lord of the manor

RESPONDING TO THE SOURCES – 1.18

1 Using the information from Sources 1.55 to 1.58, **identify** five tasks that were performed by peasant women in medieval Europe.
2 **Describe** the type of lifestyle that the women depicted in Sources 1.56, 1.57 and 1.58 appear to have experienced. Support your answer with evidence from the sources.

What kind of occupations could women perform?

Women in larger towns were known to take on jobs such as opening a shop or a market stall without permission from their husbands. Evidence has been found in the taxation records of Paris in the thirteenth century that women worked in many trades, as schoolteachers and doctors, as chemists and in the arts. Some women rose to powerful positions in the Church as **abbesses** of convents.

abbess female head in charge of a community of nuns in a convent or nunnery

A professional woman who rose to great prominence in medieval Europe was the writer Christine de Pizan. Born in Italy, de Pizan spent most of her life in France, where she forged a career as a writer of romantic ballads, literary critiques, poetry, biography and social commentary, including her famous *City of Ladies*.

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Her works, which critiqued the **patriarchy** of her time and engaged with issues of women's oppression, women's accomplishments and women's rights, are seen by some to be among the earliest known examples of feminist writings. De Pizan also has the distinction of being the first known woman of the medieval period to earn a living entirely from writing.

> Should I also tell you whether a woman's nature is clever and quick enough to learn speculative sciences as well as to discover them, and likewise the manual arts? I assure you that women are equally well-suited and skilled to carry them out and to put them to sophisticated use once they have learned them.

▲ **Source 1.59** An excerpt from a speech from a fifteenth-century book called *Book of the City of Ladies*, by Christine de Pizan, a poet at the court of Charles VI of France



▲ **Source 1.60** An illustration from a medieval manuscript from c.1413 CE depicting the French poet Christine de Pizan giving a lecture to a group of men

RESPONDING TO THE SOURCES – 1.19

1 **Interpret** the main idea of Christine de Pizan's speech in Source 1.59. **Explain** how she perceives the place of women in medieval society in comparison to men.

2 **Describe** the type of work that Christine de Pizan appears to be performing in Source 1.60. **Explain** whether or not you think this might have been a common profession for a woman in medieval times.

When did medieval women marry?

patriarchy a system of society or government controlled by men

subordinate of a lower status or position

aristocrat member of nobility (like the Royal Family in Britain)

Growing up, girls from noble as well as non-noble families were **subordinate** to their fathers and once married, they followed the orders of their husbands. If their husband was cruel and beat them, they were unable to complain. Most marriages for **aristocratic** women were arranged early in infancy and they were married by the time they were 12 or 14 years old. Women who were not married by their teenage years would likely have been expected to become nuns and live the rest of their life in a religious convent.

Women were encouraged to produce as many children as possible and by the age of 25, they might have had as many as five children, though it is likely that not all of them would have survived. Childbirth was quite a dangerous experience, being a common cause of death among women. Complications during birth that are easily fixed today were much more likely to be fatal in medieval times.

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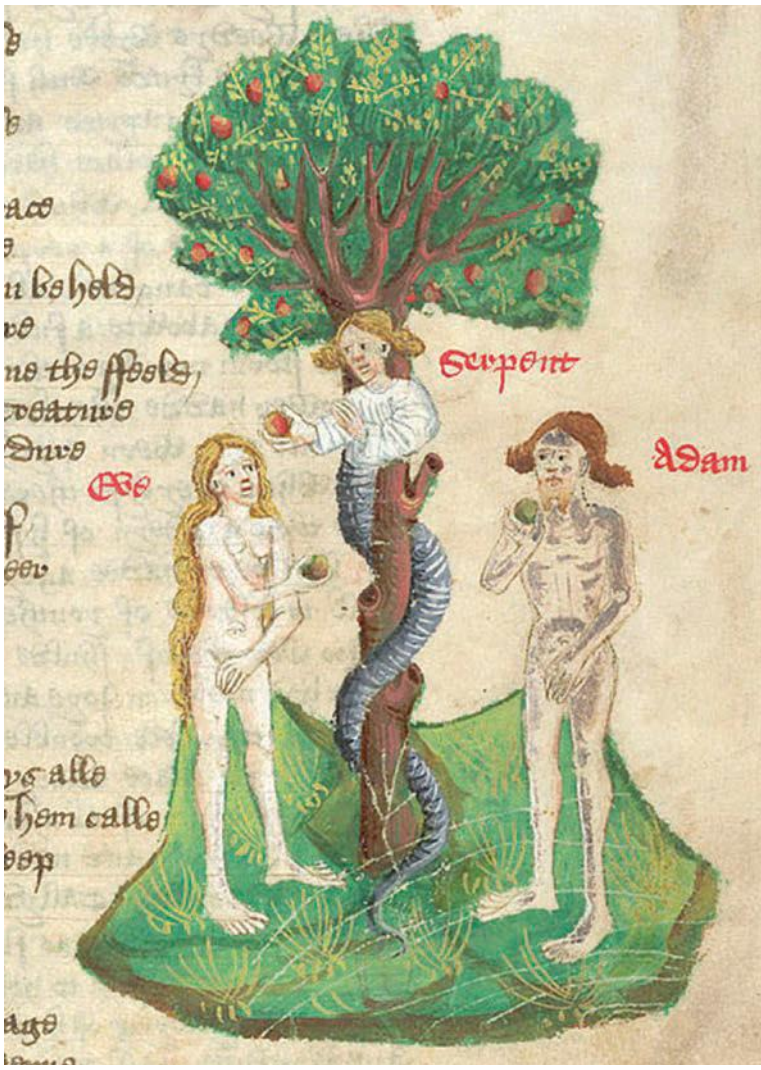
How did religious beliefs affect attitudes towards women?

Much of this attitude towards women was due to an interpretation of some passages in the **Bible** that emphasised the authority and superiority of men over women. An early passage in the Bible tells the story of the first man and woman, Adam and Eve, who God is said to have put on Earth. Eve tempts Adam to defy God's wishes, and both are punished as a result. It is easy to see that despite the important work or status of women in the medieval world, biblical texts and men's attitudes towards them were supported by the all-powerful Church to ensure they remained second-class citizens.

Bible collection of sacred writings of the Christian religion

> Of Mother Eve who, by her wickedness,
> First brought mankind to all his wretchedness,
> For which Lord Jesus Christ himself was slain,
> who, with his heart's blood, saved us thus again.
> Lo here, expressly of woman, may you find
> That woman was the ruin of mankind.

▲ **Source 1.61** Chaucer's *The Wife of Bath's Prologue*, written in c.1386 CE, sums up common attitudes to women in the medieval period.

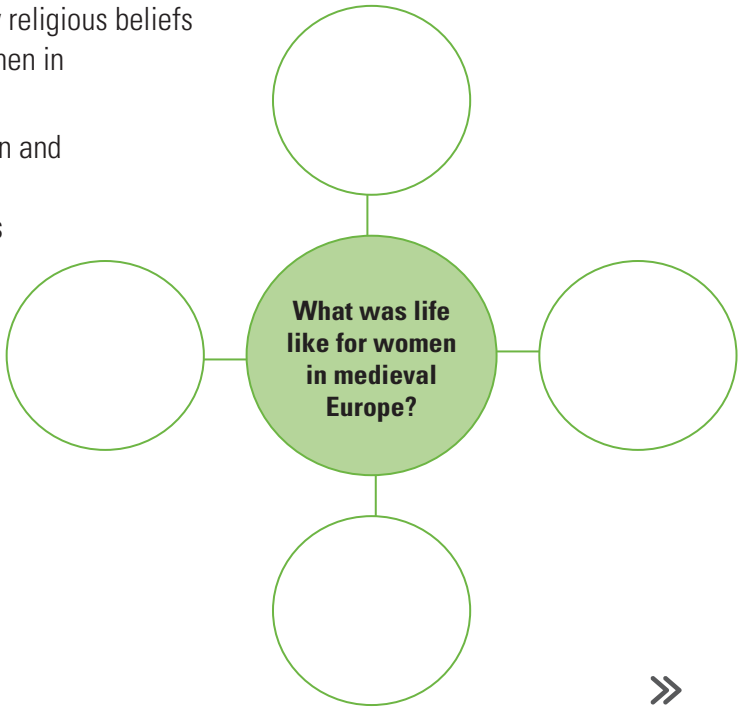


▲ **Source 1.62** An image from a medieval manuscript called *The Fall of Princes*, created by a Benedictine monk named John Lydgate in c.1431–1438 CE

RESPONDING TO THE SOURCES – 1.20

1 Use Sources 1.61 and 1.62 to **explain** how religious beliefs might have affected society's views of women in medieval Europe.

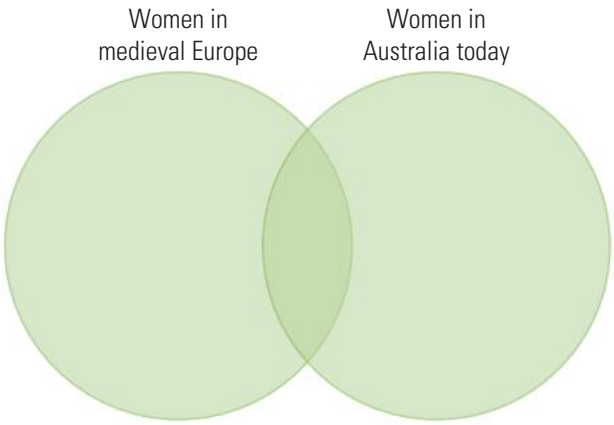
2 In pairs or small groups, use the information and sources from this section to **create** a mind map to respond to the question: 'What was life like for women in medieval Europe?'



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3 **Compare** the experience of women in medieval Europe with women in Australia today. **Identify** the similarities and differences. **Create** a Venn diagram to represent your ideas.



MAKING THINKING VISIBLE 1.5

Headlines routine

This routine draws on the idea of newspaper-type headlines as a vehicle for summing up and capturing the essence of an event, idea, concept, topic, etc. It can be done on computer or on paper.

1 Write a headline for a medieval European magazine/newspaper article that captures the most important aspect of what life was like for a woman. Once finished, share these headlines with a partner, then with your class.

You may wish to use one of the two online headline-generating tools below to bring your headlines to life. Take a screen clip or save the image to your class notes.

Website tool 1: https://cambridge.edu.au/redirect/9589

Website tool 2: https://cambridge.edu.au/redirect/9590

2 If you wish to extend yourself further, **create** the front cover of the magazine/newspaper article on life for women in medieval Europe. Your front cover should include:

- Your headline
- An image
- Three interesting dot points identifying key features of life for women in medieval Europe.

REFLECTING ON YOUR LEARNING 1.4

Reflect on what you have learned in this section:

1 Based on the information and sources 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 was life like for women in medieval society?'

2 **Explain** how the information and sources in this section contribute to answering your overall inquiry question: 'How should the civilisation of medieval Europe be remembered?'

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



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1.5 What effect did religion have on the lives of people in medieval Europe?

FOCUS QUESTIONS

- How powerful was the Church in medieval Europe?
- How were ordinary people's lives affected by the presence of the Church in medieval society?
- What was life like for a medieval monk or nun?

How powerful was the Church in medieval Europe?

The Christian Church enjoyed a special place in the feudal order of medieval society. Most medieval kings and queens claimed their throne by **divine right**, which meant God had specifically chosen them. The belief in God and the Christian faith went from the top to the bottom of society and guided almost every aspect of medieval life. From kings to peasants, the desire to live a **pious** and good life according to Christian teachings was driven by the need to get into heaven after death.

divine right the idea that kings derive their right to rule directly from God and do not have to answer to those below them

pious lives a devoutly religious life

heretic Christian who promoted religious opinions or teachings at odds with the official Church teachings

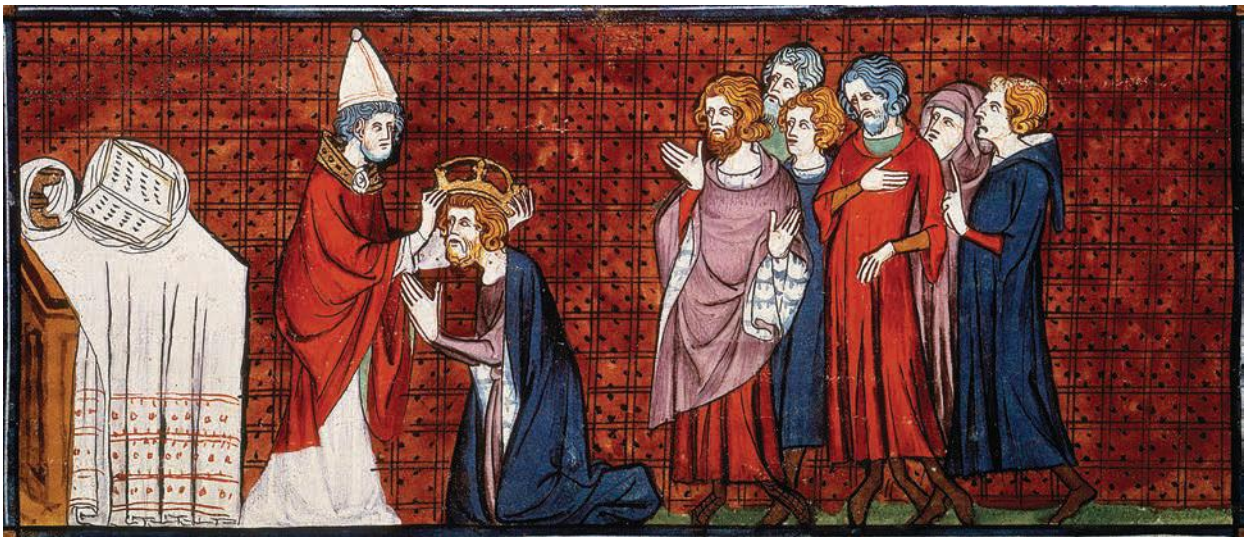
The Church and religion were everywhere, and the Church's authority went beyond the boundaries set by kings and countries. Such was its power that in 1041 CE, in an era of almost constant war between small feudal states, the Church enforced the 'Truce of God' that banned fighting from Thursday to Sunday. Anyone who broke this rule would be banned from practising religion, and given that religion guided the lives of everyone in the feudal society, few dared to risk a trip to hell rather than heaven. Those who did not obey the laws of the Church or dared challenge it could be labelled a '**heretic**' and brutally punished. From the eleventh century on, thousands of people were burned at the stake as heretics, in groups of as many as 200 at a time.

The leadership of the Church, headed by the pope, was often wealthier and more powerful than most European kings. They were exempt from most royal taxes, and owned a significant percentage of land across Europe that they operated under the feudal system, with peasants providing free labour. Pope Innocent III was so powerful that he advised several European kings on how to run their own affairs, arranged marriages between the children of various monarchs, and forced separations of these when they didn't suit him! This kind of power and authority meant that the teachings of the Church were the same no matter where one travelled in Europe. A priest could conduct a religious service, known as Mass, in any country and it would be understood.

▼ **Source 1.63** A copy of a medieval depiction from c.875 CE of King Charles the Bald on his throne



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▲ **Source 1.64** A fourteenth-century illustration from a medieval manuscript called *The Grandes Chroniques de France* depicting the Frankish King Charlemagne being crowned 'Emperor of the Romans' by Pope Leo III in 800 CE

RESPONDING TO THE SOURCES – 1.21

1 **Interpret** the meaning of the hand that appears at the top of Source 1.63. **Identify** whose hand this was meant to be. **Describe** what message King Charles the Bald might have been trying to convey to those who saw this image.

2 **Analyse** how the figures in the foreground of Source 1.64 are depicted. **Describe** what the relationship between the two men appears to be. **Consider** their relative body language and physical posture in your response.

3 **Explain** how the image in Source 1.64 might provide an insight into the relationship between the monarchy and the Church in medieval Europe from 800 CE on.

4 **Identify** one quality or feature of the image in Source 1.64 that makes you think it should be considered a reliable historical source for the relationship between the Church and the monarchy in medieval Europe from 800 CE on.

5 **Identify** one quality or feature of the image in Source 1.64 that might reduce or limit its reliability as a historical source for the relationship between the Church and monarchy from 800 CE on.

How were ordinary people's lives affected by the presence of the Church in medieval society?

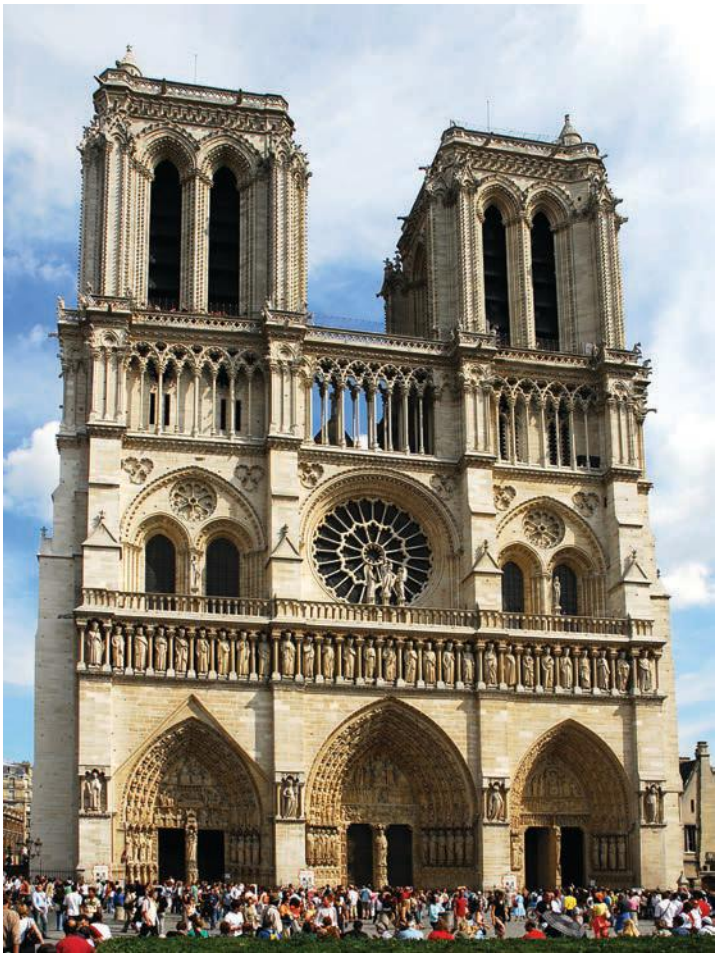
The clergy were important members of medieval society. The clergy included the bishop who led religious practice in the large **cathedrals**, and the monks, nuns and priests who helped the poor. In most medieval societies, the clergy were divided into upper and lower categories. The upper clergy were usually the sons of wealthy nobles and they enjoyed an extremely comfortable life as the leaders of large churches and congregations. The highest members of the clergy were in close contact with the king and nobility. The lower clergy, such as priests, did the most important work in the village, working face to face with the peasants, the poor and the downtrodden, helping them in their daily lives, baptising babies, marrying young lovers, tending to the sick and burying the dead.

cathedral large church and place of worship, which was presided over by a bishop; usually in the centre of town to remind the townsfolk of the power of religion

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RESPONDING TO THE SOURCE – 1.22

The building shown in Source 1.65 is the Cathedral of Notre-Dame de Paris, which was completed in c.1260 CE. **Explain** how the presence of church buildings such as this around medieval Europe might have reinforced the power and status of the Church.



▲ **Source 1.65** A present-day photograph of the cathedral of Notre-Dame de Paris, which was completed in around 1260 CE

tithe one-tenth of annual produce or earnings, paid as a tax for the support of the Church and clergy

pilgrimage journey to a sacred place, undertaken by a person as an act of religious devotion

Holy Land region between the Jordan River and Mediterranean Sea, known today as Israel and Palestine, that includes the city of Jerusalem and is of central importance to Christianity, Judaism and Islam

relic either some part of the physical remains (a body part) of a saint, or the personal possessions of a saint, preserved and displayed in a church for the purpose of veneration

Priests were not allowed to marry and were expected to devote their lives to God. In times of war, they blessed the soldiers before battle and tended their wounds. They were usually the only members of the village that could read and write, so they spent considerable time reading the Christian Bible and explaining its teachings to the community. For the peasants who worked six days out of seven, priests provided education, inspiration and a connection to the outside world. Priests also had the power to forgive people's sins so they could get to heaven.

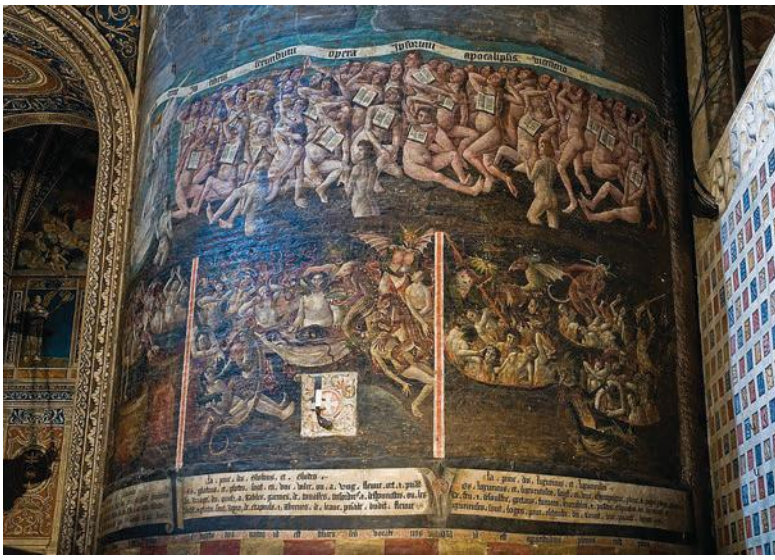
Peasants were required to pay a **tithe** to the Church. This was a tax, normally in produce, of one tenth of whatever the peasant produced on their own land. Peasants were made to believe that a failure to pay these tithes would prevent their souls from going to heaven when they died. Given that the Church did not then need to pay this tax to the king, this contributed to the Church's wealth.

In medieval times, people believed that they might have their sins forgiven, or their illnesses cured, by undertaking a **pilgrimage** to a holy site known as a shrine. Depending on the dedication of the pilgrim, these pilgrimages might be to a nearby shrine or as far away as the **Holy Land**. In addition to the Holy Land, popular destinations for medieval pilgrims included the tomb of Thomas Becket at Canterbury Cathedral in England and the Cathedral of Santiago de Compostela in Spain. Upon arriving at these pilgrimage sites, pilgrims may have had the opportunity to see or even touch a religious **relic** held there, such as the bones or clothes of a saint. This was believed to bring the pilgrim closer to God and improve their chance of going to heaven.

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▲ **Source 1.66** A painting known as a 'Doom Painting', from the twelfth century CE, showing the purgatorial ladder, or *Ladder of Souls*. This painting is on the wall of the Church of St Peter and Paul, in Chaldon, Surrey, England.



▲ **Source 1.67** A fifteenth-century CE fresco depicting *The Saved at the Last Judgement*, from the walls of the Cathedral of Saint Cecilia, Albi, France



▲ **Source 1.68** An image created around the fourteenth and fifteenth centuries CE, possibly depicting the punishment of heretics known as Cathars in southern France

Christians who disagreed with the orthodox, or traditional, teachings of the Church and who tried to spread their own ideas about Christianity could be labelled heretics and **excommunicated** from the Church. This would result in them being cut off from their communities and denied the possibility of going to heaven. In more extreme cases, they could be physically punished or killed.

excommunicate to be officially excluded from the Church and its sacraments

RESPONDING TO THE SOURCES – 1.23

1 With a partner, **discuss** the following questions in relation to the paintings shown in Sources 1.66 and 1.67.

   a What details do you see or notice?

   b What do you think is occurring?

   c What do these paintings make you wonder?

2 Now, meet up with another pair in the class and share your ideas.

3 **Interpret** what the creators of Sources 1.66 and 1.67 might have thought the afterlife, or 'Judgement Day', would be like. **Propose** how images such as these might have affected the actions and behaviour of the people who saw them.

»

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»

4 **Examine** the scene shown in Source 1.68. **Explain** why the Church might have chosen such a severe punishment for heresy.

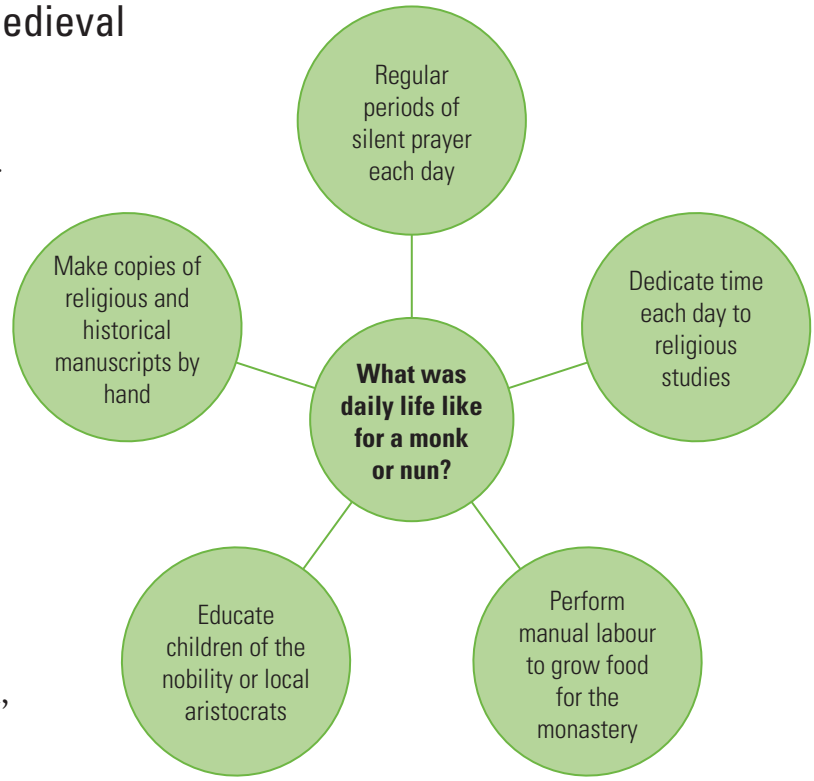
5 **Consider** whether people's religious beliefs in medieval Europe would have increased or decreased the Church's status and its influence in medieval society. **Explain** what makes you say this.

6 Extension activity: **Conduct** some research into the 'Cathar heresy' and **create** a mind map or short paragraph to demonstrate your understanding of the key ideas. Areas for investigation might include:

- Where and when the Cathars existed and what their key beliefs were.
- Why the Cathars' beliefs and actions were considered heretical.
- How the Church punished the Cathars.
- Why this should be seen as a significant event in the history of medieval Europe.

What was life like for a medieval monk or nun?

Monks and nuns were religious scholars who had dedicated their lives to God and who lived in monasteries. Becoming a monk or nun was a desirable career path for many young people in medieval society, and not just because they felt a strong sense of piety and devotion to God. Other reasons why young men and women may have become monks or nuns was because it was a stable and respected career choice, where a person could gain an education, do charitable work, and live a comfortable life with above average accommodation and food. Monks were known as 'brothers' and were led by an **abbot**. Women who joined the monastic life as a nun in a monastery (also sometimes called a nunnery) were led by an abbess. The abbots and abbesses were highly respected in medieval society and often enjoyed an equal status to the nobility.



▲ **Source 1.69** Diagram showing some of the tasks that would be performed each day by medieval monks and nuns

abbot head of a monastery

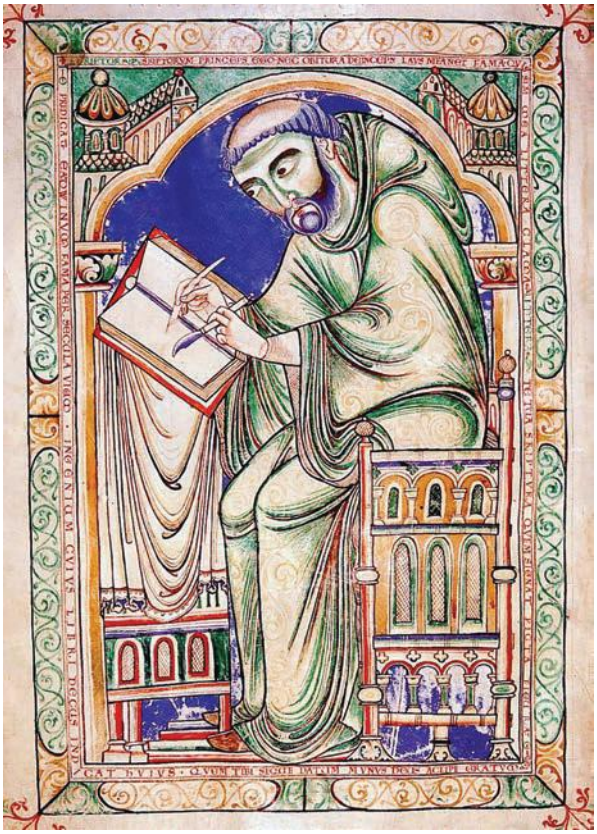
Monasteries were self-sufficient and often very wealthy. They were financially supported by donations and by the income from the land owned by the monastery. Some of the men and women who joined monasteries were from very wealthy backgrounds and were required to make a sizeable donation to the monastery upon joining.

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Unlike the monastery they had joined, the monks and nuns themselves were expected to be very poor and to give up most of their possessions. Monks shaved the tops of their heads and had just a few items of simple clothing, including their distinctive monastic robes. Monks and nuns spent almost all their daily life within the walls of the monastery, often working, praying and reading in silence. Monasteries performed a range of services for their communities, including founding and operating hospitals and orphanages, serving the poor and teaching the youth.

Monks and nuns also made important contributions to preserving knowledge by making copies of books on history and religious topics. Much of what we know about the medieval period can be learned from these books, known as illuminated manuscripts. These copies were made in a part of the monastery called the scriptorium and were 'illuminated' using gold and silver within the text and illustrations. Using techniques borrowed from scholars in the Middle East, monks and nuns created each of these books by hand. Each page took hours, or sometimes even days or weeks, to create. These books remained the dominant source of information in Europe until Johannes Gutenberg invented the printing press in 1440 CE. The press allowed information to be mass-produced, and the world began to learn about itself at a rapidly increasing pace.

Recent research has challenged the belief that only monks contributed to the production of medieval manuscripts, with many examples of manuscripts produced by nuns and other women being identified, particularly in Germany and Austria. One prominent nun from Germany who contributed to numerous manuscripts was Sibylla von Bondorf (c.1440–1525 CE), who is believed to be responsible for nearly 200 full-page manuscript illustrations. The German abbess Hildegard von Bingen (c.1098–1179 CE) is famous for having written a range of scientific, medicinal and theological medieval texts as well as many liturgical songs.



▲ **Source 1.70** An image from a medieval manuscript known as the *Eadwine Psalter*, created c.1155 CE, depicting an English monk named Eadwine



▲ **Source 1.71** An illuminated page from a medieval manuscript from c.1492 CE, depicting monks from the Company of Mercy of Genoa

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▲ **Source 1.72** An image from a thirteenth-century CE manuscript from Germany called the *Exposition of the Apocalypse*, showing medieval monks at work

RESPONDING TO THE SOURCES – 1.24

1 Illuminated manuscripts provide us with an insight into many aspects of life in medieval Europe, including the lives and roles of monks and nuns in medieval society. **Analyse** and **evaluate** Sources 1.70 to 1.72 to complete the table below.

Source	Describe the source – What is it? When was it created?	Analyse – What does it show? What impression might it give of the lives or roles of monks and nuns?	Evaluate – How does this support the view that medieval monks and nuns made valuable contributions to their communities?
1.70			
1.71			
1.72			

2 The text or font often used in the creation of illuminated manuscripts is known as 'blackletter' or 'Gothic script'. Search online for 'blackletter' to find an example alphabet and try to write your own name in blackletter. With a partner, **discuss** how fonts and writing styles have changed today.

MAKING THINKING VISIBLE 1.6

Generate–sort–connect–elaborate

This is a routine for organising your understanding of a topic through concept mapping.

With a partner, consider the following question: 'Why was the Church so influential in medieval Europe?'

Review and **reflect on** what you have learned about the features of the Church in medieval Europe in this section and in other sections from this chapter. You may conduct additional research if you wish.

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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 1.5

Reflect on what you have learned in this section:

1. Based on the information and sources 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 religion have on the lives of people in medieval Europe?'
2. **Explain** how the information and sources in this section contribute to answering your overall inquiry question: 'How should the civilisation of medieval Europe be remembered?'

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

1.6 What was warfare like in medieval Europe?

FOCUS QUESTIONS

- How prevalent was warfare in medieval Europe?
- How did the technology and strategies used in medieval warfare develop over time?
- What role did castles play in warfare in medieval Europe?
- How did medieval military technology and strategies develop in response to castles?

How prevalent was warfare in medieval Europe?

Warfare was a consistent feature of life in medieval Europe, as feudal lords constantly battled for control over territory. One such war, known as 'The Hundred Years' War' (1337–1453 CE), was fought between England and France over a period of 116 years and had a significant impact on the lives of all involved. It was not a continuous war, but a series of wars and battles between the two monarchies of England and France that stretched over a century. As the leaders of England and France fought for control of France, the French peasants suffered from the English tactics of raiding the French coast and its towns, targeting the peasants in violent raids, as it was they who paid the most tax to the French crown. The reasoning behind these attacks was that if the French monarchy had less money, the English would have a better chance of winning. It is estimated that 500 villages, castles and towns were attacked during this time.

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Developments in military technology and weaponry, including castles, missile weapons, artillery, armour and gunpowder, also shaped people's experiences of war significantly throughout this period. One prominent example is the development of the English longbow and its effectiveness at the Battle of Agincourt in 1415 CE. The English King Henry V, with an army of nearly 80 per cent longbowmen, defeated the numerically superior French, showing the importance of technology and military tactics in warfare.

As you read through the following information in this section, consider what life would have been like for those involved in medieval warfare, and how their experiences were shaped by their beliefs as well as by evolving technology and tactics.

MAKING THINKING VISIBLE 1.7

See, think, wonder

This routine encourages you to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry.

Examine the image of the fortified city of Carcassonne in Source 1.73. Then **discuss** your answers to each of the following questions with a partner:

1. What do you see (or notice) in this image?
2. What does this image make you think life for the people living in Carcassonne may have been like? What does it suggest about the nature of warfare in medieval life?
3. What does this image make you wonder? What questions do you have?

How did the technology and strategies used in medieval warfare develop over time?

A knight's armour

In the open field of battle, a knight with his horse were deadly opponents to face. They were an essential tactic of war as a massed charge of 100 or more armoured fighters on their horses was difficult to defend against. At full speed, they could simply charge through defending lines of foot soldiers and create chaos as they sliced and slashed enemies from above. Over time, the quality of armour worn by a knight improved and was more intricately decorated.

▼ **Source 1.73** Most of the fortifications of the medieval French fortified city of Carcassonne were probably present by c.1230 CE.



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▲ **Source 1.74** A medieval suit of armour from Italy, c.1450 CE

A full body of heavy steel armour pieces covered the knight from head to toe. Only the smallest hole existed in the helmet for the knight to see out, otherwise there were almost no exposed areas of skin so that no well-swung sword or well-aimed arrow could harm him. For a knight to engage in hand-to-hand combat in battle, he needed to dismount from his horse to get in close to the enemy, weapons in hand.



▲ **Source 1.75** An image depicting the 1382 CE Battle of Beverhoutsveld, in Belgium, from *The Chronicles of Jean Froissart* written in the fourteenth century CE

RESPONDING TO THE SOURCES – 1.25

1 **Analyse** the image of a suit of armour shown in Source 1.74. Use the table below to **compare** the advantages and disadvantages of the use of knightly armour on the battlefield.

Advantages of fighting in a knight's armour	Disadvantages of fighting in a knight's armour

2 **Describe** what problems a knight might encounter if they fell off their horse.

3 **Evaluate** the scene depicted in Source 1.75. **Select** five words to describe your impression of medieval warfare based on this image. **Compare** and **explain** your responses with a partner.

4 Extension: **Conduct** some research into the use of armour by the military or police forces in Europe today. **Compare** the similarities and differences between medieval and modern protective clothing. **Decide** whether or not armour is still relevant.

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The longbow

The longbow was the most lethal killing machine of the medieval era. A simple bow and arrow had long been tools of hunting and war and can be traced back to the ancient Egyptians. In medieval warfare, almost all armies used a medium-sized bow and arrow that was slightly over a metre in length, and when used in battle, a few hundred or a few thousand archers would position themselves behind the foot soldiers and fire arrows on the enemy. A skilled archer could fire only a few arrows per minute. In the mid-1200s, archery became a national sport in England, and by law, archery was the only sport that could be practised on Sundays. As a result, the English became renowned for their skill. The development of the longbow, a 1.8-metre-tall bow that was much larger than a standard bow, was crucial in English warfare. What made it different was that it could be fired at a much faster rate and with larger arrows that could pierce the armour worn by the enemy from at least 200 metres away. In addition to this, the thousands of trained archers in the English population became a central part of the battle strategy.

At the Battle of Crécy on 26 August 1346 CE, the longbow proved its place in English military history. The Battle of Crécy was one of the early battles in the long period of conflict between the fierce enemies of England and France, known as the 'Hundred Years War'. In this battle, the French army attempted to use crossbowmen from Genoa (known as the Genoese) in battle. However, they were faced with the might of the English longbows. The English army of between 7000 to 15 000 soldiers was vastly outnumbered by between 20 000 to 30 000 French soldiers and knights. The English retreated to a position that forced the French army to squeeze through a narrow patch of wet landscape. With the French closely packed together in their advance, the English longbowmen, high up on a hill, rained thousands upon thousands of arrows down on the much larger army. It was a massacre. Contemporary historians dispute the exact number of losses, but all agree it was a definitive victory for the English. By the end of the battle, one source claims 14 000 French soldiers, including 1500 knights, had been killed for the loss of just 200 to 300 English soldiers.

The crossbow

The crossbow evolved from the bow and arrow and served as the invention that came before the rifle. It was essentially a bow attached to a piece of wood that could be held horizontally and fired from the shoulder. The advantage of the crossbow was that it was easy to use and did not require a lot of training. The only problem was that it was slow to load. A crossbowman had to place it on the ground and use a series of tools to pull the string back and load the next arrow. However, once armed, it was deadly and dangerous. At close range, it could pierce the armour of a knight, which caused havoc for feudal society. On a battlefield where crossbows appeared, no one was safe. It was so deadly that in 1096 CE, Pope Urban II banned its use against other Christians during war, which meant, of course, any non-Christian was fair game.



▲ **Source 1.76** An image from a fourteenth-century CE manuscript depicting the Battle of Crécy on 26 August 1346 CE between the French and the English forces

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French chronicler Jean Froissart (c.1337–1405 CE) described how the Battle of Crécy unfolded (see Source 1.77).

As soon as the King of France came in sight of the English his blood began to boil, and he cried out to his marshals, 'Order the Genoese forward, and begin the battle, in the name of God and St. Denis!'

There were about fifteen thousand Genoese crossbowmen; but they were quite fatigued, having marched on foot that day [thirty kilometres], completely armed and with their crossbows. They told the constable they were not in a fit condition to do any great things that day in battle … The English archers then advanced one step forward and shot their arrows with such force and quickness that it seemed as if it snowed. When the Genoese felt these arrows, which pierced their arms, heads and through their armour, some of them cut the strings of their crossbows, others flung them on the ground, and all turned about and retreated quite discomfited. The French had a large body of men-at-arms on horseback, richly dressed, to support the Genoese. The King of France, seeing them thus fall back, cried out, 'Kill me those scoundrels, for they stop up our road without any reason.' Then you should have seen the above-mentioned men-at-arms lay about them, killing all they could of these runaways. The English continued shooting as vigorously and quickly as before. Some of their arrows fell among the horsemen, who were sumptuously equipped, and, killing and wounding many, made them caper and fall among the Genoese, so that they were in such confusion they could never rally again.

▲ **Source 1.77** Jean Froissart's Chronicles covered the history of the period of the Hundred Years' War between England and France. His work was based on earlier writings by historians such as Jean le Bel. In this excerpt, Froissart provides an account of the 1346 CE Battle of Crécy.

RESPONDING TO THE SOURCES – 1.26

1 Use the table below to **compare** the strengths and limitations of longbows and crossbows.

Longbow strengths	Crossbow strengths
Longbow limitations	Crossbow limitations

2 Analyse Source 1.77 to **identify** the main reasons Froissart gives for why the French side lost the Battle of Crecy.

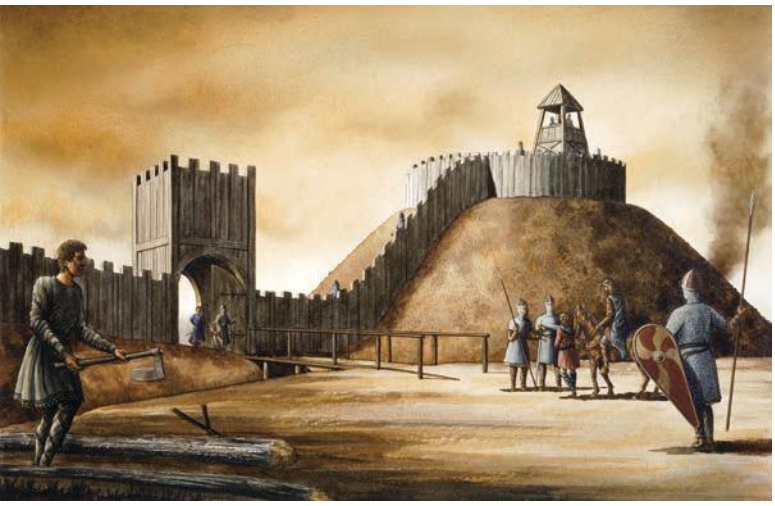
3 Both the longbow and crossbow were used at the Battle of Crecy in 1346 CE. Use the sources in this section as well as the other information provided to **explain** why the English, using the longbow as their main missile weaponry, were able to win this battle.

4 **Explain** how the introduction of the technologies of the longbow and crossbow may have changed the nature of warfare in medieval Europe. **Describe** how these technologies might have had long-term implications for medieval knights in particular.

What role did castles play in warfare in medieval Europe?

Castles were large stone buildings that sat at the centre of a noble's land. Usually at the top of the hill, above the village, the castle served two very important functions. It provided security in times of war and loomed as a large and imposing structure to remind everyone of the power and wealth of the noble. Fortified buildings have existed to protect populations since ancient times, but as they were

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▲ **Source 1.78** An artist's impression of a motte-and-bailey castle

incredibly difficult and expensive to build, they were often made of wood. The most common early form of a medieval castle was a motte-and-bailey, which housed the local population in an area known as the bailey, and the noble was protected by high walls on a tall mound of earth known as a motte. In times of trouble, the population could flee the bailey and defend against attack from the motte. The trouble was that wooden mottes were easy for attackers to burn down. Thus, stone castles were built.

Over the course of the medieval period, exposure to the mathematics and engineering of the Islamic world meant that castle technology in Europe improved. Stone castles were built because they could not be set on fire, and the strong structure made it hard to destroy, even in the face of rapidly improving medieval weaponry. Stone castles were extremely expensive to build, so the greater the castle, the greater the power of the noble who lived there. In the centre of the castle was the *keep*, which housed the noble and his family. The *keep* was a tall stone structure that had one room per level, strong walls and few windows. This was the safest place in the castle. An outer ring of guard towers and fortified walls surrounded the keep. Over time, castles within castles were built to house large populations, armies and knights. Windows became small slits in the wall that allowed archers to fire arrows at approaching armies.

Often the whole structure was surrounded by defensive earthworks in the form of a ditch, or a *moat*, a body of water that was deep enough to prevent horses from riding across. Given that few people knew how to swim, a moat was a decent second line of defence. To access the castle, the bridge across the moat contained a *drawbridge*, which could be pulled up and closed to prevent marauding enemies from getting any closer. In front of the drawbridge, many castles had a *barbican*, an exterior defensive structure that fortified the entrance to the castle through a series of walls and iron gates.



▲ **Source 1.79** Dover Castle is an example of a stone castle. It was built in the twelfth century and is the largest castle in England.



▲ **Source 1.80** Bodiam Castle, England, was built in 1385 CE and is surrounded by a water-filled moat.

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RESPONDING TO THE SOURCES – 1.27

1 **Compare** the castles shown in Sources 1.78 and 1.79. **Explain** how the castle shown in Source 1.79 would have been easier to defend than the one in Source 1.78.

2 **Examine** the features of the castles shown in Sources 1.79 and 1.80. **Create** a list of all the defensive features of each castle that you can identify. **Decide** which of these two castles you think would have been harder to successfully capture. **Explain** what makes you say this.

3 **Explain** how the presence of castles such as these might have helped local nobles to maintain their control over people in their region in medieval times.

4 Castles provided quite formidable defences against attack. With a partner, **discuss** what strategies or technology you think might have been effective in medieval times for an attacker who was trying to capture a castle.

How did medieval military technology and strategies develop in response to castles?

Sieges

While most battles took place staged in large fields, retreating armies often used their castles to fight off the enemy. Laying **siege** to a castle was a long-tried tactic of war. While the defending force took all of their food, supplies and surviving population inside the walls and locked the gate, the attacking force would wait outside and hopefully starve the castle's inhabitants out. When it came time to attack, several tactics were used.

Trebuchets

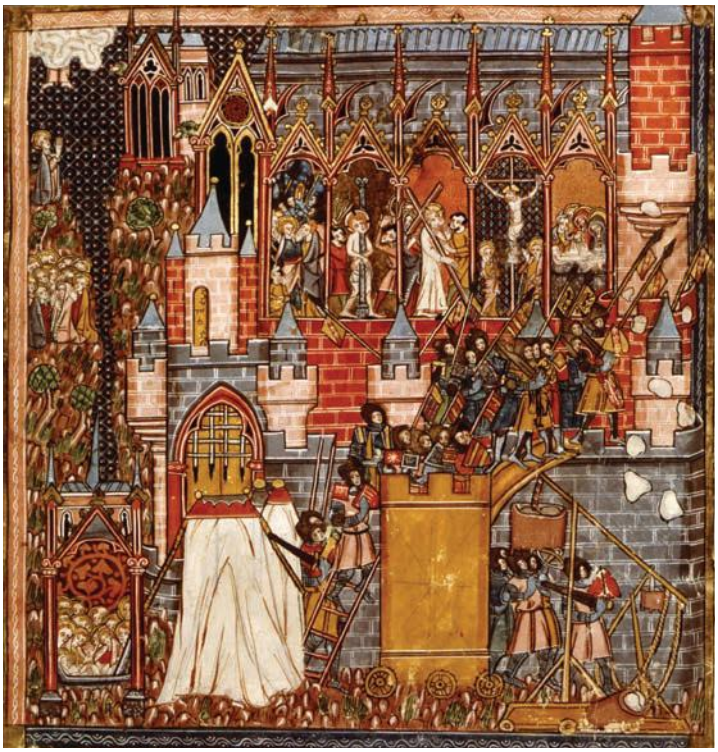
A **trebuchet** was essentially a large sling shot with a lever. Once the lever was released, large stones could be hurled at castle walls and sometimes over them. Their intention was to either break holes in the wall to allow attackers to climb in, or cause chaos on the inside. In various conflicts, the trebuchet was used to hurl flaming objects or the disease riddled bodies of the dead to create further problems for the defenders.

Siege towers

Once the order was given to attack the walls of the castle, soldiers with ladders stormed the walls and were followed by large towers on wheels known as siege towers. The tower would be protected on the outside by wet animal hides to prevent arrows from hitting the soldiers inside. The wet hides were also an attempt to stop the defenders from setting it on fire. Once it was against the castle wall, foot soldiers would climb up a ladder to the top of the tower and charge across the walls.

siege military tactic that involves surrounding a city and cutting off supplies, until the inhabitants must surrender or starve

trebuchet large device used in wars for throwing large rocks at the walls of a castle as part of an attack



▲ **Source 1.81** A depiction of the 1099 CE siege of Jerusalem from a medieval manuscript created in the thirteenth century CE. Can you identify the trebuchet and siege tower in this image?

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Battering rams

The easiest way to capture a castle was through the front door, which was usually protected by two or more heavy wooden and steel gates. A battering ram was usually a thick tree trunk, used horizontally to ram open the castle door. The battering ram could be fixed with wheels and pushed by a number of soldiers. Other times it could be carried up to the door and swung on a large pendulum to crash against the gate. The ram was not a sophisticated weapon, and it took a lot of strong, determined soldiers to operate it. They would be consistently under fire from archers and soldiers throwing rocks from the castle walls.

Gunpowder

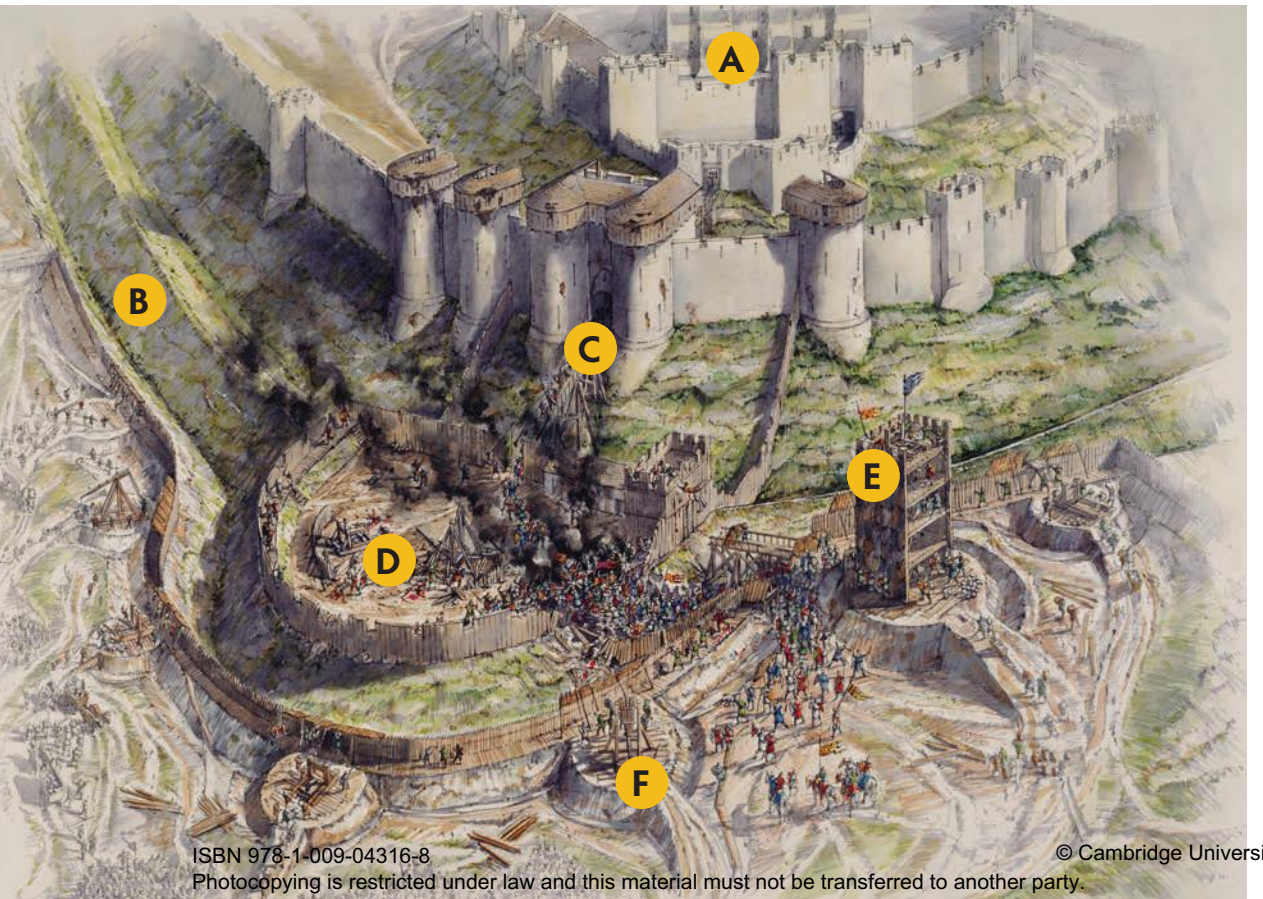
Gunpowder is thought to have been invented in China around 850 CE by mixing charcoal, sulphur and **saltpeter**, which created an explosion. The bigger the quantities of each substance used, the bigger the explosion and greater the destruction. It is presumed that gunpowder arrived in Europe sometime in the thirteenth century via the **Silk Road**. The first cannon appeared in a medieval battle as early as the Battle of Crécy in 1346 CE, but they had little impact. Gunpowder was used in large cannons to fire huge, heavy stone balls at the walls of castles to break them down. These cannons were large, heavy and difficult to transport to battle, so gunpowder was developed to be used with handheld guns and smaller cannons. As the use of gunpowder and manoeuvrable cannons became more common, more powerful, and more accurate, and those using them required less training, the effectiveness of castles and a knight's armour soon became obsolete.

saltpeter salty-tasting white powder used to preserve meat, and also used in producing explosives and fertilisers

Silk Road trading route that linked China and the far east to Europe



▲ **Source 1.82** A depiction in a medieval manuscript created in c.1484 CE of the siege of Chateau Gaillard, France



◄ **Source 1.83** A present-day artist's depiction of the siege of Dover Castle, England, in 1216 CE

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RESPONDING TO THE SOURCES – 1.28

1 **Identify** the weapons and equipment being used in the sieges depicted in Sources 1.81 and 1.82.

2 **Identify** the dates of the sieges depicted in Sources 1.81 and 1.82 and **explain** how these sources provide evidence that medieval weaponry improved over time.

3 **Describe** how the developments in military technology shown in Source 1.82 might have affected the usefulness of castles and knights by the end of the medieval period. **Explain** what kind of flow-on effects this might have had on the feudal system itself.

4 The image in Source 1.83 is an artist's depiction of features of castles and siege equipment used in medieval times. **Analyse** this source to complete the table below.

Feature	Identify the feature – what is it?	Describe the purpose of this feature
A		
B		
C		
D		
E		
F		

5 **Identify** any additional features of the castle design in Source 1.83 you notice that might have helped defend it from invaders.

MAKING THINKING VISIBLE 1.8

+1 routine

A routine for identifying important ideas worth remembering.

1 Having worked through Section 1.6, individually write down key points you can take away from the text. What have you learned about the nature of warfare in medieval Europe? 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 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.

REFLECTING ON YOUR LEARNING 1.6

Reflect on what you have learned in this section:

1 Based on the information and sources 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 was warfare like in medieval Europe?'

2 **Explain** how the information and sources in this section contribute to answering your overall inquiry question: 'How should the civilisation of medieval Europe be remembered?'

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

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1.7 What were the Crusades and what do they reveal about life in medieval Europe?

FOCUS QUESTIONS

- What were the Crusades?
- What motivated people to join the First Crusade?
- What were the main features and outcomes of the Second Crusade?
- What were the main features and outcomes of the Third Crusade?
- What were the main features and outcomes of the Fourth Crusade?
- What was the impact of the Crusades?

Jesus the man who Christians believe was the son of God, and whose teachings are the basis of Christianity

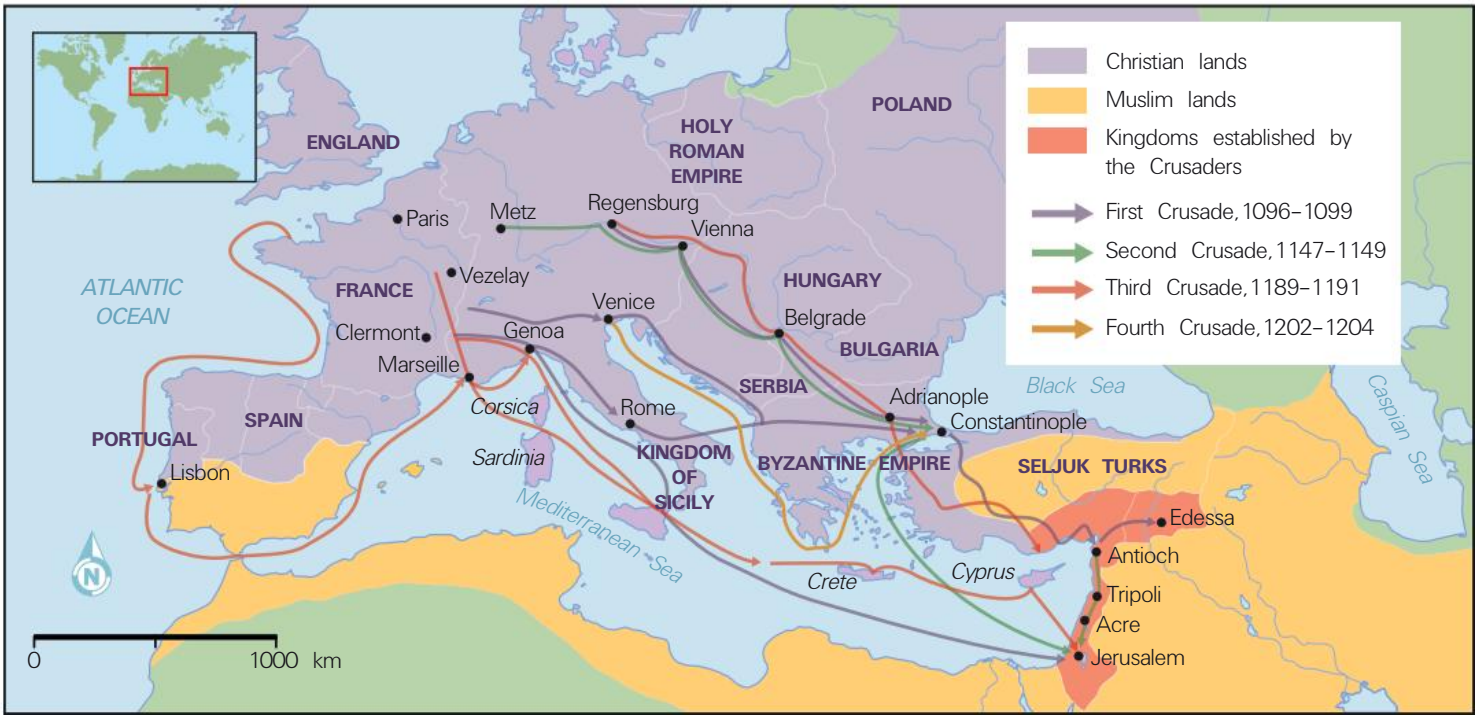
In this section, you will learn more about a series of wars from the eleventh to thirteenth centuries, known as the Crusades. As you read the following information and sources, consider what we can learn about the motives, beliefs and attitudes of the people in medieval Europe who participated in these wars, and how they should be remembered today.

What were the Crusades?

Medieval people wanted to show their commitment to their Christian faith. By 1096 CE, a new expression of faith became common. Thousands of Europeans, of all social backgrounds, travelled to Jerusalem in the Middle East, a land dominated by Islamic leaders and societies, and waged war to free the Holy Lands.

The Holy Lands were in modern-day Palestine and Israel and are where **Jesus** was born and where he began his teaching. It is a significant place in Christianity, Islam and Judaism. As such, it has long been a centre of conflict and remains so today.

The Crusades took place between 1096 CE and 1271 CE and were known for their savagery. The strength of European belief in Christianity was matched by Muslims' belief in Islam and their right to defend their



▲ **Source 1.84** A map showing the land held by Christians and Muslims and the routes of the first four Crusades

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Islamic lands, and so massacres occurred on both sides. Christians in Europe were inspired by the opportunity to capture the land of their faith and secure the mythical objects and sites that they learned of in the Bible. For some of them, it was a chance for conquest and to feed greedy appetites for wealth. For Muslims, it was a case of defending their homeland and a chance to live in paradise by dying in a jihad. More than any conflict in Europe, this was a grand clash of civilisations.

What motivated people to join the First Crusade?

In 1095 CE, Pope Urban called on the Christian kings of Europe to come to the aid of the Christian **Byzantine Empire**, which was at war with Islam. Their aim was to capture and occupy the Holy Land in the name of Christianity. The initial group to go was a band of disorganised peasants called 'The People's Crusade' who marched from Europe only to be massacred near Constantinople by the **Seljuk Turks**.

The following year, a group of French nobles and their armies marched on Jerusalem. On their way, they fought several terrible battles and massacred thousands of Muslim soldiers and civilians. It took three years. On 7 June 1099 CE, the Christian army reached the holy city of Jerusalem and immediately laid siege to it. Using three siege towers, the Christian armies breached the city walls and opened the gate. Knights and foot soldiers poured in and slaughtered thousands of Muslim and Jewish citizens, taking control of the city and the holy lands.

Byzantine Empire continuation of the Roman Empire in its eastern provinces during Late Antiquity and the Middle Ages

Seljuk Turks tribes that invaded south-western Asia in the eleventh century and eventually founded an empire that included Mesopotamia, Syria, Palestine and most of Iran



▲ **Source 1.85** An image of Pope Urban II calling for the First Crusade in 1095 CE, from a fourteenth-century CE manuscript

I hoped to find you as faithful and as zealous in the service of God as I had supposed you to be …

… your brethren (brothers) who live in the east are in urgent need of your help, and you must hasten to give them the aid which has often been promised them. For … the Turks and Arabs have attacked them … as far west as the shore of the Mediterranean ... They have occupied more and more of the lands of those Christians and have overcome them in seven battles.

They have killed and captured many, and have destroyed the Churches and devastated the empire ... On this account I, or rather the Lord, beseech you as Christ's heralds to publish this everywhere and to persuade all people of whatever rank, foot-soldiers and knights, poor and rich, to carry aid promptly to those Christians and to destroy that vile race from the lands of our friends. I say this to those who are present, it meant also for those who are absent.

Moreover, Christ commands it. All who die by the way, whether by land or by sea, or in battle against the pagans, shall have immediate remission of sins. This I grant them through the power of God with which I am invested ... With what reproaches will the Lord overwhelm us if you do not aid those who, with us, profess the Christian religion!

▲ **Source 1.86** Pope Urban II's 1095 CE address to the Council of Clermont, where he called for the First Crusade in front of a gathering of hundreds of nobles and priests. This version of his speech was recorded by a priest named Fulcher of Chartres, who travelled on crusade in the party of Stephen of Blois and Robert of Normandy and recorded a chronicle of the Crusades. He was likely present at the Council of Clermont.

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RESPONDING TO THE SOURCES – 1.29

1 Source 1.85 is an image from a fourteenth-century CE manuscript, depicting Pope Urban II calling for the First Crusade in 1095 CE. **Explain** why someone in the fourteenth century CE might have painted this image.

2 **Analyse** Source 1.86 to **identify** what reasons Pope Urban II gives for why people should join the Crusade.

3 **Explain** whether you would consider Fulcher of Chartres to be a reasonably reliable and useful source for learning about the motives of the Crusaders. Provide at least two reasons for your answer.

4 **Create** a poster to recruit lords, knights and peasants to join the First Crusade and travel to Jerusalem. Your poster should:
- Include a catchy headline to attract recruits
- Provide at least three reasons to join the Crusades
- Include a picture, symbol or diagram for visual effect.

You may be very sure, dearest, that the messenger whom I sent to give you pleasure, left me before Antioch safe and unharmed and through God's grace in the greatest prosperity … You may know for certain, my beloved, that of gold, silver and many other kinds of riches I now have twice as much as your love had assigned to me when I left you. For all our princes, with the common consent of the whole army … have made me up to the present time the leader, chief and director of the whole expedition.

▲ **Source 1.87** An extract from a letter from Stephen, Count of Blois (one of the leaders of the First Crusade) to his wife Adele. This letter, translated from French, is one of many that Count Stephen wrote to his wife about the crusade's progress.

Jerusalem was taken from the north on the morning of … 15 July 1099. The population was put to the sword by the Crusaders, who pillaged the area for a week. A band of Muslims barricaded themselves into the Oratory of David and fought on for several days. They were granted their lives in return for surrendering. The Crusaders honoured their word, and the group left by night for Ascalon. In the (al-Aqsa mosque) the Crusaders slaughtered more than 70,000 people, among them large number of Imams and Muslim scholars, devout and ascetic men who had left their homelands to live lives of pious seclusion in the Holy Place (Jerusalem). The Crusaders stripped the Dome of the Rock of more than forty silver candelabra, each of them weighing 3,600 drams, and a great silver lamp weighing forty-four Syrian pounds, as well as a hundred and fifty smaller silver candelabra and more than twenty gold ones, and a great deal more booty.

▲ **Source 1.88** An account of the actions of the Crusaders at the siege of Jerusalem, which occurred in 1099 CE. It was written by a Muslim Arab historian named Ibn al-Athir, around 1231 CE, in a work of history called *The Complete History*.

RESPONDING TO THE SOURCES – 1.30

1 **Analyse** Sources 1.87 and 1.88 to **explain** what they reveal about the actions of Crusaders involved in the First Crusade. **Explain** what other motives these sources might suggest the Crusaders might have had for joining the First Crusade.

2 **Evaluate** the reliability and usefulness of the authors of Sources 1.87 and 1.88. **Explain** what the strengths and limitations of these sources might be for learning about the actions of the Crusaders.

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MAKING THINKING VISIBLE 1.9

Headlines routine

This routine draws on the idea of newspaper-type headlines as a vehicle for summing up and capturing the essence of an event, idea, concept, topic, etc. It can be done on computer or on paper.

Based on your reading of Source 1.88 and the information about the First Crusade, **create** a headline for a medieval newspaper that captures the most important aspect of the outcome of the event from either a Christian or a Muslim perspective. Once finished, share these headlines with a partner and/or with your class to see if they can correctly **identify** which perspective your headline represents.

What were the main features and outcomes of the Second Crusade?

Jerusalem and other holy cities remained in Christian hands for the next 31 years. Most of the Christian armies had returned home and those left behind to control the Holy Lands divided it into the four states of Jerusalem, the County of Edessa, the Principality of Antioch the County of Tripoli, and the Kingdom of Jerusalem. In 1140 CE, Islamic armies began to gather and organise a holy war against the Christians, who they called Franks. When Islamic armies captured the city of Edessa from the Christians in 1144 CE, the Second Crusade was ordered by King Louis VII of France and King Conrad III of Germany. In October of that year, the Islamic armies destroyed Conrad's forces at the city of Dorylaeum. Later, when Louis arrived with 50 000 at the grand city of Damascus, an even larger Islamic army, led by Nur al-Din, the governor of Aleppo, met them on the field of battle and defeated the Christian armies, giving control of Damascus to al-Din in 1154 CE and endangering the control of the Christian presence in Jerusalem.



▲ **Source 1.89** A fourteenth-century CE illustration of King Louis VII of France attacking a Muslim army

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RESPONDING TO THE SOURCE – 1.31

1 **Identify** which figures in Source 1.89 are the Christian army, and which are the Muslim army. **Explain** what makes you say this.
2 **Explain** what Source 1.89 can tell us about the nature of warfare in the Crusades.
3 Based on what you have read so far, **decide** whether the Second Crusade should be seen as a victory for the Christian army or for the Muslim army.

What were the main features and outcomes of the Third Crusade?

The response to Nur al-Din's victory was swift, and Islamic armies spread across the Middle East battling Crusader armies and forcing them into retreat. By 1187 CE, a legendary military leader, Saladin, had emerged. After Saladin defeated a Christian army at the city of Hattin and recaptured Jerusalem later that year, a Third Crusade was ordered, this time by Emperor Frederick Barbarossa of the Holy Roman Empire, King Philip II of France, and King Richard I of England, who was soon to be known as Richard the Lionheart.

An epic struggle between Richard the Lionheart and Saladin ensued, with the two leaders' armies meeting at the battle of Arsuf in September 1191 CE (though Richard and Saladin never personally met). Richard's Crusader army was victorious; however, he did not retake Jerusalem. Rather, he signed a peace treaty with the great leader of the Islamic armies, which effectively allowed the two civilisations to share control of the Holy Lands.

During the peace negotiations between Saladin and Richard the Lionheart, both were arguing over the ownership of Jerusalem and a religious relic 'the True Cross' that was thought to be a piece of the wooden cross upon which Jesus was crucified. Saladin had captured the relic from the Christians at the Battle of Hattin in 1187 CE. He never returned it and the relic was never seen again. However, the negotiations reveal a desire for both leaders to defend their faith.



▲ **Source 1.90** The capture of Jerusalem by Saladin in 1187 CE, depicted in a fifteenth-century French manuscript called the *Abbreviated Chronicle*, by David Aubert. Saladin is shown on a white horse, receiving the keys to the Tower of David.

> The Muslims and the Franks (Europeans) are reduced to desperation; their cities are destroyed, and they have few men or supplies left. and since justice has been done, we need to speak only of Jerusalem, of the Cross and of the land in question. as to Jerusalem, we are fully resolved never to give it up, even if we had just one man left … and lastly, as regards the Cross — to you it is nothing but a piece of wood, but it is very precious in our eyes. If the sultan will graciously give it into our hands, we will make peace and be able to breathe again.

▲ **Source 1.91** An account of a communication from Richard to Saladin, recorded by Saladin's historian, adviser and friend, Baha' ad-Din ibn Shaddad in c.1200 CE. Baha' ad-Din ibn Shaddad was an eyewitness to many events of the Third Crusade.

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Jerusalem belongs to us just as much as to you and is more precious in our eyes than in yours. It was the place of our prophet's journey, and the place where the angels gathered. Therefore, do not imagine that we shall give the city up to you, or that you will convince us in the matter. As regards the land, it belonged originally to us, and you came to attack us; if you succeeded in taking the land, it was only because you came unexpectedly and also because the Muslims there were weak; as long as the war lasts God will not allow you to build anything in this country. Lastly, as concerns the Cross, its possession is a great advantage to us, and we cannot give it up except if we could gain from it some advantage to Islam.

▲ **Source 1.92** An account of a communication from Saladin to Richard, recorded by Saladin's historian, adviser and friend, Baha' ad-Din ibn Shaddad in c.1200 CE. Baha' ad-Din ibn Shaddad was an eyewitness to many events of the Third Crusade.

RESPONDING TO THE SOURCES – 1.32

1 Using Source 1.91, **identify** what it is that Richard and Saladin want from each other.
2 **Compare** Sources 1.91 and 1.92. **Describe** the similarities and differences you can see in their wants and needs.
3 **Consider** the history of the Crusades to this point. **Explain** what arguments Saladin was making.
4 **Explain** what the desire for the 'True Cross' implies about Richard's primary motivations.
5 **Explain** why Saladin might have wanted to hold on to the 'True Cross.'
6 **Explain** what Sources 1.91 and 1.92 can tell us about the nature of the Crusades.
7 In the medieval era, Saladin was often portrayed as 'the honourable enemy' of the Crusaders. **Explain** how the outcomes of the Third Crusade, as well as depictions of him such as in Sources 1.90 and 1.92 might have contributed to this image of Saladin.

What were the main features and outcomes of the Fourth Crusade?

Pope Innocent III called for the Fourth Crusade in 1198 CE. However, before it could reach the Holy Lands, a dispute between European rulers and those of the Byzantine Empire (allies of the Crusaders) distracted the two Christian forces from fighting the Muslims and led to them fighting each other. In 1204 CE, European Crusader armies declared war on the Byzantine Empire and the fighting led to the near destruction of the Byzantine city of Constantinople and the Byzantine Empire itself, as Crusader armies looted the city.



◄ **Source 1.93** Fourth Crusade: view of the conquest of Constantinople by the crusaders in 1203–1204 CE depicted in a fifteenth-century CE French manuscript called *The Abbreviated Chronicle*, by David Aubert

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How shall I begin to tell of the deeds committed by these despicable men! Alas, the images, which should have been adored, were trodden under foot! Alas, the relics of the holy martyrs were thrown into unclean places! Then was seen what one shudders to hear, namely, the divine body and blood of Christ was spilled upon the ground or thrown about. They snatched the precious **reliquaries**, thrust into their arms the ornaments which these contained, and used the broken remnants for pans and drinking cups …

reliquary a container for relics, also called a shrine

… the sacred altar (of the church of Hagia Sophia, a Christian cathedral), formed of all kinds of precious materials and admired by the whole world, was broken into bits, and distributed among the soldiers, as was all the other sacred wealth of so great and infinite splendour.

… the sacred vases and utensils of unsurpassable art and grace and rare material, and the fine silver, wrought with gold, which encircled the screen of the tribunal and the ambo, of admirable workmanship and the door and many other ornaments, were (stolen) …

▲ **Source 1.94** An account of the sack of Constantinople by the Crusaders of the Fourth Crusade, by a Byzantine government official and historian named Nicetas Choniates. Choniates wrote his *Historia* between 1204 CE and 1217 CE and was probably an eyewitness to the events he described.

RESPONDING TO THE SOURCES – 1.33

1 Constantinople was a Christian city and the capital for Eastern Orthodox Christianity. Using Sources 1.93 and 1.94, **describe** the actions of the Crusaders of the Fourth Crusade against the city of Constantinople.

2 **Evaluate** whether the actions of the Crusaders of the Fourth Crusade were consistent with the goals of the Crusades that Pope Urban II declared at the beginning of the First Crusade. **Determine** what this might suggest about the motives of those who joined the Fourth Crusade.

The Children's Crusade

In the thirteenth century, the Crusades became smaller and were focused on fighting non-Christians in Europe. However, in 1212 CE a mysterious 'Children's Crusade' began as thousands of children are thought to have left their homes and marched on the Holy Lands. Historians have long debated whether this happened, if it was even a Crusade, and if there were any children involved! It is rumoured that those who did march never made it to the Holy Lands as they were captured and sold into slavery.

merchant class new social group who bought and sold goods between East and West

The Fifth, Sixth, Seventh, Eighth and Ninth Crusades

A series of battles in Egypt and attempts to remove the Muslim armies from the Holy Land between 1217 CE and 1291 CE ended in failure for the European armies as the last Crusader city, Acre, fell to a new and powerful dynasty known as the Mamluks.

What was the impact of the Crusades?

Overall, the Crusades were a failure for European Christians. However, the interaction between the two civilisations, good and bad, led to increased wealth for the Roman Catholic Church, and mutual trade in knowledge and technology.

Mathematics and science from the Islamic world found its way to Europe and improved the quality of castles and housing. The meeting of these two civilisations also provided access to the Silk Road, vital trading routes to Asia, and began to connect knowledge and ideas between the east and west. The exchanges of goods in trade and commerce created a new social group in Europe called the **merchant class**, who travelled and generated their own wealth – two things that were quite unfamiliar in feudal Europe.

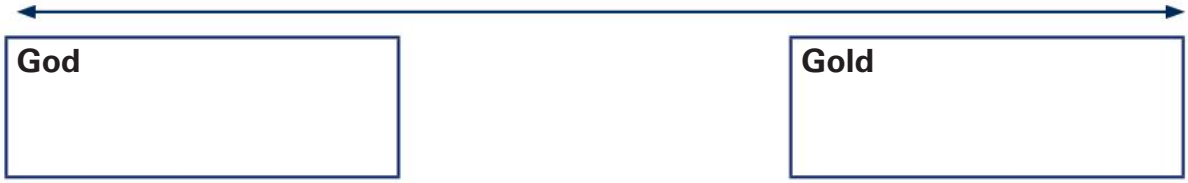
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MAKING THINKING VISIBLE 1.10

Attitudinal scale

Note: if time permits, you may wish to conduct some additional research to improve your knowledge of the topic before beginning this activity.

1 Class discussion: 'What was the primary motive of the crusaders: God or gold?'
2 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:



3 Each student will place themselves along the scale continuum. Various students will be asked to **justify** why they are standing where they are.
4 You will then have the opportunity to move after hearing the viewpoint of others in your class. Students will again be asked for **justifications**.

REFLECTING ON YOUR LEARNING 1.7

Reflect on what you have learned in this section:

1 Based on the information and sources 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 Crusades and what do they reveal about life in medieval Europe?'
2 **Explain** how the information and sources in this section contribute to answering your overall inquiry question: 'How should the civilisation of medieval Europe be remembered?'

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

▼ **Source 1.95** The Crusader fortress known as the Castle of Krak des Chevaliers, located in present-day Syria, was used as an important military base by the Knights Hospitaller from 1142 CE to 1271 CE.



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1.8 How did the actions of significant individuals impact the lives of people in medieval Europe?

FOCUS QUESTIONS

- What qualities are required for someone to be considered a significant historical individual?
- How should significant individuals from medieval Europe be remembered?

In order to answer the inquiry question: 'How should the civilisation of medieval Europe be remembered?', it can be useful to look at the impact that significant historical individuals had on the lives of people at the time and how they helped shape the history of medieval European society. As you work through this section, consider what qualities might be required for a person to be considered a historically significant individual. Reflect on what we can learn from these lives and about the ways in which an individual person can make a significant contribution to their society.

ACTIVITY 1.4

Research and presentation task

A range of important individuals made great contributions to the medieval world. Research a key individual and **create** a presentation to the class that will help them understand more about the important people and events in medieval history.

1 In groups, select one individual from Table 1.1 to research. Make sure you answer the following questions:
- Who did you research?
- Where did your individual live and make an impact?
- When did they live?
- What contribution did they make? What events were they involved in?
- How did they make a difference in the medieval world?
- Why is this person significant?

2 Find and present an image of your chosen person. Table 1.1 has some ideas to get you started.
- **Explain** where the image came from and who created it. Does it have an official title?
- **Identify** whether your chosen image is a primary or secondary source and explain what makes you say this.
- **Explain** how the image reinforces something you believe to be significant about the person.

3 Groups can present to the class or share the information in an online space so that the class can read about and analyse the different figures. Then you should complete the following tasks on your own:
- **a** **Create** a timeline of medieval history and mark in the period when each person lived.
- **b** Briefly **summarise** on the timeline why each person was significant.
- **c** **Identify** which people you think made the biggest contribution in war and conflict. **Explain** why.
- **d** **Identify** which people you think made the biggest contribution in arts and culture. **Explain** why.
- **e** Carefully **examine** your responses and **explain** who you think was the most important individual in medieval history. Give reasons for your choice.

»

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TABLE 1.1 Significant personalities of medieval Europe

Richard the Lionheart 	Saladin 	Joan of Arc 	Eleanor of Aquitaine 
A chivalrous king who rebelled against his father and fought Saladin in the Crusades	A military genius who ended the 88-year rule of the Crusaders in the Holy Land, and was known as a virtuous leader	A French peasant girl who used voices from God to lead the French armies to victory over the English	The queen of both France and England, and responsible for developing the ideas of chivalry
Pope Innocent III 	Peter the Hermit 	Christine de Pizan 	Marco Polo 
The most powerful of medieval popes who controlled many European kings	A popular priest who led the People's Crusade and was involved in the First Crusade	A prominent poet and author, believed to be the first woman in medieval Europe to make a living as a professional writer	The famed Italian explorer who travelled across Asia to China and returned
William Wallace 	Theodora 	Marie de France 	Geoffrey Chaucer 
A Scottish rebel who fought and freed Scotland from English rule	Ruled over a golden period of Byzantine history and considered to be one of the most powerful women of the medieval period	A writer and poet famous for challenging the Church's attitudes to women	A poet and writer known as the father of English literature and author of the medieval book *The Canterbury Tales*

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Edward the Black Prince	Matilda of Tuscany	Vlad the Impaler	Margery Kempe
			
A brilliant military commander who led and won a major battle at 16 years old	The most powerful woman in medieval history, who defended the Pope's land in Italy	A king known for his favoured method of execution, who became the inspiration for Dracula	A holy woman who challenged the Church through literature and was tried for heresy

MAKING THINKING VISIBLE 1.11

Podcast or role-play – 'Great lives of medieval Europe'

1 **Investigate** further into the life and career of a prominent individual from medieval Europe, such as one of those shown in Table 1.1.
2 **Use** your research to **create** a script for either a podcast of 1–2 minutes or for a role-play interview with this person, on the topic of 'Great lives of medieval Europe'.

In your podcast or interview, **consider** topics such as:

- Historical context
- Early life
- Achievements
- How they were perceived by their contemporaries
- Why you think this historical figure deserves to be judged a 'Great life' of medieval Europe.

REFLECTING ON YOUR LEARNING 1.8

Reflect on what you have learned in this section:

1 Based on the information and sources 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 actions of significant individuals impact the lives of people in medieval Europe?'
2 **Explain** how the information and sources in this section contribute to answering your overall inquiry question: 'How should the civilisation of medieval Europe be remembered?'



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

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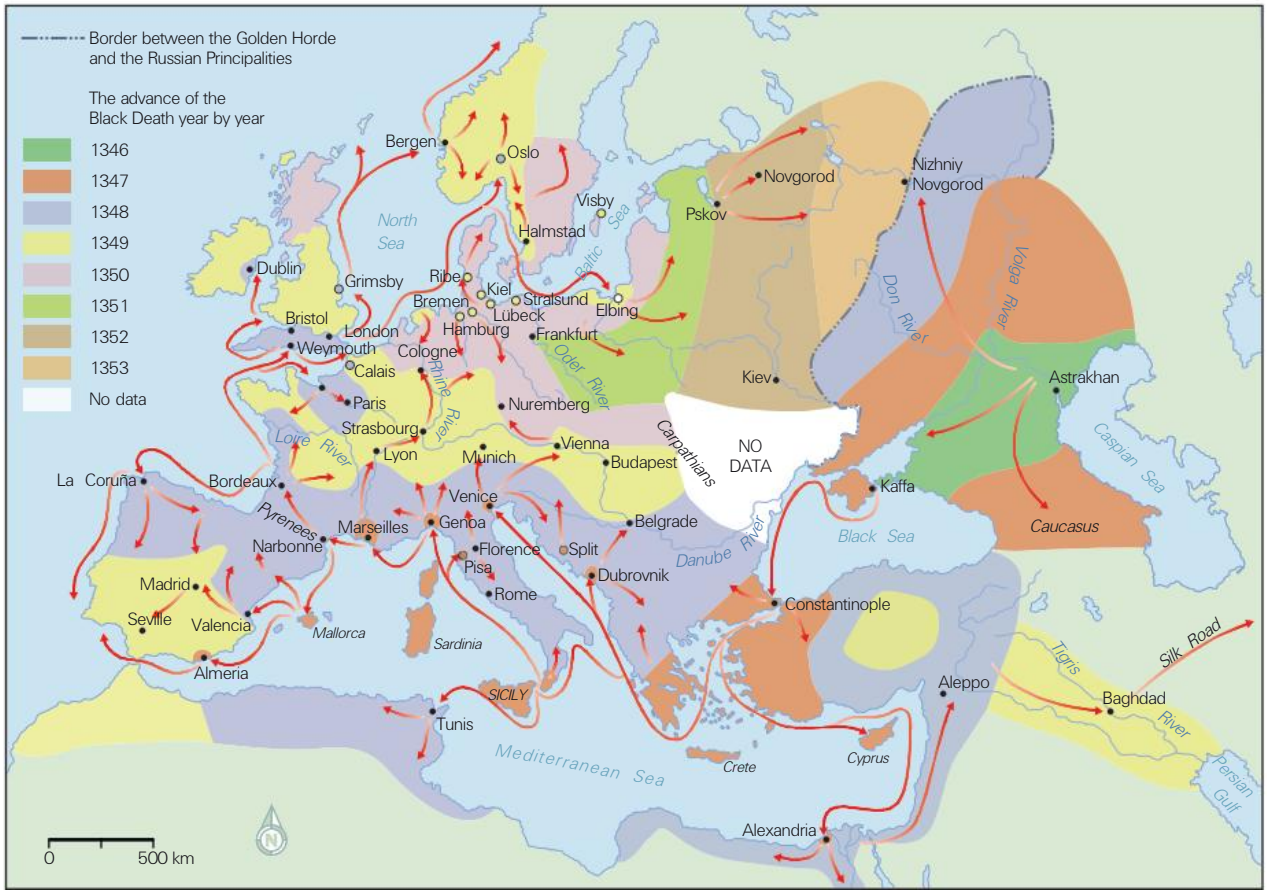
1.9 How did the Black Death impact life in medieval Europe?

FOCUS QUESTIONS

- How did the Black Death affect its victims?
- How did the Black Death spread so quickly through medieval Europe?
- How did people respond to the Black Death?
- What impacts did the Black Death have on religious practices in medieval society?
- What impacts did the Black Death have on the social order of medieval Europe?

In this section, you will learn about a disease known as the Black Death, a bubonic plague that spread through Europe from c.1347 CE to c.1352 CE, causing huge losses of life and having significant long-term impacts on medieval society and the feudal system. By 1351 CE, more than 25 million people were dead across Europe, approximately a third of the total population. Some modern estimates even suggest that as many as 50 per cent of Europeans were killed by this disease.

Just like the Coronavirus pandemic of the twenty-first century CE, the exact origins and causes of the Black Death are still unknown, though it is generally believed to have originated in Asia (either from China, or from central Asia) and carried along trade routes either overland or by sea, until it eventually arrived in the Italian city of Messina 1347 CE, from where it rapidly spread through the rest of Europe. The bacteria that caused the disease, Yersinia pestis, is now understood to spread from person to person through the air, or through bites from infected fleas carried by the black rats that were commonly found on ships.



▲ **Source 1.96** A map showing how the Black Death may have spread through Europe

▲ **Video** Spread of the Black Death

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As you read through the information and sources that follow, consider how the Black Death impacted those whose lives were touched by it, and what short- and long-term consequences it had for life in medieval Europe.

RESPONDING TO THE SOURCE – 1.34

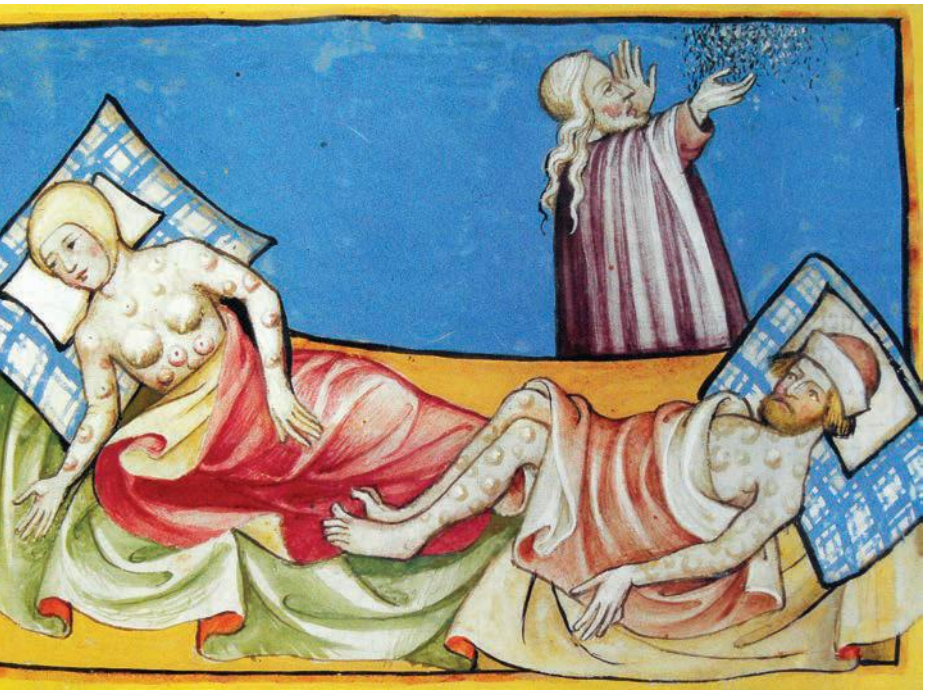
1 **Analyse** the map shown in Source 1.96. **Identify** which region of the world this map suggests the Black Death originated from.
2 **Describe** the path that the Black Death may have taken to spread from its location in 1346 CE to the city of Paris by 1348 CE.
3 Based on the information provided in this map, **determine** whether the Black Death appeared to spread more quickly overland or by sea. **Explain** why this might be the case.

How did the Black Death affect its victims?

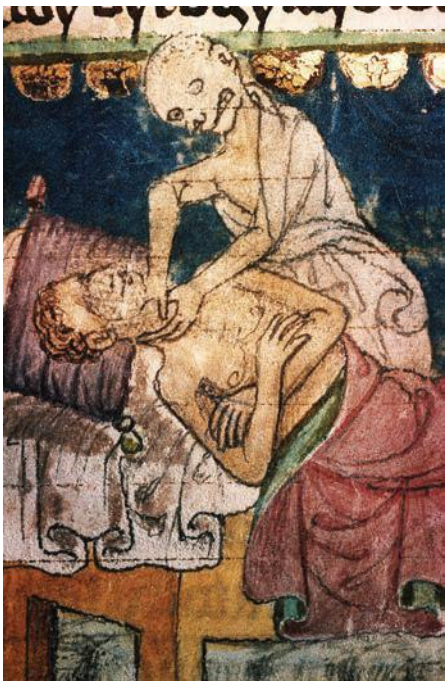
The Black Death was a highly infectious disease. Victims were visibly identifiable by the black, pus-filled welts that appeared on the body, alongside the nausea, vomiting and fever common with the flu and pneumonia. The welts are knowns as buboes and they most often formed around the groin, armpits, and neck, and soon turned black. Internal bleeding would follow, and death usually came within three to five days. The Black Death was highly contagious, and few were exempt.

> … it first betrayed itself by the emergence of certain tumours in the groin or the armpits, some of which grew as large as a common apple, others as an egg … (then) spread itself in all directions indifferently; after which the form of the illness began to change, black spots or livid making their appearance in many cases on the arm or the thigh or elsewhere, now few and large, then small and numerous … almost all within three days from the appearance of the said symptoms, sooner or later, died, and in most cases without any fever or other attendant malady …

▲ **Source 1.97** A description of the contagious nature of the Black Death in Florence, Italy, by an eyewitness named Giovanni Boccaccio, who wrote a book titled *The Decameron* in c.1353 CE



▲ **Source 1.98** An image believed to be of two victims of the Black Death, from a 1411 CE Swiss manuscript called the *Toggenburg Bible*



▲ **Source 1.99** Death strangling a victim of the plague. An illustration from the *Stiny Codex*, fourteenth century CE.

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RESPONDING TO THE SOURCES – 1.35

1 Use Sources 1.97 and 1.98 to **describe** the signs and symptoms that could indicate that victims were suffering from the bubonic plague (the Black Death).
2 **Describe** what the standing figure in the background of Source 1.98 might be doing. **Explain** your answer.
3 **Interpret** the main idea of Source 1.99. Based on this source, **explain** how people in medieval Europe might have perceived the chances of survival for those who contracted a form of the Black Death.

How did the Black Death spread so quickly through medieval Europe?

Living conditions in medieval Europe, from the largest cities to the smallest village, were poor. They were places where rats, fleas and lice thrived. Sanitation and personal hygiene were relatively unknown concepts and disease bred easily. Tragically, as scientists later discovered, the Black Death was also an airborne disease. Ever since the Crusades, travel and trade around Europe had increased dramatically. People travelled along roads and rivers and between countries on boats, so those who sought to flee from the destruction of the Black Death may have unwittingly taken it with them to new locations.

Historians and sources from the time claimed that the Black Death was carried by rats, which to a certain extent was true, as was the notion that the fleas living on those rats had it too. However, a 2013 archaeological dig in England that uncovered the bodies of plague victims discovered evidence to suggest that it was most likely spread by inhaling the germs of coughing and spluttering victims. This was not known at the time.

In 1363 CE, French physician Guy De Chauliac was one of the lucky few to survive the Black Death – either by a genetic immunity to the disease, or sheer luck – and recorded the progress of the disease:

> The great mortality appeared at Avignon in January, 1348, when I was in the service of Pope Clement VI. It was of two kinds. The first lasted two months, with continued fever and spitting of blood, and people died of it in three days. The second was all the rest of the time, also with continuous fever, and with tumours in the external parts, chiefly the armpits and groin; and people died in five days. It was so contagious, especially that accompanied by spitting of blood, that not only by staying together, but even by looking at one another, people caught it, with the result that men died without attendants and were buried without priests. The father did not visit his son, nor the son his father. Charity was dead and hope crushed.

▲ **Source 1.100** Eyewitness French physician Guy De Chauliac's description of the Black Death, in his *Great Surgery*, written in 1363 CE

Another description of the spread of the Black Death was recorded in 1353 CE by Florentine scholar Giovanni Boccaccio:

> … merely by speech or association with the sick was the disease communicated to the healthy … any that touched the clothes of the sick or anything else that had been touched … (caught) the disease.

▲ **Source 1.101** A description of the contagious nature of the Black Death in Florence, Italy, by an eyewitness named Giovanni Boccaccio, who wrote a book titled *The Decameron* in c.1353 CE

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Such was the scale of death, that bodies were dragged out of the house each morning to be buried, as one observer in c.1370–1380 CE noted:

> All the citizens did little else except to carry dead bodies to be buried … At every church they dug deep pits down to the water-table; and thus those who were poor who died during the night were bundled up quickly and thrown into the pit. In the morning when a large number of bodies were found in the pit, they took some earth and shovelled it down on top of them; and later others were placed on top of them and then another layer of earth, just as one makes lasagne with layers of pasta and cheese.

▲ **Source 1.102** A description of the effects of the Black Death in Florence, Italy, by an eyewitness named Marchionne di Coppo Stefani, who wrote his *Florentine Chronicle* in c.1370–1380 CE

RESPONDING TO THE SOURCES – 1.36

1 **Identify** evidence from Sources 1.100 and 1.101 that indicates the plague was highly contagious.
2 **Interpret** what the author of Source 1.100 might have meant when he stated, 'The father did not visit his son, nor the son his father. Charity was dead and hope crushed.'
3 **Decide** which of the above sources suggests that the spread and impact of the plague was too fast for medieval cities and towns to cope with. **Justify** your answer by using evidence from a source.

How did people respond to the Black Death?

Medical knowledge in medieval times had only very limited understanding of how the plague worked and how to treat it. The following sources provide an insight into some of the medical cures and other actions people took to combat the effects of the plague.

> If an ulcer appears ... near the ear or the throat, take blood from the arm on that side, that is, from the vein between the thumb and the first finger ... But if you have an ulcer in the groin, then open a vein in the foot between the big toe and its neighbour ... At all events, bloodletting should be carried out when the plague first strikes.

▲ **Source 1.103** An extract from a letter sent by a group of English doctors to the Lord Mayor of London in c.1350 CE

> A medicine for the plague ... take five cups of rue (a plant with strong-smelling leaves) … five crops of tansy and five little blades of columbine, and a great quantity of marigold flowers … Then take an egg that is newly laid, and make a hole in either end, and blow out all that is within. And lay it to the fire and let it roast till it may be ground to powder, but do not burn it. Then take a quantity of good treacle, and mix all these herbs with good ale, but do not strain them. And then make the sick drink it for three evenings and three mornings. If they [the sick] hold it, they shall have life.

▲ **Source 1.104** A description of the ingredients of a popular preventative medicine for the plague, from c.1480 CE

> Some did not shut themselves in, but went about, some carrying flowers in their hands, some fragrant herbs ... which they frequently smelled, thinking it good to comfort the brain with such odours.

▲ **Source 1.105** A description of the response to the plague taken by people in Florence, Italy, by an eyewitness named Giovanni Boccaccio, who wrote a book titled *The Decameron* in c.1353 CE

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▲ **Source 1.106** A diagram from a late 1400s CE Welsh manuscript written by an author named Gutun Owain, showing the 'zodiac man', a representation of the common belief in the fifteenth century regarding the link between astrology and medicine

RESPONDING TO THE SOURCES – 1.37

1 **Examine** Source 1.103. Bloodletting was a common medieval practice. **Explain** what doctors might have hoped to achieve by doing this.

2 **Explain** how effective the preventative treatments mentioned in Source 1.104 and Source 1.105 might have been.

3 **Analyse** the image shown in Source 1.106. **Identify** the astrological signs and the regions of the human body they were associated with.

4 **Explain** what Source 1.106 might suggest about medieval beliefs regarding the relationship between astrology and medicine at the time.

5 The plague still exists in some parts of the world today. **Conduct** some research to find out how it would be treated today.

What impacts did the Black Death have on religious practices in medieval society?

Religion played a vital role in medieval life, so when the Black Death struck, it made many people question the will of God. Why had they been abandoned? What had they done wrong to deserve this? The lower clergy was decimated by the plague because they were often the first to tend to the sick. When the Black Death reached England in 1348 CE, whole monasteries were devastated and there were few left alive to support the peasants. The wealthier upper clergy, who could afford to flee, did.



▲ **Source 1.107** A medieval depiction, from c.1350 CE, of flagellants or 'Brothers of the Cross' in the Dutch town of Doornik, from *The Chronicles of the French monk Gilles li Muisis*

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In a world where the role of the Church was never questioned, this caused great confusion. Pope Clement VI survived the worst of the plague in Avignon, France, by sitting between two huge fires, day and night. His doctors believed that the heat and smoke would prevent the disease from getting near him. While this certainly worked for Clement, a third of his **cardinals** died.

cardinal leading dignitary of the Roman Catholic Church, nominated by the Pope

zealot person who is fanatical in their beliefs

flagellant person who whipped themselves as a form of self-punishment, hoping God would forgive their sins

Religious **zealots** called **flagellants** would roam the streets whipping themselves with spiked ropes – drawing blood in the process – in the hope that God would forgive them and spare them from death.

Sir Robert of Avesbury watched 600 flagellants converge on the streets of London in 1349 CE (see Source 1.108).

> Each had in his right hand a scourge with three tails. Each tail had a knot and through the middle of it there were sometimes sharp nails fixed. They marched naked in a file one behind the other and whipped themselves with these scourges on their naked and bleeding bodies.

▲ **Source 1.108** Sir Robert of Avesbury, a medieval English historian writing c.1349 CE, provides an eyewitness account of the flagellants arriving in London in his *History of the Wonderful Deeds of Edward III*.



▲ **Source 1.109** A medieval illustration of flagellants, from the *Nuremberg Chronicle*, c.1493 CE, by a German historian named Hartmann Schedel

RESPONDING TO THE SOURCE – 1.38

1 **Explain** what is occurring in the scene depicted in Source 1.107. **Identify** at least two details from the source to help support your explanation of the scene.

2 **Explain** why flagellants believed that their actions might have protected them from dying from the plague.

3 Based on the information in this section, **explain** how the Black Death might have impacted people's relationship with the Church and their religious beliefs at the time.

What impacts did the Black Death have on the social order of medieval Europe?

The Black Death created chaos in feudal Europe. People were used to the safety and structure of daily life, and such indiscriminate death and destruction turned the world upside down.

With people dying by the millions, there were few left to tend to the land and pay tax. Whole farms and estates were left to ruin and waste as peasants dropped dead in the fields. This meant that those left alive realised their worth to the nobility and began to demand higher prices for work and goods. The Black Death did not change Europe immediately. Even though millions died and made the work of peasants more valuable, the wealth of the Church and monarchies remained. Many historians discuss the benefits of the Black Death because it began a slow, gradual end to feudal society and led to more enlightened thinking.

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In the following autumn a reaper [a type of farm labourer] was not able to be employed for a lower wage than 8 pence*, with his meals; a mower [another type of farm labourer] for not less than 10 pence*, with meals. Consequently, many crops wasted in the fields for lack of harvesters. But in the year of the plague, as has been said above, there was so great an abundance of every type of grain that almost no one cared for it.

Meanwhile the King sent orders into all the regions that reapers and other labourers should not [demand higher wages] than they had been accustomed to take, under the penalty appointed by statute. But the labourers were so empowered and stubborn that they would not listen to the King's command, … if anyone wished to [employ a labourer] he had to pay them what they wanted, … either lose his fruit and crops, or satisfy the lofty and greedy wishes of the workers … afterwards the king had many labourers arrested, and sent them to prison … Their ringleaders were made to swear that they would not take daily wages beyond [what they had been traditionally paid], and then were freed from prison. And the same was done with the other craftsmen in the regions and villages …

After the plague, many buildings, great and small, fell into ruins in every city, region, and village due to a lack of inhabitants, likewise many villages and hamlets became deserted, not a house being left in them, all having died who dwelt there; and it was probable that many such villages would never be inhabited [again].

*eight pence in medieval England may have been approximately AUD $40 today; ten pence in medieval England may have been approximately AUD $50 today

▲ **Source 1.110** An adapted version of the description of the effects of the Black Death on peasant workers, farms and landowners, from the *Chronicle* of a monk named Henry Knighton, written c.1398 CE

That every man and woman of our kingdom of England ... who is able bodied and below the age of sixty years, not living by trade nor carrying on a fixed craft, nor having of his own the means of living, or land of his own ... shall be bound to... take only the wages ... [that] were paid in the twentieth year of our reign of England [1346 CE] ...

▲ **Source 1.111** An extract from the *Statute of Labourers*, a law passed by the English parliament in 1351 CE in response to labour shortages in England. The law was ultimately unsuccessful.

RESPONDING TO THE SOURCES – 1.39

1. In 1361 CE, the average daily wage for a labourer was approximately 3 pence. **Compare** this to the wages for farm labourers described in Source 1.110. **Determine** whether the wages of farm labourers appear to have increased or decreased as a result of the Black Death.
2. **Explain** why the wages of farm labourers might have changed in the years following the Black Death.
3. **Explain** what the King's response to the demands of farm labourers was. Use evidence from Sources 1.110 and 1.111 to support your answer.
4. **Identify** which group in society might have convinced the King to take this action against farm labourers.
5. **Explain** how the plague affected villages and hamlets, according to Source 1.110.

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The Black Death forced people to question authority for the first time. Many thought that the world would soon come to an end and became obsessed with death. A shift in social attitudes can be detected in the growth of medieval art that focused on the 'dance of death', which generally depicted skeletons dancing alongside the wealthy and the poor or leading them happily to their graves. Images such as these suggest there was a growing focus on making the most of human experiences, rather than those of religion and God. Nobles and peasants alike would have been reminded that any amount of power or wealth gained in life was only temporary and that people from all classes of society would be equal in death.



▲ **Source 1.112** 'A Dance of Death' illustration from *Liber Chronicarum* by German artist Michael Wolgemut, 1493 CE



▲ **Source 1.113** 'A Dance of Death' illustration entitled *The Emperor Visited by Death* by German artist Hans Holbein the Younger, 1538 CE

The significant decline in population also meant people were more socially mobile than ever before. Peasants could become skilled craftsmen, craftsmen could become wealthy merchants, and the already wealthy merchants could buy their way into nobility. Birth was no longer the sole determining factor of social status.

RESPONDING TO THE SOURCES – 1.40

1 **Interpret** the possible messages that the artists who created Sources 1.112 and 1.113 intended to convey to their audiences.

2 **Explain** how Sources 1.112 and 1.113 might be used to help argue that the Black Death changed attitudes towards the Church and the feudal system in medieval Europe.

3 Using Sources 1.110 to 1.113 as well as the information and sources above, write a paragraph to **discuss** the following question: 'How did the Black Death contribute to the eventual collapse of the feudal system in Europe?'

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MAKING THINKING VISIBLE 1.12

Chalk talk

Set up: Write the prompt on a whiteboard at the front of the classroom, or on butcher's paper: 'How were people's lives impacted by the Black Death in medieval Europe?'

Process: Think about your reaction to the prompt and record any ideas and questions. Review others' responses and add comments and questions. Take some time to review your notes and add to your prompts and responses.

Facilitate: Think about the type of responses you can add to the sheets – connecting ideas, building on ideas, commenting on what others have written, asking others to respond with more detail etc.

Share the thinking: What are the common issues and reactions? Were there any surprises? How has your thinking developed during the process?

REFLECTING ON YOUR LEARNING 1.9

Reflect on what you have learned in this section:

1. Based on the information and sources 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 Black Death impact life in medieval Europe?'
2. **Explain** how the information and sources in this section contribute to answering your overall inquiry question: 'How should the civilisation of medieval Europe be remembered?'

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

END-OF-CHAPTER REFLECTION

Step one: reflect on your sub-questions

At the end of each section in this chapter, you were asked to reflect on how the information in the section related to the overall inquiry question: 'How should the civilisation of medieval Europe be remembered?'

On a separate piece of paper, write a brief response (approximately two to three sentences) to respond to each of the sub-questions below. Do you feel that you have a good understanding of each section?

- What was life like in Europe following the collapse of the Roman Empire?
- What was life like for a noble or knight in medieval Europe?
- What was life like for people in medieval society?
- What was life like for women in medieval society?
- What effect did religion have on the lives of people in medieval Europe?
- What was warfare like in medieval Europe?
- What were the Crusades and what do they reveal about life in medieval Europe?
- How did the actions of significant individuals impact the lives of people in medieval Europe?
- How did the Black Death impact life in medieval Europe?

If you prefer a visual approach, you could to do this as a mind map instead.

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Step two: reflect on the key inquiry question

Now, based on what you have learned in this depth study, write a short paragraph response with your overall thoughts on the question: 'How should the civilisation of medieval Europe be remembered?'

Step three: future questions

Based on your experience of this depth study, what are some questions that you still have about medieval Europe?

Reflect on the questions you or your classmates raised at the beginning of the depth study at the end of the 'Setting the scene' activity. Did you manage to come up with answers to most of them? Which questions were left unanswered?



End-of-chapter assessment 1

1 Project

Society in medieval Europe

A project assesses your responses to a single task, stimulus, question, situation or scenario that gives students authentic opportunities to demonstrate their historical knowledge, understanding and skills.

Scenario: The organisers of the Queensland medieval History Festival have asked you to contribute a presentation on the topic of: 'Society in medieval Europe'.

Your task is to **create** a presentation that shows what we can learn from medieval sources about differences between the lives of peasants compared to the nobility in medieval Europe.

Genre: You may pick the genre you use to present the results of your research. Some suitable options are:

Feature article	Role-play interview	Website article
Speech	Podcast	Mini-documentary
Museum display	'Khan Academy' style educational video	PowerPoint presentation with voiceover on slides

Instructions

Step 1: Select one aspect of society in medieval Europe from the following list:

- Building materials and architecture
- Civic and guild culture
- Clothing and personal accessories
- Religious items and practices
- Household items
- Jewellery
- Recreation and games
- Musical instruments
- Crime and punishment
- Weapons and armour
- Writing material
- Food and dining
- Another topic negotiated with your teacher.

Step 2: Conduct research into your topic, including developing a key inquiry question, such as 'What does evidence of [your topic] reveal about the difference in life for the peasants and nobility in medieval Europe?'

Step 3: Select 2–3 primary and/or secondary sources that relate to your investigation.

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Step 4: Analyse your sources using the table below.

What are the features of the source? • What is the source? (text type) • Who created it, and when? (origin) • What was happening at the time the source was made that is relevant to the inquiry? (context) • Is the source a primary or secondary source? • Why might this source have been created? (motive) • Who might have the source been created for? (audience)	
How is this source useful for learning about society in medieval Europe? • What evidence does the source provide about your chosen topic? (explicit and implicit information) • Overall, how is this source useful for learning about the difference in life for peasants and nobility in medieval Europe? (usefulness)	

Step 5: Select a genre for presenting your research: either a feature article or another genre of your choice.

Step 6: Create a presentation that

- Provides some details of the main features of your aspect of medieval European society
- Provides some evaluation of what the sources for your topic might reveal about how life was different for peasants compared to nobility.

Step 7: Create a reference list that includes references to at least FOUR sources of information that have contributed to your research.

Length: Written presentations should be around 400–600 words; spoken presentations should be around 2–3 minutes long and will be accompanied by a script.

Optional: you may wish to dress in costume and take on the character of people from your group in medieval society as part of your presentation. Alternatively, the class assessment could be presented as part of a 'Medieval Faire' or 'Night of the Notables' event.

2 Practice examination

Question: To what extent did the Black Death improve conditions for peasants in medieval Europe?

Using Sources 1.96 to 1.111 in Section 1.9, write a paragraph to present an argument in response to this question. Make sure you include in-text references, i.e. (Source X) where you refer to evidence.

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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Depth study 2

The Middle Ages: the Asia–Pacific world

Overview

The Middle Ages were a time and place of great development, and not just in Europe and the Mediterranean. The Asia–Pacific civilisations of the Angkor/Khmer Empire, the Mongolian hordes, the Japanese samurai, and the Polynesians (as they spread across the Pacific) all changed the face of our region. These civilisations' impacts were widespread and continue to influence Australia and our relationships within the region today.

The chapter in this depth study explores the effect on the region of Japan under the shoguns during the Middle Ages, and you will investigate their ways of life, developments and cultural achievements, power and authority, significant individuals, and the challenges those individuals and the society faced. As you investigate this topic, think about the impact that this civilisation had and its similarities and differences with European and Mediterranean civilisations of the same period.

▲ **Video** Depth study overview

Learning goals

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

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

Introducing historical concepts and skills: *cause and effect*

Throughout the chapter in this depth study there will be a special focus on the concept of cause and effect. This means you will continue to develop your ability to identify the multiple causes of events and the varied effects that these had on the societies you will study.

You will learn to evaluate which causes were more significant than others in changing society and which effects had a bigger impact. Look for opportunities to think about multiple causes and their varied effects throughout the depth study.



► **Source A** Statue of Saigō Takamori, one of the most influential samurai in Japanese history, in Ueno Park, Tokyo, Japan

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CHAPTER 2

Japan under the shoguns (c.794–1867 CE)

Setting the scene: the death of the samurai and the dawn of modern Japan

We begin this chapter at the end of this historical inquiry. The following two stories tell of the anti-Western tensions in Japan at the end of the nineteenth century as it begins to adopt Western modernisation. They also delve into the final days of the Satsuma Rebellion, the death of one of Japan's most significant *samurai* Saigō Takamori, while dawning a new modern era for Japan.

How would you describe Saigo's appearance? Does he appear to strictly be dressed in Japanese samurai clothing, or would you say there is a blend with Western items? What perhaps might this suggest about his thoughts of the modern West and old Japan? Could this show that he perhaps believes that the old Japanese ways need to be preserved while adopting the best of the new modern ways of the West?



▲ **Source 2.1** Saigō Takamori (seated centre) surrounded by his officers, from a news article in *Le Monde illustré*, 1877

It is 14 January 1861. Henry Heusken is returning home from dinner on a bitterly cold Japanese winter evening. He is accompanied by three mounted officers and four footmen bearing lanterns as they make their way through the dark streets of Edo. They approach *Nakanohashi* bridge and pull their collars up to ward off the cold, when suddenly the party is ambushed by seven *shishi* anti-government samurai rebels from Satsuma domain. The samurai mutter the phrase '*sonojoi*' [meaning men of high purpose for the emperor and the samurai ways of old] under their breath as they close in around Heusken and his men. Swords are drawn and the tension is high. Heusken realises he is in mortal danger. But worse, he realises how diabolically dangerous the situation has become in Japan. The continued presence of foreigners like him has escalated tensions with the Japanese to the extent of brutal assassinations. Tonight, he is marked for death. As the first brutal strike bears down on his body, he mumbles a prayer to his God, unrecognised in Japan, and jumps into combat with these samurai. By the time the swords finish their gruesome work, Heusken is left suffering mortal wounds to both sides of his body. He mounts a horse and gallops approximately 200 metres to the American legation [an embassy of sorts]. There he is taken inside and treated. Early the following morning, he dies of his wounds.

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▲ **Source 2.2** Presentation of the head of Saigō to Prince Arisogawa, 16 October 1877 (Meiji 10) by artist Yamazaki Toshinobu

How would describe the formality of this event? Does it shock you? What intrigues you about this scene? Does the fact that the artwork was created only weeks after Saigo's death make this a more accurate source of information for historians?

Sixteen years later, samurai leader of Satsuma domain, Saigō Takamori reads carefully a letter in a dugout amid the chaos of war. It is 23 September 1877. The letter is from field marshal Yamagata of the newly formed Japanese Imperial Army, once a friend, now an enemy. The letter asks Saigō to surrender and cease the senseless slaughter. The war has already cost the imperial forces more than 6000 troops, while 7000 of the much smaller samurai army lay dead. However, Saigō's resolve is unshaken. 'Yes, too much blood has been spilled, but honour forbids surrender', he thinks to himself. He calls in his closest friends and spends his final night drinking *sake* knowing that the battle will commence at sunrise. By 6 a.m. the next morning, he is losing blood rapidly from wounds to his thigh and stomach from the battle that has already taken place. He realises he is close to death and embraces his fate. Saigō carefully selects a suitable spot to die. One of his most loyal followers Shinsuke Beppu carries him farther down a hill on his shoulders. Then, kneeling on the ground, Saigō thrusts his short sword through his stomach in the ritual act of *seppuku* and has Beppu cut off his head with a single sword stroke. At that point, Beppu and the last of the samurai draw their swords and plunge downhill toward the enemy positions until the last of them is mowed down by the imperial army guns. By 7 a.m., the Satsuma Rebellion is over, the samurai era is all but dead, and the greatest threat to the Meiji Restoration has been defeated.

MAKING THINKING VISIBLE 2.1

Claim, support, question

What does the story of the death of both Henry Heusken and Saigō Takamori tell us about Japan at the end of the 1800s?

1. Using the story, write a short paragraph on what this tells you about Japan at the time.
2. Make a claim, or claims, about what this tells you about Japanese life or society, or even the changing nature of Japan at the time.
3. Use a section of the story as your evidence to support your claim, or claims. Use a quotation from the text as your support.
4. Write a question about an aspect that you do not understand from the text, or that comes from your claim, or claims. This can form the basis for further research for homework beyond the classroom.

As you read these stories, they undoubtedly provoked questions in you. Questions such as: Why did some Japanese hate foreigners? Why did a modern Japanese army fight against a samurai army? Did all Japanese want to end the samurai? Or even, how did Japan change so dramatically from a place of samurai warriors to one of the most modern and technologically advanced countries in the world today?

These and many more interesting historical questions will be addressed in this chapter. All you will need is an inquiring mind to find out!

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Chapter overview

Introduction

The past, it has been said, is a 'foreign country' because 'they do things differently there'. As you can see from the opening stories, this is certainly true of premodern Japan. War was a common part of life both there and in Europe during the 'Medieval Period', and what was seen as 'normal' at that time – fighting for power, chopping off the heads of leaders, resisting foreigners or conquering territories – had considerable and sometimes devastating effects on their societies. As a result, medieval Japan is not one long period of time but is actually made up of three distinct periods: the *Classical Period*, the *Feudal Period*, and the *Tokugawa Period*.

Historians often divide history in this way. However, society does not start and stop according to these blocks of time. For example, our modern-day cultures and types of society, as well as forms of government and even our ideas are based on what has come before us. That is not to say that we have not changed over time, as our society today is certainly different to Australian society 50 years ago, but it shows us that the past contributes to who we are today. In this sense, the past is always present.

Key inquiry question

'How did Japan change so dramatically from a place of samurai warriors to one of the most modern and technologically advanced countries in the world today?'

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: 'How did Japan change so dramatically from a place of samurai warriors to one of the most modern and technologically advanced countries in the world today?'

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

Sub-inquiry questions

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

- What role did geography play in the development of Japan's civilisation?
- How was Japanese society ordered under the shoguns?
- What were the significant influences on early Japanese society?
- What significant developments changed Japan throughout the Classical and Feudal periods?
- Why did Japan become unified under one leader by 1600?
- How did contact with the outside world irreversibly change Japan?

Historical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Sequence historical events, developments and periods
- Use historical terms and concepts
- Identify a range of questions about the past to inform historical inquiry
- Identify and locate relevant sources, using ICT and other methods
- Identify the origin and purpose of primary and secondary sources
- Locate, compare, select and use information from a range of sources as evidence
- Draw conclusions about the usefulness of sources
- Identify and describe points of view, attitudes and values in primary and secondary sources
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- Use a range of communication forms (oral, graphic, written) and digital technologies.



▲ **Video**
Five interesting facts about the shoguns

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▼ **Source 2.3** Himeji Castle, built in 1333, is probably the most famous of Japan's medieval-era castles today and one of the UNESCO World Heritage sites.

What features of the castle make it distinctly Japanese, or distinguish it from other castles you have seen before (perhaps European)?

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Timeline of key events

What came before this topic?

- The Jomon Period (c.5000–400 BCE) is broken up into two main sub-periods:
  - An initial stage of development (c.5000–2500 BCE) that included early pottery made by hand, a strong reliance on hunting and fishing, and trade with the Korean peninsula
  - A second stage of development (c.2500–400 BCE) in which more villages and a complex community developed, but gradually the Japanese population declined.
- Yayoi culture (c.400 BCE–300 CE) developed technological advances and larger communities that led to the development of clan-nations, which fought for supremacy.
- A very sophisticated society arose from the developments in Yayoi society, with advances in religion and in political structures (c.300–794 CE).





The Great Buddha hall (daibutsuden), Todai-ji temple, Nara (UNESCO World Heritage List, 1998). This hall holds the 18-metre-tall, 500 tonne sitting Buddha bronze statue.

710–794 CE
The Nara Period

The capital is located in Nara, a small town close to Kyoto, and a number of large Buddhist temples are built to protect the Emperor. A time of close ties with China

c.750 CE
Buddhism and Confucianism are key influences in Japan. Magnificent Buddhist temples are built.

794–1185 CE
The Heian, or 'Classical', Period

A time of rapid cultural change strongly influenced by China, led from modern-day Kyoto

c.1000 CE
Two of the world's first novels are written, focused on life in the Emperor's court: *The Tale of Genji* by Murasaki Shikibu and *The Pillow Book of Sei Shônagon*. Japan's first histories are written, the *Kojiki* and *Nihon shoki*.

1185–1600 CE
The Medieval, or 'Feudal', Period, beginning after the Genpai War (1180–1185)

Japan is dominated by powerful military families, and the arts are highly decorated in style

Responding to the timeline

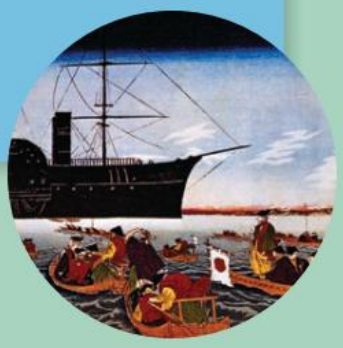
1 **Reflect on** your historical studies in Year 7. **Compare** the information in the 'What came before this topic?' section to the information you know about the civilisations you studied in Year 7. Are there similarities in the way ancient Japan changed and developed over time?
2 **Create** a list of questions that the timeline provokes in you. Then revisit these at the end of the inquiry to see if you have answered them.
3 Based simply on the limited information you have in the timeline, **compare** and **consider** which period(s) you assume were the most peaceful and which the most violent.

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What came after this topic?

Pearl Harbor was attacked on 7 December 1941. In the surprise attack, which killed over 2000 US troops, Japanese planes from aircraft carriers destroyed the Pearl Harbor US naval base in Hawaii, which provoked the United States into entering World War II. Japan hoped it would end the war in the Pacific quickly by knocking the United States out of the war, but it did the opposite.

- Japan industrialised and became a powerful state that was able to challenge and defeat Western powers (c.1868–1945).
- Japan built a large empire, fought as an ally of Britain in World War I (1914–18), but against Britain, the United States, and countries like Australia in World War II (1939–45), with war atrocities committed by Japanese forces.
- The United States dropped two atomic bombs on Japan in August 1945, at Hiroshima and Nagasaki. This is still the only time in world history that nuclear weapons have been used in war.
- The United States occupied Japan after World War II, and the country gradually redeveloped and advanced its economy and technology. Japan went on to become one of the United States and Australia's major trading partners in modern times (c.1945–today).





1185–1333 CE
In the Kamakura Period, Minamoto no Yoritomo creates the first 'warrior government' or shogunate in 1192. The Minamoto family rules from Kamakura, a coastal town of Japan not far from modern-day Tokyo.

1336–1573 CE
In the Muromachi Period, the Ashikaga clan rules as the 'shoguns.' They move the capital to Kyoto in the Muromachi district.

1543 CE
Europeans first arrive in Japan, known as 'namban' (barbarians from the South).
Zen Buddhism forms a major influence in Japanese society; Christianity is introduced to Japan, but it is banned in the sixteenth century.

1568–1600 CE
The Momoyama Period (or Azuchi-Momoyama Period) were the final years of the Medieval Period, which ended the 'warring states' and medieval periods, when 'three great unifiers' united the country by force under a military government

1600–1867 CE
In the Tokugawa (Edo) Period, Japan is united under the Tokugawa clan and society is reorganised around four classes: samurai, farmers, craftsmen and merchants. Life centres on Edo (Tokyo), the new capital of Japan.

1633–1853 CE
Japan becomes a 'closed country' (Sakoku), opposing outside influences

1853 CE
Commodore Perry comes to Japan from the United States and forces Japan to open up trade to Western powers



On 6 August 1945, an American bomber dropped the first atomic bomb ever used against an enemy city, striking the Japanese city of Hiroshima. The image shows the devastation in the city, as the bomb's explosion destroyed approximately 80 per cent of the entire city. Debate among historians still exists over the motivation of the United States for dropping this bomb – Did they need to end World War II quickly? Or show strength to a future enemy in the USSR in the coming Cold War?

4 **Decide** which event(s) on the timeline you think might have caused the greatest change(s) in Japanese society. **Explain** why.
5 After reading the section 'What came after this topic?', **consider** how this study and World War II (which you will learn about in Year 10) might be linked. **Explain** how the concept of cause and effect might be evident here.

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2.1 What role did geography play in the development of Japan's civilisation?

FOCUS QUESTIONS

- How do the Japanese believe their country began?
- What were the effects of Japan's geography on the development of its civilisation?

How do the Japanese believe their country began?

Creation or origin stories, mythology and folk traditions offer cultural insight into any country. And Japan is no exception. You will begin this contextual study by examining Japanese mythology to address the inquiry question: 'How do the Japanese believe their country began?'

MAKING THINKING VISIBLE 2.2

Read:think:design – considering Japanese mythology

Read: Locate online a copy of Japan's creation myth (for instance, researching 'The Origin of Japan and her People' will lead you to a translation by scholars Donald L. Philippi and Joseph Campbell).

Think: As you read the myth, respond to the following:

1 **Describe** in your own words what things were created and who was responsible for their creation.

2 Let's make some assumptions. **Consider** Source 2.4 and the story of Japan's creation. You will notice that a spear was integral in the construction of Japan. What might this tell us? How might the value placed on military weapons influence the organisation of Japanese society? Who or what type of people do you think might have exercised power in early and feudal Japanese society based on the role of a military weapon in the construction of Japan in this origin story?

3 In most western **monotheistic** religious traditions – such as Christianity or Islam – creation of all things was the responsibility of one all-powerful god. **Explain** what Japan's creation story suggests about its religious beliefs concerning the creation of all things. **Consider** whether this story leads to a belief in one god or many.

monotheism belief in one god

4 **Identify** in the myth any evidence that suggests that Japanese spirituality might be heavily connected to nature.

5 In this creation story, the 'sun' and 'moon' are female, and the storm-maker and emperor are male. **Describe** how this might influence attitudes towards gender roles in Japanese society.

6 **Identify** evidence from the image in Source 2.4 that represents this creation myth.

Discuss your responses with a partner and make changes to your notes if needed from the feedback.

What triggers your interest most in this image? What questions does it prompt? Who or what could these figures looming over the ocean represent? What evidence is there in the image that suggests that the artist is Japanese?



▲ **Source 2.4** Painting by Kobayashi Eitaku, 1880–90 (Museum of Fine Arts, Boston) of Izanagi with the spear Amenonuhoko to the right and Izanami to the left

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Design:

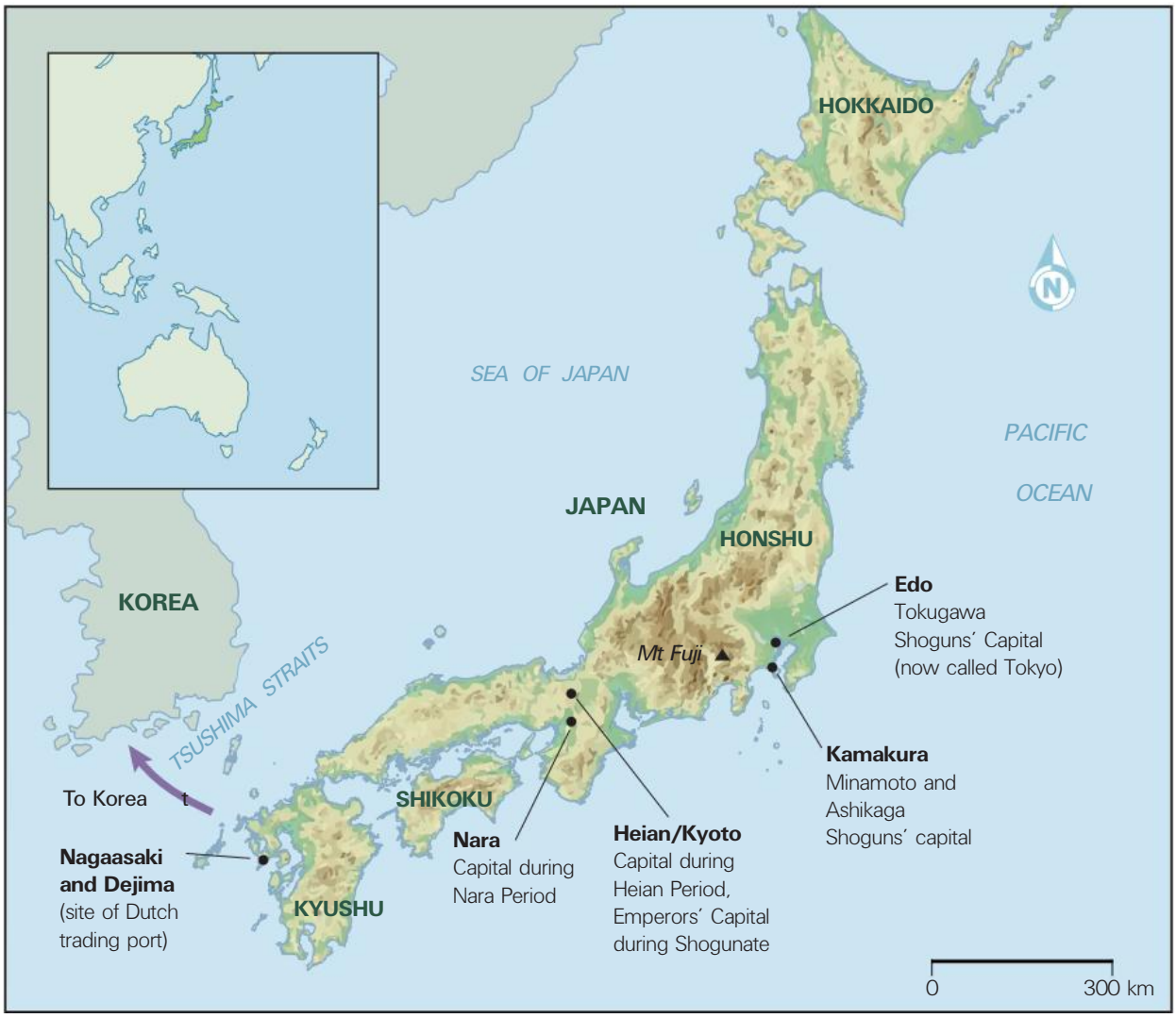
1 **Create** a Prezi basic account online (you may choose to use a different online presentation platform).
2 **Conduct** a search in the 'Explore' section under the key words 'Japanese Creation Myth'. And look through how others have created a Prezi on this topic.
3 **Use** the information in the Japanese creation myth earlier and your responses to the questions above to **create** a Prezi of your own that addresses the following question: '*How do the Japanese believe their country began?*'

Lastly, share your responses and presentations as a class, and **discuss** the role mythology plays in our lives. What myths do you know that help explain your existence? How different might your understanding of the world be without mythology or folk traditions?

What were the effects of Japan's geography on the development of its civilisation?

Japan is a state that is formed out of a series of islands, known as an **archipelago**. There are actually thousands of islands that form part of the Japanese archipelago, but the four main islands are *Hokkaido*, which is the furthest north, *Honshu*, which is the largest island and has the current capital of Tokyo, followed by two other major southern islands, *Kyushu* and *Shikoku*.

archipelago group of islands



▲ **Source 2.5** Map of Japan

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RESPONDING TO THE SOURCE – 2.1

1 Japan consists of four main islands. **Identify** Hokkaido, Honshu, Kyushu and Shikoku on the map in Source 2.5.

2 Revisit the timeline. **Identify** the capitals mentioned in the timeline. **Consider** the geography of the country and the location of each capital, and **decide** which capital you think offers the best position from which to rule the country. **Explain** why.

3 Japanese people traditionally have seen themselves as unique within the Asian continent – their food, their music, their arts, their language and their beliefs. **Determine** whether or not the geography of Japan supports this idea. **Identify** which countries Japan might be influenced by, if any.

4 Again, consider the geography of Japan, especially the fact that it is made up of a range of islands. **Decide** whether you would expect people in ancient and medieval Japan to see themselves as a united country or to identify more with their local area.

5 **Consider** whether you think that the geography of Japan would have made it harder or easier for other countries to invade it. **Explain** why.



Do you think being in control of food equates with power (political or economic) today?

Controlling which resources today might equate to power? Do you think it will always be this way?

Geography always affects the way that a country develops, because it has an impact on culture and society, as well as having an impact on how people live their lives. The available food and the types of topography (mountains, deserts, flood plains, rivers) affect *where* people settle and *how* they make their living. Much of Japan is covered with mountain ranges and forests, and there is only about 15 per cent of the land that is able to be farmed intensively or be used for large-scale agriculture. Yet the society that developed in Japan in medieval times was principally based on agriculture, with labourers or peasants working on the land and producing crops, rather than working in any kind of trade or business. They were also ruled over by the military class of society. This meant it was important to control the best agricultural land, and that the most powerful lords and nobles dominated areas of Japan that produced the most food. Being in control of food in medieval Europe or medieval Japan was a form of power.

Geography can also play a key role in defence, and Japan had not been successfully invaded until World War II, when it was occupied by the United States military. In the following activity you will explore a history mystery in order to uncover whether a **typhoon** was responsible for saving Japan from an invasion that could have changed the island nation forever!

typhoon geographical term to describe a mature tropical cyclone that develops in the northern hemisphere

Mongol east Asian ethnic group native to Mongolia, who also live as minorities in other regions of China and Russia

ACTIVITY 2.1

Solving a history mystery – guided historical research

In this activity you will be guided through historical research – using the sources provided – to respond to the inquiry question: 'To what extent did typhoons save Japan from the Mongols in the thirteenth century?'

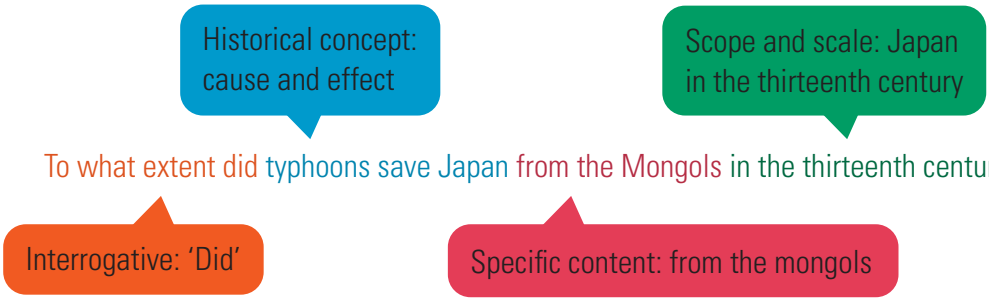
1 Firstly, let's unpack the question: 'To what extent did typhoons save Japan from the **Mongols** in the thirteenth century?'

»

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2 Understand that your inquiry question (like all inquiry questions) has the following features:

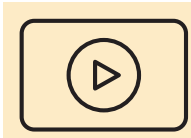
- An open interrogative
- A historical concept
- Specific content
- Scope and scale.



Next, prepare in your notes or in a Word document a research table like the one below:

Source	Type of source: Primary or Secondary	Main points / key information or details	Explain in your own words how the source contributes to answering your inquiry question.
Source 2.6			
Source 2.7			
Source 2.8			
Source 2.9			
Source 2.10			
Source 2.11			
Source 2.12			

3 Now, it's time to conduct research. You will interrogate (**analyse**, **interpret** and **evaluate**) the sources below and use evidence from them to draw your own conclusions in response to the inquiry question. Your teacher may break the class into groups, triads or pairs to complete this part of the task.



▲ **Source 2.6** 'The Mongol Invasions of Japan' (available in the Interactive Textbook)

Interrogation step 1: Watch Source 2.6, available in the Interactive Textbook, to familiarise yourself with this aspect and make your notes in the table.

Interrogation step 2: Read Source 2.7. **Consider** what information is the same or different from the video you just watched. Then add your notes to your table.

Japan adopted a policy of isolation. The seas separating the islands from the mainland of Asia served as protective barriers against invasion. Kublai Khan, the Mongol emperor of China at the time of Marco Polo's visit, did try to conquer Japan. In 1281 he sent 900 ships and 25,000 Mongol soldiers to the islands. But the Japanese resisted fiercely, and were helped by a storm which sank the ships and drowned the soldiers. The Japanese called this storm **Kamikaze**, or 'Divine Wind'. Several other early attempts to invade Japan from the mainland also failed. In 1592 the situation was reversed …

kamikaze 'divine wind', especially relating to the typhoon of 1281

Source: Wallbank, T.W. and Schrier, A., *Living World History* (2nd edition), Scott, Foresman and Company, 1964, p. 243.

▲ **Source 2.7** T. Walter Wallbank and Arnold Schrier's historical interpretation

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Interrogation step 3: Read Sources 2.8 and 2.9. **Consider** what information is the same or different from the two sources you just interrogated. Is there any reason to believe one source more than another? Have any questions popped up yet for you about any of the information? **Discuss** them with your teacher and classmates. Then add your notes and thinking to your table.

> Beyond China, Khubilai had little success as a conqueror … In 1274 and again in 1281, Khubilai also attempted seaborne invasions of Japan, but on both occasions typhoons thwarted his plans. The storm of 1281 was especially vicious: it destroyed about 4,500 Mongol vessels carrying more than one hundred thousand armed troops – the largest seaborne expedition before World War II. Japanese defenders attributed their continued independence to the kamikaze ('divine winds').
>
> **Source:** Bentley, J.H. and Ziegler, H.F., *Traditions and Encounters: A Global Perspective on the Past* (4th edition), McGraw Hill, 2008, p. 471.

▲ **Source 2.8** Jerry H. Bentley and Herbert F. Ziegler's historical interpretation

> Mongol Invasions – During the feudal age, most fighting took place between rival warlords, but the Mongol conquest of China and Korea also threatened Japan. When the Japanese refused to accept Mongol rule, Kublai Khan launched an invasion from Korea in 1274. After a fleet carrying 30,000 troops arrived, a typhoon wrecked many Mongol ships. In 1281 the Mongols landed an even larger invasion force, but again a typhoon destroyed much of the Mongol fleet. The Japanese credited their miraculous delivery to the kamikaze, or divine winds. The Mongol failure reinforced the Japanese sense that they were a people set apart who enjoyed the special protection of the Gods.
>
> **Source:** Ellis, E.G. and Esler A., *World History: Connections to Today*, Pearson Prentice Hall, 2005, p. 321.

▲ **Source 2.9** Elizabeth Gaynor Ellis and Anthony Esler's historical interpretation

samurai hereditary warrior class of Japan

Interrogation step 4: A series of scrolls were made at the time for a **samurai** warrior named Takezaki Suenaga, known as the 'Mongol scrolls'. **Explore** these scrolls in Source 2.10 using an online interactive provided by Princeton University.



▲ **Source 2.10** Takezaki Suenaga, *Mōko Shūrai Ekotoba* (available in the Interactive Textbook)

a First, navigate through the interactive maps. Do they corroborate or contradict the sources you have read so far?

b Next, click on and read the 'Introduction' to the scrolls and note down any problem outlined or associated with the scrolls as historical sources.

c Then, click on the 'Guided View' and while navigating through this section, evaluate how reliable you think the scrolls are as evidence to help answer the inquiry question. Are they useful in any way for answering the inquiry question? If so, explain and add your thinking to your table.

Interrogation step 5: **Explore** online an archaeologist's view on the inquiry after he conducted an underwater excavation. In Source 2.11, archaeologist James Delgado describes what the wreckage of one of the Mongol ships looks like today, where it rests on the ocean floor. What new evidence does this source reveal? Do you think it is more or less trustworthy than other sources so far? Why? Then add your notes to your table.



▲ **Source 2.11** Archaeologist James Delgado's view on the inquiry (available in the Interactive Textbook)

Interrogation step 6: Lastly, **analyse** Source 2.12: a famous woodblock print. Although this source is not directly related to the historical event under inquiry, how might it offer supporting evidence when analysed in conjunction with the earlier archaeological source, or even the earlier text sources? Add your notes and thinking to your table.

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▲ **Source 2.12** Woodblock print *The Great Wave off Kanagawa*, printed sometime between 1829 and 1833

Context statement for Source 2.12

The Great Wave off Kanagawa is a famous woodblock print by the Japanese artist Katsushika Hokusai, printed sometime between 1829 and 1833. The image depicts an enormous wave threatening three fishing boats off the coast of the town of Kanagawa (the present-day city of Yokohama). The iconic Mt Fuji is visible in the centre background. The painting may depict a tsunami threatening Japan.

4 Now that you have done your research, you would have started to develop a provisional (not certain or final) answer to the inquiry question. **Discuss** your provisional answer with your classmates. See if you share similar historical interpretations – test each other's thinking by challenging points that you do not agree on. Who has the best evidence to support their thinking?

5 Finally, **use** your historical thinking and historical evidence from your research to write a short piece of historical fiction (200–400 words) that imagines what it might have been like for a Mongol soldier or a samurai as the Mongol fleet invaded Japan. Particularly **consider** what it would have been like on the boats that were destroyed in the great typhoon of 1281. Publish your work for your classmates to read.

Much of the population of Japan has traditionally settled in coastal areas. This is largely because of the ready availability of fish, and even access to trade: goods were much easier to transport by sea than over the land. It also helped create a ready availability of soldiers from such a localised and large population in times of threat from other countries.

You would have learned from your research above that Japan experienced only two major attempts at invasion in earlier periods, by the Mongols in 1274 and 1281. The geography of Japan helped to defeat both invasions. However, it is not only typhoons that affect Japan. As a part of what is known as the Pacific 'ring of fire,' Japan has around 10 per cent of the world's active volcanoes. This means that Japan is prone to earthquakes and *tsunami*, or large wave surges, because of underwater seismic activity. These threats continue today. For instance, in 2011, a large earthquake off the coast of Japan caused a powerful tsunami to strike Honshu island and devastated the coastline, including causing damage to nuclear reactors and killing around 20 000 people.



▲ **Source 2.13** Image of the moment that a tsunami hit Japan in 2011. How does this image reflect the vulnerability of Japanese people due to their geography?

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In this section, you have learned about the mythological beginnings of Japan, which offers ideas about why the Japanese live their life in close connection with nature. Additionally, you have conducted historical research to see how geography plays a significant role in Japan's way of life, especially in its defence against invasion over time.

REFLECTING ON YOUR LEARNING 2.1

Reflect on what you have learned in this section:

1 Based on the information and sources 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 role did geography play in the development of Japan's civilisation?'

2 **Explain** how the information and sources in this section contribute to answering your overall inquiry question: 'How did Japan change so dramatically from a place of samurai warriors to one of the most modern and technologically advanced countries in the world today?'

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

2.2 How was Japanese society ordered under the shoguns?

FOCUS QUESTIONS

- What was the structure of Japanese society and who had power?
- How did the social order impact on the lives of groups and individuals?
- How did the samurai warriors live?
- What were the roles and achievements of samurai women in a 'warrior society' like shogunate Japan?

What was the structure of Japanese society and who had power?

We begin exploring this question with a famous Japanese scroll called 'The Heiji Scroll'. The scroll dates from the thirteenth century. Let's see what it might reveal about the structure of society and who might have been important.



► **Source 2.14** Section of the Heiji Scroll

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RESPONDING TO THE SOURCE – 2.2

1 The scene in Source 2.14 depicts the emperor being carried in the black carriage. **Explain** what the structure of the carriage tells you about the importance of the emperor.
2 **Explain** what the number of samurai warriors around the carriage tells you about the importance of the emperor. **Describe** what the scene tells you about the role of the samurai, in terms of his dress, weaponry and means of transport.
3 **Determine** why the carriage is covered completely. From the body language of samurai and the number of them accompanying the emperor, **consider** whether the scene appears calm or urgent. **Determine** to what extent you think the emperor's life might be in danger based on this scroll's depiction. **Describe** what you think is happening in the scene.
4 From Source 2.14 alone you can learn a lot of general information about the emperor and the samurai of the twelfth century. To learn more specifically about this event, **explore** the scroll in greater depth in its entirety using the online viewer from Princeton University (research Heiji Scroll Princeton University online).

As the Heiji Scroll in Source 2.14 suggests, the Japanese emperor was a highly significant figure in Japanese society. It seems from the scroll that perhaps he might even be the ruler, but we cannot be sure from this source alone. Let's see what two historians say about this in Sources 2.15a and 2.15b.

2.15a Shelton Woods

> The emperor reigned but did not rule – in fact it was the **shogun** and his deputies who governed Japan.
>
> **Source:** Online essay for the Japan Society, 2018

2.15b Jonathan Clements

> The Emperor was little more than a '**rubber stamp**' of authority for the Shogun's policies.
>
> **Source:** The Samurai – A New History of the Warrior Elite, 2010

▲ **Source 2.15a & b** Historians' views on the role of the emperor

RESPONDING TO THE SOURCE – 2.3

1 **Explain** what both historians (in Source 2.15) say was the role of the emperor and the shogun.
2 Do both historians agree? **Explain** why.
3 **Determine** who you think had the political and military power to rule in feudal Japan based only on what you know so far.

As the sources so far suggest, one of the key problems with understanding the Shogunate Period that began in 1192 is that the top level of society (the emperor) was not actually the most powerful person. Instead, this was the general or 'shogun'. The emperor did initially rule Japan in the Classical Period until at least the ninth century, with the **Imperial** Court being based in Heian-kyô (modern-day Kyoto). However, he then came to be dominated by the generals, the shoguns, who actually ruled Japan while the emperor became a 'figurehead'. He still lived in luxury in his palace, and was considered the official ruler of Japan, but from the end of the Genpei Wars (1185) he was no longer actually in charge.

shogun military general
rubber stamp to approve or endorse something
imperial related to an empire or emperor

Japanese society across most of the period from 794–1867 was built around a *hierarchy* that was based on 'classes' or 'levels' of society. In this next activity you will explore this socio-political hierarchy further.

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ACTIVITY 2.2

Working with hierarchies

Societies are organised around hierarchies. Social hierarchies usually relate to power – the most powerful at the top to the least powerful at the bottom. Social hierarchies are often represented in a triangle/pyramid, where the bigger populations make up the base levels and single powerful people often make up the top level.

Use the information in Source 2.16 to:

1 **Sequence** each level of feudal Japanese society in order from most powerful/high status at the top to the least powerful/low status at the bottom.
2 **Create** a social hierarchy (with summaries of each level) of your sequence of feudal Japanese society.

daimyo feudal Japanese lord, roughly equivalent to a medieval European duke or earl

dynasty succession of rulers from the same family

Peasants
The peasants were considered very low down in the feudal structure, although they formed the majority of the population (about 90 per cent). They were fishermen and farmers, as well as labourers (craftsmen or tradesmen/artisans), and they ensured the food supply of Japan. Peasants were considered to be in a vassal–lord relationship with the samurai and **daimyo**, where they owed duties (food) to the higher levels of society and received protection in return.

Daimyo
The daimyo were powerful feudal lords (often referred to as warlords) who were owed loyalty by those they controlled, including their own samurai warriors, who served particular powerful families. The daimyo were in control of their own region and able to tax these areas of land.

Merchants
Merchants were considered to have the lowest status in Japanese society – lower even than peasants. This was largely because they were not seen as producing or creating anything new, but instead only made profit from other people's work by moving goods around. Nonetheless, merchants could be quite wealthy in medieval Japan. They may have had a lower social status than peasants, but they could also potentially live a much more luxurious and comfortable life.

Samurai
The samurai were a warrior class in society. They were kept as private armies by the daimyo. They were considered to be at a very high level in society and could exert control over commoners. In order to ensure their loyalty, they were paid by the daimyo in either local currency, in rice (which they could trade) or in land.

Emperor
The emperor was at the top of the social structure. He was meant to be semi-divine, and technically was the ruler of the entire society. He appointed the shogun up until 1192 but thereafter the shogun actually ruled Japan. The shogun was unable to be dismissed by the emperor, who was only a figurehead and the shogun or the military determined the next shogun.

Shogun
The shogun was a military general who after 1192 was the head of government in Japan. The power of the shogun was often passed down within a family, meaning that in effect there was the **dynasty** of the emperor's family, and the dynasty of the shogun's family.

Source: Paraphrased from Slavin, R. et al., *Senior Modern History for Queensland*, Cambridge University Press, 2019, Ch. 4.

▲ **Source 2.16** Social groups within feudal Japan

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3 **Analyse** your social hierarchy for attitudes and values. For example, what does it show or suggest about what was prized in Japanese feudal society and what was deemed of little value? Respond to these questions in a small paragraph written underneath your social hierarchy. **Compare** your work with your classmates, edit if necessary and submit to your teacher.

4 **Discuss** the following as a class:

- **a** Why do historians find it useful to represent societies in this way?
- **b** Would you like to live in a society similar to feudal Japan where your future was provided for or fixed, and little opportunity existed to change your social status? What might be the advantages and disadvantages?
- **c** Do you think the roles of the military, merchants, tradespeople and farmers in modern Australia are valued differently from those in feudal Japan? **Explain** why.

How did the social order impact on the lives of groups and individuals?

The way of life in medieval Japan: how did the samurai warriors live?

One of the most common things that people think of when studying Japanese history is the samurai, the warrior class in Japanese society. This was a group that was highly considered in medieval Japan, and these warriors even took over the government of Japan from 1185 to set up a new system of warrior governments. As you learned in Activity 2.2, samurai were led in their respective domains by the daimyo, who were in turn lead by the shogun, a term that meant the leader of troops or the 'general who conquers the barbarians'.

bushido Japanese warrior code of conduct

The samurai were meant to be bound by 'codes of honour' and live according to a set of rules known as **bushido** or 'the way of the warrior'; however, it is not certain that they always did. Many of the examples of such codes only come from the Tokugawa Period (1600–1867), a peaceful time when the samurai were becoming increasingly less relevant and important in society. Before this period of time, samurai would most often just obey the 'house rules' of their particular family. To understand this mind-set in the seventeenth century, here is how the samurai Yamamoto Tsunetomo described it.



How would you expect life to possibly change in Australia today if the military were to take over government and rule the country instead of civilian politicians?

> If one were to say in a word what the condition of being a samurai is, its basis lies in seriously devoting one's body and soul to his master. And if one is asked what to do beyond this, it would be to fit oneself inwardly with intelligence, humanity and courage.

▲ **Source 2.17** Extract from *Hagakure: The Book of the Samurai*

RESPONDING TO THE SOURCE – 2.4

1 **Identify** the qualities of a samurai as mentioned in Source 2.17.

2 The samurai were warriors. Do you think each of the qualities described in the *Hagakure* would be essential for a warrior? **Explain** why.

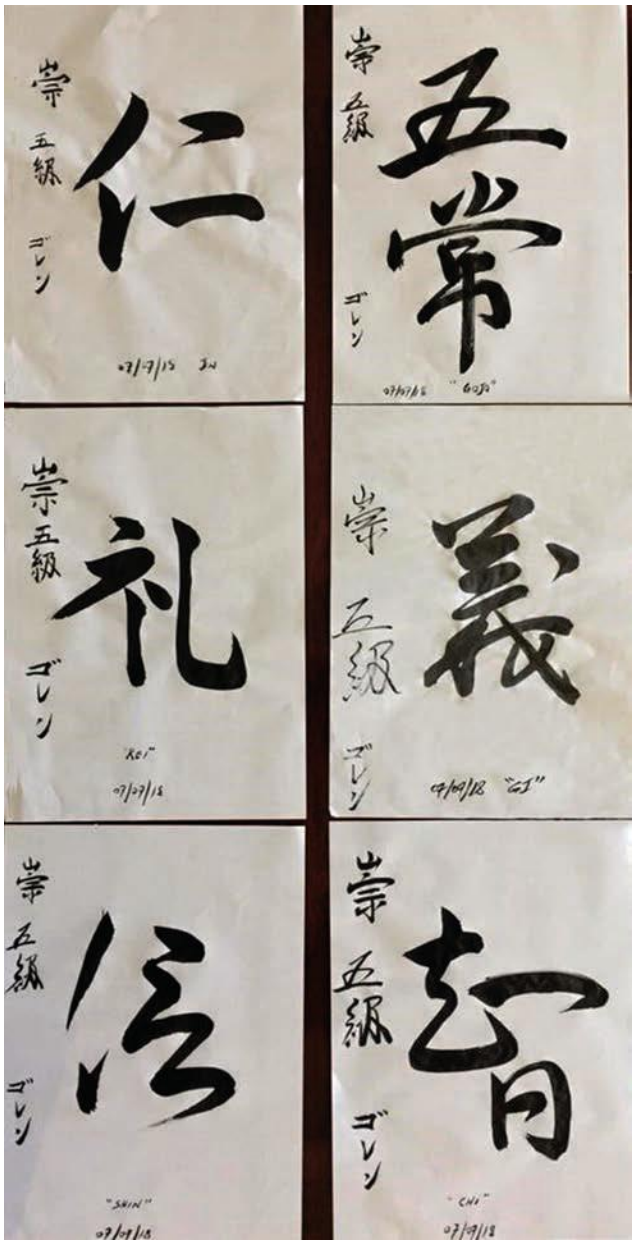
3 **Describe** what you think this samurai might mean where he writes that a warrior should possess 'humanity'.

4 If you are wondering whether modern-day samurai still exist today and live by the code of bushido, research online: '*Michiharu Mori Shihan*' + '*Aikido Yoshinkan*' + '*Brisbane Dojo*'. Read the information, **decide** whether you think he might be a modern-day samurai. **Discuss** your thoughts with a classmate.

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Jin (仁) = Benevolence / Humility

Gojō = 5 natural habits/principles



Rei (礼) = Respect

Gi (義) = Righteousness

Shin (信) = Belief

Chi (智) = Understanding

▲ **Source 2.18** Calligraphy of the five martial principles (Gojō) by Glen Henry, 2018

RESPONDING TO THE SOURCE – 2.5

1. It is said that the *Gojō* were influenced by Chinese Confucian philosophy. **Consider** whether or not this Chinese influence makes sense based on what you have learned so far.
2. **Discuss** why you think these ideals or habits were an example every samurai had to follow. **Describe** what this might show about the samurai's character development and expectations placed on them by society.
3. It was said in feudal Japan that the *Gojō* outline 'the most natural traits of humans that must be maintained'. Do you agree? **Determine** whether or not you think they still apply today, and whether or not they are still useful for living a modern life.
4. The author of the calligraphy in Source 2.18 is Australian and is an expert martial artist in Kasumi Shinto Ryu Japanese swordsmanship and Shinto Muso Ryu Jojutsu. Does that surprise you? **Explain** what this suggests about the continued appeal of *bushido* or the *Gojō* as a set of principles on which to base a way of life. Does this support your response to Question 3?

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Now we return to the Heiji Scroll (from the Kamakura Period) to investigate samurai armour and battle equipment further. The scene in Source 2.19 on the scroll is of an attack on a palace during a brief armed battle in the capital in 1159. As you study this source, consider that samurai armour was made from iron, copper, gold, leather and silk, and that some of the best examples from the twelfth and thirteenth centuries show that the samurai armour was carefully made by craftsmen, including dying leather red and covering some of the armour in silk.



▲ **Source 2.19** Night Attack on the Sanjo Palace from the Illustrated Scrolls of the Events of the Heiji Era

RESPONDING TO THE SOURCE – 2.6

1. One of the enduring myths about the samurai is that they were all swordsmen. **Determine** the evidence that Source 2.19 provides to challenge this myth. **Identify** the primary weapons used in this battle.
2. **Describe** the armour depicted in the image. Does it match the material mentioned in the description above?
3. Why do you think samurai armour might have been designed this way? **Describe** the possible benefits.
4. **Explain** what this image tells us about Japanese warfare and how it was fought. **Consider** the differences between the men on horses and the foot soldiers.
5. Often the daimyo would request gruesomely the 'proof of the death' of important enemy samurai to be brought back after the battle. **Identify** where there is evidence in Source 2.19 that suggests these samurai were possibly bringing proof such as this.

As you probably realised from analysing the scene in Source 2.19, in battle samurai were mainly archers and horsemen. While there were sword fights that occurred between samurai warriors, the sword (or *katana*) was a secondary weapon to the bow; the sword was used for close combat. Everything about their armour was designed to ensure that they were protected, but also it was designed to ensure that they could promote their own importance and high status in society.

The samurai were a *social class* in Japanese feudal society, which meant that they were not necessarily defined by ability, but that they were born into this group and were meant to be defined as samurai by family background. Warriors were meant to train and be loyal to their masters, the noble houses or families that they served. This was supposed to ensure that their family remained 'honourable' and dedicated to only one lord. Their lord may have been the shogun (a general) or a daimyo (noble or lord). If a samurai did not have a master, he was known as a ***ronin***, or a 'wandering' warrior, and was treated as someone who had essentially been kicked out of society. This was because most ronin were rejected by their 'master' for committing a crime or acting improperly.

ronin samurai without a master, a wandering warrior

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seppuku committing ritual suicide to keep a sense of honour – a samurai would painfully cut open their belly using their short sword while another samurai would quickly cut off their head ceremonially

In a very famous Japanese story called *The Tale of the 47 Ronin*, set in 1703, a group of samurai become ronin because they lose their master (Lord Asano) when he is charged with a crime and executed. Instead of seeking a new master, they retain their loyalty. They attack the man who had caused Asano's death, and then take the head of this man to their master's grave to show that they have avenged his dishonour. According to many accounts, the ronin were then permitted by the government to commit ritual suicide (known as **seppuku**) rather than be executed. The story has become a topic of Japanese popular culture and continues to influence many modern films around the world today. However, although it is well documented that this event actually happened, debate still exists among historians over the details.

Explore the story further online through a detailed explanation of the story in 'The Real 47 Ronin Story: A Mini-documentary of Samurai Loyalty and Revenge' available at the following link: https://cambridge.edu.au/redirect/9591.

Also explore a guided tour of the resting place of the 47 ronin in Sengaku-ji temple, Tokyo ('A Walk Through Sengaku-ji (泉岳寺): Final Resting Place of the 47 Ronin' at the following link: https://cambridge.edu.au/redirect/9592).

Stories such as *The Tale of the 47 Ronin*, and other collections of what were supposed to be the samurai code of bushido such as *Hagakure: The Book of the Samurai* (see Source 2.17), generally come from the eighteenth century. Based on the military principles of the 'Gojō' (see Source 2.18), writings from the late Medieval and Edo periods relating to bushido argue that the main values of the samurai were:

- Selfless commitment to their lord or master
- Continuing loyalty to their lord, even after his death
- The glorification of honour and preserving honour through your actions
- The belief that dying nobly was the ultimate goal of a samurai.

ACTIVITY 2.3

Attitudinal scale in a moral dilemma

1 In your class, **create** an attitudinal scale across the room from one end of the classroom to the other. At each end place the absolute opposing viewpoints:

These bushido values teach me nothing and are not appreciated or in any way relevant in modern Australian society today. And there are no words that can be substituted to make these values applicable or relevant to my life.	There is still much to learn from these bushido values. They are still relevant in modern Australian society for living a fulfilling life. And there are some words that can be substituted to make these values even more applicable to my life.

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**.

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Are there any aspects of this figure that are different to the samurai we have studied so far? The samurai is clearly not wearing battle armour, but what can we learn about samurai attire in more peaceful times from this image?

◄ **Source 2.20** Illustration from the Meiji Period, late nineteenth century, inspired by *The Tale of the 47 Ronin*, showing 24-year-old samurai Kazuemon Masatane Fuwai (1679–1703)

ACTIVITY 2.4

Developing historical skills and concepts: corroboration of evidence

To be successful in this activity you will have:

- Organised evidence found in sources accurately into categories within the table
- Identified corroboration among evidence found in sources.

1 As you read Sources 2.21 to 2.23, you will practise *corroboration* of evidence. Corroboration is where different sources have common points or information. In other words, they agree on certain things. This can help us to confirm the *accuracy* of information.

[The lord] Yorimasa [who knew that he would be captured by the enemy] summoned the samurai Watanabe Chujitsu Tonau and ordered: 'Strike off my head.'

Tonau could not bring himself to do this while his master was still alive. He wept bitterly. 'How can I do that, my lord?' he replied. 'I can do so only after you have committed suicide.'

'I understand,' said Yorimasa. He turned to the west, joined his palms, and chanted 'Hail Amidha Buddha' ten times in a loud voice. Then he composed this poem:

Like a fossil tree

Which has borne not one blossom Sad has been my life

Sadder still to end my days Leaving no fruit behind me.

Having spoken these lines, he thrust the point of his sword into his belly, bowed his face to the ground as the blade pierced him through, and died. Tonau took up his master's head and, weeping, fastened it to a stone. Then, evading the enemy, he made his way to the river and sank it in a deep place.

Source: Watson, B. & Shirane, H, *The Tales of the Heike*, Columbia University Press, 2009.

Context statement for Source 2.21

The Tale of the Heike is the epic story compiled prior to 1330 of the struggle between the Taira (Heike) clan and Minamoto (Genji) clan for control of Japan at the end of the twelfth century in the Genpei War (1180–1185). This story is a classic example of Japanese literature assembled from scattered oral poems.

▲ **Source 2.21** Excerpt from *The Tale of the Heike*, 1330

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Context statement for Source 2.22

A famous series of panels from the seventeenth century that depict battle scenes from *The Tale of Heike*, showing that the samurai were deployed as cavalry (warriors on horseback) and the rapidity of the battles in this form of warfare.



▲ **Source 2.22** Battle scenes from the Battle of the Heike, early 1600s

1. First of all, you should believe in the Buddha(s) and the gods.
5. Be righteous, show sympathy and respect. Be honourable.
7. You should do your hair early [as soon as you rise]. I need not tell you that this rule applies when you are to attend on your lord; but even when you must stay at home because you are not well or have urgent business to do, you should do your hair early, for you must not be seen in an ungroomed state by others.
12. If you have a little leisure, read books. But hide your reading matter in your breast-fold; in general, you should not let people see you read. But whether in bed or up and about, you must always practise writing; otherwise, you will forget how to read and write characters.
15. It is boorish and vile to have no poetic sensibility or skill, and you should study the art of poetry.
16. In your off-duty hours, practise riding. First you should become skilled in the essentials, and then practise the standard techniques for guiding the horse.
21. It is not necessary to write here about the 'Arts of peace and War, including Archery and Horsemanship', for to pursue these is a matter of course. From of old, the rule has been, 'Practise the Arts of Peace on the left hand, and the Arts of War on the right'. Mastery of both is required.

Source: In *Monumenta Nipponica*, Vol. 29, No. 3 (Autumn, 1974), pp. 283–303.

Context statement for Source 2.23

Sometime after 1495, Hojo Soun, a daimyo, wrote articles as conduct guidelines for the people who served him. Many warrior leaders left instructions, but Soun's are especially interesting because he lived such a long life (1432–1519) and did many things. Soun composed his Twenty-One Articles sometime after 1495 as a code of conduct for all persons who owed him service. You will likely recognise elements of both Buddhism and Confucianism in the codes.

◄ **Source 2.23** Samurai House Rules

2 Using Sources 2.21, 2.22 and 2.23 (and earlier sources studied in this chapter), complete the table below:

Source	Evidence about samurai behaviour and training	Evidence about what samurai value (consider all aspects, including culture and religion)	Information that strikes you as odd in these accounts or questions you have	Corroboration relating to samurai life in the feudal period: common information or ideas across sources
Source 2.21				
Source 2.22				
Source 2.23				
Source ___ (earlier studied)				
Source ___ (earlier studied)				

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▲ **Source 2.24** The upper section of a samurai suit of armour

What do you notice about the mask and helmet? Do you think it was designed purely for safety, or could it be this way to impress fear on others? Do you think this armour would be as heavy, uncomfortable or difficult to move in as medieval steel plate armour?

Although the modern mythology of the samurai is of a dedicated and determined figure, who consistently acts in accordance with the wishes of his own leader, this has been disputed by historians. One historian, Harold Bolitho, in his book *The Myth of the Samurai* (1989), challenges this view of the samurai. Investigate his professional interpretation in Activity 2.5.

ACTIVITY 2.5

Developing historical skills and concepts: writing a historical interpretation

To be successful in this activity you will have:

- Read and understood one historian's historical interpretation of what the samurai were like, and analysed it in comparison to other ideas about the samurai
- Written your own historical interpretation in the form of a paragraph that explains what it might have been like living in feudal Japan under the control of the samurai.

1 As you read Harold Bolitho's historical interpretation of the samurai in Source 2.25, **consider** the following questions:

a What does Harold Bolitho say about the 'popular' view of samurai?

b What does he argue the samurai were actually like, and what were they really interested in? To answer this, use the following stem: 'Historian Harold Bolitho argues that …'

c How does this challenge the ideas of a samurai code or way of life? To answer this, use the following stem and insert a direct quote: Harold Bolitho challenges the ideas of a samurai code where he states '…'

In the popular imagination Japan and the samurai are often synonymous. The samurai were – so the stereotype goes – the finest flower of Japanese civilisation, a class of professional fighting men devoted to the awesome ethical principles of their bushido code, totally loyal to their masters, indifferent to physical discomfort, ignorant of fear, and casually accepting of death … Apart from their masters … the samurai cared for nothing save their reputation; to preserve or salvage these all stood ready to take their own lives … [But] the samurai of the popular imagination is a myth. He never existed. … [From the ninth century to 1580] the samurai were at their most active… constantly fighting, getting ready to fight, or recuperating from having fought … [Most samurai] would have been semi-professional at best … They were 'bully boys' [and] there was no self-conscious military code – no bushido … Extensive lawsuits by samurai families over contracts and property disputes and ownership show what samurai were really interested in: land. Land

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meant crops, which in turn meant taxes, which meant wealth. For that matter, loyalty does not seem to have been a major consideration either … As can be seen in the genealogy of any warrior family, [samurai served] a whole succession of different masters, each one deserted in turn for someone more promising. They may not have been loyal, but they were certainly not stupid.

Source: Harold Bolitho, '*The Myth of the Samurai*', in Alan Rix and Ross Mouer (eds) *Japan's Impact on the World*, Japanese Studies Association of Australia, 1986.

▲ **Source 2.25** Historian Harold Bolitho's interpretation of the samurai

2 Now write your own historical interpretation.

a **Discuss** with your peers the following topic: Bolitho states in the source that the samurai 'were "bully boys" [and] there was no self-conscious military code – no bushido…' Think about what it might mean if the toughest bullies you could imagine were in charge of your school – what would this mean for your school's organisation and your own school life?

b **Consider** what it might have been like to live under the control of the samurai, and write a paragraph explaining what you think based on what you know from your study so far. (You may choose to agree with Bolitho or challenge him using other evidence from your inquiry.)

The way of life in medieval Japan: what were the roles and achievements of samurai women in a 'warrior society' like shogunate Japan?

ACTIVITY 2.6

Developing historical skills and concepts: historical research

The general assumption in both popular culture and many histories is that only men were able to be warriors in Japan. Inquiry question: 'Were samurai women able to be warriors and fight in battle in feudal Japan too?'

To be successful in this activity you will have:

- Developed questions to guide historical inquiry
- Analysed sources provided to gather evidence about the role and achievements of samurai women in feudal Japan
- Used this evidence to consider whether the above statement is correct and answered the inquiry question in a historical explanation.

1 Research questions to guide historical inquiry

In any research task in history, you should always **consider** these essential questions when you are looking at either a primary or secondary source, as these questions will help you to *analyse* the source itself and draw conclusions about its *usefulness* (evaluate).

- When? – When was it made? What does this tell us? Is it from the time that we are studying, or is it a later source?
- Where? – Where is it from? Where was it found (if we know)?
- What? – What is it? What does it say, or what does it show?
- Who? – Who wrote it or drew it or painted it? Who was the intended audience?
- Why? – Why was it made? Why did the person choose to do this?



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- How? – How do you think it might have been seen at the time? How do you think it might have been received by the intended audience? How does this help us to understand this period of history?

2 The sources

Sources 2.26 to 2.30 will help you to research whether women were able to be warriors in Japan. When you **analyse** these sources, you should **apply** the questions above and **conduct** further research (including online) to help you understand these figures and their role in Japanese history, including whether you are able to trust this information or not.

Empress Jingu (c.200–269 CE) was believed to have dressed like a man in order to lead the Japanese army against Korea. In this speech, she is recorded as justifying to her generals why she should lead the army in war. This is recorded in the early Japanese history Nihon Shoki, written in the 700s, which also argued that she was the one who achieved victory in Korea:

'If I were to leave the whole conduct of the war in your hands, and you were unsuccessful, the responsibility would fall on your shoulders alone. But that I cannot bear. Although I am only a woman and unworthy of the post, yet it seems that I have the full approval of the gods, and the hearty support of all you officers and of the soldiers. It is for these reasons I venture to marshal the army, and share both the successes and failures of the undertaking.'

Source: Michiko Aoki, 'Empress Jingu: The Shamaness Ruler,' in *Heroic with Grace: Legendary Women of Japan*, Taylor & Francis, 1991.

▲ **Source 2.26** Empress Jingu

… authentic accounts of fighting women are relatively rare when compared with the immense amount of material on male warriors, [but] they exist in sufficient numbers to allow us to regard the exploits of female warriors as the greatest untold story in samurai history … The written evidence for samurai women being involved in actual fighting covers … different situations. The first was that of a defended castle where the commander was absent and the responsibility for defence had to be assumed by his wife. In nearly all such cases the castellans' wives' roles involved actual fighting as well as administrative duties.

Source: Extract comes from a history on samurai women, and how these women (who were part of a particular class in society) may have fought, from Stephen Turnbull, *Samurai Women*, 2010.

▲ **Source 2.27** Extract from a history on samurai women

Consider Sources 2.28 and 2.29 together (the painting and text on Tomoe Gozen). Tomoe Gozen was a female samurai who not only fought in the Genpei War (1180–85) but also commanded other samurai in battles. The image comes from a nineteenth-century painting. The text comes from a series of stories that are about the Genpei War called the *The Tale of the Heike,* c.1330. Carefully **consider** both dates when examining Tomoe Gozen.

Tomoe was especially beautiful … She was also a remarkably strong archer, and as a swordswoman she was a warrior worth a thousand, ready to confront a demon or god, [on a horse] or on foot … Whenever a battle was imminent, Yoshinaka [the leader] sent her out as his first captain, equipped with strong armour, an oversized sword, and a mighty bow; and she performed more deeds of valour than any of his other warriors. Thus she was now one of the seven who remained after all the others had fled or perished.

Source: *The Tale of the Heike*, trans. Helen McCullough, Stanford University Press, 1988.

▲ **Source 2.28** Extract from *The Tale of the Heike*, 1330

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▲ **Source 2.29** Painting '*Lady Tomoe in Armor*', 1900

Historians continually assess and reassess history through the use of archaeology, including major projects that have been completed on medieval battlefields in Japan. At the site of the Battle of Kamakura (1333), archaeologists uncovered thousands of skeletons. They discovered that it appeared to have been a common practice to take the heads of defeated warriors as trophies and that many samurai on the defeated side apparently committed ritual suicide. They determined from the skeletons that at least one female samurai fought at Kamakura. At another battlefield, Senbon Matsubaru, the archaeologists discovered that one third of all samurai warriors on the field of battle were women. This was not a siege, but a full battle between opposing samurai armies.

Source: Samuel Koehne on the Battle of Senbon Matsubara in 1580.

▲ **Source 2.30** Reassessing samurai women

3 Communicating historical knowledge

Now answer the key inquiry question based on your interrogations of Sources 2.26 to 2.30 and any others you have located yourself. Write a historical explanation that responds to the inquiry question: 'Were samurai women able to be warriors and fight in battle in feudal Japan too?' Follow the steps below:

a Topic sentence: it must be a statement response to the inquiry question.

b Elaborate/reasoning: sentence(s) that support your topic sentence and add details that explain the reasons why.

c Support your reasoning: use evidence from your study of the sources earlier that support the elaboration/reasoning. You may like to use language like:

- Source _____ supports this where it states '…'.
- In support of this point, Source ____ shows ...
- Evidence from Source _____ and Source _____ both support the idea that (*your reason*). They agree that …

d Concluding sentence: link back to your topic sentence point and wrap up.

In this section you have explored the hierarchal nature of ancient and feudal Japanese society and pondered the idea of what it might be like if modern Australian society was controlled by a small group of military leaders. You have interrogated historical sources to investigate the debated topic of what samurai warriors were like and what they believed in. Additionally, you considered the dilemma over whether samurai values (bushido) still have a place in modern society, providing a way in which one may live a fulfilling life. Lastly, you conducted research into and made decisions about whether women in feudal Japan could be samurai warriors and fight in battle.

REFLECTING ON YOUR LEARNING 2.2

Reflect on what you have learned in this section:

1 Based on the information and sources 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 answer the question: 'How was Japanese society ordered under the shoguns?'

2 **Explain** how the information and sources in this section contribute to answering your overall inquiry question: 'How did Japan change so dramatically from a place of samurai warriors to one of the most modern and technologically advanced countries in the world today?'

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

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2.3 What were the significant influences on early Japanese society?

FOCUS QUESTIONS

- How did intercultural exchange cause changes in Japanese language?
- What influenced writing in Japan?
- How did intercultural exchange influence Japanese religious traditions over time?
- What is Japan's indigenous religion and how did it influence society?
- What is Confucianism, and how has it influenced Japanese society?
- What has been the role of Buddhism in Japan?

How did intercultural exchange cause changes in Japanese language?

The geography of a country can also mean that it is affected by other nations or states that are nearby, as there can be intercultural exchange. This means that one country's culture is influenced by another country. A clear example of this is in language. Like the English language's Germanic influences, Japanese too has linguistic influences from another country: China.

Change and continuity: what influenced writing in Japan?

Kanji – These are characters that came from Chinese, which strongly influenced Japan in the Classical Period. Each kanji character conveys concepts or meaning.

侍

samurai

▲ **Source 2.31** The word 'samurai' written in calligraphic kanji. Note how this kanji (like all kanji) are a collection of little character parts, which are called 'radicals', and when put together they convey a meaning. In this case 'to serve' or samurai.



▲ **Source 2.32** This Japanese alphabet from 1690 shows the development of Japanese writing. On the left are the Chinese kanji characters, and the remaining characters are hiragana and katakana, which are only used in Japanese.

Do you think Japan could have developed its own hiragana and katakana without first adopting Chinese kanji characters? What other influences might come through adopting another country's written language?

kanji Japanese written alphabet that comes from Chinese characters

In the absence of a writing system, the kanji or Chinese writing system was used to represent the existing Japanese spoken language. In this way, China's culture influenced Japan because the two countries are very close to one

Do you think a writing system of pictures, where meaning is enclosed in the character, is more or less rich than one that uses a phonetical script (an alphabet of meaningless letters)?

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hiragana Japanese written alphabet used to spell out kanji in syllables

katakana Japanese written alphabet for words that have been adopted from other languages

Shinto Japanese religion in which people worship past members of their family and various gods that represent nature

Confucianism religion based on the ideas of the Chinese philosopher Confucius

Buddhism religion that has a variety of beliefs, practices and traditions based largely on the teachings of Siddhartha Gautama (the historical Buddha)

another – the geography of the region caused 'intercultural exchange'. There are about 2000 symbols in kanji that are used regularly.

There are 46 core **hiragana**, which are symbols that are much easier to write than kanji and are used to convey sounds. This script is used together with kanji to conjugate verbs. Hiragana is also used to write out words phonetically (as they sound). **Katakana** is the third group of symbols, which are mostly used to convey foreign words in Japanese, such as loan words from English. It is also used for emphasis or onomatopoeia.

Kanji: 侍

Hiragana: さむらい

Katakana: サムライ

▲ **Source 2.33** The word 'samurai' in kanji (top), hiragana (middle) and katakana (top) characters. The hiragana and katakana characters are much simpler to write than the kanji version of the word.

What do you notice about the parts (radicals) of kanji and the katakana script? How would you describe the visual differences between hiragana and katakana?

How did intercultural exchange influence Japanese religious traditions over time?

You will investigate this question using a summarising activity. The activity will be completed as you travel through the section and probe the differing religious and philosophical traditions in shogunate Japanese society. Be sure to keep up with the key terms as they are important to your historical understanding.

ACTIVITY 2.7

Developing literacy skills: summarising

To be successful in this activity you will have completed a summary table of key points on three significant influences on early Japanese society: **Shinto**, **Confucianism** and **Buddhism**.

1 As you read through the following narrative section and interrogate the sources provided relating to these traditions, complete the summary table below in your books or in a Word document. Title it 'Activity 2.7: Summarising Japanese religious traditions – How has religion been influenced in Japan?' and use dot points to **summarise** the information you have learned.

Tradition	When introduced (and by who)	Key ideas	Possible long-term influence on Japanese society (its people and their attitudes and values)
1. Shinto			
2. Confucianism			
3. Buddhism			

2 At the end of this section, share your summary table with classmates to **compare** your notes and ideas across the three columns. Make changes if you identify any major inaccuracies.

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What is Japan's indigenous religion and how did it influence society?

We begin by investigating what two Harvard University professors say about the Japanese religion of Shinto. As you read these statements, think about what this tells you about early religion in Japan.

kami Shinto deities (spirits)
deify to worship or regard as a god

Shinto is an indigenous religion of Japan. Its deities are called **kami**. The kami may be **deified** human beings – that is, ancient heroes. They may be the gods of ancient myth. They may be natural phenomena, such as a striking tree, a huge boulder, a waterfall. In some eras of history, the Emperor has been considered a kami … The institutions of Shinto are called shrines.

▲ **Source 2.34a** Professor Helen Hardacre's description of Shinto

Even in the biggest cities in Japan, there are shrines everywhere … And inside the shrine (are) trees, potted plants, some boulders that had been brought there years ago, things that were reminiscent of nature. I think that in some ways Shinto has a certain reverence for nature … people try (to) bring something natural and consider it worth revering, if not actually worshipping.

Source: Helen Hardacre and Theodor Bestor, 'Shinto', http://afe.easia.columbia.edu.

▲ **Source 2.34b** Professor Theodor Bestor's description of Shinto

RESPONDING TO THE SOURCE – 2.7

1. According to the experts in Source 2.34, **describe** what constitutes (makes up) *kami* in the Shinto tradition.
2. **Propose** a list of ideas about Shinto mentioned by the two experts that are similar – that they agree on.
3. **Explain** what the kami tell us about Japanese society and how people understood the world, including their emperor.
4. Think back to the work you did on Japanese mythology and creation earlier in this chapter. **Determine** whether or not there is a relationship between the origin story and the beliefs outlined here in the Shinto religion. If so, **describe** what it is.

You have probably worked out from the study of Source 2.34 that Shinto is a religious belief that is purely Japanese and is a kind of ancient Japanese worship of nature, including the sun goddess, and various gods connected to nature. The Shinto form of religion connects the emperor's family to the 'sun goddess' of early Japanese history, and means that the emperor is meant to be semi-divine.

The key tenets of Shinto are:

- Family: the tradition of placing importance on familial heritage and relationships; hence, births and marriages are important Shinto events
- Nature: love and respect of nature as sacred – being in touch with nature meant contact with the gods; for example, the celebration of the cherry blossom festival still important in Japan today
- Physical cleanliness: literally with bathing and metaphorically with the removal of shoes inside homes or shrines to keep the world's impurities out
- Festivals: to honour the spirits and bring people together.

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▲ **Source 2.35** Ise, Japan, May 2005. Shinto priests hang the sacred ropes between 'God Married Stones' or 'Couple Rock'. They serve as a gate to the Okitama Shrine.

Which key tenet(s) from the list on the previous page might this image reflect?

In Shinto, humans become kami after they die and are revered by their families as ancestral kami. This is why followers of Shinto are expected to do their best to respect the connections with their ancestors, self, descendants and nature, and achieve the ultimate goal of fulfilment of life on earth.



▲ **Source 2.36** Masatsugu Okutani is a 25th generation Shinto officiant – priest – with his family line dating back to the twelfth century.

What does this tradition suggest about the importance of the Shinto religion in Japan?

This kind of religion is often called an 'animist' form of religion and is common in many parts of the world when we look at ancient religions. It may mean that people are actually worshipping a part of nature – the Ancient Egyptians worshipped the sun and the Nile River – or that they worship a god or hero that embodies a part of nature or even human life – the ancient Norse gods included Thor as the god of thunder and Freya as the goddess of love. There were no Japanese sacred texts for Shinto, but it was instead followed through rituals and rites.



How do you think that 'animist' religions like Shinto might have developed, and why do you think animist religions were so common in different parts of the ancient world?

What might this tell you about human worship behaviour?

What is Confucianism and how has it influenced Japanese society?

There is some debate if Confucianism is really a religion or a philosophy that teaches people a way to live. It comes from China, and adherents are meant to follow the moral commands of the philosopher Confucius (551–479 BCE) to ensure virtue. The sayings of Confucius were preserved and passed down to adherents of his discipline, and many of the ideas that he promoted fitted with core tenets (beliefs) of Japanese society, such as obedience and respect for parents, loyalty to one's master and duty in one's position. In fact, as you learned earlier in this chapter, the *Gojó* are based on Confucian principles.

One key belief that Confucius held was that the nation should be founded on the core unit of the family, and that stability within the family would help to build a stable nation. Another was the strict obedience of and duty to the social hierarchy structure – if you were born a farmer, it was your duty to do your best in this role and not try to improve

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or change your social status, and the same is said for other levels of society. Confucianism has existed in Japan since the sixth century but it became particularly prominent in the Tokugawa period (1600–1867).



It is said that Australian society is a classless society, unlike the rigid Confucian-like social hierarchy of feudal Japan. Would you agree? And, if so, do you think this a good thing?



▲ **Source 2.37** Statues of Confucius and his disciples at the Confucius Temple in Nagasaki, Japan

How would you describe the way Confucius and his disciples have been displayed in these statues? Why might people use statues to portray people for the future in a certain way? How accurately do you think statues might reflect someone's true character? To what extent could statues be used to project an inaccurate image over time?

What has been the role of Buddhism in Japan?



▲ **Source 2.38** A bronze statue of preaching Buddha from the eighth-century Nara Period in Japan (710–794 BCE)

What does the age of the statue tell you about Buddhism in Japan?

The role of Buddhism has been varied since its arrival to Japan via China and Korea in the fifth century. From its introduction, Buddhism was able to co-exist with Japan's native religion Shinto quite cohesively. In fact, over time the two religions came to complement each other in Japanese society by playing different roles. Buddhism in Japan has long been associated with the sacredness of nature and the belief that enlightenment

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Noble Eightfold Path summary of the path of Buddhist practices leading to enlightenment

might be found through physical discipline and adherence to the 'Four Noble Truths':

- All life involves suffering
- Suffering is caused by desire
- Desire can be overcome
- The way to overcome desire is to follow the **Noble Eightfold Path**.

Source 2.39 is a personal account written in 1212 by a Japanese Buddhist monk named Kamo no Chômei. In it he tries to explain why he turned to Buddhism. As you read this passage, think about what this tells you about life in feudal Japan and the role of Buddhism.

> All is as I have described it – the things in the world which make life difficult to endure, our own helplessness and the undependability of our dwellings. And if to these were added the griefs that come from place or particular circumstances, their sum would be unreckonable ... For thirty years I had tormented myself by putting up with all the things of this unhappy world. During this time each stroke of misfortune had naturally made me realise the fragility of my life ... I became a priest and turned my back on the world ... Since I fled the world and became a priest, I have known neither hatred nor fear. I leave my span of days for Heaven to determine ... My body is like a drifting cloud – I ask for nothing, I want nothing.
>
> **Source:** Donald Keene, *Anthology of Japanese Literature from the Earliest Era to the Mid-Nineteenth Century,* Grove Press, 1955.

▲ **Source 2.39** Japanese man Kamo no Chômei explains why he became a Buddhist monk.

RESPONDING TO THE SOURCE – 2.8

1. Using Source 2.39, restate in your own words what Kamo no Chômei says makes his life 'difficult to endure'.
2. **Describe** the role of Buddhism for Kamo no Chômei according to Source 2.39. **Explain** what seems to motivate him to adopt its teachings.
3. **Describe** what we can learn implicitly (from what is not directly said – reading between the lines) about feudal Japanese life for everyday people from Source 2.39. (Consider your response to Question 1 too.)
4. Kamo no Chômei begins this account talking of natural disasters in Japan that he had seen, including typhoons and earthquakes. **Determine** to what extent you think post-traumatic stress disorder (PTSD) might play a role in him turning to religion. And, considering this, **decide** whether or not you think the samurai training in Zen Buddhism in addition to their military arts might have been used as a way of preventing PTSD.

'Zen' Buddhism, a Japanese form of Buddhism adapted from Indian and Chinese influences, values intuition and mindfulness gained through long periods of meditation. Followers of Zen study the sacred texts of Mahayana Buddhism. Dr Masunaga Reiho of Komazawa University explains in his book *Soto Approach to Zen* that it was Dogen Zenji who first brought this form of Buddhism to Japan from China in the thirteenth century, and taught people to free themselves from 'the illusion of ego' (1958, pp. 203–14). This was often achieved by Zen Buddhists through the study of riddles known as '*koan*'. Koan would offer Zen Buddhists the opportunity to free their minds from reason and help move beyond normal patterns of thought in the hope of experiencing flashes of insight.

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Do you think the method of Buddhist study using Koans is similar to historical inquiry?

Zen was favoured by the warrior class at this time. It was believed that through the disciplined study of Zen (in addition to martial arts), a warrior could develop intuition, focus and freedom from ego that would serve him well in the heat of battle. Through Zen, warriors also found an enhanced beauty in and an acceptance of impermanence – like the short-lived beauty of a cherry blossom or butterfly. This in turn aided samurai in coming to terms with the possibility of dying anytime while serving society in such a dangerous role.

In this section you have studied the Chinese influence on Japanese language over time. Also, you have explored the three religious traditions of ancient and feudal Japan. You have completed a summary table in Activity 2.7 for your notes on the key dates and people involved in the traditions, the key ideas or tenets, and the influences these traditions might have had on people in Japanese society.

REFLECTING ON YOUR LEARNING 2.3

Reflect on what you have learned in this section:

1. Based on the information and sources 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 influences on early Japanese society?'
2. **Explain** how the information and sources in this section contribute to answering your overall inquiry question: 'How did Japan change so dramatically from a place of samurai warriors to one of the most modern and technologically advanced countries in the world today?'

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





2.4 What significant developments changed Japan throughout the Classical and Feudal periods?

FOCUS QUESTIONS

- What were the major developments in Japan in the Classical Period? (794–1185 CE)
- What were the major developments in Japan in the Feudal Period? (1185–1600 CE)
- What changed as a result of the shift from rule by an emperor to rule by a shogun?
- What caused the shift of control back to the emperor and then on to another shogun in the Muromachi Period?

You will explore this inquiry question by organising your notes and your thinking using concept maps as explained in Activity 2.8. In this way the activity will guide your thinking and note-taking as you travel through the section and provide you with an opportunity to demonstrate your historical skill development while engaging with the narrative text and historical sources provided.

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ACTIVITY 2.8

Developing historical concepts: cause and effect

To be successful in this activity you will have identified clearly in graphic organisers:

- What you view as the chief causes for the changes across the Classical period and Feudal period
- The major effects of these changes.

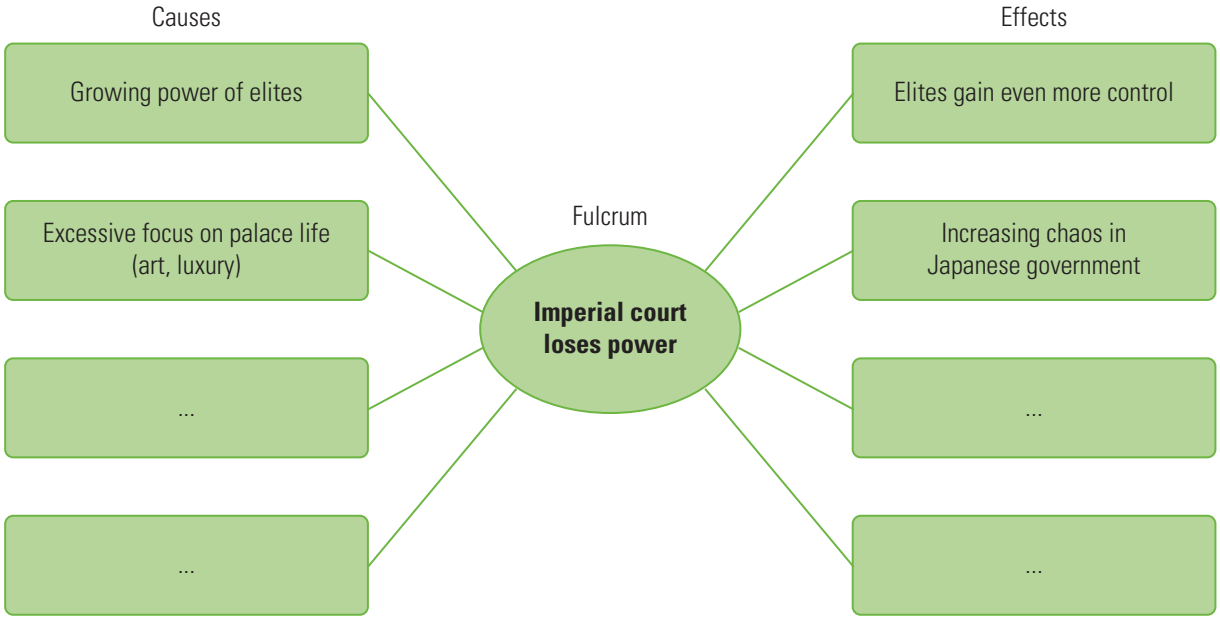
1 As you read through the narrative and interrogate the sources provided in this section, order your ideas/notes conceptually by completing graphic organisers (see example below) in your book or in a Word document.

2 Title the page/document 'Activity 2.8 Exploring cause and effect – What were the significant developments that changed Japan throughout the Classical and Feudal periods?'

3 Place the following major themes at the centre of your graphic organisers:

- Imperial Court loses power
- Rule by the shogun
- Continuing warfare.

Examples to guide you – note that some suggested causes and effects have been provided to get you started. Repeat for the other themes listed above.



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What were the major developments in Japan in the Classical Period? (794–1185 CE)

The Heian or Classical Period (794–1185 CE)

An example of the kind of life enjoyed by the Imperial Court in Heian-kyo (modern-day Kyoto) is recorded in what is widely considered the world's first novel, *The Tale of Genji*, written before 1021 CE by Murasaki Shikibu, a woman of the Imperial Court and the daughter of a court noble. The main character is Prince Genji, and the novel describes the life of the court in great detail, including the differing lives of men and women of the court.

Interrogate Sources 2.40 to 2.41 relating to the novel to explore further what life was like at the Imperial Court during the Classical Period.

The emperor paid a state visit … It was a most extraordinary event, the talk of the whole court. The preparations … were unprecedented in their complexity and in the attention to brilliant detail. Arriving late in the afternoon, the royal party went first to the equestrian grounds [to view the horses of the cavalry], and the inner guards were mustered for mounted review … There were [rich fabrics and woven materials] spread along the galleries and arched bridges and awnings over the open places when, in early afternoon, the party moved to the southeast quarter. The royal cormorants [a type of bird that dives for fish] had been turned out on the east lake, where there was a handsome take of small fish … The autumn leaves were splendid … Walls had been taken down and gates opened and not so much as an autumn mist was permitted to obstruct the royal view. The officers of the inner guards advanced from the east and knelt to the left and right of the stairs before the royal seats, one presenting the take from the pond and other a brace of birds taken by the royal falcons in the northern hills. … The court musicians took their place by late afternoon, by which time the wine was having its effect. The concert was quiet and unpretentious and there were court pages to dance for the royal guests.

Source: Murasaki Shikibu, *The Tale of Genji*, trans. Edward Seidensticker, 1976.

▲ **Source 2.40** Extract from Murasaki Shikibu's *The Tale of Genji*

RESPONDING TO THE SOURCE – 2.9

1. **Explain** why the celebration described in Source 2.40 was so elaborate.
2. **Determine** the evidence in Source 2.40 that shows the Imperial Court was an impressive property and covered a huge area of land.
3. **Describe** the different aspects of this event, and **explain** what it tells us about the people who were a part of the Japanese Imperial Court. **Identify** at least four distinct groups and **describe** what they did in the court.
4. In your view, based on this extract, **identify** what was valued by the emperors and their Imperial Court. **Select** quotations from the novel to support your answer.
5. **Discuss** the following questions based on the last novel that you read. Where was it set? What time was it set in? When was it written? Could someone in the future use your novel to understand life at that time? **Discuss** how useful a novel written from the time, such as *The Tale of the Genji*, might be as a historical source to understand the Heian Period. **Determine** what might be the problems for historians using a novel such as this.

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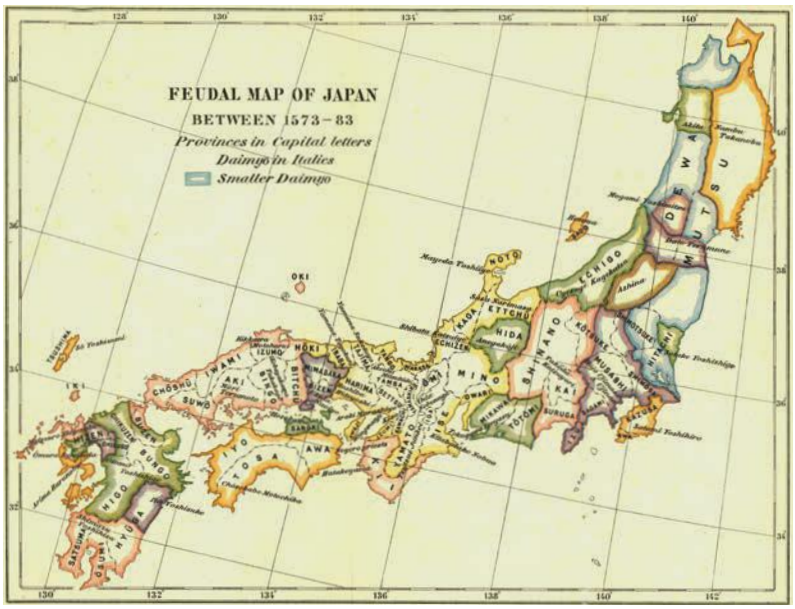
▲ **Source 2.41** A painting of the Imperial Court taken from *The Tale of Genji*, 1791

RESPONDING TO THE SOURCES – 2.10

1. **Describe** the scene in Source 2.41. For example, would you say the women in this scene are well dressed? Would you say they are actively engaged in tasks or lounging? Would you say the women could be there to entertain the emperor? Are the gardens and the landscape well looked after? Is the structure clean, tidy and well looked after? Would you say the people in the scene are behaving in a 'civilised' way?
2. Match elements of the painting in Source 2.41 with phrases from the novel in Source 2.40 that reflect them.
3. From your answers to Questions 1 and 2 and your analysis of Source 2.40, **determine** what we can assume life was like at the Imperial Court during this period.
4. The painting in Source 2.41 was created more than 700 years after the novel was written. **Determine** whether you think this makes the painting a less or more accurate reflection of life at the court. **Determine** to what degree your matching answers in Question 2 increase the reliability (trustworthiness and accuracy) of this source. **Explain** why.

As you have found out from your study of Sources 2.40 and 2.41, Japan in the Heian or Classical period was ruled by both emperors and empresses at the Imperial Court. This administrative system was based on models from China. The court devoted considerable effort to literature, art, theatre and culture. The culture of this period was extraordinary and had classical themes that continue today. This was a time when Japan moved from being a country that was considered 'uncivilised' by early visitors to a highly civilised and distinctive culture. While it was influenced by other countries, it created its own distinctive Japanese forms of art, poetry and architecture valued highly by people at the court. However, the difficulties that arose in this period of Japanese history were that the court became so interested in art and the refinement of poetry and literature that, arguably, the affairs of state (political control, military stability and the economy) were neglected.

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▲ **Source 2.42** Japan (excluding Hokkaido and small islands) in feudal times, specifically 1573–83

What do you notice about the number of provinces in such a small island nation? If each province was governed by a different daimyo with his own samurai army, how difficult do you think it would have been for the emperor to rule over the nation from his court in Heian-kyo without their support? Explain.

The aristocrats were so caught up in the fine nature of their life that the Buddhist temples became powerful, and so too did individual military governors who controlled the provinces. While they were meant to respect the authority of the emperor, their power grew to the point where they formed a threat to the central government, and there was widespread dissatisfaction among the aristocrats, as well as general unrest in the last years of the Classical Period. This gave way to a time of warfare, out of which came the period when the shoguns ruled. Excessive taxation of various goods, particularly agricultural goods, only added to the problems faced by the court. The emperors and aristocrats who controlled the state lived a life of luxury, but they were about to be replaced.

What were the major developments in Japan in the Feudal Period? (1185–1600 CE)

Following a period of time in which the emperors ruled, the increasing power of the individual generals and their ability to control the state could not be ignored. However, the increasing conflict between two major families – the Taira (aka. Heike) **clan** and the Minamoto (aka. Genji) clan – in their attempt to control the emperor and the court led to a **civil war**. This was known as the Genpei War (1180–1185). The Minamoto clan was ultimately successful, and after this violent civil war it was clear that control by the samurai was the only real method by which Japan could be stabilised and ruled. This meant that Japan had a warrior government (**bakufu**) with warrior leadership almost continuously from 1192 through to 1867.

clan group who originally came from the same family and have the same name

civil war war within a country between its people

bakufu (or shoganate) military government ruled by the shogun

The Kamakura Bakufu (1185–1333 CE): what changed as a result of the shift from rule by an emperor to rule by a shogun?

The first shogunate was known as the Kamakura government and it was ruled over by the Minamoto clan. The leader of this clan, General Yoritomo no Minamoto, was declared shogun. He led this change and shifted the government to Kamakura, which is south of modern-day Tokyo. Here is how Keiji Nagahara, Professor of History at Hitotsubashi University in Tokyo and author of *Minamoto no Yoritomo,* describes the change.

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Minamoto Yoritomo [was the] founder of the bakufu, or shogunate, a system whereby feudal lords ruled Japan for 700 years. Defying the emperor, Yoritomo established shugo (constables) and jitō (district stewards) throughout the Japanese provinces, thus undermining the central government's local administrative power, and in 1192 he acquired the title of supreme commander (shogun) over the shugo and jitō …

Yoritomo gave his shugo, each placed in a province, the function of administering and policing the Minamoto vassals [daimyo] locally. The shugo also administered the judicial proceedings in cases of rebellion and murder, and they thus acquired something of a military hold over each province. To supervise individual estates, the more pacific [wide reaching] office of jitō was created, which levied taxes and undertook the management of the estates. And, not surprisingly, both the shugo and the jitō became feudal lords. Through these institutions, Yoritomo was thus able to undermine the central government's local administrative power, and subsequently he even made efforts to rule remote districts, such as Kyushu, Japan's southernmost island …

After 1192 Yoritomo's policies were designed to relieve the strain between the military lords and the court aristocrats, and the powerful temples and shrines. Thanks to the institutions of the shugo and jitō, relations between the court of Kyōto and Yoritomo's government at Kamakura were fairly stable.

Source: Keiji Nagahara, *Minamoto Yoritom: Japanese leader*, in 'Britannica' [online], 2020.

▲ **Source 2.43** Historian Keiji Nagahara's description of the shogunate system

RESPONDING TO THE SOURCE – 2.11

1 According to Source 2.43, **identify** what system of government changed Japan from the emperor's rule. **Identify** how long this system of rule lasted.
2 **Describe** what *shugo* and *jitō* were. **Explain** why they were established.
3 Use Source 2.43 to **evaluate** to what extent you think Yoritomo's establishment of shugo and jitō would have given him control of Japan. Use quotes from the source to support your response.

Now look at a primary source document (see Source 2.44) from the Kamakura Bakufu from the year 1199. It discusses the appointment of a man named Tomomasa as shugo.

Tomomasa has been appointed to the shugo post of Harima Province. The men of this province are to obey Tomomasa, perform the imperial guard service, and in general show their loyalty. Tomomasa's authority is limited to rebels and murderers; he is not to interfere in provincial administration … And he is not, under any pretext, to cause difficulties for the nobles of this province.

Source: Document 138 of the *Kamakura Bakufu* describing the Shugo's authority. In 'The Kamakura Bakufu: A Study in Documents', by Jeffrey P. Mass, Stanford University Press, 1976, pp. 40, 49 158.

▲ **Source 2.44** Extract from Kamakura Bakufu (military government)

RESPONDING TO THE SOURCES – 2.12

1 **Create** a list of the duties (what he can and cannot do) that Tomomasa has been given according to the instructions in Source 2.44 from the Kamakura government.
2 **Explain** how Source 2.44 supports the evidence given by Professor Keiji Nagahara in Source 2.43.
3 While the shugo could act on their own authority, they were carefully instructed by the shogun not to upset the local daimyo in following their duties, while also being clearly advised that they were to help administer and control all troops in the region. **Decide** whether this source supports or challenges this statement. **Explain** using a quote from the source to support your point.

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▲ **Source 2.45a** Wakamiya Oji (1.8 km street lined with cherry blossoms trees) in Kamakura, leading to Tsurugaoka Hachimangu Shrine



▲ **Source 2.45b** Tsurugaoka Hachimangu Shinto shrine on 1 January 2018 in Kamakura, Japan. People queue to pray for the new year. The shrine is dedicated to Hachiman, the patron god of the Minamoto family (Genji) and of the samurai in general.

'Hanami' is the ancient Japanese traditional custom of enjoying the beauty and impermanence of flower blossoms. How might this represent a blend of Shinto and Buddhist philosophy?

How does the busyness of people participating in this ancient new year tradition here reflect historical continuity? What does it tell you about modern Japanese beliefs and attitudes towards Shinto and the samurai?

The Muromachi Period (1333–1573 CE): what caused the shift of control back from the shogun to the emperor?

As in the Classical period, there were key issues that led to another overthrow of the government. Principal among these were that the emperors, at times, attempted to re-take control from the shoguns through military conflict, mostly by promising power and rewards to the daimyo who would support them. The inherent issue with a samurai government was that the samurai class consistently tried to fulfil their basic function as warriors: to fight.



Why might it have been difficult for the samurai class to govern peacefully?

Do you think military governments even today might experience the same difficulties in government?

A period of intrigue and continuing conflict ended when Emperor Go-Daigo attempted to take back control of the state from the shogun in 1333. One of the generals, Ashikaga Takauji, who had previously served the Kamakura shogunate, joined with the emperor and assisted him in fighting against the troops of the shogun. While Takauji's hope appears to have been that he would be rewarded, Go-Daigo was more interested in establishing a court that returned Japan to the Classical Period, where he ruled directly and controlled the entire state.

As a result, he returned Japan to the tradition of using aristocrats to rule the country, appointing his own family members in place of the warrior government. This led to a period of further conflict that resulted in further change in the establishment of the Ashikaga shogunate in 1336. Having overthrown the Kamakura shogunate, the Ashikaga moved the capital back to Kyoto (the Muromachi district) and took control once again away from the emperor and his aristocrats. The key struggle in this time was to strengthen the government enough to control the different regions of Japan and make sure that the state did not divide again. Yet peace was short-lived!

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▲ **Source 2.46** The Ashikaga clan dedicated this Buddhist temple to Ashikaga Takauji, in honour of being the first member of their family to become shogun.

How might the style and beauty of the temple encourage contemplative meditation and at the same time demonstrate the wealth and power of the family? Do you think there is evidence in this source that strengthens the *accuracy* and *reliability* of the painting in Source 2.41?

In this section you have interrogated sources relating to historical change in the Classical and Feudal periods of Japan to identify cause and effect relationships using graphic organisers. In studying these relationships, you have learned how Japan moved from a country ruled by an emperor, to a shogun, to an emperor and back again to a shogun in the form of the Ashikaga. Furthermore, you have explored the difficulties relating to governments run by the military. Next you will investigate how continued power struggles after the Ashikaga Shogunate led to the unification of Japan under one predominant leader.

REFLECTING ON YOUR LEARNING 2.4

Reflect on what you have learned in this section:

1. Based on the information and sources 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 significant developments changed Japan throughout the Classical and Feudal periods?'
2. **Explain** how the information and sources in this section contribute to answering your overall inquiry question: 'How did Japan change so dramatically from a place of samurai warriors to one of the most modern and technologically advanced countries in the world today?'

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

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2.5 Why did Japan become unified under one leader by 1600?

FOCUS QUESTIONS

- What caused war to break out again after the Muromachi Period and how long did it last?
- What happened after the warring period?
- How was peace and unification achieved in Japan during the Azuchi–Momoyama Period (1568–1600) after 100 years of war?
- How did Tokugawa Ieyasu change Japanese society?

What caused war to break out again after the Muromachi Period and how long did it last?

Historian Shelton Woods, in an online essay for Japan Society (2021), writes that 'as each decade passed [in the Muromachi Period under the Ashikaga shoguns], imperial and shogunate power and authority waned'. By 1464 two brothers of the Ashikaga clan became involved in a dispute for power. Both brothers had an unrelenting desire to be shogun. Different clans around Japan declared allegiance to one or other brother and Japan was on the brink of civil war. What followed was 10 years of heated and bloody fighting known as the Onin War (1467–77), which severely weakened the authority of the Ashikaga shogunate.

In its weakened state, the Ashikaga shogunate was powerless to stop the daimyo forming further alliances and engaging in open warfare to gain power and influence. Just three years after the Onin War, the daimyo of Echizen (a province on the Japan Sea coastline) Asakura Toshikage wrote the following list of principles for ruling a domain. It offers a view into the mindset of the daimyo at this time of instability.

- You should only appoint people to leadership roles based on their abilities.
- Spies or 'intelligence agents' should be used for all provinces under your control, 'even if the world may be at peace', so that you fully understand your entire region.
- Spend your money wisely on military weapons, so that you do not buy 'a sword or dagger worth 10,000 pieces' as 'it can be overcome by 100 spears each worth 100 pieces'.
- The best way to 'defend yourself in time of war' is to avoid buying expensive swords, but to buy '100 spears, and to arm 100 men with them'.
- Provide public entertainment (such as theatre), but make sure to hire local performers as well.
- Do not trust in luck in battles, but instead prepare thoroughly, be 'flexible in all situations' and ensure you have a good strategy.
- Send out trusted agents regularly on 'inspection tours of the province' to 'listen to the views of the common people and farmers', and to find out if there is any corruption or 'misgovernment'.
- Do not allow anyone else to build a castle in your territory.
- Be sure that in law and government you control your region 'judiciously and compassionately' so you do not need to worry about 'lawless bands of warriors from other domains'; if you are unjust, then other provinces 'may intervene in your affairs'.

Source: Summary of the 17 'House Rules' of Asakura Toshikage, c.1480, cited in David Lu (ed.), *Japan: A Documentary History*, 1997.

▲ **Source 2.47** Summary of the 17 'House Rules' of Asakura Toshikage, 1480

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RESPONDING TO THE SOURCE – 2.13

1 **Categorise** each of the rules from Source 2.47 into one of the following (category of best fit):

Military – relating to war, the preparation of war or security	Political – relating to government or legal matters	Social – relating to looking after the wellbeing of the people

2 **Explain** what your list tells you about the situation and priorities of the daimyo at this time.

3 **Describe** the relationships between the 'common people' and those in authority. Would you say that the daimyo trusts the 'common people' in his domain? Use examples from the list to support your response.

4 **Describe** what this particular daimyo (and perhaps others in 1480) sees as the main methods of ensuring stability in society.

5 **Discuss** with your peers whether a daimyo is still relevant for the same purpose in the world today.

The Sengoku Period (warring states)

As Source 2.47 suggests, this was a time of heightened tension, fear and suspicion, with a focus on military strength. As a result of the continued conflict and fear among daimyo and weak leadership by the Ashikaga shoguns, the economy was seriously weakened, famine occurred, and the country was thrown into turmoil for the first time in centuries. Needless to say, military success determined who lost and gained power in this period. Even though there was still an emperor and a shogun, warlords fought and schemed in this chaotic time. This period of warring states, or *Sengoku*, would last for the next 100 years until a strong leader once again began the process towards peace and order in Japan.

What happened after the warring period?

The Azuchi–Momoyama Period (1568–1600)

Your first steps into exploring what happened after the warring period will be through independent historical inquiry. In the activity that follows, you will be asked to engage in the historical inquiry process to learn who the significant people were that contributed to the end to the warring period and how they went about achieving peace throughout Japan. Following your research in the activity below, you will rejoin this chapter's narrative and historical sources to investigate how the shogun Tokugawa Ieyasu went on to change Japan and sustain a period of peace for over two centuries.

ACTIVITY 2.9

Developing historical skills: develop a range of questions to inform historical inquiry

To be successful in this activity you will have:

- Developed research questions that will help you investigate and answer a key inquiry question
- Communicated your historical knowledge in the form of a historical explanation summary using reliable and useful information.

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1 Source 2.48 is a summary statement relating to what happened at the end of the Sengoku Period. Read the statement and particularly note the bolded words.

> Eventually, **three Great Unifiers** emerged at the end of the Warring States period beginning what came to be known as the **Azuchi-Momoyama Period** (1568–1600). These men established a single unified military government. The first of these unifiers, **Oda Nobunaga**, put a new Ashikaga shogun in office in 1568, but in 1573, dissatisfied, expelled him from Kyoto, bringing an end to the Ashikaga shogunate, and appointing no replacement. Fighting continued and Nobunaga was assassinated, but the war of unification was continued by his general **Toyotomi Hideyoshi**, the second unifier, and completed by the third, **Tokugawa Iyeasu**.
>
> **Source:** Paraphrased from Slavin, R. et al., *Senior Modern History for Queensland*, Cambridge University Press, 2019, Ch. 4.

▲ **Source 2.48** Summary of unification of Japan after Sengoku Period

2 Next, read the statement again and **consider** what questions pop into your mind throughout and after reading the statement. 'What do you want or need to know in order to better understand this development?'

Note down research questions that will help you investigate and answer the key inquiry question: 'How was peace and unification achieved in Japan during the Azuchi-Momoyama Period (1568–1600) after 100 years of war?'

A good place to start with research questions is with the W&H stems:

- What…?
- Where…?
- When…?
- Who…?
- Why…?
- How…?

3 List your questions. Then, share and **discuss** your questions with a partner. Are they a mixture of 'open' and 'closed' questions? Do they relate to and help you answer the key inquiry question (in Question 2)?

4 **Decide** together which questions are best suited to guide your inquiry in response to the key inquiry question (see Question 2).

5 Check in with your teacher to seek feedback on your questions.

6 After responding to your teacher's feedback on your questions, work with your partner to **conduct** historical research online. You might want to start with the following key word searches:

- The three unifiers
- Oda Nobanaga
- Toyotomi Hideyoshi
- Tokugawa Ieyasu
- Azuchi-Momoyama Period.

7 After you feel you have enough reliable and useful information to respond to your questions, complete a POWERWRITE:

- Take five minutes (no more or less) to independently write a historical explanation summary of what you have read, seen and thought about throughout your research. Your summary must answer briefly the key inquiry question.
- NOTE: you are writing *for* learning here. So be free and do not worry too much about grammar, punctuation and spelling. Just write! You are the audience for your writing here!

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How did Tokugawa Ieyasu change Japanese society?

The Tokugawa Period (1600–1867 CE)



▲ **Source 2.49** A Japanese map of Edo (present-day Tokyo) in 1849. Note: west is at the top of the map in contrast to maps of today.

In your research you would have found out that in 1600, during the later stages of the period of civil war in Japan, Tokugawa Ieyasu won a decisive military victory at the Battle of Sekigahara. In 1603 Emperor Go-Yo-zei, ruler only in name, made Ieyasu the shogun. Japan was now united under Ieyasu's control. In a remarkable period of control, after extraordinary chaos and conflict, Tokugawa Ieyasu established the Tokugawa shogunate, and finally brought order and unification to Japan that would last for more than 200 years.

Based in Edo (modern-day Tokyo), which was appointed the new military capital, the Tokugawa Bakufu reorganised all of society to ensure a strong administration and a strict division of society into four main classes. He worked hard to restore stability, peace and prosperity to Japan and briefly encouraged foreign trade with European powers. Japan advanced to the point where there were around one million people living in Edo by 1700.

What do you notice about the design of the city? What geographical feature gives Edo a significant advantage in trade and commerce? Is it so difficult to believe that Edo pictured here became, as of 2016, the world's busiest and most populated city on Earth (Insider.com, 2021)?

Investigate the following primary source (see Source 2.50) to learn about Tokugawa Ieyasu's belief that society could function best through the adoption of strict roles.

Once, Lord [Ieyasu] conversed with Honda, Governor Sado, on the subject of the emperor, the shogun, and the farmer:

> '… the true master of the way of the warrior is one who maintains his martial discipline even in time of peace. … the farmer's toil is proverbial … He selects the seed from last fall's crop, and undergoes various hardships and anxieties through the heat of the summer until the seed grows finally to a rice plant … The rice then becomes the sustenance for the multitudes … the artisan's occupation is to make and prepare wares and utensils for the use of others … the merchant facilitates the exchange of goods so that the people can cover themselves and keep their bodies warm.

Source: *Koro Shodan*, in the historical account *Dai-Nihon Shiryo*

▲ **Source 2.50** Tokugawa leyasu's ideas on military government and social order

RESPONDING TO THE SOURCE – 2.14

1 **Describe** how the shogun defines the 'four roles' of society (samurai, farmer, artisan, merchant) in Source 2.50.

2 You will notice that Tokugawa leyasu places the farmer's importance to society above that of the artisan and the merchant. **Explain** why he might do this. Do you think it reflects Confucius's ideas? If so, how? **Determine** whether this represents historical change or continuity in shogunate Japan.

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3 **Explain** why you think Tokugawa Ieyasu believed that this created a stable society.

4 Does the fact that this document was written by an unidentified retainer of Tokugawa Ieyasu in the early seventeenth century make this source more or less reliable/trustworthy?

You would have noticed in your study of Source 2.50 how Tokugawa Ieyasu distinctly made reference to the need for samurai to maintain 'his martial discipline even in time of peace'. But why is he supposed to do this? Well, the answer might well be in the following document. One of the most important Tokugawa legal documents, the Laws of Military Households (Buke Shohatto), was issued in 1615, only one year before Tokugawa Ieyasu's death, and provides us with an understanding of the basic regulations on the behaviour of lords and warriors according to Ieyasu. Let's see what it reveals.

1. The study of literature and the practice of the military arts, including archery and horsemanship, must be cultivated diligently. 'On the left hand literature, on the right hand use of arms,' was the rule of the ancients. Both must be training together. Train yourself and be prepared for possible disturbances even in times of peace.

2. Avoid group drinking and wild parties …

6. You may repair castles, but must report it. New construction of castles is strictly forbidden. …

8. Marriage must not happen in private [without the permission of the Tokugawa government]. …

10. All people must wear clothing in accordance to their social status. Lords and samurai retainers must wear kimono with family crests on their sleeves. …

12. The samurai of all domains must practise frugality [not show wealth and not spend money openly]. When the rich proudly display their wealth, the poor are ashamed of not being on par with them. There is nothing which will corrupt public morality more than this, and therefore it must be severely restricted.

13. The daimyo of the domains must select men of administrative ability as their officials. The way of governing a country is to get the right men based on merit [not simply employ family or friends]. If your domain has good men if flourishes forever. If it has no good men, it is doomed to die.

Source: *Japan: A Documentary History: The Dawn of History to the Late Tokugawa Period*, edited by David J. Lu, M. E. Sharpe, 1997, pp. 206–8.

▲ **Source 2.51** The Edicts of the Tokugawa Shoganate: excerpts from *Laws of Military Households* (Buke Shohatto), 1615

RESPONDING TO THE SOURCE – 2.15

1 Based on your study of Japanese religious and philosophical traditions earlier in this chapter, **identify** what philosophical framework you think the laws in Source 2.51 are based on.

2 What does it seem the Tokugawa shogunate was seeking to accomplish through these rules and regulations? **Explain**.

3 **Explain** how easily you think the shogunate would have been able to enforce these laws.

4 **Describe** how you might have reacted to these laws as a samurai at the time.

5 **Determine** whether these rules reflect a change from feudal Japanese customs or a return to them.

6 To what extent are these rules similar to or different from what the Australian Government and Australian society might expect of its military leaders and soldiers? (In other words, what military attitudes and values have changed and what has stayed the same?)

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▲ **Source 2.52** Toshogu Shrine was built in Nikko in 1617 as the mausoleum of Tokugawa Ieyasu.

How does this image, taken almost 400 years later in 2009, reflect the significance of Tokugawa Ieyasu?

In this section you have developed research questions to guide your inquiry into how the Tokugawa government ultimately ended civil war in Japan by 1600 and provided a stable government over several centuries. However, its position steadily declined as financial problems of the government led to higher taxes and riots among the farmers. In addition, this was worsened by years of famine that, in turn, caused riots and further financial problems for the government and the regional daimyo. Furthermore, the Confucian-based social hierarchy began to break down as the merchant class grew increasingly powerful; some samurai even became financially indebted to them. But it was foreign pressure from beyond the shores of Japan that would ultimately bring an end to the centuries of Tokugawa rule.

REFLECTING ON YOUR LEARNING 2.5

Reflect on what you have learned in this section:

1. Based on the information and sources 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: 'Why did Japan become unified under one leader by 1600?'
2. **Explain** how the information and sources in this section contribute to answering your overall inquiry question: 'How did Japan change so dramatically from a place of samurai warriors to one of the most modern and technologically advanced countries in the world today?'

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

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2.6 How did contact with the outside world irreversibly change Japan?

FOCUS QUESTIONS

- Why was Japan 'closed' to the outside world?
- What was Sakoku, what motivated it and what were its effects?
- How did Sakoku end?
- What changed after Japan ended Sakoku and opened up to the world?

Why was Japan 'closed' to the outside world and opposed to foreign influences?

While the Tokugawa government was a stable one, it faced various challenges. In order to maintain stability, it was decided that it was not only necessary to ensure peace within the country through dominating the noble families and the samurai class, but to also stop outside interference that might disrupt the hard-won peace in Japan.

What was Sakoku, what motivated it and what were its effects?

Take a look now at an extract from the Sakoku **Edict** of 1635 to see what it reveals about the Tokugawa's attitudes towards foreigners.

edict official order or proclamation issued by a person in authority

1. Japanese ships are strictly forbidden to leave for foreign countries.

2. No Japanese is permitted to go abroad. If there is anyone who attempts to do so secretly, he must be executed. The ship so involved must be impounded and its owner arrested, and the matter must be reported to the higher authority.

3. If any Japanese returns from overseas after residing there, he must be put to death. …

7. If there are any Southern Barbarians (Westerners) who propagate the teachings of Padres [priests, who taught Christianity], or otherwise commit crimes, they may be incarcerated in the prison.

Source: Extract from the 'Sakoku Edict of 1635'. In *Japan: A Documentary History: The Dawn of History to the Late Tokugawa Period*, edited by David J. Lu, Armonk, M.E. Sharpe, 1997, pp. 221–2.

▲ **Source 2.53** Extract from the Closed Country Edicts of 1635

RESPONDING TO THE SOURCE – 2.16

1 Based solely on the title and reference in Source 2.53, **describe** what you think the term 'Sakoku' might mean.
2 **Compose** a list of evidence from the source that reflects this meaning.
3 According to these edicts, **describe** what would happen to Japanese people if they were to leave their own country.
4 **Describe** how these laws might be received in Australia today. **Explain** why.
5 **Describe** the use of the term 'barbarian'. Is it a positive or negative term? **Explain** what this might tell us about the way Japanese people felt about foreigners.

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6 The fear of foreigners and foreign influence is called 'xenophobia'. **Determine** whether there is sufficient evidence in this source to define this edict as xenophobic. **Explain** why.

7 **Determine** whether a country could survive economically in the world today with a policy like this. **Explain** what this tells tell you about the global economy then and now.

As the Sakoku Edicts (see Source 2.53) suggest, the Tokugawa government believed that the greatest disruption would come from foreigners, particularly Europeans. This had already occurred. The first landing by namban or 'barbarians from the South' were Portuguese sailors who arrived in Japan in 1543, and soon after, Christian missionaries began to create outposts there to **evangelise** the Japanese. By the early seventeenth century, Christianity was outlawed and the Portuguese were forced out of Japan as a 'polluting influence'.

evangelise convert or seek to convert (someone) to Christianity

isolationism policy of remaining apart from the affairs or interests of other groups, especially the political affairs of other countries

Despite the negatively perceived influence of Christianity, the Japanese welcomed European guns and soon introduced them into Japanese warfare. However, as a result of growing concerns about the impact of outsiders on Japanese culture and Japanese society, the Tokugawa shogunate closed the country by the middle of the seventeenth century. There were a limited number of ports where trade with other countries was allowed, but otherwise Japan was meant to be a closed and **isolationist** system (Sakoku), and to build up its culture and economy without outside interference. And as Item 7 of the Sakoku Edicts (see Source 2.53) clearly states, Christianity was banned.



▲ **Source 2.54** A Japanese writing box decorated with images of foreigners, c.1600. The two men on the left were likely Portuguese traders, identifiable by their balloon-shaped pants. The man on the right is a Jesuit priest.

Would you say the Japanese have depicted these men positively or negatively? For many Japanese people at the time, objects decorated with images of foreigners offered the rare opportunity to see Westerners. Based on your answer to the previous question, how do you think they might react to objects like this?

ACTIVITY 2.10

Attitudinal scale in a moral dilemma

1 In your class, **create** an attitudinal scale across the room from one end of the classroom to the other. At each end will be the absolute opposing viewpoints:

The idea of fear of foreigners and foreign influence, or 'xenophobia', is a thing of the past. The world has changed and is now inclusive of all cultures and foreign ways.

The idea of fear of foreigners and foreign influence, or 'xenophobia', exists still in the world today and is even worse than ever. Australia is no exception.

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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. You will again be asked to **justify** your viewpoint.

How did Sakoku end?

The policy of Sakoku only lasted until the United States of America forced Japan to reopen to international trade. In 1853, Commodore Matthew Perry arrived in Japan with four American warships, two of which were steamships. In this next activity you will interrogate two historical sources relating to this event to practise the skill of 'perspective' in your historical inquiry.

ACTIVITY 2.11

Developing historical skills: perspectives and interpretations

To be successful in this activity you will have analysed two historical sources to identify perspectives and the attitudes within them.

Look at the two visual interpretations of Commodore Matthew Perry's fleet that arrived in Japan in 1853. Follow the steps below to **analyse**, **interpret** and **identify** the perspectives hidden within the sources.

1 **Describe** how Source 2.55 depicts Perry's mission.
- List descriptive words that reflect the way in which it is represented. For example, 'powerful'.
- Refer to elements of the source that connect to each word you have listed. For example, 'powerful ships cutting through the sea'.



▲ **Source 2.55** 'Perry carrying the Gospel of God to the Heathen', 1853

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2 Describe how Source 2.56 depicts Perry's mission.

- List descriptive words that reflect the way in which it is represented.
- Refer to elements of the source that connect to each word you have listed.



▲ **Source 2.56** Japanese wood-block print 'Perry's Black Ships'

3 Identify the key differences between these images.

4 Identify the attitudes the titles of the sources reveal. Finish the following sentence stems:

- The title of Source 2.55 shows the US's attitude towards the Japanese is …
- The title of Source 2.56 shows the Japanese attitude towards the US is …

5 Write two perspective statements on the arrival of the Black Ships in Tokyo Bay in 1853:

- One from the point of view of the US that refers to evidence from Source 2.55
- One from the point of view of the Japanese that refers to evidence from Source 2.56.



◄ **Source 2.57** Japanese depiction of Commodore Perry featured on scroll

Would you describe this depiction of Perry as positive or flattering for someone who holds the senior position of Commodore in the US Navy? Does this support the Japanese attitude towards Perry and the Black Ships you identified in Activity 2.11?

When the fleet of ships arrived in Tokyo Bay, Commodore Perry carried with him a letter written by the US president, Millard Fillmore, addressed to the Japanese emperor. You might be interested to know that the letter was not read by the emperor, but by the shogun. The letter carried a strong message. Take a look at extracts from the following letter to see what it reveals about Japanese–US relations at the time.

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[The United States of America have] large cities, from which, with the aid of steam vessels, we can reach Japan in eighteen or twenty days … our commerce with all this region of the globe is rapidly increasing, and the Japan seas will soon be covered with our vessels.

Therefore, as the United States and Japan are becoming every day nearer and nearer to each other, the President desires to live in peace and friendship with your imperial majesty, but no friendship can long exist, unless Japan ceases to act towards Americans as if they were her enemies.

However wise this policy may originally have been [to close the country], it is unwise and impracticable now that the interaction between the two countries is so much more easy and rapid than it formerly was. [We] hold out all these arguments in the hope that the Japanese government will see the necessity of averting unfriendly collision between the two nations, by responding favourably … Many of the large ships-of-war destined to visit Japan have not yet arrived in these seas, though they are hourly expected; [Perry], as evidence of his friendly intentions, has brought but four of the smaller [warships], designing, should it become necessary, to return to Edo in the ensuing spring with a much larger force.

Source: Narrative of the Expedition of an American Squadron to China and Japan, performed in the years 1852,1853, and 1854, under the Command of Commodore M. C. Perry, United States Navy, by Order of the Government of the United States, 1856.

▲ **Source 2.58** Letter from US President Millard Fillmore, 14 July 1853

RESPONDING TO THE SOURCE – 2.17

1 **Identify** the tactic you think President Fillmore (in Source 2.58) was using by having Commodore Perry deliver this letter with warships.
2 **Determine** whether President Fillmore's actions can be defined as peaceful **diplomacy** or a forceful attempt to force Japan to open its borders. **Refer** to phrases from the letter to support your view.
3 **Describe** how would expect the shogun to have felt about this letter.
4 From what you know so far about Japan and based on the US's description of its power in the letter, **determine** whether the shogun was in any position technologically and militaristically to challenge the US ships. **Explain** why.
5 **Identify** the lesson that might have been learned by other European powers from this example.

diplomacy practice of negotiating between representatives of different countries

What changed after Japan ended Sakoku and opened up to the world?

You will be interested to know that Perry's successful American trade mission was quickly followed by other world powers Russia, Britain and France, which all forced Japan to sign 'unequal' treaties that allowed them trade and access to Japanese resources by 1858. The Japanese government had reluctantly opened its borders, which eventually meant that Japan not only opened its state to trade, but to a period of **modernisation** and **industrialisation** ending forever the feudal period of Japan under the shoguns. Since the Portuguese traders first arrived in 1543, it had been clear that Japan would be subject to a new kind of intercultural exchange that would fundamentally alter its society.

modernisation process of adapting something to modern needs or habits

industrialisation development of industries in a country or region on a wide scale

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As you probably have realised from your study in this section, the military technology that Commodore Perry demonstrated to the Japanese in 1853 showed that the US and the European powers were much more advanced than isolationist Japan at that time of Sakoku. You explored the idea of xenophobia and developed your understanding of how perspectives can influence historical interpretations. And finally, you explored the concept of power in international politics: how militarily and technologically stronger countries often force weaker ones to do what they don't want to do.

REFLECTING ON YOUR LEARNING 2.6

Reflect on what you have learned in this section:

1. Based on the information and sources 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 contact with the outside world irreversibly change Japan?'
2. **Explain** how the information and sources in this section contribute to answering your overall inquiry question: 'How did Japan change so dramatically from a place of samurai warriors to one of the most modern and technologically advanced countries in the world today?'



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



2.7 Conclusion: why does it matter today?

Japan is a land that is rich in tradition and cultural resources, remarkably advanced in technology, and currently one of Australia's significant allies and trading partners in Asia. Given this, it is important to understand more about Japan, including its history and its culture, as one of our nearest and closest neighbours. Modern-day Japan is extremely influential economically and culturally, producing goods that play a role in Australian life today, ranging from cars and electronics, to chemicals, to martial arts and anime. As you have learned, this has not always been the case, and for a very long time Japan was isolationist and xenophobic. That is, the Japanese government was worried about opening up the country to outside influences, particularly from Europe. This meant that from 1633 until 1853, Japan was officially a closed country (sakoku) and only allowed trade through a limited number of seaports. However, after this period, Japan rapidly advanced. It expanded and built an empire through military conquest in World War II (1939–45). After defeat in World War II the US government occupied Japan. Since then, Japan has adopted a Western democratic political system similar to Australia, and it has become a global economic power in commerce and trade. Yet Japan's history continues to influence its future, including traditional perspectives on work and life and samurai values instilled in business. In order to comprehend our contemporary neighbour, like many ancient civilisations, we have to look into and understand Japan's past.

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End-of-chapter assessment 2

1 Developing historical skills: analysis and use of sources

To be successful in this activity you will have:

- Conducted historical research: located, compared, selected (analysed) and used information from a range of sources as evidence to draw your own conclusions
- Created an evidence-based magazine article or podcast that responds to the evaluative inquiry question: 'To what extent is the film *The Last Samurai* an accurate representation of Samurai life and the Satsuma Rebellion?'

Context



▲ **Source 2.59** Surrender of the Satsuma Rebels. The newly established Meiji government army's victory over rebelling samurai who were fighting to regain their right to carry swords, 1900.

How might this illustration reflect a significant turning point in Japanese history?

In 1868, just 15 years after Perry's black ships opened Japan's borders, there was a transfer of power from the shogunate back to the emperor (a restoration) known as the Meiji Restoration. In theory, the emperor ruled Japan but in practice this was not the case. In the new modern Japan, with a new Western democratic government, the emperor was just a figurehead. Emperor Meiji and over 760 daimyo signed a document called the Charter Oath, a five-point statement introducing Japan's new democracy. But not all samurai were happy about this change.

Many samurai saw this change as a threat to their existence. Some samurai reacted with force. There were four major rebellions by samurai between 1873 and 1877. The final and most serious rebellions put down by the newly formed government army was the Satsuma Rebellion of 1877 led by Saigō Takamori. We now return to where we began this chapter – with the events of the Satsuma Rebellion and the death of this significant samurai. (Perhaps jump back to the first-page narrative in the chapter and refresh your memory of this story.)

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Task

When people watch Hollywood blockbuster movies that depict historical events, they often assume the movies are accurate. As a historian employed by the Japanese Government you are to inform Australian students studying Japanese language and culture (like those perhaps at your school) about whether the Hollywood blockbuster *The Last Samurai* (2003) is an accurate historical representation of Japanese samurai's feudal way of life and the Satsuma Rebellion that led to the end of this period under the shoguns. Your work will be published as a film review in the form of one of the following: a magazine film review (minimum 400 words), a radio film review segment (podcast) or a TV film review segment (video).

Note: check with your teacher or guardian/s before watching this film

Investigating accuracy of the film *The Last Samurai*: Fact or Fiction?	
Director:	Edward Zwick
Year of production:	2003
Title of movie:	*The Last Samurai*
Type of recording:	DVD
Company, place of production:	Warner Bros.

Inquiry question: *To what extent is the film* The Last Samurai *an accurate representation of samurai life and the Satsuma Rebellion?*		
Descriptions from the film – What I see	**Fact checks (questions) Things that you want to know and how you might find out**	**Evidence I have found in my research to support/contest accuracy of film**
Significance of individuals: American Captain (Nathan Algren): Daimyo (Katsumoto): Emperor (Meiji):		
Significance of groups: Samurai: Men – Women – Children –		
Significance of groups: Imperial Army:		
Beliefs and values – Bushido:		
Beliefs and values – Seppuku:		
Beliefs and values – Warfare:		

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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CHAPTER 3

Powered by Edjin

The Spanish conquest of the Americas (c.1492–1572 CE): how did the arrival of the Spanish from 1492 change the Americas?

This chapter is available in the digital versions of this textbook.

▲ **Figure A** The Aztec calendar

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Part 2



Geography

What is Geography?

Geography combines the study of the physical features of the Earth and the relationships people have with both natural and human environments. Geographers might study the different landforms that make up a landscape and try to understand the processes that formed them. As humans continue to inhabit more and more of the Earth's surface, geographers are interested in the ways that people impact landscapes and the ways these environments can be hazardous. Population growth and the continuous development and expansion of urban areas pose a number of challenges for geographers, who seek to manage them in ways that are economically, socially and environmentally sustainable.

Asking questions about the world is an essential part of any geographical study. Why are some coastlines covered in white sand while others have black sand or large pebbles? What causes a volcano to erupt and is it safe to live somewhere like Hawaii? Why are forests in northern Queensland lush, thick and humid compared to the dry and sparse forests of western Victoria? What factors help people to choose which cities or regions they wish to live in? Why do so many people want to cross the Mexican border to get into the United States? How will India manage its rapidly growing population in the future, especially within its four megacities? What impact will continuous increases to urbanisation have on urban environments in the next 50 or 100 years?

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Introducing geographical concepts and skills: *geographical thinking* and *using data and information*

Throughout the geography section of this book, 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**. Geographical data is used to compare different environments, determine why environments change, assess the impacts of these changes and evaluate how changes are 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 and data collected on a larger scale such as in a national census.

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. The images below are an example of how satellite imagery can be used to investigate urban expansion, such as the growth of Mexico City. A geographer might investigate how the characteristics of this place have changed and use a scale to quantify the growth. They might also look at the interconnection between the local climate and surrounding mountainous landscape and the space in which development has occurred. An essential consideration with this type of urban growth is the potential effect on the local environment and whether the development is economically, socially and environmentally sustainable. These concepts will be expanded upon throughout the following chapters as you study a range of landforms and landscapes, the processes that form them, urbanisation and the impact it has on cities around the world, and the reasons for migration and its effects.

satellite imagery images taken by satellites orbiting the Earth

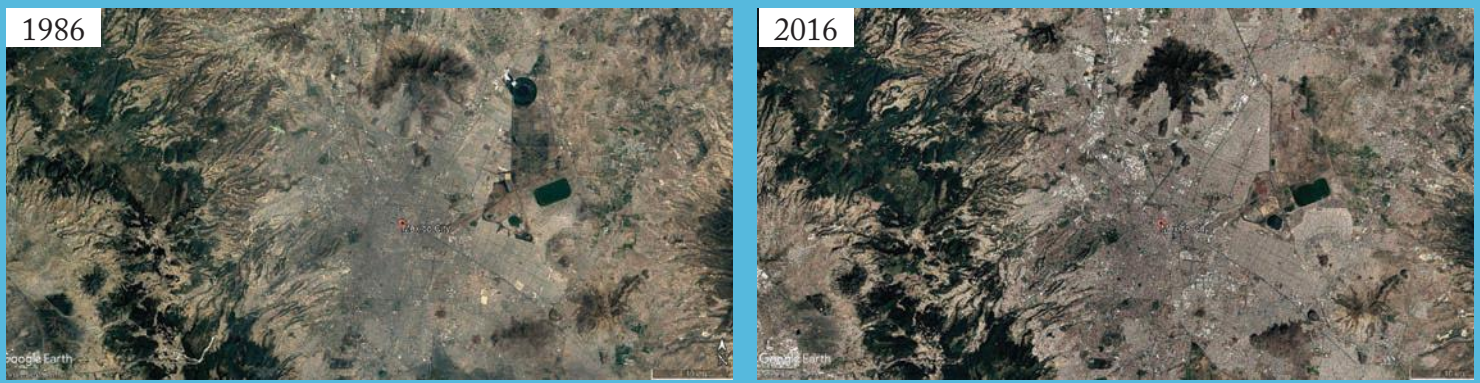
geotagged photo a photo that contains information about where it was taken, such as latitude, longitude and elevation

geographic information system a digital tool used to collect and analyse spatial data using layers on an interactive map

primary data information collected in the field by the person undertaking research

geographic characteristics physical and human features of a landscape or environment such as landforms, terrain, vegetation, climate, architecture and infrastructure

secondary data information collected from research such as studies, statistics and satellite imagery



▲ **Figure A** Satellite images showing the expansion of Mexico City (Mexico) from 1986 (left) and 2016 (right)

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Unit 1

Landforms and landscapes

Overview

At an elevation of 8849 metres, Mt Everest is the highest mountain on Earth and one of its most iconic landforms. It is one of the many peaks that make up the Himalayas, a mountain range that began forming 50 million years ago due to the collision of the Indian tectonic plate and the Eurasian tectonic plate. Each year, an average of 1000 people attempt to climb Mt Everest with approximately half reaching the summit. Sadly, more than 300 people have died on the mountain, including five people in 2018. Hazards in the region include avalanches, crevasses, the collapse of ice blocks as large as houses and an inhospitable climate. Those who survive the death zone (dangerous altitudes above 8000 metres) may gain an unobstructed view of one of the Earth's most breathtaking landscapes.

This unit explores a range of different landscapes across the world including coasts, volcanoes and forests. You will examine the landforms that define these landscapes and how these environments change. This includes natural changes due to geomorphological processes and changes due to humans such as urban development, recreation and the harvesting of natural resources. By investigating the interconnection between these natural processes and human activities, you will gain an understanding of the ways in which landforms can be hazardous to people and how these risks are managed.

▲ **Video**
Unit overview

Learning goals

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

- How do landscapes differ based on their geographic characteristics?
- What are some of the processes that create landforms?
- How do similar types of landforms differ around the world and what factors determine these differences?
- What impact do people have on landforms, landscapes and surrounding regions?
- In what ways do Aboriginal and Torres Strait Islander Peoples value landscapes and landforms and how do they contribute to their protection and management?
- How can geomorphological processes be hazardous and how does this affect people and places?
- How do people respond to and manage geomorphological hazards?



▲ **Figure B** A view of Mt Everest

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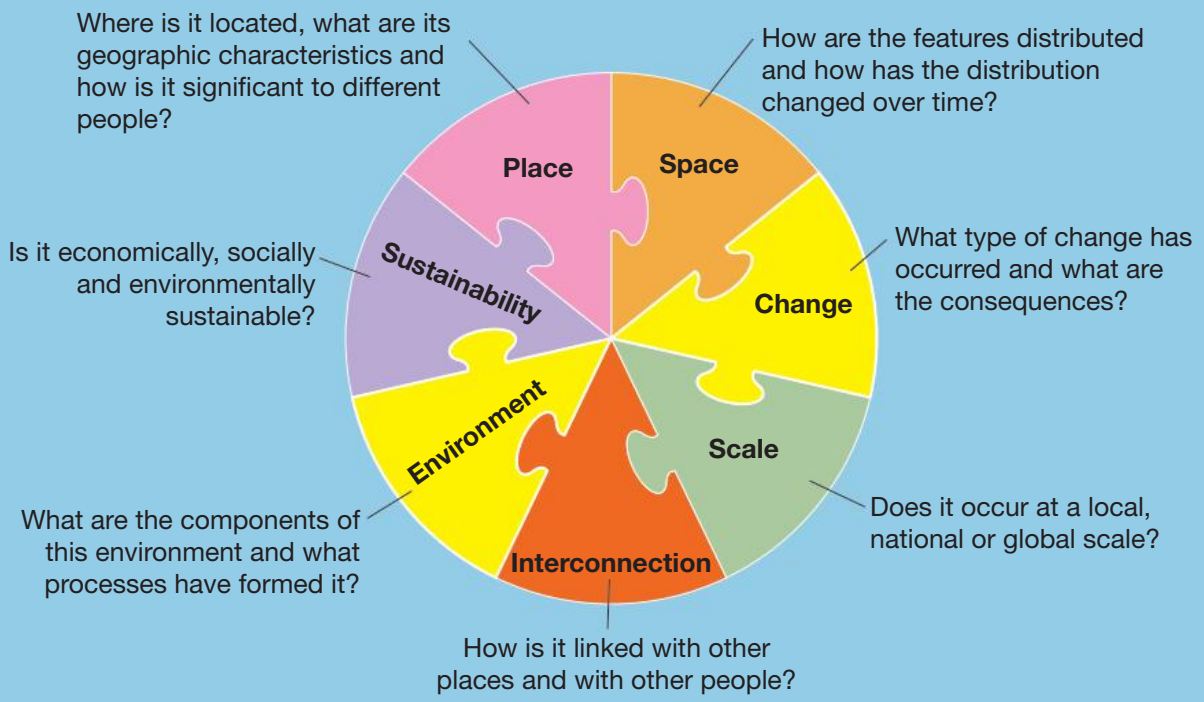
Introducing geographical concepts and skills: *environment* and *change*

Throughout this unit there will be a focus on developing your understanding of environment and change. In geography, the concept of environment includes the differing characteristics of environments, the processes that form environments and the processes that change them, ways in which environments support life, and the interrelationships between people and environments.

A key part to studying landforms and landscapes is observing how they change over time. This can be studied over various temporal and spatial scales. A geographer might study different layers of soil or bedrock to reveal clues about the formation of a landform or changes to the climate over thousands or even millions of years. Geographers are also interested in the role of human activities in changing and affecting environments. This might be on a relatively small scale such as coastal erosion due to urban development or on a large scale such as the melting of Greenland's ice sheet. Environmental management aims to reduce the negative impacts that people have on environments, the restoration of environments that have been degraded in the past and the management of the risks that geomorphological processes might have on human environments.

Although this unit has a specific focus on environment and change, these concepts are part of a group of seven interrelated key ideas that help us to think geographically.

Geographical concepts



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CHAPTER 4

Aboriginal and Torres Strait Islander Peoples should be aware that this chapter contains images and names of people who have, or may have, passed away.

Landforms and landscapes

Setting the scene: the island time forgot

Leaving the fishing boat by canoe, the young American adventurer paddled to the remote beach, determined to fulfil his mission of spreading the word of God. Confronted by two bow-wielding tribesmen, he shouted to them, 'I love you, Jesus loves you', and tried to present a gift of fish. Unimpressed, the youngest tribesman fired an arrow, piercing the intruder's Bible as he fled to his canoe and paddled to the safety of the fishing boat. John Allen Chau was a 26-year-old Christian missionary, and wrote about his intentions in his diary: 'Lord, is this island Satan's last stronghold where none have heard or even had the chance to hear your name?' The next morning, on 17 November 2018, John Allen Chau ignored the warnings of the fishermen who had brought him to the island and paddled back to the beach. The fishermen reported seeing a hail of arrows, and then a body being dragged across the beach and buried in the sand.

Fringed by empty white sandy beaches, surrounded by coral reefs and covered by dense jungle, North Sentinel Island could be the ideal deserted island paradise. Located in the Bay of Bengal, east of India and west of Myanmar, and part of the Andaman archipelago, the island is the home of the Sentinelese people. Sometimes described as the world's most isolated tribe, it is estimated that around 100 Sentinelese inhabit the island, fiercely protecting their home from outsiders and living the same lifestyle for more than 30 000 years.



▲ **Figure 4.1** Sentinelese tribesmen on North Sentinel Island, in the Andaman archipelago, fiercely resist contact by outsiders. This photograph was first published in 1975 in *National Geographic*.

Its remoteness, tiny size, lack of a safe harbour, and rumours of cannibalism have all helped North Sentinel Island remain forgotten by time, separated from the rest of the world. However, Chau was not the first outsider to attempt to make contact with the Sentinelese. In 1974, a *National Geographic* film crew and their police escort were forced to flee the arrows that greeted their arrival on the island. Less fortunate were the survivors of a shipwreck in the 1800s and, more recently, two crab fishermen asleep in their boat anchored near the island's shore, who all shared Chau's fate. Over a number of years, Indian anthropologists established contact and safely observed the Sentinelese, gaining their trust with gifts of coconuts floated from their boats. Yet little is known of the Sentinelese and their lifestyle. In 1991, the Indian government made it illegal for outsiders to visit the island. To this day, the bodies of any trespassers, including Chau's, have never been recovered.

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▲ **Figure 4.2** North Sentinel Island is located to the east of the mainland of India in the Bay of Bengal.

The story of the Sentinelese features a landscape – the island, made up of landforms, such as the beach and reef, used and given special value by its human inhabitants. This story reflects the themes of this chapter: how geographers describe and explain the landscapes and landforms found in the world, how they are used and sometimes degraded by humans, and the different value humans place on them.



► **Figure 4.3** Aerial view of North Sentinel Island. What features of the landscape can you see that have allowed the islanders to remain isolated for so long?

MAKING THINKING VISIBLE 4.1

Think, pair, share

Reflect on the story of John Allen Chau.

1. Think about the story of Chau and **explain** your thinking with pictures or words on paper or on your digital device.
2. Pair with a peer and share your thoughts. **Explain** why you think Chau was so determined to visit the island.
3. **Describe** why you believe the islanders are so protective of their place.
4. **Identify** the unique geographic characteristics that enabled this place to remain isolated for so long.

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Chapter overview

Introduction

This chapter studies the world's landscapes and the different landforms found in them. It examines how geographers classify the terms 'landscape' and 'landform' and discusses the processes that create different landforms. The impact of human activities on landscapes is analysed and the importance of landscapes for different peoples is discussed.

Learning goals

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

- What are landscapes and landforms?
- What are the processes that create different types of landforms?
- How do the actions of humans impact different landscapes?
- How are landscapes significant for different peoples?

Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain processes that influence the characteristics of places
- Identify, analyse and explain spatial distributions and patterns, and identify and explain their implications
- Identify, analyse and explain interconnections within places and between places, and identify and explain changes resulting from these interconnections
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse maps and other geographical data and information, using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.



▲ **Video**
Five interesting facts about landforms and landscapes

◄ **Figure 4.4** The spectacular Kata Tjuta sandstone rock formations, in Uluru-Kata Tjuta National Park, Northern Territory

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▲ **Figure 4.5** Avatar Hallelujah Mountain, Zhangjiajie National Park, China

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4.1 Different types of landscapes and their distinctive landform features

FOCUS QUESTION

What are landscapes and landforms?

landscape the visible features of an area including both the natural (mountains, forests, rivers etc.) and human (roads, houses, bridges etc.) elements

landform a naturally formed feature on the Earth's surface, having a characteristic shape or form

valley an area of low land between hills or mountains

For many people, their most vivid memories are from holidays, of the places they have been and seen. When we remember our holidays, we remember not only the experiences we had, but also the features of the locations where they took place, the buildings, countryside, ocean, mountains or trees – the **landscape**. A landscape is the collection of visible human and natural features found in a particular area of the Earth's surface. Human features include the built environment, such as a town or city, as well as where humans have altered the environment for their use, such as farmland or a park. Natural features are those not created by humans, such as a mountain, beach or cave. A **landform** is a natural feature of the Earth's surface with a definable shape or form, such as a **valley**, cliff or dune. Most landscapes comprise a range of landforms and other natural and human features.

▼ **Figure 4.6** How many different landforms and human features can you identify in this Swiss mountain valley?



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DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 4.1

Creating a field sketch

As geographers, we create field sketches of landscapes and landforms to record what we observe. A field sketch does not need to be drawn to scale, nor does it require outstanding artistic talent. It is a simple and visual way to identify major features using geographic terminology to annotate and locate features such as mountains, trees, rivers and roads. Geographers use field sketches to create a broad overview of an area they are studying.

A field sketch is usually drawn from observation on a field trip, but we can practise what is involved using the photo in Figure 4.6:

1. Study the photograph in Figure 4.6 and make a list of the features you can already identify.
2. Using a soft pencil (it makes it easier to erase mistakes) and a blank sheet of paper, draw a frame the same shape as Figure 4.6.
3. Divide the scene you wish to sketch into three parts: the foreground, middle distance and background.



4. Sketch in the main features or lines of the scene in the foreground. Repeat for the middle distance and background. Refer to the list you made when you first examined the image.
5. Using the list you created in step 1, mark in other prominent features or lines, such as roads, railway lines or rivers.
6. Add detail if appropriate. Details may include buildings, trees and fences.
7. Use shading and/or colour to highlight the key features of your field sketch. Avoid making your sketch too cluttered.
8. Label and annotate the main features of the sketch (mountains, trees, rivers etc.).
9. Give your field sketch a title and note the date of the observation.

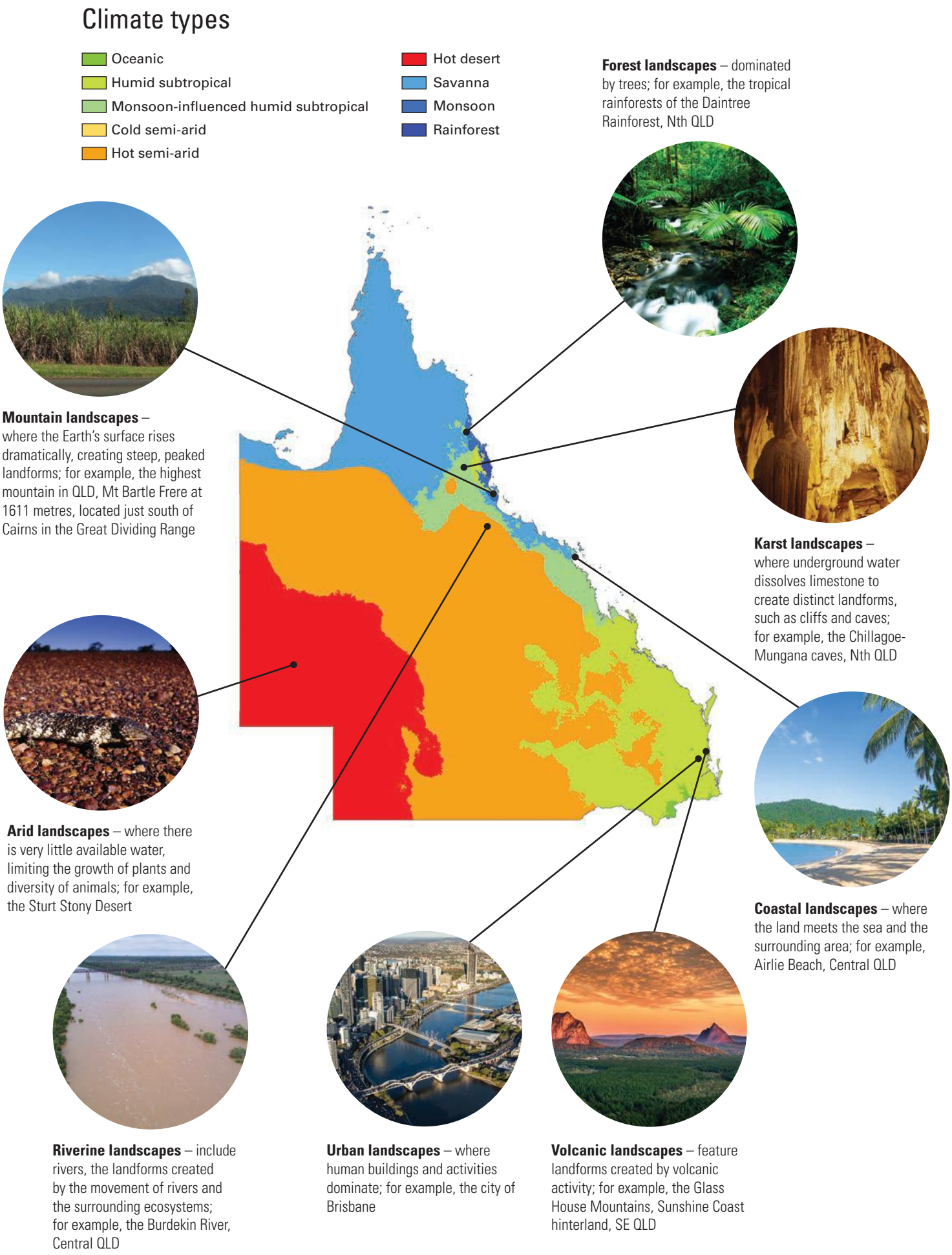
Extension task

1. Choose a place near your school or home and try to draw a field sketch from your own observation.
2. On your sketch, annotate at least three different landforms and three human features visible in the photograph.

Different types of landscapes

Geographers use the features that dominate in a particular location to distinguish between and categorise landscapes. For example, an area with many trees is described as a forest landscape and an area with many buildings is an urban landscape. Most of the major types of landscapes identified by geographers are found throughout our state. Figure 4.7 describes different types of landscapes and provides examples of where they are located in Queensland. One landscape not found in Queensland is polar landscapes, the regions surrounding the north and south poles that are characterised by ice, snow, permafrost (a frozen layer beneath the Earth's surface) and glaciers, which are slowly moving rivers of ice.

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▲ **Figure 4.7** Queensland has many different types of landscapes that relate directly to the climate in which they occur.

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Interesting fact

South Australia's Naracoorte Caves are not only a spectacular karst landscape, they are also a trap for unsuspecting animals, who have fallen through hidden entries and been trapped in the cave system. The remains of these animals have left a fossil record stretching back more than 500 000 years, providing scientists with a fascinating insight into the animals once found in Australia. This includes megafauna – giant marsupials that stalked the country around 60 000 years ago.



▲ **Figure 4.8** A *Thylacoleo carnifex* or marsupial lion fossil, one of the megafaunas once found across the continent of Australia. What do you think may have caused the extinction of these animals?

Iconic landscapes and landforms

As you have read this chapter you may have started thinking about landscapes and landforms you are familiar with. These may be places you have visited or famous places that are iconic. Landscapes and landforms are considered iconic for a number of reasons. It may be because of their physical size, such as Mt Everest, the world's largest mountain, or the Nile, the longest river. It may be their beauty or unique physical features, such as the Twelve Apostles on Victoria's Great Ocean Road. It may be because of their role in history, such as Culloden Moor in Scotland, site of the last pitched battle in Britain in 1746. Or they may have featured in popular culture, such as the rocky landform of Hanging Rock in Victoria, which has featured in books, film and television.

CASE STUDY 4.1

An iconic Australian landscape: Lake Mungo, New South Wales

lunette a crescent-shaped chain of dunes bordering a lake bed or valley in arid or semi-arid locations

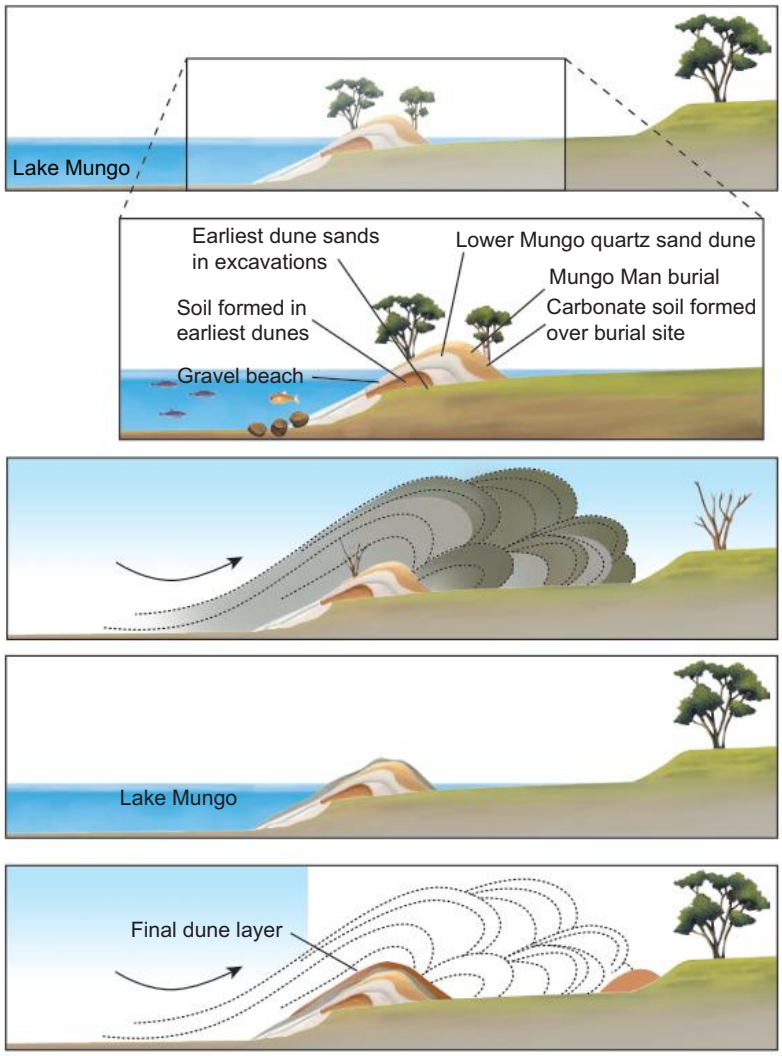
World Heritage List a list of landmarks and landforms that countries consider significant to all humans and agree to protect under international law

At first sight, the dry bed of Lake Mungo, 111 kilometres north-east of Mildura in the arid south-western corner of New South Wales, appears unspectacular. It is a flat scrubby expanse surrounded by sand dunes. As you move closer to the dunes on the eastern side of the lake, the reason for the iconic status for this area becomes apparent. Known as a **lunette**, the crescent-shaped chain of dunes stretching for 33 kilometres was formed over tens of thousands of years as sand and clay were deposited when the lake dried and refilled. Over the past 10 000 years, wind and rain have eroded the dunes leaving a strange, moonlike landform, the most famous area known as the Walls of China. Although a unique and beautiful landform, the Lake Mungo lunette is perhaps even more significant for the historical records found in its layers of sediment. In the 1960s and 1970s, archaeologist Jim Bowler discovered human remains buried in the lunette that have become known as Mungo Lady and Mungo Man. At up to 42 000 years old, these are the oldest human remains found in Australia and some of the oldest in the world outside of Africa. The Lake Mungo area was added to the **World Heritage List** in 1981 to protect both its natural and cultural value. »

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The development of Lake Mungo: a timeline

This timeline describes key climatic, environmental and human events that have affected Lake Mungo in the recent geological past.



40 000–60 000 years ago: Many millions of years ago, earth movements created the Murray Basin, in which the Willandra Lakes, and Lake Mungo lie today. Millions of years of climactic and geologic changes saw the Lake Mungo area either flooded during colder periods, or having much lower water levels during dry periods.

About 40 000 years ago: Lake Mungo is flooded to such an extent that flooding extends both to the north and south of the dune ridge. A gravel beach, vegetation and sand dunes develop around the margins of the freshwater lake, and fish and shellfish are available as food resources for humans. Mungo Man was buried here as the lake began to dry nearly 44 000 years ago

About 40 000 years ago: The dry lake generates dust clouds, which sweep across the dry land, adding to the growth of the Lake Mungo dune

About 25 000–32 000 years ago: Water returns briefly to the lake

About 18 000–20 000 years ago: Cold and dry period, when clouds of dust and salt were swept from the dry lake floor

▲ **Figure 4.9** Lake Mungo was formed through processes of erosion and deposition.



◄ **Figure 4.10** The Walls of China, Lake Mungo, New South Wales

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ACTIVITY 4.1

Geolocation task

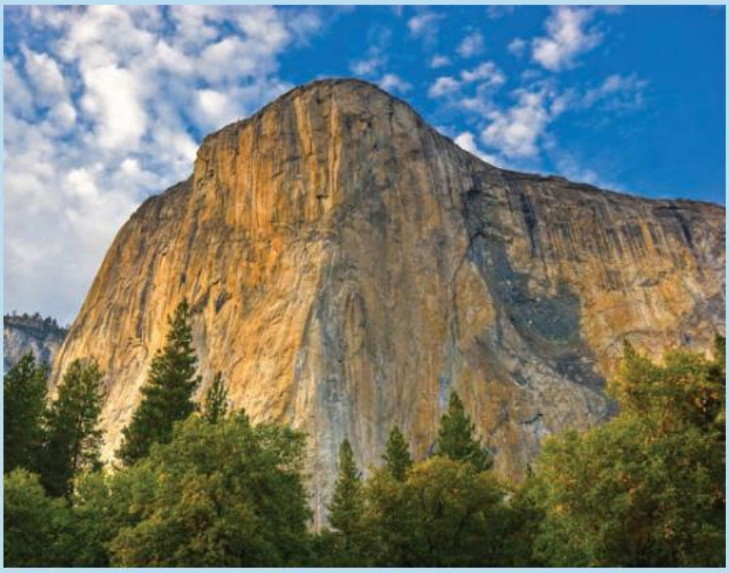
1 **Use** Google Earth (or the satellite view of Google Maps) to search for Lake Mungo.
2 **Explore** the area, and **describe** the location and any features of Lake Mungo you can see.

CASE STUDY 4.2

An international iconic landform: El Capitan, United States



▲ **Figure 4.11** Yosemite National Park is a World Heritage Site in the state of California.



▲ **Figure 4.12** El Capitan, Yosemite National Park, California, United States

The Yosemite Valley in California's Yosemite National Park is a spectacular landscape of mountains, cliffs, forests and waterfalls. Dominating the valley is El Capitan, an imposing rocky landform towering 1100 metres above the valley floor. The world's largest granite **monolith**, El Capitan was formed by volcanic activity 100 million years ago and shaped by millions of years of **erosion**. The sheer, 2.4-kilometre-wide cliff face that fronts the valley has long attracted the awe of humans. First the local Ahwahneechee Peoples, then tourists visiting the park for more than 150 years and, more recently, climbers. Since the first successful ascent in 1958, El Capitan has been climbed many times, with established routes up the cliff face that take hours, days or weeks to complete. At least 31 climbers have died attempting to scale the cliff. Despite the risk, in 2017, American Alex Honnold became the first climber to 'free solo' El Capitan, making the ascent on his own without ropes or other safety equipment.

monolith a landform formed by a single massive rock or stone

erosion the process where the material of the Earth's surface is worn away and moved to a new location

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DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 4.2

Using map references and reading features from map symbols

You can also refer to the 'Guide to using topographic maps' in the Interactive Textbook

In this activity, you will practise the geographic skill of reading a topographic map and interpreting the landforms and landscapes marked upon it. Look at Figure 4.13, the topographic map for Tongio in East Gippsland (Victoria), and answer the questions that follow. You will need to use the digital versions of this book to zoom in on this map to see enough detail.

Here is a quick refresher in the geographical skill of reading map references.

- An area reference (AR) is made up of four numbers that tell you which grid square the feature is in.
  - The first two digits are the number of the easting to the left of the feature (the vertical line, numbered at the top or bottom of the map).
  - The second two digits are the northing below the feature (the horizontal line, numbered down the sides of the map).
- A grid reference (GR) of a compact feature has six digits. The first, second, fourth and fifth are the AR.
  - The third digit is the number of tenths going right along the top or bottom side of the grid square where an imaginary vertical line goes through the feature.
  - The sixth digit is the number of tenths going up along a vertical side of the grid square where an imaginary horizontal line goes through the feature.

Use the key and scale of Figure 4.13 to answer these questions.

town a place where people live and work, containing many houses, shops and places of work; usually larger than a village but smaller than a city

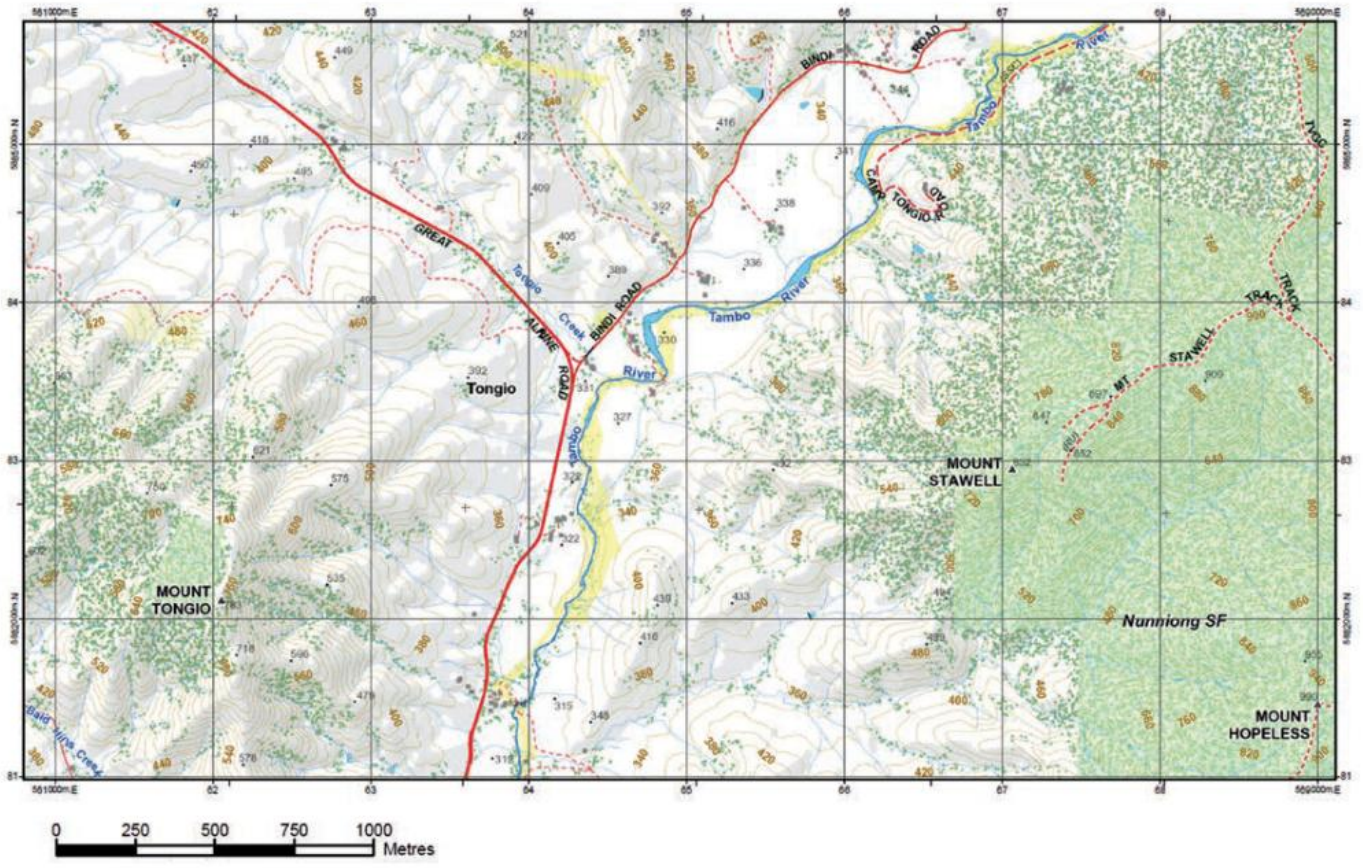
village a group of houses and other buildings that is smaller than a town, usually in the countryside

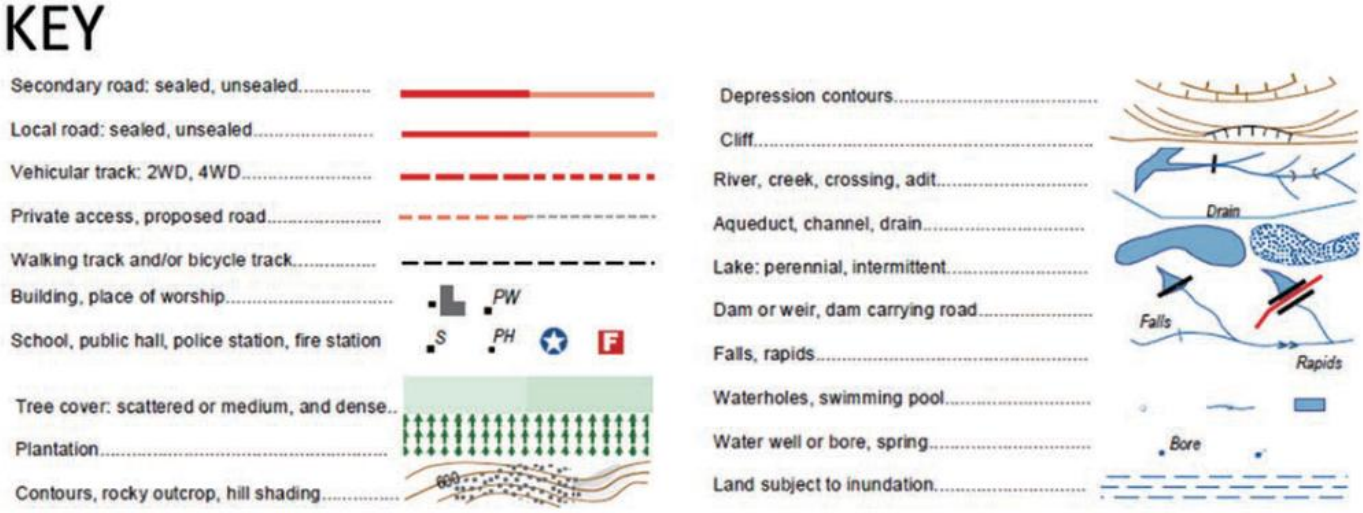
locality a particular area

1 **Identify** the area reference of the junction of the Great Alpine Road and Bindi Road.
2 **Identify** the grid reference of the top of Mt Tongio.
3 a **Identify** the type of feature that is located at GR 655845.
  b **Explain** what the dashed line connecting the feature in Question 3a to Bindi Road indicates.
4 **Identify** the type of feature that is located at GR 618847.
5 **Identify** the natural feature that runs from the south to the north-east through the middle of the map.
6 **Compare** the vegetation found in AR 6883, AR 5683, and AR 6584.
7 Would you describe Tongio as a **town**, a **village** or a **locality**? **Explain** why.
8 a **Determine** the straight-line distance between the top of Mt Stanwell and the top of Mt Hopeless.
  b **Determine** the approximate length of the sealed secondary road shown on this map.



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▲ **Figure 4.13** Topographic map of Tongio, East Gippsland

▼ **Figure 4.14** Rice paddies are a distinctive type of landscape.



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Using contour lines: estimating changes in elevation

The most effective way to show hills and mountains on a map involves the use of contour lines. Contour lines identify places of equal height above sea level. Being able to interpret contour lines provides geographers with information about:

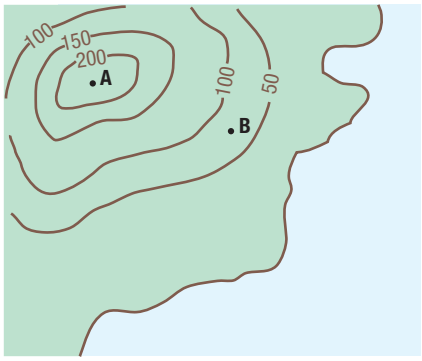
- The shape of the land
- The slope of the land
- The height of features above sea level.

Each contour line represents a specific height above sea level (asl). Therefore, a continuous contour line indicates that any location along this line is the same height above sea level.

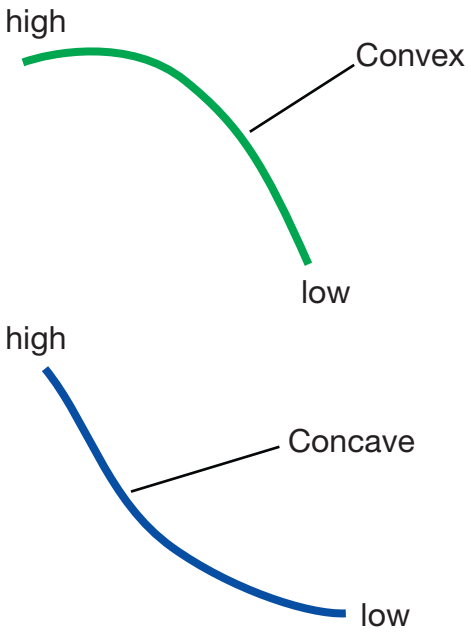
The spacing between contour lines on a map indicates the steepness of slopes. Where contour lines are close together, the distance between changes in height becomes smaller, which, in simple terms, means steep slopes. In areas where there are only a few widely spaced contour lines, this means there are greater distances between changes in height, which indicates a flat or gently sloping landscape.

The spacing of the contour lines also gives us an idea of the slope's shape. Evenly spaced contours indicate a uniform or consistent slope. When the spacing between contour lines (reading from high to low) decreases, the slope is convex (becomes steeper going downhill), like the outside of a basketball. When the spacing between contour lines (reading from high to low) increases, the slope is concave (becomes steeper going uphill), like the inside of a bowl.

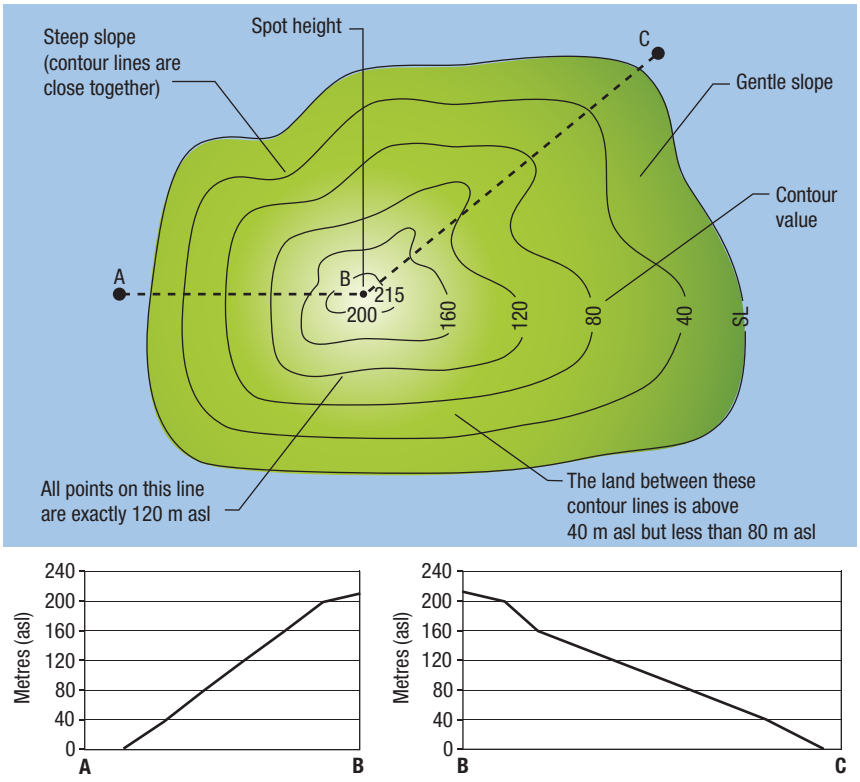
A skilled user of topographic maps can visualise the shape of particular features by studying the patterns created by the contour lines.



▲ **Figure 4.15** An example of a contour sketch



▲ **Figure 4.16** Concave and convex lines



▲ **Figure 4.17** Features of a contour line. The cross-sections A–B and B–C show the shape and deepness of the selected slopes.

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DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 4.3

Reading landforms and landscapes from map symbols

In this activity, you will practise the geographic skill of interpreting elevation data and contours in a topographic map and describing the landforms shown. As with the previous activity, we will be using the topographic map of Tongio in East Gippsland (see Figure 4.13). You will need to use the digital versions of this textbook to see the necessary detail in the map.

You can also refer to the 'Guide to using topographic maps' in the Interactive Textbook

ridge a long, narrow and raised part of a surface, especially a high edge along a mountain

1 **a** **Identify** the feature at GR 644835.
   b **Identify** the elevation at this point.
2 **Identify** the contour interval in the map.
3 **a** **Determine** whether the Great Alpine Road runs along a **ridge** or in a valley.
   b **Describe** the course of Bindi Road in terms of the shape of the land on either side of it.
   c **Explain** why you think Bindi Road has the course described in part b.
4 From the junction of the Alpine Road and Bindi Road, a track runs west but it takes a very irregular course, with lots of bends. **Explain** why, using contours and elevations.
5 If you walked from GR 627829 to GR 635835, **determine** whether you would be
   a Going uphill or downhill
   b Walking along a ridge or a valley.
6 Briefly **describe** the location of the centre of Tongio (when the centre is taken as the junction of the two sealed roads) in relation to hills and valleys.
7 **Explain** in which direction the Tambo River flows, using contours and elevations.
8 **Examine** the types of landscapes in Figure 4.7. **Identify** which type of landscape is the area around Tongio.

Drawing a cross-section

The method for drawing a cross-section of the land between two points is summarised here. For illustrations and additional explanation of these steps, please see the guide to using topographic maps in the Interactive Textbook.

1) Draw a line between the two points that form the ends (boundaries) of the cross-section.
2) Place the edge of a sheet of paper along the line and mark these two points.
3) Mark the points at which the paper cuts through contour lines and label the heights of these contour lines.
4) Draw a set of axes. The vertical axis will be the elevation. The horizontal axis will be the same width as the distance between the two points. Plan the size and increments on your elevation axis based on the maximum elevation in the area measured.
5) Plot the data from your paper onto your axes and join the dots with a curved line.

Questions

9 Draw a cross-section between the tops of Mt Tongio and Mt Stawell. Label the position of the Tambo River and the Great Alpine Road. **Describe** what landforms are shown in your cross-section.
10 Draw a cross-section between two points of your choosing that will reveal the shape of the valley of the Tambo River near GR 660844. Label relevant features and **describe** the shape of the valley.

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ACTIVITY 4.2

Changes to the environment demonstrate interconnections

1 Watch the video 'How wolves change rivers' on YouTube.
2 **Create** a flow chart that shows how the reintroduction of wolves to Yellowstone National Park changed the course of the rivers.

DEVELOPING YOUR UNDERSTANDING 4.1

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** what geographers mean by the term 'landscape'.
2 **Identify** three different types of landscapes and give an example of where each is located in Queensland.
3 **Explain** what is meant by the term 'iconic'. List reasons why a landform or landscape may be considered iconic.
4 **Explain** who discovered Mungo Lady and Mungo Man and why the discovery was significant.

Interpret

5 **Describe** and **explain** two reasons why Lake Mungo is considered an iconic landscape and two reasons why El Capitan is considered an iconic landform.



▲ **Figure 4.18** El Capitan

6 Using the guide to different types of landscapes in Figure 4.7, **identify** which type of landscape Beerwah (Sunshine Coast Hinterland Region) is.

Argue

7 **Reflect on** the story of the Sentinelese Islanders and the related images. Do you believe the Sentinelese should be left to continue living their lives in isolation from the rest of the world or should they have access to the knowledge and the resources of the modern world? **Explain** your answer.

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4.2 Geomorphic processes that produce landforms

FOCUS QUESTION

What are the processes that create different types of landforms?

The world's landscapes are constantly changing, shaped by natural and human forces, such as erosion or land clearing, known as **processes**. Geographers study the size or magnitude of these changes (**spatial scale**; for example, local, regional or global), and the speed or rate of the changes (**time scale**; for example, rapid or geological – over hundreds of thousands or millions of years). Geomorphic processes are those that specifically change the features of the Earth's surface. This section outlines the main geomorphic processes shaping landscapes and the types of landforms they create.

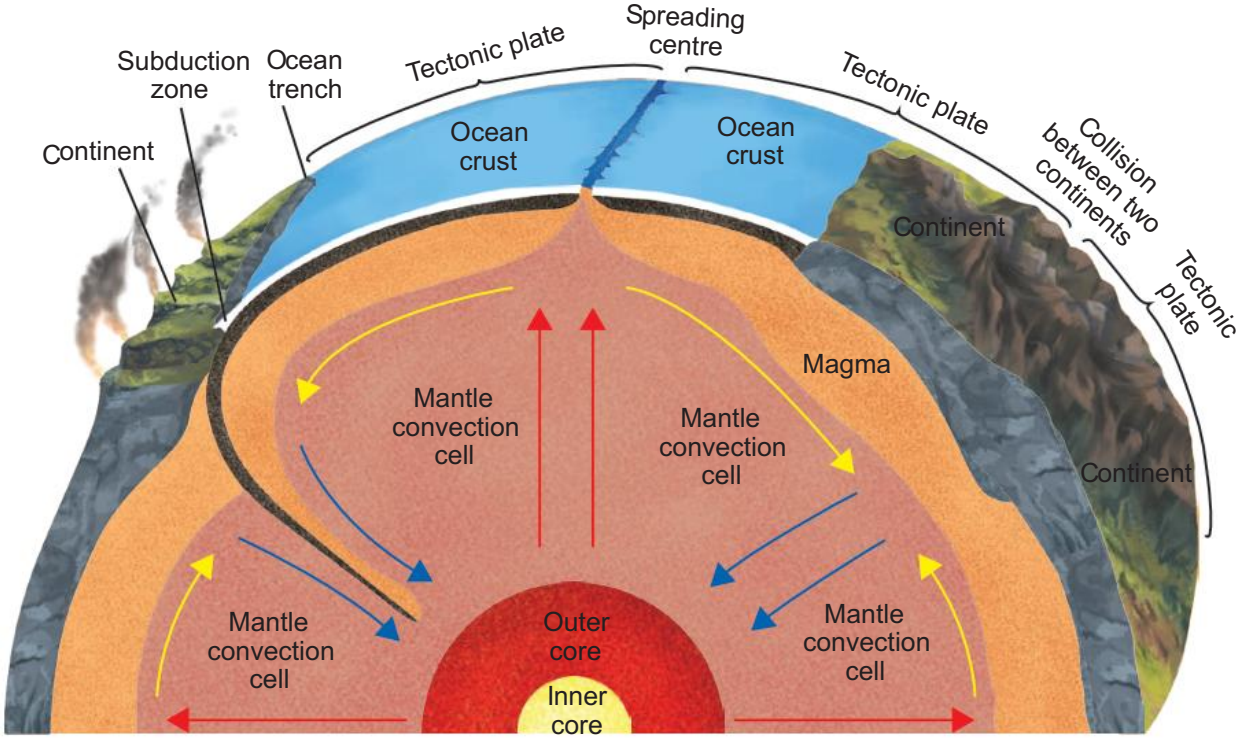
processes the physical or human forces that cause change to a landscape

spatial scale the size or magnitude of a geographic process, feature or event

time scale the period of time over which a geographic process or change has taken place

Plate tectonics

The Earth is comprised of different layers. The outer layer, the crust, is made up of sections known as plates. The plates rest on a layer of magma (molten rock), known as the mantle. The process of plate tectonics describes how the plates of the Earth's crust slowly move, propelled by currents in the magma they rest upon. The direction of this movement and the types of plates involved create different landforms. Tectonic plates move as a result of convection currents in the Earth's mantle. Figure 4.19 illustrates the process of convection currents.



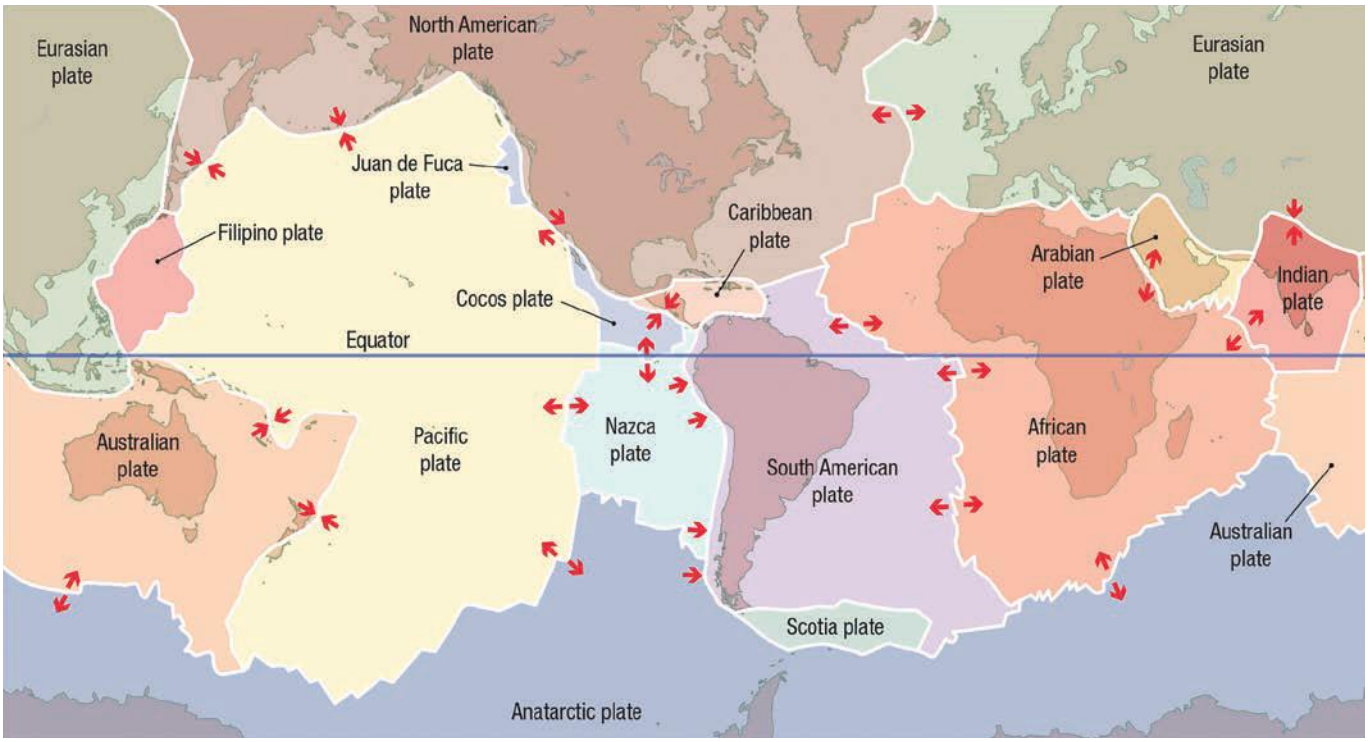
▲ **Figure 4.19** As the magma heats up, it rises towards the Earth's crust. This upward movement by heat is called convection, which forces the magma along the crust, pushing the tectonic plates in different directions. The magma also finds cracks in the Earth's crust and pushes through to the surface as a volcano. It then eventually starts to cool and moves towards the Earth's core, where it heats up again. This creates a current.

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continental plates the Earth's landmasses, 25–90 kilometres thick and made mostly from granite

oceanic plates the ocean floor, 5–10 kilometres thick and made mostly from basalt

There are two types of tectonic plates: **continental plates** – the Earth's landmasses, 25–90 kilometres thick and made mostly from granite (around 10 per cent less dense than basalt, lighter); and **oceanic plates** – the ocean floor, 5–10 kilometres thick and mostly basalt (denser, heavy). The place where the edges of two plates meet is called a boundary. Three types of movement occur at the plate boundaries: convergent, where two plates crash into each other; divergent, where two plates pull apart; and transformative, where two plates slide past each other. Figure 4.20 describes examples of each type of movement and examples of landforms resulting from the process.



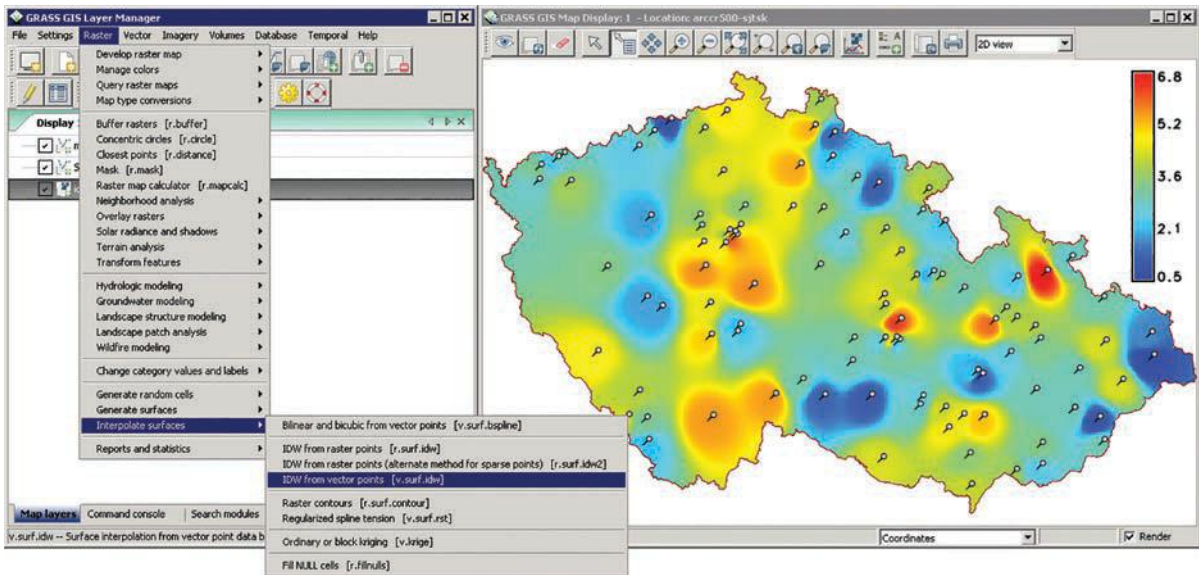
▲ **Figure 4.20** The tectonic plates and the direction of plate movement. Can you identify the plates the five continents are based on?

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 4.4

Identifying the effects of tectonic plate movement using a geographic information system (GIS)

1. Go to the Mapmaker page on the National Geographic website.
2. On the right side of the screen, select 'Add Layer'.
3. Under 'Categories' choose 'Earth Systems'.
4. Add the layers for 'Plate Tectonics', 'Earthquakes' and 'Volcanic Eruptions' by clicking on the + button next to each. When finished, click 'Done'.
5. **Examine** the map that is produced. You can adjust the transparency of each layer to see what is beneath it.
6. **Describe** the pattern you observe about the location of major volcanoes and earthquakes. **Explain** the relationship you see between these and the world's tectonic plates.

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▲ **Figure 4.21** A GIS system (in this case GRASS GIS GUI). You can also try making your own maps on the user-friendly National Geographic Mapmaker tool online.

Convergent: collision boundary

When two continental plates collide together, the effect is the same as a head-on car crash. The surface of the crust crumples, creating folds and faults (cracks). As the folds push upward, they can create large mountain ranges such as the Himalayas. Earthquakes are also common at these boundaries.

Convergent: destructive boundary

When a continental plate collides into an oceanic plate, the heavier oceanic plate is forced under the lighter continental plate, into the magma of the mantle. This process is called **subduction** and creates an **oceanic trench**, where the oceanic plate is pushed under the continental plate, and **fold mountains**, where the continental plate crumples as it crashes into the oceanic plate. Subduction also creates volcanoes and causes earthquakes.

Divergent: constructive boundary

When two plates pull apart, pressure from magma pushes the edges of the plates upward and magma rises to the surface to create new crust. This process results in volcanic activity and creates **mid-ocean ridges** if two oceanic plates are diverging, or **rift valleys** if continental plates are diverging.

Transformative: conservative boundary

When two plates slide past each other, huge amounts of friction are created. Over time, pressure builds until the plates move, creating **faults** in the crust. These look like long thin valleys on land or canyons under the ocean. The sudden release of pressure also causes intense earthquakes.

subduction where two tectonic plates are colliding and an oceanic plate is forced under another plate into the magma of the mantle

oceanic trench a long, deep underwater chasm created where an oceanic plate subducts under a continental plate, forming the deepest parts of the oceans

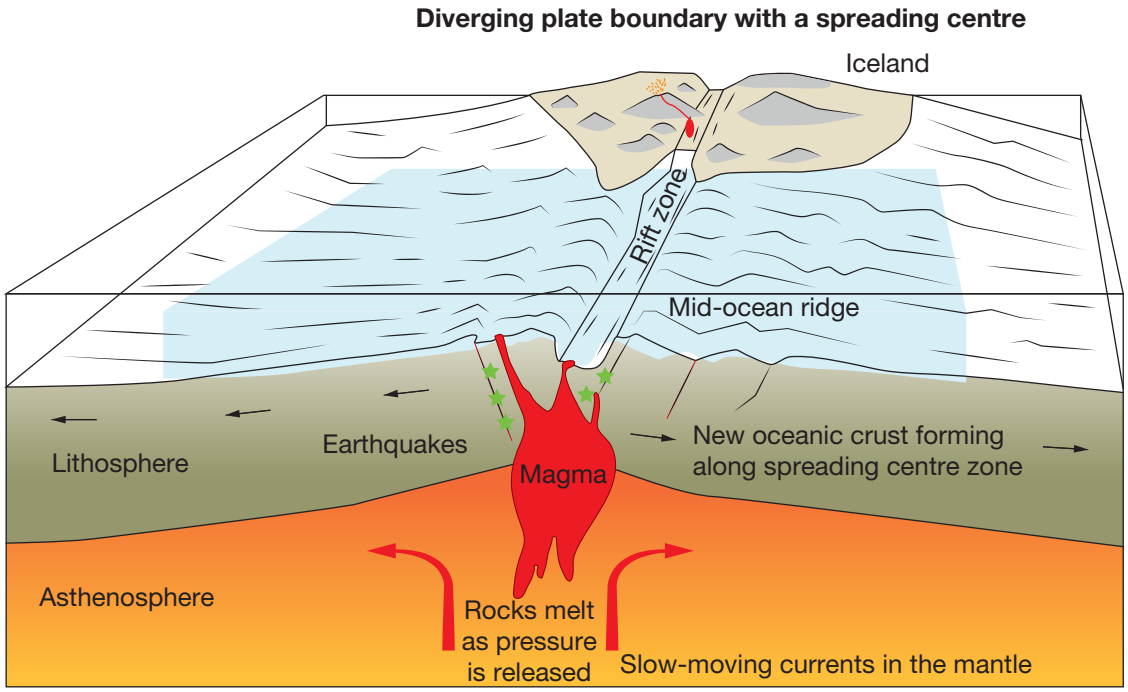
fold mountains mountains created by the crumpling of the Earth's surface where two tectonic plates are colliding

mid-ocean ridges underwater mountain chains created by the pressure from rising magma where two oceanic plates are diverging

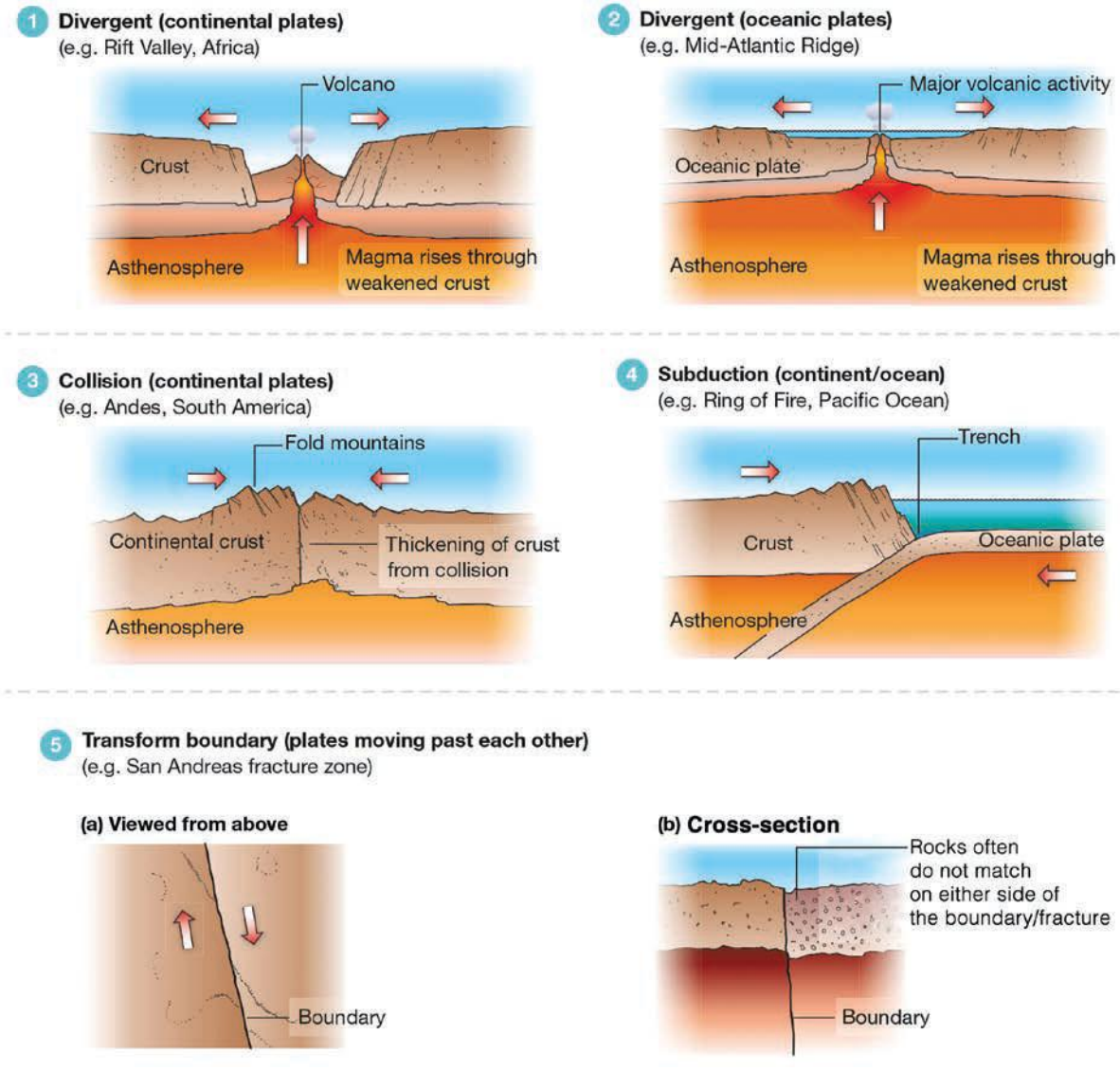
rift valleys long valleys created where two continental plates are diverging

fault a crack or fracture in rock

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▲ **Figure 4.22** The formation of the mid-ocean ridge close to Iceland



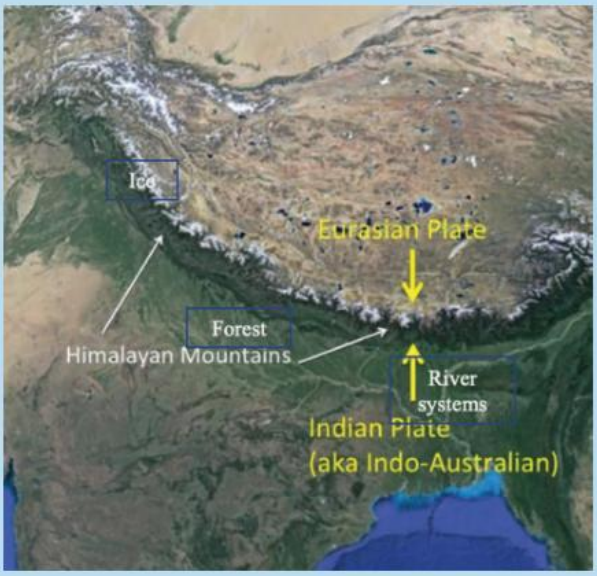
▲ **Figure 4.23** Different types of plate boundaries

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CASE STUDY 4.3

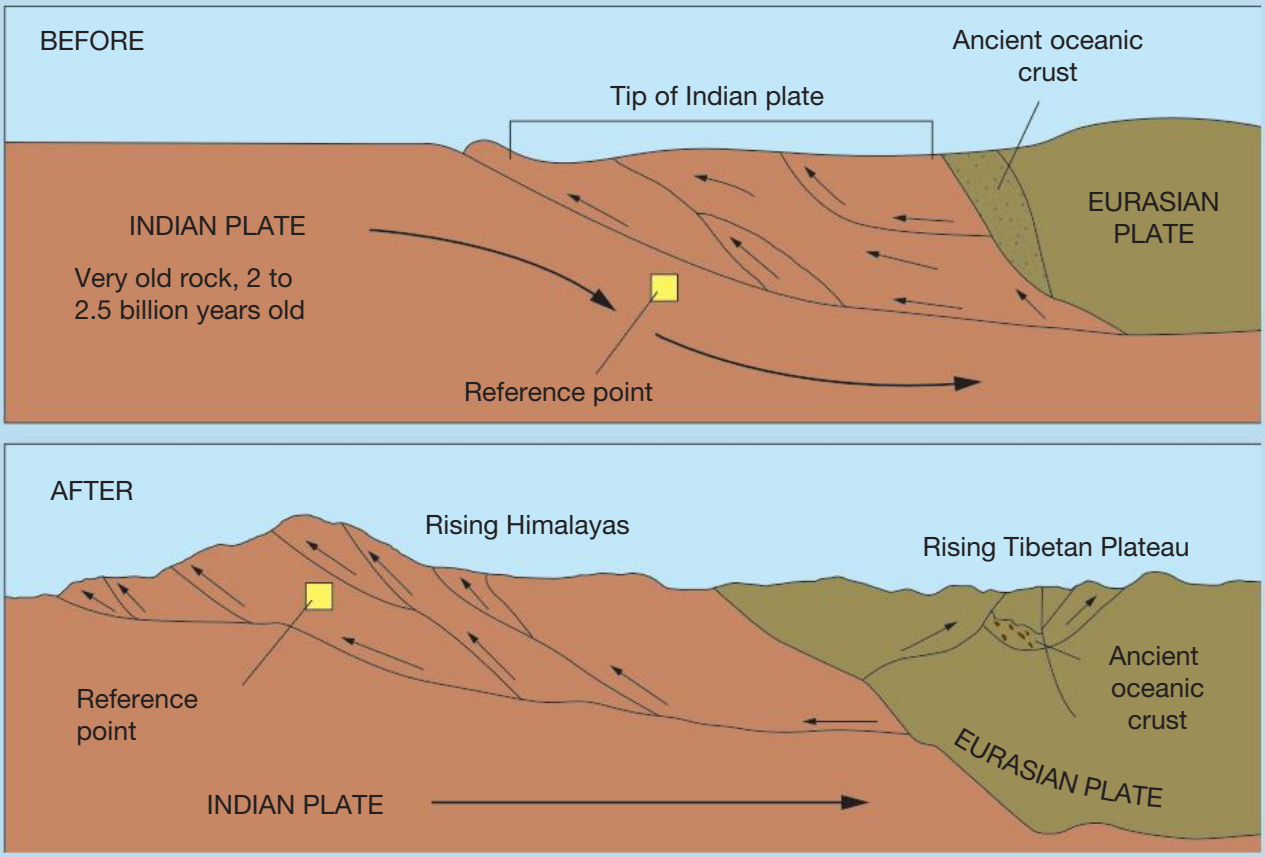
The Himalayas: a collision boundary

The world's greatest mountain range, the Himalayas are located in Asia, stretching 2400 kilometres east to west across India, China, Nepal, Bhutan, Pakistan and Afghanistan, and featuring the 10 highest mountains in the world, with Mt Everest the highest at 8849 metres. As well as imposing mountains, the Himalayan landscape comprises other significant landforms, including more than 15 000 glaciers, plateaus, river gorges and valleys. The range contains more ice than anywhere other than the Arctic and Antarctic, and is the source of major Asian rivers: the Mekong, Yellow, Yarlung, Yangtze, Ganges, Indus and Nujiang.



▲ **Figure 4.24** Plate boundaries that have formed the Himalayas

The sheer size of the Himalayan mountains is the result of the convergence of the Eurasian and Indian continental plates. For 50 million years, the two gigantic slabs of the Earth's crust have crashed together, folding, faulting and pushing up the Earth's surface, creating the massive mountains of the Himalayas. This process is ongoing, with the mountains rising by around 1 centimetre per year, although this increase is offset by the processes of erosion and weathering.



▲ **Figure 4.25** The formation of the Himalayas

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▲ **Figure 4.26** Mt Everest is the highest peak in the Himalayan mountain range. What landforms (other than mountains) can you identify in the photo?

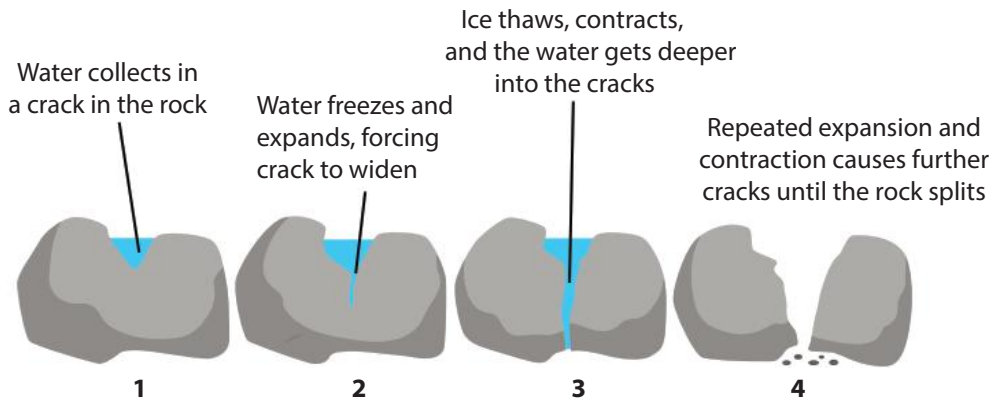
Weathering, erosion and deposition

Weathering and erosion are processes that shape the Earth's surface and create many of the most unusual and spectacular landforms. They both involve the breaking down of rocks and minerals into smaller fragments, but differ in that weathered material remains in place and eroded material is transported to a new location.

weathering the process where a material is broken down into smaller fragments, either physically or chemically

There are two types of **weathering**: mechanical and chemical. Mechanical weathering is where a physical process breaks the rock into smaller fragments. This often involves changes in temperature; for example, where water seeps into a crack and is frozen, expanding and gradually increasing the size of the crack until the rock breaks. Abrasion is another form of mechanical weathering. This is where a force such as wind or the movement of a glacier causes rocks to rub together, removing fragments from their surface and polishing the rock. Smooth pebbles found in a stream or on a beach are caused by this process. Chemical weathering is where the molecular structure of the rock is changed. This process often involves interaction with water; for example, water causing a rock containing iron to oxidise (rust) or limestone to dissolve. Rocks weakened by chemical weathering are often broken down further by mechanical weathering.

Erosion is the process where the material of the Earth's surface is worn away and moved to a new location. Different natural processes can wear materials away, including the movement of water, glaciers and wind. The movement of the fragmented material is called transportation. The forces causing the movement, such as gravity



▲ **Figure 4.27** The process of mechanical weathering

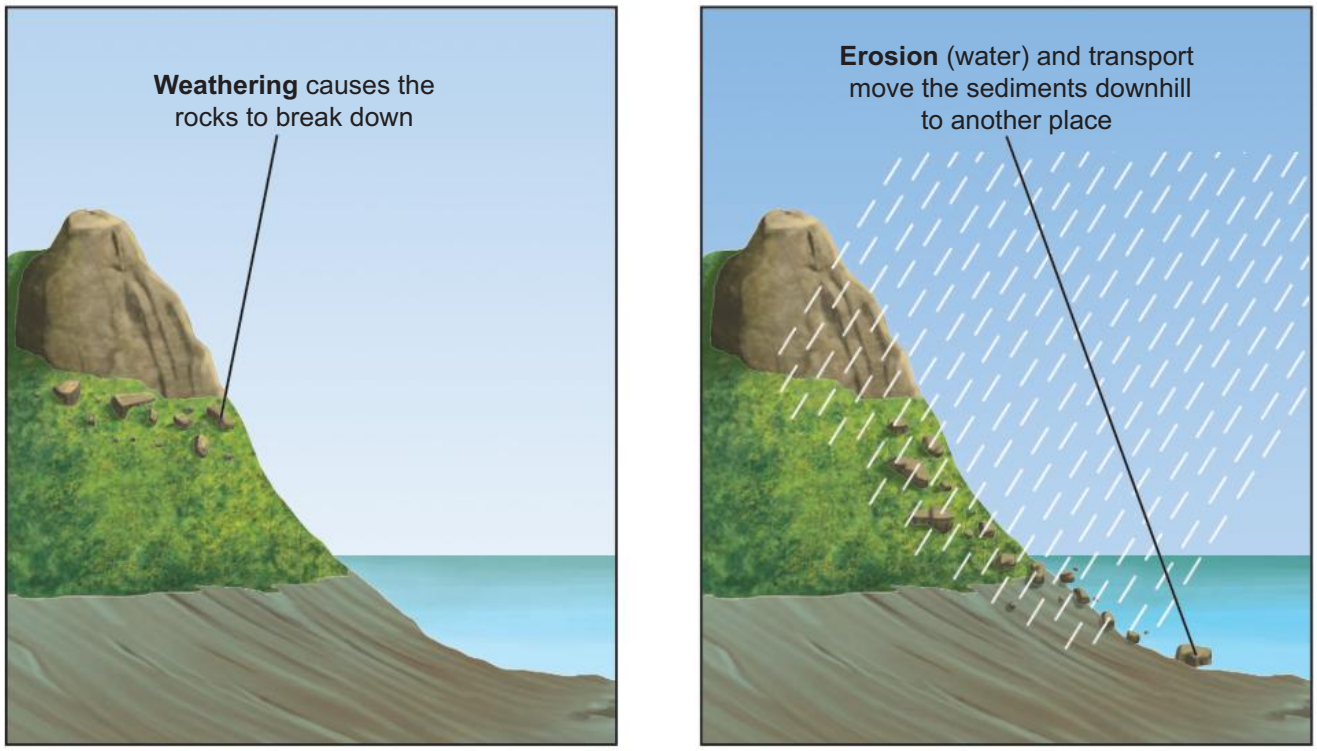
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or wind, are the **agents** of erosion. The most common agent of erosion is water – rain, rivers, floods, lakes or the ocean. Fragmented material transported by water is referred to as **sediment**. Water erosion is responsible for many spectacular landforms, such as the cliffs and other rocky features found on the world's coastlines; canyons carved out by rivers, such as the Grand Canyon in the United States or Fish River Canyon in Namibia; and mountain valleys and fjords, shaped by the ice of glaciers, such as the Norwegian fjords.

agents the forces causing erosion, such as gravity, wind or water

sediment the fragmented material created by weathering and erosion, such as sand or dust

Material transported by wind includes sand and dust. It blasts against rock and acts like sandpaper, wearing away and smoothing the rock's surface. The landform of Wave Rock in Western Australia was created by this process.



▲ **Figure 4.28** The difference between weathering (left) and erosion (right)



▲ **Figure 4.29** Wave Rock, Western Australia, is a wave-shaped landform created by erosion of the granite rock. How many years do you believe it would have taken for the process of erosion to shape this landform?



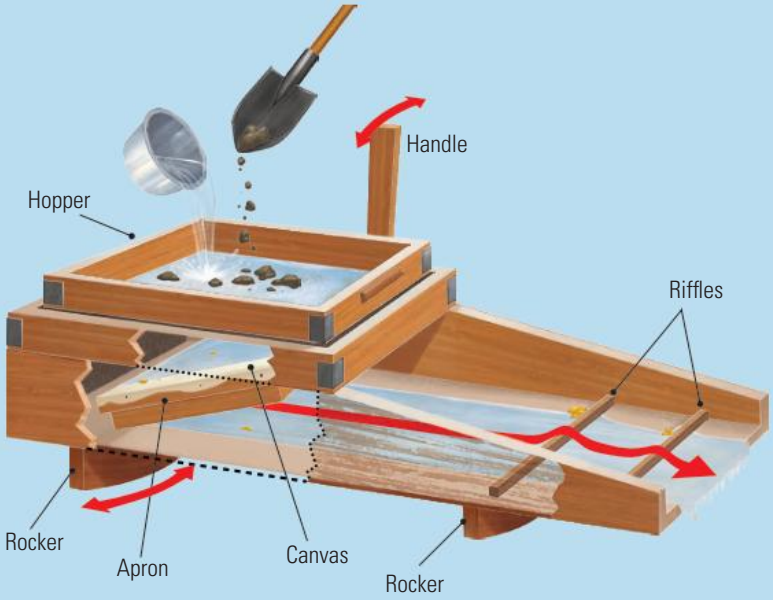
▲ **Figure 4.30** Fairy Chimneys, eroded landforms in the Cappadocia region of Turkey. What evidence can you see of how humans use this landscape?

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CASE STUDY 4.4

Gympie: the town that saved Queensland

In 1867 a young prospector James Nash found gold near the Mary River, about 150 kilometres from Brisbane in the Mary Valley. As more people arrived to the area, a gold rush was declared and the town of Gympie grew rapidly. The town name was taken from the local Aboriginal Gubbi Gubbi Peoples word, Gimpy-gimpi meaning 'stinging tree'. This discovery of gold, worth millions of dollars, brought wealth and prosperity to an economically poor Queensland government of the day. This new economic boost to the state meant they could build much-needed infrustructure that we still use today, such as the Brisbane–Toowoomba railway. Gold was found through mining underground, as well as panning and sluicing. The process of sluicing contributed to erosion in the area. An example of a sluicing box is shown in Figure 4.31. Miners would shovel material into the top of the box or hopper. They would then add water regularly, while rocking the box from side to side. This would shift the materials to the layer below. Heavier materials such as gold would become lodged while lighter materials would be washed away. The process was also used on a larger scale, seen in Figure 4.33. This use of hydraulic action caused erosion, which impacted on the Mary River and its tributaries. Gold was also mined through tunnelling underground creating mining shafts as miners dug for gold. Today, this has created sinkhole problems for Gympie. These old mine shafts are now collapsing and causing sinkholes to appear in random places across the city and are a danger to people and property. However, the city council has developed a solid way to fix this old gold problem.



▲ **Figure 4.31** A sluicing box



▲ **Figure 4.33** Gympie Gold Sluicing Runner used to find alluvial gold on the Mary River and its tributaries



▲ **Figure 4.32** The current impacts – sinkholes caused by collapsing mines in Gympie



▲ **Figure 4.34** Gympie mine shaft sinkhole repairs

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Deposition occurs when an agent of erosion loses energy and drops the material it is carrying; for example, dust or sand deposited by a windstorm as it calms, or sediments deposited by a river as it travels through a flatter landscape. Over time the deposited material can build up in layers creating new landforms. The lunettes of Lake Mungo were created by deposition, as are sandy coastal landforms such as beaches and dunes (this process is explained in detail in Chapter 5).

Deltas, such as Vietnam's Mekong Delta, are usually found where rivers enter the sea. They form at the mouths of rivers when sediment is deposited at a faster rate than it can be removed by ocean currents, creating new, fan-shaped landforms.

deposition the last stage of the erosion process, when the material being moved settles on a surface

delta a fan-shaped deposit of river sediments found at the mouth of a river

Interesting fact

Unlike most deltas, Botswana's Okavango Delta is created by a river flowing inland, where the Okavango River flows into the Kalahari Desert. This forms not only a unique landform but also a spectacular ecosystem, home to an array of wildlife including African icons such as elephants, lions, hippopotamuses and giraffes.



► **Figure 4.35** The Okavango Delta is an inland delta with unique features.



▲ **Figure 4.36** The Okavango Delta, Botswana

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DEVELOPING YOUR UNDERSTANDING 4.2

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** what is meant by a 'geomorphic process'. List at least one example in your answer.
2 **a** **Identify** the differences between oceanic and continental tectonic plates.
  b **Identify** the differences between divergent and convergent plate movement.
3 **Explain** the process that creates the deepest parts of the ocean.
4 **Identify** and **describe** the two types of weathering and give an example of each.

Interpret

5 Refer to Case study 4.3. **Create** a diagram illustrating the process that created the Himalayan mountains. Annotate your sketch to show the types of tectonic plates and direction of plate movement, magma, folding and faulting.
6 Use Figure 4.20 to **identify** the following:
  a Two continental and oceanic plates
  b A convergent plate boundary
  c A divergent plate boundary
  d A transformative plate boundary.

Argue

7 **Evaluate** the environmental impact of the reintroduction of grey wolves into Yellowstone National Park. Make specific reference to the changes in the landscape of the park.
8 Look at Figure 4.13, the topographic map of Tongio. **Explain** with evidence from the map which geomorphic process is most responsible for creating this landscape.

▼ **Figure 4.37** A grey wolf walking away from his feed in Yellowstone National Park, Montana. How have wolves impacted Yellowstone National Park?



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4.3 Human causes of landscape degradation and their effects

FOCUS QUESTION

How do the actions of humans impact different landscapes?

Landscapes and landforms are created and shaped not only by natural processes, but also by the actions of humans. These may enhance or protect an environment, but often cause **landscape degradation**, which is the changing of a landscape in an undesirable way. This includes reducing the value of a landscape as a resource, impacting on the aesthetic appeal or beauty of a landscape, or lessening the **biodiversity** – the range of plants and animals – found in a landscape. The impact of human activities on natural environments demonstrates the concept of **interconnection**. Landscape degradation relates closely to the concept of **sustainability**, the capacity of a landscape to be maintained for and used by future generations. The following section investigates two of the main human processes that cause landscape degradation: urbanisation and use of resources.

Urbanisation

Urbanisation is the process of people moving from rural areas (the countryside) to towns and cities. On a global scale, this process accelerated rapidly in the second half of the twentieth century. In 1950, 30 per cent of the world's population lived in urban areas; by 2018 this figure had increased to 55 per cent. Similarly, in 1950 there were only two megacities (those with a population greater than 10 million), New York and Tokyo; by 2018 there were around 33.

landscape degradation the changing of a landscape in an undesirable way

biodiversity the number and types of plants and animals that exist in a particular area

interconnection the relationship between different features and how they are connected to each other (this can include the relationship between places and people, and the influences that these have on each other)

sustainability the capacity of a landscape to be maintained for, and used by, future generations

infrastructure structures and services needed for society to operate properly, such as transport, water supply, health services, education systems, waste disposal systems and telecommunications



▲ **Figure 4.38** Built on what was once productive farmland, the northern suburb of Pimpama on the Gold Coast is one of the fastest growing suburbs in Australia. The urban sprawl between Brisbane and the Gold Coast has almost connected as the Southern corridor grows, while suburbs such as Northlakes to the north of Brisbane are adding to the northern corridor of rapid urban development in South East Queensland.



▲ **Figure 4.39** Cebu City slums, Philippines. Urbanisation and rapid population growth result in people living in temporary homes with little access to basic **infrastructure** such as clean water and sewerage.

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The most obvious impact of urbanisation on landscapes is that as urban areas increase in size, they encroach on and replace other landscapes, whether they are human, such as farmland, or natural, such as forests or wetlands. Urbanisation also affects environmental sustainability. Expansion of urban areas not only results in the destruction of natural habitats, it also changes natural processes such as the flow of water. This can have undesirable effects such as flooding, erosion, and increased water and air pollution.

Resource use

The growing size, urbanisation and wealth of human populations increases pressure on landscapes to be exploited for their **natural resources**. This includes agriculture (farming), which uses soil, water and minerals to grow food; mining, which extracts the ores, rocks and minerals used to build and power cities; and forestry, which uses the wood from trees for building, paper and energy. Each of these processes causes changes that may degrade landscapes.

natural resources any part of the natural environment

salinisation the build-up of salts at or near the soil surface, either by natural processes, such as evaporation, or by land clearing

Agriculture often involves the clearing of natural environments, such as forests and grasslands, reducing biodiversity. Overgrazing and cropping reduce the value of soil as a resource to produce future herds and crops and can result in erosion and **salinisation**. Fertilisers and pesticides enter water systems, eventually flowing into the ocean and degrading marine ecosystems such as reefs, and enter the food chain, affecting the health of humans.

Mining physically alters landscapes, especially open-cut mines that create large holes in the Earth's surface. Waste produced in the mining process is often toxic, severely degrading natural environments and the health of humans where it is released into the air or water systems. Large-scale mining can release hazardous chemicals, such as cyanide or mercury, into river systems, which then flow into oceans. This can destroy natural features and habitats. The recent approval of the Adani mine in Queensland is expected to have some positive impacts for the economy; however, the environmental effects could be devastating. Pollutants released into the river systems will eventually flow into the Great Barrier Reef, significantly effecting the environment of a World Heritage–listed area.

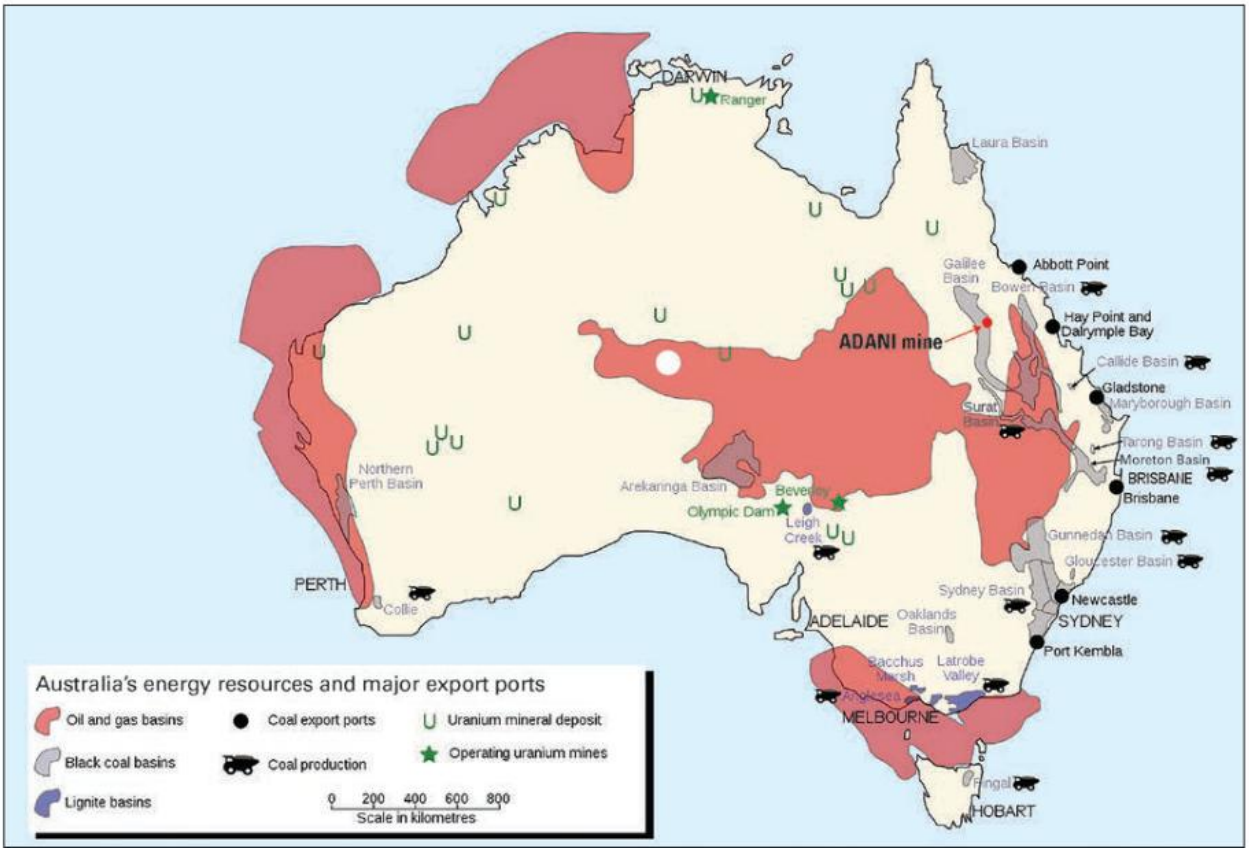




▲ **Figure 4.40** Intact coral (left) and bleached coral (right) on Queensland's Great Barrier Reef. Agricultural run-off introducing pollutants to the reef's ecosystem is believed to be a major cause of the degradation of the reef.

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▲ **Figure 4.41** An aerial view of mining pollution over the forested landscape near a disused copper-sulphide mine in the Urals, Russia, in June 2020



▲ **Figure 4.42** Australia has many types of natural resources, all of which require mining or drilling of some kind. Queensland has a large majority of these energy resources.

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▲ **Figure 4.43** The destruction of Indonesia's rainforest to make room for oil palm plantations is a threat to the survival of orangutan populations in the wild.

Forestry reduces biodiversity by replacing the complex ecosystems of natural forests with **plantations** consisting of one type of tree. This also destroys habitats, threatening or causing the extinction of plant and animal species. Clearing forests and burning forest waste also release carbon into the atmosphere, contributing to climate change.

forestry the science and practice of planting and taking care of forests

plantation a farm or estate where selected crops are grown

The extent of land degradation and impact on landscapes of these human processes varies greatly depending on the sustainability of the practices involved.

DEVELOPING YOUR UNDERSTANDING 4.3

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** what is meant by 'landscape degradation.'
2 **Describe** and **explain** the term 'urbanisation'.
3 **Summarise** the change in the percentage of the world's population living in urban areas between 1950 and 2018.
4 Using examples, **explain** what natural resources are.

Interpret

5 **Describe** the interconnection between urbanisation, megacities and landscape degradation in a short paragraph.
6 **Create** a flowchart that explains how the human use of one of the natural resources described in this section contributes to the degradation of landscapes.

Argue

7 Using examples from this section, **explain** the relationship between landscape degradation and the concept of sustainability.

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4.4 The significance of landscapes and landforms for different peoples

FOCUS QUESTION

How are landscapes significant for different peoples?

Apart from their importance as a source of natural resources, as discussed in the previous section, landscapes are significant to different people in many ways. Geographers use the concept of **place** to describe the value or meaning given to a location by humans. This meaning varies for different people; for example, to you, your house may be your home, a place you share with your family; for a real estate agent, your house may simply be an asset that can be bought and sold. This section investigates the main ways that specific places – landscapes – are significant and are given meaning by different peoples.

Cultural

Landscapes and landforms shape and are represented in different **cultures** in many ways. The identity of national groups often reflects the landscapes where they are located. For example, the Sherpas of Nepal are known as a 'mountain people', the Tuareg of the Sahara as a 'desert people', and the Marsh Arabs of Iraq are named after the landscape they inhabit. Landscapes also gain significance after featuring in art and popular culture. The viaduct of Glenfinnan became known as the 'Harry Potter viaduct' after the Hogwarts Express crossed the bridge as it passed through the lochs and mountains of the landscape of the Scottish Highlands in several of the films. For many indigenous groups, landscapes and particular landforms are the basis of their spiritual beliefs. For example, First Nations Peoples of Australia use the stories of the Dreaming to explain the creation of the landscapes and landforms of their Country. For Amazonians, each plant and animal in the rainforest contains its own spirit.

place an area that has a specific meaning or purpose

culture the customs, behaviours and beliefs that characterise a particular society



▲ **Figure 4.44** Aerial View of Marsh Arab reed house village in Southern Iraq



▲ **Figure 4.45** Mount Fuji, the tallest mountain in Japan, is a sacred place to the Japanese people.

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Aesthetic and recreation

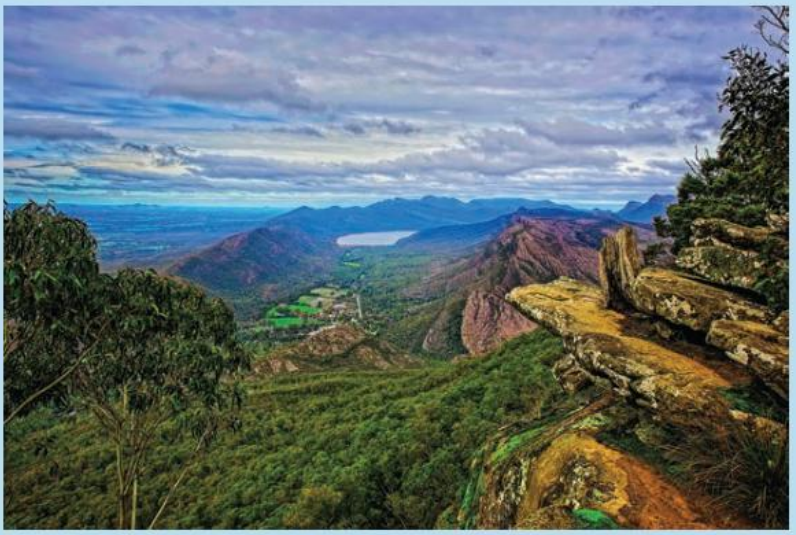
Many landforms are significant for their beauty or aesthetic appeal. The iconic landscapes described earlier in the chapter are renowned for their spectacular or unique features. However, beauty is subjective, and landscapes may be attractive to a person or people due to their connections to a place, such as where they were raised, have lived or holidayed. Scenic landscapes are also often the most popular and significant locations for recreation, whether that is for adventure activities, such as the climbers on El Capitan, or hiking and mountain biking, or more leisurely pursuits such as picnicking or tourist drives.

CASE STUDY 4.5

A significant Australian landscape: Grampians National Park, Victoria

About 260 kilometres west of Melbourne, the mountains of the 1672 square kilometre Grampians National Park rise dramatically above the flat surrounding farmland. Formed 380 million years ago from the sediment of ancient rivers, the sandstone in the area has experienced years of weathering and erosion, which has left a landscape featuring spectacular landforms, such as rocky plateaus, steep cliffs, valleys and waterfalls. Known as Gariwerd in the local language, the mountains have been occupied by the Djab Wurrung and Jardwadjali Peoples for more than 20 000 years. They tell the Dreaming story of the creation of Gariwerd by the spirit Bunjil, who often took the form of an eagle, Werpil, so he could fly over and appreciate the landscape he created. On leaving Earth, Bunjil became a star, watching over his world from the night sky. Evidence of the cultural significance of the area can be seen in the many rock-art sites in the park and can be explored at the Brambuk National Park and Cultural Centre in Halls Gap, owned and run by the local Aboriginal Peoples.

After European settlement in the 1830s, the natural resources of the Grampians were used for farming, mining, forestry and as a water supply. The natural beauty of the area also featured in the work of many artists, including Eugene von Guerard, Arthur Streeton and Arthur Boyd. In 1984 the Grampians were declared a national park and now more than a million visitors stay overnight in the area each year. Many are attracted by the hikes that ascend the peaks and ridges, offering views over the range and surrounding plains; climbers tackle the sheer cliff faces, such as the famous Taipan Wall. However, in August 2020, Aboriginal cultural heritage was rediscovered at the climbing area and as a result, Parks Victoria has temporarily banned access to this new protection zone.



▲ **Figure 4.46** A view over the Grampians National Park from a lookout near the town of Halls Gap

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CASE STUDY 4.6

A significant international landscape: the Lake District, England

In the north-western English county of Cumbria, the Lake District is a region of 2292 square kilometres, renowned for the beauty of its landscape of low craggy mountains and valleys, lakes, farmland and historic villages. Comprised of volcanic granite more than 400 million years old and sedimentary rock laid down when the area was under an ancient sea more than 300 million years ago, the landscape has been shaped by the forces of folding and faulting that have lifted the rock. This rock was then eroded over millions of years by glaciers and streams, leaving a series of low rocky mountains, known locally as fells, and more than 14 lakes. These include England's highest peak, Scafell Pike at 978 metres, and largest lake, Windermere.

The Lake District is significant for the beauty of its landscape. It is protected by England's largest and second oldest national park, which attracts almost 16 million visitors each year. Many authors have also been inspired by the area, including the poet William Wordsworth and the children's authors Arthur Ransome and Beatrix Potter. Several of the books in Ransome's *Swallows and Amazons* series were set in an imagined version of the Lake District, and many characters and locations in Potter's *Peter Rabbit* books were based on her early holidays and later home in the Lake District village of Near Sawrey.



▲ **Figure 4.47** Buttermere, Lake District, England

DEVELOPING YOUR UNDERSTANDING 4.4

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** what geographers mean by the concept of 'place'.

2 **Describe** how one place that you are familiar with is significant to you.

3 **Identify** three peoples whose cultural identity is shaped by the landscape they live in.

4 **Explain** what is meant by 'aesthetic appeal'.

Interpret

5 Refer to Case study 4.6.

- **a** **Identify** three different landforms found in the Lake District's landscape.
- **b** **Create** and annotate a diagram outlining the process that shaped one of the landforms.
- **c** **Describe** three different ways that the Lake District is significant for people.

Argue

6 **Discuss** the significance of the landscape of the Grampians National Park for three different groups of people.

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End-of-chapter assessment 4

1 Key terms and names

For each key term or name from the chapter, **explain** its significance in a sentence.

- Naracoorte Caves
- Tuareg
- El Capitan
- Glenfinnan Viaduct
- Himalayas
- Mungo Lunette
- Megacity
- Processes
- Transportation.



▲ **Figure 4.48** Young Tuareg, Western Sahara Desert. The Tuareg are known as 'desert people'.

2 Follow the flow of main ideas

What ideas have you learned about landforms and landscapes? Copy and complete the diagram below. **Explain** in a few points what each topic means for understanding landforms and landscapes. (The first one has been done for you.)

Types of landscapes	• Landscapes are all the visible natural and human features of an area. • The features that dominate distinguish one landscape from another. • Examples include coastal, volcanic and forest landscapes.
Iconic landforms	
Plate tectonics	
Erosion and weathering	
Landscape degradation	
Significance of landscapes	

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3 Making thinking visible

I used to think … now I understand …

In this visible thinking routine, track the difference between what you knew about landforms and landscapes before starting this unit, and what new understandings you have acquired since doing this unit.

Using these stem sentences, write a paragraph to **explain** what you previously knew about landforms and landscapes, and another paragraph to **explain** what you now understand about the topic.

1A I used to think that landscapes are …

1B Now I understand that landscapes are …

2A I used to think that the Himalayas were created by …

2B Now I understand that the Himalayas are created by …

3A I used to think that weathering is …

3B Now I understand that weathering is …

4A I used to think that urbanisation's effect on landscapes was …

4B Now I understand that urbanisation's effect on landscapes is …

5A I used to think the Grampians National Park was significant because …

5B Now I understand that the Grampians National Park is significant because …

4 Research task

Use the internet to **identify** one iconic landform or landscape. Research your choice to discover:

- The type and location
- Why it is iconic
- The processes that shaped it
- Human uses that have degraded or protected it
- Significance for different people.

Present your research digitally or as a poster or brochure. Include at least one map and other pictures, illustrations or diagrams.

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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CHAPTER 5

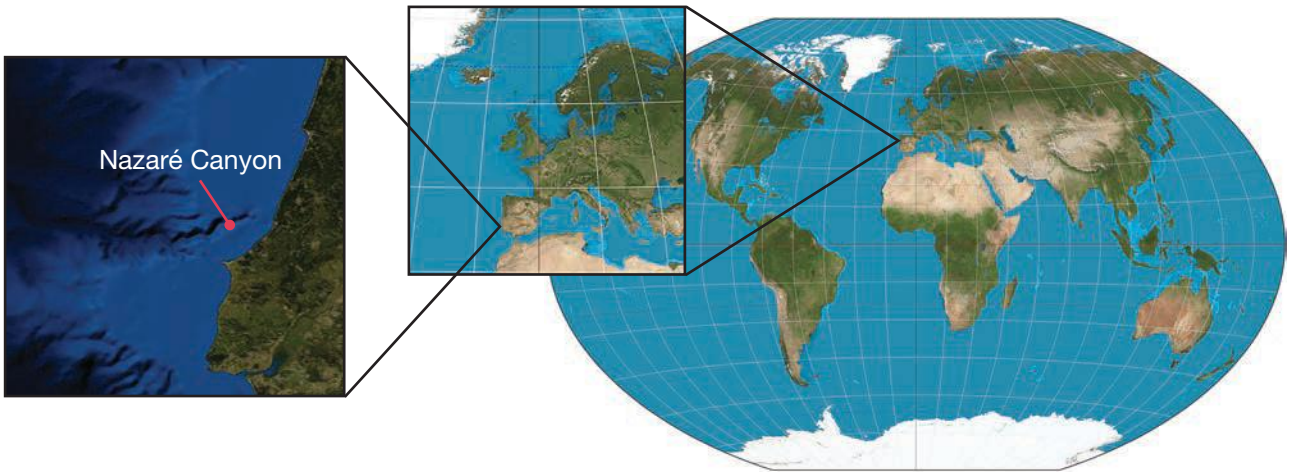
Landforms and landscapes case study: coastal landscapes

Setting the scene: surfing the 100-foot wave

For hundreds of years the villagers of Nazaré dreaded the massive winter surf that crashed into their part of the Portuguese coast.

The huge waves were a hazard for the local fishing boats leaving and returning to harbour, and even a danger to those on land who ventured too close to the shoreline, unaware of the unpredictability, size and power of the ocean in the area. In the early 2000s, a small group of locals, who saw the waves as a challenge rather than something to be feared, established the first club to promote surfing in the village. Over the next decade, as the reputation of Nazaré's surf grew, more and more surfers from around the world started to visit. In particular, 'big wave surfers', who use jet skis to tow into and catch previously unrideable waves, arrived each winter, hoping to achieve the fame of riding the 'biggest wave in history'. In 2011, veteran American surfer Garrett McNamara surfed a monster 78-foot (23.8-metre) wave and set a new world record, establishing Nazaré's reputation beyond the surfing community. Six years later, McNamara's record was passed by Brazilian Rodrigo Koxa, riding an 80-foot (24.4-metre) Navarene wave, and it seems inevitable that the feat of riding a 100-foot (30-metre) wave, once thought impossible, will soon take place at the location.

What makes the waves of Nazaré so much bigger than those breaking on the surrounding coastline and in other locations around the world? The main reason is the Nazaré Canyon, a massive undersea gorge, up to five kilometres deep, that stretches from just off the coast of Nazaré for 227 kilometres out to sea. The energy generated by wild winter storms over the North Atlantic Ocean is funnelled through and amplified by the canyon before it smashes into its steep edge, forcing the water to peak upwards, creating the massive waves. Over thousands of years, the action of the powerful waves in the area has shaped and created the rocky cliff and beach coastline of Nazaré.



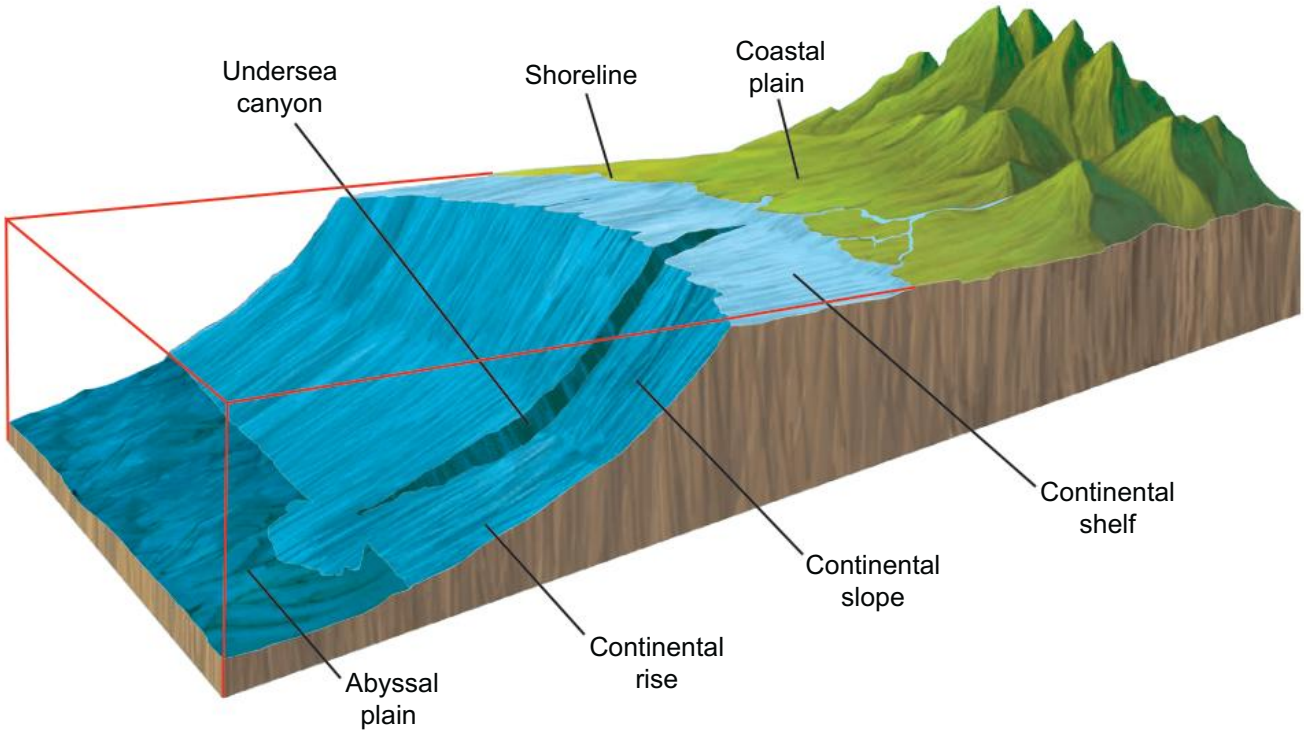
▲ **Figure 5.1** The Nazaré Canyon off the coast of Portugal

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▲ **Figure 5.2** Giant wave crashing in Nazaré North Canyon, Portugal

The story of big wave surfing in Nazaré features a coastal landscape comprised of different landforms, created by the energy of waves, and used and valued by people in different ways. This story reflects the themes of this chapter: how geographers describe coastal landscapes and landforms and explain the processes that create them, how coasts are used by humans, and the significance of the coast for different peoples.



▲ **Figure 5.3** An undersea canyon formed over thousands of years off the coast of Nazaré



▲ **Figure 5.4** A surfer rides a wave amid a giant swell in Nazaré on October 2020.

MAKING THINKING VISIBLE 5.1

Think, pair, share

Reflect on the story about the Nazaré waves.

1. Think about the story of the Nazaré waves and **explain** your thinking with pictures or words in your notebook or on your digital device.
2. Pair with a peer and share your thoughts. What factors make the waves of Nazaré so large?
3. **Describe** why you believe surfers are willing to risk their lives to ride these giant waves.

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Chapter overview

Introduction

This chapter studies the landforms found in coastal landscapes and examines the processes that created them. It considers the impact of human activities on coastal landscapes and the significance of the coast for different peoples.

Learning goals

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

- What landscapes and landforms are found on the coast?
- What are the processes that create different coastal landforms?
- How do humans impact coastal landscapes?
- Why are coastal landscapes significant for different peoples?

Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain processes that influence the characteristics of places
- Identify, analyse and explain spatial distributions and patterns, and identify and explain their implications
- Identify, analyse and explain interconnections within places and between places, and identify and explain changes resulting from these interconnections
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse maps and other geographical data and information, using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

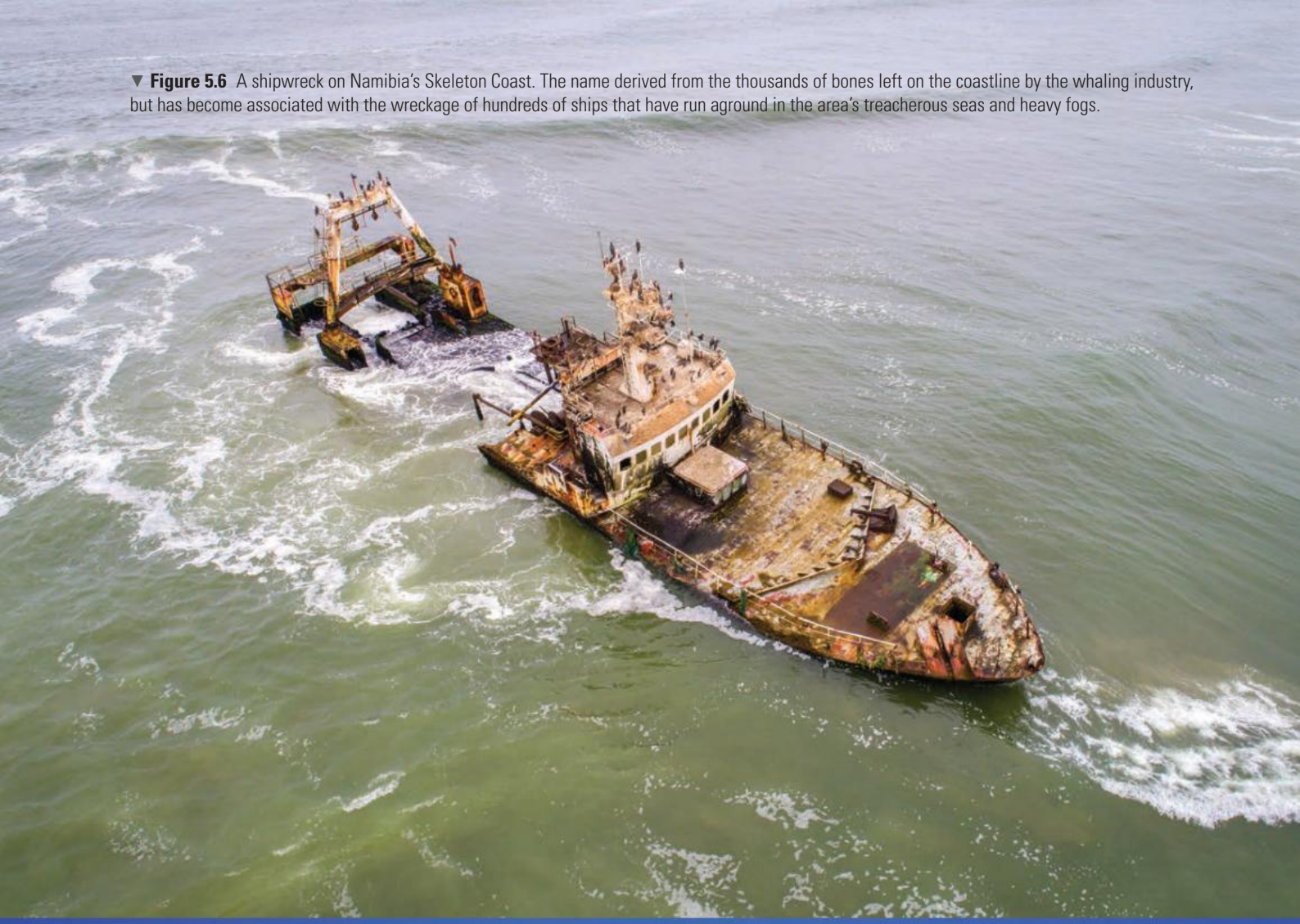


▲ **Figure 5.5** Mountains meet the sea on the Na Pali coast of Hawaii's Kauai Island.

▲ **Video**
Five interesting facts about coastal landscapes

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▼ **Figure 5.6** A shipwreck on Namibia's Skeleton Coast. The name derived from the thousands of bones left on the coastline by the whaling industry, but has become associated with the wreckage of hundreds of ships that have run aground in the area's treacherous seas and heavy fogs.





▲ **Figure 5.7** Wreck of the SS *Maheno*, a popular tourist attraction on Fraser Island, South East Queensland

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5.1 Different types of coastal landscapes and their distinctive landform features

FOCUS QUESTION

What landscapes and landforms are found on the coast?

coastal hinterland the land extending inland from the coast

coastal waters the sea extending out from the coast

erosional coastal landscape rocky coastlines with landforms shaped by erosion

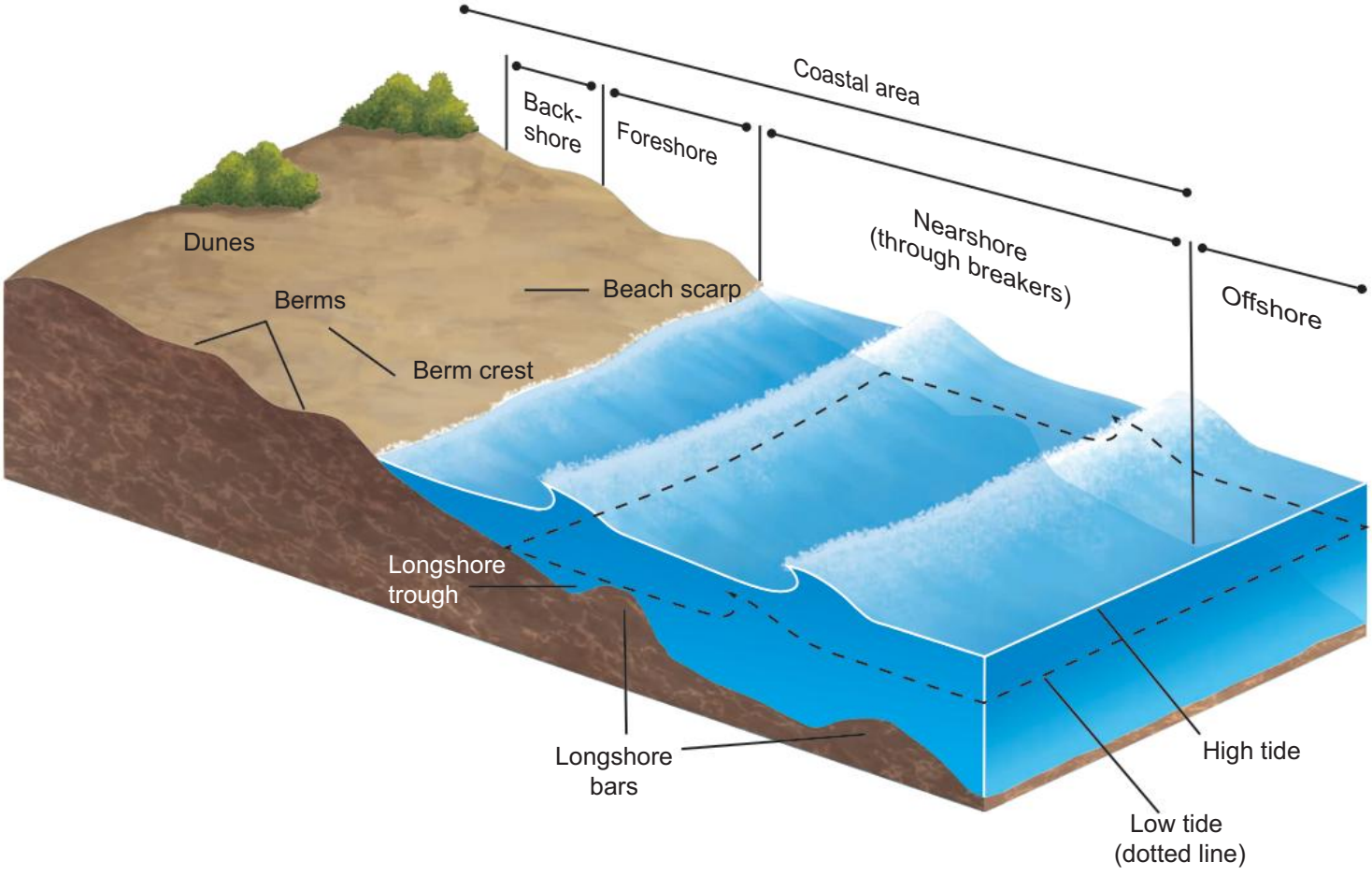
depositional coastal landscape sandy coastlines with landforms created from sediment being deposited

tombolo a landform where a narrow piece of land connects an island to the mainland

The coast

A coast is the area where the land meets the sea. Coastal landscapes include the coastline itself, the land extending inland from the coast – the **coastal hinterland** – and the sea extending out from the coast – **coastal waters**.

Geographers place coasts into two broad categories based on the processes that created them: erosional or depositional. **Erosional coastal landscapes** are the rocky coastlines featuring landforms shaped by erosion. These include cliffs, rock platforms, caves, arches and stacks. Section 5.2 details how these landforms are created. **Depositional coastal landscapes** are the sandy coastlines featuring landforms created by the depositing of sediment. These include beaches, dunes, spits, sandbars and **tombolos**.



▲ **Figure 5.8** Different parts of a coastline

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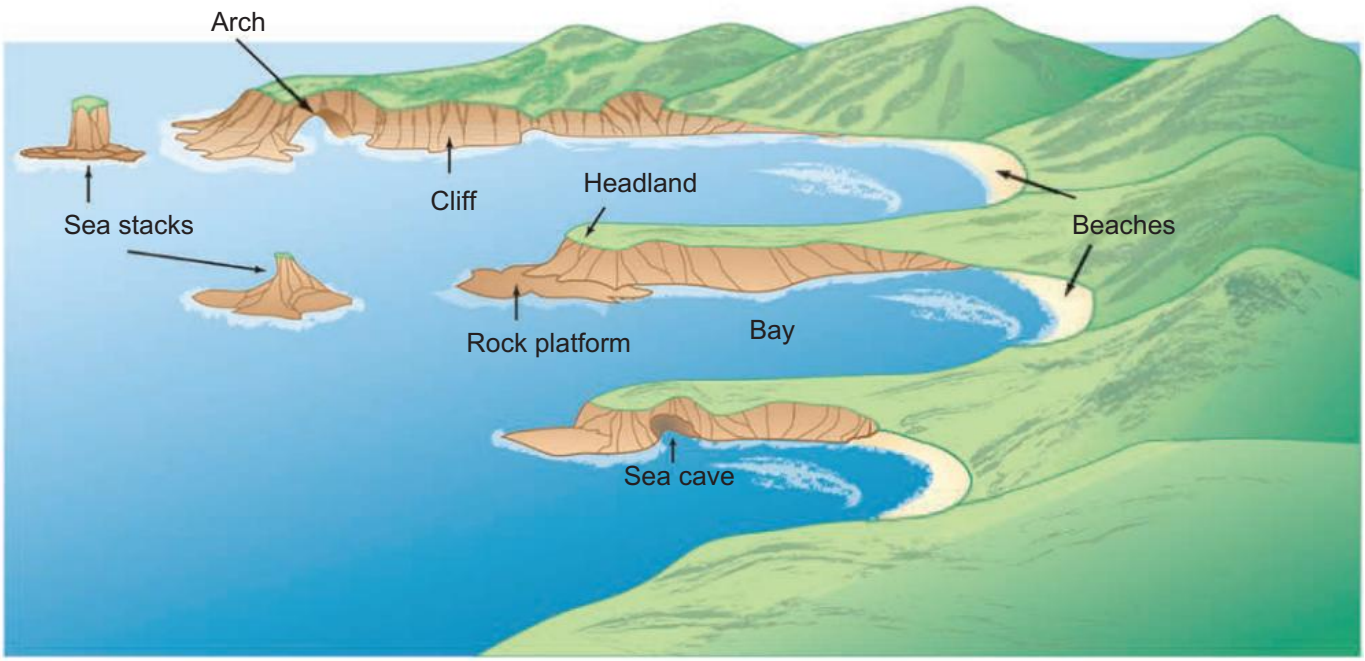
▼ **Figure 5.9** The Twelve Apostles off the coast of Victoria are an example of stacks, created by erosional processes.



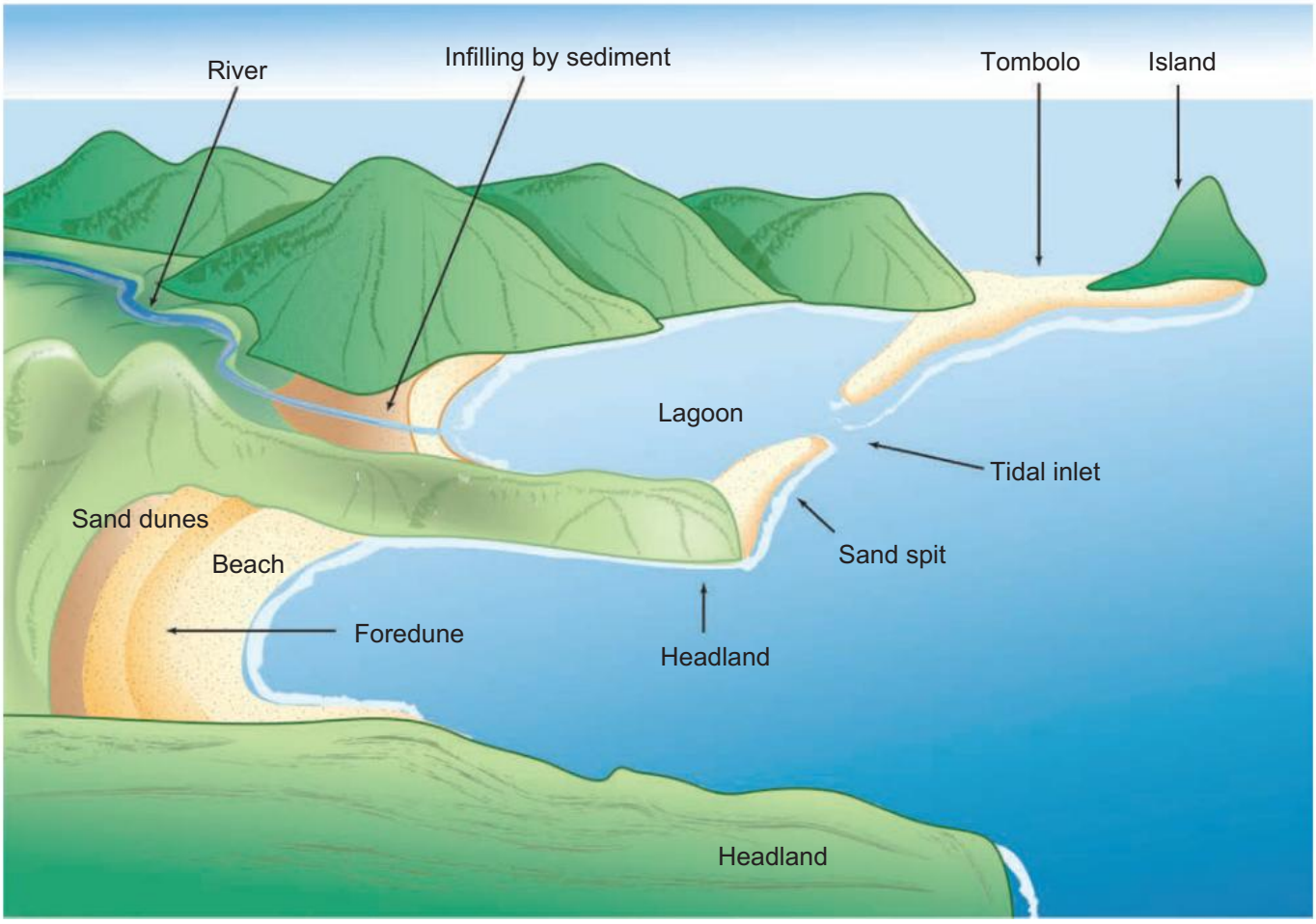
▼ **Figure 5.10** Barrenjoey Island, New South Wales, is joined to the mainland by a sandspit. This tombolo has been created through depositional processes.



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▲ **Figure 5.11** Erosional landforms of coastal landscapes



▲ **Figure 5.12** Depositional landforms of coastal landscapes

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Iconic coastal landscapes and landforms

Iconic coastal landscapes and landforms are those that are famous or well known because of their beauty, uniqueness or significance to people.

CASE STUDY 5.1

An iconic Australian coastal landscape: the Horizontal Falls, Western Australia

gorge a valley, cleft or deep vertical indentation between cliffs

Talbot Bay's Horizontal Falls in Western Australia's Kimberley region is a unique natural phenomenon that has become a major tourist attraction. Located 220 kilometres north-west of the town of Broome, the falls features a wall of water up to 4 metres high cascading through a narrow **gorge**, creating a spectacular sight. Despite the name, this is not technically a waterfall, where water drops due to gravity, but rather from a tidal event. As the huge tides in the Kimberley ebb and flow, water builds up at the entrance faster than it can pass through the 10- to 20-metre-wide gorge, forcing the water up and creating the effect of a waterfall.



▲ **Figure 5.13** The Horizontal Falls in Western Australia's Kimberley region. What features of the landform would create the 'falls'?

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DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 5.1

Using spatial technology to examine the terrain of landforms



▲ **Figure 5.14** A Google Earth satellite image showing the 3D terrain of the location

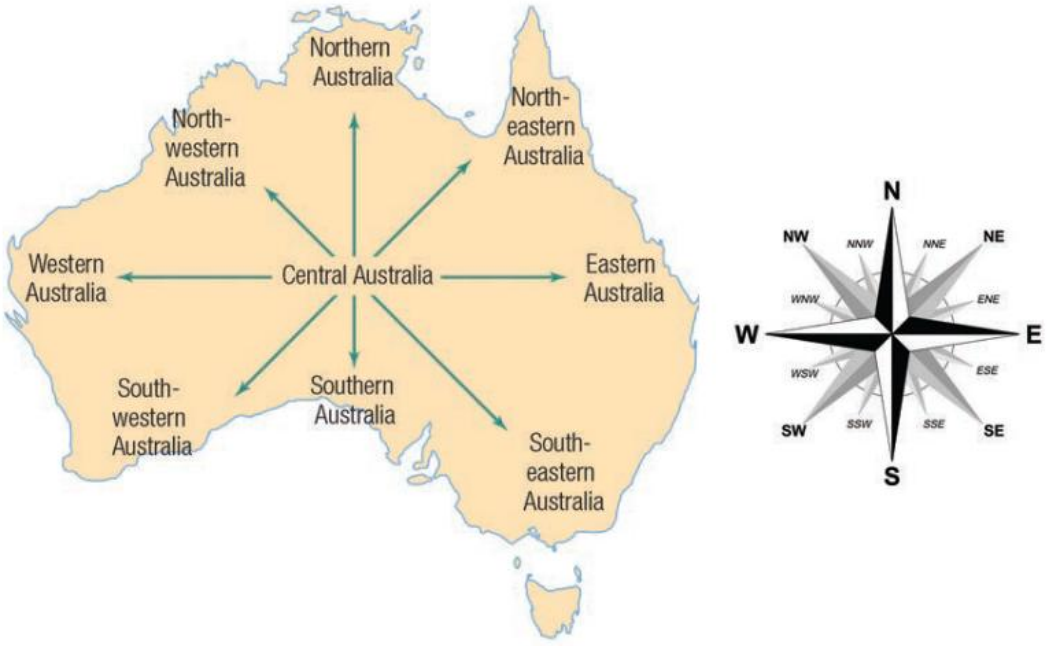
1. Open Google Earth.
2. Search for Horizontal Falls (Western Australia).
3. Zoom in and use the tilt function (the arrows pointed up, down, left and right) to explore the topography of the area.
4. **Explore** the area.
5. **Describe** the terrain of the area.
6. Zoom out so you can see Darwin, in the Northern Territory, on the screen as well.
7. Using the measuring tool (the button looks like a ruler), measure the distance between Horizontal Falls and Darwin.
8. **Describe** the relative location (distance and direction) of Horizontal Falls from Darwin.

Relative location

One of the pivotal questions asked by geographers is, 'Where is it?' Every feature that makes up and exists on the Earth's surface has a unique and specific location, which can be conveyed in a number of ways. Distance and direction from other features and places is a primary example of how locations can be expressed. This is known as **relative location**. Direction is crucial because, together with distance, it creates an understanding of where a place is in relation to others. Direction can be given in terms of points of a compass, or in bearing. The cardinal points of the compass are referred to as north, south, east and west. The points that provide a more specific analysis of direction are known as intermediate points, for example, north-east and south-west.

relative location description of where a place or object is in terms of distance and direction from another object

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▲ **Figure 5.15** Compass points can be used to describe and locate regions in Australia.

Geographers use both cardinal and intermediate points to define the direction of a specific place in relation to another. Maps will most often have an arrow indicating north to further aid such understandings. Most maps are designed with the intention of north aligning with the top of the map, so that one set of grid lines would rule as north–south. The direction arrow on a map will often be located near the legend for further clarification.

CASE STUDY 5.2

An iconic international coastal landscape: the Norwegian fjords

The Viking word *fjord* refers to a narrow inlet, longer than it is wide, with steep slopes or cliffs on its sides. Norway's coastline features more than 1000 fjords, creating majestic landscapes of rocky mountains with sheer cliffs plunging into still, clear water. In places, small villages and farms are found and stunning waterfalls flow into the sea. The fjords were formed over millions of years as glacial erosion carved U-shaped valleys that later filled with sea water when the **glaciers** melted.



glacier a large mass of ice that moves slowly down a valley due to gravity

◄ **Figure 5.16** The steep mountains and valleys of Geirangerfjord, Norway. Can you identify a valley created by a glacier in the photo?

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DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 5.2

Calculating distance using a linear scale

Calculating the distance between two points can be done by first measuring the distance between them on a map, and using the ratio given in the scale to convert that measurement to the real distance. Students often do this by using the map's linear scale, which works with print documents and digital documents. Measuring two points on a map, however, can be done in several ways, including using a length of string or a pair of dividers. The following methods are more likely to achieve accurate results, as they allow easy access to work around curves and sharp corners.

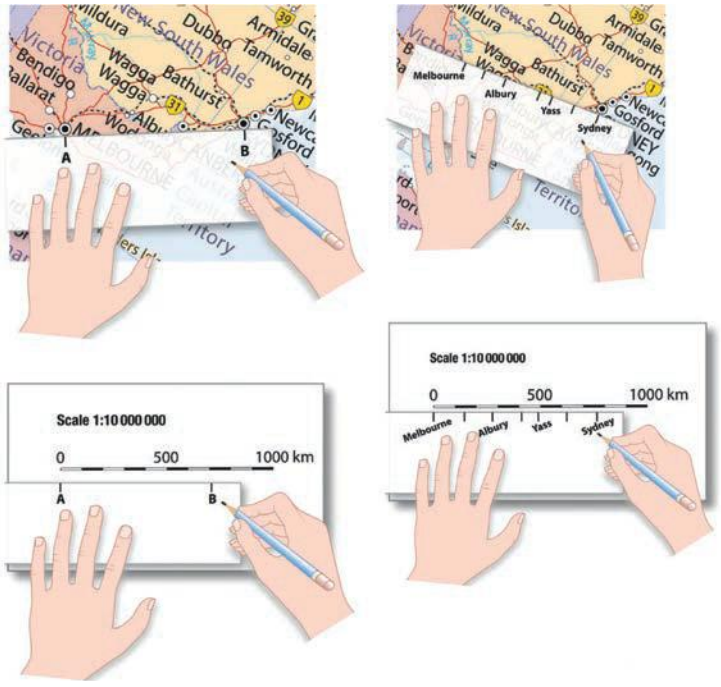
For more information on reading maps, including how to estimate area, please see the Interactive Textbook.

Measuring a straight-line distance

Placing the edge of a sheet of paper between the two points of measurement and marking the distance on the paper will provide an estimate for a straight-line distance. To calculate, place the paper along the map's linear scale.

Measuring a distance along a curved line

To estimate a distance along a curved line, mark a starting point on a sheet of paper placed on the map. Move the paper carefully so its edge follows the curve, and mark each section with a pencil as you move it. Once the end point is marked, place your paper on the linear scale to calculate the distance.



▲ **Figure 5.17** Measuring lines

Spatial distribution

The ways in which something is arranged or spread over a geographic area is referred to as distribution. This concept is applicable to most of what makes up the Earth, including animal and plant species, weather patterns, built structures, and diseases and infections.

»

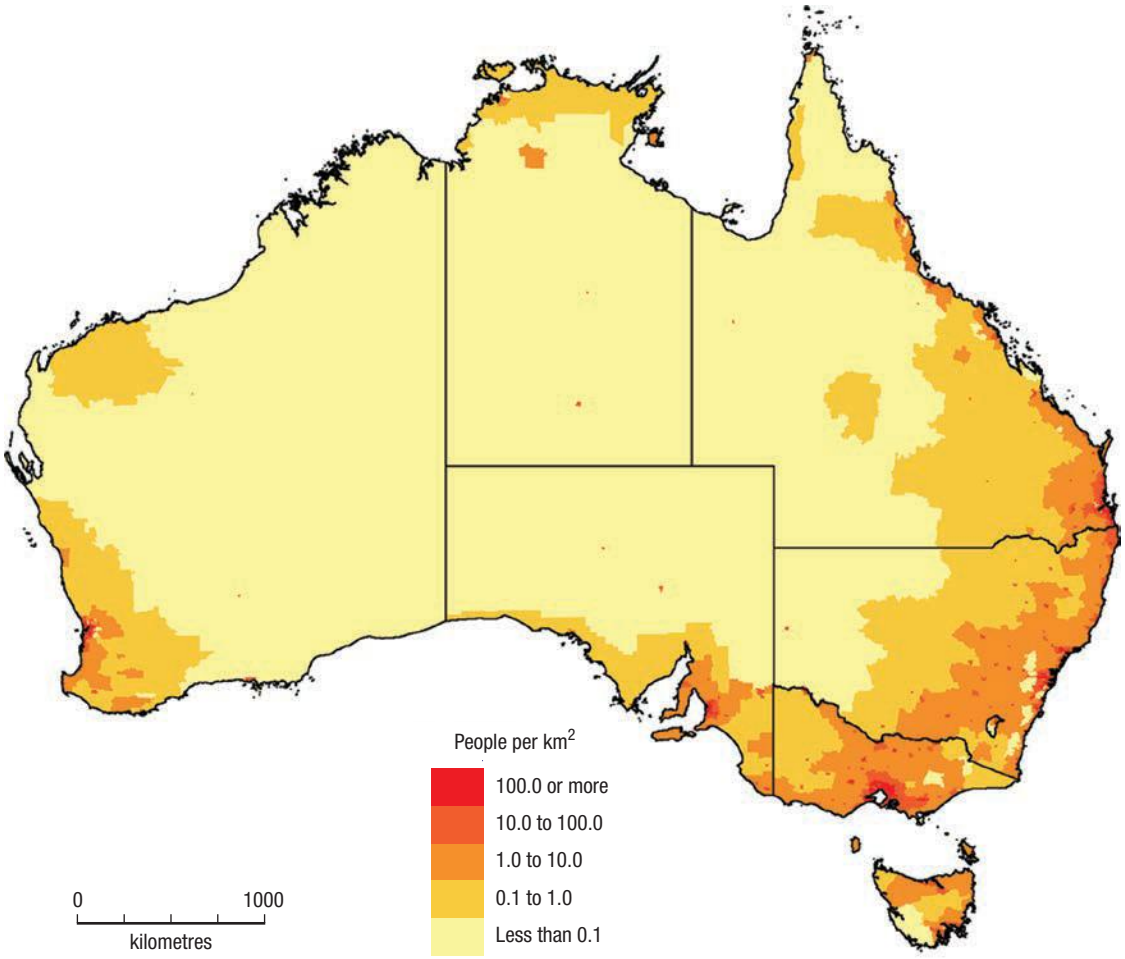
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Geographers use maps to analyse the distribution of phenomena in space. This is not referring to outer space, but spatial distribution, which is how things are arranged. Geographers analyse spatial distributions and look for patterns so that they can understand how or why things occur.

Often, things studied by geographers will be found in some areas but not in others. This suggests that there may be patterns in the distribution over the Earth. Geographers look for explanations as to why these patterns may occur. Recognising distributions and their patterns is often the foundation or starting point for geography students.

Analysing spatial distribution

Let's look at this map of Australia in Figure 5.18. It is a good example of a map we can use to analyse and determine distribution patterns.



▲ **Figure 5.18** Population density within Australia in 2018

According to Figure 5.18, Australia's population is distributed in clusters. Each state has a cluster containing at least 100 people per square kilometre. Melbourne, Sydney and Brisbane have the largest clusters, followed be Adelaide, Perth and Hobart. The Northern Territory doesn't appear to have any areas of over 100 people per square kilometre. Population density also varies spatially across Australia. Most capital cities, with the exception of Canberra, are located on the coast. About 85 per cent of Australia's population live within 50 kilometres of the coast. In contrast, an estimated 80 per cent of inland Australia has a population density of less than 0.1 people per square kilometre, and an additional 10 per cent contains 0.1 to 1 person. Tasmania is an exception to these trends as it has a much more evenly distributed population.

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Questions

1 Using the linear scale, **calculate** the approximate lengths of the following fjords in Figure 5.19:

- **a** Oslofjord
- **b** Sognefjord
- **c** Nordfjord
- **d** Trondheimsfjord.

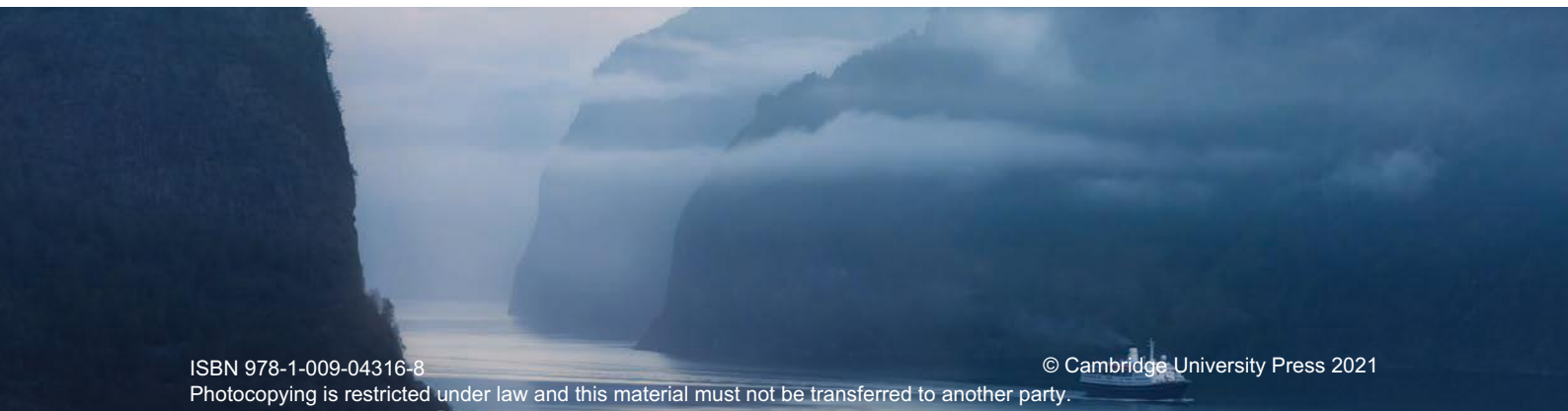
2 With reference to Figure 5.19, **describe** the distribution of Norway's fjords using the PQE Method: describe the Pattern, Quantification and provide an Exception. Use at least one sentence to describe each of these elements.

- **a** Pattern: give a general overview of the distribution. Is the overall distribution even or uneven? Which locations contain the most fjords and the largest fjords?
- **b** Quantification: provide specific evidence to demonstrate the pattern. Approximately what percentage of Norway's coastline contains fjords?
- **c** Exception: are there any fjords that don't fit the pattern because they are not located near any of the other fjords?



▲ **Figure 5.19** Locations of important fjords and lakes in Norway. You can zoom in on this map in the digital versions of the book for a closer look.

▼ **Figure 5.20** The Aurlandsfjord in western Norway



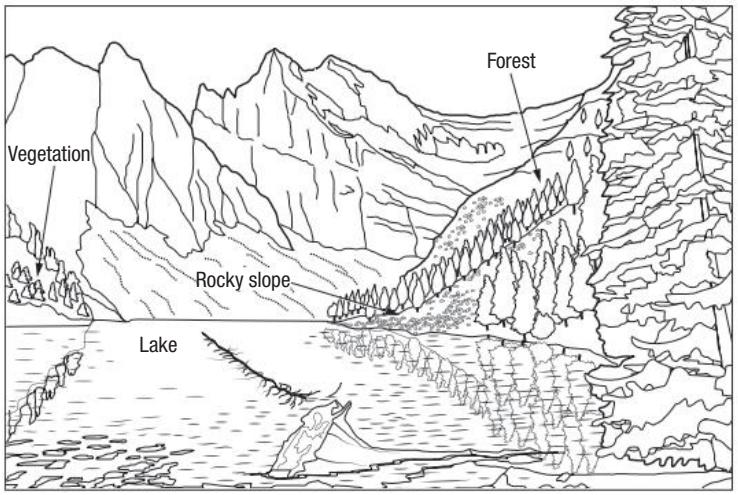
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DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 5.3

Creating a field sketch

1 Sketch the landscape of Geirangerfjord shown in Figure 5.16. See Figure 5.21 for an example of a fieldwork sketch.

2 Annotate your sketch to show the following landforms and features:
   - **a** Mountains
   - **b** Cliffs
   - **c** Coastline
   - **d** Valley created by erosion by glaciers
   - **e** Geiranger village.



▲ **Figure 5.21** A sample field sketch of Lake Agnes in Banff National Park, Canada

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 **Explain** what geographers mean by the term 'coast'.

2 **Explain** the difference between 'coastal hinterland' and 'coastal waters'.

3 **Identify** four landforms found in coastal landscapes.

4 **Explain** what is meant by the Viking word *fjord*.

Interpret

5 **Describe** how relative location is used by geographers and why it is important.

6 Refer to the story of big wave surfing in Nazaré and use Google Earth to answer the following questions.
   - **a** **Describe** the relative location (direction and distance) of the town of Nazaré from the Portuguese capital Lisbon.
   - **b** **Identify** what ocean the town is located on.
   - **c** **Use** the measuring tool to calculate the distance west from Nazaré to the next major landmass. Suggest how this distance may influence the size of the waves breaking on Nazaré's coastline.

Argue

7 Conduct some background research and **explain** the importance of the Horizontal Falls to the First Nations Peoples of the area.

8 'Not many Australians live in rural areas.' Use Figure 5.18 to **argue** whether or not this statement is true and what the data suggests.

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5.2 Geomorphic processes that produce coastal landforms

FOCUS QUESTION

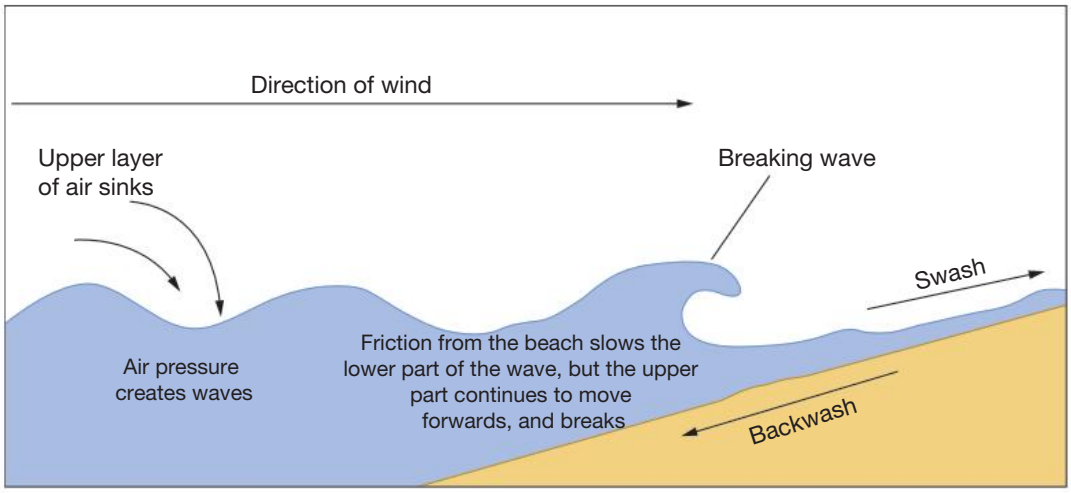
What are the processes that create different coastal landforms?

The erosion and deposition caused by the energy of waves, wind and tides make coastal environments some of the most dynamic and changing natural landscapes. This section explains the dominant force that shapes coastlines – waves – and describes how the processes of erosion and deposition create different coastal landforms.

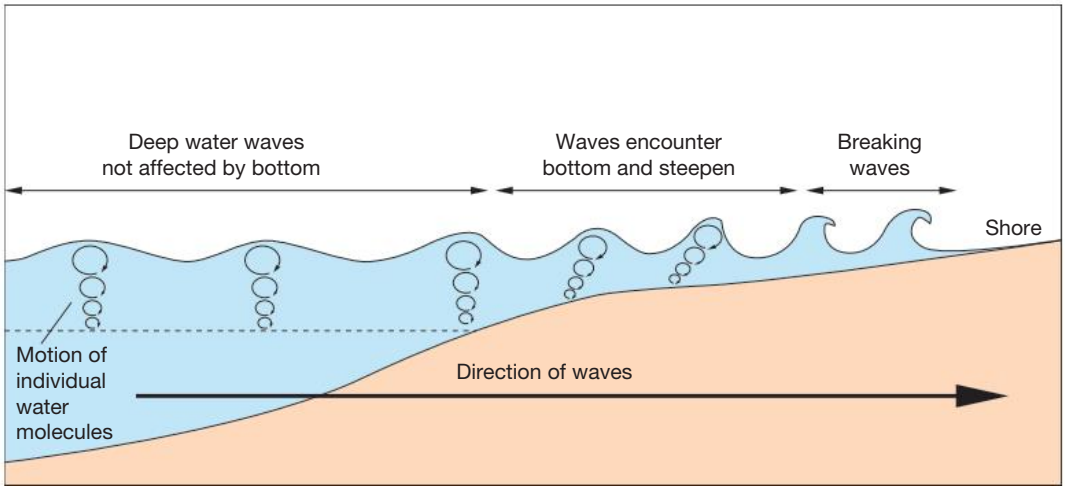
fetch the distance covered by wind that generates a wave

Waves

Waves are created by numerous processes, such as undersea landslides caused by earthquakes or volcanic eruptions, violent storms or the movement of tides. The most common process, however, is wind. As wind travels across water it creates friction, disturbing the surface and transferring energy into the water. It is this energy, cycling forward through the water in a circular motion, that forms the wave. The power of the wave is determined by the speed of the wind, the duration of the wind (how long it has been blowing for) and the **fetch** (the distance covered by the wind). A wave continues travelling through the water until it



▲ **Figure 5.22** The anatomy of a wave

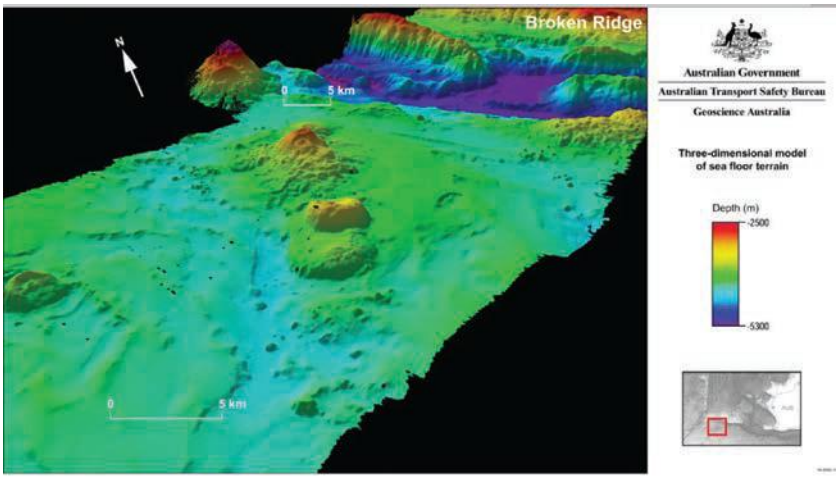


▲ **Figure 5.23** The process of wave energy creating a breaking wave

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hits an obstacle, usually a coastline. As the sea floor becomes shallow near the coast, the energy at the bottom of the wave slows, while the top of the wave keeps moving until it spills forward and the wave breaks.

The shape of a breaking wave is determined by the **bathymetry** and the direction of wind. Bathymetry maps show the depth of different parts of the sea floor and the shape of the underwater terrain. Figure 5.24 shows the bathymetry of a section of the Indian Ocean (you can see where this is in relation to Australia in the reference map to the bottom right of the bathymetry). This area was part of the search region for the Malaysian Airlines MH370 plane that went missing in 2014. The different colours represent different depths below sea level, with areas in red being the closest to the surface, at 2500 metres deep, and areas in purple being the furthest from the surface, at 5300 metres deep. A sea floor that ascends steeply creates larger, powerful, hollow waves; a sea floor that ascends more gradually creates gentler, fatter waves. Offshore winds (that blow from the land out to sea) result in more uniform waves that break in clean lines. Onshore winds (that blow from the sea towards land) result in messy waves that break unevenly.



▲ **Figure 5.24** Bathymetry map of a section of the Indian Ocean

When a wave breaks, the water washing up the beach is called the **swash** and the water running back down the beach is called the **backwash**. **Constructive waves** are where the swash is stronger than the backwash, depositing sediment on the beach. **Destructive waves** are where the backwash is stronger than the swash, removing sediment from the beach.

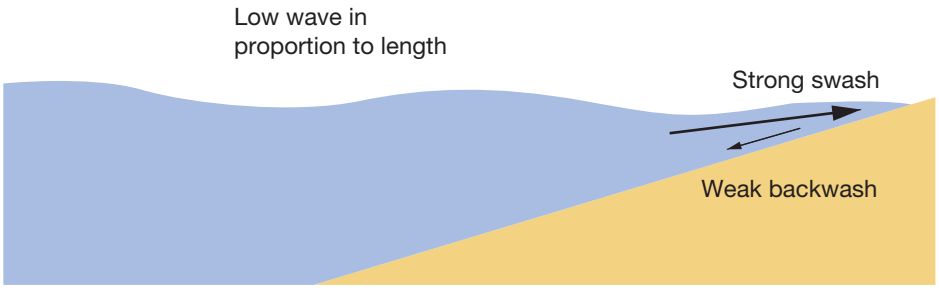
bathymetry the shape of the sea floor

swash water from a breaking wave washing up the beach

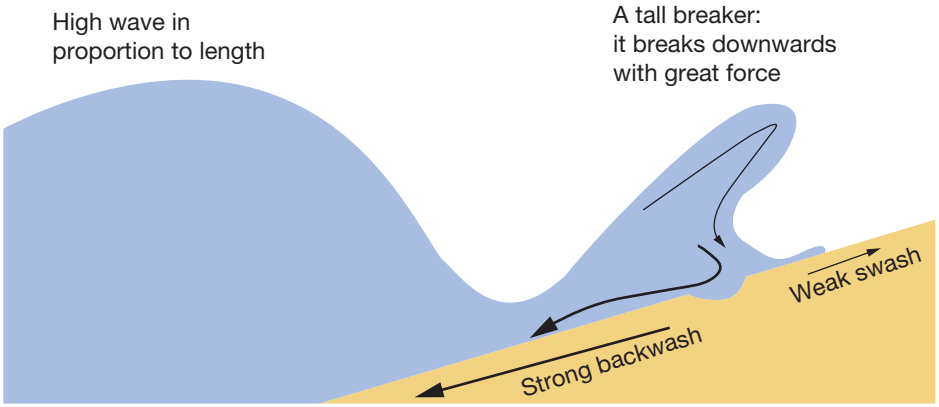
backwash water from a breaking wave running back down the beach

constructive waves a wave where the swash is stronger than the backwash, depositing sediment and other materials on the beach

destructive waves a wave where the backwash is stronger than the swash, removing sediment and other material from the beach



◄ **Figure 5.25** Constructive waves



◄ **Figure 5.26** Destructive waves

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ACTIVITY 5.1

Waves on a beach

Divide the class into two groups. One group is to **devise** a role-play acting out the process of a constructive wave breaking on a beach; the other group does the same for a destructive wave.

CASE STUDY 5.3

Bells Beach, Victoria

Bells Beach, near Torquay on the Victoria's western coastline, is an iconic surf break and home to the world's longest running professional surf competition. The area's great waves result from their fetch and the location's bathymetry. Southwesterly swells hitting the coast are generated by a fetch stretching to the Antarctic. An underwater ridge concentrates the energy of the waves onto the point, and the shallow, even rock shelf beside the deep ocean causes the waves to pitch and break in the long, clean walls the beach is famous for. The powerful destructive waves crashing against the cliffs in Figure 5.27 differ from the gentler constructive waves seen at the more sheltered nearby Torquay front beach (see Figure 5.28).



▲ **Figure 5.27** Bells Beach, Victoria. Do you think the wind was offshore or onshore when the photo was taken? Why?



▲ **Figure 5.28** Constructive waves breaking on Torquay's front beach. These waves are low in height.

Interesting fact

Sailors have long told stories of rogue waves, giant waves rising in the middle of the ocean. Modern technology has confirmed the existence of these waves and that they are far more common than first thought. At twice the size of surrounding waves, they have been known to crash over oil rigs and to swamp the largest ships.



► **Figure 5.29** Rogue waves

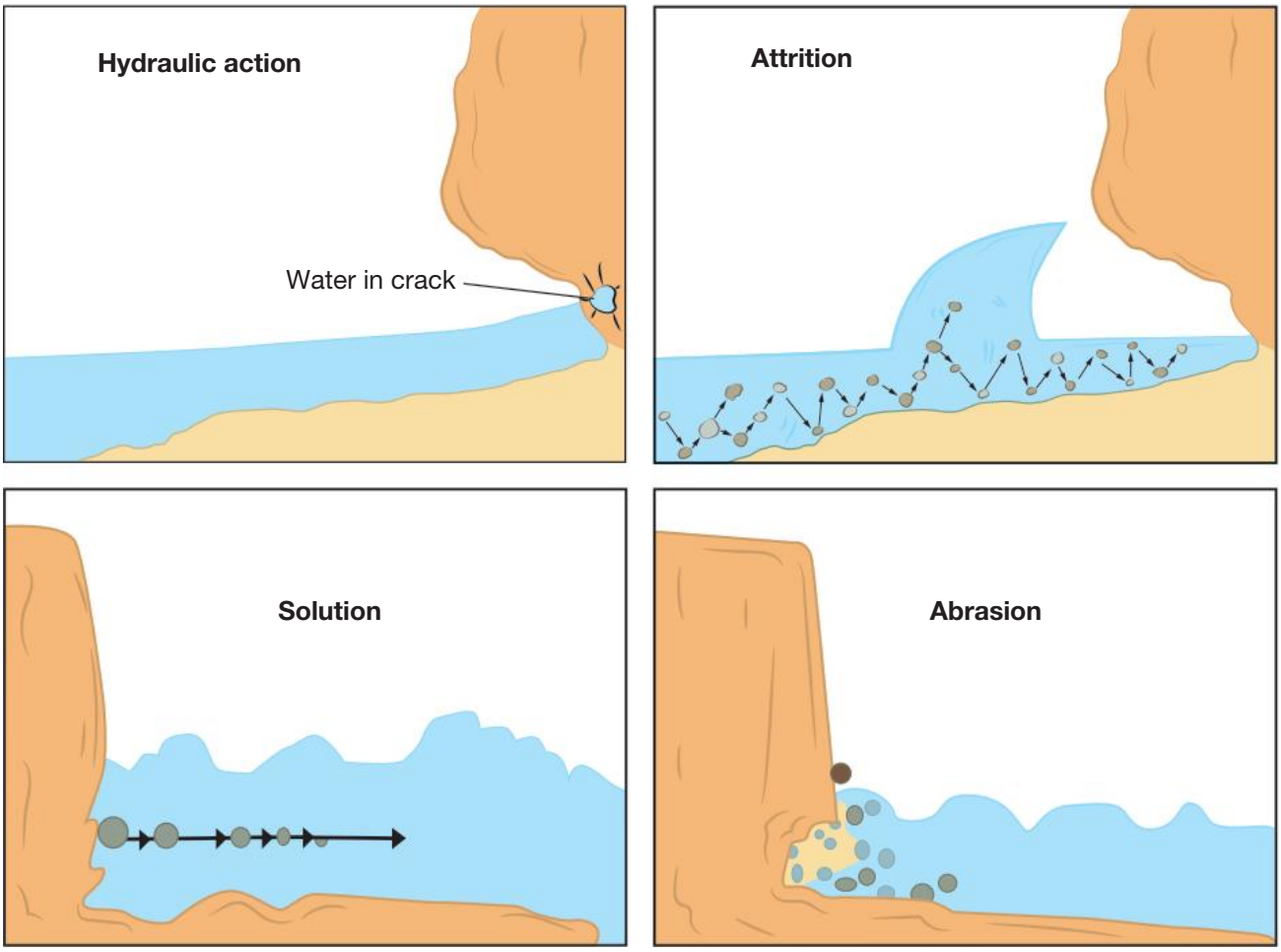
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Landforms created by coastal erosion

The action of destructive waves breaking on the coastline is the main cause of **coastal erosion** – the wearing away of sediment and rocks from the shoreline. This can occur rapidly, such as when wild waves created by a storm remove sand from a beach, or over a period of hundreds or thousands of years, such as the wearing away and gradual landward retreat of a cliff-face coast. The processes causing coastal erosion include:

- Hydraulic action – the process of waves compressing air within gaps in the rock, and this air being explosively released when the waves retreat, causing the rock to break
- Attrition – where the action of waves causes rocks or pebbles to bump against one another, breaking them apart
- Solution – when the acid in seawater erodes rocks such as limestone or chalk
- Abrasion – where sediment or rock carried by a breaking wave rubs against a rocky shore or headland, creating a sandpaper effect, wearing away the landform.

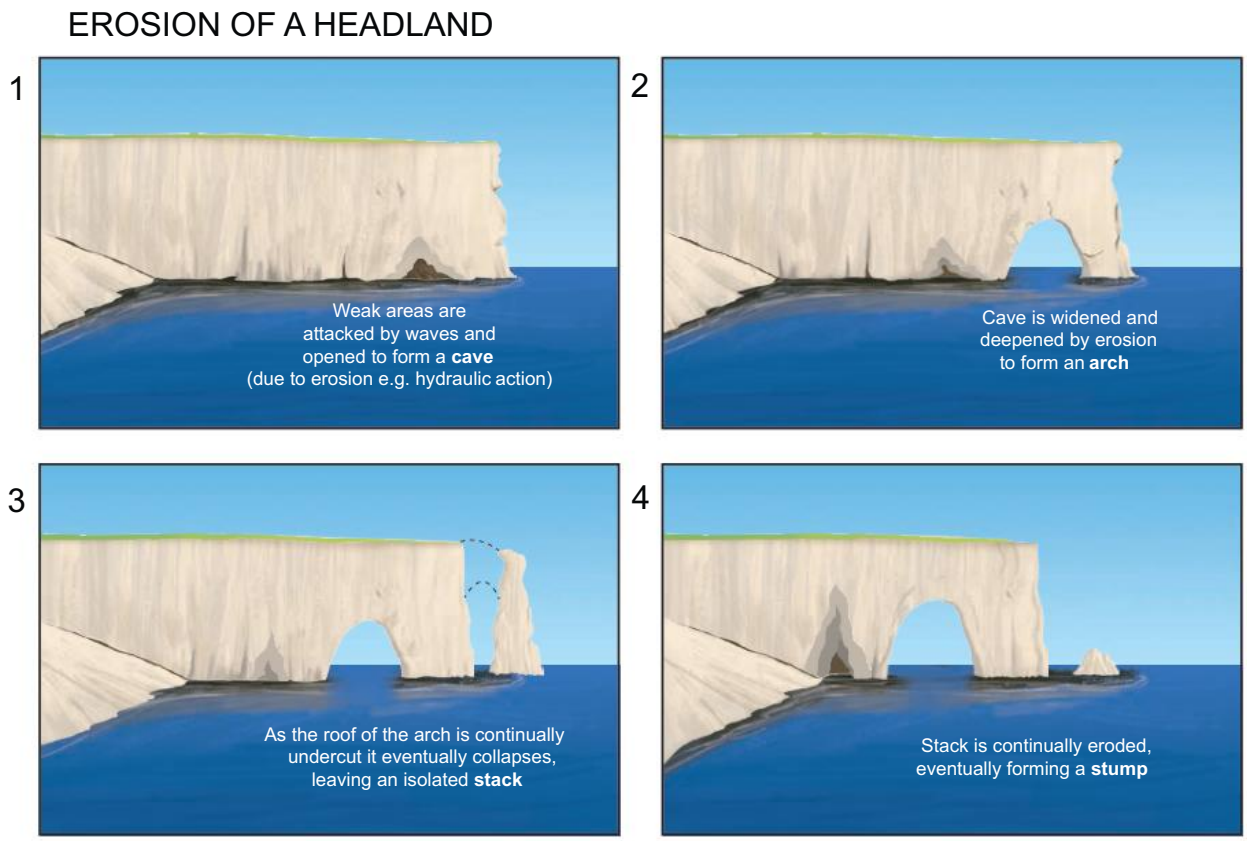
coastal erosion the wearing away of sediment and rocks from the shoreline



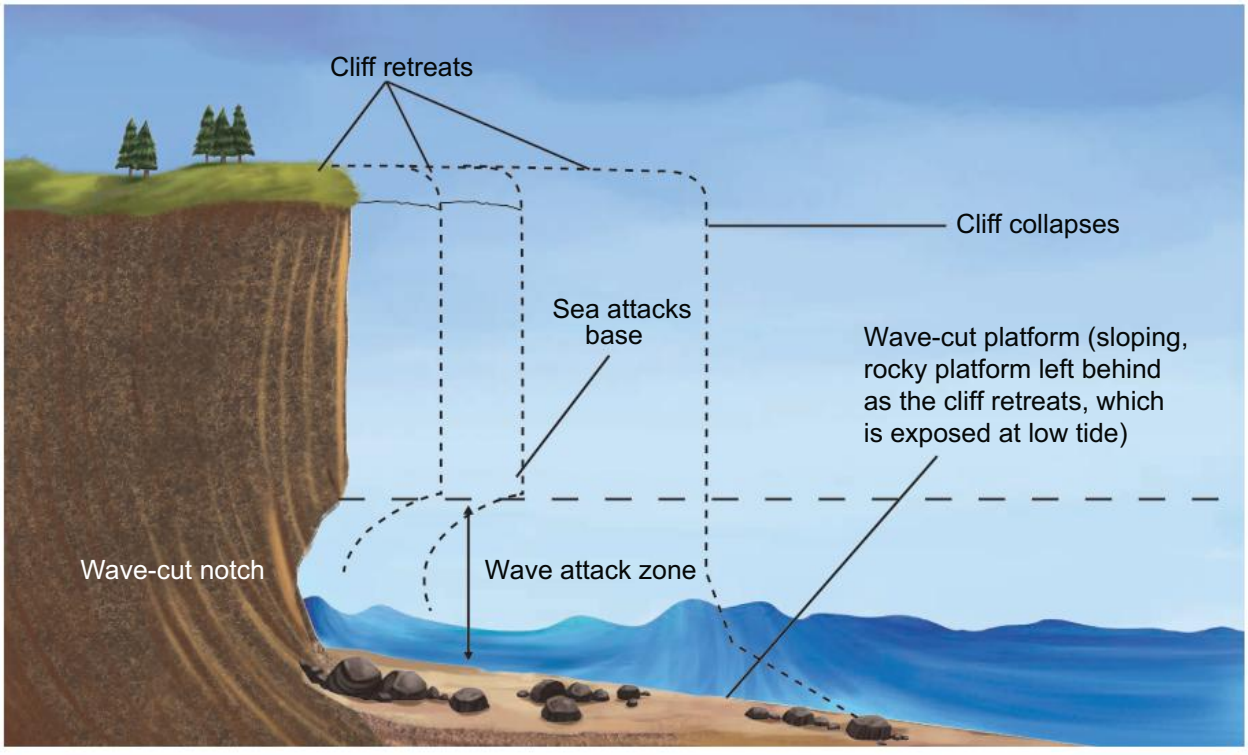
▲ **Figure 5.30** Processes of erosion on coastlines

The landforms found on rocky coastlines are created by these processes, often in a series of steps. For example, erosion of a weakness or crack on a headland forms a cave; further erosion creates an arch; the arch collapses leaving a stack; the stack wears down into a stump.

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▲ **Figure 5.31** The steps in erosion creating a stack



▲ **Figure 5.32** The process of erosion creating a wave-cut platform and cliffs

ACTIVITY 5.2

The erosion process

Using Figures 5.31 and 5.32, **describe** the erosion process of a cliff retreating to form caves, arches and stacks.

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▲ **Figure 5.33** Aerial view of Loch Ard Gorge and the surrounding coastline on Victoria's Great Ocean Road. How many landforms created by erosion can you identify in the photo?

Landforms created by coastal deposition

Coastal deposition is the process where an agent of erosion – wind or water – loses energy and drops (or deposits) the rock fragments or sediment it is transporting. This could be a river depositing sediment where it enters the sea, or constructive waves depositing material on a beach. The swash of a constructive wave is more powerful than the backwash, meaning that material carried up onto the beach by the swash is not removed by the weaker backwash, and remains there, often creating new landforms.

A number of factors create constructive waves. These include where a coastline is protected by a landform such as a headland or sandbar, where the sea floor (bathymetry) is gently sloping, or where the strong winds creating destructive waves have lost energy and calmed.

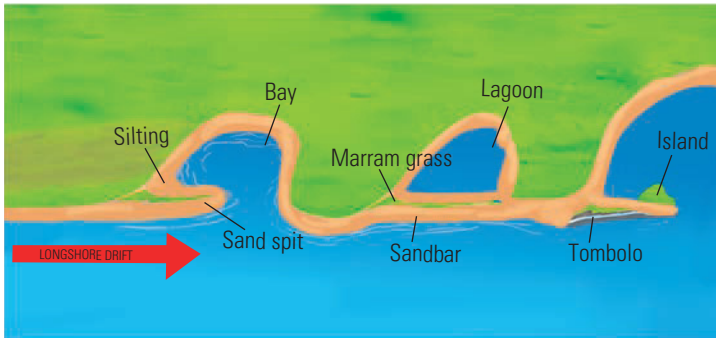
The direction of **prevailing winds** often results in waves approaching a beach at an angle, with the swash running up the beach at the angle and the backwash running straight back down. The repetition of this action can move sediment along a beach in a zig-zag pattern known as **longshore drift**. The process of longshore drift creates landforms such as:

- Spits: a stretch of sand or rock extending from a beach out into the sea
- Tombolos: a spit or bar that joins an island to the mainland
- Sandbars: a sand bank at the mouth of a river, forming an inlet or joining two headlands across a bay. The water that pools behind a sandbar is known as a lagoon. (Note that a lagoon can also be incompletely separated from the sea by spits, see Figure 5.12.)

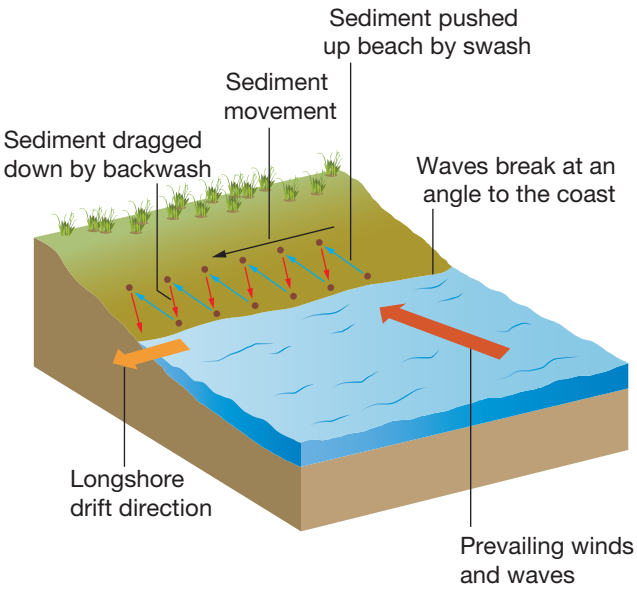
coastal deposition the process where an agent of erosion – wind or water – loses energy and deposits the rock fragments or sediment it is transporting

prevailing winds the usual direction the wind blows in a particular location

longshore drift the movement of sediment, usually sand, shingle or mud, along a coastline driven by the direction of the prevailing wind



▲ **Figure 5.34** Formation of spits and tombolos



▲ **Figure 5.35** The process of longshore drift moving sand along a beach

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▲ **Figure 5.36** Farewell Spit, New Zealand



▲ **Figure 5.37** The Angel Road of Shōdo Island in Japan is a tombolo.

Sediment is transported along coastlines through the process of longshore drift. Waves usually approach the beach at an angle to the shore. When they retreat they move directly away from it. In this process, the waves often carry some sediment away from the beach, then upon approach they deposit this sediment further up the coastline. Along the east coast of Australia, longshore drift often carries sediment in a north-westerly direction. This deposition creates constructive landforms such as beaches, spits, sandbars and tombolos.



▲ **Figure 5.38** Natural arch and stack in the chalk cliffs at Étretat, in Normandy, France

▼ **Figure 5.39** The mouth of the Nambucca River, New South Wales. Sand deposited by longshore drift created the spit separating the river from the ocean. At low tide, the spit becomes a sandbar. Can you spot all of the landforms created by deposition in the photo?



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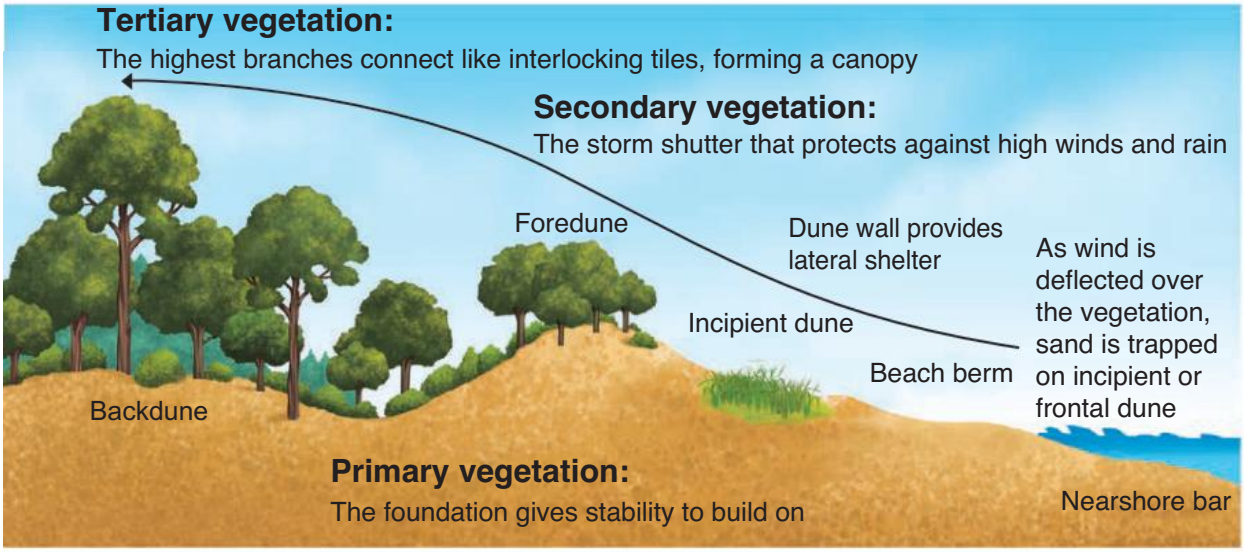
Dune systems

Sand dunes are formed when sand deposited on a beach by constructive waves is transported by wind and trapped by plants, driftwood or other obstacles. As sand accumulates and is stabilised by plants, a dune is formed. The smaller dunes closest to the beach and usually covered in grasses, such as spinifex, are known as foredunes.

Larger dunes behind the foredunes are called backdunes and may be covered with shrubs or small trees. Over time, vegetation grows on the dune systems. This protects the land behind it from damage. Vegetation that is closer to the shoreline, such as spinifex, is low in height and drought-resistant. The further back from the coastline, the taller and more dense the vegetation becomes.



▲ **Figure 5.40** Aerial view of sand dunes on Moreton Island, Queensland



▲ **Figure 5.41** Dune systems are protected by vegetation.

CASE STUDY 5.4

How far can you spit?



▲ **Figure 5.42** A Syvash lagoon on the shores of the Arabat Spit, Ukraine. The strange pink colour is caused by algae and salt in the water.

Cape Bowling Green, Australia's longest spit, extends for more than 14 kilometres, and is up to a kilometre wide in places. Located 20 kilometres north of the town of Ayr in northern Queensland, the spit separates the waters of Bowling Green Bay from the Coral Sea. For more than 4000 years, prevailing currents and longshore drift have transported sediment deposited at the mouth of the huge Burdekin River northwards along the coastline, creating the spit. Although impressive, Cape Bowling Green's length is only a fraction of that of the world's longest spit. Known as the Arabat Arrow, the Arabat Spit in Ukraine stretches for 112 kilometres and is up to 8 kilometres wide, separating the Sea of Azov from a series of lagoons called the Syvash. Despite its size, Arabat is the younger of the two spits, formed by deposition over the last 1000 years.

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DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 5.4

Using spatial technology to annotate an image

1 Using Google Earth, search for Cape Bowling Green.
2 Zoom in and use the tilt function (the arrows pointed up, down, left and right) to explore the topography of the area.
3 Annotate key geography processes such as longshore drift, sand deposition, dune systems, prevailing wind direction, and vegetation on the spit.
4 You can do this by adding place marks (click on the push pin), polygons and lines to mark the processes you observe.

See the Interactive Textbook for a guide on using BOLTSS in Geography

5 When you have finished your annotations, click on 'Save Image'. This will give you additional options.
6 Give your image a title, update the legend by clicking on it and 'update from view'. This will include all of the features you have marked.
7 Make sure your image includes all elements of BOLTSS. You can check this by selecting the map options button.
8 When complete, click on 'Save Image'.

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 **Explain** how the wind creates waves.
2 **Identify** the three factors that determine the power of a wave.
3 **Explain** the difference between swash and backwash.
4 **Describe** and **explain** coastal erosion and **identify** three landforms created by this process.
5 **Describe** and **explain** coastal deposition and **identify** three landforms created by this process.

Interpret

6 **Explain** the difference between constructive and destructive waves. In your answer refer to swash and backwash.
7 **Explain** how bathymetry and fetch shape the types of waves breaking at either Nazaré or Bells Beach.

Argue

8 Refer to the photo of the Nambucca River mouth (see Figure 5.39). **Argue** why you think housing has not been built on the beachfront land on the spit.

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5.3 Human causes of coastal landscape degradation and their effects

FOCUS QUESTION

How do humans impact coastal landscapes?

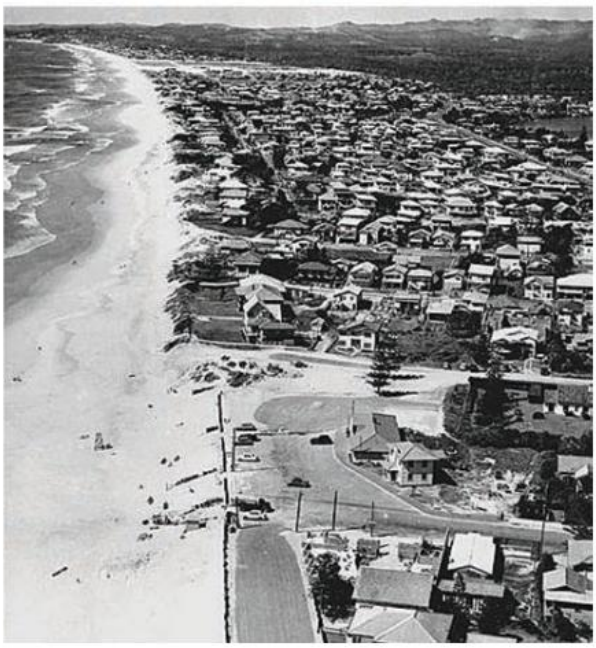
More than 40 per cent of the world's population live within 100 kilometres of the coast and more than 85 per cent of Australians live within 50 kilometres of the coastline. The huge number of humans living on or near the coast degrades and places pressure on the sustainability of coastal environments. This section describes the main human causes of the degradation of coastal landscapes.

Urban development

The increase in size of the world's cities and number of people living in urban areas has many effects on coastal landscapes. Most obvious is the need for more land to expand existing towns, and to create new cities and towns that often replace or severely degrade natural coastal environments such as wetlands and dune systems. For example, the Gold Coast in Queensland has changed considerably over the years. The original dune system has been gradually replaced, first by housing then by high-rise apartments and hotels to take advantage of the water views and the outdoor lifestyle.



▲ **Figure 5.43** A modern Surfers Paradise, developed with high-rise apartments and hotels



▲ **Figure 5.44** Aerial view from the beach end of Cavill Avenue looking south to Broadbeach, 1955

The threat of **storm surges**, high tides and coastal erosion often requires coastal developments to be protected by measures such as sea walls, **groynes** and **dredging**. These interfere with the natural cycle of erosion and deposition on coasts, often protecting the urban environment in one location while degrading or destroying environments such as beaches, dunes and wetlands elsewhere. For example, training walls were first built in 1891 at the mouth of the Tweed River on the border between Queensland and New South Wales.

storm surge a rush of water onshore caused by strong winds pushing on the ocean's surface

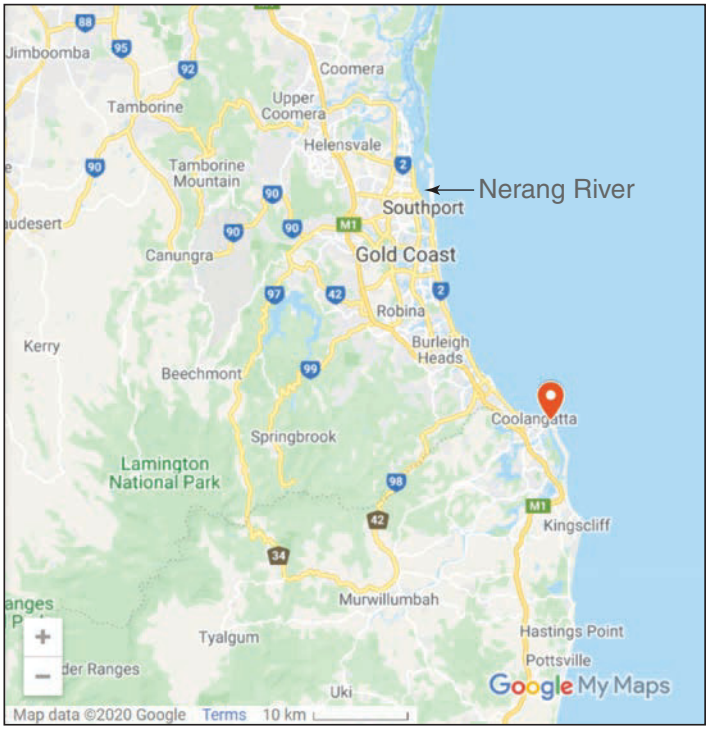
groyne a low wall built out from the coast into the sea, to prevent the repeated movement of the waves from removing parts of the land

dredging clearing up materials from water

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They were extended in 1962. Their original intention was to maintain a deep channel and prevent the deposition of sand in the mouth of the river. This deposition was making it difficult for boats to access the river system, a significant issue at the time. The training walls began disrupting the natural processes of longshore drift. Erosion began occurring on Gold Coast beaches.

In 2001, a sand bypass system was built to ensure sand was moved from the southern side of the walls to the northern side. This replenished the sand levels at beaches along the Gold Coast. The Southport spit at the northern end of the Gold Coast was the second location for a sand bypass system. As can be seen in Figure 5.47, the mouth of the Nerang River was under threat of being closed off by the deposition from a longshore drift heading north. This would have connected the spit with South Stradbroke Island with a disastrous impact on fisheries, recreation and the Broadwater in general. The Southport Seaway was built to stop the longshore drift and the sand bypass was built to pump the sand back into the longshore drift for transport north to Stradbroke Island and beyond.



▲ **Figure 5.45** The location of the Tweed and Nerang river mouths where both sand bypass systems are built



▲ **Figure 5.46** Sand bypass system and training walls at the mouth of the Tweed River

Recreation

For the billions who live by the coast and the millions who visit, coastal landscapes are some of the most popular locations for recreational activities, including beach-going, water sports, fishing and holidaymaking. Sensitive coastal environments are placed under pressure and may be degraded by these activities due to erosion, pollution and littering, overfishing and building developments. Some locations become too popular for their environments to cope with the numbers of recreational visitors. After its sand was declared the 'whitest in the world', the tiny village of Hyams Beach in southern New South Wales was forced to turn away thousands of vehicles a day in the summer peak holiday period. In April 2018 the government of the Philippines closed Boracay Island, the country's most popular tourist attraction, indefinitely. The area is known for its party season and attracted 1.7 million tourists in 2016. The island does not have the infrastructure, including roads, buildings and waste disposal, to cope with such temporary increases in populations. The island has since been reopened.

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▲ **Figure 5.47** The Gold Coast Seaway (or Southport Seaway as it is sometimes known) boasts the world's first permanent sand bypass system and stands as one of the country's most significant engineering feats from the 1980s.

Natural resources

Humans use coasts for urbanisation and recreation, but they also exploit their natural resources, often degrading coastal landscapes. Coastal hinterlands are used for agriculture, mining for sand, coal and other minerals, and drilling for oil and gas. Each of these processes can damage or destroy wildlife habitats on land and affect marine environments when fertilisers or waste enters rivers and flows into the sea. Australia's Great Barrier Reef has lost half its coral since 1985. One of the most significant factors responsible for this loss is nitrogen from fertilisers flowing from 35 major rivers into the reef's waters, promoting the growth of algae and plagues of crown-of-thorn starfish that destroy the reef's coral.

▼ **Figure 5.48** Boracay Island, Philippines



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CASE STUDY 5.5

Oil drilling in the Great Australian Bight

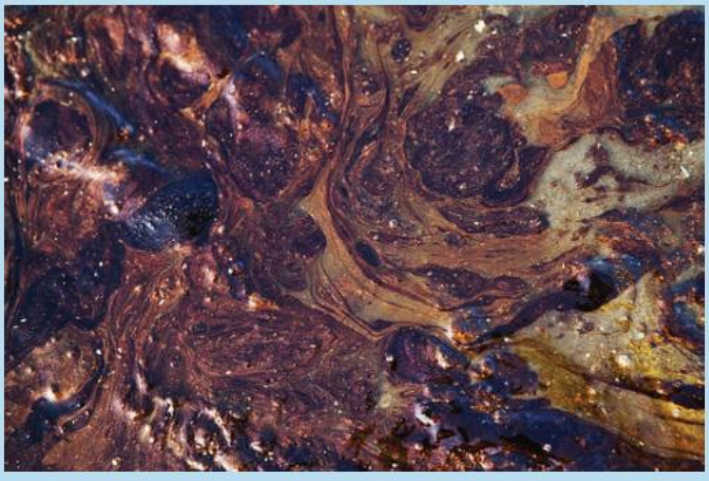


▲ **Figure 5.49** The extensive cliffs of the Great Australian Bight

High, sheer cliffs mark the place where the vast Nullarbor Plain ends and drops suddenly into the ocean. Curving inward, creating a landform known as a bight, these are the world's longest continuous sea cliffs – the Great Australian Bight. The waters of the Bight form a largely untouched marine environment, home to a diverse range of marine animals – whales, dolphins and fish – around 85 per cent of which are unique to the area. Recent plans to allow drilling for oil in the Bight have been met with fierce opposition from environmental groups and the public. They fear the effects of seismic blasting on marine creatures and the catastrophic impact of an oil spill on the Bight's environment. The risk is exacerbated by the deep water and powerful waves found in the area.

CASE STUDY 5.6

The Gulf of Mexico oil spill



▲ **Figure 5.50** Pools of crude oil float on the surface of Gulf of Mexico waters at the site of the sunken oil platform, April 2010.

The Gulf of Mexico, a sea surrounded by coastlines of the southern United States, Mexico and Cuba, is one of the largest offshore oil fields in the world. Many of the almost 200 oil wells in the Gulf operate in deep water, sometimes more than 2 kilometres in depth. The dangers of drilling at these depths, similar to what would be required in the Great Australian Bight, were realised in 2010 when the Deepwater Horizon oil platform exploded, releasing more than 4.9 million barrels of oil into the Gulf, which spread over 180 000 square kilometres. The devastating impact of the spill on the marine and coastal environments required a massive clean-up over a number of years, costing BP, the owner of the well, more than $US65 billion in costs and fines.

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ACTIVITY 5.3

Oil rigs distribution

Examine the graph in Figure 5.51 and use it to answer the following questions.

1 **Analyse** the graph to calculate how many more barrels of oil were produced in 2020 compared to 1985.

2 **Explain** what might account for the non-linear (i.e. not-straight) trend.



◄ **Figure 5.51** The Gulf of Mexico's field production of crude oil

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 **Identify** the percentage of the world and the Australian populations that live on the coast.

2 **Identify** three ways humans use coasts for recreation.

3 **Identify** the percentage of coral lost by the Great Barrier Reef since 1985. **Explain** one of the major causes of this loss.

Interpret

4 **Explain** the process of longshore drift and how the training walls at the mouth of the Tweed River disrupt natural processes.

5 Using the Gold Coast as an example, **describe** how urban development can degrade coastal landscapes.

6 Refer to Case studies 5.5 and 5.6:

- **a** **Describe** the features that make the Great Australian Bight such an important and sensitive environment.
- **b** Why do you believe protesters are so opposed to oil drilling in the Great Australian Bight? **Use** the example of the Deepwater Horizon oil spill to support your response.

Argue

7 'It is essential to regularly close Boracay Island to protect it from mass tourism.' **Discuss** this statement, taking into consideration the social, environmental and economic impacts of closing the island regularly.

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5.4 The significance of coastal landscapes and landforms for different peoples

FOCUS QUESTION

Why are coastal landscapes significant for different people?

Coastal landscapes are special places that have significance for different peoples in many ways. We have seen that coasts are home to most Australians and to almost half the world's population, and are used for recreation and their natural resources. This section describes some of the other ways that coasts are significant for different peoples.

Trade

For thousands of years, human civilisations – the Phoenicians in the Mediterranean, Polynesians in the South Pacific, Vikings in the Mediterranean and North Sea, and the British Empire across most of the globe – have been built on trading across the seas. Coasts are central to this trade as the location of the ports that house the fleets and handle the goods that are traded. Despite advances in technology, such as aircraft and digital communication, maritime trade remains central to the global and individual country's economies. More than 90 per cent of global trade is carried out by the 50 000 merchant ships that ply the world's oceans. The Port of Brisbane alone processes around 1.35 million containers valued at $50 billion annually, while the world's largest port in Shanghai processes around 40 million containers each year.

ACTIVITY 5.4

Reading a ship map

Visit the Ship Map website. View the progression of ships going between ports. You can change the colours to show the types of ships that are moving around the world.

Describe the different patterns you observe on the map.



◄ **Figure 5.52** With more than 28 million tonnes of cargo each year, Brisbane is the third busiest port in Australia. It is also the fastest-growing container port in the country.

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Cultural

Coastal landscapes shape and are represented in different cultures in a variety of ways. For many indigenous groups around the world, their identity reflects their connection with and use of the coast. For example, groups such as the Seri in Mexico are described as fishing communities; the ocean not only provides their food and livelihoods, but also shapes their customs and spiritual beliefs. In Queensland, evidence of the long connection between First Nations Peoples and coastal landscapes is found in the thousands of **middens** located along the coast and in the spiritual importance of sites such as the Hinchinbrook area. Located around the towns of Cardwell and Ingham these middens historically show that this area sustained a large number of First Nations Peoples.



▲ **Figure 5.53** Middens are heaps of waste, such as shells and bones along with other items, that show evidence of earlier human occupation.

midden a heap of shells, bones and other waste thrown away by Indigenous Peoples in the past

ACTIVITY 5.5

Research

Conduct research into the Seri people of Mexico or another cultural group and **create** a visual display illustrating their connection to a coastal landscape.

The proximity of the coast for most Australians is reflected in their lifestyles. Queensland has some of the best beaches in the world, with a long coastline stretching from Cairns and the Great Barrier Reef to the Whitsunday Islands down to the world-famous Gold Coast. Millions of people, both local and visitors, flock to the beaches of Queensland all year round. Different subcultures have formed around this use of the coast, such as surf lifesavers and surfers. From its beginning in the 1960s as an alternative activity (adapted from the traditional Hawaiian pastime), surfing has evolved into a mainstream sport, with a professional tour and global brands, such as Rip Curl and Quicksilver, growing from their beginnings as small surfboard and wetsuit makers in the Victorian coastal town of Torquay. Australian's relationship with coastal landscapes is also reflected in popular culture. The stories of television dramas *Home and Away* and *SeaChange* depend on their coastal locations, and Tim Winton's novel *Breath* explores the main character's upbringing on the coast.



▲ **Figure 5.54** Author Tim Winton at the launch of the movie based on his novel *Breath*

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Please see the Interactive Textbook to download a fieldwork template

FIELDWORK 5.1

Investigating a coastal landscape

Fieldwork is an essential part of studying geography. It enables you to investigate many of the concepts studied in the classroom, while in the real world. Queensland's long and varied coastline makes coastal landscapes an excellent topic for fieldwork, as it provides a range of questions for your investigation. For example, describing the landforms found in different coastal locations and the processes that created them; predicting changes to coastal landscapes; and assessing the impact of human activities on a coastal landscape, and how this is managed.

The following structure will help to form the basis of your study.

Title and introduction

Introduce your study by providing some context. This should include the location and features of the coastal landscape you are investigating.

Background information

Research some background information about your chosen location, including its type of landscape and its distinctive features. Try to identify the geomorphic processes at work. Look at how local communities use the location and look for human effects on the coastal landscape. Include a location map showing the boundaries of your study area.

Aim

Write an aim for your fieldwork that is achievable, based on the data that you intend to collect.

Research question

Write a research question that you intend to answer using the data that you collect.
For example:

- What are the different ways this coastal location is used by people?
- What role does this coastal location play in the local amenities and the surrounding environment?
- Is this coast managed, and if so how?

Hypothesis

Write a clear and concise hypothesis prior to collecting primary data. This is a testable statement that provides a testable prediction. It should relate to the research question.
For example:

- This coastal location is used by people mainly for recreation.
- This coastal location provides sheltered mooring and a harbour for boats.
- This coast is managed to minimise erosion of the landscape by vehicles and walkers.

Primary data collection

Consider the types of primary data that you will need to test your hypothesis and answer your research question. Examples include:

- Observations, annotated photos and field sketches showing the interconnection of the coast with the land behind it

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- Mapping locations of coastal landforms
- Analysing the quality and species of vegetation at the location
- Identifying and measuring processes causing change to the landscape, such as the frequency of waves or wind speed and direction
- Identifying and assessing the effectiveness of infrastructure put in place to manage the impact of the use of the coastal landscape by people.

What equipment will you need? Will you have enough time to collect the data? At which locations will you collect the data?

Secondary data collection

Using websites such as NationalMap and Queensland Globe, collect information about local demographics, projected population changes, and environmental, economic and social data.

Presenting and analysing your data

Summarise your data using tables, graphs and maps where appropriate. Analyse your data to draw conclusions, answer your research questions and state to what extent your hypothesis has been supported or disproven.

Conclusion and evaluation

Summarise your findings and evaluate the success of the field trip. What were the positives and negatives of your data collection? What could be done differently next time? What additional data could be collected to extend this investigation?

References

Always ensure you keep a record of any sources used and present these in a bibliography.

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** two historic trading civilisations.
2 **Identify** the percentage of global trade carried out by ships. **Describe** how many ships are involved in this trade.
3 **Research** how many people visit Queensland beaches each year.

Interpret

4 **Summarise** how the Queensland coast is significant to two different groups of people.

Argue

5 Blast fishing is a method that uses explosives to stun or kill fish, making them easy to collect. Using all that you have learned, **discuss** the following statement by writing a paragraph supporting and another paragraph opposing this view: 'It is reasonable for fishermen in Borneo to use blast fishing to feed their families.'

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End-of-chapter assessment 5

1 Key terms and names

For each key term or name from the chapter, **explain** its significance in a sentence.

- Nazaré
- Horizontal Falls
- Destructive waves
- Stack
- Cape Bowling Green
- Bells Beach
- Recreation
- Deepwater Horizon
- Middens
- Sand bypass system

2 Follow the flow of main ideas

What ideas have you learned about coastal landforms and landscapes? Copy and complete the diagram below. **Explain** in a few points what each topic means for understanding landforms and landscapes. (The first one is done for you.)

Types of coastal landscapes	• The coast is where the land meets the sea and includes coastal waters and the coastal hinterland. • Coastal landforms created by erosion include headlands, caves, arches and stacks. • Coastal landforms created by deposition include beaches, spits, sandbars and sand dunes.
Iconic coastal landforms	
Waves	
Erosion	
Deposition	
Human causes of coastal degradation	
Significance of coastal landscapes	

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3 Making thinking visible

I used to think … now I understand …

In this visible thinking routine, track the difference between what you knew about landforms and landscapes before starting this unit, and what new understandings you have acquired since doing this unit.

Using these stem sentences, write a paragraph to **explain** what you previously knew about coastal landforms and landscapes, and another paragraph to **explain** what you now understand about the topic.

1A I used to think that coastal landforms were …

1B Now I understand that coastal landforms are …

2A I used to think that a wave was made from …

2B Now I understand that waves are made from …

3A I used to think that beaches and spits were created by …

3B Now I understand that beaches and spits are created by …

4A I used to think that caves and arches were created by …

4B Now I understand that caves and arches are created by …

5A I used to think that coasts were significant to humans because …

5B Now I understand that coasts are significant to humans because …

4 Research task

Use the internet to **identify** one iconic coastal landform or landscape. Research your choice to discover:

- The type and location
- Why it is iconic
- The processes that shaped it
- Human uses that have degraded or protected it
- Significance for different people.

Present your research digitally or as a poster or brochure. Include at least one map and other pictures, illustrations or diagrams.

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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CHAPTER 6

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Landforms and landscapes case study: volcanic landscapes

This chapter is available in the digital versions of this textbook.

▲ **Figure A** An aerial view of Mount Bromo, an active volcano in the Tengger mountains in East Java, Indonesia

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CHAPTER 7

Landforms and landscapes case study: forest landscapes

This chapter is available in the digital versions of this textbook.

▲ **Figure A** The rainforest at Mossman Gorge, part of the Daintree National Park in Far North Queensland

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CHAPTER 8

Geomorphic hazards

Setting the scene: New Zealand's Whakaari/White Island volcano disaster

Tours to Whakaari/White Island offer the adventure of a lifetime: the chance to walk upon New Zealand's most active volcano.

Formed by the cone-shaped tip of a mostly submerged stratovolcano, Whakaari/White Island is located in the Bay of Plenty, off the east coast of New Zealand's North Island. A barren landscape roughly three kilometres in length and two kilometres wide, the island is only accessible by boat, seaplane or helicopter. Visitors are guided to the volcano's crater, passing pools of boiling mud and steaming clouds of sulphur. On 9 December 2019, this spectacular adventure turned into a nightmare for the 47 people on the island.

A large eruption spewed a column of ash more than three kilometres into the sky, with exploding rock, ash and poisonous gases covering the island. Tour operators used boats to immediately rescue 23 people from the island; however, subsequent search-and-rescue operations were inhibited by dangerous conditions, preventing boats and helicopters from landing on the island. Ultimately, 22 people were killed (two of whom are missing and declared dead) and 25 seriously injured in this tragic natural disaster.



▲ **Figure 8.1** A tour group trekking on Whakaari/White Island, prior to the disaster of December 2019

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The story of the Whakaari/White Island eruption reflects the themes of this chapter: how a natural hazard – the volcano – and its eruption impacts humans and the natural environment, and the efforts of humans to respond to the disaster.



◄ **Figure 8.2** New Zealand Prime Minister Jacinda Ardern meets with first responders at the Whakatane Fire Station on 10 December 2019 in Whakatane, New Zealand.



► **Figure 8.3** Satellite image of the Whakaari/White Island volcano after the eruption, 13 December 2019

MAKING THINKING VISIBLE 8.1

Think, pair, share

Reflect on the story of the Whakaari/White Island volcano.

1. Think about the story of the Whakaari/White Island volcano and **explain** your thinking with pictures or words in your notebook or on your digital device.
2. Pair with a peer and share your thoughts. **Explain** why you think people risk taking part in hazardous activities such as visiting an active volcano.
3. **Decide** whether the tour company should be held responsible for the tragic deaths and injuries caused by the disaster.

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Chapter overview

Introduction

This chapter examines what is meant by geomorphological hazards and natural disasters. A study is made of a natural disaster, considering the causes, impact on both landscapes and humans, the human response to the disaster, and efforts to minimise the impact of similar hazards in the future.

Learning goals

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

- What are geomorphological hazards and natural disasters?
- What were the causes of a specific natural disaster and how did it affect landscapes and humans?

▲ **Video** Five interesting facts about geomorphic hazards

Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Explain processes that influence the characteristics of places
- Identify, analyse and explain spatial distributions and patterns, and identify and explain their implications
- Identify, analyse and explain interconnections within places and between places, and identify and explain changes resulting from these interconnections
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse maps and other geographical data and information, using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.



▲ **Figure 8.4** In 2019, towns along the Mississippi River in the United States experienced the longest stretch of major flooding from the river in nearly a century.

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8.1 Geomorphological hazards and their significance

FOCUS QUESTION

What are geomorphological hazards and natural disasters?

Hazard and disaster, words that we may use and hear often, have a specific meaning for geographers. A **hazard** is a situation that has the potential to cause harm to people, their property or the natural landscape. An active volcano, a total fire ban, and an avalanche warning are all examples of hazards. They all have the potential to cause harm but are yet to do so. If the potential is realised and the volcano erupts, a bushfire starts or an avalanche occurs, it is known as a **hazard event**. The severity of the hazard event and the amount of harm caused determines if the event is a **disaster**. There is no exact measure of the amount of harm that constitutes a disaster, but a hazard event that causes significant damage to humans, through the loss of life or property, and or to the natural environment, is usually considered a disaster.

Natural hazards or disasters are those caused by nature or natural events such as floods or bushfires. Where these events affect the characteristics of the Earth's surface, they are known as **geomorphological hazards or disasters** and include volcanic eruptions, earthquakes, tsunamis, landslides and avalanches. Hazards created by humans, such as an oil spill or chemical leak, are known as **technological hazards or disasters**.

hazard a situation that has the potential to cause harm to people, their property or the natural environment

hazard event the realisation of a hazard, such as the eruption of a volcano

disaster a hazard event that causes significant damage to human or natural environments

natural hazards/disasters hazards or disasters caused by nature or natural events

geomorphological hazards/disasters natural hazards or disasters that affect the characteristics of the Earth's surface

technological hazards/disasters hazards or disasters caused by the actions of humans





▲ **Figure 8.5** An active volcano, Mt Agung in Bali, Indonesia (left), has the potential to erupt, which makes it a hazard. The 2017 eruption (right) is a hazard event; however, the lack of damage to people and the landscape means it was not classified as a disaster.

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▲ **Figure 8.6** Wreckage in Miyako, after a tsunami hit the city in north-east Japan on 15 March 2011, and the same area (bottom right) on 19 February 2021, ahead of the 10th anniversary of the Great East Japan Earthquake

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.

Recall

1 **Explain** what geographers mean by the terms 'hazard' and 'hazard event'.
2 **Describe** how a disaster is different from a hazard or hazard event.
3 **Describe** what type of hazard Whakaari/White Island is and where it is located.
4 **Explain** the human impact of the Whakaari/White Island eruption in terms of the number of deaths and injuries.

Interpret

5 **Explain** the difference between a geomorphological hazard and a technological hazard. Use an example to illustrate your answer.
6 **Explain** why not all hazard events are considered disasters. Support your answer with examples from this section of the chapter.

Argue

7 'People make the choice to take part in dangerous activities such as the tours to Whakaari/White Island, so it is their responsibility if something goes wrong.' Write a paragraph that **argues** for or against the statement.

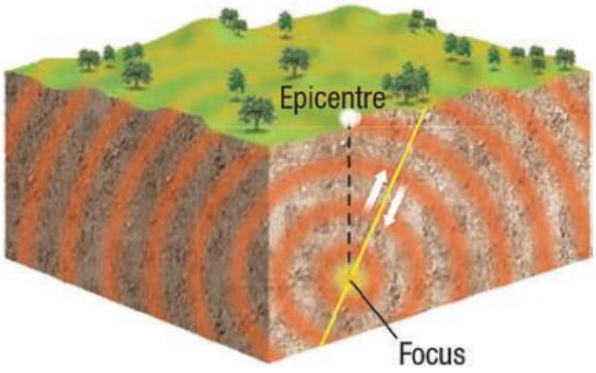
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8.2 The causes and impact of a natural disaster: the 2015 Nepal earthquake

FOCUS QUESTION

What were the causes of the Nepal earthquake and how did it affect landscapes and humans?

On 25 April 2015, a massive earthquake devastated the Himalayan country of Nepal. Thousands of people were killed, even more injured, and their homes and other buildings destroyed. This section examines the type and causes of this natural disaster, its impact on humans and landscapes, and how humans responded to these impacts.



▲ **Figure 8.7** The focus, epicentre and seismic waves of an earthquake

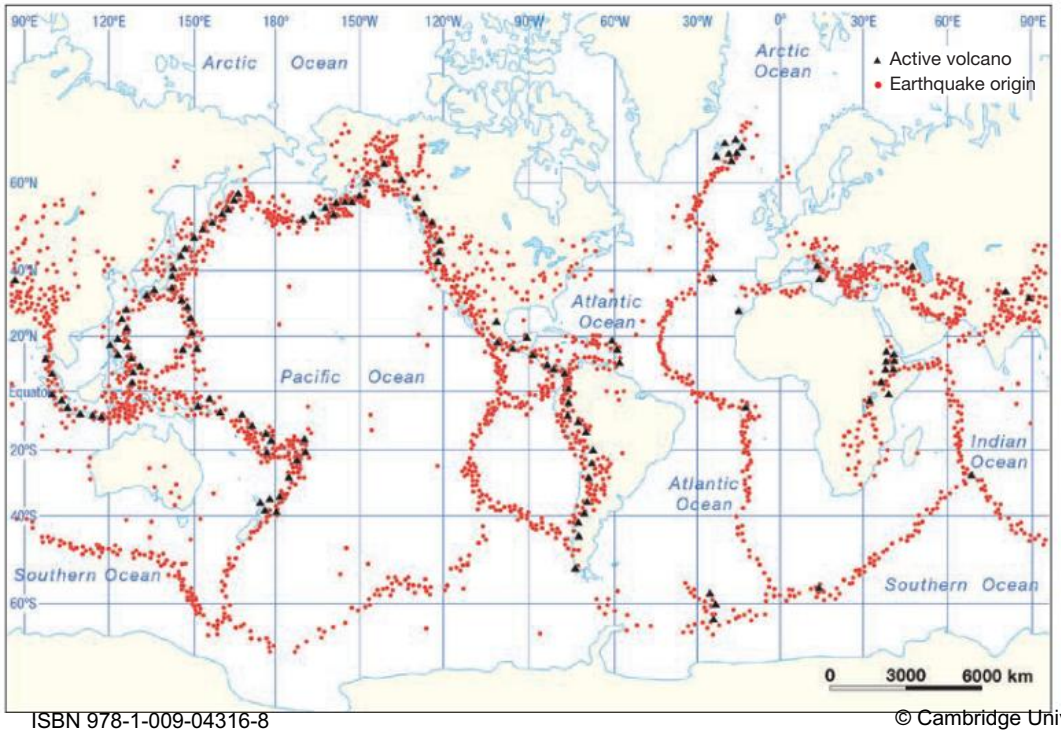
The type of hazard involved and its causes

Earthquakes are one of the most powerful and deadly types of natural disaster. They are caused by the movement of the tectonic plates that make up the Earth's crust. The friction created by the size, mass and jagged edges of the plates means that as they crash into and slide alongside each other, they may become stuck, building up huge amounts of pressure that, when finally released, sends vibrations known as **seismic waves** through the crust, causing the surface of the Earth to shake (refer to Chapter 4 for a description of tectonic plate theory and Chapter 6 for its relationship to volcanoes). Figure 8.8 shows the direct connection between plate tectonic movement and the location of global earthquakes. The origin of the seismic waves within the crust is known as the earthquake's **focus**, and the point directly above this on the surface is the **epicentre**.

seismic waves vibrations of the Earth's crust that cause earthquakes

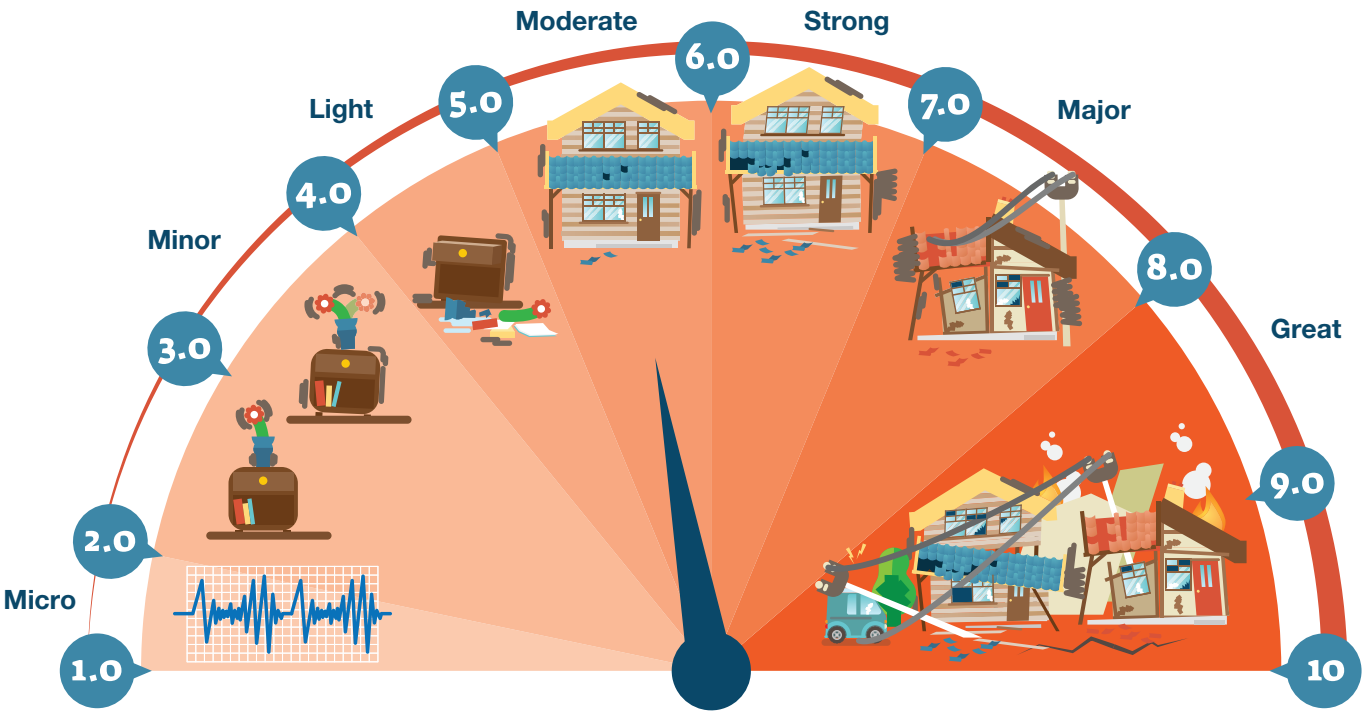
focus the point in the Earth's crust where an earthquake originates

epicentre the point on the Earth's surface directly above the earthquake's focus



◄ **Figure 8.8** Recent global earthquake activity (marked through red dots)

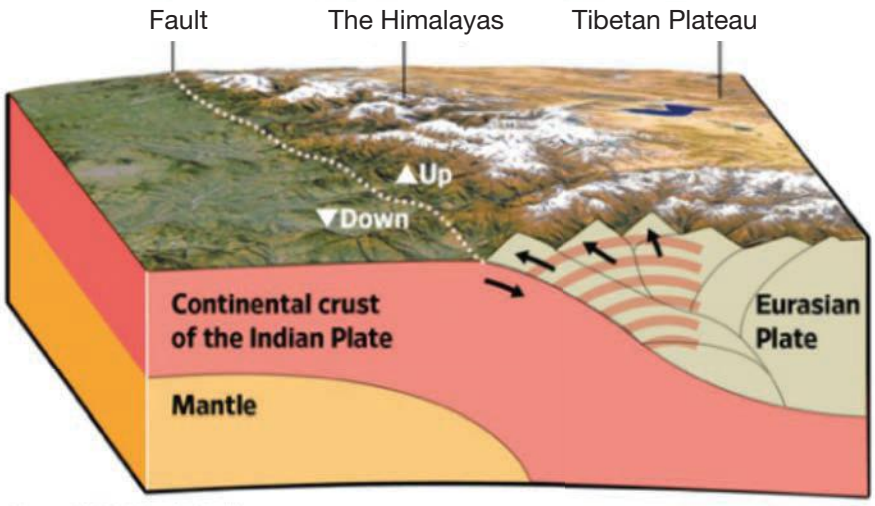
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▲ **Figure 8.9** Illustration of the Richter scale

Richter scale the scale used to measure the magnitude of an earthquake

Scientists describe the strength of an earthquake using the **Richter scale**, which places the magnitude of seismic waves on a scale from 0 to 10, with the power of the waves increasing tenfold from one level to the next. Minor earthquakes of a magnitude less than 3 occur millions of times each year, but are imperceptible or barely felt by humans. Earthquakes with a magnitude greater than 7 are considered major and occur around 20 times each year globally. The size of an earthquake on the Richter scale is a helpful indicator of its potential impact, but this is also determined by other factors, including the depth of the focus, with shallow earthquakes having a greater impact than deeper ones, as well as the proximity to the earthquake's epicentre.



▲ **Figure 8.10** The convergence of the Indian and Eurasian tectonic plates created the Himalayan mountain range, one of the world's most earthquake-prone landscapes.

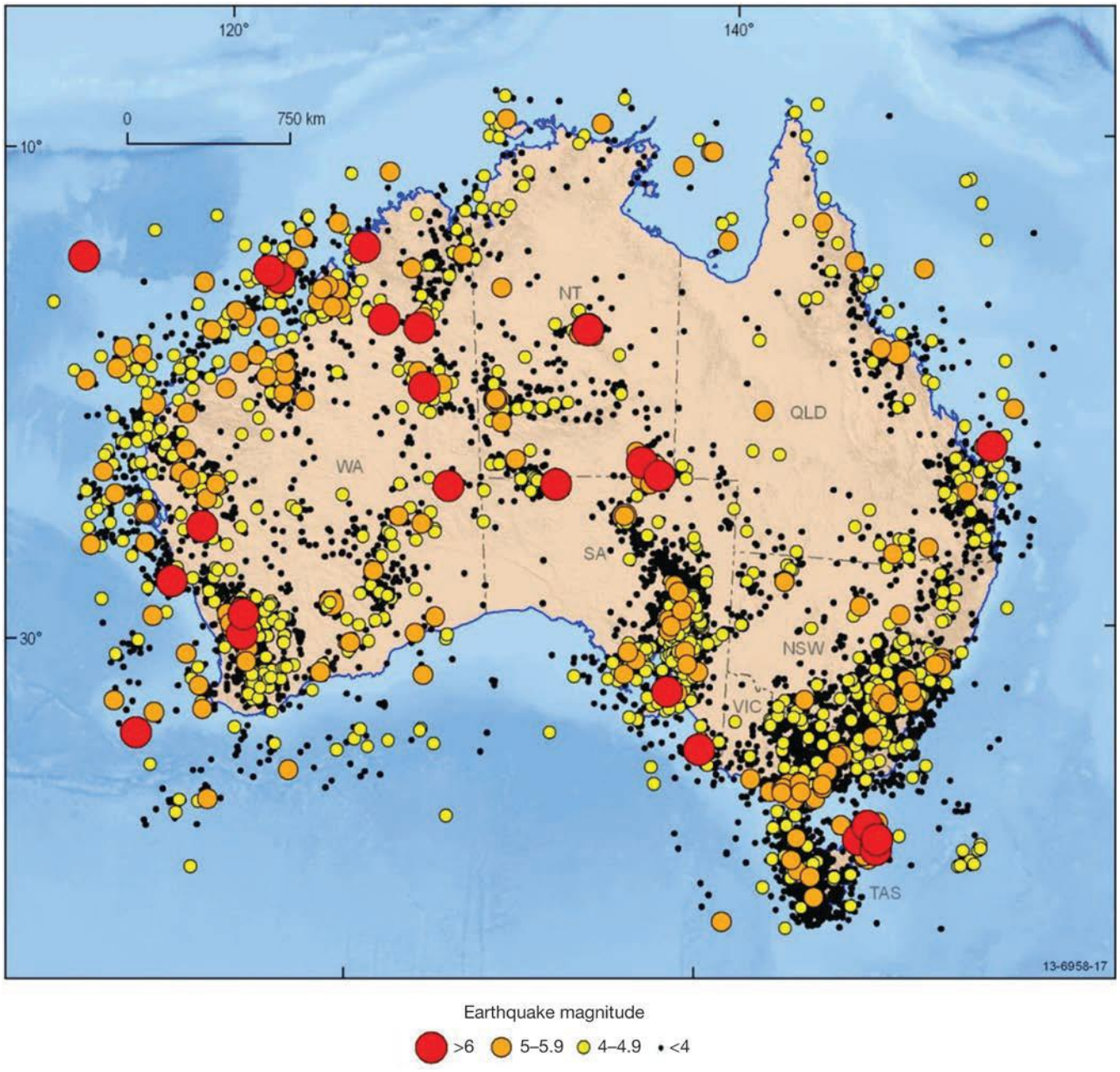
The 2015 Nepal earthquake was caused by the collision of the Indian and Eurasian tectonic plates. As these giant slabs of the Earth's crust crash into each other, the Indian plate is thrust under the Eurasian plate, which is crumpling, creating the Himalayan mountain range. The build-up and release of pressure along the fault line between the plates results in regular minor earthquakes in the region, as well as major quakes, including one of magnitude 6.9 in 1988, and magnitude 8 in 1934.

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Interesting fact

Earthquakes in Australia and Queensland

You may not realise it, but you have probably experienced an earthquake. Over the last century more than a thousand earthquakes have occurred in Queensland; however, most of these are less than magnitude 3, and are barely perceptible to humans. These 'intraplate' quakes are caused by the same processes as larger quakes, the movement of tectonic plates, but result from smaller faults within plates rather than on their margins. Most of the earthquakes in Queensland occur along the populated coastline east of the Great Dividing Range. The largest earthquakes in the state were at 6+ on the Richter scale, offshore near Gladstone in 1918 and Gayndah in 1935. (For more on Queensland's earthquakes see the University of Queensland website).



▲ **Figure 8.11** All detected Australian earthquakes up until 2011

Source: Geoscience Australia

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The impact on places and humans

The 7.9-magnitude 2015 Nepal earthquake's epicentre was only 60 kilometres from Nepal's capital, Kathmandu, and was followed by a series of **aftershocks**, including one of 7.3-magnitude. These events had a dramatic direct impact on human landscapes, completely razing homes and entire villages in rural areas and destroying more than 180 buildings in Kathmandu, including a number of significant cultural and heritage sites. Overall, around 600 000 homes were destroyed and 280 000 damaged, leaving about 3.5 million people homeless. More devastating was that almost 9000 people died and 27 000 people were injured, as a result of collapsing buildings and landslides triggered by the quake. Among these were 19 climbers killed in an avalanche on Mt Everest. In the longer term, the arrival of the monsoon (rainy) season resulted in landslides, and a lack of basic food, shelter and sanitation increased the presence and risk of disease for those left homeless by the quake. Nepal, already one of the world's poorest countries, was also economically affected by the quake, with most of the season's crops destroyed and tourism numbers, an important contributor to the country's revenue, dropping significantly.

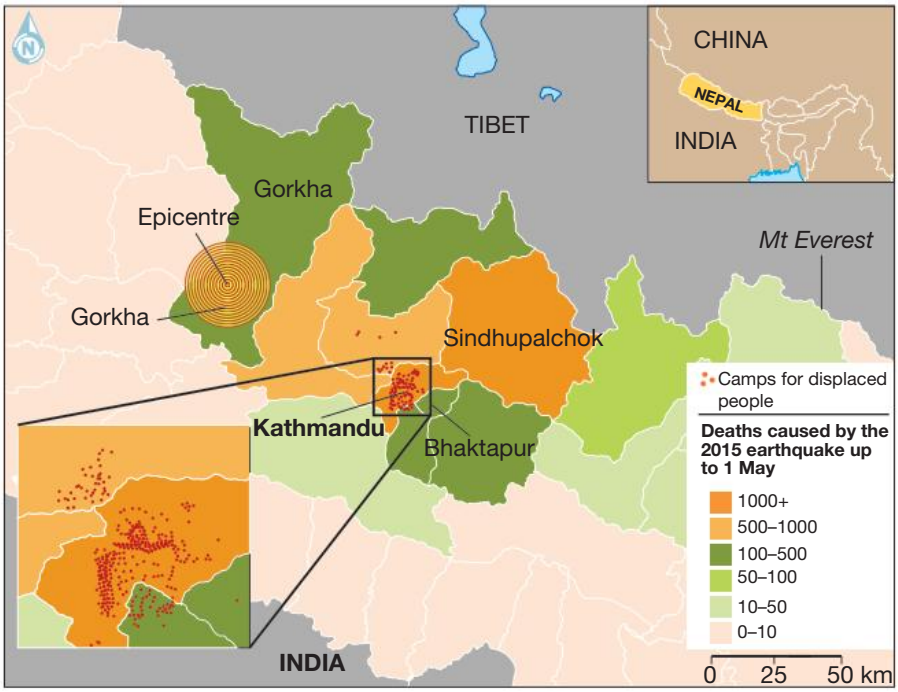
aftershock one or more smaller tremors that follow the main shock of an earthquake



▲ **Figure 8.12** Destruction caused by the 2015 earthquake in the Nepalese capital, Kathmandu

Response to the disaster and efforts to minimise the future effects of similar hazards

The devastating effect of the quake provoked an immediate response from the Nepalese government, other countries and international organisations. The initial priority, to locate and rescue survivors, was carried out by the Nepalese army with assistance from rescue teams sent from around the world. Nepal was then faced with the huge task of caring for the millions of people left homeless by the disaster. Donations of money, resources and personnel from national governments, individuals and non-government organisations, such as the Red Cross and World Vision, assisted with these efforts. India, Nepal's neighbour, donated more than $1 billion in aid, while the Australian Government provided more than $14 million in aid, and sent military and government personnel to assist.



◄ **Figure 8.13** The location of the 2015 Nepal earthquake's epicentre and its death toll across the country

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The reconstruction of buildings and infrastructure that were destroyed or damaged by the quake is ongoing. A number of factors have made reconstruction a slow and difficult process, including the sheer size of the task, determining how to distribute aid to fund reconstruction, and tensions in the community created by the building of modern, earthquake-proof buildings to replace historic and culturally significant buildings.



▲ **Figure 8.14** Reconstruction work on the Boudhanath Stupa temple (a UNESCO heritage site) in Kathmandu in early 2016

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 **Describe** the processes that caused the Nepal earthquake by writing a short paragraph using the terms 'focus', 'epicentre', 'seismic waves' and 'tectonic plates'.
2 **Identify** three types of damage caused by the Nepal earthquake.
3 **Summarise** the response to the Nepal earthquake by using the headings 'rescue', 'recover' and 'rebuild'.
4 **Describe** and **explain** the magnitude and impact of one earthquake that has affected Queensland.

Interpret

5 Refer to Figure 8.8 to complete the following tasks.
   a **Use** an atlas to **identify** one country in each continent that has experienced earthquakes. **Identify** which continent is the most earthquake-prone.
   b **Identify** two countries that have experienced earthquake activity that are not located on the boundary of a tectonic plate.
6 Refer to Figure 8.13 to complete the following tasks.
   a **Describe** the location of the 2015 earthquake's epicentre in relation to the city of Kathmandu.
   b **Describe** the relationship between the number of deaths caused by the earthquake and the distance from the earthquake's epicentre.
   c Based on this information, **identify** which factors, besides distance, can determine the magnitude of a disaster.
7 **Investigate** and **compare** the following two earthquakes: the 2011 Japan earthquake and the 2004 Boxing Day earthquake in Indonesia. **Identify** the basic facts of what and where the earthquakes occurred and find appropriate maps to illustrate the locations. List the magnitude, associated hazards, major impacts, earthquake management, social impacts, economic impacts and international aid for both earthquakes.
8 Write a paragraph response to **compare** the differences between the two earthquakes and **explain** why these earthquakes happened.

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8.3 Geomorphological hazard: bushfire in Australia 2019–2020

FOCUS QUESTION

What were the causes and impacts of the 2019–2020 Australian bushfires?

Bushfire is a natural event in Australia and has been for hundreds of thousands of years. However, in 2019 the Australian bush began to burn in a catastrophic way, impacting people and place in extreme and extensive ways. Burning of the biosphere creates a drastic change to the landscape in both the short and long term. Often fire is started by dry lightning storms in remote places, and at other times fires are deliberately lit by arsonists.

Fire has also been used to manage areas of bush since long before Europeans came to the continent. First Nations Peoples have cared for Country using yearly seasonal cool burning of bushland areas to lessen a fire's ability to burn out of control. These cool burning fires are conducted by lighting small burns in grass to reduce fuel build-up – such as grass, leaves, bark, branches – on the ground. Although First Nations Peoples have been using this fire management tool for thousands of years, only now is it being recognised by the government fire control agencies as a valuable part of fire management in Australia.

Australia is the driest inhabited continent, and that means drought is a common natural hazard, which adds to the probability of bushfires occurring. Fire fuel builds up in times of rain and dries out in times of drought, awaiting just one spark to start a fire storm. Climate change has added to this hazard by creating longer, hotter and more frequent drought periods and larger more frequent storms that provide the spark to start the fires. Australia's native vegetation also contributes to high fuel loads with potentially explosive eucalyptus tree sap contained in dropped leaves and bark. However, our native bushland has adapted to need fire for germination and



▲ **Figure 8.15** 2019–2020 Australian east coast bushfires

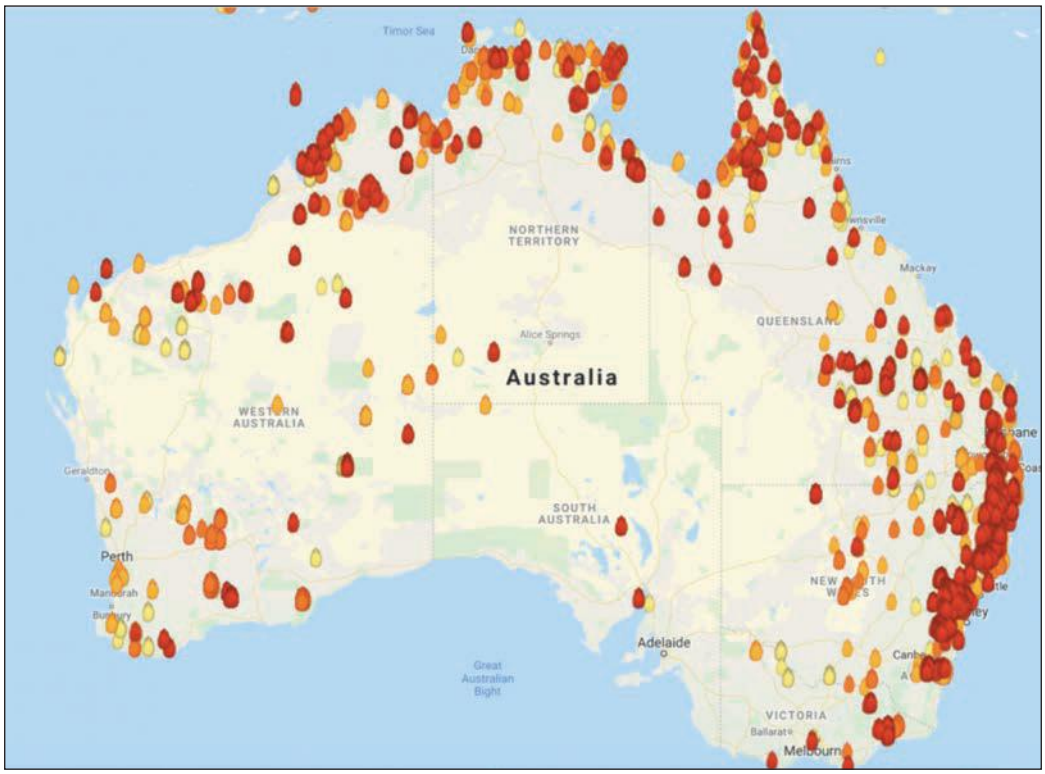
growth. The populations in rural areas and the east coast of Australia have grown as more people are moving to leafy rural areas for a lifestyle change. With more people and property, a higher fire hazard exists.

The 2019–2020 bushfire season is the largest and most costly fire event in Australia's history, and impacted up to 80 per cent of Australians in social, economic and environmental ways.

The fire event

In the winter of 2019, rural fire and emergency services along the east coast of Australia warned of the possibility of catastrophic fire conditions for the 2019–2020 fire season. Every state of Australia was heavily impacted by fire except the Northern Territory where fires occurred but were of less duration and intensity due to its monsoonal wet season. As predicted, fires that began in September 2019 burned through many

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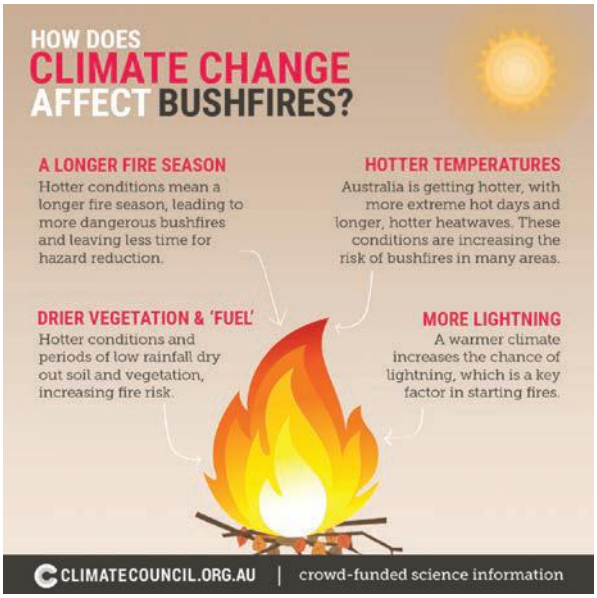
▲ **Figure 8.16** Australian 2019–2020 bushfires

regions of New South Wales, with more than 100 fires burning at one stage. Queensland's south-eastern region had a significant number of large fires burning for months. One of which was the burning of World Heritage listed Fraser Island (K'gari), where the fires devastated half of the sand island in 2020. Victoria also followed in December as a state of disaster was declared. The Australian Capital Territory was impacted heavily, and South Australia's famous Kangaroo Island and wine regions of the Adelaide Hills burned out of control. Even Tasmania, with it's cooler climate, was also impacted by bushfire. Although not along the east coast, Western Australia was also impacted by bushfire, with close to 100 000 acres of the Stirling Range National Park burned in the southwest of the state – close to half the park.

The fires burned out of control until a significant weather system in February 2020 brought heavy rains to the east and south-eastern coasts of Australia, extinguishing some fires and bringing most other fires under control.

The cause

As the most fire-prone country in the world, Australia will always be impacted by bushfire. However, climate change has exacerbated the fire season and the intensity of the fire itself. Drought, consistently high temperatures and dry fuel build-up over many years are all connected to the long-term trends of climate change, which in a number of ways has been the major contributor to the size and intensity of these fires. The primary cause of most bushfires at this time along the east coast of Australia was lightning strikes. See Figure 8.17 for other causes of bushfires.

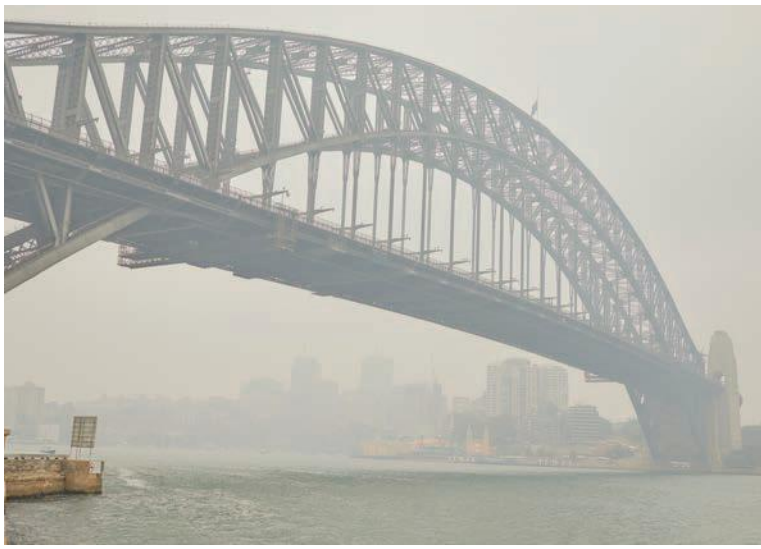


▲ **Figure 8.17** How does climate change affect bushfires?

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▲ **Figure 8.18** Australian bushfire destruction



▲ **Figure 8.19** The Sydney Harbour Bridge covered in a smoke haze from bushfires in December 2019

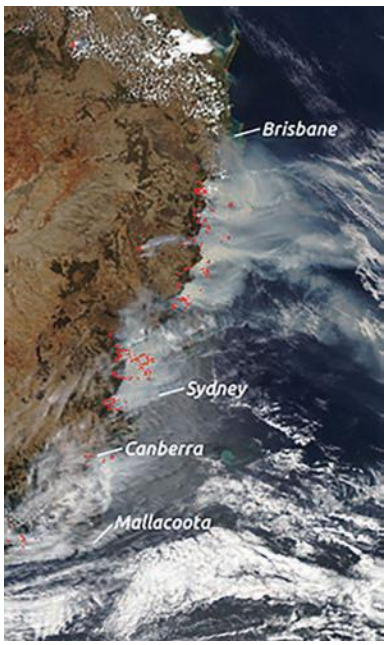
The impacts

- **Social** – 34 people were killed, 2780 homes were destroyed, and air quality was at hazardous levels across south-eastern Australia, impacting a large number of the country's population.
- **Environmental** – approximately three billion animals were believed to be killed or injured, with the loss of some species totally.
- **Economic** – it is estimated that these fires are Australia's costliest disaster ever, with over $105 billion dollars in property and economic loss at first assessment, and this does not include the losses in tourism and business.

The response

- People were evacuated and a state of emergency was enacted in all danger zones.
- All state emergency management were enacted.
- Rural Fire Service Volunteers left their paid jobs across all affected states to fight fires in their communities for months.
- Urban fire brigades throughout the east coast came to help exhausted rural volunteers as well as defend urban properties from fire.
- The Australian Military Defence Force was mobilised – 'Operation Bushfire Assist'. Air Force transported people and equipment, Army provided operational and practical support and the Navy provided ships and helicopters to transport and evacuate.
- Hercules air tankers and helicopters water bombed fire fronts all along the east coast.
- Naval vessels HMAS *Choules* and MV *Sycamore* were sent to evacuate thousands of locals and tourists from the town of Mallacoota, Victoria, as fires raced towards the town.
- Fire-fighting supplies and firefighters were sent from New Zealand, Canada, the United States and Singapore to assist.
- International aid also flowed in from many countries, while Australians gave generously to help those affected.

The Morrison government established the National Bushfire Recovery Agency to plan the recovery efforts for those towns and people impacted.



◄ **Figure 8.20** NASA satellite image of the 2019–2020 bushfires of the Australian east coast

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Interesting fact

Earthquakes and other geomorphological hazards, such as landslides, do occur in Queensland; however, the hazards that have had the greatest impact on the state are drought, bushfires, floods and cyclones. Over the last century, Queensland, Victoria and New South Wales have experienced many bushfires, including the disastrous 1939 Black Friday fires that burned around 20 000 square kilometres and killed 79 people, and the 1983 Ash Wednesday fires that burned almost 10 000 square kilometres and killed 47 people. In recent years, the term 'megafire' has been coined to describe large, intense, devastating fires such as these. Megafires are occurring with greater regularity in fire-prone regions across the world and Australia, including the 2009 Black Saturday fires that killed 173 people and destroyed more than 2000 Victorian homes, and the devastating fires that burned for months in Queensland, Victoria and New South Wales in the summer of 2019–20. One of the major causes of the worldwide increase in the number of megafires is climate change. The increase in average temperatures is prolonging droughts, extending fire seasons and encouraging the extreme weather conditions, such as hot temperatures and strong winds, that enable fires to flourish. It is predicted that climate change will result in the number of extreme fire days increasing by up to 30 per cent by 2050, doubling the already significant economic cost of bushfires.



▲ **Figure 8.21** A Country Fire Authority crew in Victoria attempting to tackle the huge flames of the Black Saturday bushfires in 2009

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 **Define** the terms 'fire fuel load', 'drought', 'climate change', 'arsonist'.

Interpret

2 Using Figure 8.16, **identify** the states and territories that faced the greatest number of fires during the 2019–2020 fire event.

3 **Explain** why there were more fires occurring in these areas that you have just identified.

4 **Describe** and **explain** how climate change affects bushfire during the season.

5 **Identify** and **explain** the impacts that heavy smoke haze might have had on the people of Brisbane and Sydney (see Figures 8.19 and 8.20).

Argue

6 **Define** what is meant by a megafire. **Decide** whether or not you believe the increasing regularity of megafires should influence the Australian Government's policies on climate change. **Explain** your answer.

7 Fraser Island, Queensland, was impacted heavily by fires burning for a long time across the island. **Investigate:** how the fire started, how long it burned, how it was extinguished, where they were located, how much area burned and what the social and environmental impacts were.

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End-of-chapter assessment 8

1 Key terms and names

For each key term or name from the chapter, **explain** its significance in a sentence.

- Whakaari/White Island
- Natural disaster
- Richter scale
- The Indian tectonic plate
- Aftershock
- Tourism
- Boudhanath Stupa temple
- Black Friday.

2 Follow the flow of main ideas

What ideas have you learned about geomorphic hazards and natural disasters? Copy and complete the diagram below. **Explain** in a few points what each topic means for understanding geomorphic hazards and natural disasters. (The first one has been done for you.)

Defining hazards and natural disasters	• A hazard is an event that has the potential to cause damage to humans and landscapes, such as an active volcano. • A hazard event is the realisation of a hazard, such as the eruption of a volcano. • A disaster is a hazard event that causes significant damage to humans or landscapes, such as a volcanic eruption that causes deaths and the destruction of property.
Definition of earthquakes	
Processes causing the Nepal earthquake	
The impact of the earthquake on humans and the landscape	
The response to the earthquake	

3 Making thinking visible

I used to think … now I understand …

In this visible thinking routine, track the difference between what you knew about hazards and natural disasters before starting this unit, and what new understandings you have acquired since doing this unit.

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Using these stem sentences, write a paragraph to **explain** what you previously knew about hazards and natural disasters, and another paragraph to **explain** what you now understand about the topic.

1A I used to think a hazard was …

1B Now I understand that a hazard (in geography) is …

2A I used to think that natural disasters were …

2B Now I understand that natural disasters are …

3A I used to think that earthquakes were caused by …

3B Now I understand that earthquakes are caused by …

4A I used to think that the link between bushfires and climate change was …

4B Now I understand that the link between bushfires and climate change relates to …

4 Research task

Use the internet to **identify** one significant disaster that occurred in Australia or another country. Research your choice to discover:

- The location (absolute and relative and at different scales) shown on a map
- Identification and description of the type of disaster and the processes that caused it
- A description of the impact of the disaster on humans and the landscape
- A description of the response to the disaster and how this has been managed to limit a repeat of the disaster
- A story or case study of one person, family or community affected by the disaster
- Any other interesting facts, information or stories related to the disaster.

Present your report digitally, on a poster or other format agreed with your teacher. You must include, maps, diagrams and other illustrations, and follow geographic conventions, including BOLTSS and use of captions.

See the Interactive Texbook for a guide on using BOLTSS in Geography

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

Changing nations

Overview

In 1960, roughly one-third of the global population lived in cities. This had increased significantly to 56 per cent in 2020 and is projected to rise to 68 per cent by 2050. As people are drawn to cities for better employment opportunities and facilities, cities are growing to unprecedented sizes. According to the United Nations, there were 34 megacities in 2020, which housed 7 per cent of the population. The largest of these was Tokyo with more than 38 million people, although this is expected to be taken over by Delhi by 2030. Managing these changes in terms of housing availability, employment and population growth is an increasing challenge.

This unit explores the process of urbanisation and the factors that drive this change. You will investigate case studies in Australia, Indonesia and the United States in order to understand the consequences of urbanisation and explore some of the ways in which these impacts are managed. You will also study the factors leading to international and internal migration and the associated social, economic and environmental impacts. By combining this knowledge, you will consider future challenges involved in managing Australia's urban future and the strategies seeking to ensure this future is sustainable.

▲ **Video**
Unit overview

Learning goals

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

- What are the causes and consequences of urbanisation?
- What are the reasons for and effects of international migration to Australia?
- What are the reasons for and effects of internal migration?
- What will be some of the challenges of managing and planning Australia's urban future?

▼ **Figure A** An aerial view of Tokyo. Tokyo has many skyscrapers to accommodate its large urban population.



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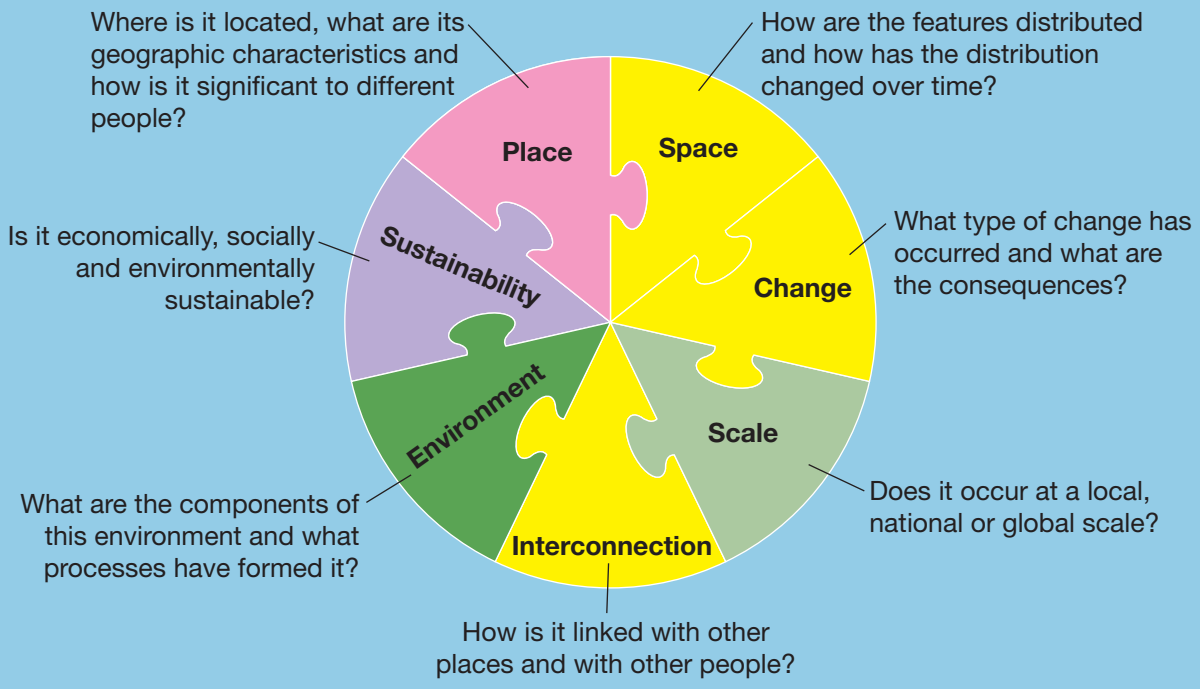
Introducing geographical concepts and skills: *space, change* and *interconnection*

Throughout this unit there will be a focus on developing your understanding of space, change and interconnection. In geography, space refers to the spatial distribution of places, characteristics within places and other phenomena–in other words, the ways in which things are arranged. Geographers use maps and various forms of spatial technology to examine and compare spatial distributions. When comparing maps of different time periods, the change in distribution can be examined. Changes occur at a variety of spatial scales such as local, national and global. They can also occur at a range of temporal scales and are often projected to enable planning for future changes. An example of a change is urban development and the spread of a metropolitan region into what was previously a rural area.

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. Australia has a rich history of migration. Each wave of migrants has brought food, customs and language that have contributed to Australia's unique culture.

Although this unit has a specific focus on space, change and interconnection, these concepts are part of a group of seven interrelated key ideas that help us to think geographically.

Geographical concepts



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CHAPTER 9

Urbanisation

Setting the scene: the explosive urbanisation of Africa

Africa's population is projected to nearly double over the next 30 years from 1.35 billion in 2020 to 2.5 billion by 2050.

urban relating to a large town or city

megacity a very large city with a population of over 10 million people

Most of this growth will occur in Africa's **urban** areas. In fact, over this period, Nigeria's urban population alone is expected to grow by 189 million people. That's seven and a half times the size of Australia's population! This will certainly create enormous challenges within cities that are already struggling to manage their explosive growth.

Lagos is a city in south-western Nigeria, Africa's most populated country. It covers more than 1000 square kilometres. During the 1960s, it was a small coastal town with a population of just 200 000 people, similar in population to Townsville. Since then, it has grown at an unprecedented rate to become what is currently one of the largest **megacities** in the world. Official estimates of the population of Lagos in 2020 vary from anywhere between 13 and 17 million.



▲ **Figure 9.1** The location of Lagos within Nigeria, Africa

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However, when including the entire metropolitan region, the population exceeds 21 million.

The rapid growth and enormous size of Lagos have led to a range of challenges. While the population continues to increase, the infrastructure needed to support these people simply cannot keep up. Residents face crippling traffic, poor public transport and inadequate waste management. While a small number of the population of Lagos are incredibly wealthy, most people are battling poverty and unemployment. Millions of people live in **slums**, which are very densely populated regions on the outskirts of the city where there is limited access to piped water, **sanitation** or reliable electricity. Makoko is a slum located on the waterfront of Lagos where houses made of scraps of wood and corrugated metal are elevated on stilts in an attempt to protect against flooding.

In 2020, the annual growth rate of the total population in Lagos was 3.34 per cent. This translates to a growth of approximately 1200 people per day. This trend is expected to continue, which will make Lagos the third largest city in the world by 2050 and possibly the largest by 2100 with as many as 100 million people! This growth is unsustainable, meaning it cannot continue at its current rate without causing a range of economic, environmental and social impacts. Nigeria is hoping that the rapid growth of young people in Lagos will eventually drive economic growth, as there will be a lot of people of working age. This has the potential to increase productivity in many industries and help the region break out of poverty.

slums dense informal settlements in urban areas where residents do not have a legal claim to their land

sanitation access to clean drinking water and adequate sewage disposal

Interesting fact

Less than 10 per cent of people in Lagos live in homes with sewer connections, and less than 20 per cent have access to piped water.



▲ **Figure 9.2** The chaotic streets of Lagos are filled with market stalls and heavy traffic.

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▲ **Figure 9.3** Google Earth Pro can be used to view satellite images that depict the expansion of Lagos from 1988 (top) to 2020 (bottom).



▲ **Figure 9.4** Dilapidated buildings sit alongside a modern skyline, Lagos.



▲ **Figure 9.5** Makoko is a slum located on the waterfront, and partly on the water, of the Lagos Lagoon.

MAKING THINKING VISIBLE 9.1

Think, puzzle, explore

1 **Explain** why you think Lagos has grown so rapidly.
2 **Explain** what you find interesting about this place.
3 **Explore** Lagos using Google Earth, Google Street View and by researching its history. **Compare** Lagos with your local town or city.

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Chapter overview

Introduction

Urban areas are places that have been highly modified by people to the point where their original environment is largely unrecognisable. This includes large towns, small cities, and cities containing millions of people. This chapter explores the growth of urban areas from small cities all the way to the largest cities in the world. It considers the different ways in which cities grow, the challenges in managing cities and the impacts that urban growth can have on people.

Learning goals

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

- What are the causes and consequences of urbanisation?
- What are the consequences of different urban concentrations?
- How do urban settlement patterns vary and what impacts does this have?

Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Evaluate sources for their reliability and usefulness and select, collect and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources
- Represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies
- Represent spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate
- Interpret geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationships
- Apply geographical concepts to draw conclusions based on the analysis of data and information collected
- Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate
- Reflect on your learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of your proposal.



▲ **Video**
Five interesting facts about urbanisation

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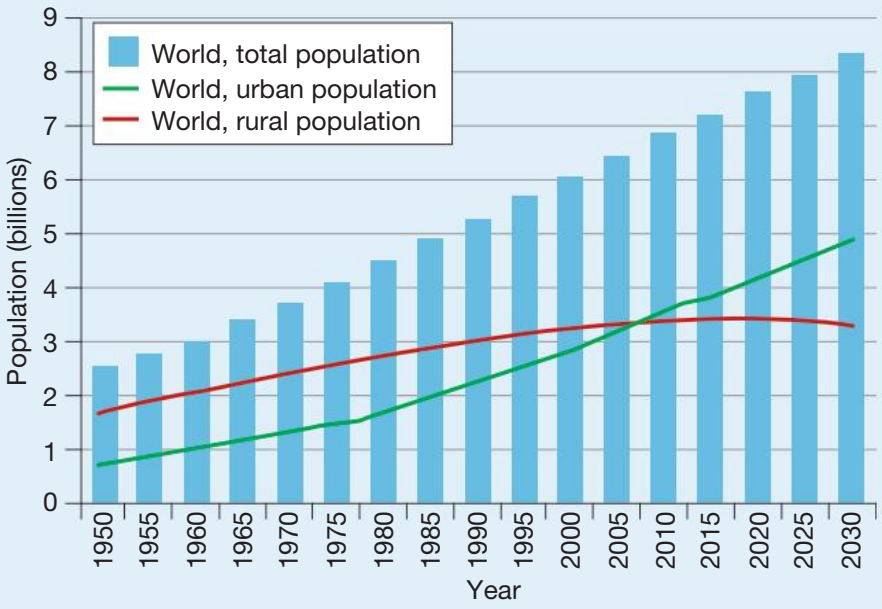
9.1 The causes and consequences of urbanisation

FOCUS QUESTION

What are the causes and consequences of urbanisation?

What is urbanisation?

In 2007, for the first time in human history the amount of people living in urban areas and rural areas was equal, both at approximately 3.33 billion people (see Figure 9.6). Since then, population growth in urban areas has continued to increase rapidly while the growth in rural areas has slowed. Cities have expanded both in size and **density** and in 2020 accommodate 55 per cent of the global population. The United Nations predicts that this trend will continue and that the proportion of those living in urban areas in 2050 will reach 68 per cent. Figure 9.6 indicates that by 2030 most of the world's population will be living in cities. This increase in the proportion of people living in urban areas compared to rural areas is known as **urbanisation**.



▲ **Figure 9.6** The change in the number of the world's population living in rural and urban areas, with projected numbers for 2020 to 2030

population density the amount of people per square kilometre

urbanisation the increase in the proportion of people living in urban areas compared to rural areas

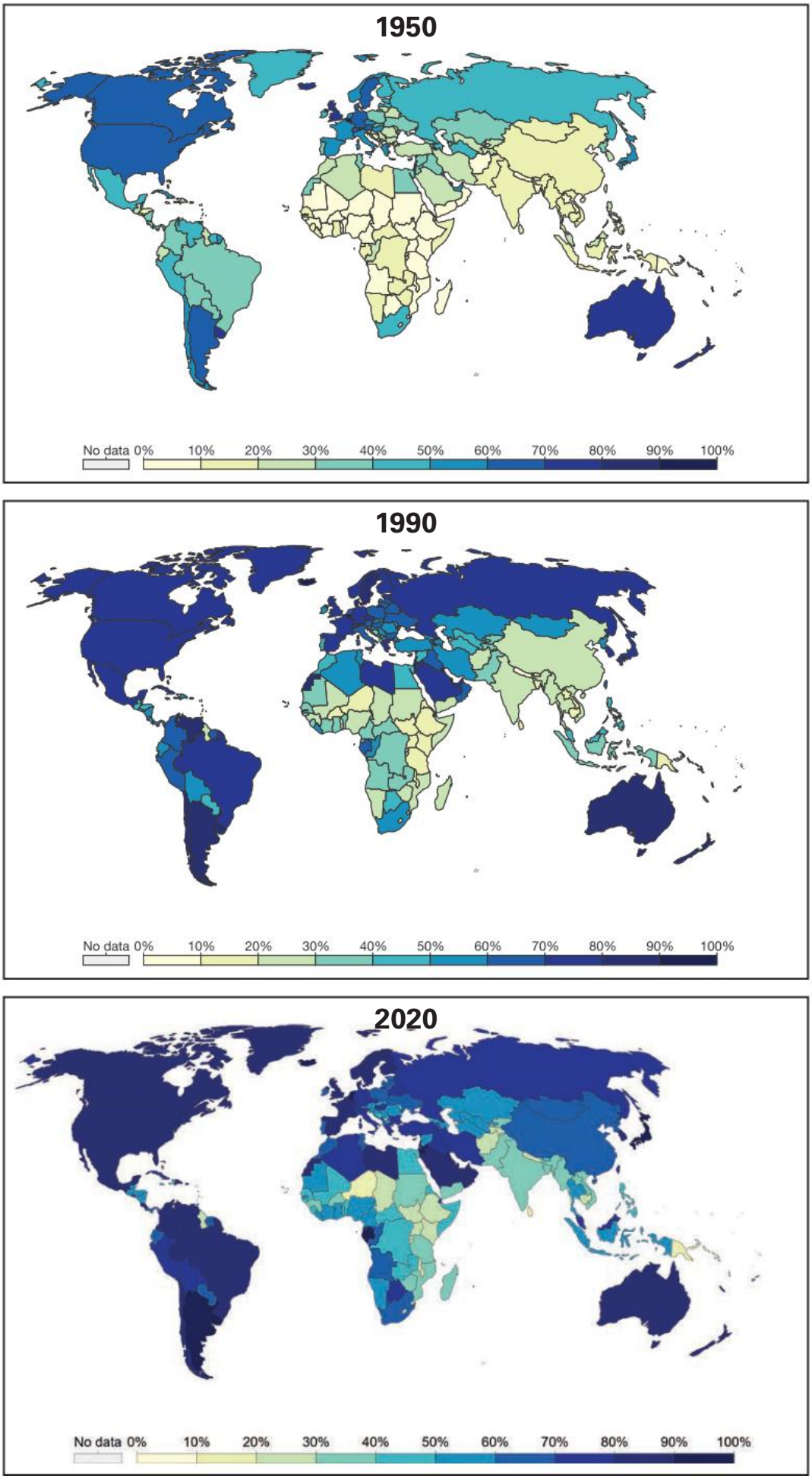


▲ **Figure 9.7** Delhi, India, is one of the fastest growing cities in the world, with the population increasing by 79 people per hour.



▲ **Figure 9.8** Tokyo, Japan, is the largest city in the world by population, with more than 38 million people.

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▲ **Figure 9.9** The proportion of people living in urban areas in 1950 (top), 1990 (middle) and 2020 (bottom)

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ACTIVITY 9.1

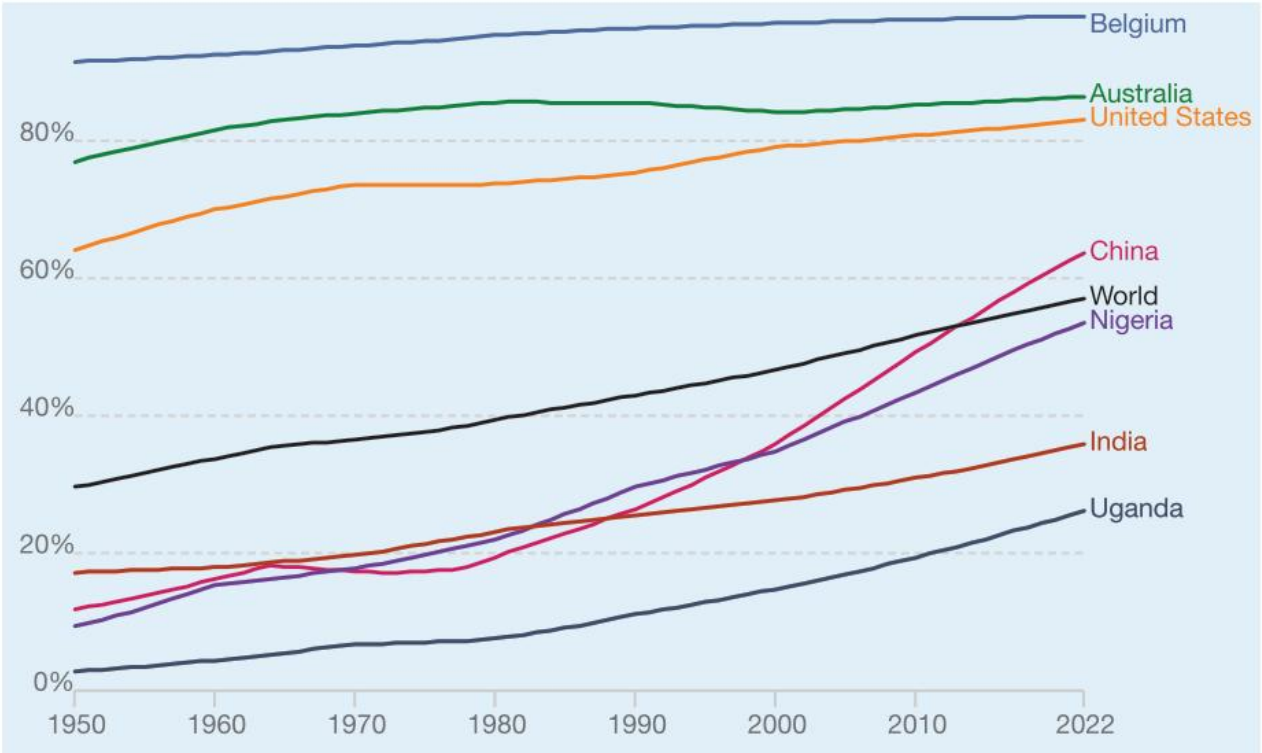
Analysing urbanisation data

1 Refer to Figure 9.6 and **describe** how the number of people living in urban and rural areas has changed since 1950 and how it is expected to change by 2030.

2 Figure 9.9 shows a change in the proportion of people living in urban areas for each country. **Analyse** these maps to gather the information needed to answer the following questions:

- **a** **Identify** which regions of the world were the most urbanised in 1950.
- **b** **Identify** any countries that stood out as being more or less urbanised than neighbouring countries.
- **c** **Identify** and **explain** which regions have had a large change in the proportion of the population living in urban areas. Refer to specific countries and percentage changes.
- **d** **Identify** and **explain** regions of the world that still have a large proportion of the population living in rural areas.
- **e** Using an atlas or Google Maps, **identify** at least three countries that still have only 0–20 per cent of their population living in urban areas. On a blank map of the world, draw a prediction of how the proportion of people living in urban areas will look in 2050 using the same mapping conventions as Figure 9.9.

Although urbanisation is a global trend, the rate at which it is occurring varies significantly. Figure 9.10 shows the trend at which seven countries are becoming urbanised compared with the global trend. Many countries that already had highly urbanised populations over the past few decades, such as Australia and the United States, have shown little change. However, many countries that had predominantly rural populations during most of the twentieth century, such as Uganda, are becoming rapidly urbanised. Table 9.1 lists the 10 countries with the highest and lowest rates of urbanisation between 2015 and 2020. This refers to the percentage change of the size of the urban population over this five-year period. Negative values refer to countries where the urban population is decreasing.



▲ **Figure 9.10** The rate at which countries are becoming urbanised compared with the world trend

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TABLE 9.1 The countries with the highest and lowest average rates of urbanisation

Highest 10	Rate (%)	Lowest 10	Rate (%)
Uganda	5.70	Latvia	–0.93
Burundi	5.68	Samoa	–0.47
Oman	5.25	Romania	–0.38
Tanzania	5.22	Ukraine	–0.33
Burkina Faso	4.99	Andorra	–0.31
Mali	4.86	Lithuania	–0.31
Ethiopia	4.63	Poland	–0.25
Congo	4.53	Bulgaria	–0.22
Madagascar	4.48	Puerto Rico	–0.14
Bahrain	4.38	Japan	–0.14

ACTIVITY 9.2

Analysing the rate of urbanisation

Figure 9.10 shows the rate at which seven countries are becoming urbanised, as well as the globalised rate. Use the information in the graph to answer the following questions.

1 **Identify** which countries have the highest and lowest proportion of their populations living in urban areas in 2020.
2 **Identify** a country that has shown the fastest rate of urbanisation since 2000.
3 Based on the current trends, **create** a graph predicting how the data will continue to 2050.
4 **Describe** and **explain** some issues that might be facing the populations in Belgium, China and Uganda.
5 Table 9.1 lists the 10 countries with the highest and lowest rates of urbanisation. Use the table as a starting point to answer the questions below.
   - **a** Using an atlas or Google Maps, **describe** the location of the countries with the highest urbanisation rates.
   - **b** **Investigate** whether or not there is a clear distribution pattern in the location of countries with the lowest rates of urbanisation. If a pattern is found, suggest a contributing factor.
   - **c** **Compare** the changes that you think would be happening in countries such as Uganda and Latvia to accommodate changes to their urban populations.

What are the causes of urbanisation?

Natural population growth

natural population growth the difference between the numbers of people who are born and who die in a population

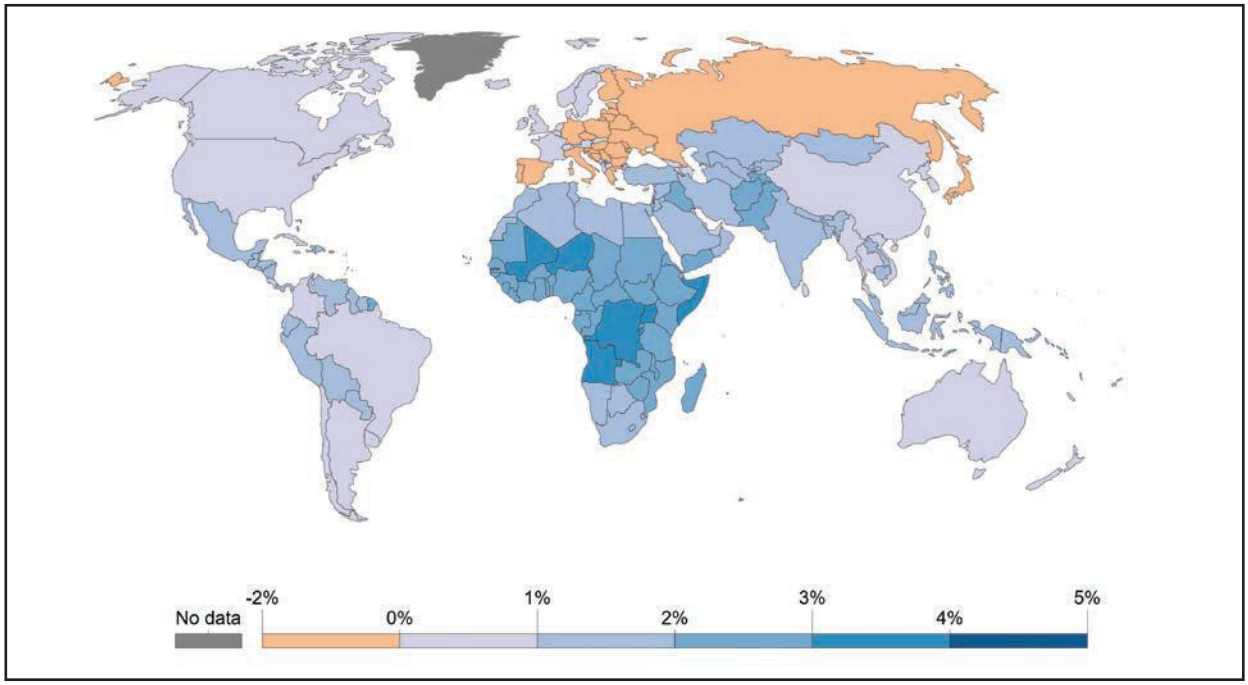
There are two main reasons why urban areas are growing. The first relates to natural population growth. **Natural population growth** is the difference between the numbers of births and deaths within a population. It does not take migration into account. The 10 countries with the highest urbanisation rates (Table 9.1) are also countries with

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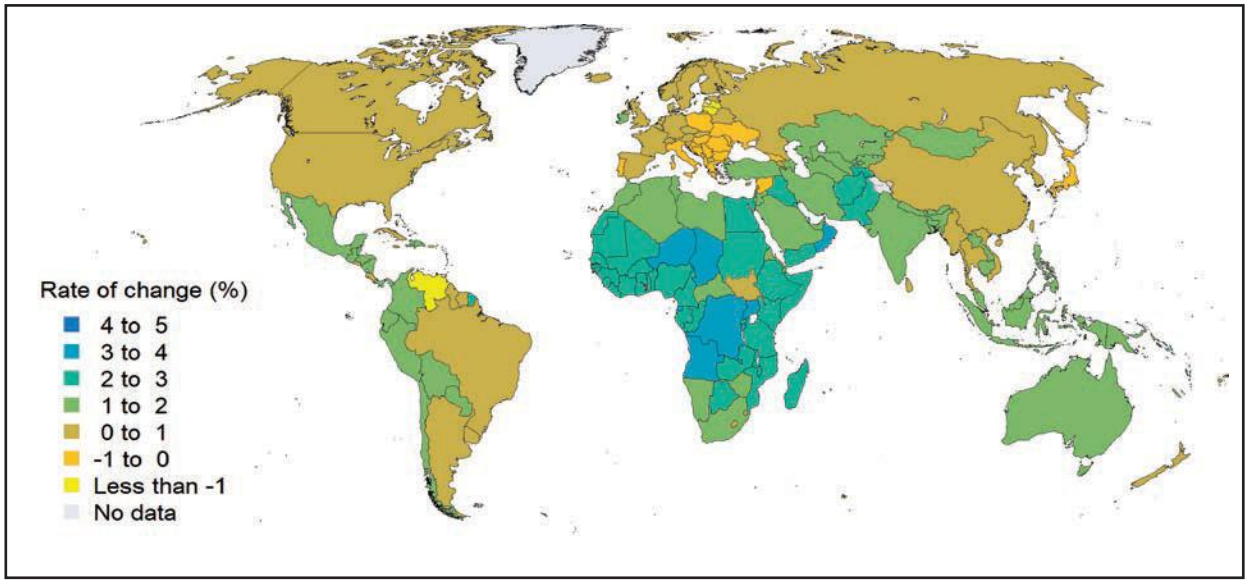
death rate the number of people who die per year in a population per 1000 people

birth rate the number of people born per year in a population per 1000 people

very high levels of natural population growth (see Figure 9.11). For example, Uganda and Burundi both have a population growth rate above 3.2 per cent, placing in them in the top five in the world. Improvements in living conditions within urban areas mean the **death rate** is lower than in rural areas, while the **birth rate** remains quite high. This means that the majority of natural population growth occurs within urban areas, contributing to the rate of urbanisation.



▲ **Figure 9.11** The natural population growth rate of countries around the world. Negative values refer to places where the number of deaths is greater than the number of births.
Source: United Nations – Population Division (2019 Revision)



▲ **Figure 9.12** The urban population growth rates between 2015 and 2020
Source: United Nations, DESA, Population Division World Population Prospects 2019

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DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 9.1

Describing the spatial association between two phenomena

Describing the **spatial association** between two phenomena is an important part of understanding the relationship between them. It involves looking at two maps of the same scale and analysing how similar or different their spatial distributions are. In other words, are they arranged in the same way? A spatial association can be described as strong if the two maps have a very similar distribution, moderate if the distribution matches in some regions but not others, and weak if the two maps do not appear to have much of a relationship.

spatial association the degree to which two or more phenomena have similar spatial distributions

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:

- *Degree:* Give a general overview of the degree of association.
  Is there a strong, moderate, weak or no degree of association between the two phenomena?
  Does the distribution pattern of each map look similar or different?
  Provide some examples that support your statement.
- *Quantification:* Provide specific evidence to demonstrate the association.
  Provide data and estimate the percentage of coverage.
- *Exception:* **Identify** an example or several examples of specific places that do not fit the pattern of association.
  Even if the spatial association is strong, it is still likely that there is at least one exception.
  Locate, name and **explain** the exception.

Using Figure 9.11 and Figure 9.12, **describe** the spatial association between natural population growth and urbanisation rate.

Rural to urban migration

The second main cause of urbanisation is rural to urban migration. This refers to the rate at which people are moving from rural areas to urban areas. The reasons why people migrate are known as push and pull factors. Push factors are the reasons why people choose to leave and pull factors attract people to a particular place. Table 9.2 summarises some of the push and pull factors that cause people to migrate from rural to urban areas within a country.

TABLE 9.2 Push and pull factors leading to rural to urban migration

Push factors	Pull factors
• Limited employment opportunities and high levels of unemployment • A lack of essential services such as reliable water and electricity supplies and sanitation • Basic health and educational facilities • Social isolation and loneliness • Forced migration due to urban expansion into rural areas	• Employment opportunities • Higher standards of living • Better health facilities • Better educational opportunities • Social connectedness • Improved access to entertainment and recreational activities

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ACTIVITY 9.3

Ranking factors

Rank the push and pull factors listed in Table 9.2 from the one that you think would have the biggest impact on a person's choice to move from a rural to urban area, to the one you think would have the smallest impact. **Compare** your rankings with a classmate and **justify** your opinion.

counter-urbanisation the movement of people from urban areas to surrounding rural areas

Unfortunately for many, the perception and reality of city life do not necessarily match. Rapid rates of urbanisation coupled with high population densities mean that residents in many cities face high levels of unemployment. While many are lured to the entertainment opportunities that cities provide, others prefer the cheaper housing and more relaxed lifestyle of rural living, leading to **counter-urbanisation**.

Interesting fact

In 2018, more than 25 million people applied for 90 000 jobs with India Railways, and 200 000 people applied for 1137 jobs in the Mumbai Police.



▲ **Figure 9.13** Satellite imagery showing urban development in Dubai from 1990 (top) to 2019 (bottom)

Urbanisation in Dubai

Improvements in technology and engineering is another factor that is contributing to increased urbanisation, as cities have been constructed in some of the most inhospitable environments. Dubai is the largest city in the United Arab Emirates and is growing rapidly, increasing from 500 000 in 1990 to more than 2.9 million in 2020. This is especially significant considering Dubai's desert climate consisting of high temperatures, strong winds and lack of water. Figure 9.13 demonstrates the extent of Dubai's development using satellite imagery. Since 2000, a cityscape has expanded up to 20 kilometres inland from the coast of the Persian Gulf. The desert has been filled by buildings and roads, while sand removed from the sea floor has been used to create artificial islands designed in the shape of palm trees.

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▲ **Figure 9.14** Dubai's skyscrapers now dominate a landscape that was desert only a few decades ago.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 9.2

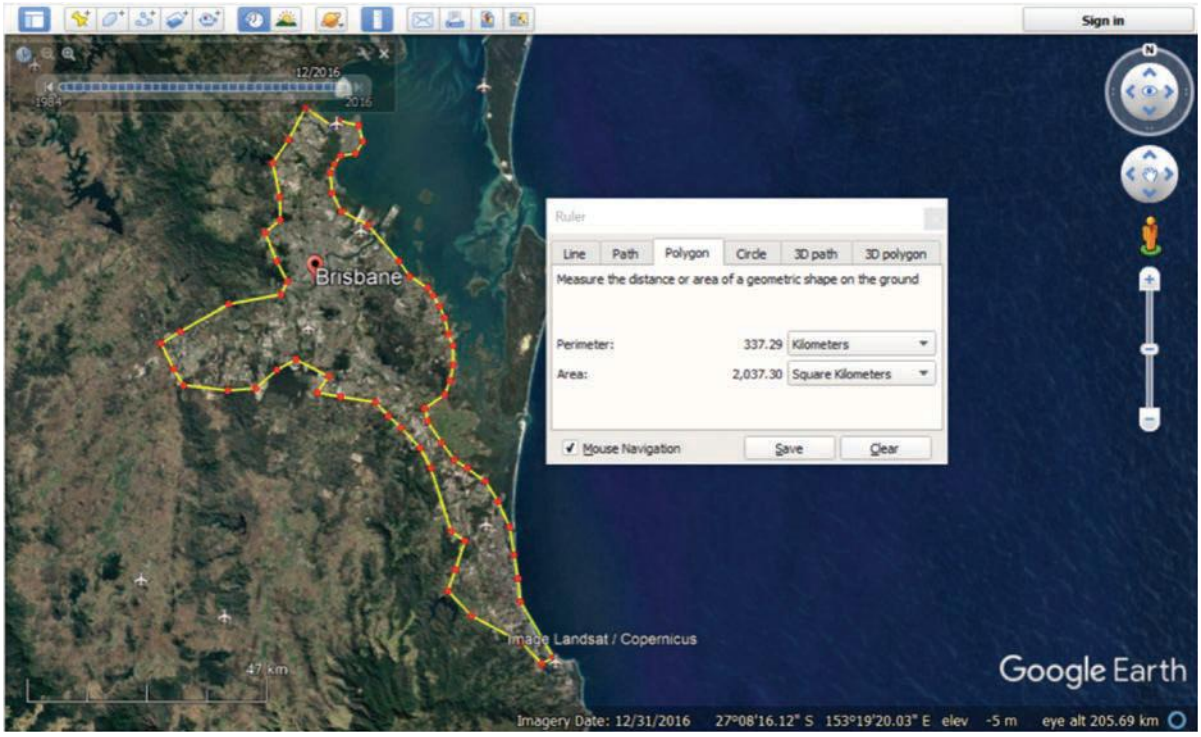
Exploring historic satellite imagery using Google Earth Pro

Google Earth Pro is a free program that enables you to explore satellite imagery of any corner of the globe. Geographers use this spatial technology to investigate the geographic characteristics of places such as land cover (e.g. forest, bare ground, agriculture, urban) and to perform **analysis** such as measuring distances and area (as you can do in Google Earth Pro – see Figure 9.15). The Historical Imagery function can be used to change the date of the satellite image. This enables you to track changes over time, which is very relevant to the study of urbanisation. Figure 9.13 is an example where satellite imagery has been used to track the progress of urban development in Dubai. Download and install Google Earth Pro to your computer, and then follow these steps to **explore** changes in an urban environment:

1. Choose a city that has undergone recent expansion; for example, Lagos, Las Vegas, Shanghai or even the outskirts of Australian cities such as Melbourne or Brisbane.
2. Use the Historical Imagery slider to move back in time as far as possible. Depending on how far you are zoomed in, this might be as far back as 1984.
3. Record how the characteristics of the place have changed over this period. Refer to specific parts of your chosen city and the specific changes that have taken place.
4. Select the Ruler tool and the Polygon tab. Use this tool to trace around the city boundary at two different time periods and calculate how much the city has grown in size during this time.

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▲ **Figure 9.15** The Historical Imagery and Ruler functions can be used in Google Earth Pro to calculate the change in the size of cities such as Brisbane.

Consequences of urbanisation

conservation the protection of the natural environment

Urbanisation can lead to a variety of positive and negative consequences. Table 9.3 lists some of these, although the extent to which they impact a population will vary between cities and will depend on how they are managed.

TABLE 9.3 Some of the positive and negative consequences of urbanisation

Positive consequences	Negative consequences
• Dense urban environments can have environmental benefits as travel is more efficient and surrounding land can be reserved for **conservation** • Urban areas in wealthy nations are more likely to have better healthcare facilities than in rural areas • The economy in urban areas is often based on manufacturing and services, which are more profitable than agriculture • Residents in urban areas have greater access to a variety of higher paying jobs • The provision of infrastructure is often cheaper and more efficient in denser regions	• The growth of cities leads to a loss of habitat and a subsequent loss of animal and plant species • High population densities can increase the spread of infectious diseases such as malaria and ebola • Inequality can develop, as those living closer to a city centre have better access to infrastructure, facilities and employment than those living on the outskirts • High population densities lead to traffic congestion, and noise and air pollution • Infrastructure development in rapidly growing cities can struggle to keep up with demand • Waste management is a constant challenge and can have further environmental and social impacts

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ACTIVITY 9.4

Classifying impacts

Classify each of the impacts of urbanisation listed in Table 9.3 as either environmental, economic or social. Environmental consequences refer to changes in either the natural or human environments, social consequences refer to impacts on people and society, and economic consequences refer to impacts involving finances.

Interesting fact

According to the World Health Organization, three million deaths every year are linked to exposure to air pollution.

Urbanisation and economic growth

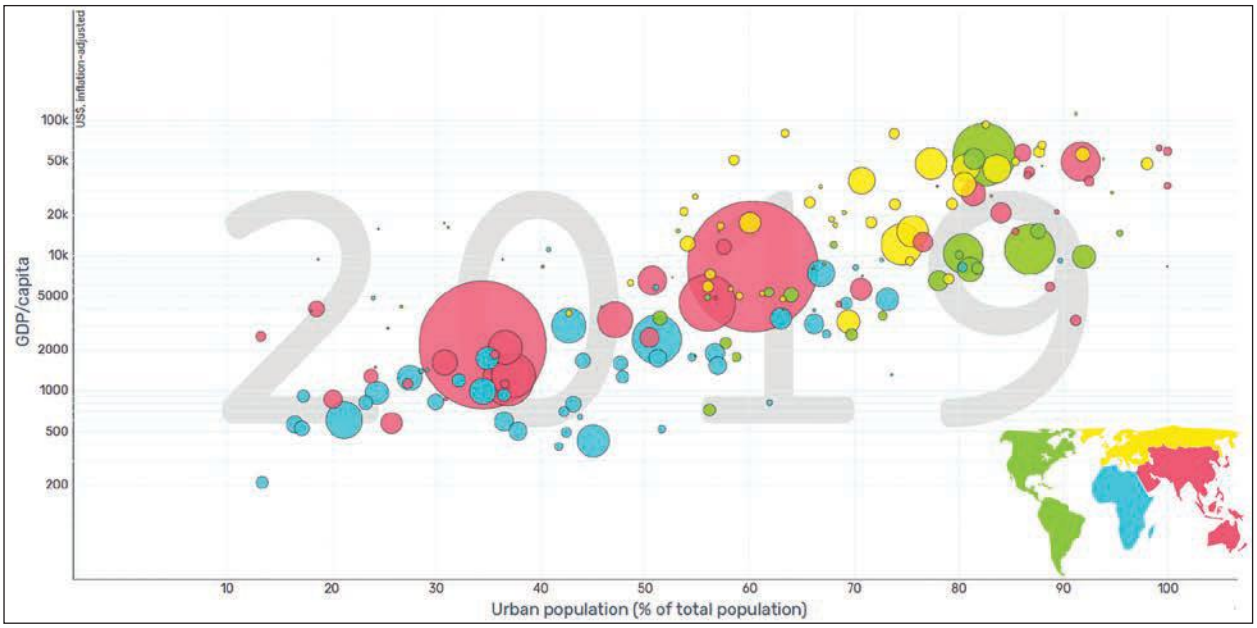
Figure 9.16 shows a **correlation** between the percentage of a country's population that is urbanised and **gross domestic product (GDP) per capita**. Countries with a high level of urbanisation also tend to have a stronger economy. However, this does not necessarily mean that urbanisation causes economic growth. Rapid urbanisation in China has coincided with **industrialisation**. Rural areas have supplied Chinese cities with a massive workforce, allowing it to become the largest manufacturing and **exporting** nation in the world. The story is very different in many African cities, where urbanisation has been very rapid and industrialisation has not been able to keep up. This has led to the development of slums.

correlation an association or relationship between two phenomena

gross domestic product (GDP) per capita a measure of the strength of a country's economy per person

industrialisation the shift of a country's economy from one based primarily on agriculture to one based on manufacturing

exporting sending goods to another country for sale



▲ **Figure 9.16** The relationship between the percentage of a country's population that lives in urban areas and its GDP per capita

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ACTIVITY 9.5

Analysing the relationship between variables

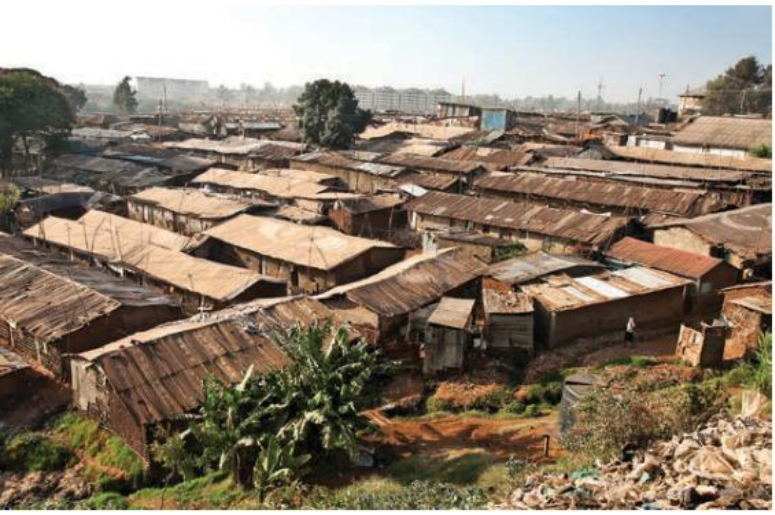
Visit the Gap Minder website. Click on the Tools tab.

1. Change the *x* (horizontal) and *y* (vertical) axes to match those in Figure 9.16.
2. Hover your mouse over the different circles to get the names of the different countries represented. **Identify** three countries with high levels of urban population and GDP per capita and three with low levels.
3. **Interpret** what this graph reveals about the relationship between urbanisation and a country's economy.
4. Change the *x* and *y* axes to other variables that you are interested in and **describe** their relationship.

Slums

Slums are informal settlements where residents do not have legal ownership of the land. They are usually located on the outskirts of cities and consist of densely packed and unstable housing that is built using scrap materials. They lack basic services such as piped water, sanitation, electricity and transport infrastructure. They are also unsafe and vulnerable to fire and flooding.

In African cities, 62 per cent of people live in slums and this number is expected to grow. Kibera, Kenya, is Africa's largest slum, home to an estimated 250 000 people. The average shack in this region is 12 square metres (a similar size to an average Australian bedroom). They are made of mud walls, dirt floors and a roof of corrugated metal sheets, and will often house a family of eight.



▲ **Figure 9.17** Kibera is the largest slum in Kenya, Africa.



▲ **Figure 9.18** Slums lack stable housing, piped water and sewerage systems.

CASE STUDY 9.1

Jakarta: a sinking city

Jakarta is home to more than 10 million people and has been the capital city of Indonesia since 1961. However, in 2019, President Joko Widodo announced that the capital would be relocated to a new city to be constructed in Kalimantan, Borneo. It is expected to be finished by 2024 and will cost more than US$33 billion.

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The reason for the move is because Jakarta is sinking. North Jakarta has already sunk 2.5 metres over the last decade, while the rest of Jakarta sinks between 3 and 15 centimetres each year. About half of Jakarta currently sits below sea level, leading to frequent flooding, while modelling has projected that 95 per cent of the city could be underwater by 2050. It is likely that flooding and sinking will also damage Jakarta's drainage, piping and sewerage systems, which will intensify these effects.

The main cause of the sinking is the unsustainable rate of **groundwater** extraction. Half of Jakarta's households do not have piped water and so residents rely on water that is pumped from the **natural aquifer** that is beneath the city. Once this water is removed, land above it sinks in its place. With population growth and urbanisation, the problem is worsening. Although government restrictions on groundwater extraction have lessened the impact, illegal extraction and a lack of alternatives mean that sinking has not stopped. Although the capital is moving, Jakarta will remain Indonesia's business and finance centre, with the government pledging to spend US$40 billion to upgrade its infrastructure.

groundwater water located below the Earth's surface

natural aquifer an underground layer of rock and other material containing groundwater



◄ **Figure 9.19** The proposed location of Indonesia's new capital city



◄ **Figure 9.20** Flooding has become a common occurrence and a part of daily life for Jakarta's residents.

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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 **Explain** the following terms:

- **a** Urban
- **b** Rural
- **c** Urbanisation
- **d** Population density
- **e** Natural population growth
- **f** Rural to urban migration
- **g** Slum.

2 **Describe** and **explain** the two main causes of urbanisation.

3 **Identify** at least three positive and three negative consequences of urbanisation.

Interpret

4 Using information throughout this chapter, **explain** the future of urbanisation by writing two statements.

5 **Explain** the link between urbanisation and natural population growth.

6 **Explain** the relationship between urbanisation and gross domestic product per capita.

7 **Compare** the life in one of the urban areas discussed in this chapter with your life.

Argue

8 'Urbanisation always has positive consequences for local populations.' **Evaluate** this statement and **discuss** the extent to which you agree with it. **Organise** your arguments by referring to specific examples.

9 **Propose** an example demonstrating how poor land management in urban areas can have negative consequences.



▲ **Figure 9.21** Thousands of people evacuated Jakarta's central business district during a large flood in 2013.

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9.2 Urban concentrations and settlement patterns

FOCUS QUESTIONS

- What are the consequences of different urban concentrations?
- How do urban settlement patterns vary and what impacts does this have?

Although global trends show that the proportion of people living in urban areas is increasing, the extent of this growth, the sizes of the urban areas and ways that they are arranged vary significantly. In this section we will explore the consequences of various urban concentrations and settlement patterns and compare urban environments in Australia and the United States.

What is urban concentration?

Urban concentration is defined as the proportion of a country's population living in large cities. This can be difficult to measure since there is no specific definition for what a large city is. However, contrasting examples can help us to understand this concept. Ninety per cent of Argentina's population lives in urban areas. Thirty-five per cent of its 45 million people live in its three largest cities. Buenos Aires is Argentina's largest city with 13 million people. Since a large proportion of Argentina's population live in three large cities, it is considered to have a high urban concentration. On the other hand, although 98 per cent of Belgium's population lives in urban areas, its most populous city, Antwerp, has only half a million people. Belgium's population is very evenly spread over many small cities. Therefore, although it has a large urban population, it has a low urban concentration.

urban concentration the proportion of a country's population living in large cities

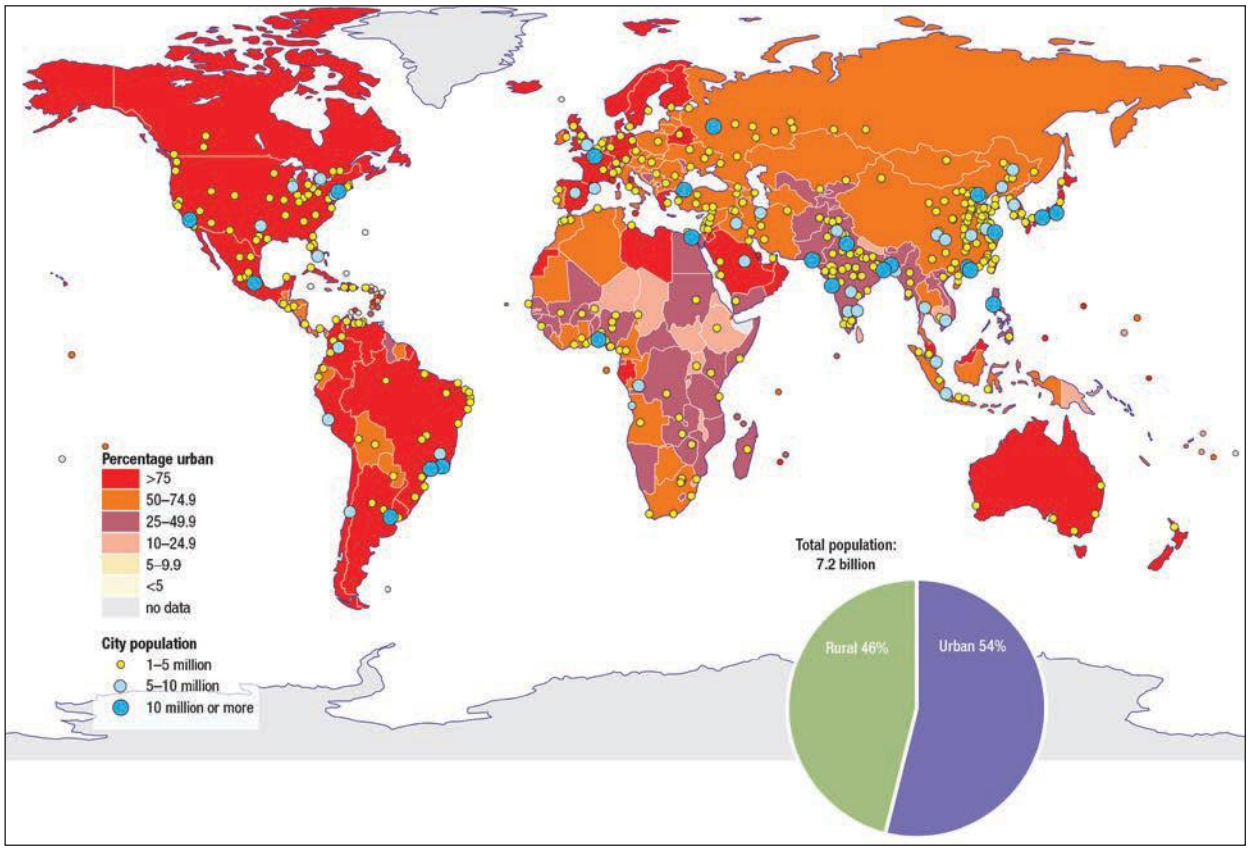


▲ **Figure 9.22** Buenos Aires in Argentina (top) and Antwerp in Belgium (bottom)

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The spatial distribution of urban populations

Geographers use maps to analyse the distribution of phenomena in space. In this context, space refers to spatial, and distribution refers to the way in which things are arranged. By analysing the spatial distribution of phenomena, geographers are able to find patterns. Figure 9.23 shows both the spatial distribution of urban populations and of large cities of varying sizes. Together this can help us to get a better understanding of which countries have high and low urban concentrations.



▲ **Figure 9.23** The spatial distribution of countries with high and low urban populations and large cities, 2014

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 9.3

Describing spatial distribution using the PQE method

When describing the distribution of a phenomenon using a choropleth map, which is a thematic map showing interval data (generally using different shades of one colour), 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 for each of these.

Pattern: Give a general overview of the distribution.

- Is the overall distribution even or uneven?
- Where are areas that have a high or low amount? Provide some examples.

Quantification: Provide specific evidence to demonstrate the pattern. Use the legend and approximate areas using percentages.

- Roughly how much of the Earth has a high or low amount?
- What percentage of Africa has a high or low amount?
- How many European countries have this amount?

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Exception: Identify an example or several examples of specific places that do not fit your pattern.

- Where is there a place that has a high amount surrounded by places with a low amount?
- Where is a place that has a much higher or lower amount than anywhere else?

It is important not to give the reason for the distribution unless you are asked to suggest one. This information is not provided in the maps and would require additional research.

Refer to Figure 9.23.

1 **Describe** the spatial distribution of countries that have more than 75 per cent of their populations living in urban areas.
2 **Identify** countries that have both a high urban percentage and contain large cities of at least one million people. These are countries that are likely to have a high urban concentration.
3 **Synthesise** the data provided to decide whether or not there appears to be a link between countries that are highly urbanised and countries that contain large cities. **Explain** the reasons for your decision.

Megacities: high urban concentrations

A megacity is a very large city with a population of more than 10 million people. New York was the world's first megacity, reaching 10 million people in the 1930s. By 2020 there were 34 megacities across the world and another six are likely to reach 10 million by 2030. The data in Table 9.4 shows that megacities vary considerably in size but also with the percentage of the population that they contain. Megacities also vary in the rate at which they are growing and the wealth of the countries in which they are found. Large megacities located in poorer regions face enormous management challenges including:

- Heavy traffic congestion
- Poor air quality
- Inadequate housing and sprawling slums
- Poverty
- Unemployment
- Pollution and insufficient waste management
- Overcrowded public transport
- **Food insecurity**
- Crime, violence and substance abuse.

food insecurity unreliable access to a sufficient amount of affordable and nutritious food

▼ **Figure 9.24** Lima is the capital of Peru and contains more than 30 per cent of the country's population.



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landfill the disposal of waste by burying it in the ground

Waste management in São Paulo, Brazil, is an increasingly difficult problem to manage. **Landfill** sites are filling, meaning waste must be transported up to 30 kilometres for disposal. This is significant, considering the city produces over 16 000 tonnes of waste each day! Improper disposal of waste is polluting local waterways, contaminating soil and increasing air pollution, all of which are affecting the health of São Paulo's 21.7 million residents.



▲ **Figure 9.25** Waste management is one of São Paulo's biggest management challenges.



▲ **Figure 9.26** Overcrowded trains are a daily reality in Mumbai, India.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 9.4

Representing data on a thematic map

Geographers use maps to represent information spatially. This can highlight trends and reveal connections between the physical and human environments. Thematic maps are used to represent a specific theme or subject area such as the location of megacities.

See the Interactive Textbook for a guide on using BOLTSS in Geography

1 Using the data in Table 9.4 and a blank map of the world, **create** a thematic map showing the location of megacities. Represent megacities using symbols that are different colours or sizes to represent different populations. Proportional circles are commonly used to represent and quantify populations with larger circles indicating larger populations. Figure 9.23 is an example of this method. Ensure that your map contains all of the BOLTSS mapping conventions: border, orientation, legend, title, source and scale.

2 Using your map, **describe** the global distribution of megacities using the PQE method (see Developing geographic concepts and skills 9.3).

3 Based on this distribution, **propose** three factors that determine where megacities are located.

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TABLE 9.4 Megacities across the world in 2020

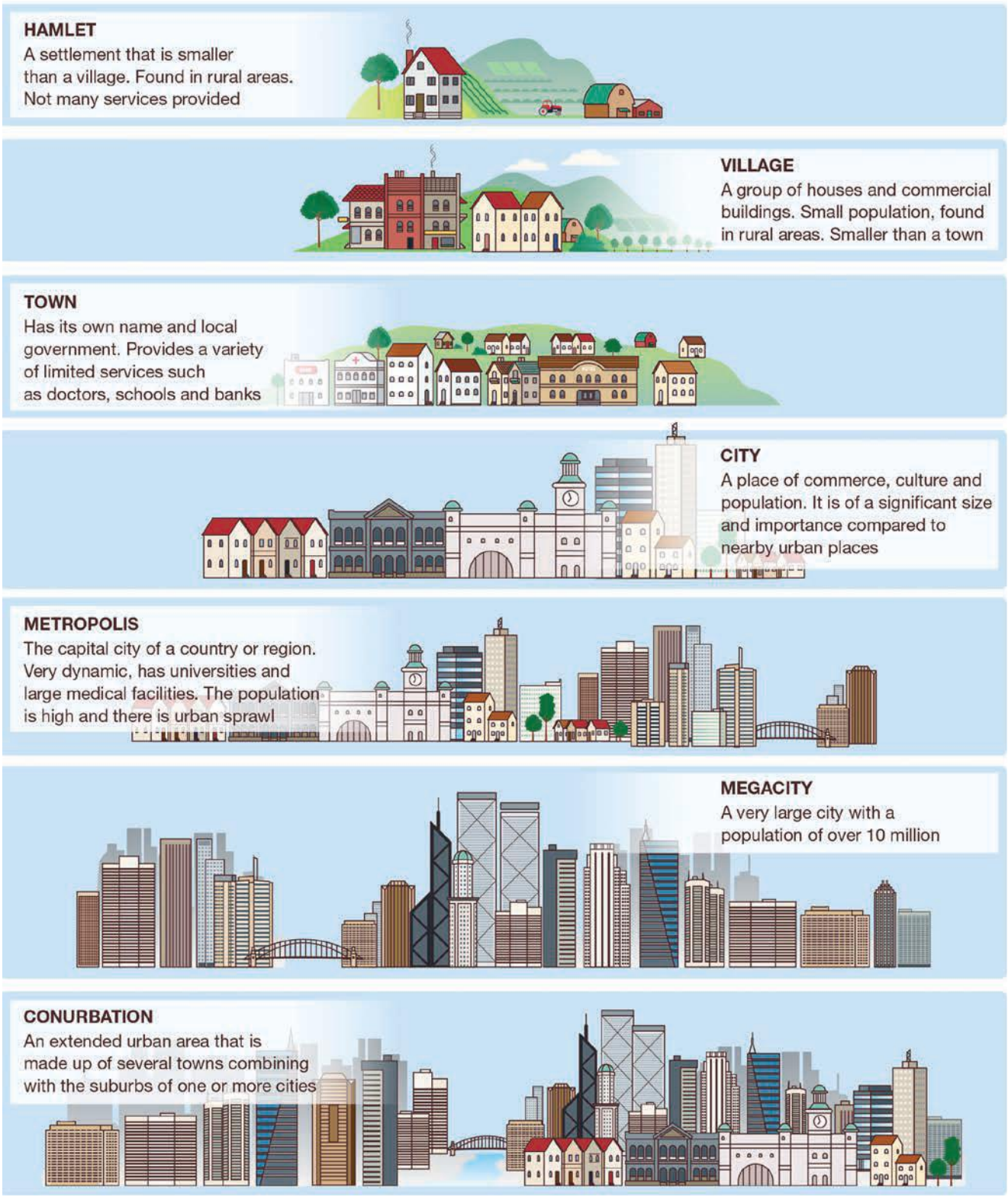
Megacity	Country	Population (million)	% of country's population
Hyderabad	India	10.0	0.7
Bangkok	Thailand	10.5	15
Lima	Peru	10.7	32.5
Jakarta	Indonesia	10.8	3.9
Madras	India	11.0	0.8
Bogotá	Colombia	11.0	21.6
Paris	France	11.0	16.8
Bangalore	India	12.3	0.9
Shenzhen	China	12.3	0.8
Los Angeles	United States of America	12.4	3.7
Moscow	Russia	12.5	8.6
Lahore	Pakistan	12.6	5.7
Guangzhou	China	13.3	0.9
Rio de Janeiro	Brazil	13.4	6.3
Tianjin	China	13.6	0.9
Manila	Philippines	13.9	12.8
Kinshasa	Democratic Republic of Congo	14.3	16
Lagos	Nigeria	14.4	7
Calcutta	India	14.8	1
Buenos Aires	Argentina	15.2	33.6
Istanbul	Turkey	15.2	18
Chongqing	China	15.9	1.1
Karachi	Pakistan	16.1	7.3
New York	United States of America	18.8	5.7
Osaka	Japan	19.2	15.2
Mumbai	India	20.4	1.5
Beijing	China	20.5	1.4
Cairo	Egypt	20.9	20.4
Dhaka	Bangladesh	21.0	12.8
Mexico City	Mexico	21.8	16.9
São Paulo	Brazil	22.0	10.4
Shanghai	China	27.0	1.2
Delhi	India	30.3	2.2
Tokyo	Japan	37.4	29.6

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What are urban settlement patterns?

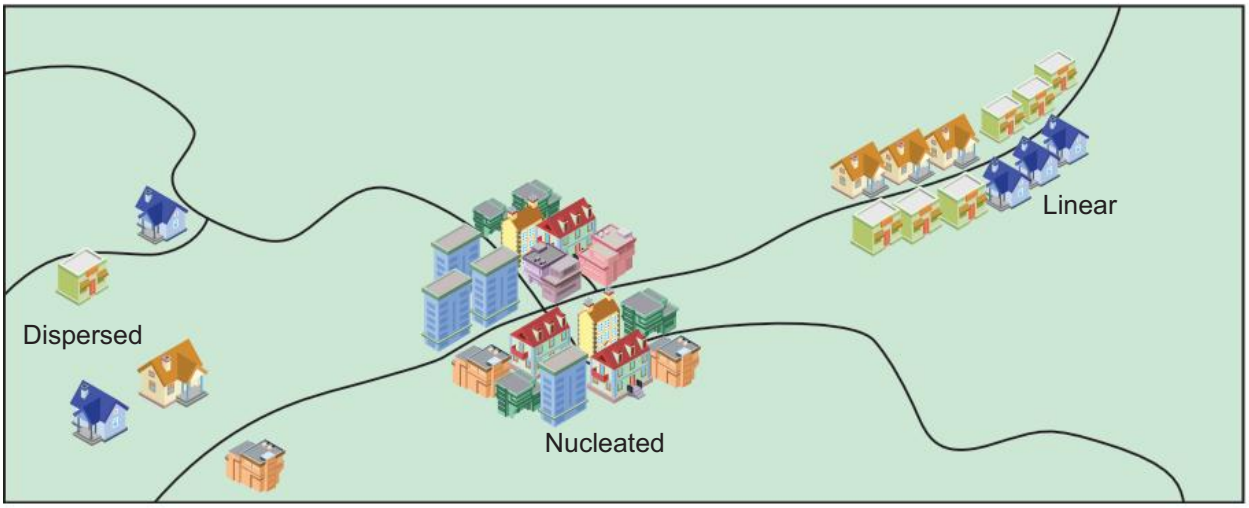
conurbation a city area containing a large number of people, formed by various towns growing and joining together

Urban settlements vary based on their scale. Figure 9.27 shows the variation in settlement size from a hamlet or village within a rural area through to large urban **conurbations** where a number of cities or towns have merged to form one interconnected and continuous urban environment. China contains three main conurbations. The Yangtze River Delta is home to 150 million people and encompasses cities such as Shanghai, Nanjing, Hangzhou and Ningbo. Urban settlement patterns refer to the ways in which different kinds of urban environments are spatially distributed or arranged. These are summarised in Figure 9.28 and Table 9.5.



▲ **Figure 9.27** Different types of urban settlements

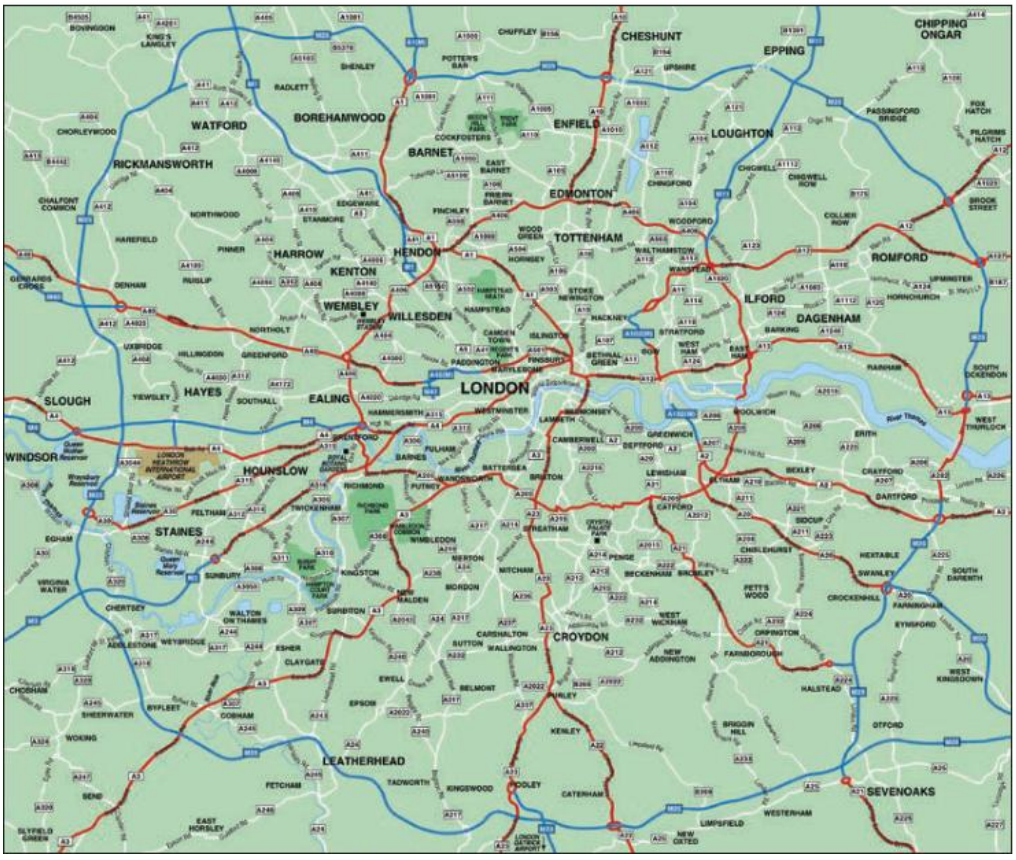
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▲ **Figure 9.28** The layout of different settlement patterns

TABLE 9.5 A description of three common settlement patterns

Urban settlement pattern	Description	Example
Dispersed	Urban areas that are evenly spread out across a region	Large cities containing several industrial and commercial centres or towns dotted across a rural landscape
Nucleated	Urban areas that spread out in all directions from a central point	Residential suburbs and industrial zones spreading out from a **central business district**
Linear	Urban areas that are arranged roughly in a straight line	Cities or towns built along features such as a river, coastline, mountain range or major highway



central business district (CBD) the main business and commercial centre of a city

satellite cities smaller cities or towns that are next to major cities

◄ **Figure 9.29** London spreads out from the city centre into the surrounding metropolitan region and into **satellite cities** in surrounding regions. Please note that you can zoom in on this map in the digital versions of this book.

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ACTIVITY 9.6

Describing settlement patterns

Select an urban settlement in Australia or a country of your choice. **Use** Google Earth or Google Maps to get a satellite image of this place and **use** it to **examine** its urban settlement pattern.

working class people working in labour or industrial work, often for lower wages

rural–urban fringe the border between rural and urban environments on the outskirts of a city

City designs often follow similar distribution patterns. Models are used in geography to outline patterns that apply to several different areas. The Burgess model (Table 9.6) and Hoyt model (Table 9.7) demonstrate common urban settlement patterns found throughout the world. As with all models, while many cities follow these patterns, there are several that do not.

TABLE 9.6 The Burgess model, also known as the Concentric Zone model, was developed by Ernest Burgess in 1925

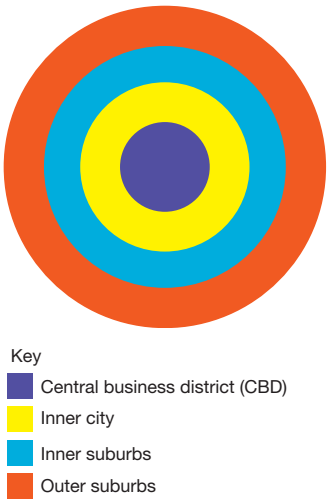
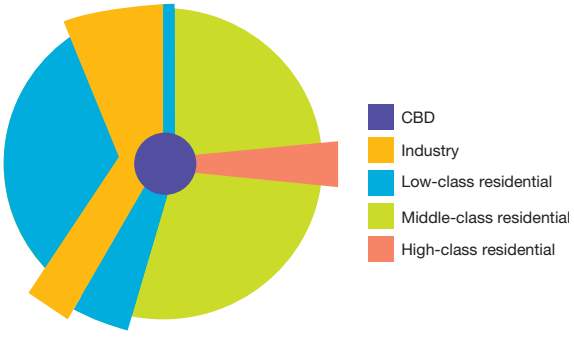
Burgess model	Zones
	**CBD:** the commercial and business centre of a city, located in the middle of the urban settlement
	Inner city: historically this zone contained dense housing for the **working class** such as terraced housing (Figure 9.30). These areas are now highly sought after and are often the location of high-rise apartment buildings
	Inner suburbs: less dense housing on larger blocks of land. Due to the way cities spread outwards, suburbs closer to the CBD are generally older than those further out
	Outer suburbs: this zone is on the outskirts and includes areas on the **rural–urban fringe**. Land is generally cheaper because of the distance from the CBD

TABLE 9.7 The Hoyt model, also known as the Sector model, was developed by Homer Hoyt in 1939

Hoyt model	Zones
	**CBD:** the commercial and business centre of a city, located in the middle of the urban settlement
	Industry: factories and major transport links such as railway lines and major roads to facilitate various industries
	Residential: different zones of residential with the lower-class workers located near the industrial zone and the upper class located in cleaner, quieter zones in larger blocks

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▲ **Figure 9.30** High-density terraced houses, such as in Ealing, house London's working class.



▲ **Figure 9.31** Satellite imagery can be used to view urban land uses. This satellite image of Hobart shows a range of land uses including industrial, commercial, residential and natural forested mountains.

ACTIVITY 9.7

Comparing models of urban design

1 **Create** a table to list the advantages and disadvantages that you think might arise from cities that are designed using models like the Burgess and Hoyt models.
2 Using Google Earth, search for a city such as Hobart. Inspect the land use starting from the CBD and moving outwards. Based on this information, **decide** whether your chosen city best fits the Burgess or Hoyt model.

How do urban areas grow?

There are two main contrasting ways that urban areas grow: urban sprawl and urban consolidation.

commute time the amount of time taken to travel to and from work

Urban sprawl: growing outwards

Urban sprawl is the unrestricted expansion of a city outwards. It involves an increase in the physical size of the cities, usually into surrounding farmland. Expansion is often rapid and is primarily low-density housing on large blocks. New suburbs often lack essential infrastructure such as train lines, and residents are therefore reliant mainly on cars. Residents often have to travel further to get to work or school, leading to traffic congestion and stresses relating to large **commute times**. Urban sprawl can also lead to a range of environmental impacts such as a loss of biodiversity if forested land is cleared for development.



▲ **Figure 9.32** Urban sprawl, such as in the suburbs surrounding Perth (WA), often leads to the creation of low-density housing estates.

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Urban consolidation: growing upwards

Urban consolidation is the opposite of urban sprawl. Instead of growing a city outwards, urban consolidation involves containing the growth within the existing city boundaries. It focuses on increasing the density of cities using higher-density houses and apartments. While urban consolidation does not impact the landscape surrounding a city, it can have both positive and negative impacts within a city. Increases in density can cause traffic congestion, yet there is often more access to public transport. Although many people dislike apartment living because of a lack of privacy and outdoor space, many prefer the convenience and lack of maintenance. Concentrating a population into a smaller area can allow more space surrounding a city for food production and nature conservation.



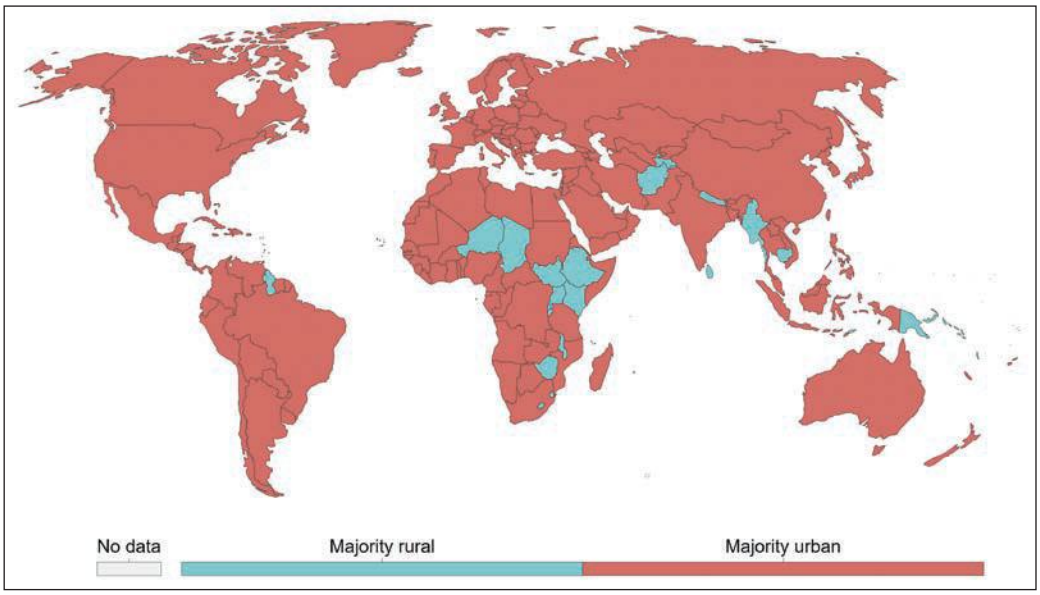
▲ **Figure 9.33** High-density living in Hong Kong allows space for the preservation of forests surrounding the city.



▲ **Figure 9.34** A satellite image of Hong Kong shows the contrasting land use between the dense urban areas and surrounding forest.

Urban environments in Australia

According to the Australian Bureau of Statistics, just over one-third of Australians lived in Australia's eight capital cities in 1901. That figure has now reached approximately two-thirds. Overall, more than 86 per cent of Australia's 25.7 million people lived in urban areas in 2020. This ranks it in the top 30 most urbanised countries in the world. Figure 9.35 shows whether the majority of each continent consists of rural or urban populations. Five Australian cities have a population of more than a million people, while another 13 have populations of over 100 000.



▲ **Figure 9.35** Breakdown of global population as being majority rural or urban

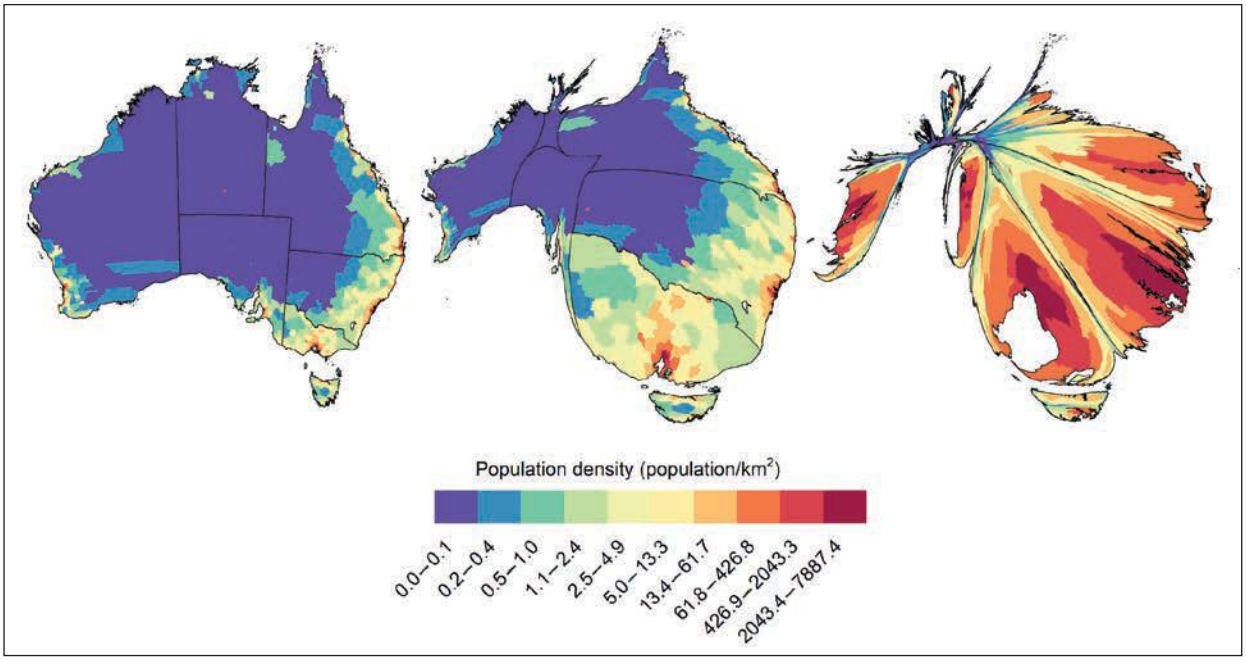
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TABLE 9.8 The population of Australian cities containing more than 100 000 based on the 2016 census

City	Population
Sydney	4 321 535
Melbourne	4 196 198
Brisbane	2 054 614
Perth	1 874 578
Adelaide	1 165 632
Gold Coast	540 559
Canberra	322 278
Newcastle	395 790
Central Coast	307 742
Wollongong	243 377
Sunshine Coast	261 896
Hobart	157 104
Townsville	178 009
Geelong	168 729
Cairns	144 730
Darwin	100 032
Toowoomba	118 456
Ballarat	103 481

Cartograms

A cartogram is a value-area map that visualises a data theme. It allows the data to warp or expand to show visually the geographic size of the data in relation to its distribution.



▲ **Figure 9.36** These maps show 2016 Australian populations. The first is a standard map, and the second two are cartogram maps. These are distorted to show areas with higher population densities as larger areas, according to state (middle) or local government areas (right).

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Interesting fact

Australia's urban areas cover less than 0.5 per cent of the total available land on the continent.

Urban sprawl: the Great Australian Dream

Urban sprawl has been a major part of Australia's urban development since the 1950s. During this period, the 'Great Australian Dream' was to own a **detached house** on a quarter-acre block (1000 square metres) with a backyard, clothes line, lemon tree and barbeque. Land surrounding cities was sold for development and urban boundaries expanded. By the 1990s, urban planners began to realise that infinite urban sprawl was not possible and it certainly wasn't sustainable. This led to government policies that focused on re-populating the inner and middle suburban areas with **subdivision** of house blocks, **dual occupancy**, smaller block sizes and high-rise apartments.

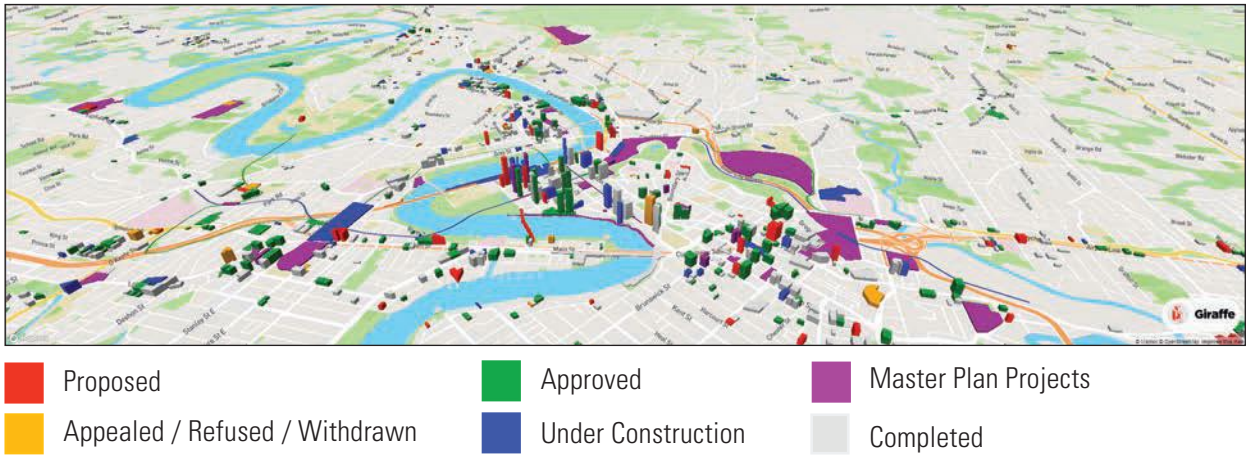
detached house a house that stands alone and is not joined to any other house

subdivision the division of a block of land into smaller pieces for development

dual occupancy a type of development where two dwellings are built on a single block of land

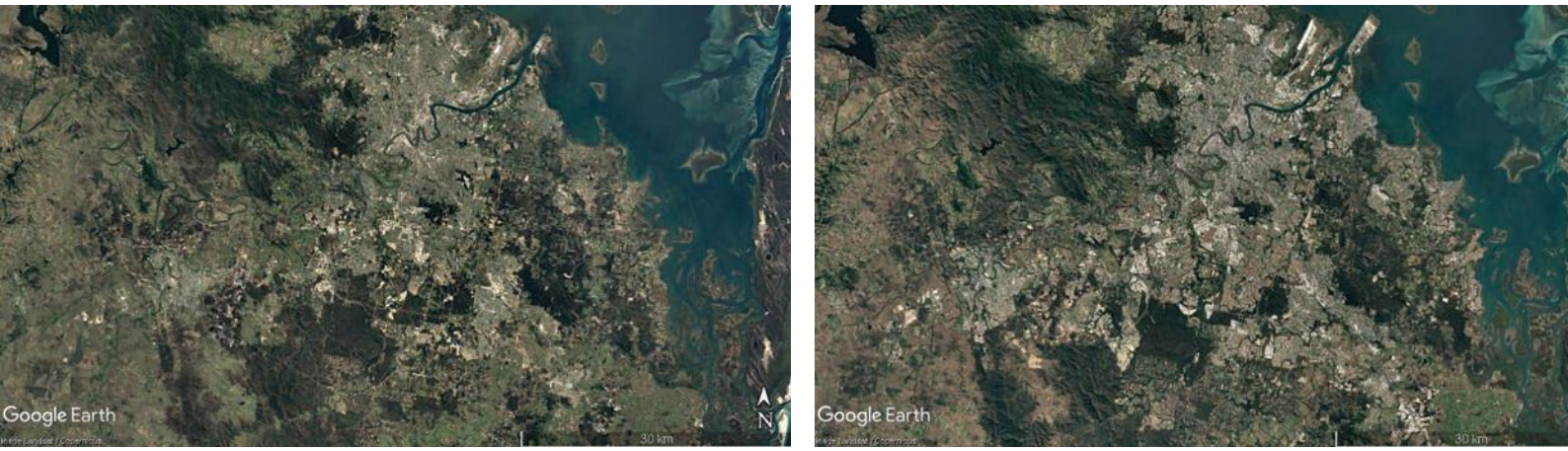
South East Queensland is expected to grow by over two million people by 2050. Most of this growth will occur in the long narrow strip of land between Noosa and the Gold Coast known as the '200 km city'. Accommodating this growth will involve a mix of urban sprawl and urban consolidation within the existing urban boundary. Growth is currently occurring in places such as Ipswich to the southwest of Brisbane and Caboolture to the north in what was previously agricultural land. Many people living on these outskirts of Brisbane are facing a range of impacts including a reliance on cars due to inadequate public transport, traffic congestion and related mental and physical health risks.

One solution to reduce urban sprawl is high-rise development within existing urban areas. This has occurred in places like Woolloongabba in Brisbane's inner south. However, these sorts of developments are often met with criticism due to their inappropriate locations. For example, high-rise apartment buildings constructed in quiet neighbourhoods lead to an instant increase in local population density and an associated increase in demand for services such as public transport, parks, medical facilities and schools. Fitzgibbon Chase in Brisbane's north is an example of a more sustainable approach, developing a mix of houses, town houses and units with ample green space and access to public transport.



▲ **Figure 9.37** The Brisbane Development Map is an online digital map showing current and future development projects within Brisbane.

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▲ **Figure 9.38** Brisbane has continued to both sprawl outwards and increase in density between 1984 (left) and 2020 (right).

ACTIVITY 9.8

Urban development in South East Queensland

1 Visit the Development Brisbane website to access the interactive development map.
- **a** **Describe** the distribution of current and future development projects across Brisbane.
- **b** Click on some of the buildings to see images of the designs for future development projects. **Consider** whether or not the intended developments are appropriate for their location and **propose** some associated positive and negative impacts. In your response, refer to specific locations and projects.

2 Refer to Figure 9.38 or Google Earth. **Describe** how Brisbane has changed between 1984 and 2020. In your description, **consider**:
- **a** The directions and locations in which Brisbane has grown
- **b** The extent of Brisbane's growth (using the linear scale)
- **c** The names of some of the specific suburbs that have grown or new suburbs that have been created.

3 Using Google Earth, visit another location in South East Queensland such as Noosa or the Gold Coast and **compare** the extent of its urban development with Brisbane's.

4 Using your knowledge or urban settlement patterns and models, **propose** a contemporary urban design solution to South East Queensland's 200 km city and present it to your class. In your proposal, **demonstrate** the ways your design will manage environmental, economic and social challenges.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 9.5

Using a geographic information system (GIS)

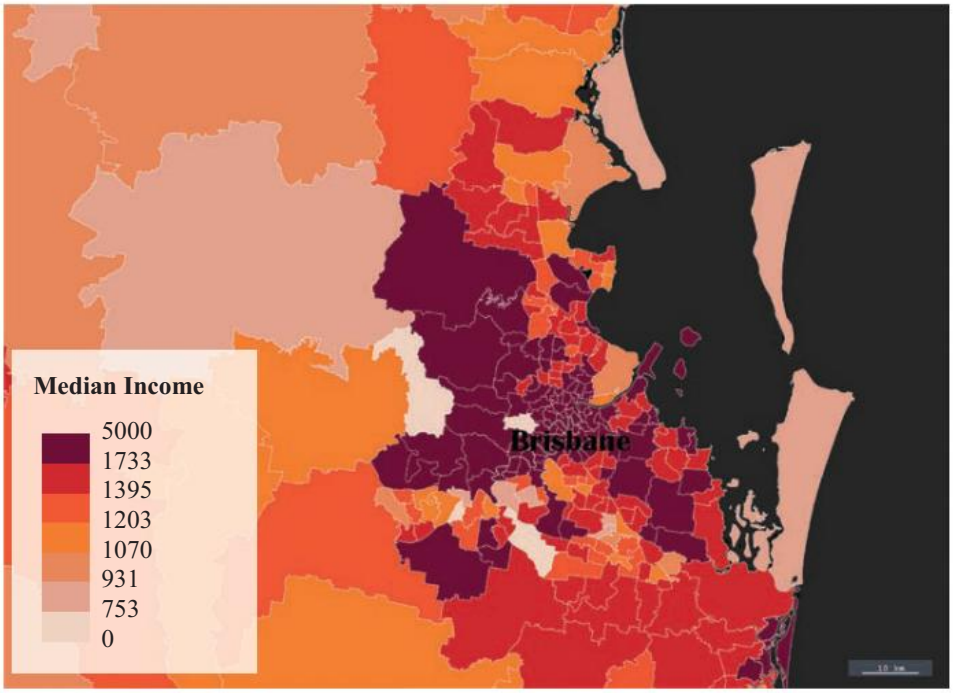
A geographic information system (GIS) is a form of spatial technology used to gather, manage and analyse spatial information such as census data. By organising the data in layers using interactive maps, geographers better understand the causes and impacts of processes such as urban sprawl. For example, Figure 9.39 shows spatial information gathered from a GIS representing the average income of people across Brisbane. Figure 9.40 shows the number of people who travel to work using just a car across Brisbane.

»

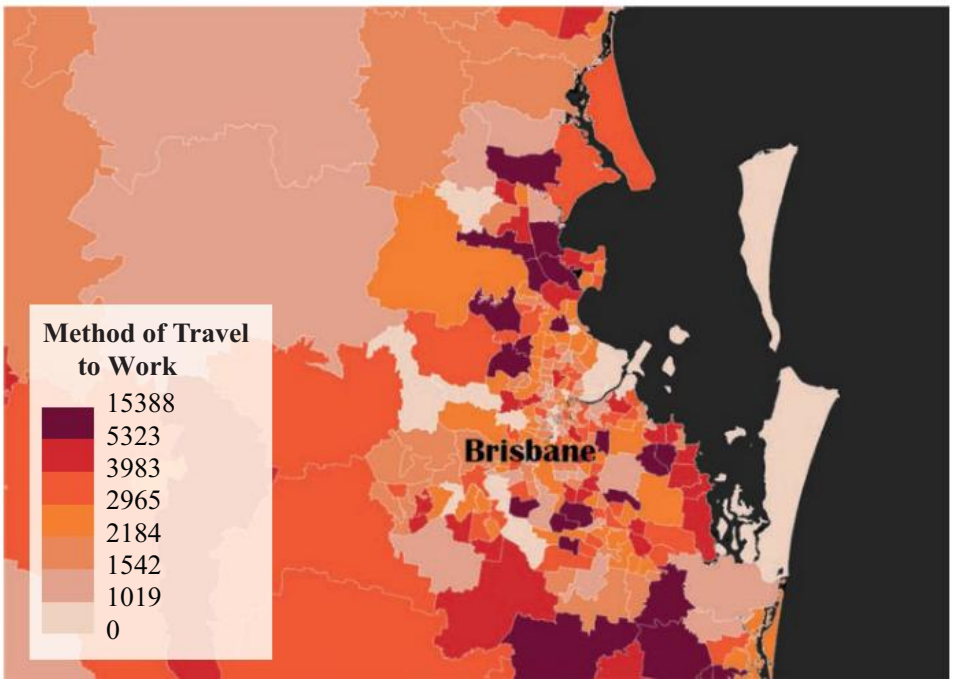
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Follow these steps to compare the characteristics of Brisbane's inner and outer suburbs:

1. Visit the NationalMap website.
2. Click on 'Add Data'.
3. Select 'National Datasets', 'Social and Economic' and 'Census', and then select any of the categories that you are interested in.
4. When you have selected the data you want, click on 'Add to the map'.
5. Depending on the data set, you might get an option to change the Region Type. If so, Statistical Area Level 2 will give you the clearest results.



▲ **Figure 9.39** The distribution of average total weekly income per family in the Brisbane area. Darker colours indicate higher incomes.



▲ **Figure 9.40** The distribution of people who travel to work by car based on census data in the Brisbane area. Darker colours indicate more people travelling to work by car.

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ACTIVITY 9.9

Analysing data using a GIS

1 a **Analyse** the data in Figure 9.39 and Figure 9.40 and use this information to **evaluate** the following stereotypes of urban development:
- Housing prices are cheaper in the outer suburbs and are therefore more attractive to lower-income families
- Outer suburbs lack access to public transport and residents are therefore reliant on cars.

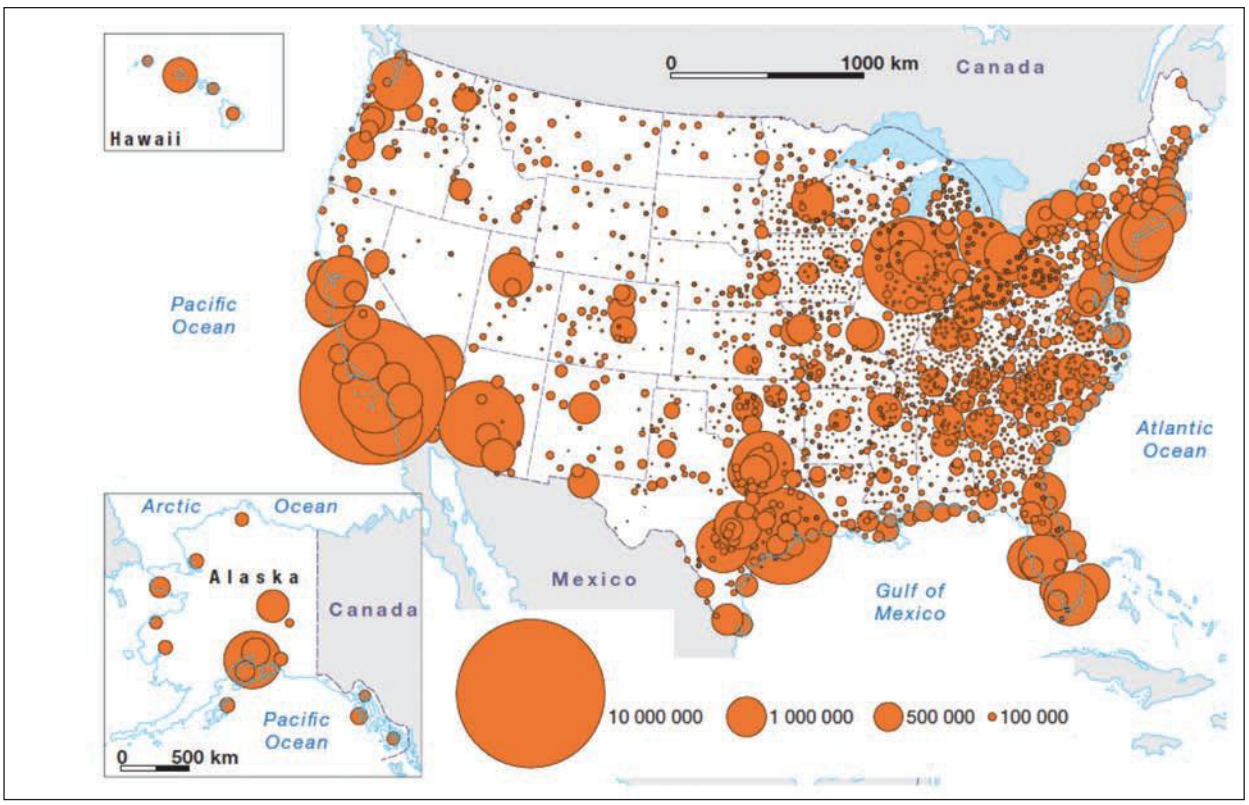
b **Propose** additional information that could be used as evidence to help answer part a.

2 Write your own research questions about the differences in the characteristics of Brisbane's inner and outer suburbs based on the data available. Swap with a classmate and answer each other's questions using the spatial information within the NationalMap GIS.

3 **Evaluate** the usefulness of a GIS such as NationalMap in analysing the impacts of urban development. **Consider** the ease of use and the effectiveness and reliability of the data available.

Urban environments in the United States

In 1920, the number of Americans living in cities surpassed the number living in rural areas for the first time. In 2020, nearly 83 per cent of the United States' 327.4 million people lived in urban areas. This number is increasing as large cities in particular continue to grow. Figure 9.41 shows the distribution of the US population organised by size. In this map, there only appears to be one city of more than 10 million people and several that are not much larger than one million. However, many of these cities are now conurbations that make up one interconnected and continuous urban environment. The populations of some of these conurbations are listed in Table 9.9.



▲ **Figure 9.41** The spatial distribution of the United States' population, 2019

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TABLE 9.9 The population of the largest 20 urban areas in the United States in 2020 (estimates) and in 2010 (from census data)

Metropolitan area	Population in 2020 (estimate in millions)	Population in 2010 (in millions)
New York City	19.12	18.9
Los Angeles	13.10	12.83
Chicago	9.41	9.46
Dallas-Fort Worth	7.69	6.37
Houston	7.15	5.92
Washington-Baltimore	6.32	5.65
Miami	6.17	5.56
Philadelphia	6.11	5.96
Atlanta	6.09	5.29
Phoenix	5.06	4.19
Boston	4.88	4.55
San Francisco	4.70	4.33
San Bernardino	4.68	4.22
Detroit	4.30	4.30
Seattle	4.02	3.44
Minneapolis	3.66	3.35
San Diego	3.33	3.10
Tampa	3.24	2.78
Denver	2.99	2.54
St. Louis	2.80	2.79

Urban sprawl in the United States

Many cities in the United States have also sprawled outwards in a similar way to Australian cities. Table 9.10 lists the 10 most compact and 10 most sprawled cities in the United States. The rapid increase in car ownership and cheap oil prices following World War II was one of the primary factors leading to this growth. The economic cost of the US urban sprawl is significant. This includes costs based on the construction of complex road networks (see Figure 9.42), services such as sewerage and healthcare costs associated with an unhealthier population. A difficult value to measure is the amount of lost profit from having so many workers stuck in traffic each day.

Los Angeles is one of the most infamous examples of urban sprawl in the world. Although it has a very large medium-density urban area, unlike New York it does not have a high-density centre. Until recently, Los Angeles did not have an adequate train network. Even today, just over 1 per cent of all daily trips use the train network. Residents rely on cars and they spend an average of 64 minutes in traffic each day.

Interesting fact

It has been estimated that urban sprawl costs the US economy more than US$1 trillion each year!

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TABLE 9.10 A list of the 10 most compact and most sprawled cities in the United States in 2020

Most compact cities	Most sprawled cities
New York City	Hickory
San Francisco	Atlanta
Atlantic City	Clarksville
Santa Barbara	Prescott
Champaign	Nashville
Santa Cruz	Baton Rouge
Trenton	San Bernadino
Miami	Greenville
Springfield	Augusta
Santa Ana	Kingsport

ACTIVITY 9.10

Comparing population densities of US cities

Refer to Table 9.10.

1. Research online to **investigate** the size and population of each of the cities listed and **organise** this data using a table.
2. Divide each population by its size to **calculate** each city's population density.
3. **Compare** the densities of compact and sprawled cities and **justify** whether or not there is a significant difference.
4. **Apply** the same technique to **compare** the density of these American cities with several Australian cities such as Brisbane, Melbourne and Hobart.

▼ **Figure 9.42** Traffic at the Los Angeles freeway interchange



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▲ **Figure 9.43** Central Park, Manhattan

New York City: the city that never sleeps

With more than 8.2 million people in 2020, New York City is the largest city by population in the United States. When including the surrounding metropolitan area, its population is nearly 20 million, which classifies it as a megacity. While New York is not the biggest city in the world, it does use the most energy in terms of electricity and fuel, even compared to the greater Tokyo metropolitan area, which has an extra 16 million people. However, New York is making efforts to improve its environmental sustainability by protecting the health of urban waterways, encouraging cycling as a form of sustainable transport, growing food locally in urban gardens including on rooftops and by building energy-efficient buildings. One of New York's unique features is Central Park, located in the middle of Manhattan (see Figure 9.43). It contains more than 18 000 trees and provides an important urban habitat for local wildlife, improves air and water quality, and encourages active lifestyles.

ACTIVITY 9.11

Using Google Earth Pro to explore and compare cities

1. Find the location of Central Park using Google Earth Pro.
2. Measure the size of Central Park using the ruler tool and **compare** it with the size of a park near your school.
3. **Investigate** the design of Adelaide and its urban parkland. **Consider** the similarities and differences between the layout of parkland in Adelaide and Manhattan.

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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 **Explain** the following terms:

a Urban concentration
b Megacity
c Landfill
d Urban settlement
e Conurbation.

2 **Explain** dispersed, nucleated and linear settlement patterns and provide an example of each.

3 **Describe** and **explain** the differences between the Burgess and Hoyt models of urban settlement.

4 **Explain** the advantages and disadvantages of urban sprawl and urban consolidation.

Interpret

5 With reference to an example, **explain** why a city might have a large urban population but a low urban concentration.

6 Rank three challenges facing megacities in order of the most severe to the least severe. **Justify** your decision.

7 While many cities show similarities to the Burgess and Hoyt models, many cities do not.**Create** a list of factors that might determine whether or not a city's urban development follows one of these models.

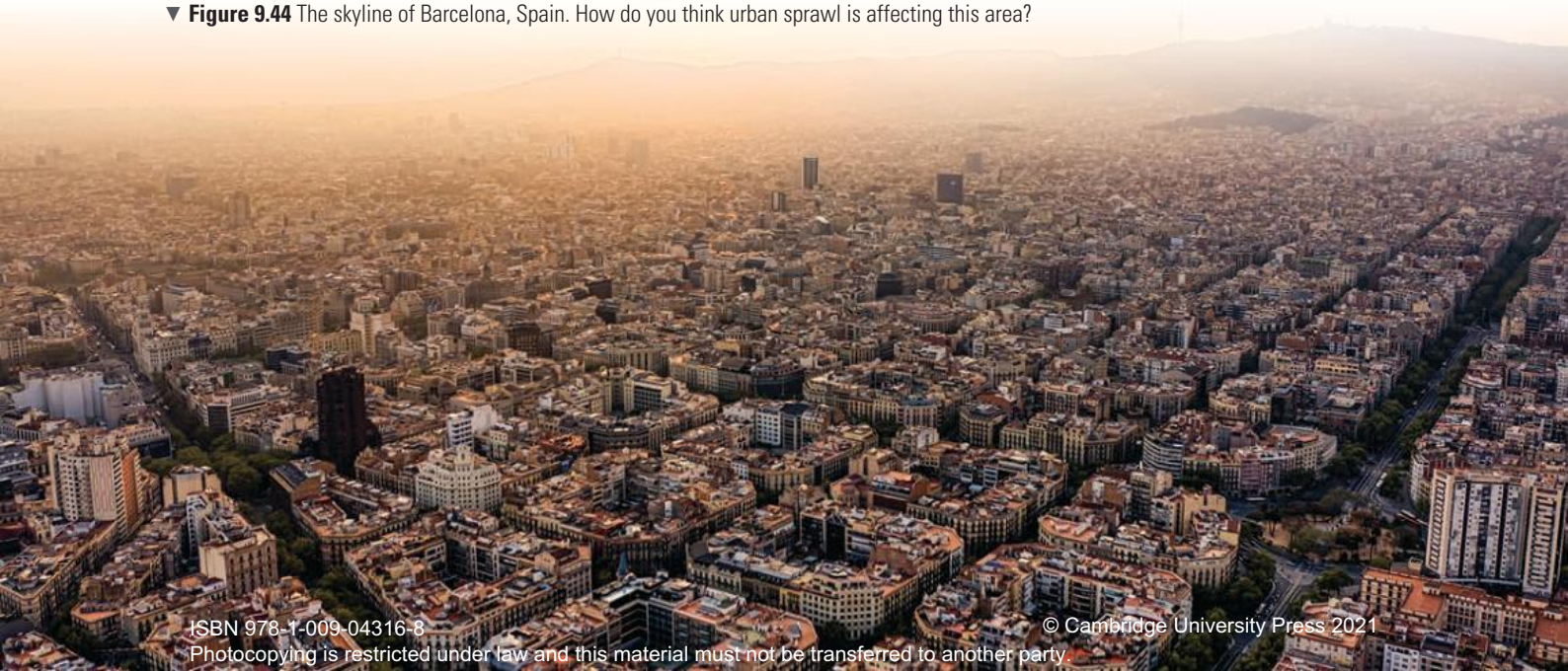
8 **Compare** the spatial distribution of Australia's and the United States' population.

Argue

9 Using Tables 9.8 and 9.9, **calculate** the percentage of Australians and Americans who are living in large urban areas. To do this, divide the population of each city by the total population of the entire country. Use this calculation to **determine** which country has a higher urban concentration.

10 'Urban sprawl is an essential part of urban growth and should be encouraged.' **Evaluate** this statement and apply examples from this chapter to **justify** your evaluation.

▼ **Figure 9.44** The skyline of Barcelona, Spain. How do you think urban sprawl is affecting this area?



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End-of-chapter assessment 9

1 Making thinking visible

Circle of viewpoints

Throughout this chapter you have been presented with many models and types of urban development. Choose one of these and discuss it from the viewpoint of either a resident, a worker in a government department or an urban developer. Consider the positive and negative impacts of this urban environment on your lifestyle.

- I am thinking of [state your model of development] from the point of view of [the viewpoint you've chosen].
- I think [describe the urban development from your chosen viewpoint].
- A question I have from this viewpoint is [ask a question from this viewpoint].

2 Research task

Select one of the cities discussed in this chapter or another of your choice and prepare a case study using research. The Atlas of Urban Expansion is a good website to start with. Use the following guidelines to organise your research.

- Where is your city located, how big is it, what is its population and population density?
- How fast is your city growing and what is its future projected population?
- Using Google Earth, find satellite images that demonstrate the growth of your city over time.
- What management challenges is your city currently facing?
- What strategies is your city implementing to try to overcome some of these challenges?

Develop additional research questions specific to your city and use these to form the subheadings for a presentation or report.

3 Extended-response question

'Urbanisation is unsustainable and leads to predominantly negative consequences.' **Evaluate** this statement and present an argument demonstrating the extent to which you agree with it. Present your findings using an appropriate method such as a written discussion, essay, or multimedia or oral presentation. Use examples from this chapter and your own research as evidence to strengthen your argument.

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4 Problem-solving task

Select one of the cities presented in this chapter, or another of your choice. **Design** a strategy to manage its urbanisation and urban development. **Consider** whether or not your strategy is economically, socially and environmentally sustainable or what the challenges might be in implementing your strategy. **Predict** the likely success of your strategy and propose a list of criteria that could be used to evaluate its success.



▲ **Figure 9.45** Rooftop vegetable gardens and bicycle couriers are two ways to improve environmental and social sustainability within cities.

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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CHAPTER 10

Please note that this chapter was written during the COVID-19 pandemic, and the extent of many of the long-term effects of the crisis were unknown at the time of publication.

Migration

Setting the scene: international migration and university students in Australia

Have you ever considered the possibility of studying at an overseas university when you finish school?

migration the change of residence by an individual or group within a country or between countries

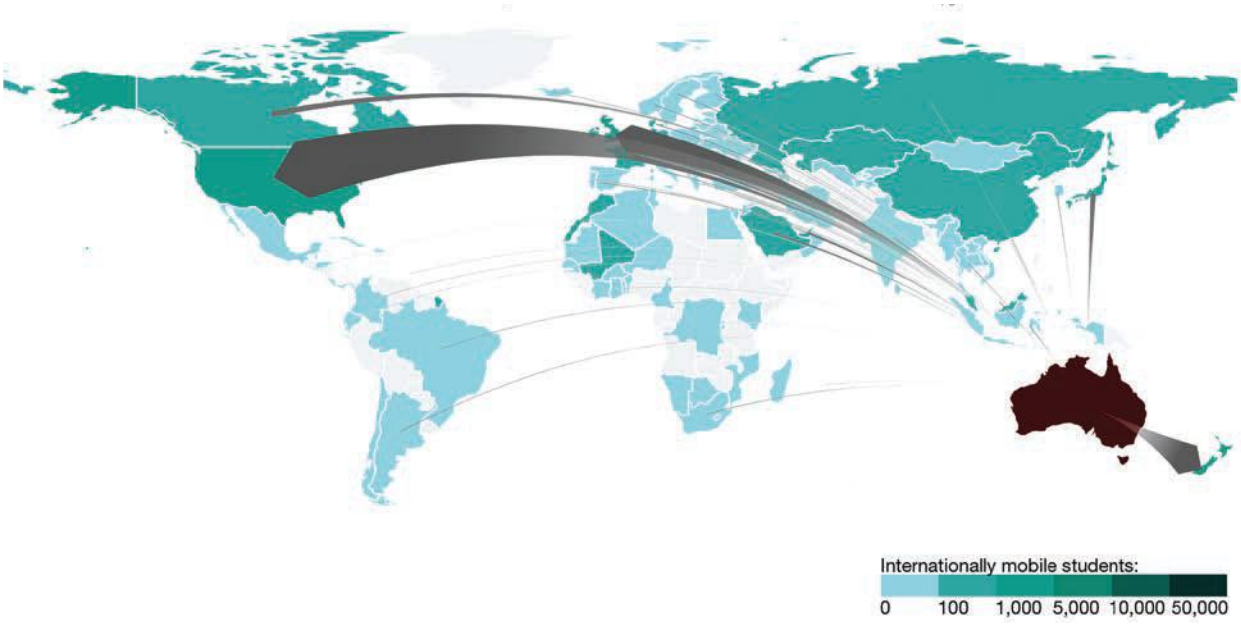
If you do, you'll be joining tens of thousands of other Australian university students studying abroad. Nearly one-quarter of all Australian students study overseas for part of their degree and around 50 000 were studying abroad during 2019. The top destinations are China, the United States, New Zealand, the United Kingdom, Italy and Japan. Even if you remain in Australia to attend university, you will still get the opportunity to experience overseas cultures. This is because more than 20 per cent of students attending Australian universities are from other countries. By the end of 2019, 442 000 international students were enrolled to study at Australian universities, an increase of 11 per cent from 2018. Around 28 per cent of these students came from China, 15 per cent from India, 7 per cent from Nepal and 4 per cent from both Brazil and Vietnam.

Due to the travel restrictions associated with the COVID-19 pandemic during 2020, the number of Australian students studying abroad dropped to almost zero. The number of international students studying in Australia dropped by eight per cent while one-quarter deferred their study. During 2020, it was projected that this would lead to a loss of $16 billion in revenue by 2023 and widespread job losses.

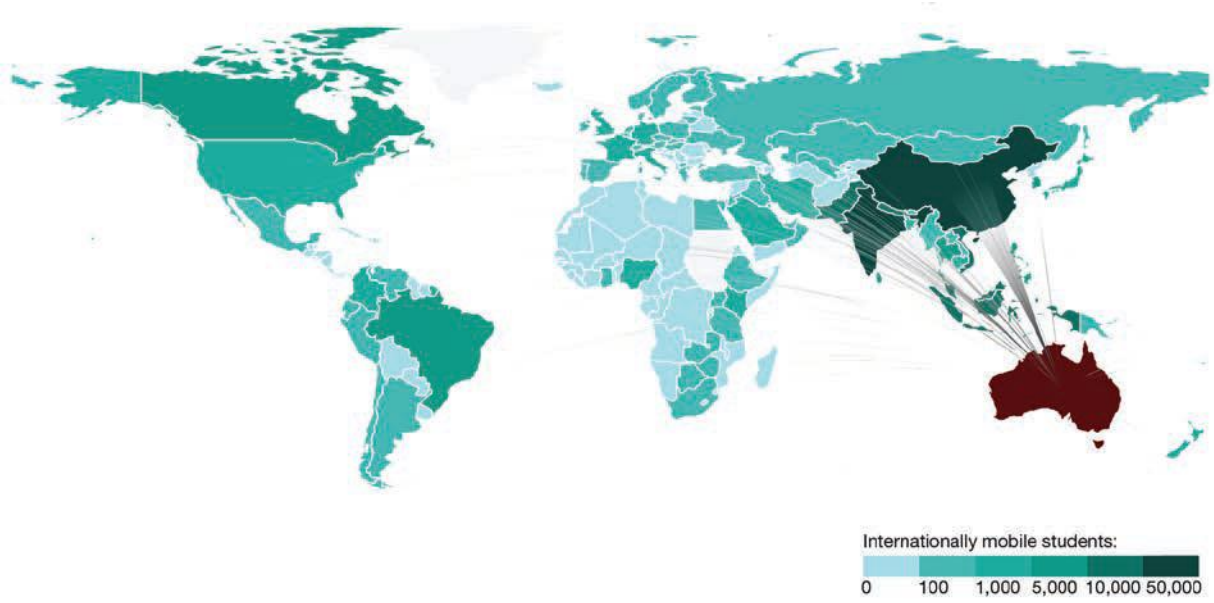
Moving overseas to study, also known as international education, is an example of international temporary **migration**. Migration refers to the movement of people. In this case the migration is temporary because these students will eventually return to their home country, and it is international because these people are moving to different countries. Figures 10.1 and 10.2 show the places where Australian students are migrating to, and where international students in Australia are migrating from. This movement creates a link between Australia and these other countries. In geography, we refer to these links as an interconnection.

Interconnections with other countries through international education lead to a range of social and economic impacts. For example, it has helped Australia to develop its unique and diverse culture, rich with a variety of foods, customs and languages. Personal and professional relationships built with international students help Australia to connect with the rest of the world, which can have lasting positive impacts on other industries such as tourism. International education is also a significant contributor to the Australian economy. During 2019, the industry generated $40.4 billion from university fees, rent, hospitality and income tax and supported 250 000 jobs. This makes education Australia's fourth largest export behind iron ore, coal and gas.

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▲ **Figure 10.1** The countries where Australian students usually choose to study



▲ **Figure 10.2** The countries where international students usually come from to study in Australia

Unfortunately, many international students face difficulties when they migrate. Language barriers and cultural differences can make it difficult for students to develop friendships. Many struggle to find appropriate and affordable student accommodation and end up living in inappropriate and even unsafe conditions. In what is often a desperate attempt to find part-time work while studying, many international students take on low-paid jobs with poor working conditions. Without an adequate understanding of local workplace laws, many are exploited in terms of their pay and hours. A study in 2017 found that a quarter of international students in Australia were earning less than $12 per hour, while another 43 per cent were earning less than $15, far below Australia's minimum wage.

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▲ **Figure 10.3** The students at the University of Melbourne are very diverse with nearly 40 per cent coming from outside of Australia.

MAKING THINKING VISIBLE 10.1

Think, pair, share

Consider answers to the following questions, discuss them with a partner, and share them with your classmates.

1 **Describe** what you think would be the main consideration when choosing a country to study in.
2 **Describe** what you think are the three main reasons why international students choose to study in Australia.
3 **Identify** the positive and negative impacts of international education and **compare** them. **Decide** whether the positive impacts outweigh the negative ones.

ACTIVITY 10.1

Reflecting on a crisis

As a class, **reflect on** how the COVID-19 crisis has affected the university sector in Australia. Undertake research to help answer the following questions.

1 **Identify** where most international students who migrate to Australia come from.
2 **Explain** what the international students in Australia did during the crisis.
3 **Describe** and **explain** the kinds of messages foreign governments gave to their citizens about studying in Australia.
4 **Explain** some of the short- and long-term impacts that the COVID-19 pandemic has had on the international education sector.

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Chapter overview

Introduction

Migration, along with births and deaths, determines changes to a population. This includes the number of people in a population, its average age and the way in which it is arranged within a country. International migration is the movement of people from one country to another; internal migration is movement within a country. This chapter explores a range of types of migration, various factors leading to migration, positive and negative impacts of migration and the management challenges stemming from migration.

Learning goals

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

- What is international migration?
- Why are migrants entering Australia and what effects is this having?
- What is internal migration?
- What impacts is internal migration having in Australia and China?
- What challenges does Australia face in managing its urban future?

Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts
- Evaluate sources for their reliability and usefulness and select, collect and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources
- Represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies
- Represent spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate
- Interpret geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationships
- Apply geographical concepts to draw conclusions based on the analysis of data and information collected
- Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate
- Reflect on your learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of your proposal.



▲ **Video**
Five interesting facts about migration

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10.1 International migration

FOCUS QUESTIONS

- What is international migration?
- Why are migrants entering Australia and what effects is this having?

What is international migration?

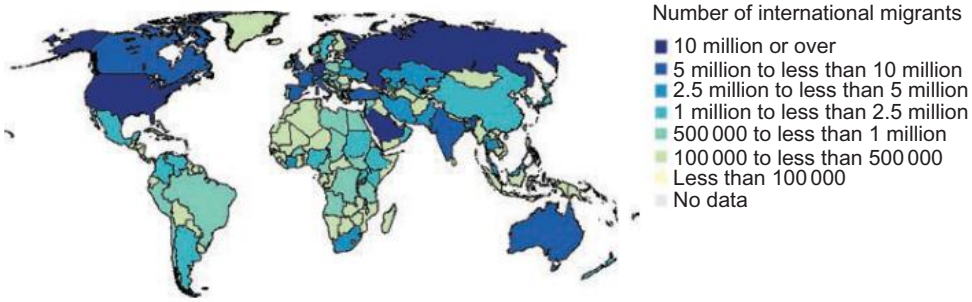
According to the United Nations, an international migrant is 'any person who lives temporarily or permanently in a country where he or she was not born, and has acquired some significant social ties to this country'. A migrant worker is an example of a temporary migrant. They might be working internationally for a fixed amount of time to fill a position that is in high demand, to earn money to send back home to their family or simply to enjoy a unique experience. Permanent migrants, on the other hand, move to a new country to live without any intention of moving back home again. This involves either gaining **citizenship** or being granted **permanent residency**.

citizenship the status of officially being a member of a country and having legal rights such as voting in elections

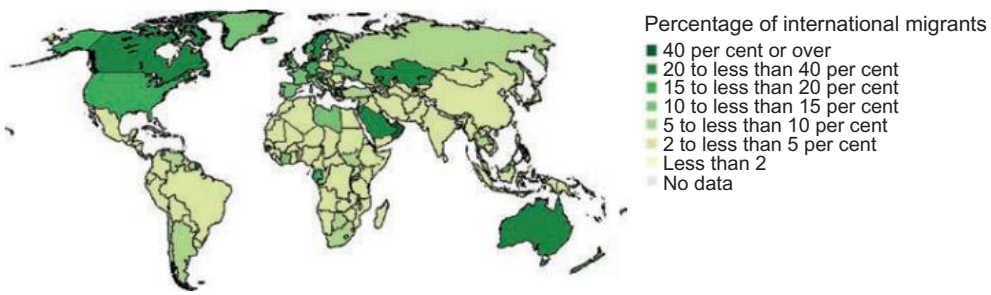
permanent residency having the right to live in a country for as long as you like without being a citizen

What are the origins and destinations of international migrants?

During 2019, there were an estimated 272 million international migrants living outside of their country of birth. This was 3.5 per cent of the global population. The number has risen from 173 million in 2000 (see Figure 10.6) and is projected to reach over 400 million by 2050. Figure 10.4 shows the number of international migrants living within each country. The global distribution is very uneven. Europe hosts the most with 82 million, while North America has 59 million. However, when considering the proportion of migrants compared to the entire population, Oceania ranks highest with 21.2 per cent and North America is second with 16 per cent. Figure 10.5 shows the distribution of countries based on what percentage of their population are migrants. Australia ranks among the highest at 29.7 per cent.

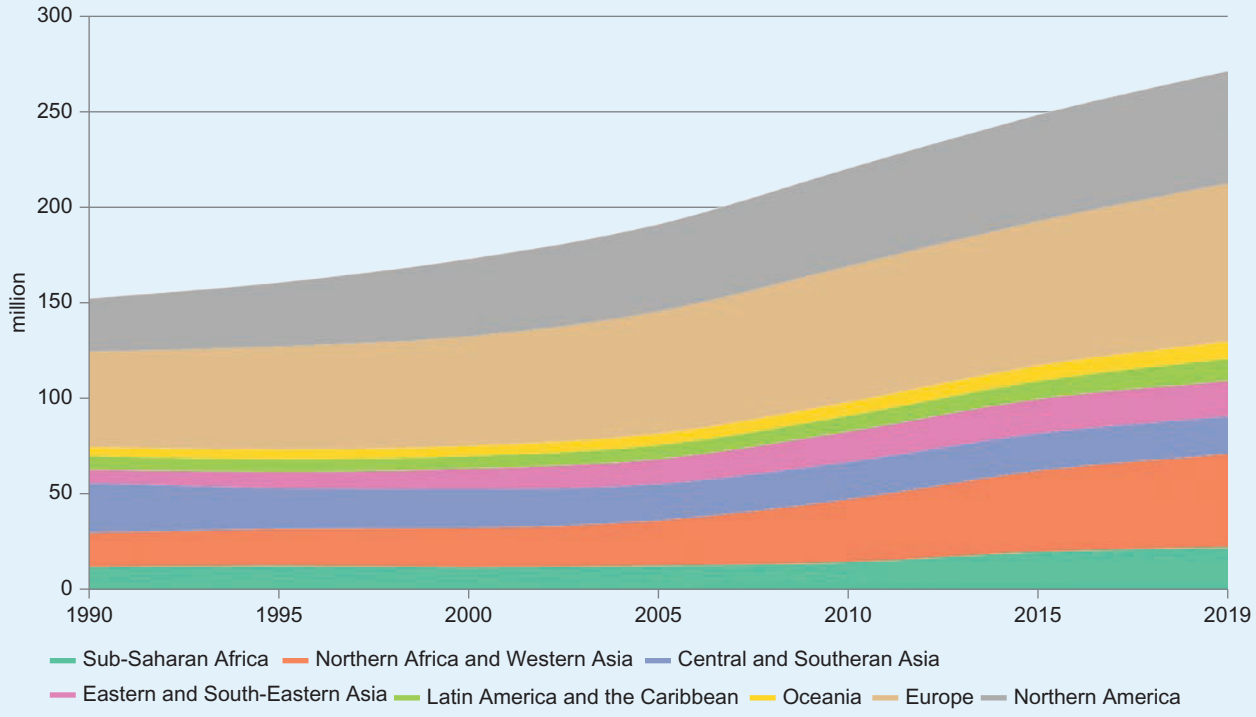


▲ **Figure 10.4** The global distribution of international migrants in 2019



▲ **Figure 10.5** The percentage of countries' populations that are made up of international migrants in 2019

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▲ **Figure 10.6** The change in the number of international migrants in eight world regions between 1990 and 2019

Interesting fact

In March 2020, Australia closed its borders to all non-citizens and non-residents. In 2020 (financial year), there were 7.4% fewer overseas migrant arrivals in Australia than in 2019, and 2% more overseas migrant departures than in 2019. The estimates for 2021 show a 93.4% decline in the number of overseas migrant arrivals in Australia when compared to the pre-COVID levels of 2019.In June 2021, the assumption was that the return of temporary and permanent migrants would resume from mid-2022.

As a class, discuss how these changes in migration numbers might have affected Australia.

ACTIVITY 10.2

Analysing migration data

1 Refer to Figure 10.4 and Figure 10.5.

- **a** **Identify** five countries that host a large number of international migrants.
- **b** **Identify** five countries in which migrants make up a large proportion of their population.
- **c** **Describe** the spatial association between the number of migrants in a country and the proportion of their population that are migrants.
- **d** **Propose** a reason for your answer to part c.

2 **a** **Analyse** Figure 10.6 and **describe** how the total number of migrants has changed over time.

- **b** **Identify** the region that has gained the most migrants since 1990.

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net overseas migration the difference between the numbers of immigrants and emigrants in a country

immigrant a migrant who comes to live in a different country

emigrant a migrant who leaves a country to live in a different country

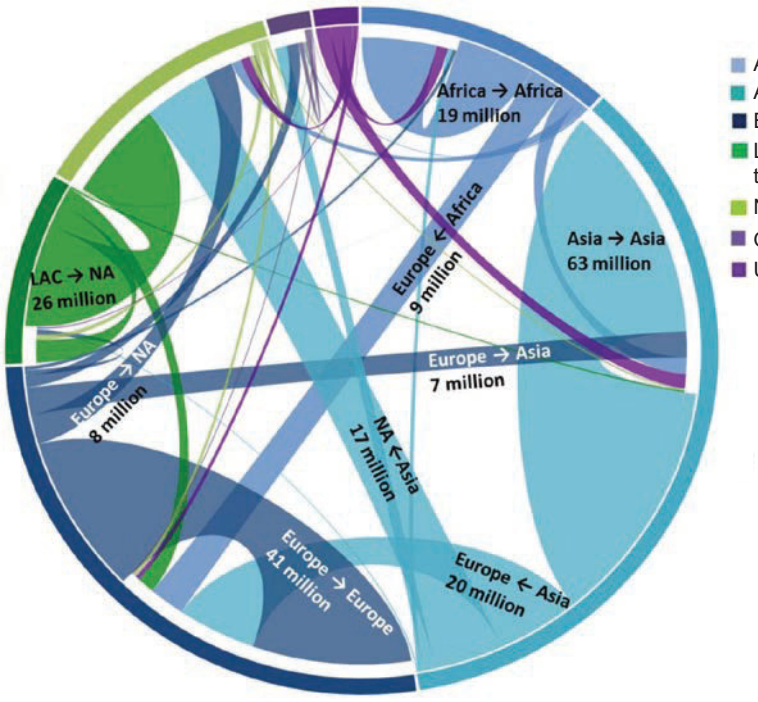
host country a country that is home to an international immigrant

donor country a country from which an international emigrant came

Net overseas migration is the difference between the number of people entering a country, known as **immigrants**, and the number of people leaving a country, known as **emigrants**. A country that has more immigrants than emigrants has a positive net migration. Table 10.1 shows the 10 **host countries** with the highest number of immigrants and the 10 **donor countries** with the highest number of emigrants. Russia is the only country to feature on both lists. Although it hosts 12 million immigrants, 10 million Russians are also living abroad, meaning it has only a relatively small positive net migration.

TABLE 10.1 The 10 countries that hosted the most immigrants and the 10 countries from which the most emigrants left in 2019

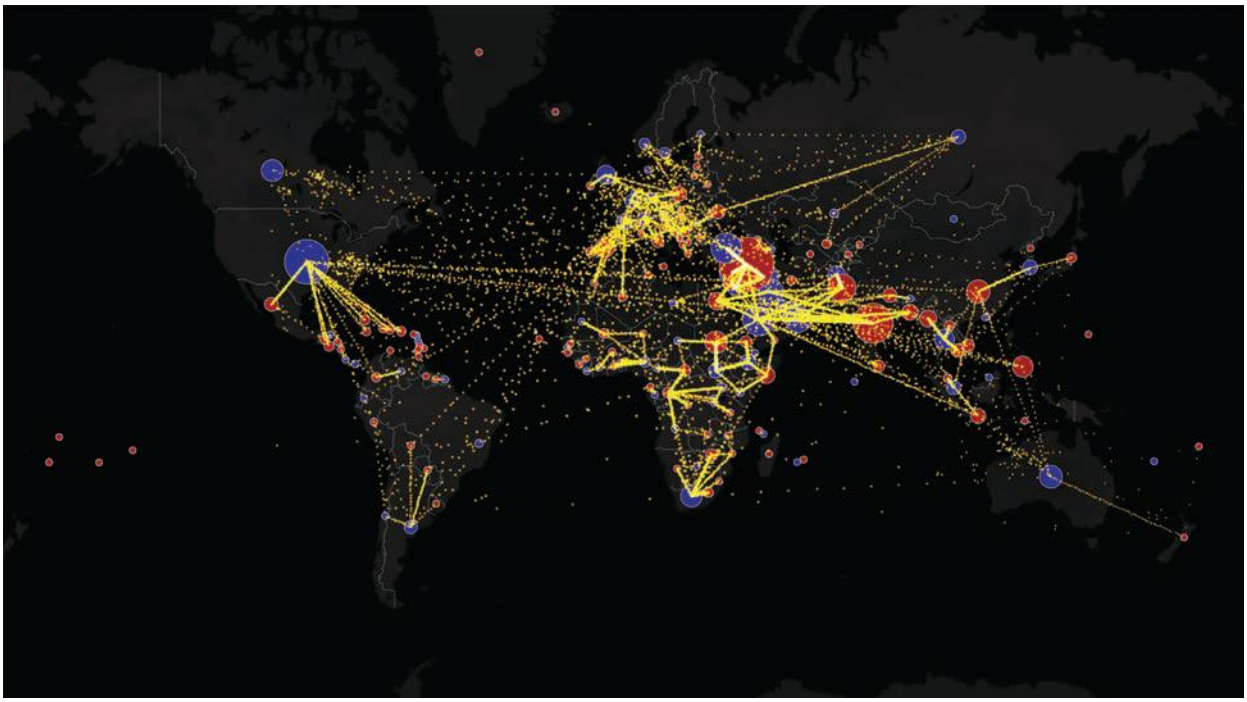
Host country	Number of international immigrants (millions)	Donor country	Number of international emigrants (millions)
United States of America	51	India	18
Germany	13	Mexico	12
Saudi Arabia	13	China	11
Russia	12	Russia	10
United Kingdom	10	Syria	8
United Arab Emirates	9	Bangladesh	8
France	8	Pakistan	6
Canada	8	Ukraine	6
Australia	8	Philippines	5
Italy	6	Afghanistan	5



▲ **Figure 10.7** The origin and destination of international migrants by region in 2019

Most international emigrants move to countries within the same region. Figure 10.7 demonstrates this concept. For example, while 41 million European migrants have moved to another European country, only 7 million have moved to Asia and 8 million have moved to North America.

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▲ **Figure 10.8** An online interactive map showing the movement of migrants (yellow) and the amount of net migration (blue for positive, red for negative) between 2010 and 2015

ACTIVITY 10.3

Analysing the movement of international migrants

Visit Metrocosm's online global immigration map.

1 **Identify** three common movements of migrants, three countries with the largest positive net migration and the largest negative net migration.
2 Click on a blue country and **identify** the countries from which it is receiving most of its immigrants.
3 Click on a red country and **identify** the countries to which most of its emigrants are moving.

Why does international migration occur?

Chapter 9 introduced the concept of rural to urban migration as a cause of urbanisation, and listed some push and pull factors that might make people either want to leave a place or entice them to move to a place. Similar factors can be used to understand the reasons why people choose to move to a different country either temporarily or permanently. Some of these are listed in Table 10.2. Economic factors such as job availability, higher wages and a lower cost of living are common reasons for migrating. In fact, three-quarters of all international migrants are of working age, meaning they are aged between 20 and 64. Many people also move countries to live in a more favourable climate. For example, Ecuador on the west coast of South America is a popular retirement destination for North Americans due to its stunning beaches, cheap housing and average temperature of just under 20 degrees.

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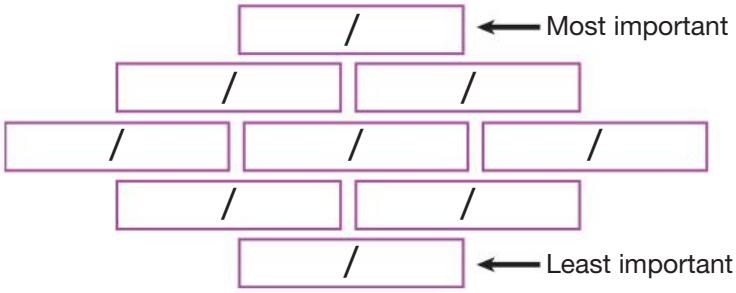
TABLE 10.2 Push and pull factors that lead to international migration

Push factors	Pull factors
• Poverty	• Better employment opportunities
• Unemployment	• A higher quality of life
• High cost of living	• A more affordable lifestyle
• Food insecurity	• Food security
• Natural disasters such as flood	• Safety
• War	• Political stability
• Political, racial or religious persecution	• Better quality services such as universities
• An uncomfortable climate	• A more favourable climate
• A lack of services	• Close to family and friends

ACTIVITY 10.4

Using a diamond ranking template

Create a diamond ranking template to rank the nine push factors and nine pull factors from Table 10.2. **Decide** which of the factors would be the most and least significant in determining international migration and **justify** your decision.



▼ **Figure 10.9** Ecuador's varied natural environment and warm climate make it a popular destination for those wanting to retire abroad.



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▲ **Figure 10.10** Syrian refugees arriving on the shore of Lesvos, Greece, in November 2015

While many people migrate out of choice in an attempt to improve their lives, others are forced to leave. An **asylum seeker** is someone who flees their own country to seek sanctuary in a different country. They seek protection and once this is granted, they are classified as a **refugee** and are legally allowed protection and assistance. Refugees leave their home country out of fear of **persecution** due to their race or political or religious beliefs or to escape war or violence. By 2019 there were almost 26 million refugees across the world. Between 2015 and 2019, 1.4 million people crossed the Mediterranean Sea to escape conflict in Syria. They risked their lives in unseaworthy boats and dinghies in a dangerous attempt to reach Italy, Greece and Spain. Thousands have died while attempting this journey.

Interesting fact

Studies have estimated that increased drought, catastrophic weather events and rising sea levels due to climate change could lead to the movement of 200 million climate refugees by 2050.

What are the impacts of international migration?

Migration leads to a range of positive and negative impacts both for the host and donor countries. One of the positive impacts for donor countries is the payment of **remittances**, which is money sent by migrant workers back to families in their home country. This can help reduce poverty, especially in poorer rural regions. Roughly one in every nine people around the world rely on remittances sent by migrant workers to support their health, education and nutrition. Unfortunately, in many cases this also means that families are temporarily separated. Upon returning home, many migrant workers bring new skills that can help to provide an economic boost to their communities. Many migrant workers returned

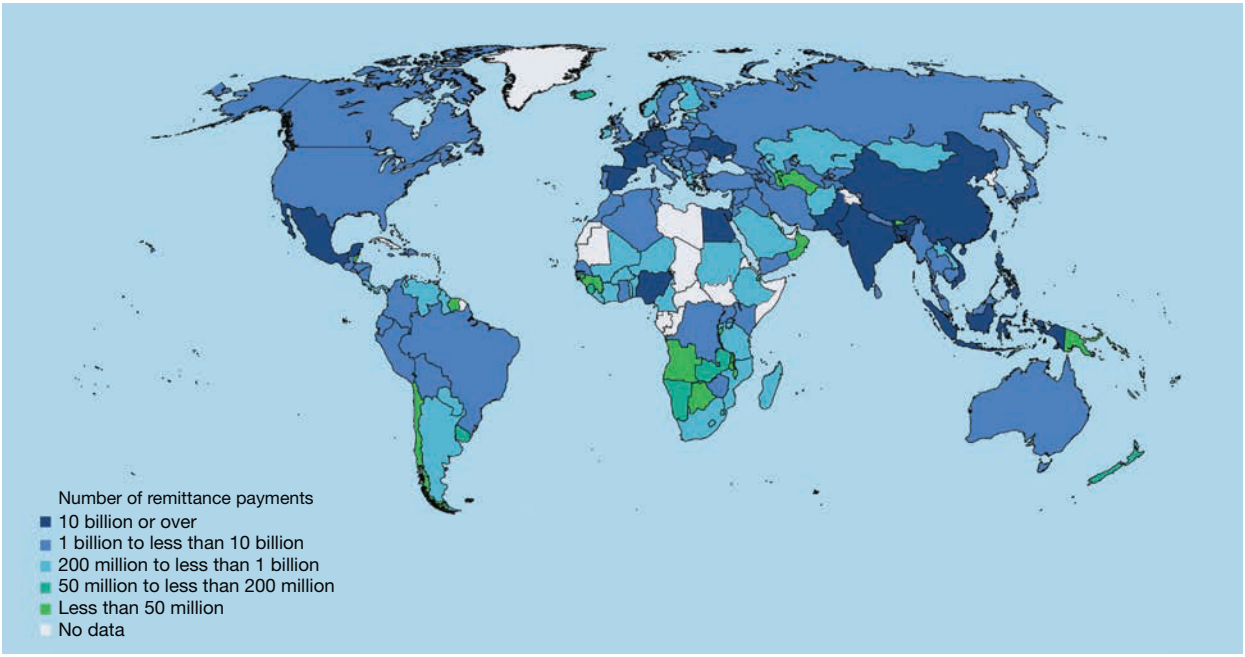
asylum seeker someone who leaves their own country, often for political reasons or because of war, and who travels to another country hoping that the government will protect them and allow them to live there

refugee a person who has escaped from their own country for political, religious or economic reasons or because of a war

persecution to treat someone unfairly or cruelly over a long period of time because of their race, religion or political beliefs

remittance money sent back to family in the migrant worker's home country

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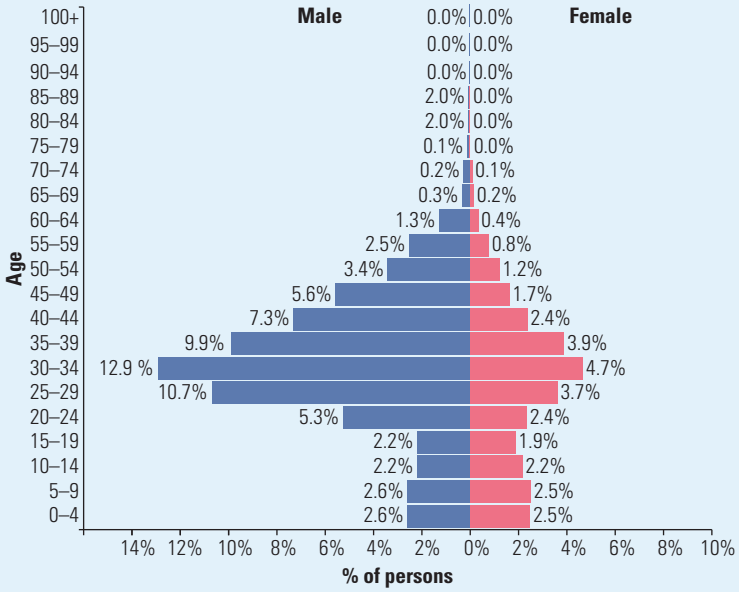
▲ **Figure 10.11** The global distribution of countries receiving remittances

Source: United Nations, Department of Economic and Social Affairs, Population Division (2019), International Migrant Stock 2019. Available at unmigration.org

home during the COVID-19 pandemic while others were not able to migrate due to travel restrictions. This had a devastating impact on families relying on remittances for their survival and wellbeing.

The immigration of workers can help to fill labour shortages in highly skilled areas. For example, a migrant doctor might fill a position in a rural area. In wealthier countries, migrants also often fill less desirable and lower paid positions. Unfortunately, many unskilled workers are forced to work in very poor conditions. Positive social impacts of immigration include a more diverse culture; however, this can also lead to conflict between people of different cultural and religious groups. Depending on how it is managed, an influx of migrant workers can also lead to overcrowding and increased costs associated with services such as health care. Remittances sent home lead to negative economic consequences in the host country, as earnings are not spent in the local economy.

The United Arab Emirates has a very high concentration of migrant workers: 80 per cent of the population. The majority of these workers are middle-aged men from places such as India and Pakistan. The influx of these people has led to a very uneven population structure. Figure 10.12 shows a very high proportion of males aged between 20 and 64 compared to females. This gender imbalance of 2.7 males for every one female is leading to a range of negative psychological consequences.



▲ **Figure 10.12** The population pyramid (of 9 770 526 people) of the United Arab Emirates in 2019

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DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 10.1

Interpreting population pyramids

Figure 10.12 is an example of a population pyramid or population structure. These graphs reveal the age–gender structure of a country's population. They display the proportion of the population in five-year intervals. Each interval is divided into males and females.

Visit the Population Pyramid website (populationpyramid.net).

1 **Identify** population pyramids for other Middle Eastern countries such as Saudi Arabia, Qatar and Yemen. **Compare** their population pyramid and state whether or not they have a similar basic shape.
2 **Identify** a population pyramid for a European country and **compare** it to one in Africa. **Distinguish** between your two pyramids and **explain** one or more of the causes for their differences.
3 **Select** a country and change the year to see how its pyramid has changed over time and how it is expected to change in the future. **Propose** a list of factors that might be responsible for these changes and **explain** the reasons why.

International migration to Australia

How many international migrants are there in Australia?

Australia is one of the most culturally diverse countries in the world. International migration has been a significant part of our development since European settlement in 1788. Australia's migration history involves the penal transportation of convicts, the gold-rush era beginning in 1851, postwar immigration following World War II, the current migration program and the humanitarian programs involving the settlement of refugees. In 2019 there were around 7.5 million migrants living in Australia from 150 different countries. This is a significant increase from less than 4 million in 1990 (see Table 10.3). Together, international migrants make up 30 per cent of Australia's total population. Furthermore, 19 per cent of people born in Australia have at least one parent who was born overseas. Table 10.4 shows that English-born migrants are still the greatest proportion of migrants, although there is an increasing number coming from China and India.

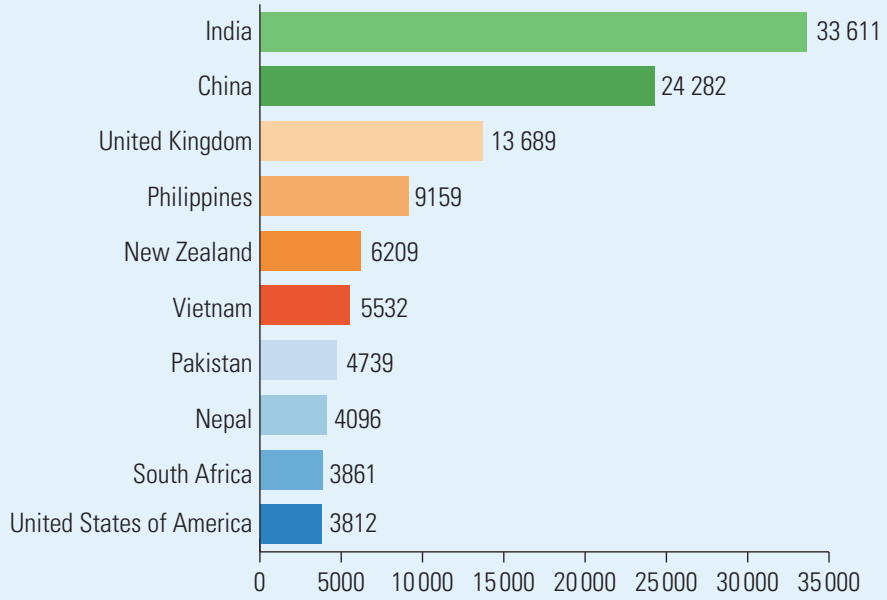
TABLE 10.3 The number of international migrants living in Australia and the percentage of Australia's population that are international migrants between 1990 and 2019

	1990	1995	2000	2005	2010	2015	2019
International migrants (000s)	3955.2	4153.3	4386.3	4878.0	5883.0	6729.7	7549.3
Share of population (%)	23.3	23.1	23.1	24.2	26.6	28.1	30.0

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TABLE 10.4 The origins of the largest groups of Australia's migrant population during 2019

Country of birth	No. of persons	%
England	986 000	3.9
China	677 000	2.7
India	660 000	2.6
New Zealand	570 000	2.2
Philippines	294 000	1.2
Vietnam	263 000	1.0
South Africa	194 000	0.8
Italy	183 000	0.7
Malaysia	176 000	0.7
Sri Lanka	140 000	0.6
All overseas-born	**7 530 000**	**29.7**



◄ **Figure 10.13** The top 10 countries of origin for migrants to Australia during 2018–19

ACTIVITY 10.5

Comparing geographical data

Interpret and **compare** the data in Table 10.4 and Figure 10.13. **Investigate** whether the origins of international migrants that immigrated to Australia in 2018–19 are similar or different to the origins of the total migrant population.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 10.2

Drawing and interpreting line graphs

Figure 10.14 is an example of a line graph. Geographers use line graphs to show change over time. This can allow us to analyse trends and project future trends. When drawing a line graph, measurement of

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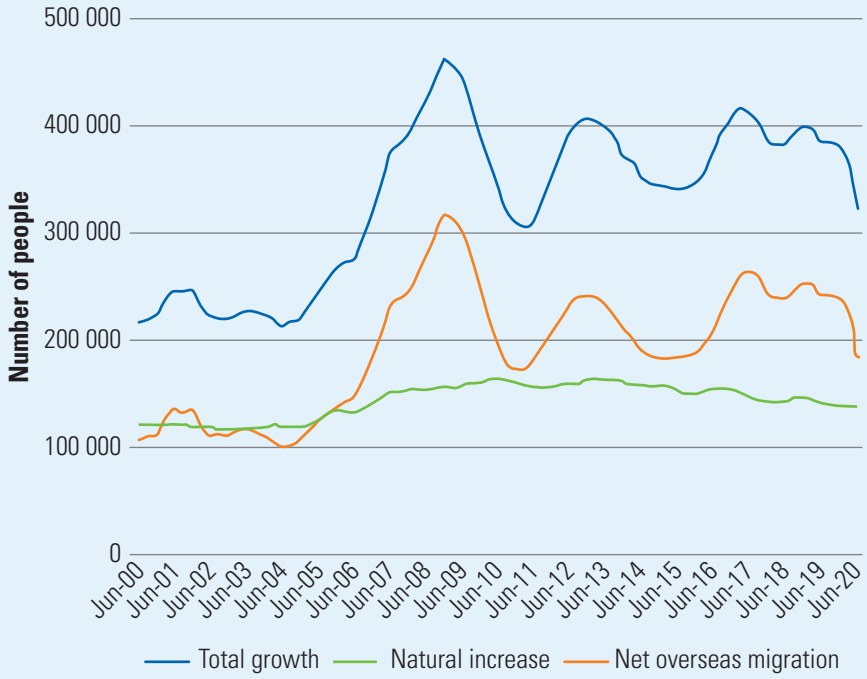
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time (such as years) should always go on the *x* (horizontal) axis. The variable that is changing goes on the *y* (vertical) axis. Both axes need to be divided into even increments and clearly labelled. Once you have set up your axes, plot each data point on the graph and then join the dots using a straight line.

1 **Create** two line graphs using the data from Table 10.3: one for the change in the number of migrants and one for the change in the proportion of migrants.
2 **Describe** the trend shown in both graphs by considering:
   - The trend of the graph (increasing or decreasing)
   - The periods of faster or slower growth (indicated by the steepness of the graph).
3 **Investigate** a factor that might have caused the changes described in Question 2.

What is the rate of migration in Australia?

The number of migrants moving to and leaving Australia varies each year. As such, the level of net overseas migration also changes. Figure 10.14 shows the contribution that migration has had on Australia's population growth since 2000. While the level of natural population growth has been stable, the level of net migration has varied considerably. In the year ending 30 June 2020, Australia's net overseas migration was 184 200 people. This was a decrease of 23.7 per cent from the previous year. However, during the June quarter of 2020, net migration became negative for the first time since World War II, meaning more people left Australia compared to those who came. Net migration is expected to remain negative until at least 2022.



▲ **Figure 10.14** The change in the growth of Australia's population due to natural increase and net overseas migration

ACTIVITY 10.6

Interpreting a line graph

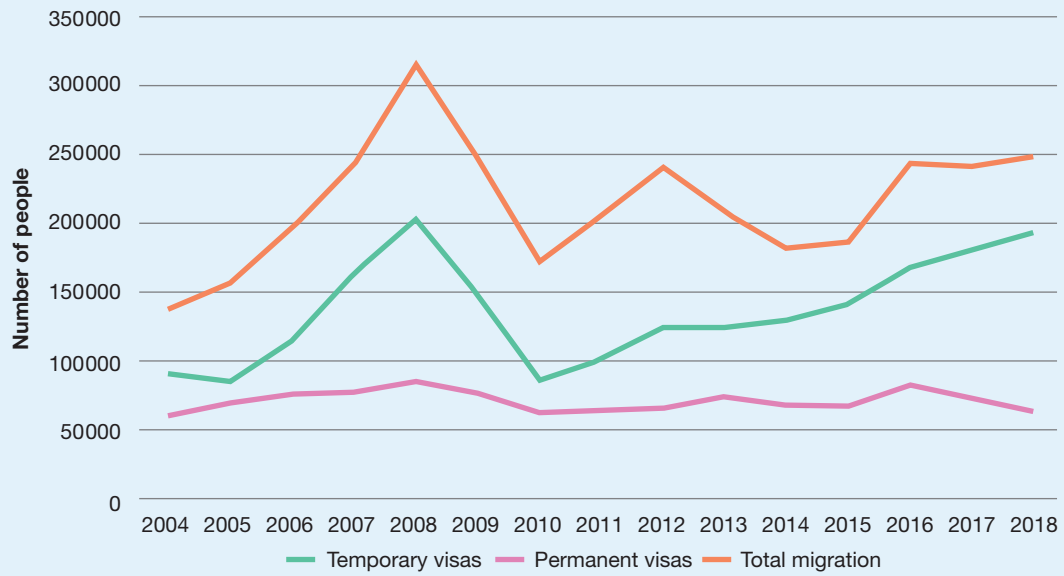
Examine Figure 10.14 and apply this data to answer the following questions.

1 **Identify** which years had the greatest change in total population growth.
2 **Decide** whether this change was primarily due to migration or natural population growth.
3 **Identify** what proportion of growth in 2020 was due to migration.
4 **Explain** how this proportion changed since 2000.

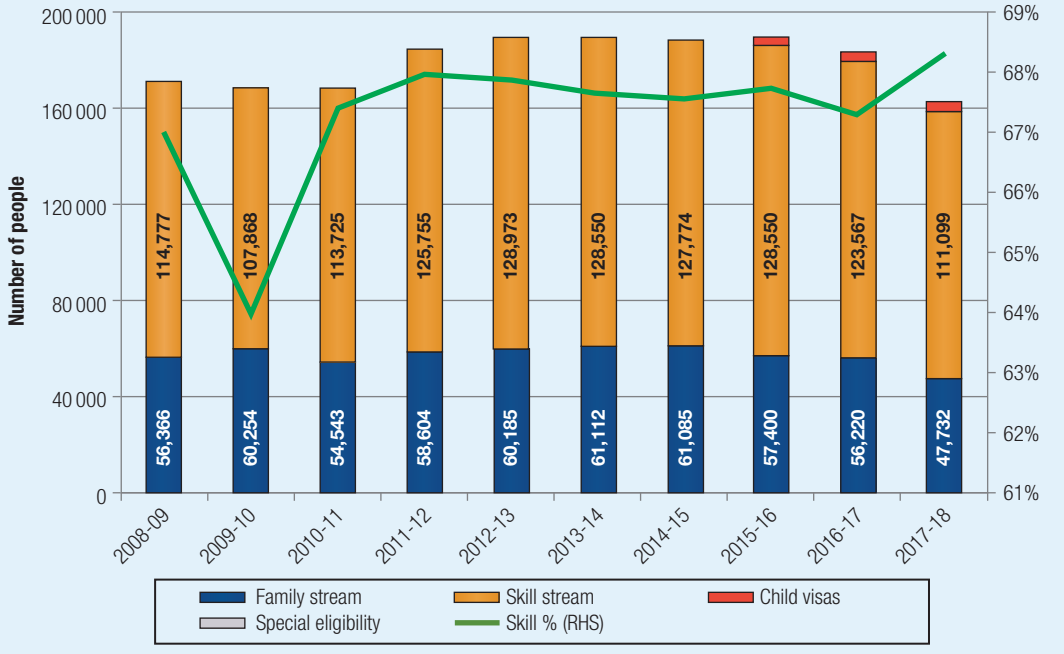
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Australia's migration program

Each year, the Australian Government allocates the number of places available for people wishing to migrate temporarily and permanently under the migration program. This includes skilled workers who are coming to fill skilled labour shortages, and family migrants for those who wish to migrate to be with family and foreign students. The government sets a migrant quota, which includes the number of permanent and temporary visas that will be allocated in each stream. Figure 10.15 and Figure 10.16 show how this number has changed over time. Migrants can apply to become Australian citizens after they have lived here for at least four years. Applicants aged 18 and over must sit a citizenship test that assesses English language skills and knowledge about Australia.



▲ **Figure 10.15** The proportion of temporary and permanent immigrants that migrate to Australia each year, and the total migration numbers each year



▲ **Figure 10.16** The number of immigrants in each stream of the migration program

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ACTIVITY 10.7

Becoming an Australian citizen

1 Complete the Australian citizenship practice test on the website of the Department of Home Affairs.
   a **Reflect on** this test and **consider** whether or not you think it is a fair and accurate way of determining whether a migrant should be allowed to become an Australian citizen.
   b **Develop** three additional questions that you think should be on this test.

2 **Apply** the data from Figure 10.15 and Figure 10.16 to **determine** how the number of immigrants and the types of immigrants entering Australia have changed over the last decade.

Australia's humanitarian program

Australia's humanitarian program involves **resettling** refugees who are seeking protection in Australia. It involves helping offshore refugees arriving from other countries who are in desperate need of settlement in Australia, and refugees who have already arrived in Australia who require further protection. Since World War II, Australia has resettled more than 880 000 refugees, and 18 750 places were allocated to the humanitarian program in 2019–20.

Refugees seeking entry into Australia must satisfy criteria based on the severity of the persecution they have faced, the extent of their connection with Australia, whether or not there are settlement options in other countries, and whether or not Australia has the capacity to provide support for them. Part of this process involves offshore detention, where asylum seekers are moved to other countries while their application for refugee status is processed. Australia is the only country in the world with an offshore detention process. This policy has been widely criticised because many refugees spend several years in detention centres in places such as Nauru while their claims are processed. These people are often forced to live in inhumane and psychologically damaging conditions. A number of directly and indirectly related suicides have been attributed to these conditions.

resettlement the transfer of refugees from the country in which they have sought refuge to another country that has agreed to have them



▲ **Figure 10.17** Thousands of protesters at Sydney Town Hall demonstrating against offshore detention in August 2016



▲ **Figure 10.18** One of the refugee detention centres on Nauru

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The impacts of international migration to Australia

Since European settlement, migration in Australia has had a wide range of impacts. Some of the more recent impacts are listed in Table 10.5.

TABLE 10.5 A range of impacts associated with international migration

	Positive	Negative
Environmental	Migrants who choose to settle in rural areas can bring new life and money to smaller towns and cities.	Migrants tend to settle in capital cities, leading to pressure on housing availability, congestion, infrastructure and services.
Economic	Migrants are often hardworking and willing to take on a range of necessary jobs. Migrants, highly skilled or not, can fill labour shortages in a range of industries.	Non-migrants are sometimes worried that migrant workers will take jobs they feel should be reserved for them. Some non-migrants resent that migrants who become citizens eventually retire and are eligible for **social security**.
Social	Migrants bring cultural and religious diversity.	Clashes of cultures can lead to racism, conflict and difficulties with **integration**.

social security payments from the government to people without an income, such as Australia's aged pension

integration the adoption of other cultures into a society as equals

sustainable the ability to be maintained at the same rate without impacting the future

Many of the negative impacts of migration stem from increases in population. Many believe that Australia cannot sustain its population growth, especially as its citizens get older and require health care and social security payments. Others argue that migrants provide an essential boost to the Australian economy by paying tax and supporting industries. It is estimated that migration overall contributes one per cent to Australia's total gross domestic product (GDP). The quota allocated for the migration program each year is determined based on these factors, ensuring that the amount of immigration is **sustainable**.

One of the more obvious impacts of international migration is the influence it has on Australia's diverse and dynamic culture. Many groups of migrants choose to live in clusters of suburbs to be close to family and friends and to assist in their integration into Australian life. An influx of Chinese immigrants during the gold rush in the 1850s led to the establishment of Melbourne's Chinatown within the Central Business District. It contains a range of Chinese restaurants, businesses, places of worship and cultural sites such as the Museum of Chinese Australian History. It also hosts cultural celebrations such as Chinese New Year.

Fortitude Valley in Brisbane also features its own Chinatown (Figure 10.19) which was opened in 1987. In contrast to Melbourne's Chinatown, it contains many varieties of Asian restaurants including Chinese, Korean, Indonesian and Vietnamese. It also contains influences from India. Each year, it holds the Indian festival of Diwali featuring Punjabi bhangra dancing, Bollywood demonstrations and musical performances. The impact that migration has on the merging of cultures was celebrated at the 2019 festival when a fusion group, OzIndia, blended the traditional music of Aboriginal Peoples and India in a contemporary performance.

While some argue that these cultural clusters help immigrants to adjust to Australian life and to find work and support, others argue that these clusters do not allow immigrants to integrate into Australian culture and create a cultural divide.

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DEVELOPING YOUR UNDERSTANDING 10.1

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** International migration
   - **b** Temporary migrant
   - **c** Permanent migrant
   - **d** Permanent residency
   - **e** Citizenship
   - **f** Net overseas migration
   - **g** Remittances.

2 **Explain** the difference between a migrant, immigrant, emigrant, refugee and asylum seeker.

3 **Compare** the push and pull factors leading to international migration and **identify** three examples of each.



▲ **Figure 10.19** Chinatown in Brisbane's Fortitude Valley is a centre for Asian restaurants, retail and cultural events.

4 **Apply** examples from within this chapter to outline three impacts of international migration.

Interpret

5 **a** **Identify** three countries that have a high number of international migrants and three that have a low number.
   - **b** **Describe** and **explain** two reasons why a host country might have a large number of international immigrants and three reasons why a country might only have a small number.

6 **Explain** the most important factor leading to high levels of emigrants from a donor country and **justify** your response.

7 **Describe** how international migration to Australia is changing over time, including the number of migrants, the proportion of the population who are migrants and the origin of migrants.

8 **Explain** one of the ways in which international migration is creating an interconnection between Australia and the rest of the world.

Argue

9 'Most international migrants move to countries within the same region.' **Determine** the accuracy of this statement by referring to specific regions and statistics from Figure 10.7.

10 The United Nations International Migrant Report 2019 stated that 'most of the world's migrants live in a relatively small number of countries'. **Evaluate** this statement using data from this chapter.

11 In a paragraph, **discuss** whether or not Australia should maintain its current level of immigration. **Consider** both positive and negative impacts in your discussion.

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10.2 The reasons for and effects of internal migration

FOCUS QUESTIONS

- What is internal migration?
- What impacts does internal migration have in Australia and China?

The Australian Bureau of Statistics defines internal migration as the movement of people from one defined area to another within a country. This includes:

- Rural to urban migration
- Urban to rural migration
- Intra-urban migration where people move to a different part of an urban area
- Inter-urban migration where people move to a different urban area
- Interstate migration where people move to a different state.

financial incentive money that is offered to people to encourage them to do something such as migrate

youth allowance fortnightly payments available through Centrelink for full-time students aged between 16 and 24

rent assistance payments to contribute towards rent expenses for those living away from home

relocation scholarship payments for each year of study for students from regional and remote areas who undertake full-time study

Unlike international migration, internal migration does not change the population of a country. Instead, it changes its spatial distribution or arrangement. Therefore, for every place within a country that is growing due to internal migration, another place within that country is shrinking. The reasons for and impacts of internal migration are explored in this section in the context of Australia and China.

Internal migration within Australia

Why are Australians moving?

Data from the 2016 national census showed that an average of nearly 8 per cent of Australians change their address each year. This ranks Australia in the top 20 per cent of countries in the world in terms of the rate of internal migration. The reasons why Australians choose to move include:

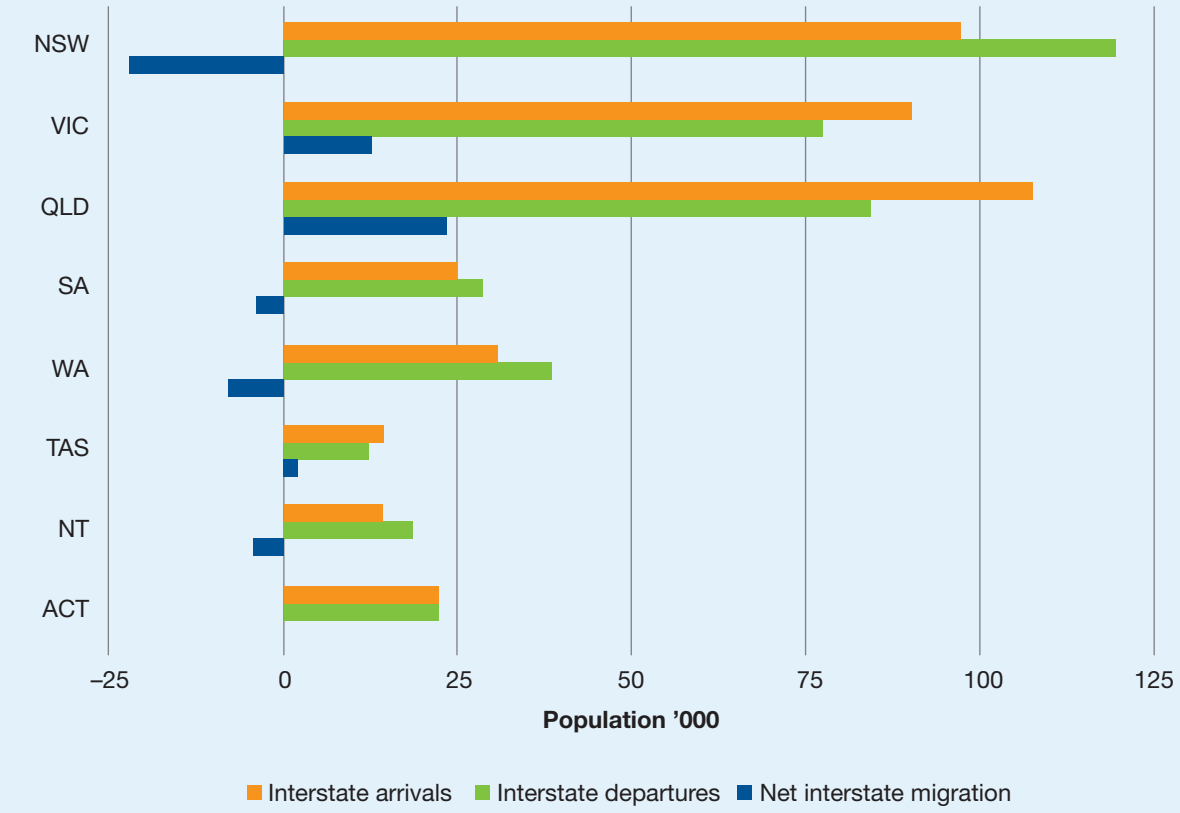
- Expensive house prices in capital cities forcing people to move to the outer suburbs, nearby cities or rural areas
- Lucrative job opportunities in industries such as mining
- Access to educational opportunities such as high-quality universities
- Lifestyle choices such as preferences for where to raise children or retire.

A common example of movement is young people who have grown up in a rural area who choose to move to a capital city to attend university. The Australian Government encourages this movement by offering **financial incentives** such as **youth allowance**, **rent assistance** and various **relocation scholarships**. Similarly, educated professionals such as doctors and teachers are enticed to work in rural and remote areas through salary bonuses and housing subsidies (discounts).

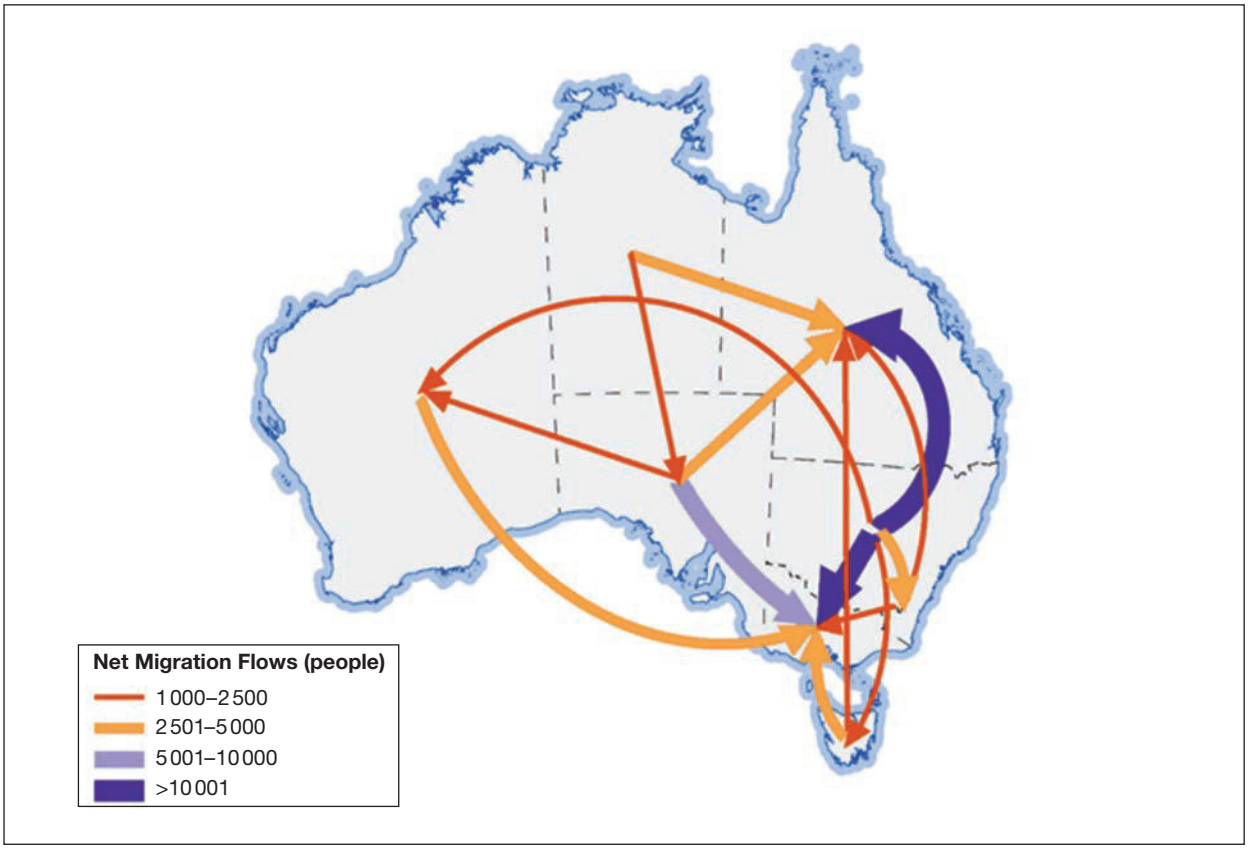
Where are Australians moving to?

During 2019, Victoria, Queensland and Tasmania were the states with the highest positive net interstate migration (see Figure 10.20). This means there were more people who migrated to these states compared with those who left. Figure 10.21 shows the origin and destination of these migrants from each state and territory. Within each state, the location of where migrants are choosing to live also varies spatially. Figure 10.22 shows the distribution of internal migrants within and around Brisbane.

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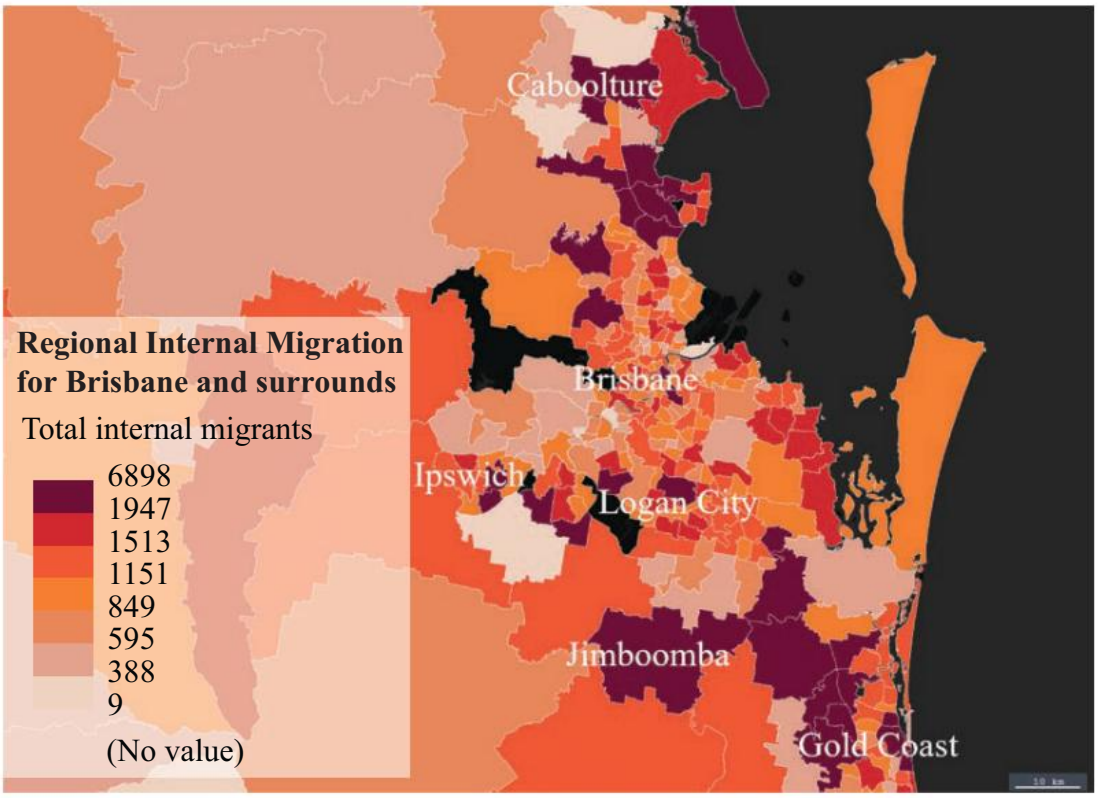


▲ **Figure 10.20** The annual number of interstate arrivals and departures, and the net interstate migration for each state and territory



▲ **Figure 10.21** The level of net migration between states and territories in 2016

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▲ **Figure 10.22** The distribution of internal migrants within Brisbane and surrounding areas

ACTIVITY 10.8

Analysing internal migration

1 **Create** a table to record and estimate the levels of net migration for each state and territory using the data in Figure 10.20.

2 Using Figure 10.21, **identify** the major movements of people between states and territories in 2016.

3 Using your answers to Questions 1 and 2, write a paragraph **summarising** internal migration in Australia.

4 Refer to Figure 10.22.

- **a** **Describe** the spatial distribution of where internal migrants are living across and surrounding Brisbane.
- **b** **Identify** and **explain** why migrants might be moving to these particular locations.
- **c** **Consider** the social, economic and environmental consequences of this distribution in Brisbane.

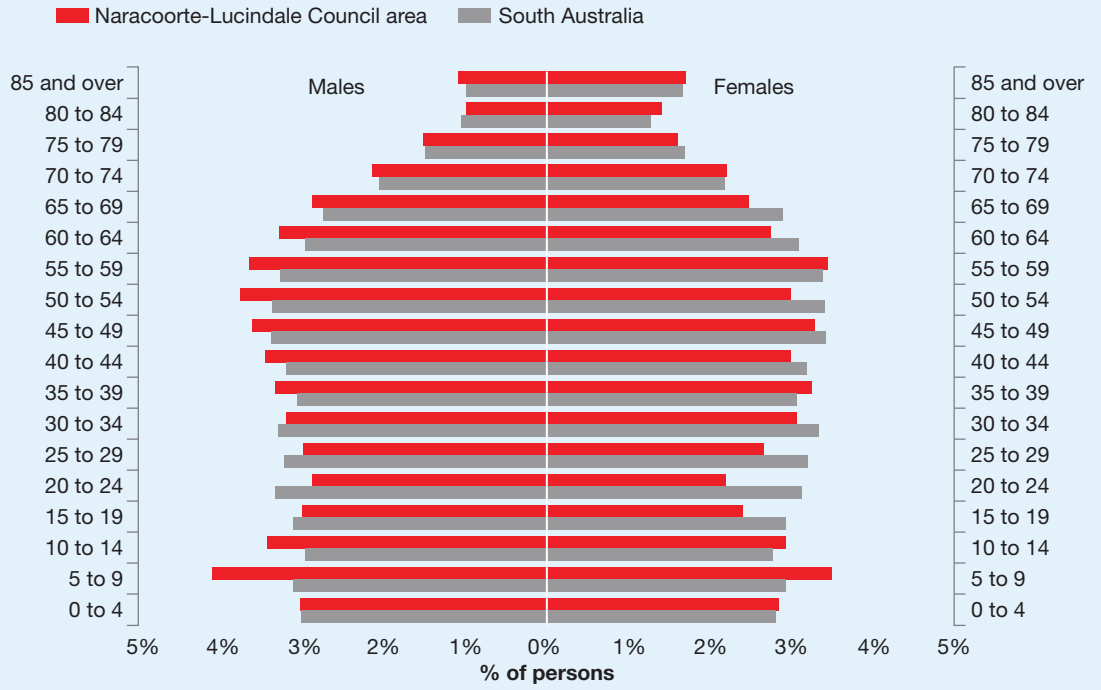
Population boom to bust

Chapter 9 looked at the impacts of rural to urban migration in terms of urbanisation and the increasing density of urban areas. However, this form of internal migration also affects the population structures of rural areas where these people came from. Many rural towns experience a mass movement of 18-year-olds each year as they finish school and move to cities to attend universities to find a wider range of jobs. Lucindale is a small town located 345 kilometres south-east of Adelaide near the border with Victoria. Lucindale has a population of 500 and an additional 8000 people live within the Naracoorte–Lucindale Council. Figure 10.23 shows a reduction in the percentage of people aged 15 to 30. On the other hand, Figure 10.24 shows that these age groups dominate the population in the City of Adelaide.

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Interesting fact

In 2017, local male farmers in Lucindale were struggling to find a female partner. The town had 15 single men aged 25–34 and zero women.



▲ **Figure 10.23** The population pyramid of the Naracoorte–Lucindale Council in 2016



▲ **Figure 10.24** The population pyramid of Adelaide in 2016

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ACTIVITY 10.9

Comparing population pyramids

1 In a table, **calculate** the percentage of the population in each age group for the Naracoorte-Lucindale Council and the City of Adelaide. Please note that you may need to estimate the percentages.

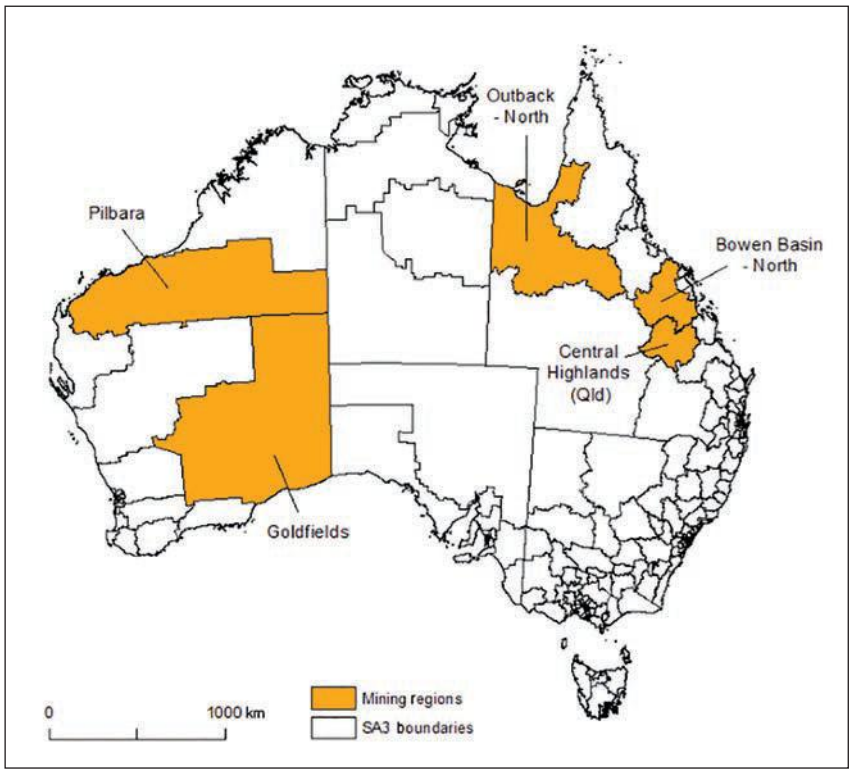
2 **Compare** the percentages of people in the young, middle and older age groups and **discuss** what this implies about internal migration within South Australia.

3 **Propose** a list of reasons that might **explain** the similarities and differences between the population pyramids of Adelaide and Naracoorte–Lucindale.

4 Find population pyramids for Brisbane and a rural area such as the Southern Downs Regional Council. **Use** this information to **determine** whether or not internal migration and urbanisation in Queensland are causing a similar imbalance in population structures.

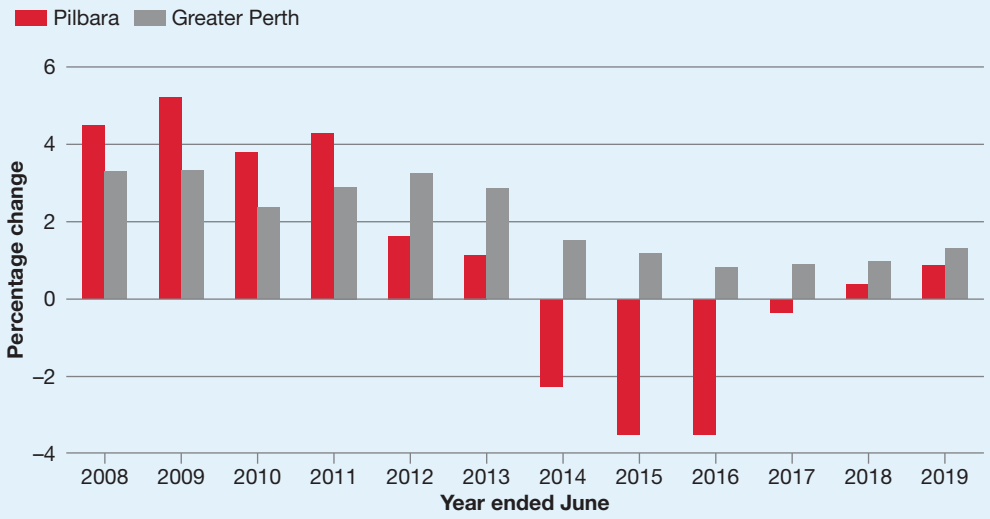
Changes to rural industries can have a significant impact on internal migration. For example, strong economic growth in the mining industry has attracted tens of thousands of people to remote mining regions. One of the most well known is the Pilbara region in northern Western Australia covering an area of 500 000 square kilometres. While Pilbara's population has increased by 40 per cent since 2005, Figure 10.26 shows that the population started to decrease in 2015 for the first time since the mining boom began. This was largely driven by a drop in the price of iron ore.

The reduction or losses of these industries can have a flow-on effect on small towns. Kambalda is located 60 kilometres south of Kalgoorlie in Western Australia. It boomed during the 1960s when nickel mining began. A reduction in the price for nickel has led to the recent closure of the four biggest mines. Since the closures, Kambalda's 2500 residents are struggling with the closure of their bank and the prospect of losing their doctor's surgery. This is further contributing to their declining population. In contrast, mining activity within Queensland's Bowen Basin has led to major growth in property value and rental yields in townships such as Emerald and Rockhampton. Census data projects that Rockhampton's population will grow 38 per cent from 81 589 in 2016 to 112 701 in 2036. Demographer Bernard Salt has claimed that continued growth in Rockhampton could see it return onto the list of the 20 biggest cities in Australia by 2050.



▲ **Figure 10.25** This is a map of the locations of five of Australia's mining regions in which more than 10 per cent of the population are employed in the mining industry. This includes the Pilbara region of Western Australia and the Bowen Basin in Queensland.

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▲ **Figure 10.26** Annual population growth in the residential population in the Pilbara region



▲ **Figure 10.27** The population pyramid of the Pilbara region based on census data, 2016

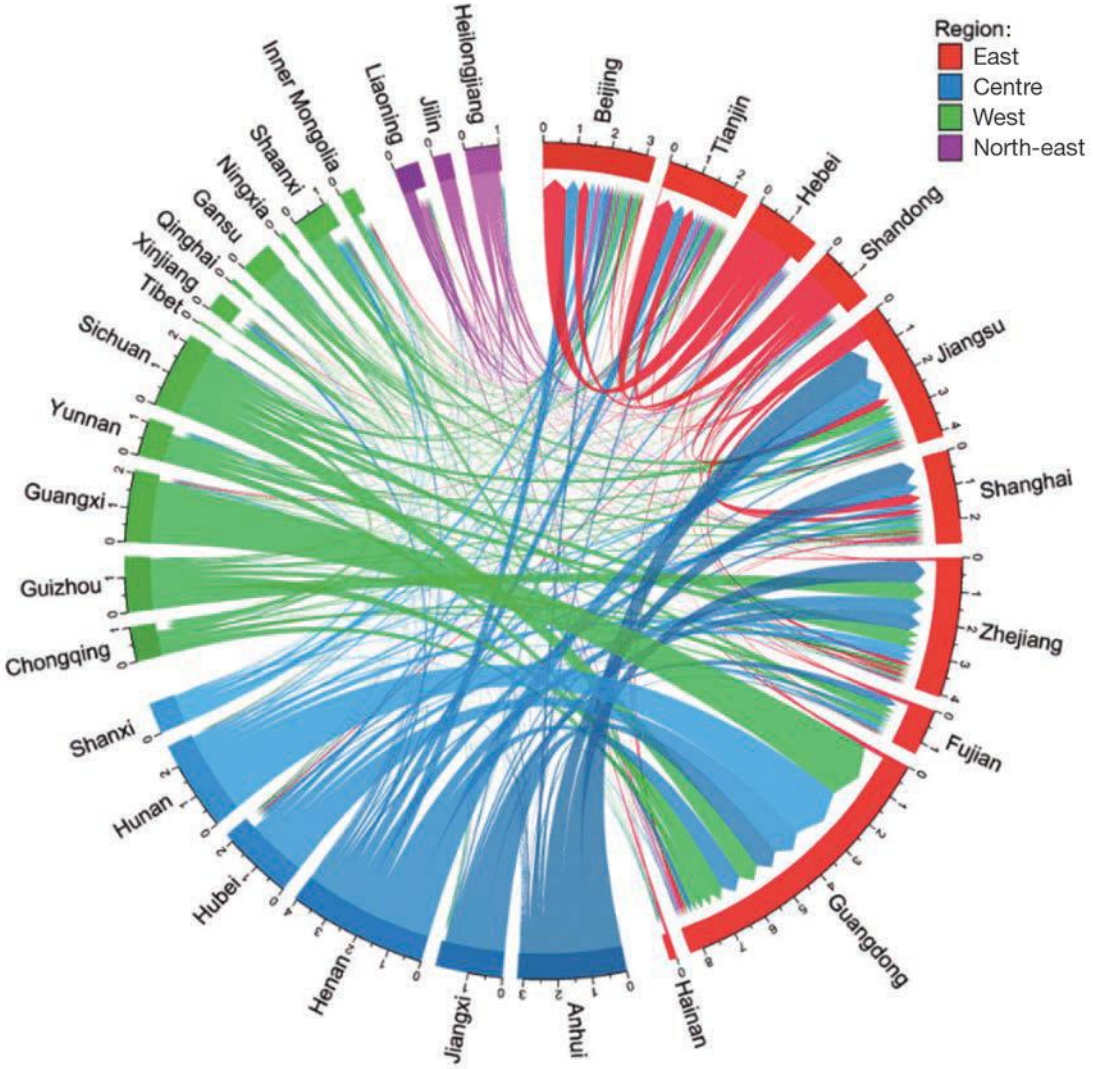
Internal migration within China

How is the distribution of China's population changing?

Data from China's last national census in 2010 showed that more people were living in urban than rural areas for the first time. This is a significant increase from 1990 when China was only 26 per cent urbanised. The main cause of this urbanisation has been the rural to urban migration of workers driven by China's economic growth and industrialisation. This has been occurring at an unprecedented rate since 1978 when laws preventing internal migration were abolished. The main destination for internal migrants is Guangdong province, which contains the Shenzhen and Zhuhai economic zones.

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There are currently more than 270 million rural migrants working in China's cities, which is roughly 20 per cent of China's total population. Thirty-nine per cent of these work in the manufacturing industry. These migrants are mostly temporary migrants, meaning they will eventually return to their home towns. Around half of them have migrated without their families.



▲ **Figure 10.28** The origin and destination of migrants within China by province, between 2010 and 2015, in millions

ACTIVITY 10.10

Internal migration in China

1 Using Figure 10.28 and a blank map of China, **create** a map representing the origin and destination of China's internal migrants.
   - **a** Use different-sized arrows to represent the number of migrants moving between provinces.
   - **b** Shade provinces different colours to represent net positive or negative amounts of migration.
   - **c** Include this information in a legend.
2 **Identify** the major places where people are moving from and to.
3 **Describe** the distribution of provinces with a net positive and net negative level of migration.
4 **Explain** a factor that might be responsible for this distribution.

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Interesting fact

The number of people living in urban areas in China grew from 64 million in 1950 to 680 million in 2019.

China's floating population

Every citizen in China is registered in the place where they were born. This household registration is known as ***hukou***. This policy was intended to limit the amount of internal migration to ensure its sustainability. *Hukou* allows residents to access government assistance including education, welfare and health care within their registered area. China's temporary internal migrants are not registered in the places where they work and are therefore referred to as the floating population. These people are not able to access government services in the places where they are working. They are forced to either pay a large sum of money to access these services or attempt to transfer their *hukou*, which is a long and difficult process. Children of migrants are only eligible for the same *hukou* as their parents. This means that if a child is born to unregistered migrant workers in Beijing, they will not be registered to Beijing but instead to the place where their parents came from.



▲ **Figure 10.29** The *hukou* is China's government household registration system, which identifies a person's area of residence, name, parents, spouse and date of birth.

What are the impacts of China's internal migration?

The rise of migrant workers in China has led to a range of negative impacts:

- Many migrant workers are often forced to work in dangerous working conditions with no job security.
- Migrant workers are often forced to undertake very low-paid jobs and work extremely long hours.
- The children of migrants who do not have a valid *hukou* are forced to return to their home town, often to live with their grandparents.
- Many migrant workers spend many years away from their families.

hukou an official document registering that a Chinese citizen is a legal resident of a particular area

On the other hand, internal migration has been a major factor in China's economic growth and industrial development. Money sent back to families in rural areas has improved the living conditions within these places, while a reduction in the rural population has reduced the rural unemployment rate. China has also begun to relax the *hukou* system. The 2019 Urbanization Plan requires that small cities with populations between one and three million people will lift the restrictions on migrants without registration. This plan will also help workers in larger cities to transfer their *hukou* to their place of work. These reforms aim to both reduce the negative impacts of the system and boost urbanisation in these smaller urban areas.

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DEVELOPING YOUR UNDERSTANDING 10.2

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** 'internal migration'. In your definition, include types of internal migration and examples.

2 **Create** a table to **classify** the following examples of migration as being rural to urban, urban to rural, intra-urban, inter-urban, interstate:
   - **a** Tasmania to South Australia
   - **b** Tumut to Newcastle
   - **c** Melbourne to Newcastle
   - **d** Brisbane to Stanthorpe
   - **e** Indooroopilly to Bracken Ridge.

3 **Describe** and **explain** the ways in which the Australian Government supports rural students to attend universities in urban areas.

4 **Describe** two main trends of migration within China.



▲ **Figure 10.30** Beijing, China

Interpret

5 **Identify** and **explain** a factor that might be responsible for some states having a net gain in interstate migrants and others having a net loss.

6 **Explain** the impact that internal migration can have on population structures in rural and urban areas.

7 **a** Using the information in Figure 10.26, **describe** how the population growth rate of the Pilbara region has changed over time.
   - **b** **Propose** an impact that this might have on the economy or liveability of the region.
   - **c** **Describe** the population pyramid of the Pilbara region shown in Figure 10.27.
   - **d** **Propose** a reason for this populaton structure and **reflect on** the social impacts it might have on the region.

Argue

8 **Discuss** the ways in which the *hukou* impacts on Chinese migrants and how relaxing this system might help to reduce the impacts of internal migration.

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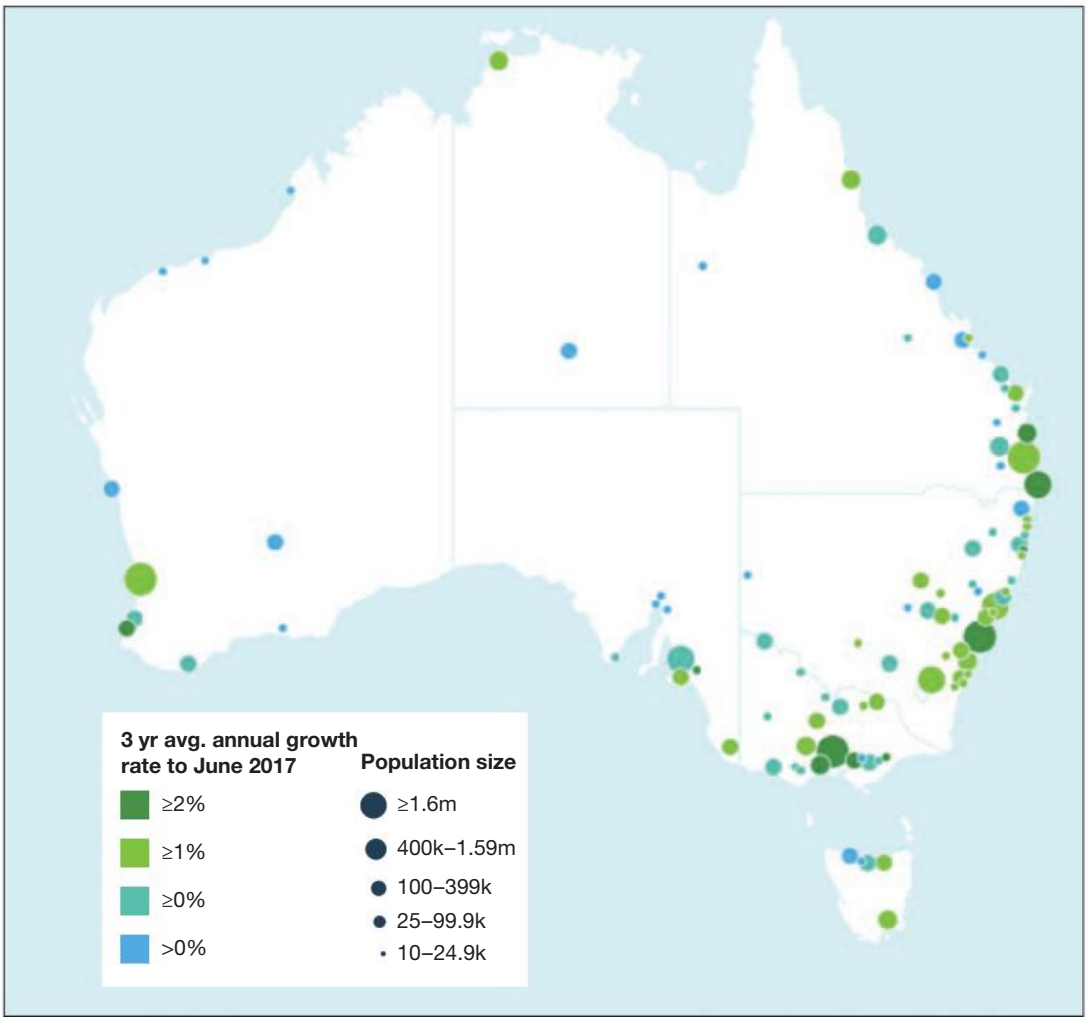
10.3 The challenges of managing and planning Australia's urban future

FOCUS QUESTION

What challenges does Australia face in managing its urban future?

The Australian Bureau of Statistics projects that Australia's population could reach as high as 31 million by 2031. Sydney and Melbourne are both expected to exceed 6 million while Brisbane's population will reach 3.2 million. Most of this growth will occur in urban areas. This rapid growth is creating a number of management challenges:

- There is rising inequality between inner suburbs and the outer fringe areas in terms of access to services such as education, transport and health care.
- Urban sprawl is spreading into surrounding agricultural land, which is reducing food production.
- Housing is becoming less affordable in capital cities.
- Congestion is increasing on both the roads and public transport networks.
- Rapid migration is increasing demands on infrastructure.
- Waste management and recycling is becoming more difficult to manage.
- Many cities face water scarcity during times of drought.



▲ **Figure 10.31** The distribution of Australia's population growth

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New government policies have been suggested to respond to some of these challenges. For example, urban growth could potentially be slowed by settling migrants in rural areas and smaller towns to avoid congestion in capital cities. This will also require financial investment in regional areas to ensure they can cope with the subsequent growth. Congestion within dense urban areas could also be reduced by introducing a congestion tax for those driving within the CBD of Melbourne and Sydney. Similar taxes have been successful in other cities including London, Stockholm and Milan. *Planning for Australia's Future Population* is a publication by the Australian Government released in 2019 that highlights some of the issues facing Australia's future growth and ways in which the government is attempting to ensure growth is economically, socially and environmentally sustainable.



Please see the Interactive Textbook to download a fieldwork template

FIELDWORK 10.1



Determining the success of urban management

Fieldwork is an essential part of studying Geography. It enables you to investigate many of the concepts studied in the classroom while in the real world. In this investigation, your aim is to determine whether or not the management of people and infrastructure within a local urban area is successful and sustainable.

The following structure will help to form the basis of your study:

Title and introduction

Introduce your study by providing some context. This should include the location that you are investigating and the type of management you will be evaluating.

Background information

Research some background information about your chosen location including population trends, geographic characteristics and history. Include a location map showing the boundaries of your study area.

Aim

Write an aim for your fieldwork that is achievable based on the data that you intend to collect. For example: to determine the sustainability of urban development in the outer suburbs of Brisbane.

Research question

Write a research question that you intend to answer using the data that you collect. Your research question should be specific to your particular chosen location. For example:

- Is the urban development surrounding Ipswich environmentally, economically and socially sustainable?
- Is Brisbane's train network accessible and efficient for all people throughout the city and how is this likely to change in the future?
- How is the style of housing changing in the Gold Coast and what are the positive and negative impacts of this trend?
- How does the success of urban development differ between Kenmore and Woolloongabba and what are the reasons for their similarities or differences?

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Hypothesis

Write a clear and concise hypothesis. This is a testable statement that provides a testable prediction prior to collecting primary data. It should relate to the research question. For example: Brisbane's train network is very efficient for those living in inner suburbs and the efficiency decreases with distance from the centre of the city.

Primary data collection

Primary data refers to data that you collect yourself while in the field. Consider the types of primary data that you will need to test your hypothesis and answer your research question. Examples include:

- Interviews with councillors, local businesses and local residents
- Surveys of local residents
- Traffic and public transport assessments
- Mapping of access to local services and infrastructure
- Annotated photographs and field sketches.

What equipment will you need? Will you have enough time to collect it? At which locations will you collect it? Consider using spatial technology such as ArcGIS Survey123 or Avenza Maps to help with the efficiency and accuracy of data collection and to assist with data analysis.

Secondary data collection

Secondary data is data that you collect via research which was previously collected by someone else for an additional purpose. Examples include:

- Spatial data collected from GIS (Geographic Information System) websites, such as NationalMap and AURIN Map, which provides information about local demographics, projected population changes and environmental, economic and social conditions
- Current and past satellite images collected using Google Earth Pro, which can be annotated with pins and polygons
- Government and council websites such as the Australian Bureau of Statistics or Brisbane City Council.

Analysing and presenting your data

Summarise your data using tables, graphs and maps where appropriate. Analyse and discuss your data to draw conclusions, answer your research questions and state to what extent your hypothesis has been supported or disproven. Consider the best way to present your data such as a report, oral or multimedia presentation or as an ArcGIS StoryMap combining text, interactive maps and multimedia.

Conclusion and evaluation

Summarise your findings and evaluate the success of the field trip.

- What were the positives and negatives of your primary data collection methods?
- How reliable and useful was the primary and secondary data that you collected?
- What could be done differently next time?
- What additional data could be collected to extend this investigation?

References

Always ensure you keep a record of any sources used and present these in a bibliography.

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DEVELOPING YOUR UNDERSTANDING 10.3

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Interpret

1 **Identify** and **explain** which of the management challenges facing Australia's urban areas are the most and least significant and **justify** your decision by demonstrating your understanding of urban development and designs.

2 **a** Using Figure 10.31, **describe** the spatial distribution of Australia's population growth. Use Google Maps or a map of Australia to **identify** the names of places shown.

b Based on this distribution, **justify** whether Australia's population growth is occurring predominantly in rural or in urban areas.

End-of-chapter assessment 10

1 Making thinking visible

I used to think … now I understand …

Throughout this chapter you have learned about various types of migration and their impacts. Using the following sentence stems, write a short paragraph to **explain** your understanding of migration. Examples of possible things you might have thought have been given.

1A I used to think that refugees were migrants choosing to enter a country illegally.

1B Now I understand that …

2A I used to think that Australia had only a small number of international immigrants.

2B Now I understand that …

3A I used to think that the migration of people within Australia didn't have any impacts.

3B Now I understand that …

4A I used to think that all of China was densely populated without much difference between regions.

4B Now I understand that …

2 Research task

Use the internet to **identify** a country other than Australia that is either a host or donor country for a large number of international migrants. Prepare a case study using research that investigates the impacts of migration.

- What is the net migration within your chosen country and where are migrants moving to or coming from?
- How much does net migration affect your chosen country's population or population distribution?

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- What positive and negative impacts is migration having on your chosen country's economy, society and environment?
- What management strategies is your chosen country implementing to try to increase these positive impacts and reduce the negative ones?

Present your research in a report or multimedia presentation containing relevant images, maps and data summaries.

3 Extended-response questions

'International migration has positive impacts for both the host and donor countries and should therefore be increased.' **Evaluate** this statement and **discuss** to what extent you agree with it, making reference to examples provided throughout this chapter.

4 Problem-solving task

Select one of challenges facing Australia's urban future mentioned in Section 10.3. **Design** a management strategy that could be implemented by the Australian Government or a state government to overcome this challenge. **Reflect on** whether or not your strategy will be practical, affordable and achievable within a realistic time frame, and whether or not it is likely to have positive outcomes.



▲ **Figure 10.32** In 2015, Germany accepted more than one million refugees from countries such as Syria and Afghanistan. These people are now vital workers in industries such as manufacturing and are having a positive impact on Germany's economy.

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

What is Economics and Business?

If you have ever shopped in a supermarket, you'd have noticed that there are a variety of goods available to the average shopper. Do you ever wonder where they come from? Are the goods locally produced? Are they Australian-made? Or have they come from overseas? How does our demand for a good influence the price of a product? How does it ensure that the demand for goods is always met?

The study of Economics and Business is important as it helps us develop an understanding of the market forces that influence our decisions as consumers. How do producers satisfy our needs and wants? How do consumers decide what they will purchase? The relationships between consumers and producers are held together by the laws of demand and supply. As the Earth's resources are finite, producers need to use them efficiently to minimise waste.

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Planning is essential for a successful business. Setting long-term and short-term goals is important for businesses and individuals. How do we make goals? What is a priority? Goals and priorities can take time to establish, but with careful planning, they can be achieved with great success. The more you understand how economic goals and planning work, the more you can apply it to your own life.

You are also more likely to recognise these forces at work in larger society.

As consumers, it is important to know our rights. What happens if a product does not do what it says? What happens if it is dangerous? It is very important to learn about the precautions you can take and the different forms of consumer protections.

▼ **Figure A** Business forces are part of our everyday lives. It's important to understand how they work and how we can best fit into, or evolve, these systems.



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Unit 1

Economics and business

Overview

This unit focuses on how an enterprising individual needs to have characteristics and attributes to run a successful business. Goal setting is critical because it helps a business achieve its aims and objectives.

You will learn that work is important to society because it contributes to the wellbeing of an individual and society in general. There are many influences at work that affect the work environment. Growing technology and increasing demands from consumers require entrepreneurs to exhibit behaviours and capabilities that help them to grow their business successfully. You will learn how successful entrepreneurs make decisions effectively, using present-day business examples. You will also learn about the importance of innovation in Australia and the government strategies put in place to encourage innovation in Australia. A business plan is vital for a successful business. You will learn about the different parts that make up a business plan and how many businesses have now incorporated social responsibility strategies as part of their operations.

▲ **Video**
Unit overview

Learning goals

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

- What are the characteristics and attributes that entrepreneurs need to possess to start a business?
- What attributes make up enterprising behaviours and capabilities? How do they help entrepreneurs?
- What are SMART goals and how do we make them?
- Why is work important?
- How does technology affect the way we work?
- Why is a business plan important? What are the various parts of a business plan? What is the marketing mix?
- How can corporate responsibility strategies help a business grow? Why are they important to consumers?

MAKING THINKING VISIBLE

Connect, extend, challenge

Explore the information in the overview along with Figure B to **comment** on the following questions.

1. How does the picture connect with what you already know about how present-day businesses operate?
2. What new ideas does the picture make you consider that changes your thinking on how a business operates?
3. What questions do you have about how businesses operate based on the information in the picture?

Find a partner in the class and share your ideas on these topics.



► **Figure B** Present-day business practices usually involve a lot of collaboration and strategic planning.

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CHAPTER 11

The business environment

Setting the scene: Outland Denim and sustainable fashion

A celebrity endorsement saw the popularity of Australian jeans company Outland Denim soar in late 2018.

When Meghan Markle visited Australia in 2018 after her wedding to Prince Harry, she wore a pair of black skinny jeans made by Australian jeans manufacturer Outland Denim. A week and a half after the Duchess of Sussex wore the 'Harriet' jeans, Outland Denim's website traffic increased by a whopping 948 per cent, bringing the Australian ethical clothing brand to world attention.

Traditional denim manufacturing causes a large environmental impact due to the high water consumption used to grow cotton, and pesticide sprays used on cotton crops. Transporting the crop to a denim mill, the chemical dyes used at the mill, massive amounts of water used in processing and the mining of pumice stones used to artificially distress jeans all add to the large carbon footprint.

Outland Denim, however, has a different approach to the creation of its jeans. It uses recycled, organic and BCI cotton. BCI, or Better Cotton Initiative, grows cotton using natural fertilisers and pesticides, reducing the environmental impact. Vegetable dyes and organic methods of distressing jeans are used. Water that is used in washing processes is sent to a filtration system to ensure the water is safe to be used again.



▲ **Figure 11.1** Prince Harry, Duke of Sussex, and Meghan, Duchess of Sussex, arrive in Dubbo, Australia. The Duchess is wearing a pair of 'Harriet' jeans by Australian ethical jeans label Outland Denim.

Outland Denim's factory is located in Cambodia, staffed by women via a training program that teaches them to create every part of the jeans, ensuring they have the broadest range of skills possible.

Another point of difference in Outland's staffing is that it creates stable employment for survivors of human trafficking. In his travels to Asia, James Bartle, founder of Outland Denim, was struck by the devastating effects of the industry, with many women being lured into sex trafficking under the disguise of false job placements. Since 2013, the jeans manufacturer has created employment that pays a living wage as well as educational opportunities for staff to relieve the pressure of poverty.

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Outland Denim was named one of the world's most innovative sustainable fashion businesses by fashion technology and business platform Common Object (CO) at the 2019 CO Leadership Awards.

MAKING THINKING VISIBLE 11.1

Think, puzzle, explore

Outland Denim's sustainable business model has many different features. After you have read the 'Setting the scene' paragraphs, **consider** the questions below.

1 What does the information from the article make you think about Outland Denim's sustainable business model?
2 What questions do you have about Outland Denim's business model or business models in general?
3 What information from the 'Setting the scene' paragraphs would you like to explore further?

Chapter overview

Introduction

In order for businesses to be successful, they rely on the ability of entrepreneurs to think creatively, make good business decisions and exhibit clever problem-solving skills. If done effectively, these attributes help to not only grow a business, but they also improve the levels of customer satisfaction and customer retention, thereby increasing a business's market share. SMART goals enable entrepreneurs to successfully plan, implement, measure and evaluate their goals.

Corporate social responsibility is now a key component of many businesses. These are strategies put in place to promote a company as one that cares for its employees, customers and the environment. Ethical considerations help promote a business, boosting customer sales in a time when social responsibility remains a strong attraction for global consumers.

Learning goals

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

- What are the characteristics of successful entrepreneurs?
- What contributes to business success?



▲ **Video**
Five interesting facts about business

Skills

After completing this chapter, you will be able to demonstrate the following skills:

- Identify and explain how the attributes of entrepreneurs have helped their business to be successful
- Use SMART strategies to set goals
- Describe how corporate social responsibility strategies are used in Australian businesses.

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11.1 The characteristics of entrepreneurs and successful businesses

FOCUS QUESTIONS

- What are the characteristics of successful entrepreneurs?
- What contributes to business success?

enterprise the knowledge and skills used by owners of businesses and managers to coordinate the production process of goods and services

entrepreneur a person who operates, organises and assumes the risk of a new business

skill a particular ability developed through training and experience that is useful in a job

attribute personality trait

communication the process of sharing information, especially when this increases understanding between people or groups

body language the movements or positions by which you show other people your feelings without using words

professional dress wearing appropriate clothes for a business setting to present a professional image

For more on how these attributes help establish enterprising behaviours, see Chapter 12

The economic resources or inputs in the production process are land, labour, capital and enterprise. **Enterprise** involves the management of a business and it requires the right kind of person, known as an **entrepreneur**, who can coordinate all four inputs in order to produce goods and services at a profit.

An entrepreneur is a person who makes decisions, persuades others to support their goals and takes risks. The word 'entrepreneur' is French in origin, devised by the economist Jean-Baptiste Say. It means 'to undertake'. Entrepreneurs start new businesses to achieve a goal which could be financial or aimed at charitable areas, often at the risk of losing their capital, time and effort.

Many entrepreneurs borrow money from a bank or invest their own savings in order to start a business. It is important to have the right mindset to make a business successful, as it is a huge undertaking. Many new businesses fail within the first few years of operation. Entrepreneurs must be enterprising people who are able to take risks to capitalise on opportunities in the market or be flexible to adapting to changes in the economy.

It is important that entrepreneurs have the right entrepreneurial **skills** or **attributes** that help make their businesses successful. Some of these skills are listed in Table 11.1. Having great **communication** skills is vital for any entrepreneur. There are three types of communication – verbal, non-verbal and written. An effective manager uses easy-to-understand language to communicate with staff and customers. Clear professional language is also used when dealing with the public. This can be seen in a company's letterhead, website, logos, slogans and emails. Ideas are expressed without ambiguity to promote understanding.



▲ **Figure 11.2** Modern entrepreneurs don't have to work out of traditional office spaces, with digital offices and shared workplaces becoming popular.

Body language and **professional dress** are examples of non-verbal language and they reflect the company's approach in dealing with customers and staff. We will be reviewing how some of these attributes can help establish enterprising behaviours and capabilities in Chapter 12.

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TABLE 11.1 Examples of entrepreneurial skills

Initiative	Displays a self-starter approach by being proactive in pursuing goals
Leadership	Sets a strong direction for the business by guiding employees to achieve the vision and business goals of the company
Problem-solving	Works through issues in a methodical manner by listing and evaluating solutions
Risk-taking	Creatively works on different initiatives to start a business or increase profits within a business
Communication	Displays good interpersonal skills in spoken and written communication
Negotiation	Uses communication skills between two or more parties to assess different needs and goals in an issue, in order to find a mutually acceptable decision or solution

Business goals and objectives

A successful business has goals and objectives, and they are different. A business **goal** is a general statement of the desired achievement of a business. It is a broad aim that is established when you start a business. A business **objective** is a step that a business undertakes to achieve its goal. It is a specific milestone that is achieved over time. For example, a business goal could be to increase profits by 10 per cent by the end of the financial year. A business objective to achieve this could be to increase advertising or reduce production costs.

Many businesses use the SMART criteria to establish goals. Goals need to be specific, measurable, achievable, realistic and timely as seen in Figure 11.3. Goals can also be further defined as financial or non-financial. A financial goal is a quantitative measure expressed in monetary value. For example, a business may choose to decrease production costs, increase its profits or decrease its debts to improve its financial position. A non-financial goal is a quantitative measure that cannot be expressed in monetary value. Examples of non-financial goals include improving **customer satisfaction** and **customer retention**, increasing its **reputation** and **market share**, and establishing **corporate social responsibility** goals.

goal a purpose or aim that a person or business wants to achieve

objective an action that a business plans to do to achieve a goal

customer satisfaction a measure of how happy customers feel when they do business with a company

customer retention the ability of a business to keep customers for a period of time

reputation the opinion that customers in general have about a business based on their past dealings with the company and the quality of the product and/or service the business sells

market share the number of products or services that a company sells compared to the number of the same product or service sold by other companies

corporate social responsibility business practices that are ethical and socially responsible

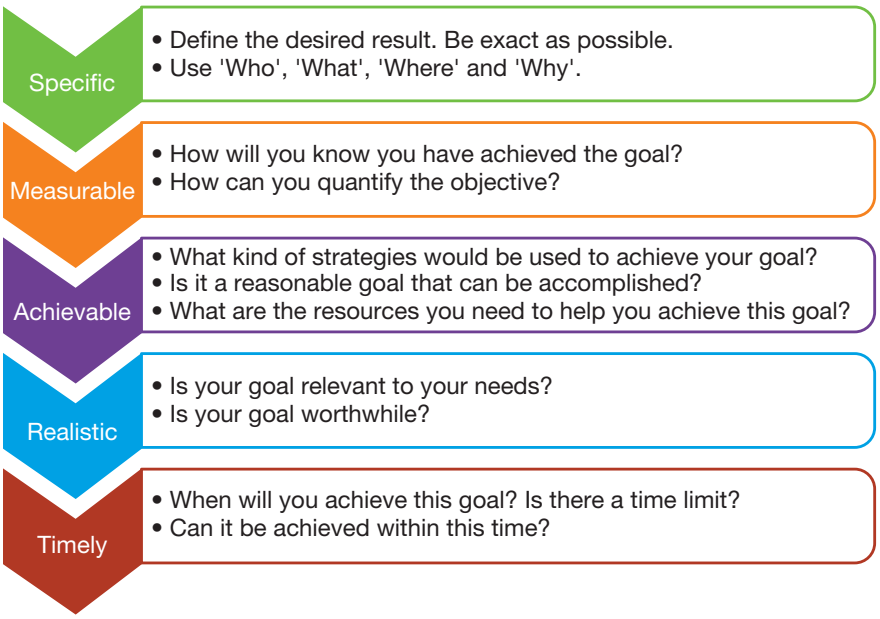
MAKING THINKING VISIBLE 11.2

Parts, people, interactions

Consider the ideas discussed in this section so far and ask yourself the following questions.

1. What are the different ideas discussed so far?
2. Who are the different people linked with an entrepreneur?
3. How do the people relate to each other and to other businesses?
4. **Select** one of the people linked with the entrepreneur and **describe** how a change in the relationship between them might affect a business's goals and objectives.

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▲ **Figure 11.3** SMART goals

Ethics and social responsibility

A 2018 YouGov Omnibus research paper found that 87 per cent of Australians think that Australian businesses have a responsibility to do 'social good'. Social good is defined as behaviour that has a positive impact on individuals or society as a whole. In business, we call this corporate social responsibility (CSR). CSR practices include ethical and social responsibility strategies. Ethical considerations can include respectful relationships in workplaces, compliance and governance issues. Social responsibility considerations can include charitable contributions from businesses, corporate sponsorship and environmental considerations.

A sustainability report is often used to provide information about the financial, environmental and social performance of large businesses. The Commonwealth Bank of Australia, for instance, produces an annual corporate responsibility report for its stakeholders. The report covers a range of practices, including teaching children the value of money, mirroring diversity and lending responsibly.

Small businesses could evaluate their corporate social responsibility with these questions:

- Is the business responsive to the social and ethical issues raised by its stakeholders and the public?
- Are the production processes environmentally friendly? What steps can the business take to reduce its carbon footprint and energy use?
- Do the business's practices comply with current legislation?
- Are its employees being trained to use its equipment?

MAKING THINKING VISIBLE 11.3

Question starters

Many Australian businesses include corporate social responsibility through sponsorship and charitable donations. Brainstorm a list of at least 12 questions about corporate social responsbility.

Consider these question starters to help you think of interesting questions:

- Why …?
- How would it be different if …?
- What are the reasons …?
- Suppose that … what would …?
- What if …?
- What if we knew …?
- What is the purpose of …?
- What would change if …?

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CASE STUDY 11.1

Yakult Australia

Yakult Australia is an example of a business that has strong ethical and corporate social responsibility practices. Yakult is a milk-based fermented drink that contains the probiotic bacteria *Lactobacillus casei Shirota*. Its Australian purpose-built factory is located in Dandenong, Victoria. The factory incorporates state-of-the-art manufacturing processes and equipment and has an on-site, quality-control laboratory. It produces between 300 000 and 450 000 bottles of Yakult daily for the Australian and New Zealand markets.



▲ **Figure 11.4** Yakult Australia produces its original Yakult and Yakult Light at its Dandenong factory in Victoria.

While Yakult prides itself on its quality management system, its corporate social responsibilities are of note too.

Some of its corporate social responsibilities include:

- Regular hearing checks for its production workers who work in the manufacturing process
- Regular training for staff to ensure safe operation of machinery
- Free educational tours of the Yakult factory to educate primary, secondary and tertiary students on the manufacturing process of Yakult
- Recycled faulty bottles are crushed and mixed with resin, and converted into plastic chairs and tables
- Effective waste management strategies to ensure that 99.5 per cent of Yakult's raw materials (known as inputs) end up in the bottle, with no by-products
- Energy management strategies through the use of off-peak rates for utilities where possible. A natural gas boiler is used for short periods to reduce air pollution. It also does not use chlorofluorocarbons in refrigeration.

MAKING THINKING VISIBLE 11.4

Question starters

After reading Case study 11.1, **consider** the following question starters.

- Why does Yakult operate in this way?
- How would Australia look if all businesses used these ideas?
- What reasons do you think Yakult has for operating its business in this way?
- Suppose that Yakult changed its business model to have fewer CSR considerations. What would happen?
- What if a person 100 years from the past read this case study on Yakult. What would they think?
- What do you think is the purpose of Yakult's business model?
- What would change if all Australian businesses had to operate similar to Yakult?

Compare your thinking and answers around these question starters with some of your peers.

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Interesting fact

During the COVID-19 pandemic in 2020, many companies took on CSR strategies globally to support their employees and the general community. Examples include McDonald's Australia giving healthcare workers free coffee, Bata shoes giving free shoes to healthcare and aged-care workers, and Johnson & Johnson donating millions of face masks as medical supplies. Woolworths Australia also demonstrated social responsibility and inclusion by introducing an exclusive shopping hour for senior citizens and people with disabilities.

ACTIVITY 11.1

Research activity

1 **Select** five other businesses in different sectors that focus on CSR as a component of their successful business.
2 **Investigate** and write a report on the importance of CSR.
3 **Explain** each key area of CSR and **identify** why you think they are important.



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** what an entrepreneur is.
2 **Explain** what an enterprise is.
3 **Describe** what an attribute is and give an example.
4 **Describe** the skills that make an entrepreneur successful.

Interpret

5 Using the SMART goal strategy, **create** some goals for the following businesses:
   a A milk bar that has just opened near your home
   b A new sports store in your local shopping centre
   c A new pizza shop across the road from the local footy ground.
6 **Explain** the reasons for the growth of Outland Denim.

Argue

7 Visit the Yakult Australia website to read more about Yakult. Choose three ethical and social strategies to focus on.
   a **Explain** the advantages of these strategies.
   b **Suggest** what their strengths and weaknesses are.

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End-of-chapter assessment 11

1 Research task

Research a business

Using the internet or your knowledge of the local area around school or home, **select** a business that you think is successful.

- **Identify** the area in which the business is located. **Consider** whether or not this location has helped the business.
- **Determine** whether the business has any major competitors. **Consider** what you think its market share is.
- **Consider** whether or not you think the business attracts a high level of customer satisfaction. **Explain** your answer.
- **Determine** whether the business has any repeat customers. **Explain** your answer.
- **Determine** whether the business has established any corporate social responsibility goals. If so, **explain** how it has demonstrated this. If not, **explain** how it can establish these goals. **Decide** whether this will help the business to grow. If so, **explain** why.

Present your findings to your class.



▲ **Figure 11.5** The fast-food chain Subway Australia provides food and funds to the charity Foodbank Australia. Subway Australia has positions for corporate social responsibility managers to further its work in CSR.

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.

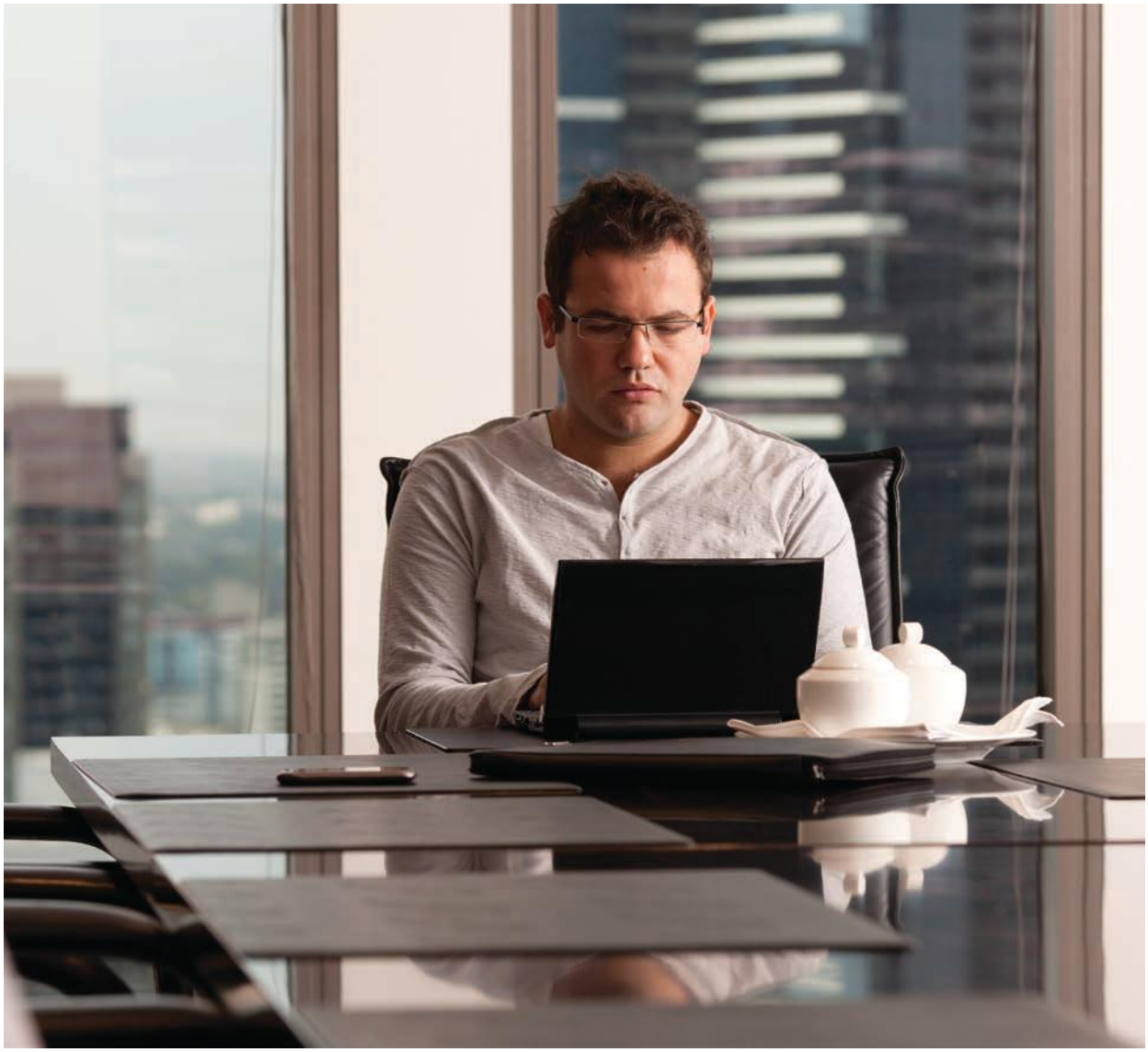
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CHAPTER 12

Enterprising behaviours and capabilities

Setting the scene: the story of entrepreneur Ruslan Kogan

Entrepreneur Ruslan Kogan established Kogan, Australia right from his parents' garage in 2006. He started selling LCD television sets that were assembled for him in overseas Chinese factories under the brand name of Kogan. The idea for this was born out of the staggering price of LCD television sets at that time. He started investigating the prices and found they cost a third of the price if sourced directly from Chinese manufacturers.

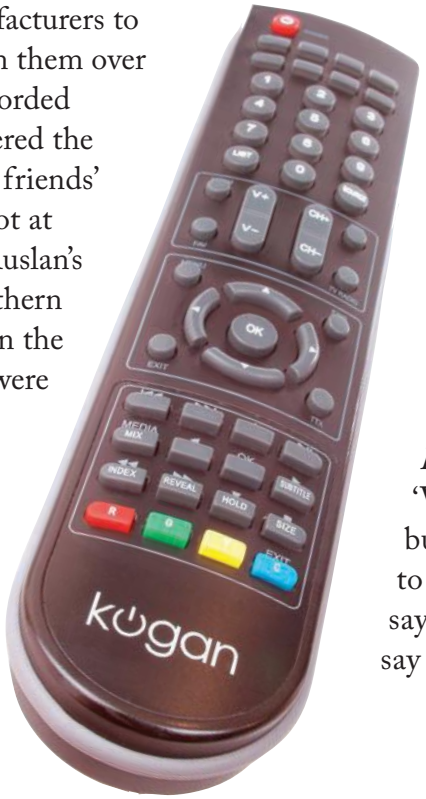


▲ **Figure 12.1** Ruslan Kogan is the owner of Kogan, Australia.

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Ruslan convinced the manufacturers to accept a small order. He won them over by rewording their poorly worded marketing material. He ordered the televisions using his and his friends' credit cards, so there was a lot at stake. At the beginning of Ruslan's business, he travelled to southern China to personally check on the televisions and ensure they were loaded at the wharves.

Ruslan's business is now worth $319 million and is listed on the Australian Securities Exchange. His business offers a wide range of products from home theatre systems, computers and laptops, sports equipment and office supplies. Its website also lists mobile, internet, travel, insurance and money products. Ruslan has a knack for speaking his mind or as he calls it – talking back. In an interview with the *Sydney Morning Herald* in January 2014, he said, 'Who would have known that in business that's a handy attribute to have? I don't think twice before saying something and I'm happy to say it as it is'.



▲ **Figure 12.2** Now worth more than $300 million, Ruslan Kogan's business empire offers a vast range of products including mobile plans, insurance, travel services and consumer electronics devices (a Kogan branded television remote is pictured here).

MAKING THINKING VISIBLE 12.1

Question starters

After reading the 'Setting the scene: the story of entrepreneur Ruslan Kogan', **consider** the following question starters.

- Why was Ruslan Kogan successful?
- How did Kogan begin?
- Why do you think Kogan is more successful than other businesses that offer similar products?
- Suppose that Kogan couldn't source cheaper products from China. Would the business still have been successful?
- What if Ruslan's first order didn't sell? Would the business have still been successful in the long run?
- What do you think made Kogan successful in the long run?
- What would change if all businesses used Ruslan's business model?

Compare your thinking and answers around these question starters with some of your peers.

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Chapter overview

Introduction

An enterprising individual is vital for the success of any business. Behaviours and capabilities include skills and attributes such as being great communicators who show good leadership, exhibit strong problem-solving skills, and possess strong planning and decision-making skills.

The Australian Government supports innovation through various initiatives. A business plan's structure outlines the overall plans for a business. Successful businesses use this effectively to plan ahead for operations and marketing.

Learning goals

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

- How do enterprising behaviours and capabilities help entrepreneurs?
- Why is innovation important?
- How does a business plan help start up a business?

Skills

After completing this chapter, you will be able to demonstrate the following skills:

- Identify and explain how the enterprising characteristics of a business owner can help them to achieve business success
- Understand how strategies used by the federal government are being used to encourage innovation.



▲ **Video**
Five interesting facts about enterprising behaviours

◄ **Figure 12.3** Melanie Perkins, CEO and co-founder of billion-dollar Australian tech startup Canva, a graphic design platform, at the Web Summit 2019. Melanie Perkins is an example of a successful entrepreneur.

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12.1 How individuals and businesses can benefit from entrepreneurship

FOCUS QUESTIONS

- How do enterprising behaviours and capabilities help entrepreneurs?
- Why is innovation important?
- How does a business plan help start up a business?

Characteristics of an entrepreneur

Enterprising behaviours and capabilities refer to those attributes that individuals or entrepreneurs possess that make a business successful. An enterprising individual is usually creative, displays a high level of initiative and takes risks when planning projects or seeking new endeavours. He or she works hard and uses long-term and short-term goals to achieve a business's objectives. Entrepreneurs who are enterprising use these traits successfully to make a business profitable.

Additional characteristics include being versatile and strategic in planning, decision-making and problem-solving. Entrepreneurs also need to be great leaders and communicators. These skills are outlined in this chapter.



▲ **Figure 12.4** Strategy and preparation are essential qualities, not only required to make a great leader, but to build an enterprise.

MAKING THINKING VISIBLE 12.2

What makes you say that?

Compare the information that you have read on this page with the information in Figure 12.4.

1 What examples of the characteristics of an entrepreneur can you see displayed in the picture?
2 What about the picture makes you say that?

Explain your reasoning to others in a small group.

Interesting fact

The world's first bionic ear was created by an Australian, Professor Graeme Clark, in the 1970s. The first prototype of the cochlear implant was successfully implanted in 1978. This Australian invention has brought hearing to thousands of hearing-impaired people around the globe.

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Attributes of enterprising behaviours and capabilities

Good leadership is vital in the daily running of a company. An enterprising individual is strategic at **planning** long-term and short-term goals. Planning involves a series of actions and activities that are put in place to achieve a company's objectives. An entrepreneur often uses a **business plan** to list these actions as it keeps them accountable to tasks. Their creativity is also instrumental to the success of their ventures, helping them to persevere to achieve the goals for their business. Ballarat-based entrepreneur Nathan Weyers, owner of NJW Designs, is one example of an enterprising individual. NJW Designs creates sets for theatre shows. Nathan began working in theatre as a teenager, assisting his grandfather to build theatre sets. He designed his first set when he was 16 and went on to study theatrical design in Perth at the Western Australian Academy of Performing Arts. He then toured for 10 years as a theatre set designer on shows such as *Mary Poppins*, *The Lion King*, *Phantom of the Opera* and *Aladdin*.

planning the process of planning activities or events in an organised way so that they are successful or happen on time

business plan a detailed plan describing the goals of a business and how to achieve them

decision-making the process of gathering information and assessing solutions in order to make a choice

problem-solving skills the ability to find solutions to problems

leadership the set of characteristics that make a good leader



▲ **Figure 12.5** Nathan Weyers, founder of NJW Designs, began designing home furniture instead of theatre sets when the COVID-19 pandemic closed theatres.

Starting NJW Designs has allowed Nathan to be based in Australia. His company was a finalist for the 2019 Ballarat Business Excellence Awards. Nathan's company has worked on more than 120 theatre shows. In an interview with the *Ballarat Courier*, Nathan stated, 'I would set up the shows, work behind the scenes and run the automation in the shows of a night, about eight shows a week. Then I would move them between cities and countries'. Since establishing his company, Nathan has created the sets for productions including *Harry Potter and the Cursed Child*, the Australian Ballet, and several Disney shows.

An entrepreneur needs to also have excellent **decision-making** and **problem-solving skills**. This may involve taking risks when new opportunities arise. Recognising new business potential for growth requires an astute approach to growth prospects, which may involve risks. Informed decisions will need to be made based on research and expert advice. During the COVID-19 pandemic in 2020, NJW Designs had to reinvent itself due to the closure of theatres. More than 40 projects were put on hold. A solution had to be found to retain staff and to ensure income. After a week of brainstorming, the team anticipated that many Australians, workers and students alike, would be working from home without proper desk equipment. This led to the company's decision to use its equipment and the skills of its staff to create easy-to-assemble furniture, beginning production on laptop stands, desks, monitor stands and hobby tables that could be dismantled quickly when not in use.

An entrepreneur needs to display good **leadership** in the daily running of a company. They should possess a good understanding of where a company is headed and be attuned to the needs of staff and customers. A good leader will also be able to negotiate with staff

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effectively to ensure that management goals are met. They should be a good motivator so as to influence change within a company, improving profits, employee satisfaction and customer satisfaction. Having a consultative management style is favourable as it allows views and opinions from staff to be expressed before decisions are made. This creates an atmosphere of inclusivity as staff feel heard in important matters.

MAKING THINKING VISIBLE 12.3

Headlines

Use the information about Nathan Weyers, owner of NJW Designs, to write a headline for a news article that is to appear in a business newsletter. If you were to write a headline for NJW's success that captures its most important attribute, what would the headline be? **Explain** your choice.

Innovation

Innovation is critical to the survival of a business. To innovate means to develop a new design, product or idea. Australian businesses need to innovate in order to stay competitive. Having a **competitive advantage** is beneficial to a business as it allows it to stay ahead of its competitors.



▲ **Figure 12.6** Innovative Facebook founder Mark Zuckerberg. As of 2021, Zuckerberg is estimated to be worth US$109 billion dollars.

In 2015, Facebook founder, Mark Zuckerberg, stated, 'There are different ways to do innovation. You can plant a lot of seeds, not be committed to any particular one of them, but just see what grows. And this really isn't how we've approached this. We go mission-first, then focus on the pieces we need and go deep on them and be committed to them'.

The importance of innovation

innovation the development of a new idea or product

competitive advantage the conditions that make a business more successful than the businesses it is competing with, or a particular quality that makes it more successful

start-up company a new business in its initial stages of operation that is developing a product or service that is new and innovative

In May 2019, the Global Startup Genome Ecosystem report found that Australian cities Sydney and Melbourne had fallen in a global ranking of the best cities for **start-up companies**. A start-up is a new business in its initial stages of operation that is developing a product or service that is new and innovative.

The top cities classified as the best innovation hubs in the world include Silicon Valley and New York City in the United States, Amsterdam in the Netherlands and Bangalore in India. There is a strong contention that Australian businesses and start-ups lack government support due to the lack of accurate advice and support from grant bodies.

However, the Department of Innovation's *Australia 2030: Prosperity Through Innovation* document published in 2017 maintains that innovation is critical for Australia's future. There were five strategic frameworks recommended.

- **Education**: respond to the changing nature of work by equipping all Australians with skills relevant to 2030.

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- **Industry**: ensure Australia's ongoing prosperity by stimulating high-growth firms and raising productivity.
- **Government**: become a catalyst for innovation and be recognised as a global leader in innovative service delivery.
- **Research and development**: improve effectiveness in increasing translation and commercialisation of research.
- **Culture and ambition:** enhance the national culture of innovation by launching ambitious national missions.

CASE STUDY 12.1

Tech Gym

The University of Technology Sydney (UTS)'s Startups program is an example of how education and industry have come together to create collaborative workplaces. Since July 2018, more than 110 student teams have come together to found a start-up or to work in one.



▲ **Figure 12.7** Tech Gym's 'Universal Care' prototype

One example is Tech Gym, a start-up by UTS mechanical and mechatronics engineering student Rowan Smith. Tech Gym have developed a robotic assistance device called 'Universal Care' that can set a series of independent exercises for the patient to play. The device aims to improve access to patient's rehabilitation needs as well as improving patient engagement. Search online for 'UTS Tech Gym' for more information and multimedia resources on how this works.

MAKING THINKING VISIBLE 12.4

Sentence, phrase, word

After reading Case study 12.1, **consider** the questions below.

1 **Determine** what sentence from the text you feel identifies an example of entrepreneurial innovation.
2 **Select** a phrase which interested you from the case study.
3 **Select** a word from the case study that you feel is important when discussing entrepreneurial innovation.

Compare your thinking on this topic with some of your peers.

Interesting fact

The inflatable aircraft escape slide used on thousands of aircraft around the world was invented by Jack Grant, who was an employee of Qantas in 1965. The invention helps passengers to exit the plane safely if a plane lands on water or ice, and can also be used as a flotation device.

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Starting a business

Starting a business or purchasing an existing business requires thorough planning. More than 90 per cent of new businesses fail within the first year of operations.

A business plan is a useful tool that is used by entrepreneurs. It is a planning document that links the ideas of a business owner with the marketing and operational aspects of the business. There are many ways of writing a business plan. However, a typical business plan usually contains at least four elements: an executive summary, an operations plan, a financial plan and a marketing plan. Writing a good business plan helps an entrepreneur create a successful business.

Executive summary

An executive summary gives an overview of the information contained in the business plan.

Operations plan

The operations plan outlines the company's **mission statement**, goals and objectives. Many businesses now list corporate social responsibility as an objective due to a growing number of customers globally who are willing to pay more for a product if the business demonstrated social responsibility.

An operations plan also details the steps that will be taken to achieve the goals and objectives. It should include:

- The organisational structure of the company and staff requirements
- The facilities and equipment required
- Legal issues such as permits, insurance coverage and occupational health and safety (OHS) requirements
- Major suppliers who will provide the necessary goods for the business.

Financial plan

The financial plan is a critical component of a business plan. It is a statement of the financial position of the business.

It contains:

- The sales forecast of the business and the expense outlay
- Break-even analysis (i.e. a financial calculation to determine the amount of goods and/or services that need to be sold to recover costs)
- The cash flow projection (i.e. the estimate of the money you expect to earn from your business and the estimate of the money you expect to spend on your business), usually over a 12-month period.

Marketing plan

The marketing plan covers the four Ps of marketing – price, placement, product and promotion. It is referred to as the **marketing mix**.

- **Product** refers to the good or service being sold by a business.
- **Price** refers to the price of the good or service. The price is often determined by the demand for the good, how exclusive it is and the length of time it has been on the market.
- **Place** refers to where the good or service is sold and how it is delivered to customers. It can be a physical storefront, a website or both.
- **Promotion** refers to the promotional strategy for the good or service. A business may like to use advertisements in print, radio or internet to promote its goods and services. Social media, for instance, is a new dynamic and affordable way of reaching potential customers; it includes platforms such as Facebook and Instagram.

There is also a growing trend of businesses that also publish **sustainability reports**, which outline the economic, environmental and social impacts caused by businesses' everyday activities.

mission statement a short written description of the aims of a business, charity, government department, or public organisation

marketing mix the combination of actions a company uses when selling a product or service; often described as the four Ps (product, price, place and promotion)

sustainability report a report on the financial, environmental and social performance of large businesses

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CASE STUDY 12.2

Boost Juice

Janine Allis is the founder of Boost Juice, the iconic Australian fruit juice brand. She started the business with her husband, Jeff, in 2000 with a store in William Street, Melbourne. Its success allowed them to open up three new sites shortly after but not without trouble. With their shiny new juicers refusing to work, their staff had to dash off to stores to buy domestic blenders to use, which worked well only for a day. However, it allowed them to carry on the business while new equipment was on the way.



▲ **Figure 12.8** Boost Juice CEO Janine Allis

Boost Juice now boasts more than 500 stores worldwide. The team recently opened its 250th store in Australia. Success did not come easy for Janine. In an interview with Smartcompany in 2013, she stated, 'For me, success or failure has been down to the people I've surrounded myself with. Some people are only half full, they live in fear. But as an entrepreneur you need to find the people that say "Give it a go". Find people who support the idea, have started their own business intelligently and are ahead of the curve'. Janine also believes that a great leader is someone who actualises their company's vision, knows where it is going, and has great communication skills.

DEVELOPING YOUR UNDERSTANDING 12.1

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** what enterprising behaviours and capabilities refer to.

2 **Define** the following attributes and give an example for each.

a Planning **b** Decision-making **c** Problem-solving **d** Leadership

Interpret

3 You have read the case studies on Kogan and NJW Design. **Decide** which characteristics of Ruslan Kogan and Nathan Weyers you view as important. **Explain** how the mindset of Ruslan and Nathan can help a business grow.

4 Re-read the five strategies identified in *Australia 2030: Prosperity Through Innovation*. Highlight any words that you are unfamiliar with and find the meaning of these words by creating a glossary. **Identify** one way in which each of the five strategies can be achieved.

Argue

5 Read Case study 12.2 and **conduct** further research online and answer the following questions.

a What attributes does Janine possess that make a successful entrepreneur?

b If sales decline, what entrepreneurial characteristics or skills could help Janine to save her business?

c Janine has decided to introduce a sandwich bar to each of her stores. What are the risks of this idea? **Explain** your reasoning.

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End-of-chapter assessment 12

1 Research task

Write a business plan

If you were to start a new business, what would it be? Brainstorm some ideas and **select** a business idea. Your business could sell either a product, service or both. **Use** the internet to research ideas.

- **Select** five attributes that you need to have to run this business successfully.
- **Create** a business plan, using the four elements – an executive summary, an operations plan, a financial plan and a marketing plan. As part of your operations plan, **determine** how you may include corporate social responsibility.
- **Create** a series of print ads to advertise your business in the local newspapers.



▲ **Figure 12.9** Business plans are essential for whatever business you are interested in being involved in. The more you plan, the more prepared you will be and you can shape your approach to have the greatest chance of success.

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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CHAPTER 13

Work and work futures

Setting the scene: 'money is the main motivator for working teens'

The following is a media release from the Australian Institute of Family Studies issued 29 August 2017 based on the Australian Longitudinal Study of Australian Children 2016 Annual Statistical Report *Teen Employment Experiences*.

The Institute's Director, Anne Hollonds said 16 per cent of Australian 12–13 year olds were working, rising to 39 per cent of 14–15 year olds. 'Financial factors were the main reason teens gave for their employment. This was less about saving up for something or helping with family expenses and more about earning every-day spending money,' Ms Hollonds said. 'Data from the ABS shows that girls' jobs were likely to include work as baby-sitters, sales assistants, checkout operators and waiters while boys tended to work as labourers, sales assistants, kitchen hands and fast food cooks.'

Younger teens at 12–13 earned an average of $31 a week for around 3 hours work per week, while older teens at 14–15 earned $77 a week for about 6 hours work per week. The study – involving about 3500 teens from the Longitudinal Study of Australian Children – examined which teens are working, when and how often they worked.



▲ **Figure 13.1** Casual work at fast-food restaurants remains a popular first job for many Australian teenagers.

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At 12–13 years, similar proportions of boys and girls were working, but at 14–15 years, girls were more likely to be working than boys. By 14–15, girls were more likely to be working for an employer (31 per cent) than boys (24 per cent), with another 11–12 per cent of boys and girls at this age working informally, including helping out in a family business, coaching a sports team or babysitting.

At 12–13 years, boys and girls were a little more likely to be working in informal jobs (9–10 per cent) rather than working for an employer (7–8 per cent).

AIFS' Senior Research Fellow, Dr Jennifer Baxter said teens in outer regional or remote parts of Australia were more likely to be employed than those in city areas. 'Overall, girls were more likely to be employed than boys at age 14–15, but in outer regional areas it was the boys who were more likely to be employed, particularly in informal work. This may be explained by these areas having increased opportunities for boys to work in areas like farming, labouring or contributing to a family business,' she said.

'Overall, teens who were not employed at 14–15 years had relatively weak social and emotional skills and also in the years before,' she said. 'This suggests that teens who are less confident socially may be less motivated to take up employment at this stage and simply decide to put it off for a while. For girls, those doing informal work had the most positive social emotional skills, while for boys it was those working for an employer who had the most positive social emotional skills.'

▲ **Source:** Media release from the Australian Institute of Family Studies, issued 29 August 2017



▲ **Figure 13.2** Earning money is one of several reasons why people might work.

MAKING THINKING VISIBLE 13.1

Think, puzzle, explore

'Money is the main motivator for working teens' is a complex media release. After you have read the 'Setting the scene' paragraphs, **consider** the questions below.

1. What do you think about the information in the media release? Do you agree with the main points?
2. What questions do you have about the information on teens' working habits?
3. What information from the 'Setting the scene' paragraphs would you like to explore further?

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Chapter overview

Introduction

Career education is more vital than ever due to increasing research that indicates that more Australians will need to upgrade their skills and qualifications due to the changing nature of their jobs. Different jobs require different skills and attract different rates of pay. Young Australians begin their careers in casual jobs to build their independence, self-esteem and work experience, preparing them for decisions in the senior years of school where subject selections are made for post-school pathways. We begin career education at high school as we learn to discover our interests, strengths and weaknesses. Reviewing a career action plan is important as it allows students to adjust their goals as they progress through school.

Job changes result from changes in technology and globalisation as well as from government strategies such as free trade agreements. There are many benefits to these changes. However, it cannot be denied that globalisation has resulted in labour exploitation in developing nations where many workers are underpaid and work in unsafe conditions. The changes in technology require many Australians to remain adaptable and flexible to change.

Learning goals

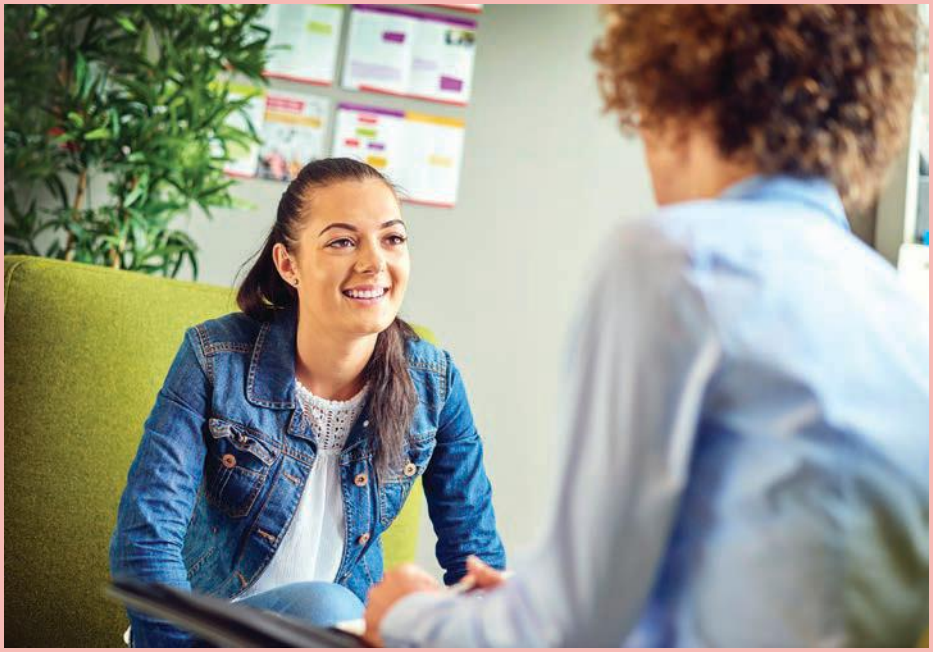
After completing this chapter, you should be able to answer the following questions:

- Why do we work and how does work affect our wellbeing?
- Why is career planning important?
- How do technology and globalisation affect the way we work and how businesses stay competitive?

Skills

After completing this chapter, you will be able to demonstrate the following skills:

- Understand the strategies used by the Australian Government to promote trade
- Evaluate the concept of globalisation by addressing the issues of labour exploitation and outsourcing.



▲ **Figure 13.3** Talking to a career counsellor about your interests and strengths can be a good start to deciding what job path is best for you.

▲ **Video**
Five interesting facts about work and society

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13.1 How work can contribute to individual and societal wellbeing

FOCUS QUESTIONS

- Why do we work and how does work affect our wellbeing?
- Why is career planning important?

Many of you are asked the question, 'What would you like to be when you grow up?' There are many careers to choose from depending on your interests, skills, abilities and aptitudes. Getting work experience can often help you identify your strengths and weaknesses and your ultimate **vocation**.

In Queensland a teenager might start to seek casual **employment** from the age of 15. It is a rite of passage for many middle-school students to get their first part-time job, and many work in supermarkets, convenience stores and fast-food restaurants. **Work** is defined as a paid or unpaid activity that is completed when something of value is produced for a purpose. Teenagers often secure a job as a casual employee, working for a select number of shifts per week in order to have a balance between school and work commitments.



▲ **Figure 13.4** The Queensland Fire and Emergency Services has 31 000 Rural Fire Service volunteers who give up their time to respond to emergency situations. Queensland also has around 34 000 volunteer lifesavers.

There are many reasons why people work.

- It gives us a sense of purpose and fulfilment as we achieve career goals. It builds our self-esteem and independence as we earn money in our jobs.
- It adds to the quality of life we have through the **salary** or **wage** we earn in our job, and through networking with other colleagues or people we meet through our work.
- It gives us a sense of accomplishment when we complete the tasks related to our job. This is known as **job satisfaction**.
- It gives us an opportunity to meet different people when we take on unpaid work through **volunteering**. Unpaid volunteer work helps us connect to others in the community through working on a common area of interest. It also offers the chance to make a difference to the people around us, can provide an opportunity to develop new skills, or build on existing experience and knowledge.

vocation a type of work that you feel you are suited to doing and to which you give much of your time and energy

employment being paid to work for a company or organisation

work an activity, such as a job, that a person uses physical or mental effort to do, usually for money

salary paid on an annual basis in regular amounts (e.g. fortnightly or monthly) and is unrelated to the amount of hours worked or age of the worker

wage usually paid at an hourly rate and determined by the age of the person working

job satisfaction the feeling of pleasure and achievement that you experience in your job when you know that your work is worth doing

volunteering the act of offering to do something that you do not have to do, often without having been asked to do it and without expecting payment

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Career planning

After leaving school or university, there are important questions to ask yourself about what you would like to do in the future. What are the goals that you would like to achieve? What are the types of careers you are interested in? Do you have the right qualifications to work in the field you are keen on entering? Have you taken the right subjects in Year 12 to satisfy the prerequisites of your preferred course at university? Perhaps you're interested in entering a trade. Do you know the pathways to undertake to get an apprenticeship?

Some young Australians find it a struggle to decide on a career. There are lots of questionnaires and personality quizzes you can complete online that match you up with different types of careers based on your responses. The Australian Government Department of Education website outlines five principles of career development:

1. *Change is constant*. Recognise that the world around you is constantly changing. Be open to change and remain alert to new opportunities.
2. *Learning is ongoing*. Strive for continuous personal improvement. Stay motivated by learning new skills and developing new talents.
3. *Focus on the journey*. Don't focus on one destination only. Recognise that your career will be a journey throughout your lifetime. Appreciate and value each experience along the way.
4. *Know yourself, believe in yourself and follow your heart*. Pursue your passion to find fulfilment. Discover ways to combine your interests with career opportunities.
5. *Access your allies*. Rely on the support of your family, friends, mentors, colleagues and peers. Career success can be a team effort.

MAKING THINKING VISIBLE 13.2

Sentence, phrase, word

Search online and watch the video from RSA Animate 'Drive: The surprising truth about what motivates us'. As you watch the video, **select** the:

1. Sentence that you feel captured the core idea of the video
2. Phrase that interested you and made you consider how you think about career planning
3. Word that you found important and how you think about your career.

Compare your sentence, phrase and word with some of your peers.

Indeed, it is predicted that you may have at least seven different jobs before you retire! This will be discussed further in Section 13.3. The Institute for the Future's 2017 report determined that 85 per cent of the jobs that will exist in 2030 haven't even been invented yet! The California-based institute argued that innovation of new technology will mean that future employees will have to relearn 35 per cent of their job within three years – your current skills will therefore be required in a different form. All this points to the fact that Australians will need to adapt to change and upgrade their skills through continuous education and professional learning.

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MAKING THINKING VISIBLE 13.3

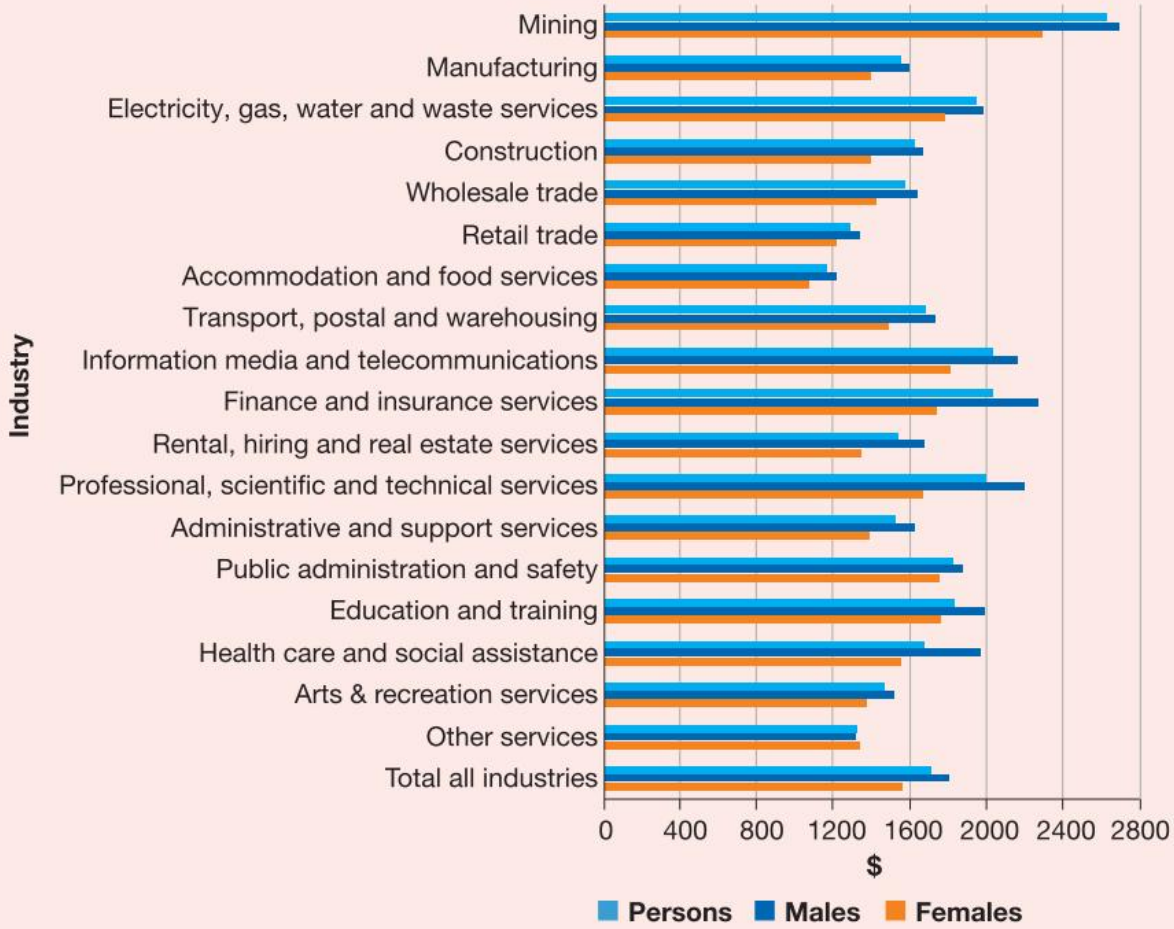
Compass points

Reflect on the statement, 'It is predicted that you may have at least seven different jobs before you retire', and **consider** the reflective questions below.

1 **E = Excited.** What excites you about the issue? What's the upside?
2 **W = Worrisome.** What do you find worrisome about it? What's the downside?
3 **N = Need to know.** What else do you need to help you evaluate this prediction?
4 **S = Stance or Suggestion for moving forward.** What is your current opinion on it? How might you move forward in your evaluation of this prediction?

The job sector in Australia

Different types of jobs attract different rates of pay, due to the demand and skills required for the job. The Australian Bureau of Statistics 2018 report on Employee Earnings and Hours indicated that managers were top earners, with average weekly earnings of $2424.50 ($60.40 per hour). Australia's average yearly full-time wage was at $88 000. While the nation's top earners earned an average of $1686 per week, the lowest earners' average was less than $682 per week. Figure 13.5 shows the average earnings by sector.



▲ **Figure 13.5** The mining industry topped the average weekly earnings in 2020, with average weekly salaries of $2633.20. The lowest paid workers were from the accommodation and food services sector, with average weekly salaries of $1161.10.

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MAKING THINKING VISIBLE 13.4

See, think, wonder

Search online and watch the video made by the Salvation Army 'Average Amanda'. As you watch the video, **select** the:

1. Sentence that identifies to you why career planning and an understanding of income is important
2. Phrase that engaged or interested you regarding levels of income
3. Word that you found important to how you think about income.

Compare your sentence, phrase and word with some of your peers.



DEVELOPING YOUR UNDERSTANDING 13.1

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1. **Define** 'work'.
2. **Identify** the five guiding principles of career development.
3. **Recall** four reasons why we work.

Interpret

4. **Explain** what job satisfaction is.
5. **Determine** how volunteering contributes to job satisfaction and the wellbeing of society.
6. **Examine** the chart in Figure 13.5. **Select** three sectors and estimate their weekly wages. **Determine** whether they are high or low. **Explain** why you think that is.

Argue

7. Safety in a workplace is critical for young workers. When they begin work in a new environment, many are unfamiliar with workplace behaviours and may be over-confident or overly keen to make a good impression with their managers. Sometimes, this leads to accidents at work. **Explore** the WorkSafe Queensland website and **investigate** the following questions.
   - **a** What are the safety issues that young workers need to be aware of in the areas of retail and hospitality? Why are they important?
   - **b** What is workplace bullying? What are the laws related to this topic? Why is this issue important? Research online and **select** one news article that relates to this topic. **Summarise** this article.

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13.2 The various influences on the work environment

FOCUS QUESTION

How do technology and globalisation affect the way we work and how businesses stay competitive?

Globalisation

In its simplest form, **globalisation** is the increasing interconnection we have to different parts of the world. Today, the operation of many businesses has changed from being a company associated with a single country to one that operates in multiple countries, creating a global marketplace. Such large companies are no longer considered national firms. They are known as **multinational corporations** and many of them have **subsidiary** firms in other countries. Globalisation has been enabled by a number of factors, including technology and free trade agreements.

Technology

Technology has grown to enable the extension of traditional workspaces. The use of the internet allows workers to connect with colleagues in different countries, often working in different time zones. The telephone, video conferencing, email and instant messaging are different ways we communicate with our counterparts in offices worldwide. This enables the quick and efficient exchange of information between global co-workers and their customers.

The growth of technology also means that the younger generation of tomorrow will likely not have a job or career for life. In addition to people having at least seven jobs by the age of 70, other changes are anticipated.

- Permanent full-time jobs would be replaced by part-time, casual jobs and temporary work. Greater flexibility of working hours and conditions are needed to accommodate the needs of all staff.
- Workers will be required to retrain in order to keep up with the changing nature of the workforce as jobs are redesigned to keep pace with new technology.
- The number of people who work from home will continue to increase as businesses modernise their workplaces, placing value on the increased rates of productivity and job satisfaction, which has resulted in lower absenteeism and turnover rates.

globalisation the increase of trade around the world, especially by large companies producing and trading goods in many different countries

multinational corporations companies that are located in several different countries, or businesses producing and selling goods in several different countries

subsidiary a company that is owned by a larger company



◄ **Figure 13.6** Developments in modern technology, such as video conferencing and instant messaging, have helped overcome barriers to working with people or companies who are in another city or country.

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Many Australians working in multinational companies have colleagues in different countries. To allow for a seamless transition, global companies worldwide have adopted the 'follow the Sun' workflow model. It uses the analogy that as the Sun does not set, issues and problems can be passed on from one office to another office in a different time zone through the use of technology. This increases the responsiveness of the company. Therefore, companies are able to provide round-the-clock customer service.

Interesting fact

The Australian Bureau of Statistics' Census data from 2016 showed that 9.2 million Australians typically commute to work each day. COVID-19, however, created the largest working-from-home experiment Australia had ever seen. If Australians worked from home for just one day per week, it would reduce the number of commuters on the roads and transport each day by 1.8 million.

Free trade agreements

Free trade agreements (FTAs) between countries have enabled goods and services to be traded with more ease. Australia has FTAs with countries such as New Zealand, Singapore, China and many others. They are designed to benefit Australian importers, exporters, producers and investors by reducing or eliminating international trade and investment barriers.

The Australian Government Department of Agriculture states:

> FTAs promote stronger trade and commercial ties between participating countries, and open up opportunities for Australian exporters and investors to expand their business into key markets. They are particularly beneficial when they seek to remove barriers in highly protected markets or gain a foothold in potential or expanding markets.
>
> By facilitating access to these markets, FTAs provide significant commercial benefits to Australia's exporters and in turn, wider economic benefits to all Australians.



◄ **Figure 13.7** The Association of Southeast Asian Nations (ASEAN)–Australia–New Zealand Free Trade Agreement includes 12 countries, as shown on the map. Please note that ASEAN members are represented by blue, ASEAN Plus Three members are represented by purple, and Asean Plus Six members are represented by teal.

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One example of an FTA in force is the Association of Southeast Asian Nations (ASEAN)–Australia–New Zealand Free Trade Agreement (AANZFTA), which became effective on 1 January 2010. Its benefits are:

- **Tariff** reductions
- New opportunities for Australian exporters to tap into supply chains in the region
- Legal protection for Australian investors in the region
- Ongoing economic engagement with ASEAN.



▲ **Figure 13.8** Just one of the many call centres based in Bangalore; now known globally as the 'tech-capital' of India.

Effects of globalisation

Outsourcing

Companies outsource their labour overseas due to the lower cost of labour in developing countries. Telstra, for example, was one of the first telecommunications companies to outsource their call centres overseas to India and Indonesia. This saved the company costs due to the lower wage levels and overall costs. However, the types of jobs being outsourced are no longer limited to customer-service call-centre jobs. In January 2019, the telecommunications carrier announced that it would outsource 1500 emerging technology roles to India. In Bangalore, a new Telstra innovation and capability centre was being built to help the business hire quickly and then train new workers across its business. The Australian skilled labour market was considered too small to meet Telstra's specific needs.

tariff a tax on goods coming into (imported) a country

MAKING THINKING VISIBLE 13.5

Claim, support, question

Compare the information in Figure 13.6 and Figure 13.8 and **consider** the questions below.

1 **Make a claim** why the two pictures of how people are working are so different.
2 **Justify** your claim using things that you see in the pictures or might know from your own knowledge.
3 **Propose** two to three questions that you have about the effects of globalisation after comparing the two pictures.

Compare your thinking with some of your peers.

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Competition

Increased competition requires companies to source their raw material for the production process from countries where it is more cheaply available. Finding a competitive advantage allows a manufacturer to remain in the market. The resulting lower costs and cheaper product prices create more profit that can be channelled into innovation.

Marketing strategies involving the marketing mix are critical to ensure products and services are priced competitively. If a product is priced too high, customers will easily be turned to a direct competitor who offers the same type of product with a cheaper price tag. However, cheaper prices may not always be attractive to a consumer if the after-sale service is poor. Therefore, while the price of a product remains critical, Australian businesses must build on customer satisfaction to increase customer retention rates in order to secure ongoing, future sales from existing customers.

Innovation is one way forward for Australian businesses to remain competitive in a global market.

Labour exploitation

A United Nations Children's Fund 2017 paper 'How sensitive are estimates of child labour to definitions?' found that in the poorest of countries, around one in four children between the ages of five and 17 years are engaged in child labour. The International Labour Organisation estimates that 170 million children are engaged in child labour. Child labour is defined by the United Nations as 'work for which the child is either too young – work done below the required minimum age – or work which, because of its detrimental nature or conditions, is altogether considered unacceptable for children and is prohibited'.

The rise of sweatshops in developing countries has been a significant contributing factor to the issue of child labour. Many children work to support their families and siblings. As children leave their homes for work in neighbouring towns and cities, it displaces them from their homes, with many living in shelters and on the streets. Many children work in factories in difficult and unsafe conditions.

A 2013 report conducted by the Australian Council of Superannuation Investors studied the sourcing patterns of 34 Australian companies. It found that more companies were using lower skilled and lower paid workers in developing Asian countries. Of concern was the fact that only one-third of the companies had child and forced labour policies. An investigative report in 2013 produced by *Four Corners*, an investigative TV program on the Australian Broadcasting Corporation, also revealed that big Australian brands such as Rivers, Coles, Target and Kmart ordered clothes from factories in Bangladesh that did not meet international standards in working conditions. This came after the tragic collapse of Rana Plaza in Bangladesh in April 2013. Thousands of workers were forced to enter the building to begin their shifts despite cracks appearing on its facade a day before. More than 1100 garment workers lost their lives in what has been called one of the world's worst industrial disasters.



▲ **Figure 13.9** On 24 April 2013, the eight-storey Rana Plaza in Dhaka, Bangladesh, collapsed. The death toll was 1134 people.

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MAKING THINKING VISIBLE 13.6

See, think, wonder

Examine the image in Figure 13.9. **Consider** the following questions.

1 What do you see?
2 What do you think about that?
3 What does it make you wonder?

DEVELOPING YOUR UNDERSTANDING 13.2

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Define** 'globalisation'.
2 **Recall** two examples of globalisation.
3 **Explain** what free trade agreements are. **Identify** one example of a free trade agreement and **recall** its benefits.

Interpret

4 **Determine** how technology changed the way we work. **Identify** two examples in your answer.
5 **Explain** what are the strengths and weaknesses of outsourcing.
6 **Explain** what it means for a business to 'stay competitive'. **Identify** two strategies that can help a business stay competitive.



▲ **Figure 13.10** Each year billions of tonnes of goods are transported around the world by ship. This picture shows Port Hedland, in Western Australia, the highest tonnage port in Australia.

Argue

7 Labour exploitation remains a grave issue in business. **Investigate** online to find recent issues relating to labour exploitation in the world.
   a **Explain** why this occurs.
   b **Determine** how Australian businesses can combat this issue.
   c **Determine** how Australian consumers can help with this issue.

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End-of-chapter assessment 13

1 Career action plan

Copy and complete the following template from the Victorian Department of Education website to **create** a Career Action Plan. Make sure you only add the separate sections as you go, so that you leave enough room to write your answers.



My Career Action Plan

Year 8 – I Explore

Date: .....

School: .....

A Career Action Plan helps you to focus on your goals and plans for the future. It helps you to work out how you are going to achieve what you want relating to school, work and life. A Career Action Plan lets you explore different occupations that may suit your strengths and interests.

My profile

My name	My family	My community
✶ *Include your full name and nickname*	✶ *List your family members*	✶ *This could be your cultural group*

Three positive words that describe me	
✶ *Examples include happy, outgoing, friendly, sporty, polite, healthy and creative.*	

Two people who are important to me	Occupations I am interested in
✶ *An important person is someone you can trust.*	

My top three interests	
✶ *Think about activities you do at school and outside of school that you enjoy, such as playing football or babysitting. Interests also include things like music or gaming.*	

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My top three values ✶ *Values are things that you consider to be important and explain a lot about who you are. For example, some people think being honest, hardworking and caring about the environment are important values.*	

My top three skills ✶ *Skills are things you can do well. Everybody has skills. For example, listening, team work, problem-solving and planning are all skills that can help you do well at school.*	

Subjects I am studying this year

My best subjects
My favourite subjects

- How much do you know about different industries? Visit the myfuture website and try the 'Exploring Industries' quiz, which helps you to understand different things about employment industries.

My progress

I achieved a number of things last year which I am proud of. Some of these achievements were the goals that I set in my previous Career Action Plan, but some achievements were unplanned.

Major achievements from last year	How the achievements made me feel

I also learned a lot about myself last year, including positive words to describe me, skills I am good at and things that interest me. Some things I realised by myself, while other things people such as family members, friends and teachers helped me to realise.

What I learned about myself last year	How this changed my goals

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My goals and plans



- Goals are things that you want to achieve in the future. They are things that will help you to be prepared and ready for change at school or in other areas of your life. It is important that you think about goals early because then you can work out how to achieve them. Thinking about goals means that you will be prepared to study the subjects you like, do the types of occupations you prefer, and keep your future options open. If you meet a goal throughout the year, set another one for yourself – maybe a more challenging one.
- Think about goals that relate to school and life. For example, a school goal might be to do all of your homework, and a life goal might be to learn how to dance.
- Think about why the goals you have made are important. For example, doing homework will help you to do well at school, and learning to dance will help you to stay healthy.
- Think about how long it will take you to achieve your goals. Some goals are short-term, which means you can achieve them in a few weeks. Some goals are long-term, which means it might take a year or more before you can achieve them.

My goals	Why they are important	Achievement date

- You may need some help from allies to achieve your goals. Allies are people who can help you in different ways, like family members, community members, teachers, friends and other people you trust.

Who can help me	How they can help me

- When you thought about occupations you were interested in, you might have considered work-related skills that you need to develop, such as team work, problem-solving and planning.

Work-related skill	How I am developing it

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My review

- Throughout the year it is important for you to spend some time thinking about the goals and plans you set for yourself, and what it was like exploring different occupations that may suit your strengths and interests. Reflecting on what you wrote in your Career Action Plan throughout the year, you might need to include some new things in your next Career Action Plan to help you to achieve your long-term goals.



Date: .....

Goals I have achieved so far	When I achieved them

Goals I need to do further work on in order to achieve	Who can help me

New goals I want to achieve	Achievement date

Comments from parents, family members, community members, carers, guardians or other trusted adults	Date: Comments:
Comments from teachers, careers practitioners or other school staff	Date: Comments:

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 4



Civics and Citizenship

What is Civics and Citizenship?

Civics and Citizenship aims to equip students with a lifelong interest in engaging with Australian civic life. 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 Christian 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.

The unit teaches students about the importance of engaging in and recognising their role in Australia's democracy. Through utilising their civic rights and responsibilities, students can, both now and in the future, participate actively in Australian society.

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Unit 1

The Australian political system

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 critically analyse, evaluate and reflect on these issues and concepts.

This unit focuses on how Australia's political and legal systems support active participation in the country's democracy. Specifically, students will consider the freedoms citizens are granted, and how these freedoms and other democratic processes enable effective advocation, action and contribution to society. In addition, how laws are made and the types of laws in Australia will be explained. Students will consider the influences on and representations of contemporary Australia including religion, ethnic diversity, national events, the media, popular culture and national identity.

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

By the end of Unit 1 you should be able to answer these questions:

- What are the freedoms and responsibilities of citizens in Australia's democracy?
- How are laws made and applied in Australia?
- What are the types of law in Australia, including criminal and civil law, and the place of Aboriginal and Torres Strait Islander customary law?
- What are the values and beliefs of religions practised in contemporary Australia?
- What different perspectives are there about national identity?
- How does national identity shape a sense of belonging in Australia's multicultural landscape?

▲ **Video** Unit overview

▲ **Video** Five interesting facts about Australian society



▲ **Figure A** Support causes you are passionate about.

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CHAPTER 14

Government and democracy

Setting the scene: next generation democracy

At age 15, Greta Thunberg started protesting in front of the Swedish parliament building, holding a sign that read 'School Strike for Climate'. Thereafter, she regularly began missing school every Friday to continue spreading the message, urging teenagers around the world to follow suit.

After her posts and actions went viral on social media, she was able to harness support around the world. A few months after her first protest, more than 20 000 young people worldwide were joining her in striking instead of learning.

Greta continues to advocate for government action to cut emissions and set climate targets.



▲ **Figure 14.1** Greta Thunberg, the face of the global climate change movement







▲ **Figure 14.2** Climate change protests in London, England, in Lisbon, Portugal, and in Melbourne, Australia

ACTIVITY 14.1

Talking points

Interpret the images and use the talking prompts below to **discuss** the Setting the scene with a peer.

My opinion on protesting is … This is due to …

I think that skipping school to protest is … This is because …

If I was passionate about raising awareness about a cause, it would be …

I would bring attention to this cause by … This is because …

My opinion on young people engaging in democracy is … I believe this because …

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14.1 How free is Australia's democracy?

FOCUS QUESTION

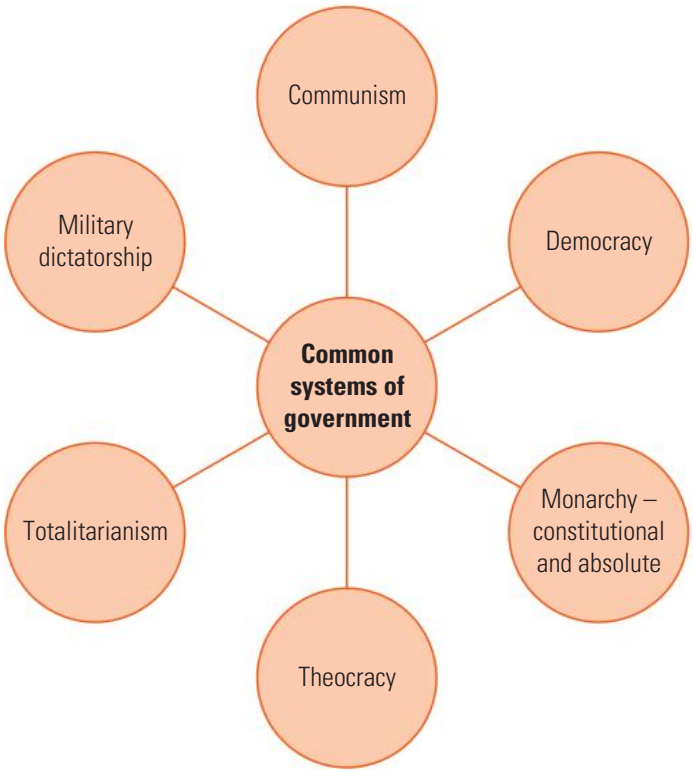
What freedoms underpin Australia's democracy?

Democratic freedoms enabling active participation

Each country around the world is controlled by people who have the power to make decisions about how the country is run. The way that this power and **governance** is distributed within a country is referred to as the country's **system of government**. Figure 14.3 represents the different systems of government globally.

Do you know what Australia's system of government is?

The answer is **democracy**. A democracy gives power to the citizens of the country, allowing them to choose who they want to represent and make decisions for them.



▲ **Figure 14.3** Systems of government globally



▲ **Figure 14.4** Australian Parliament House in Canberra

Democracies, like Australia, are commonly known as free and just systems of government, where citizens have a say through voting. Citizens are able to exercise various rights and freedoms to ensure they are heard and treated fairly.

What does a democracy look like to you?

Your answers to the discussion question are probably quite varied, depending on your own experiences. However, most likely, you associate an understanding of democracy with certain rights and freedoms that allow you to live life in your own way, within reason.

governance the way in which a country, entity or organisation is directed, controlled and operated, particularly in regard to structure and decision-making

system of government the way that power and governance is distributed within a country's political system

democracy a system of government that gives power to the citizens of a country, allowing them to elect representatives and utilise various rights and freedoms

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▲ **Figure 14.5** Police officers stop cars from crossing state borders during the 2020 coronavirus pandemic, as a way of reducing the spread of the virus to protect the public's health. This was a restriction to the freedom of movement.

Upholding these freedoms is essential to a strong and healthy democracy where citizens can:

- Be involved in their community
- Engage in decision-making
- Debate and discuss issues.

However, accessing these freedoms comes with certain limitations, referred to as 'the bounds of law'. This means that citizens can utilise a freedom, to the extent to which the law allows it.

Table 14.1 summarises the five common freedoms Australian citizens are entitled to, as well as their limitations.

TABLE 14.1 Democratic freedoms in Australia

Freedom	Definition	Limitations
Freedom of speech	Includes freedom of: • Opinion – to hold an opinion without restriction • Expression – to express an opinion via any medium such as written, spoken, protest, artworks, advertising or in the media	• Hate speech – derogatory opinions of a particular group of people • Bullying – harassing someone • Defamation – damaging the reputation of others • Obscenity – offensive language • National or public interest – security, order, health or morality
Freedom of assembly	The right of individuals and/or groups to meet and engage in an activity for a shared purpose such as peaceful protest or public meetings	National or public interest – security, order, health or morality (e.g. gatherings must not block public roads or be violent)
Freedom of association	The right of people to come together for a common goal or interest such as sporting clubs, political parties and trade unions	Public interest – restricting the actual or potential activities of criminal organisations or associations
Freedom of movement	• The right to move freely and choose a place of residence, without restriction • The right of a citizen to obtain a passport • The right to leave or enter the country	• Domestic movement – restricted access to natural disaster zones, areas of environmental significance and private property • International movement – passport and visa requirements restrict travel, work and residence For both, criminal charges and issues of public security and safety prevent movement
Freedom of religion	*Section 116* of Australia's Constitution ensures that a person can freely believe and practise any religion of their choosing, without restriction. The government cannot impose a particular religion on anyone. Related to freedom of conscience – the right to hold any belief (religious, scientific or political).	No limitations apply to freedom of religion, provided beliefs are practised in a peaceful and lawful manner

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Interesting fact

Many of Australia's freedoms come from international agreements, known as treaties, that determine the rights a country must allow its citizens to have.

ACTIVITY 14.2

Cognitive spotlight: explain

Understanding Australia's democratic freedoms

Using the information provided so far:

1 **Explain** how each freedom allows individuals and/or groups to actively participate in Australia's democracy. Use examples to support your response.
2 **Explain** why limitations exist on the use of certain democratic freedoms.

You have now learned that, as a member of Australian society, you have the right to a number of democratic freedoms. Certain freedoms, such as freedom of speech, assembly and association, are commonly used to actively participate in Australia's democracy.

When citizens elect politicians to represent them, and governments are formed, these governments have the responsibility of protecting the Australian community and the interests of individuals, businesses and groups.

ACTIVITY 14.3

Cognitive spotlight: communicate

Teenage freedom

Working in small groups, **decide** on the best way to inform teenagers, as participants in Australia's democracy, of their freedoms. **Develop** promotional material (see list of examples) that you could distribute within the school community that achieves this purpose.

Use the questions below to guide your team's discussion and decision-making, and together reach a consensus on your plan of action.

Communicate your plan and material/s to the class in a presentation.

Promotional material examples:

- Poster
- Brochure
- Email
- Social media post
- Event
- Presentation on school assembly.

Guiding questions:

1 How much did you already know about your democratic freedoms before studying this unit?
   a Where did you previously get this information or understanding from?
   b What has limited your understanding of this topic in the past?
2 Which freedoms can teenagers use in everyday life?
3 Are there any freedoms that teenagers have limited or restricted access to? If so, why?

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▲ **Figure 14.6** School children marching at a protest as a part of the global climate strike called by activist, Greta Thunberg

4 How are you and your friends already accessing these freedoms at home, at school or in other communities?
5 What are some examples of where you have seen, heard or read about teenagers using these freedoms already?
6 What means of communication best reaches a teenage audience?
7 What captures a teenage audience's attention when they see, hear or read about something?
8 How interested do you think teenagers are in this topic?
9 How can you make this topic more interesting for teenagers?

dissent when a person strongly disagrees with an opinion, action or decision of another person, an organisation or the government

Sometimes people disagree with the actions and decisions of an individual, organisation or the government. This is called **dissent**. Figure 14.7 outlines circumstances that can lead to dissent in a democracy.



▲ **Figure 14.7** Circumstances that can lead to dissent in a democracy

People express their dissent in many ways, such as:

- Signing a petition or attending a protest
- Wearing merchandise to support a cause
- Distributing flyers
- Posting on social media
- Speaking to the media (newspapers, talkback radio)
- Writing to or visiting a member of Parliament
- Voting at elections
- Attending public meetings.

Which method/s would be most effective at expressing democratic dissent?

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CASE STUDY 14.1



Democratic dissent

Protesting has long been a powerful way of raising awareness of important issues, gaining government attention and bringing about social change. As a form of dissent, protesting dates back to as early as the thirteenth century in feudal England. Since then, some protests go down in history as some of the world's most monumental movements. Think:

- Women's rights and the suffragettes
- Civil rights and Nelson Mandela or Martin Luther King
- The fight for democracy and the fall of communism in the Soviet Union
- Improved wages, working conditions and the rise of trade unions in England.

There is no doubt that protesting holds an important place in creating a fair, free and just society.

Can the same be said in modern society? Does protesting still have a place?

Examine the stories below to form your own opinion and to understand the circumstances that can lead to democratic dissent.

June 2020

Approximately 30 000 people gathered in Brisbane's CBD as a demonstration against racism and black deaths in custody. The rally, sparked by the death of American man George Floyd at the hands of police, was said to show solidarity for the Black Lives Matter movement. The demonstration was held during the COVID-19 pandemic, and many attendees wore face masks.

September 2020

Queensland Parliament passed a new law that criminalises dangerous locking devices from being used by activists, often to delay the person's removal during theatrical acts of dissent. The laws were said to be in response to climate change activists, such as two people in the north Queensland town of Bowen who used a device to block a railway line for about four hours. Upon sentencing, the court handed down $1000 fines but did not record a criminal conviction.

October 2020

A woman was charged with public nuisance and banned from going within 250 metres of or to any event where Prime Minister Scott Morrison would be in attendance. She allegedly engaged in a protest where paint was thrown on a government vehicle and at buildings during the Prime Minister's visit to the COVID-19 vaccine development lab at the University of Queensland in Brisbane. The protest was conducted by refugee activists, with one shouting: 'Lock up ScoMo, throw him in the sea. We won't stop until we free the refugees.'

December 2020

Local Brisbane residents said they planned to protest against construction works that were happening at night in their local area to build a new school. They claimed the noise from work starting around 7 p.m. and finishing at 4 a.m. was causing a lack of sleep. The construction company claimed they offered extensive community consultation and chose to conduct the works at night to reduce the impact on traffic in the daytime.

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December 2020

Following the impacts of COVID-19 on business revenue, Griffith University, in Brisbane, decided to cancel its Bachelor of Photography course. The move, which was part of a wider restructuring where over 140 jobs were to be cut, sparked a protest rally to save the courses and axed jobs. A petition, gathering over 10 000 signatures, was also distributed.

December 2020

Two activists from the extremist climate change group Extinction Rebellion were charged for allegedly blocking a busy inner-city intersection for two hours in Brisbane on a workday. The city's Lord Mayor, Adrian Schrinner, condemned the acts on social media, citing them as 'clowns' and to '#lockthemup'. The activists were forcefully removed by police from the roof of their truck, which was parked in the busy intersection.

January 2021

On the Gold Coast, attendees at a popular horse racing event, the Magic Millions Classic at the Gold Coast Turf Club, witnessed animal activists hijacking the racecourse. The activists entered the Club, wearing T-shirts with a picture of a horse and stating, 'it's their party and my future'. They were also chanting and holding signs saying, 'your money, their lives'. Protesters also stood outside of the event. Police removed the activists from the event.

ACTIVITY 14.4

Democratic dissent or public nuisance?

Interpret the information in Case study 14.1 to answer the questions below.

1 **Describe** the circumstances that can lead to protesting as a form of democratic dissent.
2 **Analyse** the impacts of protesting on the general public, those involved in the protest and the government targeted by the protest.
3 **Evaluate** the effectiveness of protesting when used to express democratic dissent in Australia today.

ACTIVITY 14.5

Are our freedoms debatable?

Often, situations arise when citizens' rights and freedoms are in conflict with the law, the general public's perspective or political priorities. Managing these situations of conflict can be challenging and complex.

What would you do if there was a conflicting situation? Let's find out. You will debate a response to a scenario.

What is a debate?

A debate is a structured, formal way of discussing and analysing issues, with the goal of persuading an audience to accept the presented argument.

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Debates are centred around a topic and statement. The topic for this debate is:

'That protesters who block roads and disrupt the general public should be arrested and charged with a criminal offence.'

As a class, divide into teams of six to eight people, then split the team in half – one half is called the *affirmative* (for) and the other half is called the *negative* (against).

The affirmative team will be arguing that protesters should be arrested and charged, while the negative will be arguing that they should not.

Each team has three speakers, who take it in turns to present the team's arguments. Each speaker may speak for a total of five minutes.

Speaker number	Speaker role
Speaker 1	Affirmative: • Introduces topic • Defines key terms • Presents first and second arguments • Summarises the team's position Negative: • Introduces opposing stance • Rebuts affirmative team's arguments (proving why the other team is wrong) • Presents own first and second arguments • Summarises the team's position
Speaker 2	Affirmative and Negative: • Makes rebuttal • Furthers one to two arguments for team's position • Summarises team's position
Speaker 3	Affirmative and Negative: • Makes final rebuttal • Summarises rebuttal • Summarises team's argument and position – this should be strong and clear

How do I prepare a debate?

1. **Devise** inquiry questions to formulate the argument – think 'what do you need to know about the topic?' Write open questions starting with 'who', 'what', 'when', 'where', 'why' and 'how', allowing you to explore the topic in depth.
2. Using your inquiry questions, **conduct** a thorough **investigation** to gather reliable and up-to-date facts for your argument. Record the source of your findings, as you may like to refer to the author in your speech to add credibility.
3. **Develop** your speeches, using the role information provided in the table above. Remember to use decisive, persuasive language. There are multiple resources available online to assist you with this. For example, use 'must' or 'will' instead of 'may' or 'could'.
4. **Practise** your speeches and amend accordingly, working as a team to develop strong, cohesive arguments. Remember you only get five minutes each!



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Your teacher will direct the debate and will act as the adjudicator. The order of a debate is as follows:

1	Chairperson	• Opens the debate • States the topic being debated • States the names of the teams' speakers and their order of speaking • Introduces the adjudicator • Calls upon each speaker, in turn, to deliver their arguments
2	Timekeeper	• Keeps time and records the duration of each speech • Rings the warning bell at 3 minutes and the overtime bell at 5 minutes 30 seconds (if the speaker goes over time)
3	Affirmative	Speaker 1
4	Negative	Speaker 1
5	Affirmative	Speaker 2
6	Negative	Speaker 2
7	Affirmative	Speaker 3
8	Negative	Speaker 3
9	Adjudicator	Decides, without bias, who is the winning team by considering who presented the most convincing arguments
10	Chairperson	• Calls upon the adjudicator to announce the winning team • Asks a representative from each team to give a vote of thanks to the adjudicator • Declares the debate closed

Individual reflection

After conducting the debate, individually answer the following questions to **reflect on** your experience.

1 What role did you have in your team and how well do you believe you performed in that role?
2 How did your group approach teamwork? Consider the skills or techniques used to ensure an effective overall debate and achieve consensus of debate decisions.
3 How did you use empathy and inclusive behaviours when working in your team and in conducting the debate where opposing perspectives were present?
4 How has the debate deepened your understanding of the topic of 'democracy'? What have you learned?
5 How do you see your responsibilities as a citizen and/or member of the Australian community?

DEVELOPING YOUR UNDERSTANDING 14.1

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 'democracy'.
2 **Explain** the difference between freedom of assembly and freedom of association.
3 **Explain** how 'the bounds of law' limit freedom of speech.

Interpret

4 **Describe** three reasons why people express democratic dissent.
5 **Describe** two situations where you have seen, read or heard about people expressing democratic dissent, including the methods used to do so.

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14.2 How can citizens participate in Australia's democracy?

FOCUS QUESTIONS

- How do certain rights and freedoms enable active participation in Australia's democracy?
- What systems and processes are in place to allow citizens to engage in Australia's political system?

Ways to actively participate in democracy

Freedoms, such as freedom of speech and assembly, enable active participation in Australia's democracy. Citizens can use these freedoms to engage in the systems that allow them to contribute to society and have a say about issues affecting them.

In this section, you will learn about the different ways these freedoms allow people to actively participate in democracy, including:

- Electoral system
- Lobby and pressure groups
- Direct action
- Opinion polls
- Through work.

Electoral system

At a local, state and federal level, citizens vote for people to represent them. These people become politicians, or Members of Parliament, and are representatives elected to serve a community and its peoples' best interests and needs.

From the age of 18, citizens can cast their vote to have their say on which representative's values, beliefs and ideas align with their own. Representatives are often associated with a political party, such as the Australian Labor Party or the Liberal Party of Australia, but they do not have to be.



▲ **Figure 14.8** Voting is one of the most important ways you can contribute to democracy in Australia.

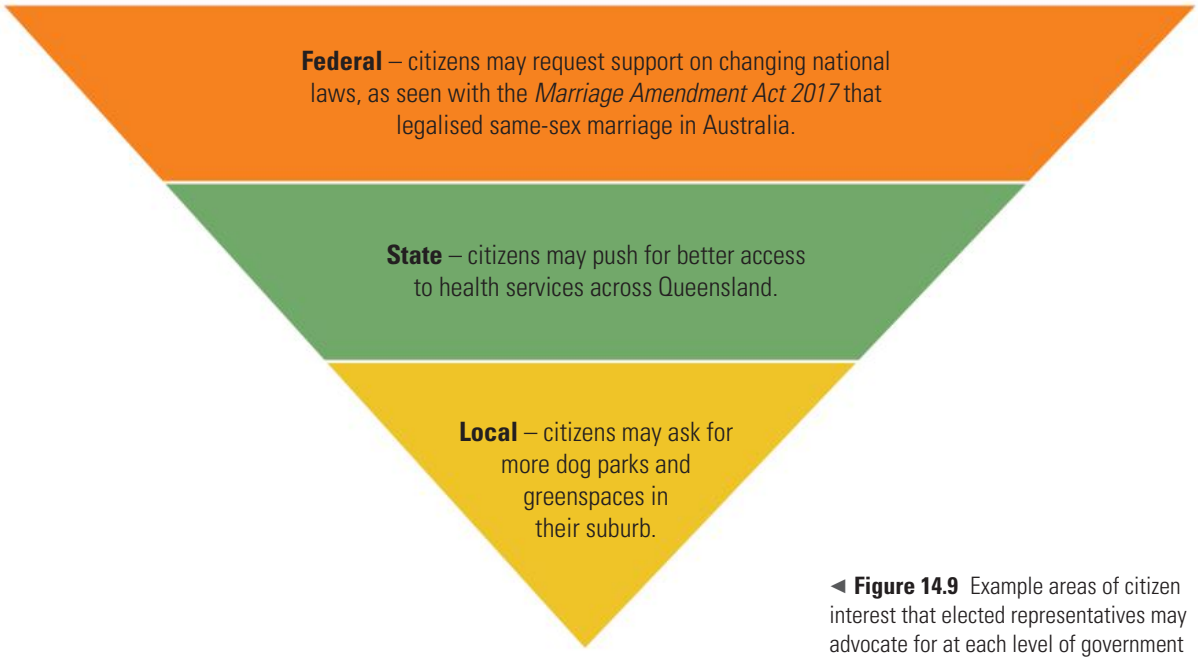
advocate to publicly support a specific cause or policy

Registering to vote and participating in elections is one of the most important ways to participate in Australia's democracy. Because voting is compulsory, it means that all citizens have an equal opportunity to have their say on the governance of the country.

How can you best know who to vote for in an election?

Once elected, representatives can **advocate** on behalf of citizens. Each representative is responsible for the interests of people in a particular geographic region, called an electorate, and therefore must understand what these interests are. These interests may vary at different levels of government, as shown in Figure 14.9.

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◄ **Figure 14.9** Example areas of citizen interest that elected representatives may advocate for at each level of government

CASE STUDY 14.2

Local council advocacy in Logan

Logan, situated in South East Queensland and bordering Brisbane and the Gold Coast, is home to over 300 000 people. The city's strong diversity in ethnic backgrounds, religious beliefs, languages spoken and family structures, and its rapid growth in population have created a need for Logan City Council to invest in projects that advocate for a range of needs.

According to the Council, advocacy involves:

- Liaising and collaborating with state and federal governments to secure support at a local level
- Making submissions for funding during state and federal budget processes
- Forming partnerships with community groups, professional associations and key industry bodies
- Conducting research to ensure only the most relevant facts are used in decision-making
- Encouraging the community to join public campaigns and mobilising their democratic involvement.

The Council's Corporate Plan, up until 2022, prioritises:

- Quality lifestyles
  - Active and healthy local residents
  - Effective social housing
- Conveniently connected
  - Efficient and safe public transport systems
  - Health, education, transport, community service and telecommunication infrastructure
  - Less congested major roads
- Economic transformation
  - Increased investment, partnerships and innovation projects
  - Broader job opportunities
- Image and identity
  - City to be seen as innovative, dynamic, a destination for visitors and business, and a national leader in health and wellbeing programs
- Green and renewable
  - Healthy waterways and waterbodies, e.g. Logan River.

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How does an elected representative know what to advocate for and how does this advocacy occur? Complete Activity 14.6 to find out more.

ACTIVITY 14.6

Cognitive spotlight: discuss

Talking points

Working in pairs or groups of three, read Case study 14.2 about Logan City Council and then **discuss** your answers to the questions below:

1. Why does the Logan City Council adjust its priorities every few years?
2. How can local Members of Parliament educate and engage Logan's residents in these projects and priorities?



▲ **Figure 14.10** Infrastructure, such as this bridge crossing the Logan River, is a key priority for the Logan City Council.

Lobby and pressure groups

Interest groups play an important role in Australia's democracy by advocating for particular groups of people, businesses or industries, or for certain causes or beliefs. Interest groups can be classified into two types – lobby groups and pressure groups.

Lobbying is a form of advocacy whereby a team of individuals seeks to influence government decisions and policies by directly corresponding with them. The people involved in lobbying form what is known as a **lobby group**.

On the other hand, **pressure groups** are teams of individuals who indirectly influence government actions and priorities by promoting a particular cause, agenda or ideology.

lobby group a group of individuals who seek to influence government decisions and policies through direct correspondence

pressure group a group of individuals who indirectly influence government actions and priorities by promoting a particular cause, agenda or ideology

Typically, lobby groups take a more direct approach to engaging with government, employing tactics such as:

- Corresponding with Members of Parliament and Ministers via letters and petitions
- Meeting one-on-one with Ministers or senior public servants to discuss issues
- Being employed by the government to provide direct advice on a matter of expertise.



◄ **Figure 14.11** Farmers for Climate Action is a pressure group that advocates for government protection of the environment and support in managing the effects of climate change in rural communities.

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Pressure groups are more indirect and generally act in the public way, such as through:

- Protesting, rallying or marching to raise awareness
- Campaigning via social media
- Writing letters demanding action or voicing opinions.

Both types of groups can:

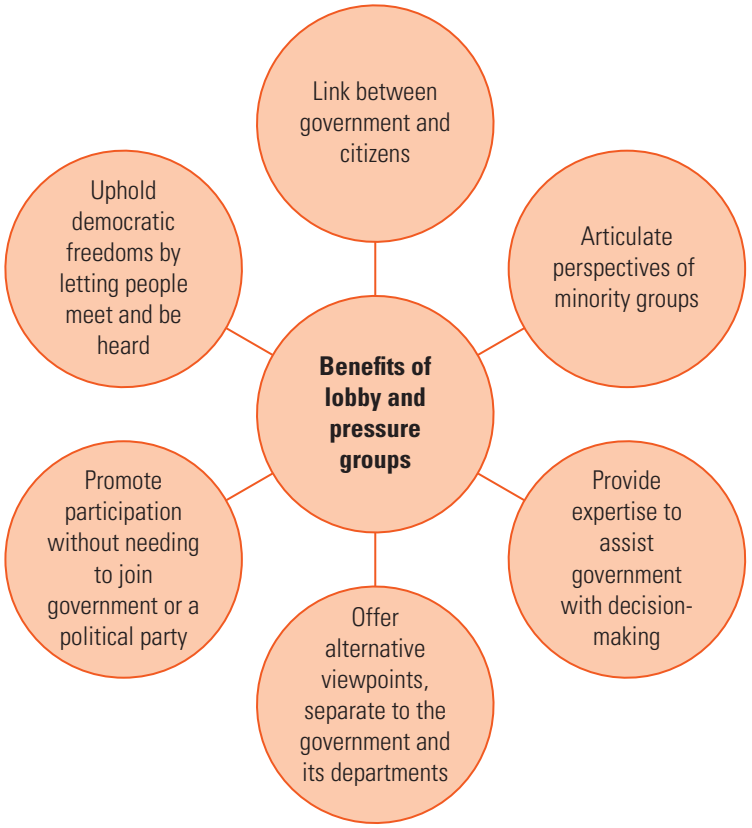
- Campaign for or against election candidates and political party agendas
- Take legal action or request appeal.



▲ **Figure 14.12** Leader of Katter's Australian Party, Bob Katter. His party received the highest value of donations from pro-gun lobby groups from 2011 to 2018.

Figure 14.13 outlines the benefits of lobby and pressure groups for Australia's democracy.

What may be the limitations of allowing feedback from lobby and pressure groups to influence government decisions?



▲ **Figure 14.13** Benefits of lobby and pressure groups for Australia's democracy

ACTIVITY 14.7

Investigating interest groups

Select one of the interest groups listed below:

- Australian Christian Lobby
- Boot Brisbane Inc.
- GetUp
- Kidsafe Queensland
- LGBTIQ+ Health Australia
- Queensland Conservation Council
- Queensland Farmers' Federation
- Queensland Resources Council
- Rural Australians for Refugees
- Youth Advocacy Centre.

Investigate the work of the interest group and, using a variety of sources:

1 **Describe** the purpose of the interest group.

2 **Explain** how the interest group advocates for this purpose.

Ensure you reference sources of information appropriately and use correct spelling, grammar, punctuation and terminology in your response.

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Direct action

Instead of elected representatives or interest groups advocating on people's behalf, citizens can mobilise their democratic freedoms through **direct action**.

direct action when individuals directly engage with issues that they seek to change

Direct action involves people engaging with an issue themselves. There are two categories of direct action – civil resistance (lawful) and civil disobedience (unlawful). Examples of direct action can be seen in Table 14.2.

TABLE 14.2 Types of direct action used to participate in Australia's democracy

Civil resistance	Civil disobedience
Lawful, nonviolent acts such as: • Peaceful protests • Marches and demonstrations • Silent vigils • Petitions • Boycotts • Picketing	Nonviolent acts that deliberately disobey the law such as: • Disrupting trade and business activity through boycotts or deliberate interference with products/services • Labour resistance like strikes and walk-outs • Trespassing • Sit-ins • Blockades

In 2019, the Queensland Government passed an anti-protest law that criminalises the use of a type of locking device that is commonly used in peaceful protests to cause interference with transport or equipment or to stop someone from entering or leaving a place of business.

The *Summary Offences Other Legislation Amendment Act 2019* came under fire from many Australian and international organisations, such as the United Nations, for limiting democratic freedoms.



▲ **Figure 14.14** Environmental protesters using locking devices at a 'Stop HS2' (a campaign opposing the High Speed 2 railway project in England) camp in London, in February 2021.

Do you think that governments should be allowed to restrict citizens' rights to engage in direct action?

ACTIVITY 14.8

Taking action

Investigate a case where citizens have taken direct action against the government, either in Australia or overseas, and answer the questions below. Some examples have been provided for you:

- Climate change
- Black Lives Matter
- Anti-Adani coal mine
- Same-sex marriage.

1 **Describe** the reasons why direct action was taken in this instance.
2 **Explain** how strategies such as social media and public demonstration were used by citizens to take direct action.
3 **Analyse** the different perspectives on the issue being targeted by direct action, ensuring you reference sources for each perspective.
4 **Communicate** your findings in a digital presentation.

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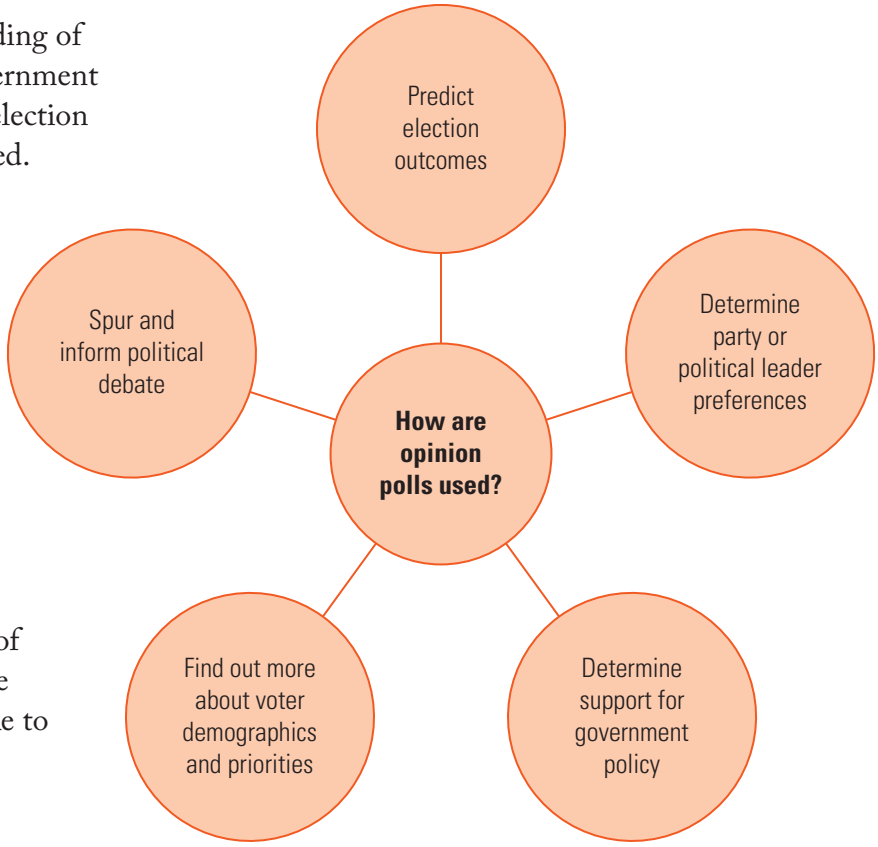
Opinion polls

In order to gain a general understanding of the public's opinion on an issue, government policy or preference for a particular election candidate, opinion polls are conducted.

These are conducted either over the phone (by human or computerised response) or online. The poll is a survey of questions, which is standardised to ensure each participant is asked for the same type of information. Surveys are tailored to suit the purpose of the poll.

Participants are randomly selected so as to represent the average group of people, statistically, and it is up to the individual to decide if they would like to participate in the poll.

Results are published for public accessibility and often used by the media to report on political news.



▲ **Figure 14.15** How opinion polls are used in Australian politics

Popular polls in Australia include:

- Newspoll
- Ipsos
- ReachTEL
- Morgan
- Essential
- Galaxy.

Figure 14.15 shows how opinion polls are used in politics.

Do you think there is still a place for opinion polls in Australia's political system today?

ACTIVITY 14.9

To the polls

Select two of the opinion polls listed below:

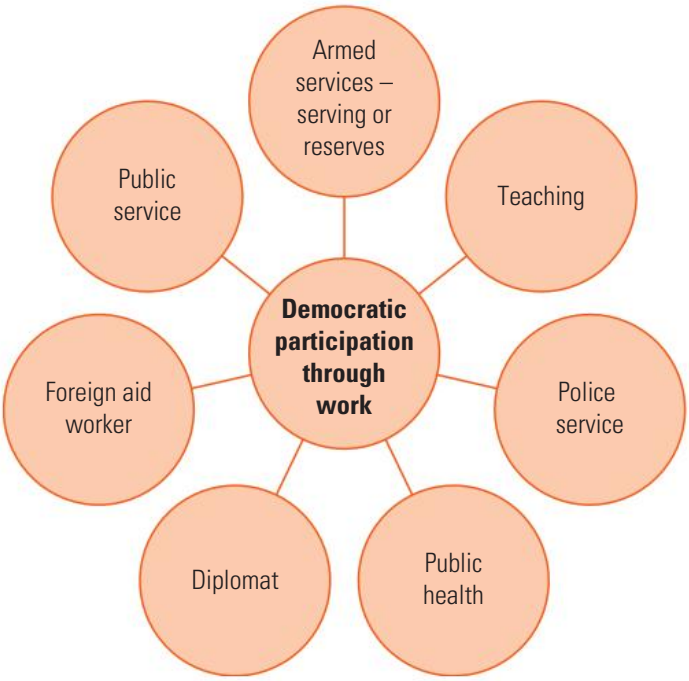
- Newspoll
- Ipsos
- ReachTEL
- Morgan
- Essential
- Galaxy.

Investigate each poll to:

1 **Describe** how each opinion poll is conducted and who conducted the poll.

2 **Analyse** how reliable you believe opinion polls are at informing political decision-making and election results.

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Through work

Not all forms of democratic participation require individuals to express their opinion on certain causes or on government actions. Being actively involved in democracy can also come in the form of giving back to community, contributing to the greater good of society or representing Australia and its national interest. Often, this means working in a job that fits this purpose. Examples can be seen in Figure 14.16.

◄ **Figure 14.16** Ways citizens can participate in and support Australia's democracy through their working lives

ACTIVITY 14.10

Democracy and work

Select one of the jobs identified in Figure 14.16.

Design a one-page flyer that encourages young people to pursue a career in this field.

Investigate the job to:

1 **Explain** the nature of the job or field of work.
2 **Explain** the benefits of this job to:
   - **a** The individual working in it
   - **b** Australian communities and society at large.



▲ **Figure 14.17** Working as a police officer is a way of supporting Australia's democracy.

DEVELOPING YOUR UNDERSTANDING 14.2

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Recall

1 **Explain** how Australia's electoral system supports active participation in democracy.
2 **Explain** the difference between a lobby group and a pressure group.
3 **Describe** two examples of direct-action activities that citizens can engage in.
4 **Explain** how opinion polls work.

Argue

5 **Describe** how individuals can engage in and support democracy through work, using examples.

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End-of-chapter assessment 14

1 Short-answer questions

1 **Explain** how freedom of speech and freedom of association support active participation in Australia's democracy.

2 **Describe** one situation of how 'the bounds of the law' can limit an individual's right to access freedom of movement.

3 **Describe** one situation that can lead to dissent in a democracy.

4 **Explain** the role of elected representatives in upholding democracy.

5 **Explain** three ways individuals can participate in Australia's democracy.

2 Extended-response task

1 Using a decision-making matrix, **evaluate** the effectiveness of each form of active participation in Australia's democracy.

2 **Decide** which form is the most effective at enabling participation.

3 To complete this task:

- **a** **Devise** a list of four factors that allow you to compare each form of participation. *What is it that makes each form effective?* An example has been provided for you.
- **b** **Evaluate** each form of participation individually against the identified factors. *How well would you say this form meets the criteria?* Allocate a number from 1 (not effective) to 5 (highly effective) for how well each form of participation meets the factor of effectiveness.
- **c** **Calculate** the total weightings for each form of participation.
- **d** **Decide** which form is the most effective form of democratic participation, using the matrix and your own understanding.

Forms of democratic participation	Factors of effectiveness				
	Factor 1: Mobilises democratic freedoms	Factor 2:	Factor 3:	Factor 4:	TOTAL
Electoral system					
Lobby and pressure groups					
Direct action					
Opinion polls					
Through work					

4 **Compare** your matrix and decision with another member of the class. **Discuss** any similarities or differences in your responses.

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3 Classroom activity

Working in small groups, **investigate** the online movement 'Fridays for Future'.

Develop a range of complex and open-ended inquiry questions to guide your investigation.

Express your findings in a mixed-media format (e.g. poster, flyer, PowerPoint presentation) to argue whether the public should support or oppose the movement.

Together, you must reach a consensus about the perspective you will take.

Tips:

- Consider the tactics used by Fridays for Future to engage the audience and promote their message, including visuals, text and language features.
- Gather information from a variety of sources to help develop your conclusion about the perspective you would like to take.
- When dealing with a conflict of opinion within your team, think – why is this person's opinion different to mine? Is my own opinion informed or based on assumptions?



▲ **Figure 14.18** Founded by Greta Thunberg, Fridays for Future is an international movement of school students reacting to political inaction regarding climate change issues.

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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CHAPTER 15

Aboriginal and Torres Strait Islander Peoples should be aware that this chapter contains images and names of people who have, or may have, passed away.

Laws and citizens

Setting the scene: new laws in place for Queensland

Each year, parliamentarians are hard at work scrutinising legislation. Some laws are passed and come into force, while others do not make the list. In 2020, the Queensland parliament passed 39 Acts of Parliament, some as amendments to existing laws and others brand new.

Continue reading to learn more about a few of these new laws.

Mineral and Energy Resources and Other Legislation Amendment Act 2020

- A change in law relating to the resources sector including mining, quarrying, oil, gas and explosive acts.
- If an employee is killed on the job, the employer or company director may face up to 20 years' imprisonment. The company may face a fine exceeding $10 million.
- The criminal charge will be that of manslaughter.
- The death must have been a result of negligence on behalf of the employer or a senior manager. That is, when there has been a neglect of their duty of care towards their employees. When we go to work, our employer has the duty of care to take reasonable steps to prevent harm to people.



▲ **Figure 15.1** Introduced in February 2020, the *Mineral and Energy Resources and Other Legislation Amendment Act 2020* was passed in May 2020.

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Criminal Code and Other Legislation (Wage Theft) Amendment Act 2020

- This Act is an update to the state's criminal legislation – *The Criminal Code*.
- It is now a crime for employers to fail to pay an employee (or another person on behalf of the employee, e.g. a parent or carer) the amount due for work completed.
- Underpaying or not paying staff appropriately is now considered 'stealing'.
- Employers can face up to 10 years' imprisonment.
- The Act was tabled in parliament as a result of numerous instances of underpayment of staff, mostly in the hospitality and fast-food industries.



▲ **Figure 15.2** Wage theft is now a crime in Queensland.

COVID-19 Emergency Response Act 2020

- A new law to help the Queensland government and its emergency services respond to the impacts of the coronavirus pandemic.
- Designed to introduce measures to protect the health, safety and welfare of people affected by COVID-19, including extra staff and resources to manage the situation, support for small business, and controlling restrictions like lockdowns and border closures.



▲ **Figure 15.3** The *COVID-19 Emergency Response Act 2020* was introduced and passed in April 2020.

ACTIVITY 15.1

Talking points

Discuss your answers to the following 'Talking points' with a peer.

1. For what purpose was each legislation passed through parliament?
2. To what extent do you believe that these laws reflect the needs and wants of Queensland communities?
3. What new laws would you table at parliament if you were elected to represent your community at a state level?

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15.1 How are laws made in Australia?

FOCUS QUESTIONS

- What is the process of law-making in Australia?
- What is common law?
- What is executive law?

Statutory law

In Chapter 14, you learned how Australia's liberal democracy allows citizens to vote for people to represent their interests. These elected representatives form Australia's parliament.

statutory law a type of law that is enacted by being passed by parliament

bill a draft of a proposed law that is introduced to parliament

Act of Parliament what a law is called when it has passed through parliament successfully

bicameral system when there are two parliamentary chambers (houses) that laws must pass through

At a federal level, each elected representative holds a seat in parliament's lower house – the House of Representatives. Here, politicians introduce, debate and vote on the country's laws.



▲ **Figure 15.4** Inside the House of Representatives, Canberra

Similar processes apply in state parliaments.

When laws are created by parliament, this area of law is referred to as **statutory law**. Each law starts as a **bill** and goes through a series of steps before it can become a statute, otherwise known as an **Act of Parliament** (Act) or legislation.

A law must pass through the lower house before proceeding to the upper house – Senate – to become a statute. Having two parliamentary chambers is called the **bicameral system**.

ACTIVITY 15.2

The path of a bill explained

Research on the internet and access the 'Making Laws' page on the website of the Parliament of Australia.

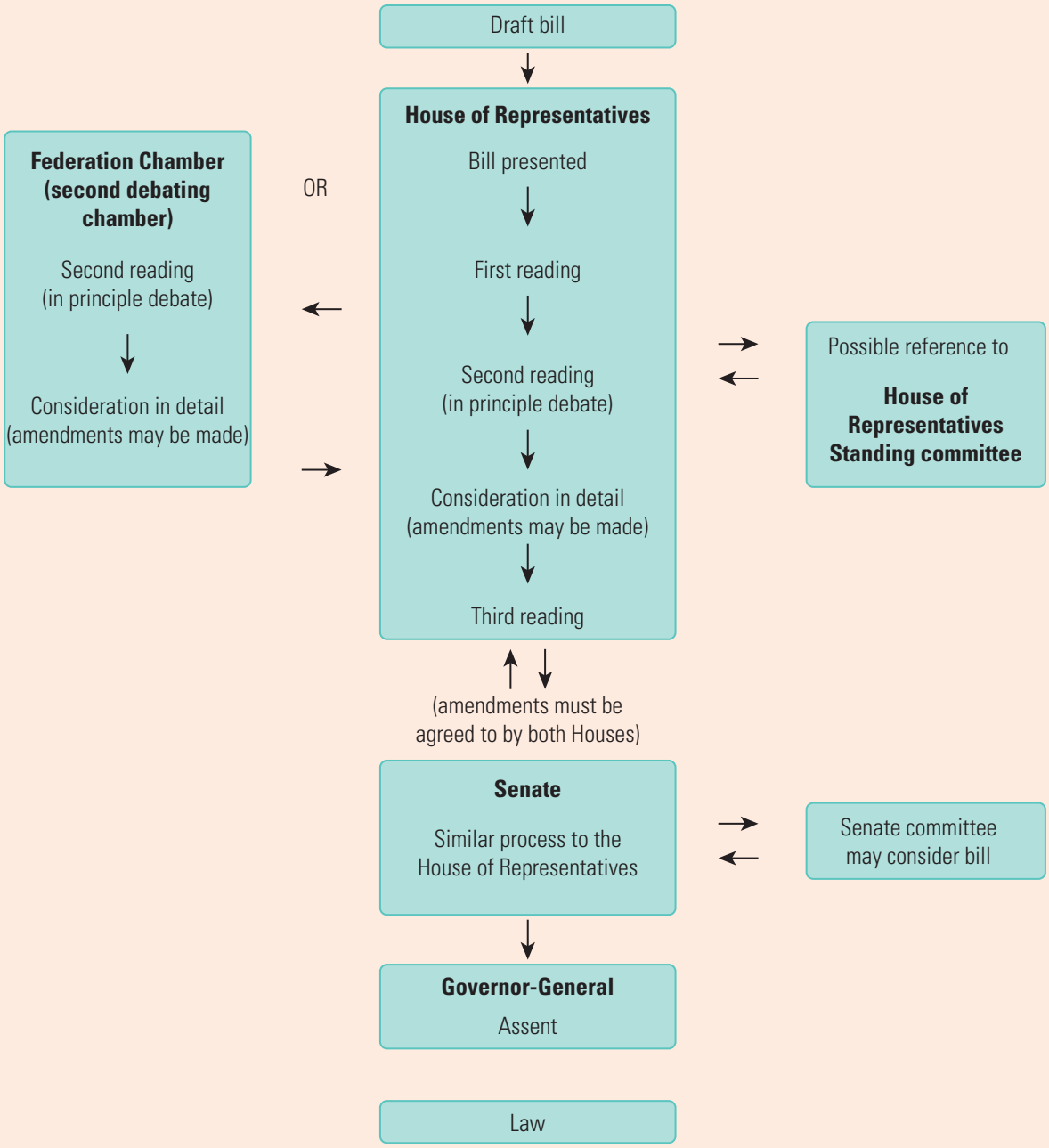
Interpret the information provided to:

1. **Identify** the types of matters Australia's federal parliament can make laws on.
2. **Explain** how bills are first created.
3. **Explain** the difference between the three readings of a bill.
4. **Explain** what is meant by the term 'assent'.

What do you already know about how Australia's parliaments operate?

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Figure 15.5 depicts the process of introducing a bill in parliament and creating statute law.



▲ **Figure 15.5** How laws are made in Federal parliament in Australia

ACTIVITY 15.3

Making law in Queensland

Queensland has a unique parliamentary system in that it only has one chamber – the Legislative Assembly. This is a unicameral system – laws only pass through one house of parliament.

Investigate Queensland's parliamentary system to:

1 **Explain** how bills can originate before being presented to parliament.
2 **Construct** a diagram that illustrates the path of a bill in Queensland parliament.
3 **Explain** the role of the Governor of Queensland in the law-making process.
4 **Analyse** the advantages and disadvantages of operating under a unicameral system of parliament.

Correctly reference the sources you used to gather this information when developing your responses.

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Common law

Another way that laws in Australia are made is through the court system.

Despite the main role of courts being to charge people who have committed a crime or to settle disputes between multiple parties, they also play an important role in making new law where there is no existing law to judge on. This type of law is called **common law** but is also referred to as case law.

common law law that is made by judges through decisions by earlier courts and an understanding of the present situation

This system is based on an understanding of tradition or custom. Judges make decisions based on how similar cases have been heard in the past.

The rules that govern common law is known as the doctrine of precedent.

Where no existing law can be used to make a decision or in a situation where there are no similar cases, new precedent can be set that leads to the creation of a new law.



▲ **Figure 15.6** Queensland's Parliament House, Brisbane City

CASE STUDY 15.1

UberEats

Popular food-delivery service UberEats gained media attention in 2020 when a case was brought against the company for the unfair dismissal (firing) of one of their delivery drivers.

According to the driver, she was fired for delivering a customer's order 10 minutes late. However, the company argued that she was not technically an employee. Under UberEats' (and main company, Uber's) business model, drivers are self-employed contractors and are granted flexibility in choosing which delivery jobs they want to complete.

In Australian statute law, only employees are entitled to unfair dismissal claims, among other benefits such as sick leave, holiday pay and a minimum wage. Independent contractors are not granted these same rights.

A further case, where a delivery driver died on the job, was being proposed by the Transport Workers' Union in 2021. The union argued for a workers' compensation claim, despite independent contractors not being entitled to this type of claim.

The unfair dismissal case was settled outside of court, allegedly to avoid media attention and legal ramifications. However, if the Federal Court were to make a decision that recognised the claim, it could have set a powerful precedent for the status of gig-economy workers across the country.

Interestingly, other countries are encountering the same dilemma. In 2021, the Spanish government passed a new Rider Law, which requires these gig-economy companies to hire their workers and provide them with the correct employment benefits.

»

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This new-age gig economy – previously known as the 'sharing economy' – is characterised by people working in temporary and flexible jobs. These jobs are typically paid per output of work and workers are not permanently linked to a company. Instead, they act as independent contractors. Companies other than Uber who are operating under this model in Australia include Airbnb, Airtasker and Deliveroo.



▲ **Figure 15.7** UberEats drivers are self-employed contractors.

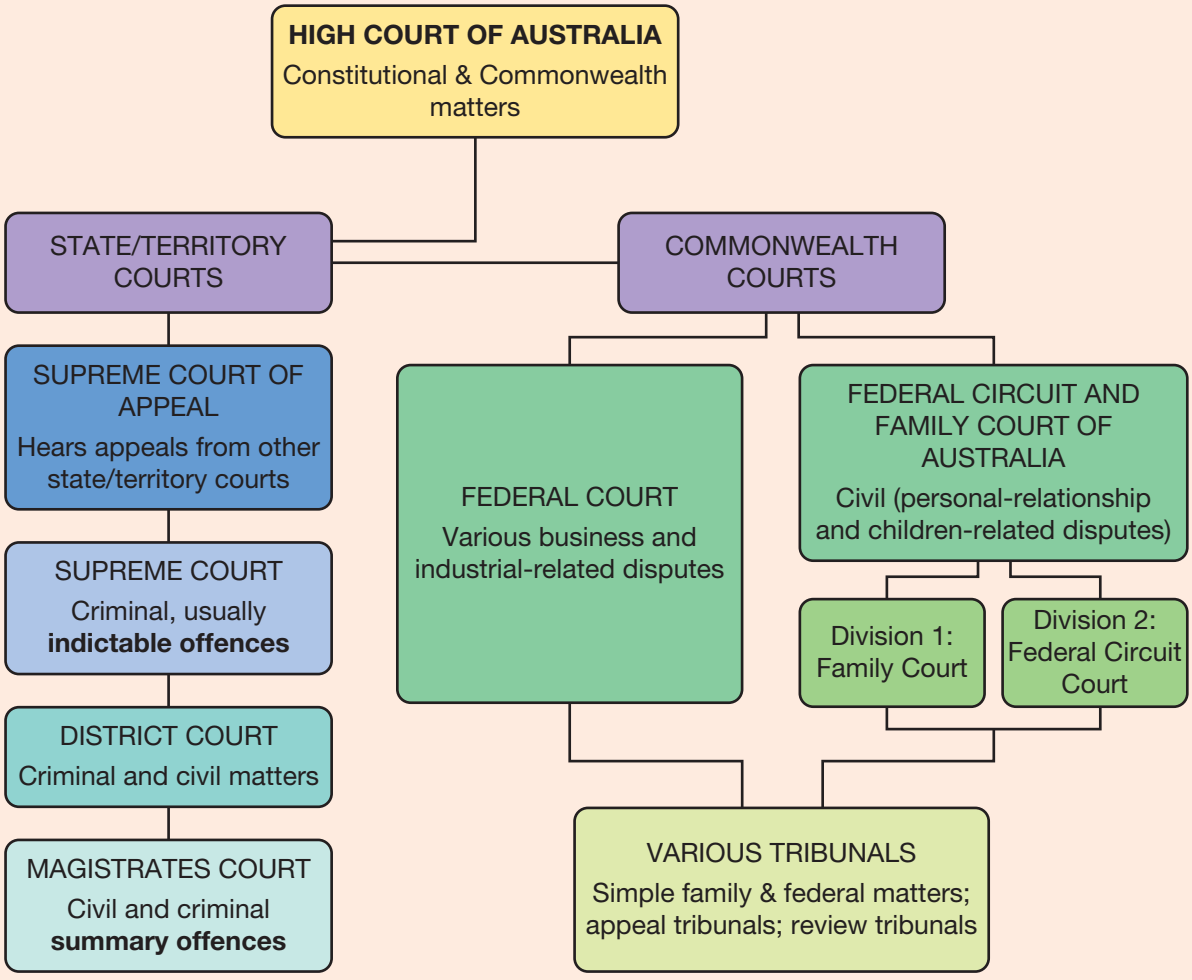
ACTIVITY 15.4

UberEats and a new precedent

Interpret the information in Case study 15.1 and **discuss** in pairs:

'If the Federal Court judge decided that the driver had been unfairly dismissed from UberEats, what would this mean for future decisions about gig-economy employment?'

In Australia's judicial system, there are different levels of courts. These are arranged in order of hierarchy (power and importance) as depicted in Figure 15.8.



▲ **Figure 15.8** Australian court hierarchy

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The Magistrates Court hears approximately 95 per cent of cases and deals with less serious matters such as driving offences, public nuisance or burglary. Meanwhile, the Supreme Court, located in each capital city around Australia, handles more serious matters such as murder, manslaughter and major drug offences.

A decision made in a higher court overrides a decision in a lower court. This is why people **appeal** decisions made, because the case will go to a higher court who will review the details and make their own decision. Sometimes this can result in a better outcome for the person accused of a crime.

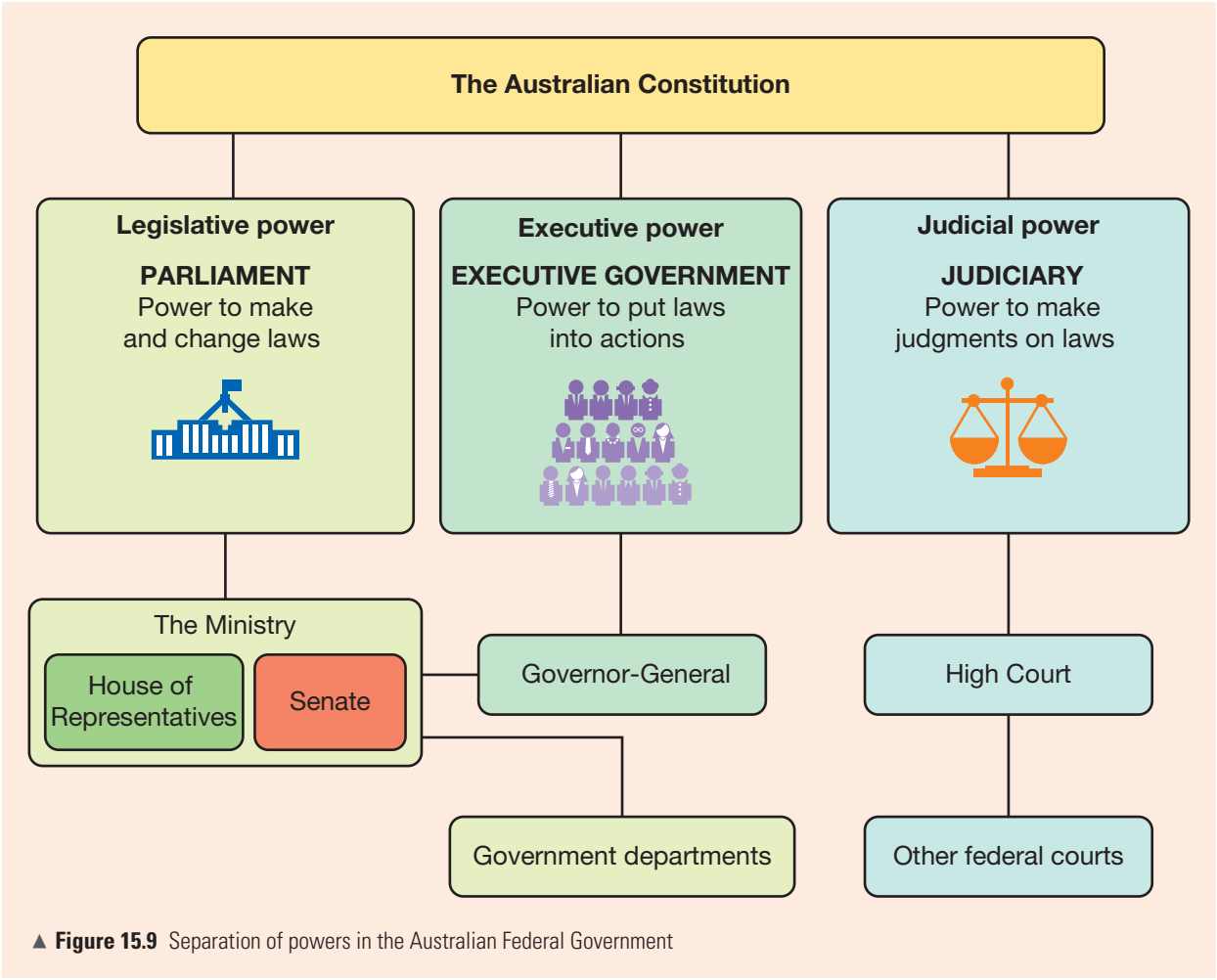
appeal when a party finds an outcome of a ruling by a court unacceptable, the party can apply for a review or reversal of the decision

Similarly, where a statute law exists, this will always override common law. Common law is only amended when there is no existing legislation to base a decision on.

Executive law

When statutory law is created, carrying out the specifics of the legislation will become the responsibility of the executive branch of government.

The executive is defined by Australia's Constitution. The Constitution sets out three areas of government, known as the separation of powers. These three areas are shown in Figure 15.9.



▲ **Figure 15.9** Separation of powers in the Australian Federal Government

executive law legislation that is made under the direction of an Act of Parliament by the executive branch of government, after it is passed through parliament

Sometimes, after legislation passes parliament, an Act will delegate power to the executive to carry out and create the specifics of the Act. This power is known as **executive law** (or delegated law). When this happens:

- The law is assigned to a department (such as health or education) and the government minister responsible for that department.

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- The government minister and their team can make detailed rules and regulations to enact the new law.
- The minister is provided with power to appoint people to particular positions to oversee certain areas of the legislation and its regulations.

However, to ensure the decisions made under executive law are appropriate, they need to be presented to parliament for approval. Figure 15.10 represents the procedure for processing executive law in parliament.



▲ **Figure 15.10** How executive (delegated) law is processed in parliament

DEVELOPING YOUR UNDERSTANDING 15.1

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 path of a bill in the federal parliament.

Interpret

2 **Explain** the difference between how statute laws and common laws are made.

3 **Explain** the concept of 'precedent'.

4 **Explain** how statutory and common law are different from executive law.

5 **Explain** the relationship between parliament and executive law-making.

▼ **Figure 15.11** The High Court of Australia in Canberra



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15.2 What are the different types of law in Australia?

FOCUS QUESTIONS

- How is criminal, civil and customary law different?
- What types of cases are covered by criminal and civil law?

Like there are different ways that laws are made in Australia, there are also various types of law. These are:

- Criminal law
- Civil law
- Customary law.

Criminal law

Criminal law prosecutes a person for committing a crime, officially defined by legislation. A crime is an offence that is deemed punishable for its disregard of behaviours considered acceptable by the general public.

criminal law an area of law that deems certain actions punishable, defines criminal acts and provides guidelines on sentencing offenders of these acts

The crimes listed below, of a serious nature, are heard in the District or Supreme Court.

In Queensland, the legislation that covers this area of criminal law is the *Criminal Code Act 1899 (Qld)*, known as 'the Code' in short.

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 less serious crime is generally heard in the Magistrates Court and includes offences such as trespassing, public nuisance, graffitiing or speeding. In Queensland, these are covered by the *Summary Offences Act 2005 (Qld)*.

ACTIVITY 15.5

Crime in the news

Working in teams of 2–3 people, **investigate** recent news stories (print or online) that report on crimes committed in your city.

Select three different news stories and using the inquiry approach, **develop** complex and open-ended questions that allow you to better understand the criminal circumstances of the case.

In a visual presentation to the class, **communicate** your findings about:

- The details of the crime
- The legislation (including appropriate section) that governs this type of offence
- The language used in the article that creates a 'story' around the crime.



▲ **Figure 15.12** How do media represent crime?

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Civil law

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 sues another party 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.

Depending on the severity of the case, civil matters are heard in almost any Australian court.



▲ **Figure 15.13** Do you know the difference between a marital dissolution and a divorce decree?

civil law an area of law that sets out the rights and responsibilities of how parties, such as individuals, government or private organisations, interact with each other

ACTIVITY 15.6

Cognitive spotlight: categorise

Case by case

Categorise each case listed below as a matter of criminal law or civil law. Construct a table, similar to the one below, to show your response.

Criminal law	Civil law

A A 17-year-old stole a car, ran a red light and crashed into a pregnant woman and her partner, killing them both.

B A 31-year-old man was confronted by police officers after they were called to a break-and-enter scene. The man proceeded to lunge at an officer with scissors and then stabbed his police dog.

C A university student sued his institution for $3.5 million in compensation and damages. The student was given a two-year suspension from studies for alleged misconduct relating to activism, speaking out against a China – Hong Kong political feud.

D A woman was charged with money laundering after police seized over $250 000 in cash.

E A bottle and can recycling company were sued for $19 million after it aborted contracts with two businesses.

F A man was charged with importing a prohibited firearm silencer into Australia from China.

G A young boy of Cook Islands descent faced expulsion from school for growing his hair too long, breaking the school's rules. The family sued the school for discrimination, citing cultural reasons as their son's hair was being grown for a traditional hair-cutting ceremony.

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Customary law

Customary law is a traditional type of law of First Nations Peoples that relates to behaviours of individuals and groups that are in accordance with cultural expectations and customs. In Australia, we refer to the customary law of First Nations Peoples, who have lived in Australia for thousands of years.

customary law legal systems and practices uniquely belonging to Indigenous Australians

Customary law is often expressed orally, through narrative or performance. Unlike criminal law and civil law, customary law is not expressly governed by legislation, but in Australia it is subject to certain conditions under common law and Australia's Constitution.

Why is recognising First Nations customary law important?

CASE STUDY 15.2

Kinship – Aboriginal customary law

Speaking at the National Indigenous Legal Conference about the important role of Aboriginal customary law in Australia's legal system, Professor Tom Calma, Aboriginal Elder and former Aboriginal and Torres Strait Islander Social Justice Commissioner, said:

> Customary law is integral to this (the kinship) system. It maintains the fabric of traditional society. To remove it is to remove the traditions that hold together Indigenous societies.
>
> **Source:** https://humanrights.gov.au/about/news/speeches/integration-customary-law-australian-legal-system-calma#endnote2

A significant part of First Nations customary law in Australia is the kinship system. This system establishes one's relationship to others, with clear rules for association and how people are expected to relate to one another. It also includes a framework for how one must relate to the land and natural resources, which is an important element of First Nations culture.



▲ **Figure 15.14** Kinship is at the heart of First Nations society.

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With over 500 First Nations communities across the country, clan groups exist in distinct borders. In these groups, there are family groups.

Each clan group shares a common language and kinship system. The kinship system of the clan determines who marries who, ceremonial relationships, funeral roles and behaviour patterns. For example, certain relationships require a social distance, like not travelling in the same car together. Another example is the 'skin system', which is a way of dividing people into categories of how they relate to one another such as parent, sibling, cousin or marriage partner roles.

An Aboriginal woman explains the concept of customary law and kinship as follows:

> Customary law is what I am; the essence of an Aboriginal person is customary law. It controls you completely and wholly, not in an imprisoned way but in the way that it cares for you completely and that means holistically.
>
> **Source:** https://humanrights.gov.au/about/news/speeches/integration-customary-law-australian-legal-system-calma#endnote2

In summary, almost every aspect of daily life and communication within Aboriginal and Torres Strait Islander Peoples is governed by kinship ties and remains a highly valued cultural practice today.

ACTIVITY 15.7

Kinship – Aboriginal customary law

Interpret the information in Case study 15.2 to **analyse** the significance of customary law for Aboriginal and Torres Strait Islander Peoples.

DEVELOPING YOUR UNDERSTANDING 15.2

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 difference between criminal law, civil law and customary law.
2 **Identify** the name of the legislation governing crimes of a serious nature in Queensland and provide three example crimes it covers.
3 **Describe** the types of cases covered under civil law.

Interpret

4 **Explain** the concept of 'customary law'.

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End-of-chapter assessment 15

1 Short-answer questions

1 **Explain** the process for making statute law in Australia.
2 **Explain** what is meant by the concept 'common law'.
3 **Describe** how hierarchy works in Australia's legal system.
4 **Describe** the features that distinguish executive law (delegated law) from other types of law.
5 **Identify** an example of a recent law passed in Queensland and what the law provides ruling on.
6 **Explain** the difference between a criminal law case and a civil law case, using examples.
7 **Explain** the concept of 'customary law'.

2 Extended-response task

Interpret the example below to:

1 **Identify** whether the case is a criminal, civil or customary law matter.
2 **Explain** the legislation covering this type of case in Queensland.
3 **Decide** whether the charges laid in the case study were appropriate.

As if managing the effects of COVID-19 wasn't already enough for police, officers have had to deal with individuals lying on their border declaration passes when travelling interstate.

For instance, one group – three women in their early 20s – allegedly lied to health officials at Brisbane airport after holidaying in Melbourne. The Victorian capital was, at the time, declared a COVID-19 hotspot, with strict quarantine rules in place. Even before this, the trio were fined by Melbourne police for hosting a party when restrictions were in place.

After travelling to Brisbane, two out of three women tested positive for the virus and were considered to be the source of an outbreak in the Ipswich region.

Appearing in the Brisbane Magistrates Court two months later, each woman was charged with one count of fraud and one count of providing a false or misleading document.

In another case, three men from Logan were accused of lying on their border declaration passes. Appearing in the Coolangatta Magistrates Court, it was heard that the men spent weeks in Melbourne before driving back along a major highway and falsifying a pass to gain entry into Queensland. At the border control site, the police noticed the false pass, so placed the men in hotel quarantine immediately. They were later charged with failing to comply with the direction of Queensland border officials.

COVID-19 certainly called for unprecedented measures across the globe. Legal systems are just one facet of society that have had to adapt to a rapidly changing environment.



▲ **Figure 15.15** In 2020, the police faced multiple occurrences of people lying to avoid quarantine.

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3 Classroom activity

Working in small teams, **investigate** a recent law that has passed parliament at a Queensland or federal level.

For Queensland legislation, go to the Queensland legislation website.

For federal legislation, go to the Federal Register of Legislation website.

Communicate your findings in a form such as a video, PowerPoint presentation, flyer or brochure that educates the general public on this new legislation.

1. **Select** one Act (amendment or new) that has recently come into effect.
2. **Develop** open-ended and complex questions that allow you to explore the recent law in depth. These questions should start with 'who', 'what', 'when', 'where', 'why' or 'how'. Topics to investigate about the recent law could include:
   - The type of law it concerns (criminal or civil)
   - Details relating to it passing through parliament
   - Reasons for introducing it
   - Coverage and relevant industries/workplaces/persons that it relates to.
3. **Conduct** the investigation by gathering reliable and useful information about the recent law from a range of sources such as:
   - Government websites
   - News articles
   - Organisation/ business websites.
4. **Decide** what information you have gathered is most helpful in addressing the task.
5. **Create** your material using this information. Present it to the general public in a way that:
   - Uses correct terminology and language conventions
   - Is visually appealing
   - Is informative, factual and up to date
   - Is easy to understand.

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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CHAPTER 16

Citizenship, diversity and identity

Setting the scene: this is me

This is Angela. She is a 21-year-old, female from Argentina. Angela is an international student, studying a Bachelor of Business at university. She loves reading sci-fi novels, going to yoga with her friends and travelling to exotic destinations all around the world. Angela is hard-working and adventurous, but also kind. She volunteers once a week helping kids learn how to read, a value and interest she picked up from her mother. Angela's family is small – she is a sister to one younger brother. She is of Christian faith and an activist with organisations fighting poverty in developing nations. Angela is proud of who she is and where she is from.



▲ **Figure 16.1** How do we get our sense of identity?



▲ **Figure 16.2** What makes you, you?

ACTIVITY 16.1

Talking points – who are you?

Discuss with a peer in what ways or in what roles you define yourself:

- Individually?
- Within your family?
- Within your community?
- Within your country?

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16.1 What does contemporary Australia look like?

FOCUS QUESTIONS

- How has history shaped contemporary Australia's political and legal systems?
- How has religion influenced Australian society?

Shaping Australia throughout history

Australia's system of government is based on the Westminster system of the United Kingdom. This system is structured with a bicameral parliament, with elected representatives holding seats in these parliamentary chambers. Like Australia's system, citizens vote for members of parliament to represent them. Table 16.1 identifies the names of the parliamentary chambers in the United Kingdom and in Australia.

TABLE 16.1 Parliamentary houses in the bicameral system

United Kingdom	Australia
Lower House – House of Commons	Lower House – The House of Representatives
Upper House – House of Lords	Upper House – The Senate

One key difference between the United Kingdom and Australian parliamentary systems is the process of appointing members to the upper house. In Australia, citizens vote for members of parliament to hold a seat in the Senate, whereas in the United Kingdom, members of the House of Lords are appointed by the Queen, upon advice of the Prime Minister. Members of the House of Lords come from a diverse range of backgrounds and professions, but they are not current politicians. For example, archbishops and bishops can be appointed to this house, demonstrating the tradition and role of Christianity in shaping the United Kingdom's system of government.



▲ **Figure 16.3** The Houses of Parliament in the United Kingdom dominate London's riverfront.

The Westminster system was not the only aspect of governance that influenced Australia's development during British colonisation. However, it is an important one, given the influence of Christianity. Although Australia only appoints elected politicians to its upper and lower houses of parliament, the nation's government, democracy and law are still heavily shaped by Christian values. Figure 16.4 provides further examples of how Australia is influenced by Christianity.

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Interesting fact

Did you know that over 12 million Australians still identify as Christian?

Do you think that Australia, like the United Kingdom, should also allow people to be appointed to the upper house who are not politicians?

Sessions in parliament begin with the Lord's Prayer

The Australian Constitution cites that people have agreed to come together, 'humbly relying on the blessing of Almighty God'

Many rights and freedoms are underpinned by religious choice

Legislation protects religious practice and belief

Religion, particularly Christianity, is still taught in many of Australia's public schools

Australia has many private schools associated with various Christian denominations and that seek to teach Christian values

Christian-based organisations, such as the Salvation Army, work to solve social issues

Senators can join the Parliamentary Christian Fellowship and its events, such as the Australian National Prayer Breakfast

▲ **Figure 16.4** How Australia is influenced by Christianity

Do you think there is still a place for Christianity in Australia's institutions such as parliaments, courts and schools?

ACTIVITY 16.2

Cognitive spotlight: investigate

Christianity in Queensland's schools

Investigate the Queensland schooling system to:

1 **Identify** the latest statistics about enrolments in:
   - **a** Government schools
   - **b** Catholic schools
   - **c** Independent schools.
2 **Explain** how the religious instruction program in Queensland's state schools works.
3 **Describe** the religious curriculum offered for Prep to Year 10 students in schools within the Brisbane Catholic Education system.
4 **Explain** the religious education teaching requirements for someone wanting to teach religion in a Catholic school.

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Contemporary Australian values and beliefs

Religion plays a core role in shaping the values and beliefs of individuals within Australia's society. According to the Australian Bureau of Statistics, 61 per cent (or 14 million) of people identify as religious or spiritual. Although we've learned that Christianity is the dominant religion, as a multicultural and **secular** society, Australia has a diverse population who practise various other religions. Table 16.2 identifies other common religions practised in Australia.

secular to not be bound by or connected to a particular religion or spiritual belief

TABLE 16.2 Australia's religious affiliations

Religion	Number of people affiliated
Christianity	12 million
Islam	600 000
Buddhism	560 000
Hinduism	440 000
Sikhism	130 000
Judaism	90 000
Australian Aboriginal spiritual beliefs	8000

Interesting fact

Since 2011, Sikhism has been the fastest-growing religion in Australia, with an increase of 74 per cent.

What strategies have you personally implemented to better understand those with values and beliefs that are different to your own?



▲ **Figure 16.5** Australia's sporting teams demonstrate the great diversity of the nation.

ACTIVITY 16.3

Gaining perspective – understanding world religion

Select one of the religious or spiritual belief systems listed below:

- Australian Aboriginal
- Buddhism
- Hinduism
- Islam
- Jainism
- Judaism
- Sikhism
- Taoism
- Wiccan.

Investigate this religion or spiritual belief system to gain a greater understanding of the values and beliefs associated with it.

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»

Develop inquiry questions that allow you to fully investigate the system, taking an approach that is open-minded, culturally inclusive and empathetic.

Communicate your findings in a visually appealing format (e.g. poster, PowerPoint, brochure) with the purpose of educating those within your school community about the religion.

The task is centred around gaining a deeper understanding of the world and the people we share it with. Be prepared to present your findings and material to the class.

WRITING A REPORT TEXT EXTRACT

Report writing is an essential skill not only for students, but for professionals working in almost any industry.

What is a report?

- A concise, formal document
- Written for a particular purpose and professional audience
- Typically, will be informative or analytical, rather than persuasive
- Factual and organised around key ideas or research findings
- May utilise graphics and tables to present data

How is a report extract different to a report?

- Shorter
- Focused on a small part/section of an overall report

What are the key features of a report extract?

1. Main title conveys the topic of the report
2. Sub-titles for each section
3. Introduction
4. Body sections
5. Conclusions and/or recommendations.



▲ **Figure 16.6** What makes a good report extract?

DEVELOPING YOUR UNDERSTANDING 16.1

Review questions

Complete the Quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

Interpret

1. **Explain** how the United Kingdom's system of government has influenced Australia's governance and traditions.
2. **Identify** and **describe** three Christian traditions that have influenced the development of Australian society, democracy and/or law.
3. **Describe** the diversity of religious values and beliefs practised in contemporary Australia.

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16.2 What does it mean to be Australian?

FOCUS QUESTIONS

- What factors shape an individual's identity?
- What factors shape a nation's identity?
- How has ethnic diversity influenced Australia's contemporary national identity?

What is national identity?

We may all have distinctive ideas about what the term 'identity' means to us, which is perfectly understandable given that we are all individuals with diverse experiences that have shaped our values and beliefs.

One's **identity** is their understanding and expression of their individuality or association with a group. Our individual identity can be shaped by our sense of belonging to certain communities, such as our:

- Family
- Friendship circle
- Sporting team
- Place of worship
- Workplace.

Furthermore, our identity is influenced by our:

- Interests
- Tastes
- Attitudes, values and beliefs.

We feel a strong sense of connection to these areas of our life.



▲ **Figure 16.7** What shapes your identity?

What does the term 'identity' mean to you?

So, how is the concept of 'national identity' different?

National identity refers to a sense of belonging a person has to their nation and to the perception of a nation as a cohesive, unified whole. A nation's identity can be shaped by:

identity a person's understanding and expression of their individuality or association with a group

national identity a sense of belonging a person has to their nation and to the perception of a nation as a cohesive, unified whole

- Traditions
- Cultural norms, practices and celebrations
- A common language
- Its political and legal system.

A nation's identity can change over time and is also strongly influenced by history.

ACTIVITY 16.4

Understanding identity

1 **Reflect on** your individual identity. **Describe** the factors that have influenced your sense of individual identity.
2 **Analyse** how your sense of individual identity has changed over the course of your life so far.
3 **Describe** your understanding of Australia's national identity.

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Shaping Australia's national identity

popular culture generally refers to a set of practices, ideas and products that embody the broad tastes of society

As we have learned, national identity can be shaped by a variety of factors. So, what has influenced Australia's identity as a nation?

Across the country, we recognise and partake in various national day events, such as:

- ANZAC Day
- Remembrance Day
- Australia Day
- National Sorry Day.

These events are opportunities for Australians to acknowledge our history and celebrate the country, as it is today.

The media plays a large role in communicating and contributing to a sense of national identity. They report on issues of national importance and engage the general public in debate and meaningful conversation on various topics. The media can include:

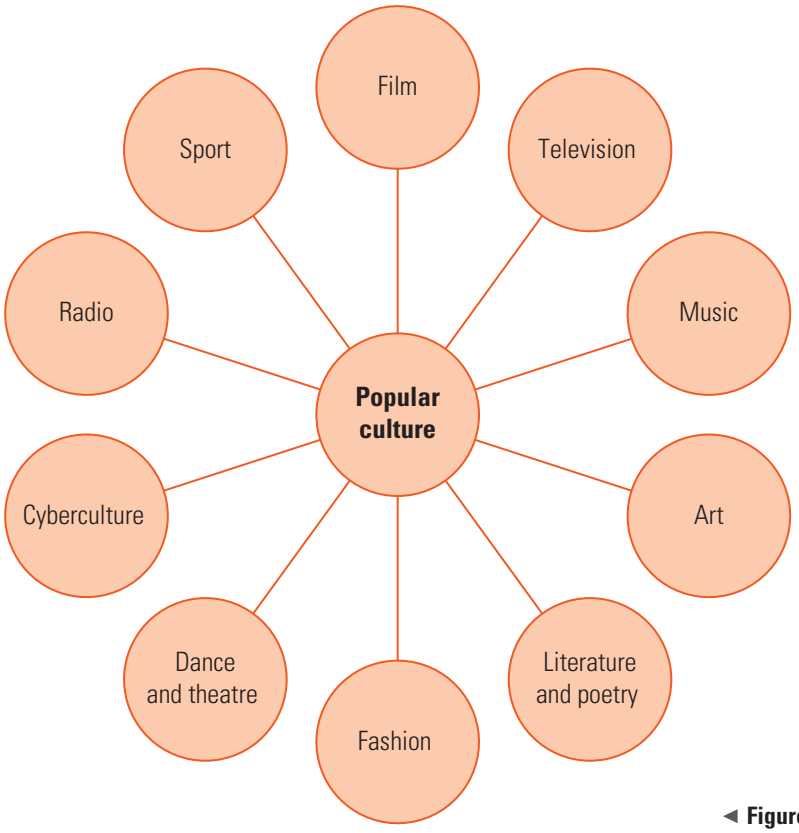
- Newspapers and news websites
- Free-to-air broadcasting services on television
- Pay TV
- Radio stations
- Social media platforms.

Popular culture has also been critical in portraying Australia's identity. Figure 16.9 identifies elements of popular culture.

Where has your understanding of Australia's national identity come from?



▲ **Figure 16.8** What does it mean to be Australian?



◄ **Figure 16.9** Elements of popular culture

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Have you ever seen the film *Crocodile Dundee*? Released in 1986, the movie was significant in creating a stereotypical view of Australia and its people. So much so that it has featured in American television shows and the newer adaptation has been used by Australia's Minister for Trade, Tourism and Investment to promote the country to the United States as a tourism destination.



▲ **Figure 16.10** Paul Hogan and Linda Kozlowski in the Australian film *Crocodile Dundee*

ACTIVITY 16.5

Representations of Australian identity

Working in teams of 3–4 students, **investigate** representations of Australian identity and **communicate** the findings of your investigation in a format of your choice. Example formats include:

- Poster
- Digital presentation
- Brochure or flyer
- Collage or artwork.

In your investigation, ensure that you:

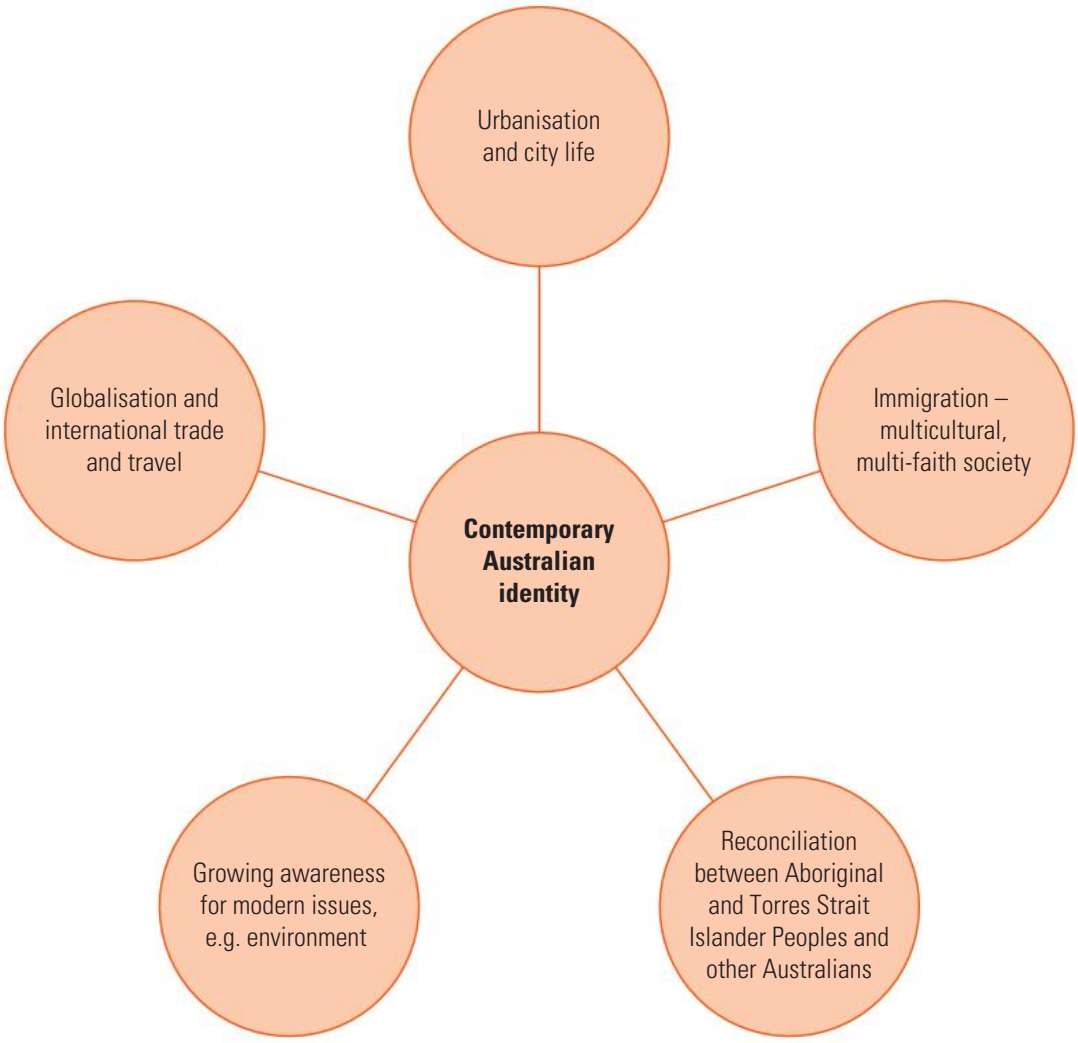
1. **Develop** complex, open-ended questions to explore the concept of Australian identity.
2. **Identify** sources offering differing representations and perspectives on Australian identity.
3. **Select** a number of sources that represent Australian identity within each of the following categories:
    - National events
    - The media
    - Popular culture.

In the communication of your findings, you must:

1. **Analyse** each source to draw conclusions about representations and perspectives of Australian identity. Include the language, textual and visual features that contribute to this representation.
2. **Reflect on** the influences or circumstances that may have informed each representation of Australian identity.

Many representations of national identity in events, the media and popular culture are steeped in strong tradition and history. However, there are other elements that contribute to a contemporary view of Australia's identity. Figure 16.11 provides some examples.

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▲ **Figure 16.11** Contemporary influences on Australia's national identity

CASE STUDY 16.1

Contemporary Australian national identity

Values like individualism, family, community, and industry, expressed in customs like tolerance, loyalty, patriotism, and competition, and established in institutions like our traditional liberties, equality before an impartial law, our democracy, and in our enterprise economy, all lived here, in this place, our home, together – this is the Australian way of life.

Source: Hussey, C., Wallace, K., Bushnell, A. & Wild, D., *The fair go – going, gone: the decline of the Australian way of life, 2000 to 2020*, Institute of Public Affairs, 2021, p. 3.

Over the past 20 years, the [data] tells us that Australians have seen the quality of our way of life get worse, relative to historic expectations. The bundle of goods that Australians reasonably associate with our country is being diminished.

Source: Hussey, C., Wallace, K., Bushnell, A. & Wild, D., *The fair go – going, gone: the decline of the Australian way of life, 2000 to 2020*, Institute of Public Affairs, 2021, p. 9.

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Prominent Indigenous leader Noel Pearson describes Australia's national heritage as encompassing three elements, 'our ancient heritage, our British inheritance and our multicultural triumph'.

Source: *The Age*, 'Australia Day should reflect our identity and diversity', 2021.

I think national identity, like so many ways that we like to think about ourselves, is very much a generalisation of a particular moment. I think different groups would have different senses of national identity and I think it means different things to different people, so it's a very slippery topic to try and pin down.

Source: Ruth Morgan, a senior research fellow from Monash University's School of Philosophical, Historical and International Studies, 'Australian identity: what does it mean to you?' Monash Lens, 2019.

As soon as you start talking about a distinctive national identity or character, you begin to exclude, and you define those who are in and those who are out and that's a problem.

Source: Alistair Thomson, Monash University Professor, 'Australian identity: what does it mean to you?' Monash Lens, 2019.

Our modern national identity is based not in any particular ethnic heritage.

Source: Richard Johnson, Department of Home Affairs, in Gredley, R., 'Australian values and 'national identity' campaign flagged amid extremism concerns', 7News, 2020.

It's not that (Asian–Australians) are ashamed of their heritage at all, but it's become something more entwined I think with Australian identity. I think it's sort of a hybrid, that's probably the best way to talk about it.

Source: Isabella Kwai, Chinese–Australian writer, in Power, J., 'The changing face of Australia's national identity', NIKKEI Asia, 2017.

What is Australian culture? Is it having a sausage, throwing a shrimp on the barbie because that's all the songs that tell a story of this country? But that's just the surface, under the surface is this rich Aboriginal and Torres Strait Islander history and that's what the world wants to know.

Source: Nova Peris, Olympian and former Senator, in Jenkins, K., '"This country is confused": The Point asks who are we?' NITV, 2020.

Our international reputation is one of deep, entrenched racism and coffee snobbery.

Source: Alison Whittaker, scholar, in Jenkins, K., '"This country is confused": The Point asks who are we?' NITV, 2020.

One must realise that national identity is very much a man-made construct designed to create a sense of belonging to fictitious families called nations. Unifying people for the common good is wise politics, but on the other hand, it can become a serious impediment to cooperation on a larger scale.

Source: Sunshine Coast Daily, 'Australian identity – is it relevant anymore?' 2019.

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ACTIVITY 16.6

Contemporary Australian national identity

Interpret the information and ideas provided in the Case study 16.1 to:

1 **Analyse** the factors that influence Australia's national identity in a contemporary environment.
2 **Analyse** the way language features have been used to describe a contemporary perspective of Australian national identity.

Australia's diverse identity

It is well-regarded that Australia is a multicultural nation. In fact, one-third of Australia's population were born overseas, with that number steadily increasing. England, New Zealand, China and India are the most common overseas countries of birth of people living in Australia. Aboriginal and Torres Strait Islander Peoples represent 2.8% of the Australian population.

Further proving the extent of Australia's ethnic diversity, research has found that there are over 300 languages spoken in Australian homes. Of the people living in Australia, 21% primarily speak a language other than English at home, with Mandarin, Arabic, Cantonese and Vietnamese being most common.

Interesting fact

Of Queensland's population, 23.5% were born overseas, compared to 35% in Western Australia and 30.7% in Victoria. Tasmania has the lowest rate at 13.1%.

In terms of ancestry, over 75% of Australians report being from a country other than Australia, demonstrating the importance of immigration to the development of the nation. Multiculturalism has, over time, shaped Australia's national identity.

What are the benefits of immigration to Australia?



► **Figure 16.12** What does multiculturalism in Australia mean to you?

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ACTIVITY 16.7

Ethnic diversity in Queensland communities

Investigate the extent of ethnic diversity in Queensland by **comparing** the population statistics of two regions within the state.

Construct a table similar to the one shown below to demonstrate your findings.

Region	% born overseas	Countries of those born overseas	Languages spoken, other than English
1			
2			

Regions may include:

- Brisbane
- Cairns
- Fraser Coast
- Gladstone
- Gold Coast
- Ipswich
- Logan
- Mount Isa
- Sunshine Coast
- Whitsunday.

With the great extent of ethnic and religious diversity evident in Australian communities, creating a sense of belonging to one's community is of utmost importance. An individual must be able to relate to the national identity of the country that they call home and feel that they are accepted and included by others.



How might a person be impacted if they do not feel a sense of belonging to the community in which they live?

ACTIVITY 16.8

Personal stories of belonging

Part A

Below are two personal stories about individuals and how they relate to Australia's national identity.

Read through both stories to **analyse** the factors that have impacted on the person's sense of belonging within the Australian community.

Milan Milojevic



Milojevic is a Tasmanian artist and a former Senior Lecturer at the Tasmanian College of Arts. His art, renowned both within Australia and internationally, centres around issues associated with identity and a cross-cultural heritage. Born in Australia to migrant parents from Serbia and Germany, his work centres around two worlds – the European and the Tasmanian. Milojevic includes photographs from his own family album in his art, paying homage to his ancestry. Growing up, Milojevic admits to struggling with finding a sense of belonging in between three distinct cultural histories – Serbia, Germany and Australia. He has worked to reconcile an understanding of his identity that was a mixture of real and imagined experiences, as well as stories collected from his family over time.

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Natalie Cromb

Indigenous affairs editor, solicitor and Gamilaraay woman, Cromb is actively involved in representing Aboriginal Peoples and communities in her work and life. Growing up in Australia often presented challenges for Cromb though, where she experienced and witnessed racism in the rural New South Wales town in which she and her family lived. She recounts feeling shame and hurt by the casual racism so commonplace in communities – school, town, friendship circle – during her upbringing. Cromb, in her interview with *ABC News*, admits questioning her identity, but advises other Indigenous people in her situation to remember their ancestry and use these cultural foundations to maintain a sense of belonging.

Part B

1 **Conduct** an interview with one student in your class or another person in your school community (e.g. a teacher or parent) to gain an understanding of:
   - **a** How this person relates to Australia's national identity
   - **b** How this relationship impacts on their sense of belonging in the Australian community.

2 **Reflect on** your interview to:
   - **a** **Identify** how personal experiences and circumstances influence one's connection to national identity.
   - **b** **Identify** aspects of your personal story that have impacted on your sense of belonging to your local community and Australia's national identity.

DEVELOPING YOUR UNDERSTANDING 16.2

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 'identity'.

Interpret

2 **Describe** the factors that can shape a country's national identity.

3 **Describe** the extent of ethnic diversity within Australia.

4 **Explain** the factors that can influence an individual's sense of belonging in the Australian community.

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End-of-chapter assessment 16

1 Short-answer questions

1 **Explain** how Australia's system of government has been influenced by tradition and religion.
2 **Identify** the main religions practised in contemporary Australia.
3 **Describe** how national day events, the media and popular culture create representations of Australian national identity.
4 **Explain** the factors that shape the contemporary perspective of Australian national identity.
5 **Explain** the concept of 'ethnic diversity'.

2 Extended-response task

In a report extract (400 words) to Queensland's Premier, **communicate** your findings of an investigation into the topic on citizenship, diversity and identity.

Develop inquiry questions to guide your investigation and record data and information in a table that categorises and organises findings from your research.

You are encouraged to review the information in the chapter, as well as conduct further research, to support your response.

Suggested topics include:

- Degree of influence of Christianity on Queensland communities, democracy and/or law
- Diversity of religious values and beliefs practised in contemporary Queensland
- Traditional and contemporary representations of Queensland's identity as a state
- Shaping of a sense of belonging in contemporary Queensland.

Questions:

1 **Analyse** the factors that have influenced contemporary Queensland society.
2 **Evaluate** how effective Queensland is at creating an inclusive community.
3 **Decide** whether Queensland suitably promotes inclusion in its communities.
4 **Identify** two strategies the Queensland government could implement to address any issues/challenges presented in your report.

Ensure that you use correct terminology, spelling, grammar, punctuation and referencing conventions.

Appropriately reference the sources used to demonstrate the accuracy and reliability of your findings.

3 Classroom activity

Working in small teams, **develop** a pitch for ways the Australian Government can:

- Better create a sense of belonging in communities
- Construct a new understanding of Australian national identity.

Communicate your pitch in a verbal presentation to the class that promotes your team's ideas. You may wish to accompany the presentation with visuals.

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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Glossary

History

abbess female head in charge of a community of nuns in a convent or nunnery

abbot head of a monastery

absolute ruler ruler whose power and authority is never questioned

archipelago group of islands

aristocrat member of nobility (like the Royal Family in Britain)

array clothing, armour and weapons

artisan skilled worker who made things or provided services

Aztec Empire alliance of three great cities in the Valley of Mexico

bakufu (or shoganate) military government ruled by the shogun

barbarian member of a people not belonging to Rome

Bible collection of sacred writings of the Christian religion

brigand robber or bandit

Buddhism religion that has a variety of beliefs, practices and traditions based largely on the teachings of Siddhartha Gautama (the historical Buddha)

bushido Japanese warrior code of conduct

Byzantine Empire continuation of the Roman Empire in its eastern provinces during Late Antiquity and the Middle Ages

calpulli small Aztec neighbourhoods

cardinal leading dignitary of the Roman Catholic Church, nominated by the Pope

cathedral large church and place of worship, which was presided over by a bishop; usually in the centre of town to remind the townsfolk of the power of religion

causeway wide embankment or dyke built constructed across marshes or shallow water that crosses water

chivalry code of conduct that knights followed, including respect towards women

Christianity religion based on the person and teachings of Jesus Christ, its beliefs and practices; the dominant faith in medieval Europe

Christopher Columbus Italian explorer credited with discovering the Americas

clan group who originally came from the same family and have the same name

civil war war within a country between its people

clergy ordained member of the Christian Church, such as a priest

colonisation act, by a militarily strong country, of invading and taking over of another area, which then becomes known as a colony

Confucianism religion based on the ideas of the Chinese philosopher Confucius

daimyo feudal Japanese lord, roughly equivalent to a medieval European duke or earl

deify to worship or regard as a god

demigod (in ancient stories) being who is partly human and partly a god

diplomacy practice of negotiating between representatives of different countries

divine right the idea that kings derive their right to rule directly from God and do not have to answer to those below them

dynasty succession of rulers from the same family

edict official order or proclamation issued by a person in authority

emperor ruler of an empire

evangelise convert or seek to convert (someone) to Christianity

excommunicate to be officially excluded from the Church and its sacraments

feudalism (or 'feudal system') a system of social exchange, where lords gave land to vassals in exchange for loyalty and service

fief parcel of land

flagellant person who whipped themselves as a form of self-punishment, hoping God would forgive their sins

groom lower servant in the noble's castle

hacienda large estate of land

heathen non-Christian

heretic Christian who promoted religious opinions or teachings at odds with the official Church teachings

hiragana Japanese written alphabet used to spell out kanji in syllables

Holy Land region between the Jordan River and Mediterranean Sea, known today as Israel and Palestine, which includes the city of Jerusalem and which is of central importance to Christianity, Judaism and Islam

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hypothesis tentative argument based on the evidence available

idol image or an object that resembles a god

imperial related to an empire or emperor

industrialisation development of industries in a country or region on a wide scale

isolationism policy of remaining apart from the affairs or interests of other groups, especially the political affairs of other countries

Jesus the man who Christians believe was the son of God, and whose teachings are the basis of Christianity

kami Shinto deities (spirits)

kamikaze 'divine wind', especially relating to the typhoon of 1281

kanji Japanese written alphabet that comes from Chinese characters

katakana Japanese written alphabet for words that have been adopted from other languages

lord, earl, duke and baron titles used by people from the nobility to determine their rank

maize corn, sweetcorn or 'corn on the cob', a cereal that originated in southern Mexico

manor land owned by a lord

Marco Polo Italian explorer who reached China and returned

marshal servant in charge of the noble's hall

merchant class new social group who bought and sold goods between East and West

Mesoamerica region in the Americas, extending approximately from central Mexico to Belize, Guatemala, El Salvador, Honduras, Nicaragua, and northern Costa Rica

Mexica indigenous people who lived in the Valley of Mexico and created the Aztec Empire

missionary person sent on a religious mission to promote Christianity

modernisation process of adapting something to modern needs or habits

monarchy country that has a royal family, and the head of the royal family as its ruler

monastery Christian community of religious people called monks or nuns, and the building where they lived and worked

Mongol east Asian ethnic group native to Mongolia, who also live as minorities in other regions of China and Russia

monotheism belief in one god

moral authority guiding group who determine what is good and right

mortal deadly

mutual obligation social arrangement where two parties exchange goods or services for mutual benefit

Nahuatl language spoken by the Mexica

New World name given to the Americas by European explorers

nobility group of people who had greater privileges and rights than the majority

Noble Eightfold Path summary of the path of Buddhist practices leading to enlightenment

obsidian type of almost black rock that is like glass

patriarchy a system of society or government controlled by men

pilgrimage journey to a sacred place, undertaken by a person as an act of religious devotion

pious lives a devoutly religious life

pope head of the Roman Catholic Church

prophecy prediction of what will happen in the future

Quetzalcoatl Aztec god of wind and air

relic either some part of the physical remains (a body part) of a saint, or the personal possessions of a saint, preserved and displayed in a church for the purpose of veneration

reliquary a container for relics, also called a shrine

Roman Catholic Church early strand of Christianity where the figurehead is based in Rome, Italy

ronin samurai without a master, a wandering warrior

rubber stamp to approve or endorse something

saltpeter salty-tasting white powder used to preserve meat, and also used in producing explosives and fertilisers

samurai hereditary warrior class of Japan

scuttling deliberate sinking of a ship, especially your own

Seljuk Turks tribes that invaded south-western Asia in the eleventh century and eventually founded an empire that included Mesopotamia, Syria, Palestine and most of Iran

seppuku committing ritual suicide to keep a sense of honour – a samurai would painfully cut open their belly using their short sword while another samurai would quickly cut off their head ceremonially

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serf worker who was obligated to work for a local noble. The most common type of serf was known as a *villein*. *Villeins* had more rights and higher status than the lowest serfs, but not as many rights as freemen.

Shinto Japanese religion in which people worship past members of their family and various gods that represent nature

shogun military general

siege military tactic that involves surrounding a city and cutting off supplies, until the inhabitants must surrender or starve

Silk Road trading route that linked China and the far east to Europe

smallpox extremely infectious disease that causes a fever, spots on the skin, and often death

steward servant who supervised both the lord's estate and his household

subordinate of a lower status or position

subtenant person who received a fief from a tenant-in-chief

tenant-in-chief lord, such as a baron or church official, who received their fief directly from the monarch

Tenochtitlan capital city of the Aztec Empire, referred to as 'Mexico' by the conquistadors

tithe one-tenth of annual produce or earnings, paid as a tax for the support of the Church and clergy

Tonatiuh Aztec God of the Sun

Tramissene site of Christian crusades against Muslim armies in Algeria

treason crime of betraying or participating in a war against one's country or the state authority to who one owes allegiance, such as king

Treaty of Tordesillas treaty made to divide the New World between the Spanish and Portuguese monarchies

trebuchet large device used in wars for throwing large rocks at the walls of a castle as part of an attack

trepanning (or trepanation) surgical procedure in which a hole is drilled into a person's skull

tribute form of tax paid to a ruler

typhoon geographical term to describe a mature tropical cyclone that develops in the northern hemisphere

tzompantli wooden rack used for the public display of human skulls

ullamaliztli ancient Aztec ball sport

vassal in a feudal system, a holder of land or position granted by a superior in exchange for allegiance

wight medieval term for person

xocoatl Aztec chocolate drink

zealot person who is fanatical in their beliefs

Geography

aftershock one or more smaller tremors that follow the main shock of an earthquake

agents the forces causing erosion, such as gravity, wind or water

aspect the compass direction a slope faces

asylum sekker someone who leaves their own country, often for political reasons or because of war, and who travels to another country hoping that the government will protect them and allow them to live there

backwash water from a breaking wave running back down the beach

batholith a large rock mass formed when magma hardens in a magma chamber and is exposed by erosion

bathymetry the shape of the sea floor

biodiversity the number and types of plants and animals that exist in a particular area

biome a zone or region with a similar vegetation type, climate and collection of ecosystems

birth rate the number of people born per year in a population per 1000 people

boreal forest (taiga) coniferous forest located in the subarctic regions just south of the Arctic Circle

broadleaf type of tree that has flat, wide leaves; can be evergreen or deciduous

caldera large cauldron-like depression forming after a magma chamber or reservoir is emptied in a volcanic eruption

central business district (CBD) the main business and commercial centre of a city

citizenship the status of officially being a member of a country and having legal rights such as voting in elections

coastal deposition the process where an agent of erosion – wind or water – loses energy and deposits the rock fragments or sediment it is transporting

coastal erosion the wearing away of sediment and rocks from the shoreline

coastal hinterland the land extending inland from the coast

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coastal waters the sea extending out from the coast

commute time the amount of time taken to travel to and from work

coniferous evergreen trees with needle-shaped leaves and seeds that develop in cones that may be woody

conservation the protection of the natural environment

constructive waves a wave where the swash is stronger than the backwash, depositing sediment and other materials on the beach

continental plates the Earth's landmasses, 25–90 kilometres thick and made mostly from granite

conurbation a city area containing a large number of people, formed by various towns growing and joining together

correlation an association or relationship between two phenomena

counter-urbanisation the movement of people from urban areas to surrounding rural areas

crater the circular depression at the top of a volcano

culture the customs, behaviours and beliefs that characterise a particular society

death rate the number of people who die per year in a population per 1000 people

deciduous type of tree that sheds its leaves annually in the cold or dry season

deforestation the permanent clearing of a forest and use of the land for another purpose

delta a fan-shaped deposit of river sediments found at the mouth of a river

deposition the last stage of the erosion process, when the material being moved settles on a surface

depositional coastal landscape sandy coastlines with landforms created from sediment being deposited

destructive waves a wave where the backwash is stronger than the swash, removing sediment and other material from the beach

detached house a house that stands alone and is not joined to any other house

disaster a hazard event that causes significant damage to human or natural environments

donor country a country from which an international emigrant came

dredging clearing up materials from water

dual occupancy a type of development where two dwellings are built on a single block of land

dyke a vertical, flat sheet of rock formed when magma hardens in a crack in existing rock

emigrant a migrant who leaves a country to live in a different country

epicentre the point on the Earth's surface directly above the earthquake's focus

erosion the process where the material of the Earth's surface is worn away and moved to a new location

erosional coastal landscape rocky coastlines with landforms shaped by erosion

evergreen type of tree that keeps its leaves year-round

exporting sending goods to another country for sale

fault a crack or fracture in rock

fetch the distance covered by wind that generates a wave

financial incentive money that is offered to people to encourage them to do something such as migrate

fissure a long, thin crack

focus the point in the Earth's crust where an earthquake originates

fold mountains mountains created by the crumpling of the Earth's surface where two tectonic plates are colliding

food insecurity unreliable access to a sufficient amount of affordable and nutritious food

forestry the science and practice of planting and taking care of forests

geographic characteristics physical and human features of a landscape or environment such as landforms, terrain, vegetation, climate, architecture and infrastructure

geographic information system a digital tool used to collect and analyse spatial data using layers on an interactive map

geomorphological hazards/disasters natural hazards or disasters that affect the characteristics of the Earth's surface

geotagged photo a photo that contains information about where it was taken, such as latitude, longitude and elevation

glacier a large mass of ice that moves slowly down a valley due to gravity

gorge a valley, cleft or deep vertical indentation between cliffs

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gross domestic product (GDP) per capita a measure of the strength of a country's economy per person

groundwater water located below the Earth's surface

groyne a low wall built out from the coast into the sea, to prevent the repeated movement of the waves from removing parts of the land

hazard a situation that has the potential to cause harm to people, their property or the natural environment

hazard event the realisation of a hazard, such as the eruption of a volcano

host country a country that is home to an international immigrant

hotspot area of volcanic activity away from the boundaries of tectonic plates

hukou an official document registering that a Chinese citizen is a legal resident of a particular area

immigrant a migrant who comes to live in a different country

industrialisation the shift of a country's economy from one based primarily on agriculture to one based on manufacturing

infrastructure structures and services needed for society to operate properly, such as transport, water supply, health services, education systems, waste disposal systems and telecommunications

integration the adoption of other cultures into a society as equals

interconnection the relationship between different features and how they are connected to each other (this can include the relationship between places and people, and the influences that these have on each other)

lahar a flow of mud created when volcanic material mixes with water

landfill the disposal of waste by burying it in the ground

landform a naturally formed feature on the Earth's surface, having a characteristic shape or form

landscape the visible features of an area including both the natural (mountains, forests, rivers etc.) and human (roads, houses, bridges etc.) elements

landscape degradation the changing of a landscape in an undesirable way

latitude a measurement of a location's distance north or south of the equator

lava molten rock that has reached the Earth's surface

locality a particular area

longshore drift the movement of sediment, usually sand, shingle or mud, along a coastline driven by the direction of the prevailing wind

lowland tropical forest tropical forests located in landscapes with elevations less than 1000 metres

lunette a crescent-shaped chain of dunes bordering a lake bed or valley in arid or semi-arid locations

maar a broad, shallow volcanic crater formed by a steam explosion that happens when magma or lava come into contact with groundwater

magma molten rock under the Earth's crust

megacity a very large city with a population of over 10 million people

mid-ocean ridges underwater mountain chains created by the pressure from rising magma where two oceanic plates are diverging

midden a heap of shells, bones and other waste thrown away by Indigenous peoples in the past

migration the change of residence by an individual or group within a country or between countries

monolith a landform formed by a single massive rock or stone

montane tropical forest tropical forest located in landscapes with elevations higher than 1000 metres

natural aquifer an underground layer of rock and other material containing groundwater

natural hazards/disasters hazards or disasters caused by nature or natural events

natural population growth the difference between the numbers of people who are born and who die in a population

natural resources any part of the natural environment

net overseas migration the difference between the numbers of immigrants and emigrants in a country

oceanic plates the ocean floor, 5–10 kilometres thick and made mostly from basalt

oceanic trench a long, deep underwater chasm created where an oceanic plate subducts under a continental plate, forming the deepest parts of the oceans

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parallels horizontal lines on a map or globe representing latitude

permanent residency having the right to live in a country for as long as you like without being a citizen

persecution to treat someone unfairly or cruelly over a long period of time because of their race, religion or political beliefs

place an area that has a specific meaning or purpose

plantation a farm or estate where selected crops are grown

population density the amount of people per square kilometre

prevailing winds the usual direction the wind blows in a particular location

primary data information collected in the field by the person undertaking research

processes the physical or human forces that cause change to a landscape

pyroclastic flow a fast-moving flow of volcanic ash, rock and gas down the side of an erupting volcano

refugee a person who has escaped from their own country for political, religious or economic reasons or because of a war

relative location description of where a place or object is in terms of distance and direction from another object

relocation scholarship payments for each year of study for students from regional and remote areas who undertake full-time study

remittance money sent back to family in the migrant worker's home country

rent assistance payments to contribute towards rent expenses for those living away from home

resettlement the transfer of refugees from the country in which they have sought refuge to another country that has agreed to have them

Richter scale the scale used to measure the magnitude of an earthquake

ridge a long, narrow and raised part of a surface, especially a high edge along a mountain

rift valleys long valleys created where two continental plates are diverging

rural–urban fringe the border between rural and urban environments on the outskirts of a city

salinisation the build-up of salts at or near the soil surface, either by natural processes, such as evaporation, or by land clearing

sanitation access to clean drinking water and adequate sewage disposal

satellite cities smaller cities or towns that are next to major cities

satellite imagery images taken by satellites orbiting the Earth

secondary data information collected from research such as studies, statistics and satellite imagery

sediment the fragmented material created by weathering and erosion, such as sand or dust

seismic waves vibrations of the Earth's crust that cause earthquakes

shaman a person thought to have special abilities such as healing, seeing the future and speaking with good and evil spirits

sill a flat sheet of rock formed when magma hardens parallelly between existing layers of rock

slums dense informal settlements in urban areas where residents do not have a legal claim to their land

social security payments from the government to people without an income, such as Australia's aged pension

spatial association the degree to which two or more phenomena have similar spatial distributions

spatial scale the size or magnitude of a geographic process, feature or event

storm surge a rush of water onshore caused by strong winds pushing on the ocean's surface

subdivision the division of a block of land into smaller pieces for development

subduction where two tectonic plates are colliding and an oceanic plate is forced under another plate into the magma of the mantle

sustainability the capacity of a landscape to be maintained for, and used by, future generations

sustainable the ability to be maintained at the same rate without impacting the future

swash water from a breaking wave washing up the beach

technological hazards/disasters hazards or disasters caused by the actions of humans

temperate forest tall forest located in the milder climates north or south of the tropics

time scale the period of time over which a geographic process or change has taken place

tombolo a landform where a narrow piece of land connects an island to the mainland

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town a place where people live and work, containing many houses, shops and places of work; usually larger than a village but smaller than a city

tropical forest dense jungle forest located in tropical regions; these are the world's most biodiverse environments

urban relating to a large town or city

urban concentration the proportion of a country's population living in large cities

urbanisation the increase in the proportion of people living in urban areas compared to rural areas

valley an area of low land between hills or mountains

village a group of houses and other buildings that is smaller than a town, usually in the countryside

viscosity the resistance to flow, of a fluid

volcanic eruption the process of lava (originally magma from the Earth's core) spilling from fissures or vents in the Earth's crust

volcanic neck a landform created when magma in a volcano's vent hardens and is exposed by erosion

weathering the process where a material is broken down into smaller fragments, either physically or chemically

working class people working in labour or industrial work, often for lower wages

World Heritage List a list of landmarks and landforms that countries consider significant to all humans and agree to protect under international law

youth allowance fortnightly payments available through Centrelink for full-time students aged between 16 and 24

Economics & Business

attribute personality trait

body language the movements or positions by which you show other people your feelings without using words

business plan a detailed plan describing the goals of a business and how to achieve them

communication the process of sharing information, especially when this increases understanding between people or groups

competitive advantage the conditions that make a business more successful than the businesses it is competing with, or a particular quality that makes it more successful

corporate social responsibility business practices that are ethical and socially responsible

customer retention the ability of a business to keep customers for a period of time

customer satisfaction a measure of how happy customers feel when they do business with a company

decision-making the process of gathering information and assessing solutions in order to make a choice

employment being paid to work for a company or organisation

enterprise the knowledge and skills used by owners of businesses and managers to coordinate the production process of goods and services

entrepreneur a person who operates, organises and assumes the risk of a new business

globalisation the increase of trade around the world, especially by large companies producing and trading goods in many different countries

goal a purpose or aim that a person or business wants to achieve

innovation the development of a new idea or product

job satisfaction the feeling of pleasure and achievement that you experience in your job when you know that your work is worth doing

leadership the set of characteristics that make a good leader

market share the number of products or services that a company sells compared to the number of the same product or service sold by other companies

marketing mix the combination of actions a company uses when selling a product or service; often described as the four Ps (product, price, place and promotion)

mission statement a short written description of the aims of a business, charity, government department, or public organisation

multinational corporations companies that are located in several different countries, or businesses producing and selling goods in several different countries

objective an action that a business plans to do to achieve a goal

planning the process of planning activities or events in an organised way so that they are successful or happen on time

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problem-solving skills the ability to find solutions to problems

professional dress wearing appropriate clothes for a business setting to present a professional image

reputation the opinion that customers in general have about a business based on their past dealings with the company and the quality of the product and/or service the business sells

salary paid on an annual basis in regular amounts (e.g. fortnightly or monthly) and is unrelated to the amount of hours worked or age of the worker

skill a particular ability developed through training and experience that is useful in a job

start-up company a new business in its initial stages of operation that is developing a product or service that is new and innovative

subsidiary a company that is owned by a larger company

sustainability report a report on the financial, environmental and social performance of large businesses

tariff a tax of goods coming into (imported) a country

vocation a type of work that you feel you are suited to doing and to which you give much of your time and energy

volunteering the act of offering to do something that you do not have to do, often without having been asked to do it and without expecting payment

wage usually paid at an hourly rate and determined by the age of the person working

work an activity, such as a job, that a person uses physical or mental effort to do, usually for money

Civics & Citizenship

Act of Parliament what a law is called when it has passed through parliament successfully

advocate to publicly support a specific cause or policy

appeal when a party finds an outcome of a ruling by a court unacceptable, the party can apply for a review or reversal of the decision

bicameral system when there are two parliamentary chambers (houses) that laws must pass through

bill a draft of a proposed law that is introduced to parliament

civil law an area of law that sets out the rights and responsibilities of how parties, such as individuals, government or private organisations, interact with each other

common law law that is made by judges through decisions by earlier courts and an understanding of the present situation

criminal law an area of law that deems certain actions punishable, defines criminal acts and provides guidelines on sentencing offenders of these acts

customary law legal systems and practices uniquely belonging to Indigenous Australians

democracy a system of government that gives power to the citizens of a country, allowing them to elect representatives and utilise various rights and freedoms

direct action when individuals directly engage with issues that they seek to change

dissent when a person strongly disagrees with an opinion, action or decision of another person, an organisation or the government

executive law legislation that is made under the direction of an Act of Parliament by the executive branch of government, after it is passed through parliament

governance the way in which a country, entity or organisation is directed, controlled and operated, particularly in regard to structure and decision-making

identity a person's understanding and expression of their individuality or association with a group

lobby group a group of individuals who seek to influence government decisions and policies through direct correspondence

national identity a sense of belonging a person has to their nation and to the perception of a nation as a cohesive, unified whole

popular culture generally refers to a set of practices, ideas and products that embody the broad tastes of society

pressure group a group of individuals who indirectly influence government actions and priorities by promoting a particular cause, agenda or ideology

secular to not be bound by or connected to a particular religion or spiritual belief

statutory law a type of law that is enacted by being passed by parliament

system of government the way that power and governance is distributed within a country's political system

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Depth study 3

Early exploration: expanding contacts – discovery and exploration

Overview

What do you think has had the biggest impact on modern society … the iPhone? The internet? People landing on the moon? The Middle Ages are full of discoveries and explorers who had a much bigger impact than any of these. This period will excite the explorer and inventor in you as you learn about world-shaking discoveries and earth-shattering inventions.

The chapter in this depth study explores the impact of the Spanish conquest of the Americas. You will investigate ways of life, how discoveries changed and challenged customs and beliefs, and the impact of exploration on different groups. As you study this topic, think about the significance of the discoveries, and the perspectives of people in this period.

▲ **Video** Depth study overview

Learning goals

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

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

▼ **Source A** Aztec warriors battle Spanish conquistadors.



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▲ **Source B** Marco Polo (1254–1324) was an explorer from Venice, Italy, whose voyages to and experiences in Asia became known through the recorded tales of *The Travels of Marco Polo*. In this artwork from the fifteenth century, Marco Polo is depicted setting out from Venice by boat with his father and uncle in 1271, heading for the court of Kublai Khan in Mongolia.

Introducing historical concepts and skills: *continuity and change* and *historical significance*

Throughout the chapter in this depth study there will be a special focus on the concepts of continuity and change, and historical significance.

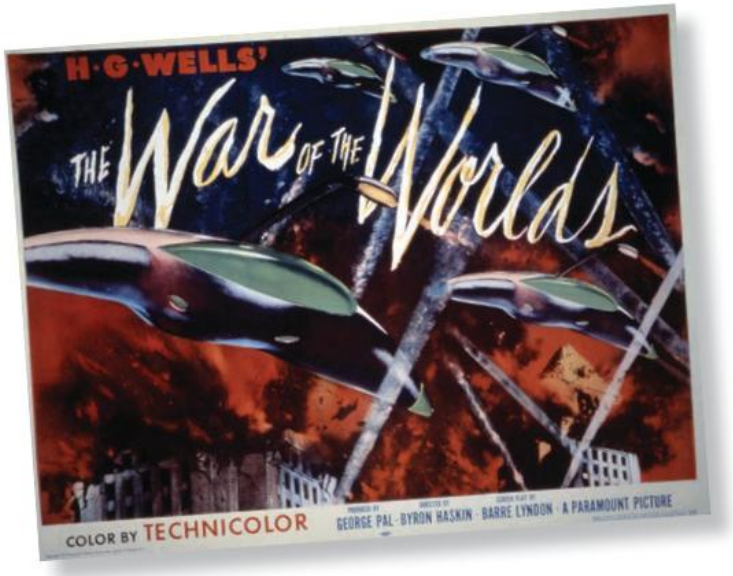
Continuity and change are more complex than they first appear – what may change for one group may not change for others in the same society. Historians are interested in why things change or stay the same, and having a firm grasp of chronology is crucial for identifying continuity and change. There is so much to debate and discuss that it is essential to be able to identify what is historically significant and what is not when constructing your own argument. In this depth study, look for opportunities to identify how things changed and also how they stayed the same.

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CHAPTER 3

The Spanish conquest of the Americas (c.1492–1572 CE): how did the arrival of the Spanish from 1492 change the Americas?

Setting the scene: a clash of cultures – what would happen if aliens landed in Australia?



▲ **Source 3.1** Poster from the 1953 movie *The War of the Worlds*

Imagine waking up this morning to the news that aliens had landed in South Australia and were moving north towards the southern border of Queensland. Early reports suggest that they look different to us in appearance and that they are equipped with technology we do not understand. No other information is available at this stage.

MAKING THINKING VISIBLE 3.1

Think, pair, share

1. What do you think and feel about the prospect of these aliens soon arriving in your location? Take two minutes to write down some ideas.
2. Pair and share your thoughts with a partner.
3. Share responses around the class. What are the different ways to think about this?

Orson Welles adapted HG Wells's science fiction story 'The War of the Worlds' as a radio play. You can listen to the original first episode on the internet by searching for 'War of the Worlds, Radio Broadcast 1938'.

When it was first broadcast in 1938 in the United States, it caused some alarm.

In the Interactive Textbook, you can access a commentary from Orson Welles himself, on the reaction of some Americans in 1938, as well as some interviews of telephone operators who were working during the broadcast in 1938.

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DAILY NEWS FINAL

PICTURE NEWSPAPER

FAKE RADIO 'WAR' STIRS TERROR THROUGH U.S.

"War" Victim

"I Didn't Know"

▲ **Source 3.2** The front page of the *New York Daily News* on 31 October 1938

MAKING THINKING VISIBLE 3.2

Think, pair, wonder

1 What do you think and see in the reactions from Americans in 1938?

2 How do those reactions compare with your thoughts and feelings from Making thinking visible 3.1?

3 Pair and share your new thoughts with a partner.

4 What does the prospect of an 'alien invasion' in Australia make you wonder about European explorers arriving in foreign lands in the past?

As a class, discuss how the arrival of British colonists in Australia might have been perceived by First Nations Peoples, and research accounts of their reactions.

MAKING THINKING VISIBLE 3.3

Step inside: perceive, know about, care about

Now, change your perspective. Imagine you are one of the aliens that has just landed in Australia.

1 Write a short letter to your alien leader listing your initial observations of the human beings you have encountered in Australia.

2 Include what you can see, what this makes you think about them and what is really important for your leader to know.

3 Share some of your letters with the class. **Discuss** similarities and differences in the various perspectives.

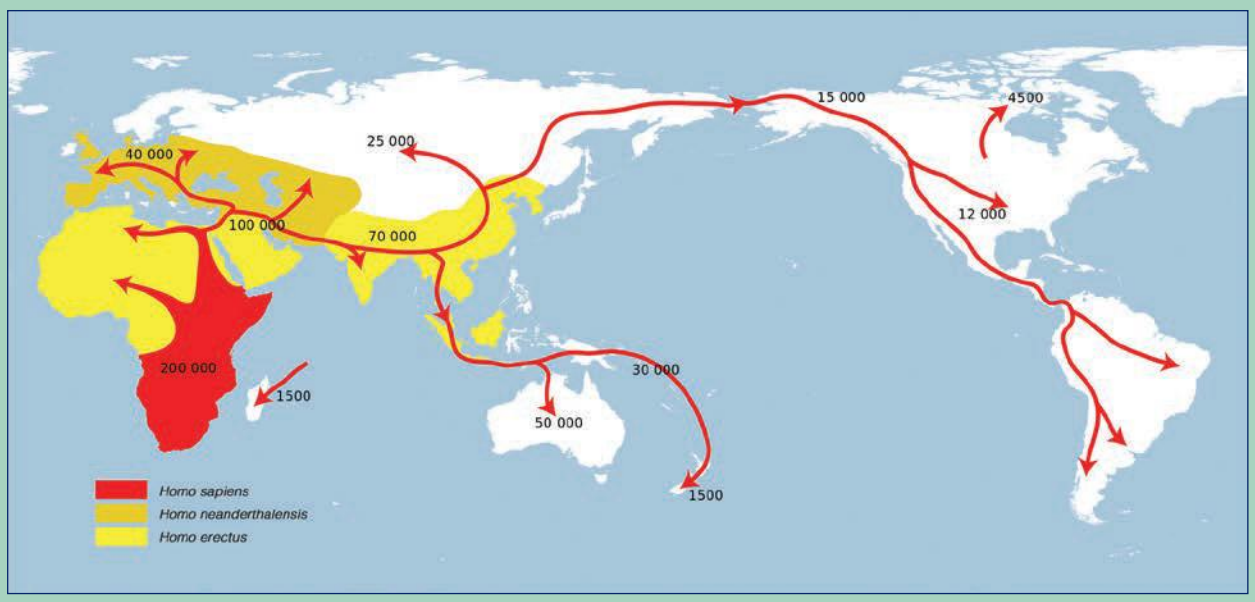
While viewing Source 3.2 you focused on the historical skill of *perspective*. It is difficult for us to imagine what the world was like for people who lived in the past, just as it was difficult for you to imagine what an alien would think upon arriving in Australia today. However, it is very important that we try to understand the various settings and circumstances that shaped people's lives and actions in the past. It is equally important to seek out different perspectives on various events. For example, you have just attempted to understand two perspectives on an alien landing in Australia: yours and the aliens. As we study this depth study, we will continue to seek out different perspectives and you might even find some similarities between our 'alien landing' activities and what happened when the Spanish came to the Americas beginning in 1492.

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Chapter overview

Introduction

The history of the Spanish conquest of the Americas (1492–1572) is the history of an alien landing in another part of our Earth. This time, both the aliens and the indigenous people belonged to the same species – *Homo sapiens* – but they had developed very different ways of living over thousands of years. The subject of our study in this chapter is what happened when these cultures collided.



▲ **Source 3.3** A world map showing the migration patterns of humans spanning more than 100 000 years. Red arrows show migration of *Homo sapiens*, with timelines in number of years ago.

Humans migrated to the Americas from Eurasia (the largest continental area on Earth, comprising all of Europe and Asia) possibly as far back as 40 000 years ago but certainly by 15 000 years ago. While some of these early migrants settled in North America creating a vast network of tribes, many others moved south into the regions of Central and South America, laying the foundations for three great civilisations: the Maya, Inca and Aztec. The Maya civilisation did not survive to see the arrival of Europeans in the fifteenth century, and the Aztec Empire of modern-day Mexico and the Inca of Peru would not survive their conquest.

We study the Spanish conquest of the Americas to understand the causes and consequences of colliding civilisations.

Largely motivated by the triple Gs (glory, gold and gospel), the Spanish impacted the indigenous Americans most significantly by introducing new diseases and new weapons



▲ **Source 3.4** A map showing the location of the Maya, Aztec and Incan Empires

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resulting in the death of many indigenous people of the time. For the Europeans, it brought a new world of wealth, resources (including new crops like maize, beans, potatoes, tobacco and chocolate), fame and new territory for the spread of Christianity around the globe.

Key inquiry question

'How did the arrival of the Spanish from 1492 change the Americas?'

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: 'How did the arrival of the Spanish from 1492 change the Americas?'

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

▲ **Video** Five interesting facts about the Spanish conquest of the Americas

Sub-inquiry questions

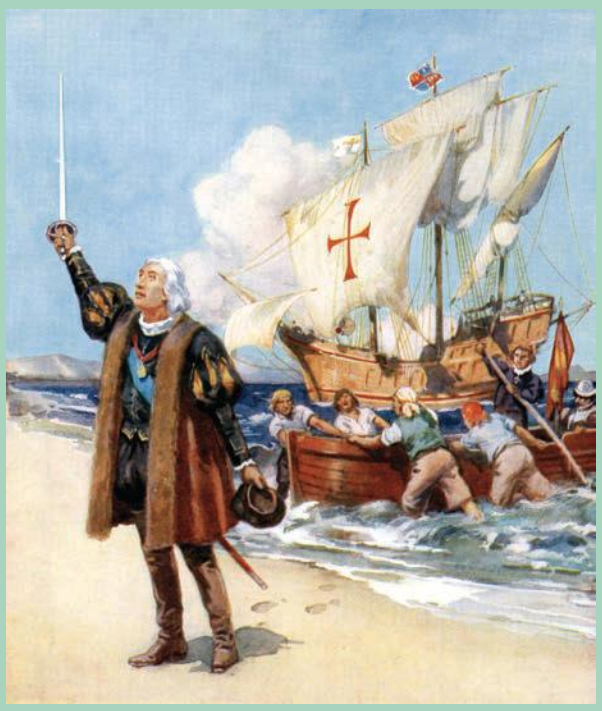
After completing this chapter, you should be able to answer these sub-inquiry questions:

- What was life like for the Taíno peoples of the Caribbean before Europeans arrived?
- What was the nature of the interaction between Columbus and the indigenous people he encountered?
- What was life like for the Aztecs before Europeans arrived?
- What was the nature of the interaction between the Spanish and the Aztecs?
- How did the Spanish conquest change the course of life in the Americas?

Historical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Sequence events and developments of the Spanish conquest within a chronological framework
- Use historical terms and concepts associated with the Spanish conquest
- Identify the origin and purpose of primary and secondary sources
- Compare, select and use information from a range of sources as evidence
- Draw conclusions about the usefulness of sources
- Identify and describe points of view, attitudes and values in primary and secondary sources
- Develop texts that use evidence from a range of sources that are acknowledged
- Use a range of communication forms (oral, graphic, written) and digital technologies.



▲ **Source 3.5** An artist's impression of Christopher Columbus arriving in the Americas in 1492

Whose perspective do you think is shown in Source 3.5?

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Timeline of key events

What came before this topic?

- 38 000–13 000 BCE (approx.), humans begin to migrate from Eurasia into North America at the end of the Ice Age
- 1250 CE The Mexica people arrive in the Valley of Mexico
- 1300 CE, the Taíno people begin to occupy the islands in the Caribbean Sea
- 1345–1521 CE, Aztec society begins to emerge in Mexico
- 1345 CE, the city of Tenochtitlan is formed
- 1427 CE, the Sun Stone that explains Aztec society is created
- 1428 CE the Triple Alliance is formed between Tenochtitlan, Texcoco and Tlacopan, creating the Aztec Empire.



A reconstruction of a Taíno village in Cuba



Hernán Cortés (1485–1547)



Engraving of Hernán Cortés and Moctezuma II

1492
Christopher Columbus encounters the 'New World'

1494
The Treaty of Tordesillas divides the Americas between Spain and Portugal

1502–1520
Moctezuma II is Emperor of the Aztecs

1504
Hernán Cortés sails to Haiti to make a new life

1506
The Spanish conquer Cuba

1519
Cortés leads an expedition to Mexico

15 March 1519
The slave La Malinche is given to Cortés as a tribute by local Mexican nobles

September 1519
Cortés and his Spanish conquistadors battle the Tlaxcala and form an alliance after defeating them

October 1519
Cortés's Spanish conquistadors and the Tlaxcalan forces massacre 3000 in the city of Cholula

15 November 1519
Cortés and the Spanish conquistadors enter Tenochtitlan

18 November 1519
Moctezuma II is taken hostage by Cortés



Moctezuma II, ruler of Tenochtitlan from 1502 to 1520



La Malinche (c.1496–1529), Nahua woman, interpreter for the Spanish conqueror Hernán Cortés

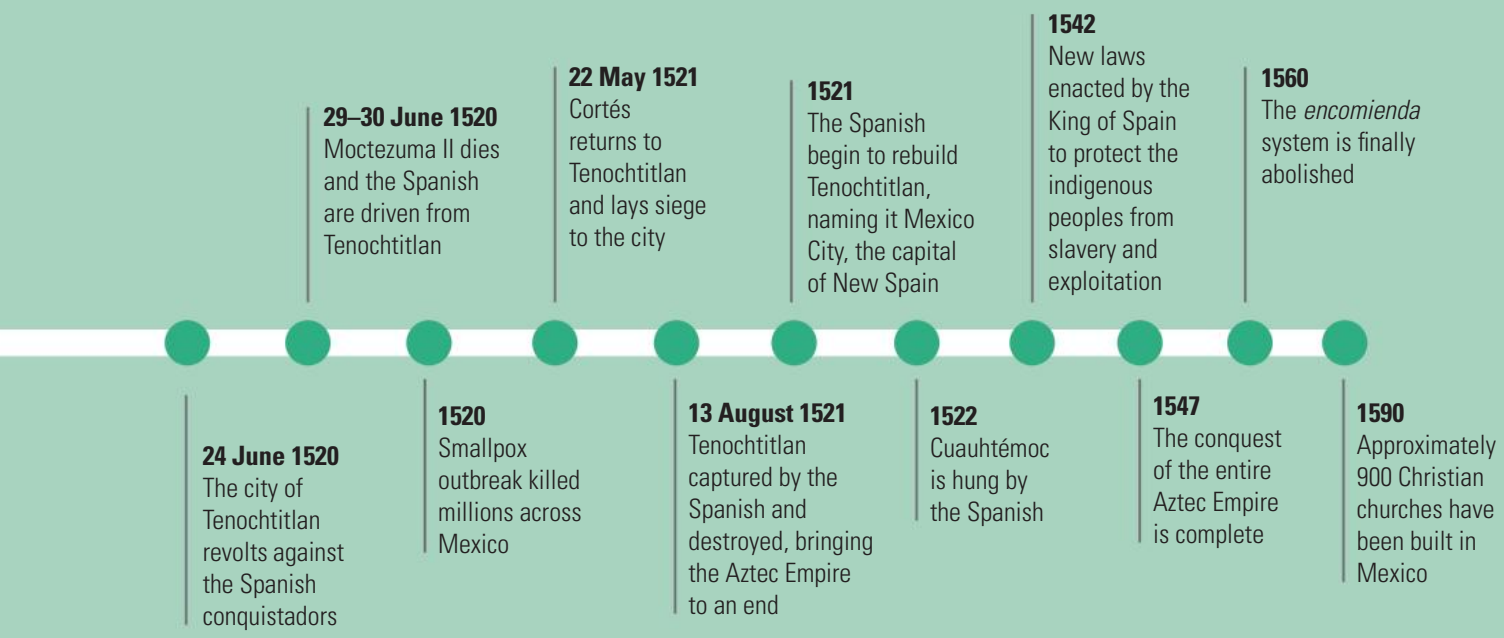
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What came after this topic?

- The Spanish conquest had a big impact on the populations of the Americas. Indigenous populations were decimated by conflict and disease, and suppression of their languages, histories and cultures.
- Spanish became the main spoken language in Central and South America, and still is today.
- Christianity became the main religion throughout the Americas, and still is today.



The Mexico City Cathedral was built between 1573 and 1813. Construction began shortly after the end of the Aztec Empire.



Responding to the timeline

1 **Reflect on** the events prior to the Spanish arrival in Mexico in 1519. **Explain** what this tells you about the Aztec Empire.

2 **Examine** the frequency of events between 1519 and 1521. **Explain** what this tells you about the impact the Spanish arrival had on the Aztecs.

3 After reading the section 'What came after this topic?', **consider** which consequences of the Spanish conquest could be seen as intended by the Spanish.

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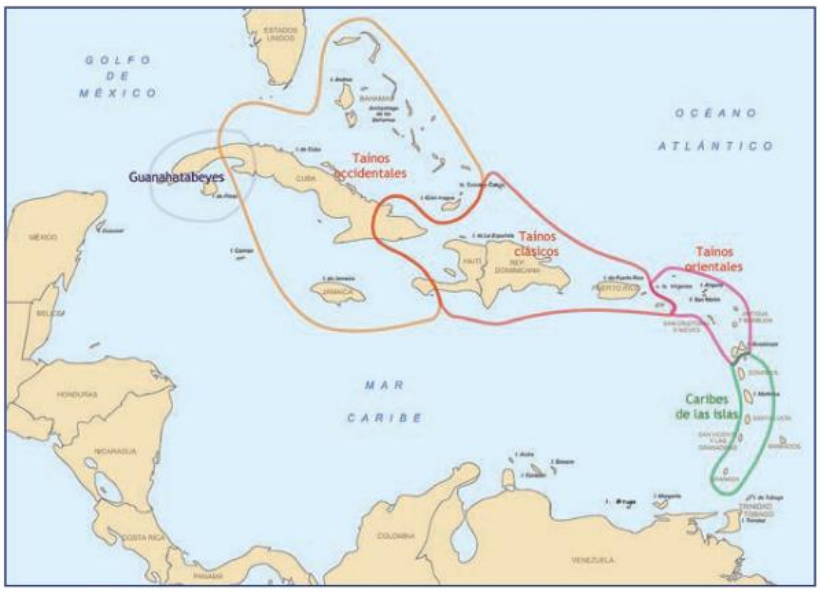
3.1 What was life like for the Taíno peoples of the Caribbean before Europeans arrived?

FOCUS QUESTIONS

- What do we know about the Taíno people?
- What kind of life did the Taíno people lead before the arrival of the Spanish?

The Taíno

The Taíno were an indigenous people of the Caribbean region who interacted with Christopher Columbus, the first European explorer to travel to that part of the Americas.



◄ **Source 3.6** This map shows the different groups of indigenous people who occupied the Caribbean islands prior to the arrival of Europeans.

MAKING THINKING VISIBLE 3.4

Same and different

1. Read Sources 3.7 and 3.8 and write down the similarities and differences in the way they describe the Taíno people.
2. What is different about the two perspectives?
3. Whose perspective is missing? What can be said about that missing point of view?
4. Write a short description of the Taíno people that you believe can be supported by the evidence.

Context statement for Source 3.7

This description was first published in 'View from the Shore: American Indian Perspectives on the Quincentenary' (*Northeast Indian Quarterly*, Fall 1990). Barreiro traces his ancestry to the original Taíno people and is currently a Director of the Smithsonian National Museum of the American Indian.

The word Taíno meant 'men of the good' … Living on the lush and hospitable islands over fifteen hundred years, the indigenous people of 'La Taína' developed a culture where the human personality was gentle. Among the Taíno at the time of contact, by all accounts, generosity and kindness were dominant values.

The Taínos strove to feed all the people, and maintained a spirituality that respected most of their main animal and food sources, as well as the natural forces like climate, season, and weather ... »

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The people lived in small, clean villages of neatly appointed thatch dwellings along rivers inland and on the coasts. They were a handsome people who had no need of clothing for warmth. They liked to bathe often.

The Taíno were a sea-going people, and took pride in their courage on the high ocean as well as their skill in finding their way around their world. Among Taínos, the women and some of the men harvested corn, nuts, cassava, and other roots. They appear to have practiced a rotation method in their agriculture. Boys hunted fowl from flocks and the men forded rivers and braved ocean to hunt and fish for the abundant, tree-going jutia, the succulent manati, giant sea turtles and countless species of other fish, turtles and shellfish.

▲ **Source 3.7** Description of the Taíno people, written by José Barreiro

The people of this island and of all the other islands which I have found and of which I have information, all go naked. They have no iron or steel or weapons, nor are they fitted to use them. They have no other arms than spears made of canes to the ends of which they fix a small sharpened stick. Of these they do not dare to make use, for many times it has happened that I have sent ashore two or three men to some town to have speech with them, and countless people have come out to them, and as soon as they have seen my men approaching, they have fled, a father not even waiting for his son.

But so they are, incurably timid. It is true that, after they have been reassured and have lost this fear, they are so guileless and so generous with all that they possess, that no one would believe it who has not seen it. They refuse nothing that they possess, if it be asked of them; on the contrary, they invite anyone to share it and display as much love as if they would give their hearts. They are content with whatever trifle of whatever kind that may be given to them, whether it be of value or valueless.

▲ **Source 3.8** Description of the Taíno people taken from a letter Christopher Columbus wrote to King Ferdinand of Spain describing the results of his first voyage

ACTIVITY 3.1

Cognitive spotlight: analysing

To analyse a source in Year 8 History, you will be expected to identify and examine the origin and purpose of the source.

The origin of a source means where a source came from and who created it.

The purpose of a source means why the author created it.

Analyse Sources 3.7 and 3.8 for origin and purpose.

Discuss with your class. Does your analysis change the way you view the sources?

REFLECTING ON YOUR LEARNING 3.1

Reflect on what you have learned in this section:

1. Based on the information and sources 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 questions: 'What do we know about the Taíno people?' and 'What kind of life did the Taíno people lead before the arrival of the Spanish?'
2. **Explain** how the information and sources in this section contribute to answering your overall inquiry question: 'How did the arrival of the Spanish from 1492 change the Americas?'

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

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3.2 What was the nature of the interaction between Columbus and the indigenous people he encountered?

FOCUS QUESTIONS

- Why did Europeans begin exploring further in the fifteenth century?
- What happened when Columbus arrived in the Americas in 1492?
- What consequences flowed from the Columbus expeditions?

Why did Europeans begin exploring further in the fifteenth century?

In the fifteenth century European nations were looking to expand their power and wealth. They knew that great resources could be found in the far east of India and the 'spice islands' of Asia, but these were extremely difficult to reach over land. As early as the thirteenth century, Italian explorer **Marco Polo** had travelled across land to China and returned. The journey took three years in each direction.

Marco Polo Italian explorer who reached China and returned

Christopher Columbus Italian explorer credited with discovering the Americas

New World name given to the Americas by European explorers

Years later, in 1492, another Italian explorer **Christopher Columbus**, sponsored by the Spanish King and Queen, would set sail to explore a faster ocean route to Asia by heading west across the Atlantic Ocean.

Nordic explorers are known to have made contact with the '**New World**' ('new' to the Europeans), and there are theories of African and Phoenician contact, before Columbus. The truth is that the Italian found it by accident. He thought he had found a route to Asia and India, but actually the islands he found with his three ships, *Nina*, *Pinta* and *Santa Maria*, were in the modern-day Bahamas. This is how the Caribbean region came to be sometimes known as 'The West Indies' and its inhabitants as 'Indians'.



◄ **Source 3.9** Engraving by Theodore de Bry of Christopher Columbus landing on American soil and being met by the indigenous population, c.1590

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RESPONDING TO THE SOURCE – 3.1

Cognitive spotlight: evaluating

When you consider whether a source provides useful evidence for an investigation, you should look to see whether other sources agree or disagree.

Corroboration means that a number of sources *agree* on a particular issue, and this tends to strengthen your argument and/or create a greater sense of certainty.

Contradiction means that a number of sources *disagree* on a particular issue, and this tends to lead to greater uncertainty about a particular issue.

1 Historians sometimes condense the motives of Spanish explorers (including Columbus) down to 'gold, glory and gospel'. **Identify** the evidence you can see in this engraving (Source 3.9) to support that conclusion.

2 **Consider** whether the image in Source 3.9 corroborates or contradicts the evidence in the letter written by Columbus in Source 3.8.

What happened when Columbus arrived in the Americas in 1492?

On 12 October 1492, Columbus landed on an island in what we now call the Bahamas. Source 3.10 outlines what Columbus wrote in his ship's journal for the first few days.

Friday 12 Oct 1492

In order that they might feel great friendship toward us, because I knew that they were a people to be delivered and converted to our holy faith by love rather than by force, I gave to some of them some red caps and some glass beads, which they hung around their necks, and many other things of little value. At this they were greatly pleased and became so entirely our friends that it was a wonder to see.

Saturday 13 Oct 1492

As soon as day broke, there came to the shore many of these men, all youths … They came to the ship in boats … And I was attentive and laboured to know if they had gold, and I saw that some of them wore a small piece hanging from a hole which they have in the nose, and from signs I was able to understand that, going to the south or going round the island to the south, there was a king who had large vessels of it and possessed much gold.

… I decided to go to the southwest, to seek the gold and precious stones ... The people also are very gentle and, … all that they do possess, they give for anything which is given to them, so that they exchange things even for pieces of broken dishes and bits of broken glass cups ...

Monday, 15 October 1492

[landing on another island] ... I anchored to learn if there were gold there, because those … on the [first] island … told me that there they wore very large golden bracelets on the legs and arms. I can well believe that all that they said was a ruse [a trick] in order to get away …

▲ **Source 3.10** *The Journal of Christopher Columbus*, ed. by Cecil Jane, Bramhall House, 1960

RESPONDING TO THE SOURCE – 3.2

1 Based on the evidence in the extracts (in Source 3.10) from his journal, **identify** what Columbus's main motivation was.

2 Do you think he expected to be able to obtain what he wanted easily?

3 **Discuss** your responses with a partner and then share your collected thoughts with the class, making sure you quote specific pieces of evidence to support your view.

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After about three months of exploration, Columbus returned to Spain with some of the indigenous people, parrots, gold trinkets and other exotic items, which caused a lot of excitement among the Spanish people. King Ferdinand and Queen Isabella were particularly impressed and provided Columbus with 17 ships, at least 1200 men, cannons, crossbows, guns, cavalry and attack dogs for a second voyage.

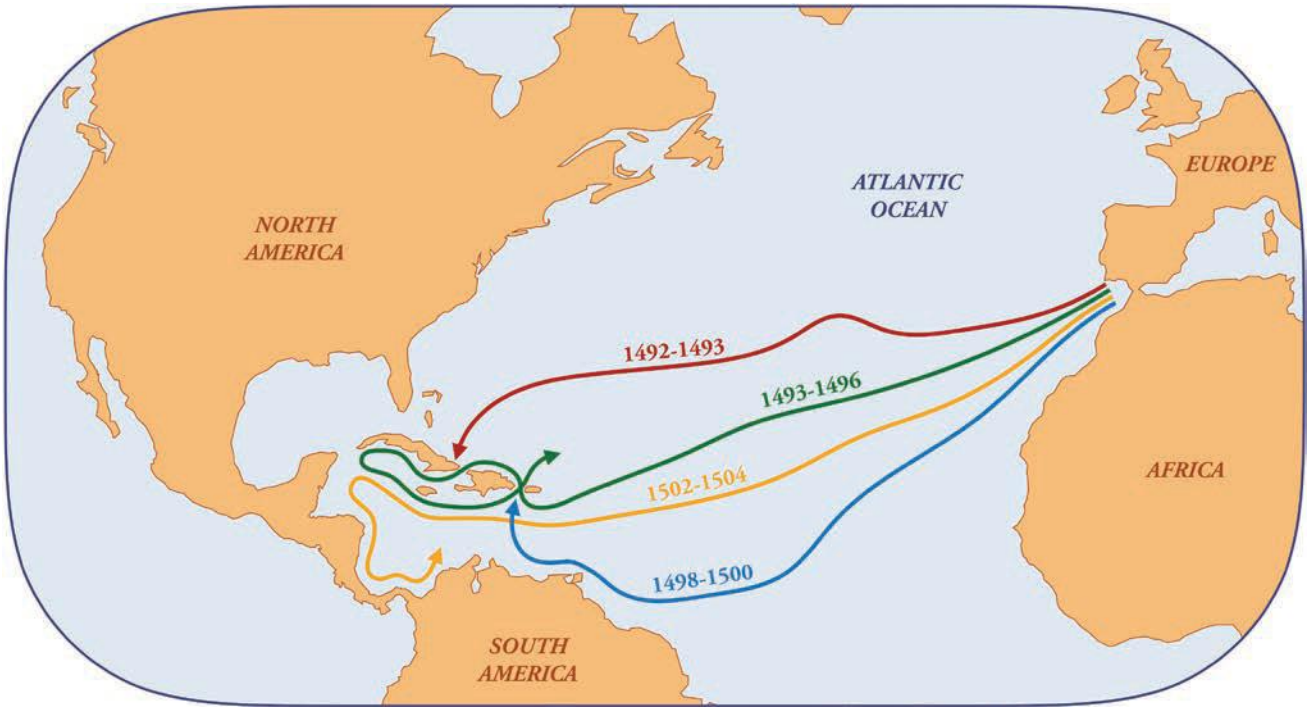
When he returned in 1493, Columbus demanded food, gold and anything else the Taíno had that they wanted. To ensure cooperation, Columbus used punishment by example, such as cutting off the ears or nose of an indigenous person if they committed any offence. This was meant to ensure all the indigenous people did what the Spanish wanted them to do.

Local resistance took many forms, from simply migrating away from areas near Spanish settlements to actively fighting against the Spanish. However, their sticks and stones were no match for the Spanish swords, guns and cannons.

Not finding the fields of gold he had hoped, Columbus began to take indigenous people as slaves. Some served Spaniards staying on the islands while others were sent back to Spain to be sold there.

In the space of five years, the combination of brutality, warfare and European diseases killed about two-thirds of the population of the islands in the region occupied by Columbus and the Spanish settlers. When the Spanish authorities learned how bad the situation had become, Columbus was summoned home in 1496.

Columbus made two further voyages of exploration around the Caribbean, touching on the central American mainland, but he never set foot on the North American continent. His reputation never fully recovered from his actions during his second voyage, and he died in Spain in 1506.



▲ **Source 3.11** Columbus made four voyages to the Americas, but never set foot on the North American continent. Why do you think Columbus was so keen to return so many times?

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On March 24, 1495, therefore, Columbus marched forth in warlike array to rout his enemies. The rebel natives had assembled more than one hundred thousand Indians, while the Admiral had only two hundred Christians, twenty horses, and as many attack dogs.

First the infantry squadrons of the two divisions attacked the Indians and began to rout them with crossbow and gun shots, then the cavalry and hounds attacked them. As a result those cowardly Indians fled in all directions, hotly pursued by our men, who with God's aid soon gained a complete victory, killing many Indians and capturing others.

This victory and the imprisonment of those men so improved the position of the Christians that though they numbered only six hundred and thirty, most of them sick, with many children and women among them, Columbus, in the space of a year during which he marched through the country completely pacified the island without having to unsheathe his sword again. He reduced the Indians to such obedience and tranquillity that they all promised to pay tribute to the Catholic Sovereigns every three months, as follows:

> Where the gold mines were, every person of fourteen years of age or upward was to pay a bag of gold dust, all others were each to pay twenty-five pounds of cotton

Whenever an Indian delivered his tribute, he was to receive a brass or copper token which he must wear about his neck as proof that he had made his payment, any Indian found without such a token was to be punished.

After this battle the island was so peaceful that a Christian could safely go wherever he pleased. Columbus ascribed this to the favour of God and the good fortune of the Catholic Sovereigns, or else it would have been impossible for two hundred poorly armed men, half of them sick, to subdue such a multitude. But the Lord wished to punish the Indians, and so visited them with such shortage of food and such a variety of plagues that he reduced their number by two thirds, that it might be made clear that such wonderful conquests proceeded from God's supreme hand and not from our strength or intelligence or the cowardice of the Indians.

▲ **Source 3.12** A modified extract from the book *The Life of the Admiral Christopher Columbus* by his son, Ferdinand, translated by Benjamin Keen, Rutgers University Press, 1959, pp. 148–50

The common ways mainly employed by the Spaniards who call themselves Christian ... is by unjustly waging cruel and bloody wars. Then, when they have slain all those who fought for their lives or to escape the tortures they would have had to endure, that is to say, when they have slain all the native rulers and young men (since the Spaniards usually spare only the women and children, who are subjected to the hardest and bitterest servitude ever suffered by man or beast), they enslave any survivors ...

Their reason for killing and destroying such an infinite number of souls is that the Christians have an ultimate aim, which is to acquire gold, and to swell themselves with riches in a very brief time and thus rise to a high estate disproportionate to their merits … And I say this from my own knowledge of the acts I witnessed … This is a well-known and proven fact which even the tyrant Governors, themselves killers, know and admit. And never have the Indians in all the Indies committed any act against the Spanish Christians, until those Christians have first and many times committed countless cruel aggressions against them or against neighbouring nations. For in the beginning the Indians regarded the Spaniards as angels from Heaven. Only after the Spaniards had used violence against them, killing, robbing, torturing, did the Indians ever rise up against them.

▲ **Source 3.13** Extracts from *The devastation of the Indies: A Brief Account by Bartolomé de Las Casas*, 1552

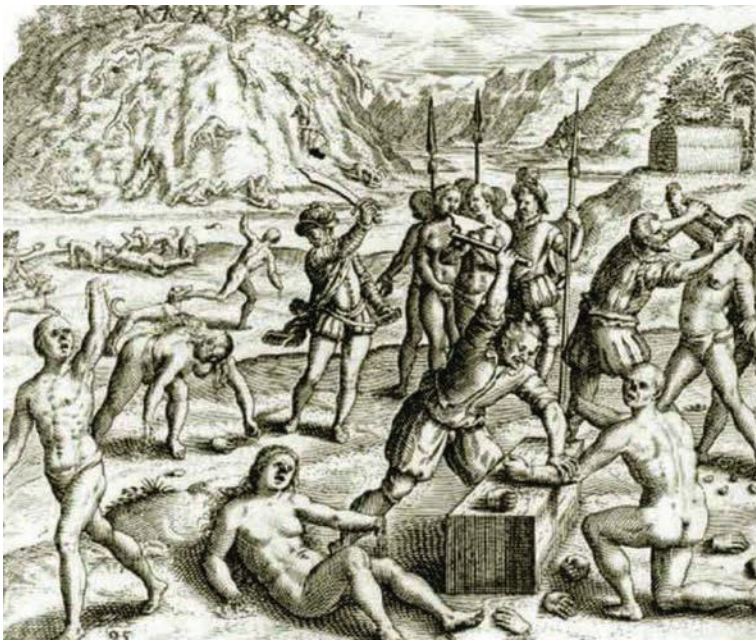
Context statement for Source 3.13

Bartolomé de Las Casas (1484–1566) was a Spanish Dominican friar who travelled to the area and, while he initially participated in the Spanish atrocities, he eventually spoke at length with the Taíno people and uncovered their version of events. De Las Casas became famous for his defence of the rights of the indigenous people of the Americas.

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▲ **Source 3.14** Engraving by Theodore de Bry in 1594, titled '*The Indians, to satisfy their wickedness, pour molten gold in the mouths of the Spaniards*'. De Bry was an engraver who never visited the New World himself but based this engraving and the one in Source 3.15 on events described by Bartolomé de las Casas (see Source 3.13).



▲ **Source 3.15** Theodore de Bry engraving in 1594 of this description by Bartolomé de la Casas in 1552: '*Another time, because the Indians did not give him a coffer filled with gold, … they killed an infinite number of souls, and cut off the hands and noses of countless women and men, and others they threw to the savage dogs, who ate them and tore them to pieces.*'

RESPONDING TO THE SOURCES – 3.3

Reflect on and **analyse** Sources 3.12 to 3.15 to **develop** a response to the question: Was Columbus a hero or a villain?

ACTIVITY 3.2

Class activity

With your class, **conduct** a coroner's investigation into why so many Taíno people died during this time. Research what a Queensland Coroner's investigation is and how it is conducted.

Explore Sources 3.12 to 3.15 as well as more detailed accounts on websites listed in the Interactive Textbook for evidence.

When you have explored the available evidence, you could assign people to the roles of Columbus, King Ferdinand and Queen Isabella of Spain, the Taíno and a 'Chief Medical Officer' and have other members of the class question them as witnesses to assist the coroner.

At the end of the investigation, write a short response to these questions:

1 **Determine** who you believe is most responsible for the death of the Taíno people in the late 1400s.
2 **Identify** and **describe** the evidence that is most persuasive in helping you reach that conclusion.

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What consequences flowed from the Columbus expeditions?

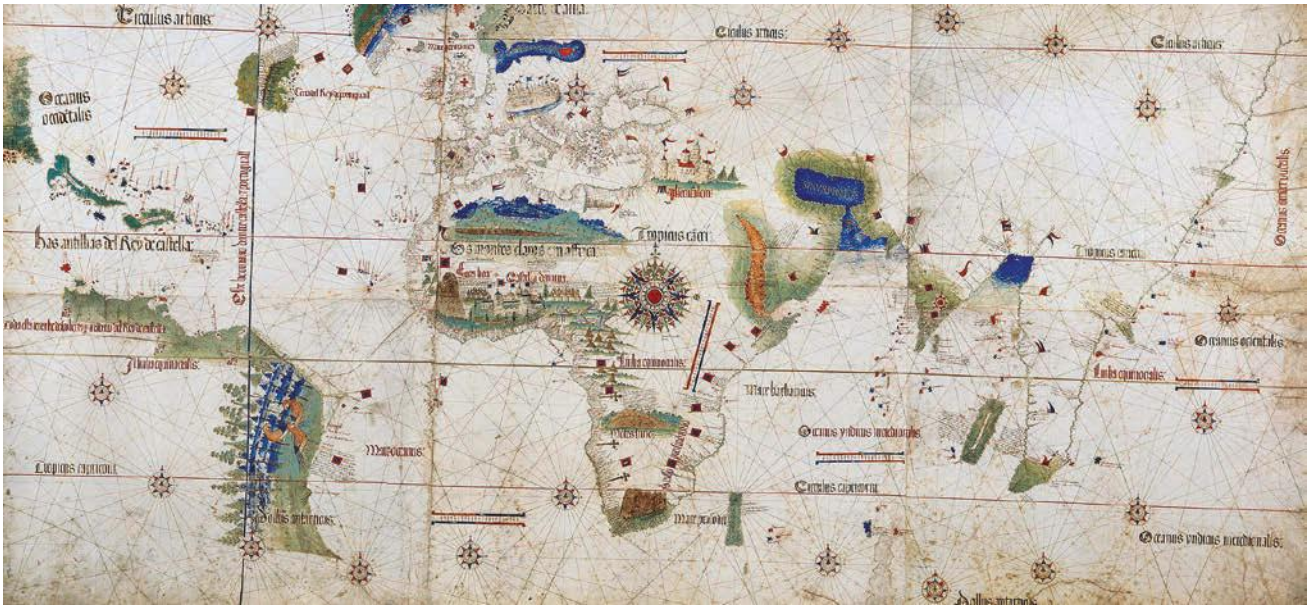
During the time of Columbus's expeditions, Spanish and Portuguese monarchies were competing to build wealth, control territory and convert the indigenous peoples to Christianity. Competition was so fierce that Portugal asked the Pope, head of the Catholic Church, to declare all lands west of the Atlantic Ocean to be their property alone.

Columbus had found the New World rich in resources such as gold, sugar and tobacco.

Treaty of Tordesillas treaty made to divide the New World between the Spanish and Portuguese monarchies

The news sent shockwaves throughout Europe. The Spanish royalty acted quickly upon the Italian's discovery and made an agreement in 1494 with the Pope and Portugal called the **Treaty of Tordesillas**, which divided the lands around the globe between the two monarchies.

The 'cantino' world map (see Source 3.16), made in 1502, divided up the world in terms of the resources that had been discovered to that point.



▲ **Source 3.16** This Portuguese 'cantino' world map indicates the division of territories between the Spanish and the Portuguese, which was laid out by the Treaty of Tordesillas.

RESPONDING TO THE SOURCE – 3.4

1 Look closely at the areas where only small sections had been explored and mapped by Europeans. **Identify** which of these small areas you can connect to places on the current world map.

2 **Explain** why a map such as this would encourage European explorers to explore the rest of the map.

Other significant consequences

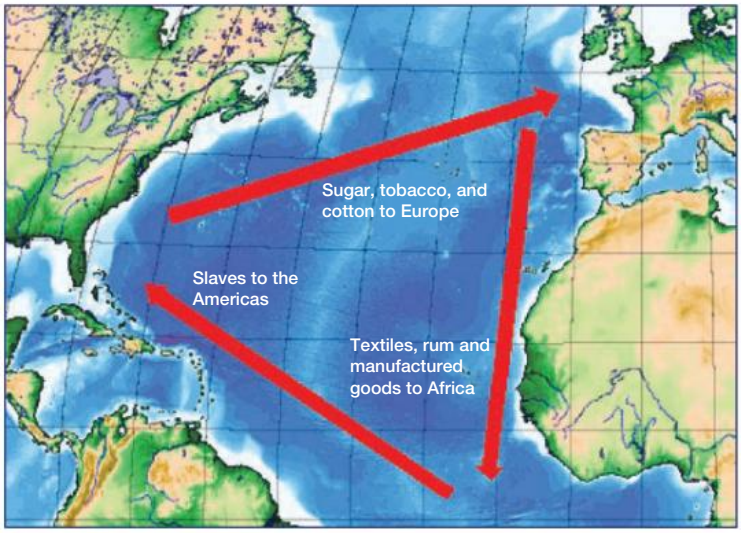
A new global village

The first voyage of Christopher Columbus began the process of creating a truly global village. The resulting exchange – sometimes called the Columbian exchange – of plants, animals and cultures has enriched all countries. Almost half of all major crops grown throughout the world now originated in the Americas. Potatoes from South America, for example, probably contributed to an explosion in the European population in the 1500s and 1600s.

A new slave trade

As new Spanish-owned plantations were created on the islands of the Caribbean, and later elsewhere in the Americas, slaves from West Africa were brought in large numbers to the Americas as labourers. This Atlantic slave trade was a key component of the so-called Columbian exchange.

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◄ **Source 3.17** Triangular trade of the Columbian exchange

RESPONDING TO THE SOURCE – 3.5

1 **Identify** which of the three points of the triangle in Source 3.17 you think benefited most from this exchange.
2 **Explain** what this tells you about power in the world in the 1500s.

New diseases and population decline

Spanish brutality and the introduction of new diseases combined to significantly reduce the indigenous population of the islands of the Caribbean, and later all indigenous populations of the Americas. **Smallpox**, measles, influenza and typhus were some of the diseases previously unknown in the Americas.

smallpox extremely infectious disease that causes a fever, spots on the skin, and often death

New exploration

After Columbus first arrived in 1492, the Spanish swept across the Caribbean within 20 years. As they hopped across the islands like stepping stones, they also landed on parts of North, South and Central America.

In North America, the Spanish explored areas now known as Florida, Texas, New Mexico and Mississippi. In South America, they explored and colonised the areas from modern-day Venezuela to Panama.

But in Central America, exploring along the Yucatán peninsula, they began to hear stories of a great empire to the west. They had stumbled upon the gateway to the Aztec Empire in Mexico.

REFLECTING ON YOUR LEARNING 3.2

Reflect on what you have learned in this section:

1 Based on the information and sources 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 questions: 'Why did Europeans begin exploring further in the fifteenth century?', 'What happened when Columbus arrived in the Americas in 1492?' and 'What consequences flowed from the Columbus expeditions?'
2 **Explain** how the information and sources in this section contribute to answering your overall inquiry question: 'How did the arrival of the Spanish from 1492 change the Americas?'

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

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3.3 What was life like for the Aztecs before Europeans arrived?

FOCUS QUESTIONS

- Who were the Aztecs?
- What was life like in the Aztec Empire? How was society organised?

The Aztecs

The **Mexica** (pronounced Me-SHEE-ka) people arrived in the Valley of Mexico around 1250 and found fertile soil, rivers and high mountains. With 2000 years of established culture, scientific traditions, trade, currency and social structures, they were one of the most sophisticated civilisations in the world. Speaking the **Nahuatl** (pronounced NA-wat) language, the Mexica established themselves within this region by forming an alliance with the other two largest city-states in the region, creating the **Aztec Empire** in 1428. We call them the Aztecs, and their lands stretched from the Pacific Ocean to the Gulf of Mexico.



▲ **Source 3.18** The Aztecs used sophisticated studies of astrology, ceramics, architecture and writing. The Aztec Sun Stone was thought to represent and explain the role of time in Aztec culture and chart the 20-day Aztec calendar month.

Mexica indigenous people who lived in the Valley of Mexico and created the Aztec Empire

Nahuatl language spoken by the Mexica

Aztec Empire alliance of three great cities in the Valley of Mexico



▲ **Source 3.19** The Aztec Empire at its height was centred on the 'Valley of Mexico' on a plateau in what is now southern Mexico. The Empire's capital Tenochtitlan was on Lake Texcoco in the valley.

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Tonatiuh Aztec God of the Sun
prophecy prediction of what will happen in the future

Four metres in diameter and a metre thick, the Sun Stone was found buried in Mexico City in 1790. Most historians agree the Aztec Sun God **Tonatiuh** is at its centre. The four points around the face of the Sun God represent the 'four suns', or periods of time (eras), that came before the one when the stone was created. Each one explains how that world died or came to an end.

1 Death by Jaguars
2 Death by Wind
3 Death by Fire
4 Death by Water.

A fifth sun within the carving gives the **prophecy** that 'this world' would come to its end via earthquake.

MAKING THINKING VISIBLE 3.5

I used to think … Now I think …

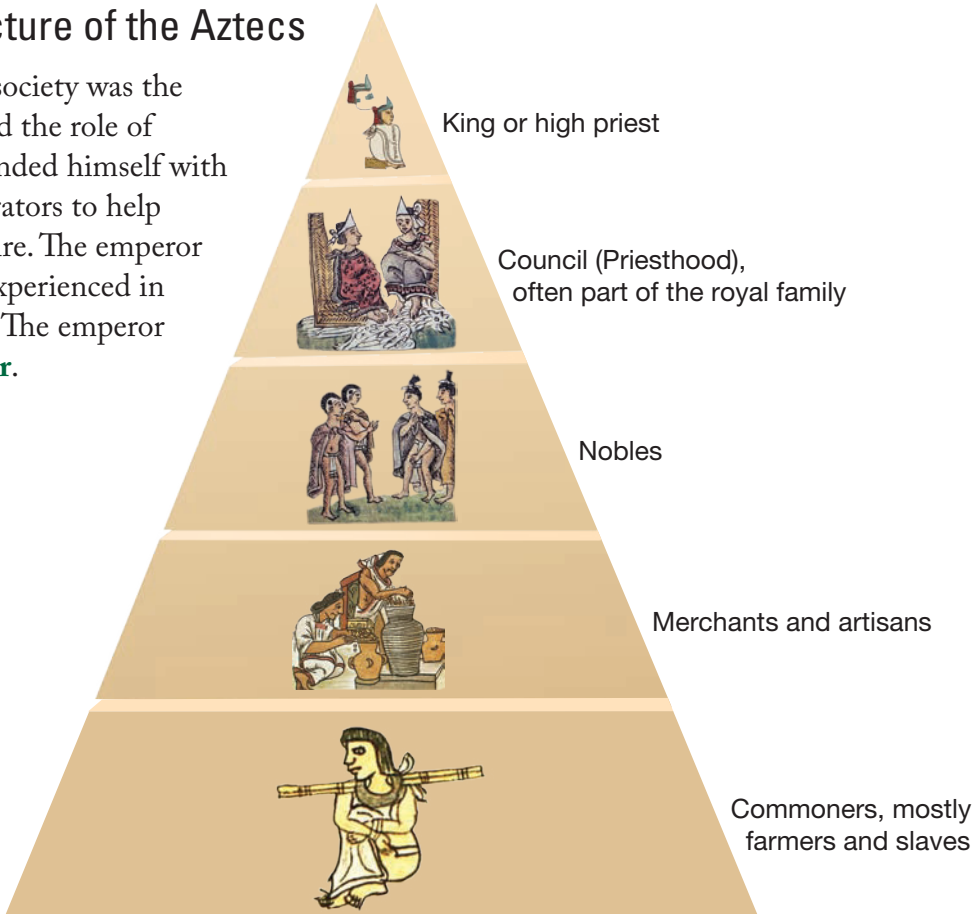
1 Write down what Source 3.19 makes you think about the Aztec understanding of the Earth and its place in the solar system.
2 Research Nicolaus Copernicus (1473–1543) and Galileo Galilei (1564–1642) and **explore** what Europeans thought about Earth and its place in the solar system before 1500 CE.
3 Now write a sentence beginning with 'I used to think …'
4 Write another sentence beginning with 'Now I think …'

Discuss your changes in thinking with your peers.

The social structure of the Aztecs

At the top of Aztec society was the emperor, who enjoyed the role of **demigod** and surrounded himself with nobles and administrators to help control the vast empire. The emperor was expected to be experienced in warfare and strategy. The emperor was an **absolute ruler**.

demigod (in ancient stories) being who is partly human and partly a god
absolute ruler ruler whose power and authority is never questioned



► **Source 3.20** The social structure of the Aztecs

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The nobility were often related to the emperor by blood or marriage and took up the roles of military commanders, priests and judges. Most were wealthy landowners. Nobles were also the only class permitted to display their wealth through decorated capes and jewellery.

Commoners were usually skilled craftsmen like builders, farmers and artisans who lived in small neighbourhoods known as **calpulli** where one noble would govern over the area. The hard labour was completed by serfs or slaves.

The role of common women was limited to marriage and child rearing. The creation of children was revered among Aztec culture.

Girls were raised to be married off around the age of 16, while boys were expected to become warriors who could hope for a glorious death in battle, or a horrible one at the hands of their enemies.

Warriors were taken from both the common and serf classes and expected to fight when requested. The Aztec Empire had not developed steel, so weapons were made from fire-hardened wood and lined with sharp **obsidian** forged from volcanic rock. A warrior's reward came from the number of prisoners he could take, rather than kill. The more prisoners, the better the warrior. Some prisoners would be sacrificed to please the gods.

calpulli small Aztec neighbourhoods

obsidian type of almost black rock that is like glass

A prisoner lucky enough to avoid sacrifice would be used as a slave. Slaves completed the hardest work in the Aztec Empire. However, a slave could buy their own freedom, or marry their owner! A slave was free once their owner died, and in addition to this, the children born to slaves were not considered to be slaves themselves.

MAKING THINKING VISIBLE 3.6

Question starts

1. Read the description of the Aztec social structure and brainstorm a list of 10 questions about this structure.
2. With your group, **decide** on three questions from your individual lists that seem most interesting.
3. With your class, **select** a small number of questions to explore further and do some research to see what you can find.
4. **Share** your most interesting insights with your class.

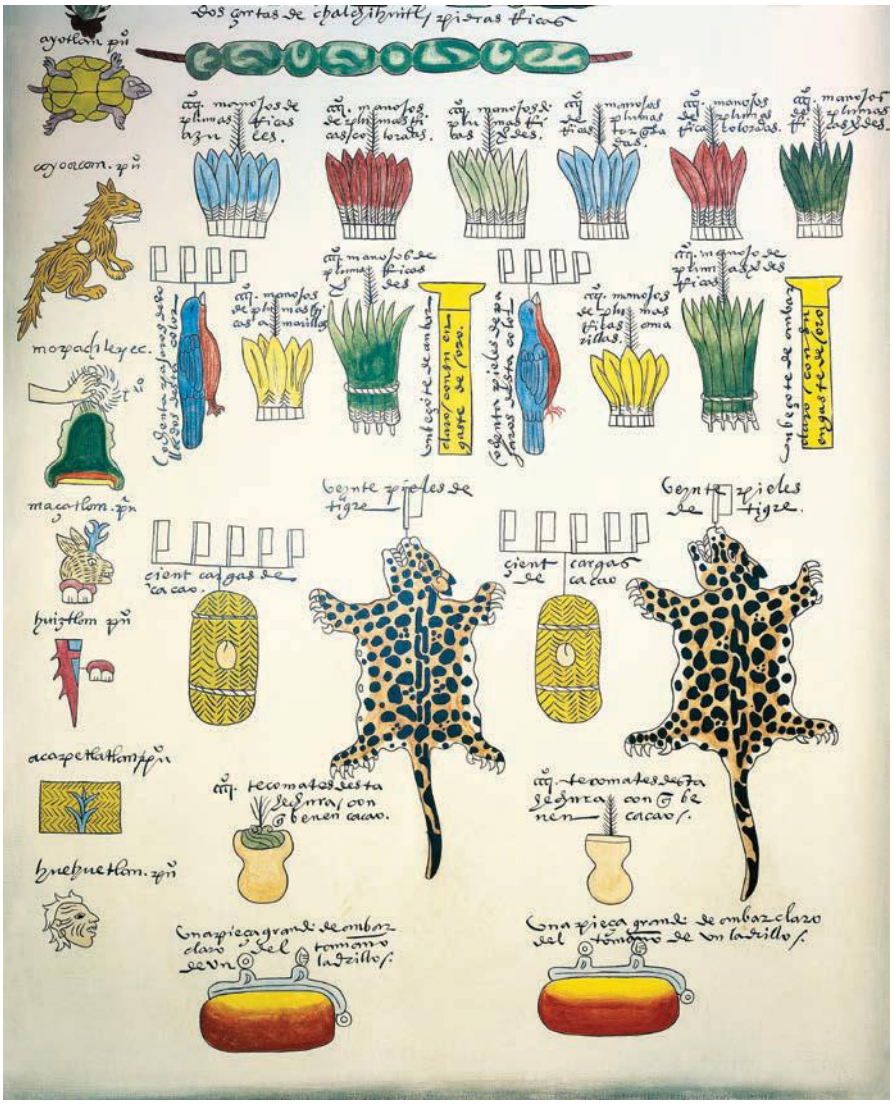
Were the Aztecs popular rulers?

The Aztecs rose to power by conquering the various Mexica groups and city-states by force. Not all of these groups enjoyed Aztec rule. Aztec rule was strict, and they brutally punished those who opposed their rule. If the region was unable, or refused to pay their **tribute** to **Tenochtitlan**, Aztec warriors would take prisoners by force to become slaves or to feed the need for human sacrifice.

tribute form of tax paid to a ruler

Tenochtitlan capital city of the Aztec Empire, referred to as 'Mexico' by the conquistadors

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▲ **Source 3.21** This image is a reproduction from the *Codex Mendoza*. It is an illustration of the taxes paid to Aztec rulers by subject peoples.

MAKING THINKING VISIBLE 3.7

See, think, wonder

1. Look carefully at Source 3.21. What objects do you see and recognise? Work with a partner to list as many as you can.
2. **Compare** your answers with another pair of students. Were they able to identify any objects that you could not? List those too.
3. Now go to https://cambridge.edu.au/redirect/9593 and hover over each of the images to see what the images and words actually did represent.
4. If this is just one example of a tribute paid to the Aztecs, what might it tell us about their overall wealth and the way they treated their subject peoples?

Religion and rituals of the Aztecs

Religion was at the centre of Aztec life. Their gods provided sun, rain, food, water, fire, life and death. For Aztecs, the world would one day come to an end and a new 'era' would follow.

Huitzilopochtli was the god of Sun and War and was one of the most demanding, as he fought the dark night sky so the sun would rise in the morning. The Aztecs believed they only existed as long as they kept their gods happy. To please gods such as Huitzilopochtli, Tlaloc (the god of rain), Tezcatlipoca (the god of the night), Chicomecōātl (the goddess of agriculture), Xipe Totec (the god of spring and new vegetation) and Mictlantecuhtli (Lord of the Dead), they made offerings in human blood.

Quetzalcoatl (meaning 'feathered serpent') was opposed to human sacrifice and was banished by the other gods. It was believed that Quetzalcoatl would return from the west to destroy the Aztecs. For centuries, the Spanish and historians claimed that the Aztecs believed Spanish explorer Hernán Cortés was Quetzalcoatl in human form.

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MAKING THINKING VISIBLE 3.8

SOURCE A



▲ **Source 3.22** Terracotta figure of the Lord of the Dead, Mictlantecuhtli

SOURCE B



▲ **Source 3.23** Aztec god of the dead, Mictlantecuhtli, represented in a fifteenth-century gold pendant, one of the few gold ornaments that escaped being turned into bullion by the Spanish conquistadors

SOURCE C



▲ **Source 3.24** Pottery depicting Chicomecōātl

SOURCE D



▲ **Source 3.25** Urn depicting Tlaloc, the rain god, from Tenochtitlan, Mexico

SOURCE E



◄ **Source 3.26** Aztec god of the dead, Mictlantecuhtli

SOURCE F



▲ **Source 3.27** Recreation of a feather shield of an Aztec warrior

SOURCE G



▲ **Source 3.28** In elaborate ceremonies, priests would use knives to make sacrifices to the gods.

SOURCE H



► **Source 3.29** Pectoral ornament in the form of a double-headed serpent, one of the symbols of Tlaloc. It was worn by a high priest. It may have formed part of the treasure sent to Cortés by Moctezuma, who believed Cortés to be the returning god Quetzalcoatl.

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SOURCE I



▲ **Source 3.30** Basalt statuette of the god Quetzalcoatl, the feathered serpent

SOURCE J



▲ **Source 3.31** Quetzalcoatl mask

SOURCE K



▲ **Source 3.32** Open-mouthed stone mask of Xipe Totec dressed in the skin of a sacrificial victim. In the festival of Tlacaxipeualiztli, a sacrificial victim was skinned alive and a warrior danced dressed in the skin. The ceremony symbolised the bursting of the skin of the maize seed.

SOURCE L



▲ **Source 3.33** Side view of the Sun Stone

SOURCE M



▲ **Source 3.34** Collapsed *tzompantli*, or wall of carved skuls. Such carvings were near every Aztec temple and wooden versions (skull racks) were used to store the heads of slain enemy warriors.

See, think, wonder

Select three of the items that interest you most. Look carefully at those items and write down answers to these questions:

1 What do I see?
2 What do I think?
3 What do I wonder?

Discuss your responses with other members of your class.

Then write a short answer to the question: what do these items tell us about Aztec life?

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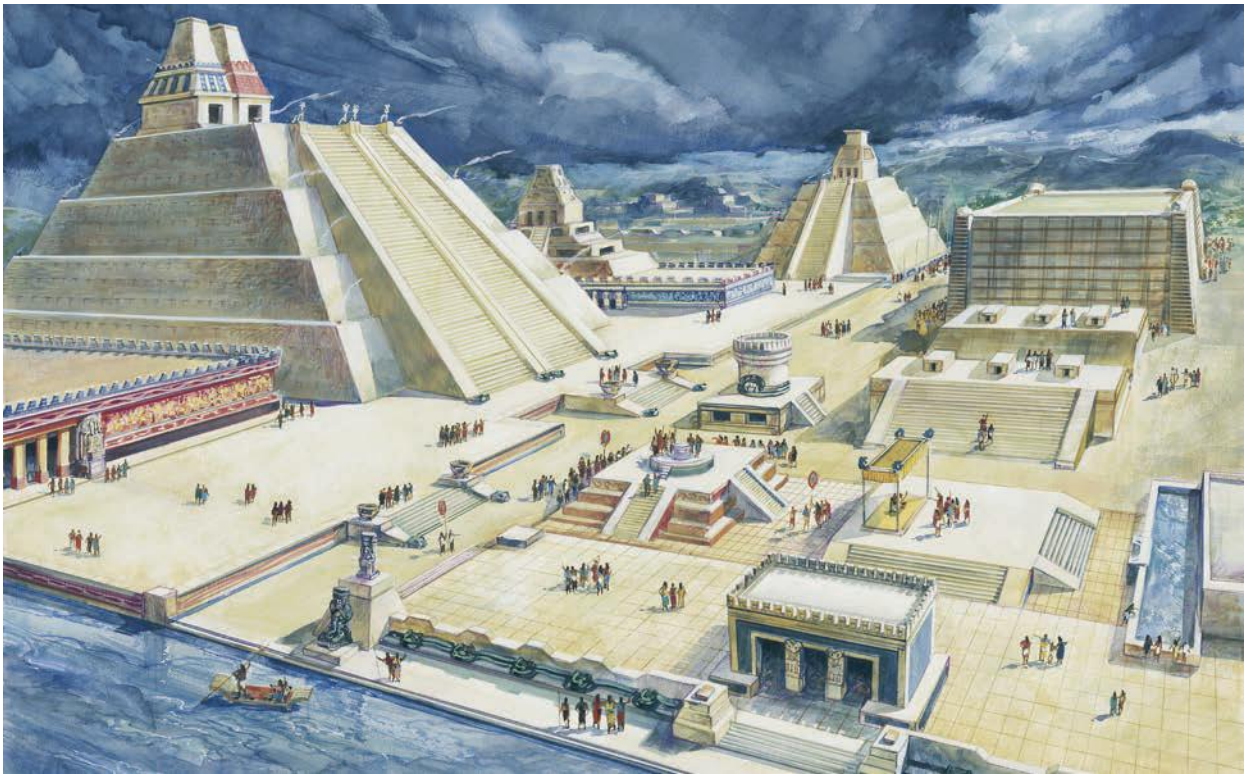
Human sacrifice

Human sacrifice occurred regularly. At intervals marked out by the Sun Stone, prisoners were forced to walk to the top of great temples, and were stretched out across a stone altar as priests held their limbs down. Their chests were carved open with obsidian blades as the still beating heart was removed and offered to the sun. The remaining priests would then dismember the limbs, tossing them down the stairs.

Highly trained priests would preserve the skull and place it on the **tzompantli**, an enormous rack of skulls built in front of the Templo Mayor – a pyramid with two temples on top. It was rumoured the rack contained over 130 000 skulls. Not all sacrifices were prisoners. Often the deaths were used to remind people of the power of the Aztec rulers.

tzompantli wooden rack used for the public display of human skulls, also a wall of skulls carved in stone

idol image or an object that resembles a god



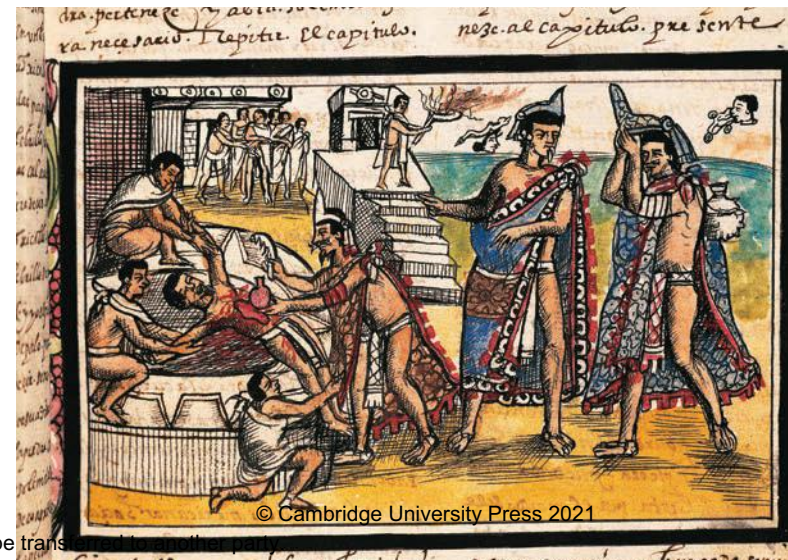
▲ **Source 3.35** An artist's reconstruction of the Templo Mayor in Tenochtitlan

Class brainstorm: What does this image make you think about the Aztecs?

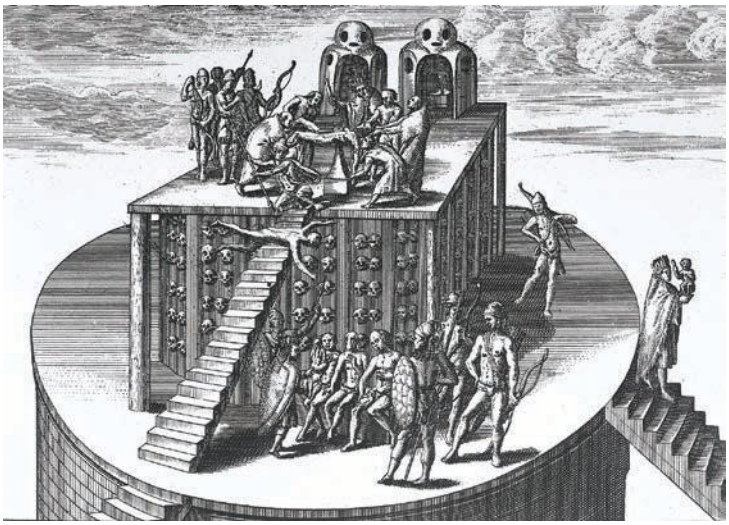
They strike open the wretched Indian's chest with flint knives and hastily tear out the palpitating heart which, with the blood, they present to the **idols** in whose name they have performed the sacrifice. Then they cut off they arms, thighs and head, eating the arms and thighs at ceremonial banquets. The head they hang up on a beam and the body of the sacrificed man is not eaten but given to beasts of prey.

▲ **Source 3.36** Quote from Spanish soldier Bernal Díaz recounting his experience in Tenochtitlan in 1521

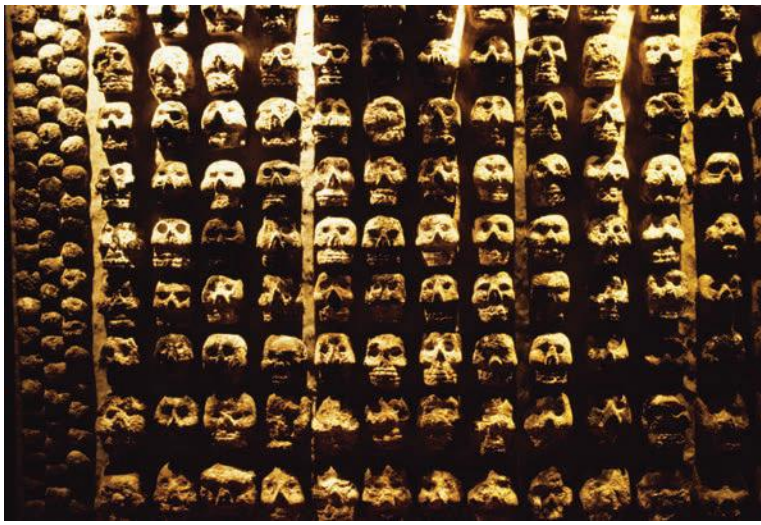
▼ **Source 3.37** Illustration of human sacrifice published in the book *The History of the Indies of the New Spain* in 1579



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▲ **Source 3.38** Human sacrifice depicted in 1579, with tzompantli of real skulls



▲ **Source 3.39** Tzompantli of carved stone skulls excavated at Templo Mayor

MAKING THINKING VISIBLE 3.9

Here now, there then

I used to think … Now I think …

1. **Create** a list of your present thoughts, values and judgements about human sacrifice.
2. Study Sources 3.36 to 3.39 about Aztec human sacrifice. Now imagine travelling back in time to about 1520 CE (before the arrival of the Spanish) when attitudes were possibly different. **Create** a list of past Aztec thoughts, values and judgements about this topic.
3. **Compare** past and present perspectives from your lists. Why do you think things have changed? Why did people in the past not think the way we do today?
4. Complete the statements: I used to think … Now I think …

What was life like in the Aztec Empire?

ullamaliztli ancient Aztec ball sport

maize corn, sweetcorn or 'corn on the cob', a cereal that originated in southern Mexico

Mesoamerica region in the Americas, extending approximately from central Mexico to Belize, Guatemala, El Salvador, Honduras, Nicaragua, and northern Costa Rica

xocoatl Aztec chocolate drink

Sport and chocolate

Life in the Aztec world was not all death and sacrifice. The Aztecs did believe in a life after their own, but that did not mean they did not enjoy the one in the present. The ball sport **ullamaliztli** played an important role in Aztec life as it reflected many of the principles by which they lived. Played on a court that was designed to reflect the battle between the sun and the moon, games usually took place on days of great importance like religious festivals and market days.

Farmers grew **maize**, which formed the basis of a range of Aztec foods, including porridge, corn cakes and tortillas. The Aztec diet consisted mainly of vegetables and fruits including tomatoes, avocados, chillies, potatoes, beans, limes and meat such as dog and turkey. Chocolate originated in **Mesoamerica** and was a valued commodity among the Aztecs and a form of currency at markets around the empire. The Mesoamerican version of chocolate '**xocoatl**' was served hot to lighten the mood and relax victims preparing for their own sacrifice.

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MAKING THINKING VISIBLE 3.10

Headlines

1 If you were to write a newspaper-type headline based on your first impression of the Aztec practice of human sacrifice, what would that be?
2 If you were to write another headline, now that you know something more about Aztec lifestyle, what would that be?
3 **Compare** your two headlines with your peers.

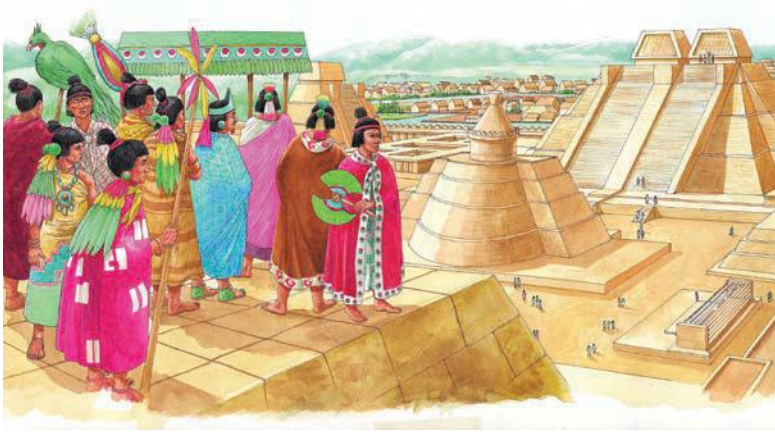
Life in Tenochtitlan

The city of Tenochtitlan was the epicentre of the Aztec universe. Prior to the arrival of the Spanish in 1521, it was one of the largest cities in the world, boasting an estimated population between 300 000 and 500 000.

Surrounded by lakes and marshes high in the mountains, the Aztecs built floating gardens that provided the city with food, moved fresh water around and disposed of waste via sewers. A grand array of temples and palaces existed within the centre of the city, devoted to human sacrifice and worship of the gods.

> And when we saw all those cities and villages built in the water, and other great towns on dry land, and that straight and level **causeway** leading to Mexico we were astounded … buildings rising from the water, all made of stone, seemed like an enchanted vision …

▲ **Source 3.40** Bernal Díaz provides his recollection of seeing the city for the first time.



▲ **Source 3.41** An artist's impression of Aztec nobles and warriors surveying the ceremonial centre of Tenochtitlan

Underground springs provided the city with clean water for drinking, washing and growing crops in the floating gardens of the city. The Aztecs were passionate about flowers. The city was decorated with the flowers grown in its countless gardens, bringing colour and vibrancy to the city.

causeway wide embankment or dyke built constructed across marshes or shallow water that crosses water

MAKING THINKING VISIBLE 3.11

Headlines

Write a newspaper headline that captures the most important aspect/s of everything you now know about the Aztecs that should be remembered.

How is this headline different to your headline from Making thinking visible 3.10?

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Market day



Markets were an essential element of every Aztec city, serving tens of thousands of people each day. Each market was organised so that every type of product from every area of the Aztec Empire could be sold in its own section.

◂ **Source 3.42** Tlatelolco Marketplace as depicted in a diorama at the Field Museum of Natural History, Chicago. The largest Aztec market was located in Tenochtitlan's neighbouring town, Tlatelolco.

> We were astounded by the great number of people and the quantities of merchandise … dealers of gold, silver and precious stones, feathers, cloaks and embroidered goods. Male and female slaves are sold there … in another part were the skins of tigers and lions, otters, jackals and deer … There were sellers of kidney beans and sage and other vegetables, in yet another they were selling fowls, and birds and dewlaps (turkeys) also rabbits, hares, deer, young ducks, little dogs and other such creatures.

▲ **Source 3.43** Bernal Díaz commentary on the size and scale of this market

MAKING THINKING VISIBLE 3.12

Think, pair, share

1. Think about everything you know about Aztec life before the arrival of the Spanish. On which aspects do you think we can make the fairest judgements about them as a civilisation? Is it their religious practices, their engineering and architecture, their tribute system, their markets, their leisure activities or something else?
2. Pair and share your thinking with a peer.
3. Share your thinking with your class. **Discuss** different opinions and reasons for those different opinions.

REFLECTING ON YOUR LEARNING 3.3

Reflect on what you have learned in this section:

1. Based on the information and sources 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 questions: 'Who were the Aztecs?', 'What was life like in the Aztec Empire?' and 'How was society organised?'
2. **Explain** how the information and sources in this section contribute to answering your overall inquiry question: 'How did the arrival of the Spanish from 1492 change the Americas?'

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

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3.4 What was the nature of the interaction between the Spanish and the Aztecs?

FOCUS QUESTIONS

- Who was Cortes and what motivated him?
- How did Moctezuma II and Cortes respond to each other?
- How were the Spanish eventually able to conquer the Aztecs?

The Aztecs were very different to the people the Spanish had encountered in the Caribbean islands, and consequently, this interaction was also very different to what we saw in our study of Columbus.

Key individuals: the conquistadors

Hernán Cortés



▲ **Source 3.44** An eighteenth-century portrait of Hernán Cortés, based on a portrait made during his lifetime.

Hernán Cortés grew up poor in the Spanish town of Medellin. Excited by the tales of the New World he left for Hispanola in 1504 at the age of 19. He had little sailing and no military experience but joined in the conquest of Cuba in 1511. When news of a potential expedition to the mainland of the Americas arose in 1519, he used his charm and natural gift for leadership to gather 6 ships, 300 men known as 'conquistadors' (conquerors), 16 horses and set sail for the Yucatán Peninsula in modern-day Mexico.

His journey would change the course of the New World forever. In two years, he would stand victorious in the ashes of the Aztec Empire.

Sources on Cortés

Historians have long debated the role of Cortés. Was he a heroic explorer who brought Christianity to the New World or a villain only interested in blood, conquest and gold? Explore these interpretations of the explorer to gain an understanding of Cortés.

Francisco Lopez de Gomara was a Spanish historian who lived during the time of Cortés and recorded a history of the Spanish conquest of the Americas.

> The Conquest of Mexico and the conversion of the peoples of New Spain can and should be included among the histories of the world, not only because it was well done but because it was very great … Long live, then, the name and memory of him [Cortés] who conquered so vast a land, converted such a multitude of men, cast down so many idols, and put an end to so much sacrifice and the eating of human flesh!

▲ **Source 3.45** Francisco Lopez de Gomara (1552)



▲ **Source 3.46** This painting was made of Cortés around the 1850s and depicts one perspective of the conquest.

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MAKING THINKING VISIBLE 3.13

Stop, look, listen

1 Stop: What do Sources 3.45 and 3.46 'say' about Cortés?
2 Look: Research and find another image or a quote about the Spanish explorer. What have others said about him?
3 Listen: Hear what the sources tell you with an open mind. What opinion have you formed about Cortés?

Bernal Díaz



▲ **Source 3.47** Bernal Díaz

Bernal Díaz del Castillo was a soldier in Cortés's expedition and stayed with him for the duration of his adventure in Mexico. He is most famous for recording his entire time with Cortés in the book *The Conquest of New Spain* that was transcribed shortly before his death in 1584.

Just before Diaz died, he chose to write his history after he had read those of Gomara (mentioned earlier) and other Spanish historians who he felt 'spoke the truth, neither in the beginning, nor the middle, nor the end'. The book and its recollections were created almost 50 years after the events it describes. You can find translations in English online by searching for Bernal Díaz and the title.

The success of Cortés and Díaz came down to a few important factors and people. Two key players were a princess turned slave and the great Aztec Emperor Moctezuma II, as described next.

ACTIVITY 3.3

Check your understanding

1 **Identify** the role Bernal Díaz played in the conquest of Mexico.
2 **Explain** why Díaz chose to record his version of events.
3 **Explain** why we could regard Díaz as a reliable source.
4 **Identify** the problems we could have using Díaz as a reliable source.

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Key individuals: the slave and the Aztec Emperor



▲ **Source 3.48** La Malinche

The young woman known by the names La Malinche, Malatzin or Dona Marina played a critical role in the conquest of the Aztecs. In the early days of Cortés's time in Mexico, a small group of slave women were given to the Spanish as a gift from a Yucatán tribe defeated in battle.

La Malinche was born a princess but was given away to slavery in secrecy to allow her step-brother to take over the noble role. An intelligent and highly capable woman, she spoke the languages of the Maya and the Aztecs. With Cortés, she learned Spanish quickly, converted to Christianity, fell in love with the explorer and became an indispensable translator.

La Malinche is remembered as a controversial figure. She is seen on one hand as a woman who made the best of a bad situation and by others who saw her actions as the betrayal of all Mesoamerican peoples. Her role in helping the Spanish conquer the Aztecs is significant.

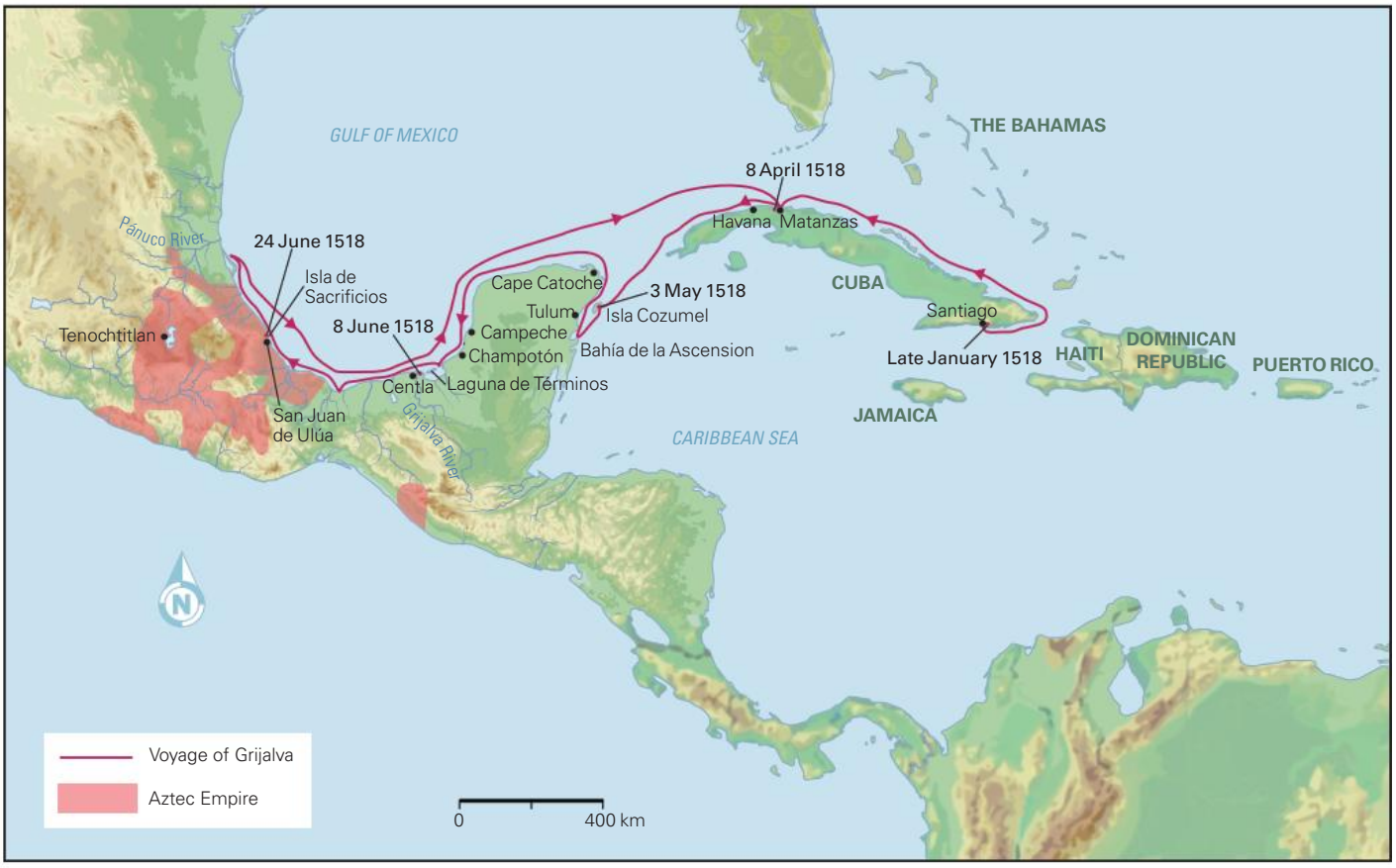


▲ **Source 3.49** Moctezuma II

Moctezuma II was the ruler of the Aztecs from 1502 to 1521. He was the relative of Moctezuma I, the ruler who had brought much of the Aztec Empire together. When Moctezuma II came to the throne, the extent of Aztec influence stretched for more than 120 000 square kilometres across many areas in what is now central and southern Mexico.

Little is known about Moctezuma II's personality, only how he fought and ruled. His enemies were punished and violently sacrificed to the gods, and those who did submit to his rule were heavily taxed through tributes.

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▲ **Source 3.50** Grijalva voyage route and the extent of the Aztec Empire

First contact and La Malinche

Cortés was not the first Spaniard to reach the Aztecs. An expedition led by Juan de Grijalva charted much of the coastline of the area in 1518, and although he did not know it then, he had made contact with the Mexican mainland and with subjects of the Aztec Empire. Grijalva learned about a large and wealthy kingdom nearby, and Montezuma II was informed about these foreigners, their ships and their weapons.

Having learned about Grijalva's voyage, Cortés and the conquistadors first saw the Yucatán Peninsula from their ships in February 1519. Trouble quickly followed and clashes broke out at Tabasco.

Despite being heavily outnumbered, the conquistadors had a significant advantage: weaponry. Mesoamerican civilisations did not have steel swords and armour. The Spanish did, and also brought with them cannons, muskets, deadly crossbows and a few horses.

The indigenous people of central America feared the horses as no such animal existed in their part of the world. Bernal Díaz stated that the tribes 'thought that the horse and rider were one creature'. In the early skirmishes, the conquistadors triumphed with only a few dead and injured. The wooden weapons used by the indigenous tribes were no match for the Spanish sword. A conquistador could kill dozens with what Díaz called 'good swordplay'.

After the first of many major battles, the Spanish suffering only a few wounded men, Díaz recalled the scene:

> When it was over we bandaged the wounded … We then went to look at their dead that were lying about the field, and found more than eight hundred, most of whom had been killed by sword-thrusts, and the rest by cannon, muskets and crossbows … the battle had lasted over an hour.

▲ **Source 3.51** Bernal Díaz, *The Conquest of New Spain*, 1576

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After their defeat in battle, the leaders of the Tabasco region gave the conquistadors a gift of 20 slave women. One of the women was the former daughter of a noble, La Malinche. The Spaniards now had a translator.

MAKING THINKING VISIBLE 3.14

Compass points

Think about what you have learned so far about Cortés and his expedition.

1. Excited: What excites you about learning this topic?
2. Worrisome: What worries you about this topic?
3. Need to know: What else would you like to know to better understand this topic?
4. Stance: What is your current feeling about this topic? What opinion are you beginning to form about Cortés and his expedition?

Cortés: a god?

The Spanish expedition brought two worlds together where neither knew the other existed.

Cortés and his men were seeking gold, fame and Christian converts. Most of the local tribes were wondering when they would leave.

History has recorded that Cortés's arrival was momentous for the Aztecs. In 1516, a great comet flew across the sky to the east of Tenochtitlan, which was thought to confirm the prophecy that the exiled god **Quetzalcoatl** was coming to end the Aztec world. He was thought to appear from the east, as a man with a white beard. Was Cortés Quetzalcoatl?

According to the Aztec calendar, he was due to arrive in 1519 … precisely when Cortés landed.

Historians have since debated whether this story was a creation of Spanish historians to justify their conquest and an excuse made up by local tribes eager to see the Aztecs defeated. Most historians now believe that Moctezuma II did not believe Cortés and the Spanish to be gods. However, the timing of Cortés's arrival did match the dates of the prophecy almost exactly.



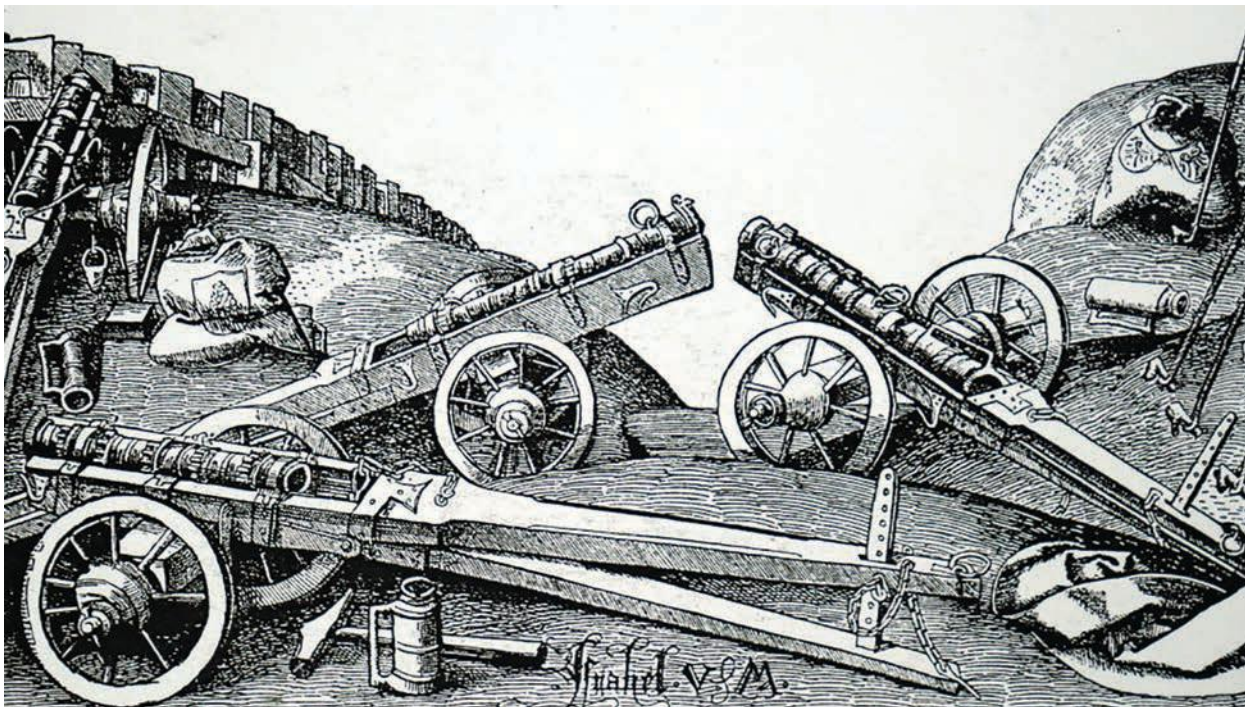
▲ **Source 3.52** An image of the Aztec god Quetzalcoatl

Gesture from Moctezuma II

On 20 April 1519, Cortés was sent gifts by representatives of Moctezuma II with a simple message: *Stay away from Tenochtitlan*. The Spaniard accepted the gifts and sent them home on a single ship to his king, but not before giving the

Quetzalcoatl Aztec god of wind and air

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▲ **Source 3.53** A nineteenth-century illustration of Hernán Cortés's cannons used during his conquest of Central America

Aztec representatives a terrifying display of horses charging at full speed, war dogs that could tear apart the enemy, muskets and cannons firing around them. The nervous representatives were stunned and returned to Moctezuma II with sketches of the horses and dogs made by artists.

Source 3.54 is from the *General History of the Things of New Spain* by Bernardino de Sahagún, the Franciscan missionary who wrote the *Florentine Codex*.

> The Spaniards appeared to be much delighted, they seized upon the gold like monkeys, their faces flushed. For clearly their thirst for gold was insatiable; they starved for it; they lusted for it, they wanted to stuff themselves with it as if they were pigs ... told the Aztecs that he and his men suffered from a disease of the heart which is only cured by gold.

▲ **Source 3.54** Bernardino de Sahagún, *General History of the Things of New Spain*, sixteenth century

MAKING THINKING VISIBLE 3.15

Claim, support, question

1. Why do you think Cortés did not comply with Montezuma's request to stay away?
2. What evidence do you have to support this claim?
3. What questions do you have about Cortés and Moctezuma now?

Cortés was feeling confident, but all was not well with his conquistadors. Some thought they were there simply to explore and trade, not wage war, and they grew angry with Cortés. That was, after all, their original orders from the Governor of Cuba and the King of Spain. Some of the Spanish wanted to go home, not start a war.

At the same time, Cortés realised his ships were badly in need of repair because the timber was rotting. Because he didn't have time to

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▲ **Source 3.55** Hernán Cortés's army landing in Vera Cruz, Mexico in 1519, embarking on the first battle of this conquest. Cortés **scuttled** all but one of his ships to prevent a mutiny by some of his men.

repair them at that point, he **scuttled** all but one of his ships. This action also had the effect of preventing discontented men from easily going home so they stayed together.

In September 1519, they entered the Tlaxcala territory, a region of 200 villages united by their hatred of Moctezuma II and the Aztecs. After two weeks of battles, which the Spaniards won, La Malinche translated that they were looking for gold. The Tlaxcalans pointed west to Tenochtitlan.

scuttling deliberate sinking of a ship, especially your own

At this moment a very important strategic alliance was made; despite their defeat, the Tlaxcalans still had thousands of warriors who would help Cortés fight Moctezuma II. The tiny band of conquistadors now had an army.



▲ **Source 3.56** The route Cortés took to Tenochtitlan

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The massacre at Cholula

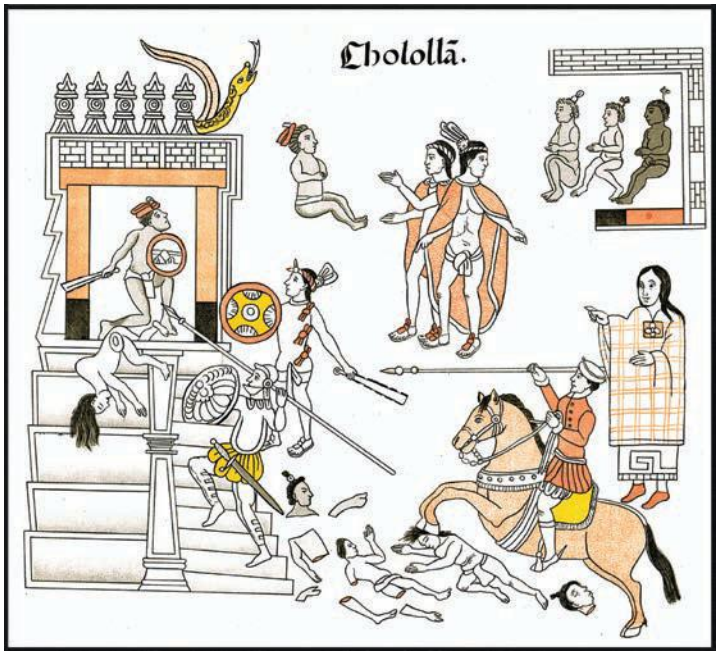
As the new force marched toward Tenochtitlan, the city of Cholula lay in their path. La Malinche heard rumours that the lords of the city were planning to trap the Spaniards in the city and kill them. Cholula was one of the largest cities in the region and an enemy of the Tlaxcalans. The conquistadors warily agreed to meet the Cholula nobility in the centre of the city.

Upon entry, the Spaniards noted that the city had been prepared for battle. Women and children had fled, rocks were stockpiled, and pits had been dug to trap horses. This trap had been set on the orders of Tenochtitlan and Moctezuma II. In the square, Cortés and Díaz met with the nobility:

> He [Cortés] said: 'How anxious these traitors are to see us among the ravines so that they can gorge themselves on our flesh. But our Lord will prevent it.' … Cortés then asked why they had turned traitors and decided the night before that they would kill us, seeing that we had done them no harm but had merely warned them against … wickedness and human sacrifice, and the worship of idols … Their hostility was plain to see.

▲ **Source 3.57** Bernal Díaz, *The Conquest of New Spain*, 1576

Cortés ordered the conquistadors to massacre the unarmed nobles as the Tlaxacalan allies attacked from outside the city. Within hours, thousands of Cholulans were dead in the streets and a terrifying message had been sent to Moctezuma II.



▲ **Source 3.58** This depiction of the battle at Cholula was drawn by Tlaxcallans. This is a 1773 reproduction from the 1584 original version of the *Lienzo de Tlaxcala*.

What do you think might have been the purpose of this depiction?



◄ **Source 3.59** This 1877 painting by Mexican painter Felix Parra is called *Episodes of the Conquest: Massacre of Cholula*.

What purpose do you think Parra was trying to achieve with this painting?

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MAKING THINKING VISIBLE 3.16

See, think, wonder

1 What do you see in Sources 3.58 and 3.59?
2 What do you think about that?
3 What does it make you wonder?
4 What do you think Moctezuma would be thinking about Cortés when he heard the news of the massacre in Cholula?

A meeting of worlds

Fearing attack at every turn, the Spaniards marched for seven days in full battle formation, and on 8 November 1519 they entered the great city of Tenochtitlan and met Moctezuma II on a narrow causeway.



▲ **Source 3.60** Coloured lithograph *Entrance of Cortés into Mexico*, created in 1892, depicting the first meeting between Cortés and Moctezuma on 8 November 1519

Who do you think is presented as more powerful in this image, the Aztecs or the Spaniards?

Bernal Díaz recorded the entrance to the city:

> We were scarcely four hundred strong and we had all remembered the words and warnings … we had received to beware entering the city of Mexico, since they would kill us as soon as they had us inside … What men in the world have shown such daring?

▲ **Source 3.61** Bernal Díaz, *The Conquest of New Spain*, 1576

The two groups met with the Aztec Emperor surrounded by lords and nobles dressed in their finest gold and feathers. The meeting was awkward, but friendly. Moctezuma II accepted a gift of jewels from Cortés and invited the conquistadors to stay in his great city. Thousands of the city's residents had seen the meeting and had heard what had happened in Cholula.

One Aztec recounted the tension felt in the city:

> As if everyone had eaten stupefying mushrooms … as if they had seen something astonishing. Terror dominated everyone, as if all the world were being disembowelled … People fell into a fearful slumber.

▲ **Source 3.62** Cited in Michael Wood, *Conquistadors*, 2002, p. 56

MAKING THINKING VISIBLE 3.17

Headlines

If you were to write a newspaper headline for this meeting to capture the most important aspect that should be remembered, what would that headline be?

The downfall of Moctezuma II

The two leaders got to know each other. As Moctezuma II showed Cortés his palaces and temples, the Spaniard was horrified by the brutality of human sacrifice and the confronting imagery of Aztec gods.

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He insisted that Moctezuma II and his people should submit to the Spanish king, reject their gods and convert to Christianity. Moctezuma II declined all these ideas.

Despite these encounters, the conquistadors ate with the emperor and nobility, and were taken on tours of the city. They were treated as guests. However, Cortés could not accept the Aztec way of life. When presented with Aztec statues, he threw them down the temple steps and smashed them.

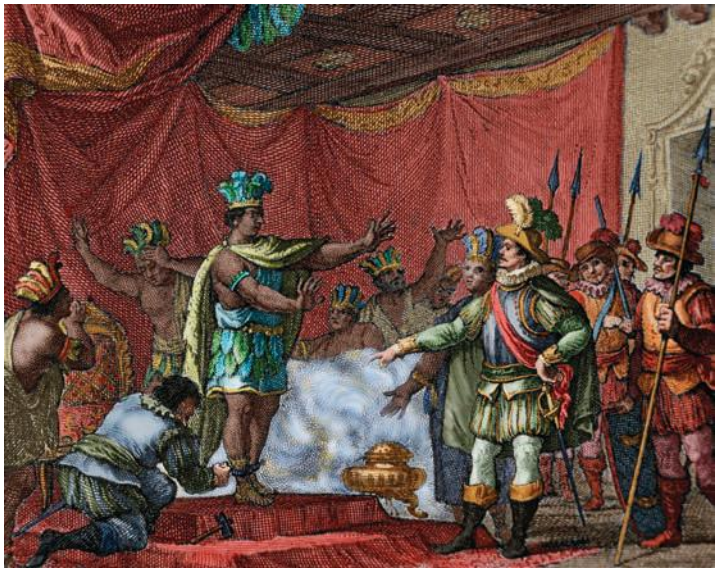
The conquistadors were nervous. Despite their alliance with the Tlaxcalans, they were outnumbered in Tenochtitlan. The human sacrifices and the signs of Aztec power played on their minds. They became paranoid, so Cortés ordered the kidnapping of Moctezuma II. Bernal Díaz recalled the fears expressed by the conquistadors:

> We begged him [Cortés] not to trust the goodwill and affection Moctezuma was showing us … If we wanted to preserve our lives we must seize Moctezuma immediately
>
> … We pointed out all the gold Moctezuma had given us and all that we had seen in the treasury of his father … and all that we ate was turning to poison in our bodies for we could not sleep at night … While these thoughts were in our minds … the better and more profitable thing would be to seize Moctezuma rather than sit and wait for him to attack us.

▲ **Source 3.63** Bernal Díaz, *The Conquest of New Spain*, 1576

Cortés made his move on 14 November 1519, just days after the Spanish entered Tenochtitlan. Moctezuma II was lured into a trap and kidnapped in his own palace. The plan was to control Tenochtitlan through the emperor. Moctezuma II was confined to captivity in the palace, while the conquistadors helped themselves to the gold and treasure within.

How could this happen? As Moctezuma II's power was absolute, only a few nobles could talk to him in person, and an even smaller number actually knew what had taken place. Cortés and La Malinche interrogated the emperor about gold. Cortés then sent raiding parties to the countryside to gather treasure and arrest the nobles. For a time, the Aztec Empire was in his hands.



▲ **Source 3.64** An 1807 engraving showing Cortés kidnapping and holding Moctezuma prisoner in his own palace

ACTIVITY 3.4

Working with historical sources

1 **Explain** the reasons Díaz gives for the kidnapping (see Source 3.63).
2 **Explain** what this tells you about the intentions of the conquistadors.
3 Do you think this action was justified in the circumstances? **Explain** your reasons for this answer.
4 **Conduct** further research on the nature of this kidnapping. **Explain** why you think the Aztec Emperor allowed it to happen.

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By April 1520, the governor of Cuba sent a force to Mexico to arrest Cortés for exceeding his mission, and so the conquistador left Tenochtitlan to deal with the crisis. In his absence, he left Pedro de Alvarado in charge of Moctezuma II and the city where the situation had become tense.

During the Aztec spring festival of Toxcatl, Alvarado became nervous that the festivities would turn ugly and ordered the massacre of thousands of nobles in a palace courtyard as they sang and danced.

An Aztec account of the incident recalled:

> The blood of the [Aztec] warriors ran like water as they ran, forming pools, which widened, as the smell of blood and entrails fouled the air.
>
> And the Spaniards walked everywhere, searching the communal houses to kill those who were hiding. They ran everywhere, they searched every place.

▲ **Source 3.65** Cited in M. León-Portilla, *The Broken Spears: The Aztec Accounts of the Conquest of Mexico*, 1992

Cortés returned with a larger force in June to a city in full-scale revolt against the Spanish.

Moctezuma II was brought out to speak to the city in an attempt to bring calm. It is claimed he was pelted with rocks and arrows by a furious crowd. The great Moctezuma II died shortly afterwards on 30 June 1520.

ACTIVITY 3.5

Working with historical sources

The Spanish account of the great leader's death stated that he died from wounds he suffered when the Aztecs hurled rocks and arrows at him. However, historians have also argued that when Cortés saw that Moctezuma had lost control and was no longer any use, he murdered him. **Consider** Sources 3.66 to 3.68.

Source A



▲ **Source 3.66** A seventeenth-century oil painting showing the death of Moctezuma at the hands of his own people

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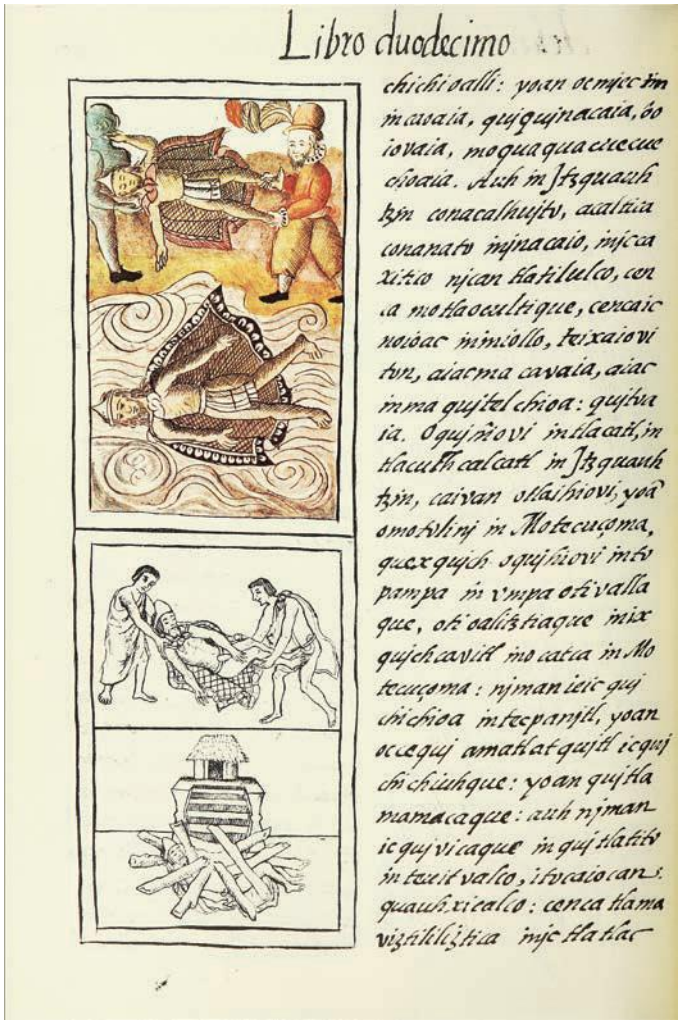
»

Source B

They were shouting so loudly that they shook the city, and were sending such a volley of stones, spears and arrows that the sky seemed to rain stones, spears, arrows and darts. Therefore when Moctezuma showed his face a little to speak … there came toward him from among the flying stones one which was round as a ball, and hit him on the forehead as he stood there between the other two, and he fell.

▲ **Source 3.67** A description of Moctezuma appearing before the Aztecs, by Francisco de Aguilar, a conquistador

Source C



► **Source 3.68** This page from the *Florentine Codex* depicts the aftermath of Moctezuma's death. The *Florentine Codex* was a collection of 12 books written by a Spanish Franciscan friar between 1545 and 1590, detailing the history, language and practices of Aztec culture that he had witnessed.

1 **Explain** what Sources A and B claim to be the cause of Moctezuma's death.

2 **Describe** what you can see in Source C. What do the images suggest about the circumstances of Moctezuma's death?

MAKING THINKING VISIBLE 3.18

True for who?

Use the Sources 3.66, 3.67 and 3.68 to determine your own understanding of the truth.

1 Discuss: What kind of situation were these claims made in? (Who made it? What were people's interests and goals? What was at stake?)

2 Brainstorm: Make a list of all the different points of view from which you could look at these claims.

3 Dramatise: Choose a viewpoint to embody (it does not have to be one you really believe) and imagine the stance a person from this viewpoint would be likely to take. Would he or she think the claim is true? False? Uncertain? Why?

4 Stand back: Step outside of the circle of viewpoints and take everything into account. What is your conclusion or stance? What new ideas or questions do you have?

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The massacre of the Spanish

On 30 June, the Spanish attempted to sneak out of the city under the cover of darkness. They were quickly detected and the La Noche Triste, or Night of Sorrows, began. Aztec warriors descended on the escapees, killing many conquistadors and their indigenous allies.

Weighed down by gold, the Spaniards were trapped on the narrow causeways leading out of the city. Many slipped off the edge and drowned in the lake. Cortés, La Malinche, Díaz and a small band of surviving conquistadors reached the safety of Tlaxcalan territory. In their escape, they lost the vast majority of their gold and the men they left behind became human sacrifices.

The siege of Tenochtitlan

Cortés knew he could not return to Spain a failure. Resting in Tlaxcalan territory, he raised a much larger force of Tlaxcalan warriors. In that time, smallpox arrived in Tenochtitlan. The disease had arrived in Cuba in 1507 with the Spanish and was brought to Vera Cruz, and then from the coast, by the Spanish force sent to replace Cortés in 1520. During a 70-day outbreak in Tenochtitlan at the end of 1520, it decimated the city.

Smallpox is a disease that starts in the throat and mouth. Within a few days, large pustules begin to appear all over the victim's skin, and if they burst, become highly infectious. About half the Aztecs infected died.

> It began to spread … striking everywhere in the city and killing a vast number of our people. Sores erupted on our faces, our breasts, our bellies; we were covered with agonizing sores from head to foot. The illness was so dreadful that no one could walk or move. The sick were so utterly helpless that they could only lie on their beds like corpses, unable to move their limbs or even their heads … A great many died from this plague, and many others died of hunger. They could not get up to search for food, and everyone else was too sick to care for them.

▲ **Source 3.69** Cited in Philip Russell, *The Essential History of Mexico: From Pre-Conquest to Present*, Routledge, 2015, p. 34

The new Aztec emperor, Cuauhtémoc, could do little to restore the great city.

Cortés soon returned with a stronger Spanish force, more than 200 000 new indigenous allies and a six-mile-long convoy of boat parts that they assembled and floated onto the lake as battleships loaded with cannons. Cortés lay siege to the great city.



◄ **Source 3.70** 'The Night of Sorrows', the failed attempt to retreat from Tenochtitlan undetected, cost Cortés nearly a thousand men and severely depleted their supplies.

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▲ **Source 3.71** Image from the *Florentine Codex* showing Aztec people dying of smallpox brought by the Spanish to Tenochtitlan.

On 13 August 1521, the city of Tenochtitlan, the centre of the great Aztec Empire, was captured by the Spanish. It is estimated that around 240 000 Aztecs were killed by fighting, starvation or disease. Roughly 1000 Spanish conquistadors were killed taking a city that was once noted for its floating gardens, bustling markets and gleaming temples. Now it was devastated by war. Cuauhtémoc was tortured by the Spanish to reveal the location of more gold and treasure. He revealed nothing and was killed.

The end of the Aztecs

The Aztecs held out for 85 days. Despite starvation and disease, they made a point of sacrificing captured Spanish soldiers in full view of their enemy. They forced the conquistadors and their allies to fight for every inch of ground. The new Aztec Emperor, Cuauhtémoc, had personally led the resistance but was captured trying to escape the city.

> How can we save our homes, my people? The Aztecs are deserting the city: the city is in flames, and all is darkness and destruction.

▲ **Source 3.72** An anonymous Aztec poet laments the fall of Tenochtitlan.

The Spanish immediately began dismantling the city and replacing it with European buildings, naming it Mexico City. The lake and marshes around the city were drained. Almost all traces of Aztec civilisation became hidden under the Spanish roads and structures for hundreds of years. Hundreds of thousands of Aztecs were converted to Christianity, and many churches were built by their new Spanish rulers as they sought to remove all traces of the Aztec culture. Hernán Cortés was named governor of New Spain in 1523.

Cortés's lust for gold never left him. He led further explorations in Honduras and into the north, founding and naming a new territory: California.

REFLECTING ON YOUR LEARNING 3.4

Reflect on what you have learned in this section:

1. Based on the information and sources 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 was the nature of the interaction between Cortés and the Aztecs?'
2. **Explain** how the information and sources in this section contribute to answering your overall inquiry question: 'How did the arrival of the Spanish from 1492 change the Americas?'

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

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3.5 How did the Spanish conquest change the course of life in the Americas?

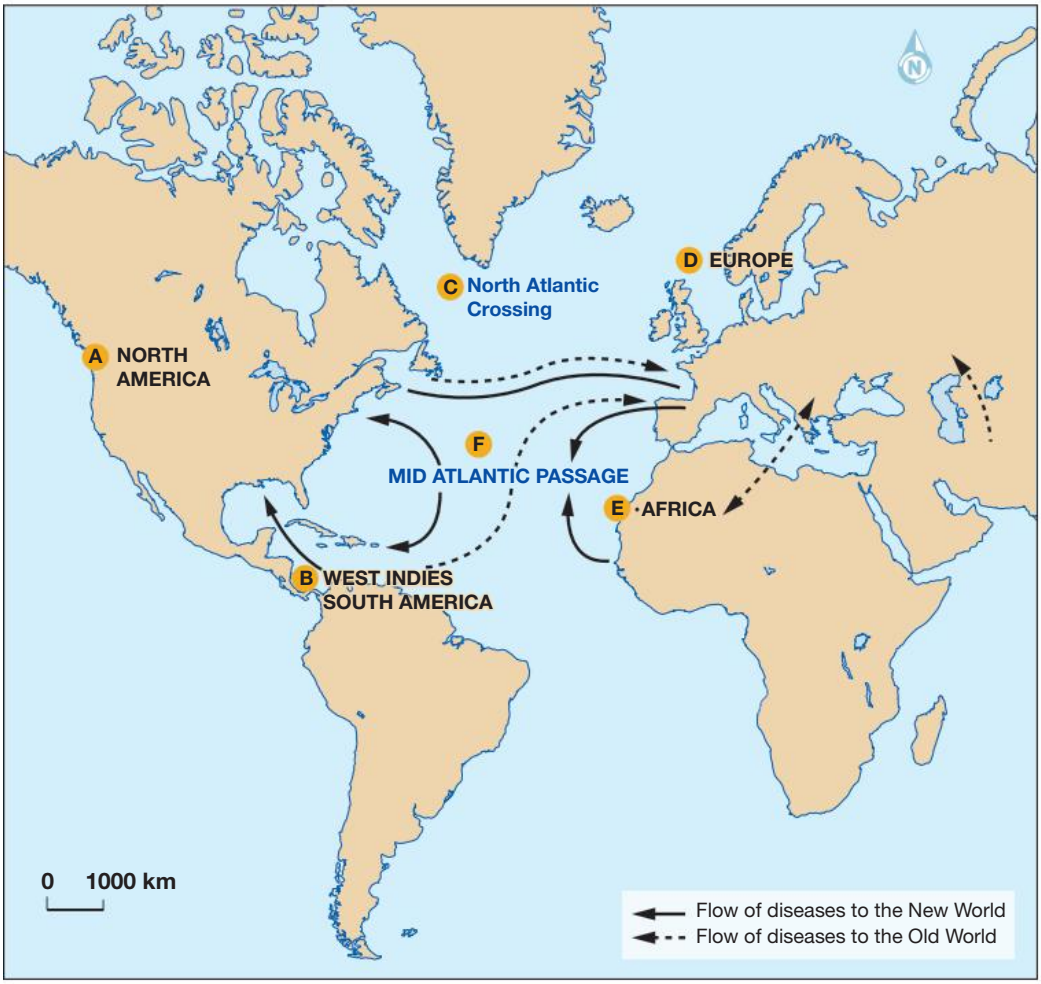
FOCUS QUESTIONS

- What was the short-term impact of the Spanish conquest of the Americas?
- What were the longer-term impacts of the Spanish conquest of the Americas?

Disease

In north, central and south America, the arrival of Christopher Columbus was devastating. Smallpox was contracted by millions of people. Its effects were visible, horrific and painful. Other diseases were soon to follow, such as influenza, the measles and other European ailments that wrought havoc on local populations who had no immunity to the new diseases.

When Cortés and his conquistadors arrived in 1519, more than 30 million people were living in modern-day Mexico. One hundred years later, it is estimated only around 1.5 to three million indigenous people had survived.



A NORTH AMERICA
Introduction of 'new' diseases
- Smallpox
- Measles
- Yellow fever
- Respiratory infections
- Falciparum malaria
- Throat diseases
- Vivax malaria.

B WEST INDIES SOUTH AMERICA
New tropical disease environment
- Fever
- Yellow fever
- Smallpox
- Leprosy
- Syphilis
- Falciparum malaria.

C North Atlantic Crossing
'Melting pot' of diseases contracted onboard ship

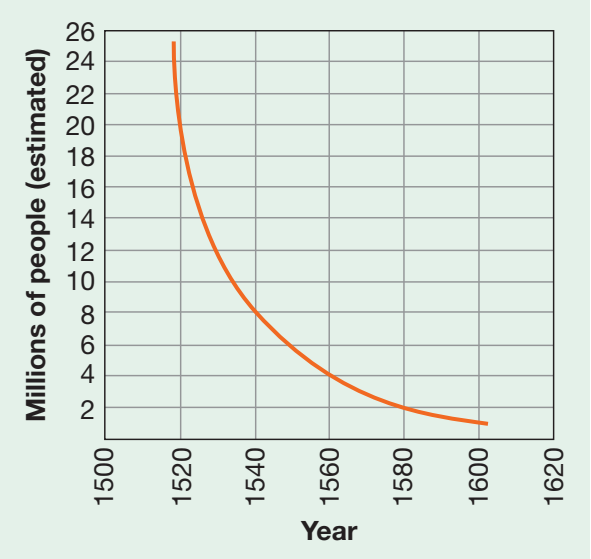
D EUROPE
Old temperate and Mediterranean disease environment
Endemic and epidemic disease pool
- Smallpox
- Plague
- Fevers
- Malaria
- Measles
- Respiratory infections.

E AFRICA
Old tropical disease environment
Endemic and epidemic disease pool
- Smallpox
- Leprosy
- Yaws
- Falciparum malaria
- Yellow fever
- Fevers.

F Mid Atlantic Passage
From the start of the sixteenth century, millions of West Africans were forcibly transported to the west Indies as part of the triangular trade

▲ **Source 3.73** This map shows how diseases were spread by new interactions between peoples from different parts of the world. On the right are lists of infectious diseases originating on each continent.

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▲ **Source 3.74** Estimated change in the indigenous population of Central Mexico

The impact of smallpox was greater than any damage an explorer or European army could have hoped to achieve. While it is easily argued that the Spanish had better fighting technologies, the disease made fighting and maintaining an empire, for both the Aztecs and Inca, nearly impossible.

hacienda large estate of land

Indigenous populations

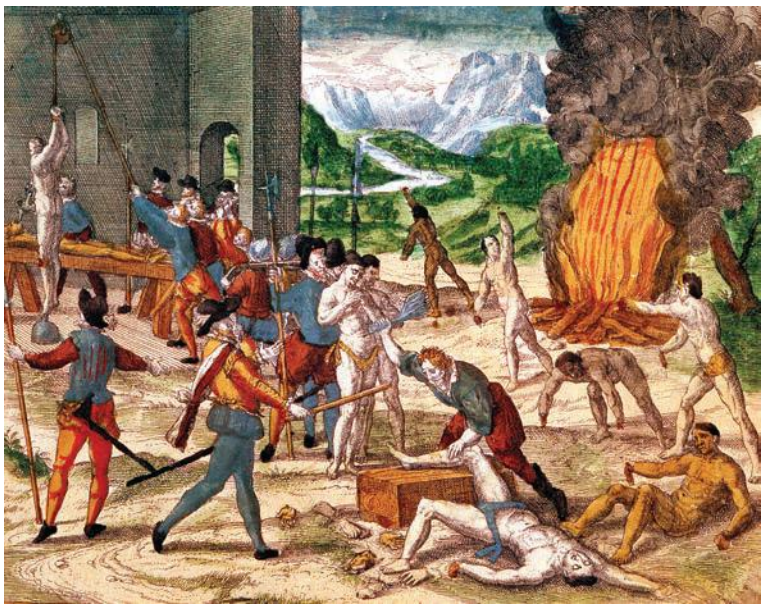
Those who survived the epidemics of disease and Spanish weapons were left to be ruled by an overseas monarch. Tenochtitlan, the centre of Aztec life, was completely destroyed by the Spanish and rebuilt to become Mexico City.

For many, their memories of Aztec life were soon to fade as a new life under European Christianity was put in its place. Inca civilisation in South America was also washed away as the large empire was divided up among the conquerors who then spent years fighting bitterly among themselves over the spoils.

Churches replaced temples all across the Americas and a variety of gods and complex systems of worship were replaced with the one god and traditions of Christianity.

For the indigenous people, many were forced to work for their new masters and life as they knew it would never be the same. As a reward for their efforts, conquistadors were promised an *encomienda* or 'reward' of local indigenous labour and access to land.

For Spaniards who could not find wealth, fame or nobility in their homeland, this was a fine prize. For Aztecs, it was a small step above slavery. While they were technically free, they were 'obligated' to work for the encomiendero in return for religious instruction. Most conquistadors used these rewards to build **haciendas** to farm lucrative crops like tobacco and sugar, mine gold and silver and become extremely wealthy. It quickly became a corrupt system and in 1550 the Spanish monarchy tried to grant Aztecs more rights; however, much of this labour was simply replaced by African slaves.



▲ **Source 3.75** An engraving created in 1754 showing Spanish conquistador Hernando de Soto and his men torturing the indigenous people of Florida in 1540 in their quest to find gold

RESPONDING TO THE SOURCE – 3.6

1 Although the creator of the 1754 engraving in Source 3.75 is unknown, **describe** the purpose you think he had in creating this image.

2 **Determine** whether Source 3.75 tends to corroborate or contradict other evidence you have reviewed in this topic.

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Remembering indigenous cultures

The indigenous cultures of Mesoamerica never truly recovered from the arrival of Cortés, yet their languages survived. To help convert the indigenous population to Christianity, Cortés ordered the Catholic priests to record the local languages. Otomi, Matlalzinca, Totonac, Zapotec and Nahuatl were preserved and, in many regions of Mexico, are still spoken today.

Perhaps because of this, the memory of Cortés is controversial. In some areas, he is seen as the founder of modern Mexico; in others, he was a thief and La Malinche is a betrayer of her people.



▲ **Source 3.76** A sculpture of Hernán Cortés alongside La Malinche

Context statement for Source 3.76

This image in Source 3.76 shows a sculpture erected in a suburban park in Mexico City in 1982. It depicts Hernán Cortés alongside La Malinche. In the foreground is their son, Martin. The son is remembered by many to be the 'first Mexican'. The statue is called 'Monumento al Mestizaje': a memorial to Mexico's mixed Spanish and indigenous roots. Such is the division over La Malinche's role in Mexico's past that violent protests erupted, and the statue had to be removed to a more secluded location.

RESPONDING TO THE SOURCE – 3.7

1 **Describe** what you see in the sculpture in Source 3.76.
2 **Explain** the perspective or memory of Cortés and La Malinche that the sculpture is trying to create.
3 The sculpture and the public reaction to it came 500 years after the conquest of Mexico. **Explain** what this tells you about the way some modern Mexicans view La Malinche.

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The Incas in Peru

In Peru and across the Andes mountains, tribal culture and language survived. Owing mostly to the difficult geography, many groups were able to continue to live their traditional lifestyles.

Despite the obvious influence of the Spanish in language, religion and architecture, Peruvians link their identity to a time before the conquistadors. New presidents are inaugurated at Machu Picchu, the iconic fifteenth-century Inca citadel. The statue of the first conquistador, Francisco Pizarro, was taken down from Lima's main square not so long ago.

Gold taken to Europe

The gold taken by Cortés and other conquistadors was by no means the entire supply. For the following centuries, the Spanish dug up or stole gold and silver from the Americas, melted it down and sent it back to the Spanish Crown, who became immensely rich and one of the most powerful monarchies in Europe.

However, not all of it made it to Spain.

French Pirate Jean Fleury stole two of the three golden shiploads Cortés sent in tribute to the king, and in 2018 marine explorers found a Spanish galleon at the bottom of the ocean, with the modern-day equivalent of $13 billion in gold and jewels taken from South America.

Enduring Spanish influence

Across the length of Central and South America, Spanish is the dominant language (except Brazil, which was conquered by Portugal) and Roman Catholic Christianity is the dominant religion.

The goals of Columbus, Cortés, Pizarro and others were to find wealth, land and gold. However, their secondary goal of converting millions to Christianity has had enduring success. The region commonly known as Latin America is home to more than 425 million Catholics – nearly 40 per cent of the world's total Catholic population. A quick look at a map of major city names across the region gives a strong indication of the spread of Spanish influence.



▲ **Source 3.77** Mexico, the Caribbean islands, and Central and South America

RESPONDING TO THE SOURCE – 3.8

Examine the map in Source 3.77 and **use** Google Maps to **identify** the names of capital cities in the countries it shows. **Explain** what this tells you about the extent of the Spanish conquest.

Rebellion and freedom

Spanish rule was fought and defeated across Latin America in the eighteenth and nineteenth centuries. In the tradition of Enlightenment thinkers and the American Revolution (1776) and the French Revolution (1789), one by one Latin American nations fought off Spanish rule.

By 1826, an army led by the indigenous-born Simón Bolívar liberated Bolivia, Colombia and northern Peru from Spanish rule.

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▲ **Source 3.78** A statue dedicated to Simón Bolívar, a Venezuelan war hero and military leader in Columbia



▲ **Source 3.79** Parade for Mexico's annual Day of the Dead

These armies were made up of a population of mixed Spanish and indigenous heritage who rejected the long-standing tradition of wealthy Spanish citizens ruling at the expense of the poor.

In Mexico, the road to independence was long and aided by a French invasion of Spain in 1807. After resistance rose in 1810, a war of independence from the Spanish was won by local armies and the independence of Mexico was declared on 21 August 1821 in the Treaty of Córdoba.

Traditions still alive: Day of the Dead

Christianity took hold in Latin America and its traditions are celebrated with as much, if not more, enthusiasm than anywhere else in the world. However, many indigenous traditions also survived and wove their way into those introduced by the Spanish. Dia de los Muertos (Day of the Dead) is celebrated on the Christian All Souls Day on 1 November; however, it aligns with an Aztec tradition that took place at the same time that celebrated the lives of the dead.

Known for its vibrant costumes and make-up, the celebration is a combination of Aztec and Spanish iconography. In Peru, the Inca new year is still vigorously celebrated as Inti Raymi (Sun Festival) in the centre of Cusco to preserve ancient traditions and keep the memory of the great empire alive.

DEVELOPING HISTORICAL SKILLS AND CONCEPTS 3.1

Continuity and change

Historians look at events and patterns from the past to identify how life has stayed the same and how it has changed. Use the information in this section to help you respond to this task.

1 **Create** a list of the changes that occurred in Mexico after the Spanish victory in 1521. **Sequence** them from most significant to least significant.

2 **Create** a list of the things that stayed the same (continuities) that occurred in Mexico after the Spanish victory in 1521. **Sequence** them from most significant to least significant.

3 **Compare** your lists with a partner, and then share with the class.

4 **Explain** how these lists help you understand the impact of the Spanish conquest of the Americas.

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REFLECTING ON YOUR LEARNING 3.5

Reflect on what you have learned in this section:

1 Based on the information and sources 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 arrival of the Spanish change the course of life in the Americas?

2 **Explain** how the information and sources in this section contribute to answering your overall inquiry question: 'How did the arrival of the Spanish from 1492 change the Americas?'

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

3.6 Conclusion: why does it matter today?

The Spanish conquest of the Americas is a fascinating study of adventure, faith and greed.

Do you remember being asked at the beginning of Chapter 3 to think about the possibility of an alien invasion of Australia, from both your own perspective, as well as that of the aliens?

We can only imagine the thoughts running through the minds of Cortés and his men as they first set foot in Tenochtitlan. Similarly, the imagination of the Aztec Empire could never have stretched to conceive such visitors to their world – despite the supposed prophecies.

We study the Spanish conquest to examine the effect of two great civilisations meeting for the first time. The impact of disease and war led to the destruction of a great and unique civilisation that was almost lost to time. However, today we celebrate the culture that still lives and look back on a cautionary tale of Spanish **colonisation** and one man's lust for fortune and fame.



▲ **Source 3.80** An image of a Jaguar Warrior (an elite member of the Aztec military) as depicted in the *Aztec Codex Magliabechiano*, created in the mid-sixteenth century

colonisation act, by a militarily strong country, of invading and taking over of another area, which then becomes known as a colony

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End-of-chapter assessment 3

1 Making thinking visible

Circle of viewpoints

The circle-of-viewpoints routine helps you consider different and diverse perspectives involved in and around the Spanish conquest of the Americas. Understanding that people may think and feel differently about things is a key aspect of understanding history.

As you consider this topic from a range of viewpoints, put yourself in the person's shoes and think about the following questions:

- How does it look from different points in space and different points in time?
- Who (and what) is affected by it?
- Who is involved?
- Who might care?

1A I am thinking of Aztec society and human sacrifice from the point of view of Moctezuma II.

1B I think …

1C A question I have from Moctezuma's viewpoint is …

2A I am thinking of spreading Christianity to the New World from the point of view of Hernán Cortés.

2B I think …

2C A question I have from Cortés's viewpoint is …

3A I am thinking of the arrival of the Spanish from the point of view of La Malinche.

3B I think …

3C A question I have from La Malinche's viewpoint is …

4A I am thinking of the massacre of the Spanish at Tenochtitlan from the point of view of Bernal Díaz.

4B I think …

4C A question I have from Díaz's viewpoint is …

5A I am thinking of the defeat of the Aztecs from the point of view of a citizen of Tenochtitlan.

5B I think …

5C A question I have from this person's viewpoint is …

Wrap up: What new ideas do you have about the topic that you did not have before? What new questions do you have?

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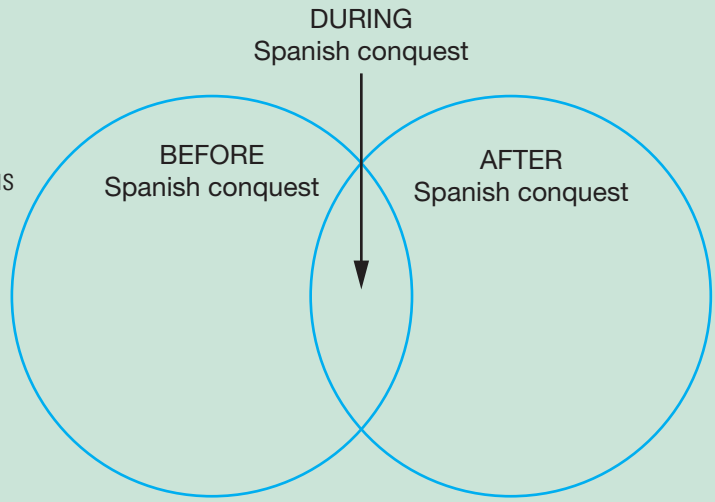
2 Research task

Analysing continuity and change

Step 1: **Create** a Venn diagram

Compare the impact on before versus after the Spanish Conquest on the topics of:

- Work and life
- Social structure
- Religion
- Wealth
- Health and population
- Food.



Step 2: Write a paragraph in response to each of the following questions, using the information in your Venn diagram.

1 **Identify** the elements of Aztec life that continued.
2 **Identify** the elements of Aztec life that changed.
3 In your opinion, **describe** how significant the arrival of Cortés was in 1519. Use evidence in your response.

3 Class debate/trial

The People versus Hernán Cortés

Historical significance: How should we remember Hernán Cortés?

Here now / There then: Was Moctezuma right to accept Cortés?

1 For centuries, historians claimed that Moctezuma allowed Cortés to conquer the Aztecs because he believed him to be a god and was too weak to stop the Spanish. However, recent debate has suggested that this was not the case and placed much of the blame on Cortés and conquistador greed.

Copy and complete the table below. **Compare** the perspectives on Moctezuma's contribution to the destruction of his empire:

Column A	Column B
Consider how perspectives on this topic have changed. What are the present views on this topic? How do we judge Moctezuma's actions now? How have modern views changed the way we think about the conquest?	Imagine you could travel back to a time when the attitudes about this topic were different. Why would Moctezuma II be to blame? How did the Spanish history record the conquest?

2 **Compare** the past and present perspectives in Columns A and B. **Explain** why you think things have changed. **Explain** why people in the past think differently from the way we think today.
3 **Explain** how we could find out more about the way people thought back then. **Consider** what will help us understand.

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Imagine you are in a court and Hernán Cortés is on trial for the conquest of the Aztecs. **Consider** the following statements for and against his 'guilt' and consider your verdict.

The charges

Conspiracy: The Spanish came stating they were looking for trade, but Cortés privately intended to conquer the Aztecs.

Kidnapping: Moctezuma II was kidnapped and held as a 'puppet' ruler to control Tenochtitlan.

Theft: The Spanish helped themselves to the riches of the Aztec Empire.

War crimes: you might also consider whether any war crimes were committed by either side. See https://cambridge.edu.au/redirect/9594 for an overview of war crimes tribunals in the twentieth century.

The case for	The case against
Conspiracy: Cortés had simply wished to spread Christianity to the Aztec and explain the evils of the Aztec way of life, as he claimed before the massacre of Cholula. Nothing more, nothing less.	Conspiracy: The conquistadors lusted for gold 'like monkeys' and Cortés admitted it to the Aztecs. Cortés scuttled his own ships. He, La Malinche and the Tlaxcalans wanted the destruction of the Aztecs.
Kidnapping: Bernal Díaz claimed that they were under threat in Tenochtitlan, and they kidnapped Moctezuma to preserve their own lives. The kidnapping of Moctezuma was a matter of life and death for the Spanish.	Kidnapping: Cortés and the conquistadors had only been in Tenochtitlan for a few days before the kidnapping. La Malinche and the Tlaxcalans had warned them they would be killed if they did not act fast.
Theft: Moctezuma II and the Aztec Empire had been defeated fairly in the conquest of their empire. The gold taken by the Spanish was little more than the 'spoils of war'.	Theft: Cortés and his men helped themselves to gold and treasure whenever they could. They went as far as torturing the last Aztec emperor, Cuauhtémoc, to attempt to find whatever gold was still to be stolen.

The trial

Break into groups of four:

- One person takes the role of the prosecution.
- One person takes the role of defence.
- Two people take the role of the jury.

Step one: The prosecution must look back across the chapter and conduct further research to gather quotes and evidence to suggest that Cortés is guilty of all charges.

Step two: The defence must look back across the chapter and conduct further research to gather quotes and evidence to suggest that Cortés is innocent of all charges.

Step three: The jury should carefully examine all the evidence presented by both sides and come to a decision on all three charges.

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Step four: Once you have decided on your verdict, the juries of the class must get together to discuss their rulings with the whole class.

1 How many jurors came up with a guilty verdict?
2 How many jurors came up with an innocent verdict?
3 **Describe** the deciding evidence in each case.
4 **Explain** how it reinforces or changes your own verdict on Cortés. **Use** evidence in your response.

4 Research task

Significance

Key inquiry question: *What is the significance of the study of the Spanish conquest of the Americas in helping us understand Australia's own story of colonisation and dispossession?*

Research the Frontier Wars in Australia from 1788 to the early 1900s, particularly in Queensland. **Compare** the similarities and differences between the conquest of the Americas and the Frontier Wars in Australia in a table.

Similarities between the conquest of the Americas and the Frontier Wars in Australia	Differences between the conquest of the Americas and the Frontier Wars in Australia

Describe how your understanding of the Spanish conquest helps you to understand the experience of the Aboriginal and Torres Strait Islander Peoples of Australia.

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.

► **Source 3.81** An engraving of Hernán Cortés and Moctezuma II

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CHAPTER 6

Landforms and landscapes case study: volcanic landscapes

Setting the scene: looking into the heart of the world

After hours of trekking through thick jungle and up the steep slopes of the volcano, visitors to Mt Nyiragongo in the Democratic Republic of Congo are treated to a rare sight. The night is lit by the glow of lava, molten rock that has risen from the depths of the Earth and pooled in the bottom of the volcano's wide crater. One of only eight 'lava lakes' discovered so far in the world, Mt Nyiragongo's is the oldest and currently the largest. Not only a spectacular sight, the lake provides a unique opportunity to observe magma from the heart of the world, the molten rock that the Earth's crust floats upon.

A steep-sided, cone-shaped mountain, known as a stratovolcano, Mt Nyiragongo is created by the divergence of the Somali tectonic plate from the African tectonic plate, a huge section of the Earth's crust that is slowly pulling itself apart. The massive valley created by this movement is known as the Eastern African Rift and weaknesses in the Earth's surface along the rift result in its many volcanoes, such as Mt Nyiragongo. The volcano and its lava lake are not only a magnificent natural wonder but are also a highly active and dangerous force. In 1977 an eruption split the side of the mountain, spilling somewhere between 5 and 20 million cubic metres of lava from the lake across the surrounding countryside. Travelling at speeds up to 60 kilometres per hour, the lava killed around 70 people. A similar event in 2002 destroyed around 15 per cent of the nearby city of Goma, leaving hundreds of thousands of people homeless.

The story of Mt Nyiragongo describes a landscape featuring volcanic landforms, which were created by the movement of tectonic plates and the force of volcanic eruptions. This story reflects the themes of this chapter: how geographers describe volcanic landscapes and landforms and explain the processes that create them, how volcanoes are used by and impact humans, and the significance of volcanoes for different peoples.

MAKING THINKING VISIBLE 6.1

Think, pair, share

Reflect on the story of Mt Nyiragongo.

1 Think about the story of Mt Nyiragongo and **explain** your thinking with pictures or words in your notebook or on your digital device.

   a **Explain** how you would feel about seeing magma from deep within the Earth.

   b **Describe** in what ways the story conveys the force and danger of volcanic eruptions.

»

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▲ **Figure 6.1** The 'heart of the world': Mt Nyiragongo's lava lake

»

c **Explain** what the story can tell you about the processes that create volcanic landscapes.

d **Explain** what you think entices travellers to make the difficult trek through jungle and up the mountainside to visit Mt Nyiragongo's crater.

2 Pair with a peer and share your thoughts.

3 **Explain** why you think people continue to live near such a dangerous volcano. (Hint: if you can't answer Question 3 now, come back to it after working through the rest of this chapter).

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Chapter overview

Introduction

This chapter studies the landforms found in volcanic landscapes and examines the processes that created them. It considers the human use and significance placed on volcanic landscapes and how humans are impacted by volcanic activity.

Learning goals

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

- What landscapes and landforms are created by volcanoes?
- What are the processes created by different volcanic landforms?
- How are humans impacted by volcanic activity and landscapes?
- Why are volcanic landscapes significant for different people?

▲ **Video** Five interesting facts about volcanic landscapes

Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Identify, analyse and explain spatial distributions and patterns, and identify and explain their implications
- Identify, analyse and explain interconnections within places and between places, and identify and explain changes resulting from these interconnections
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse maps and other geographical data and information, using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.



▲ **Figure 6.2** Scientists observing the lava from an eruption at the Holuhraun fissure, near the Bardarbunga Volcano in Iceland

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6.1 Different types of volcanic landscapes and their distinctive landform features

FOCUS QUESTION

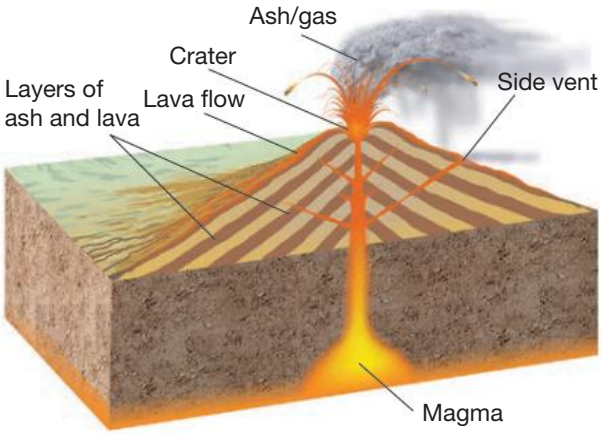
What landscapes and landforms are created by volcanoes?

Volcanic eruptions – molten rock, ash and gas spewing from gaps in the Earth's crust onto its surface – are some of the most dramatic and powerful forces in nature. The landscapes created by eruptions feature volcanic mountains, plains, plateaus and lakes.

Constructive and destructive volcanic landforms

A volcano is formed when **magma** rises through an opening in the Earth's crust and reaches the surface, becoming **lava**. The magma rises through an opening called a volcanic vent; the mouth of the vent, on the surface of the Earth, is a **crater**. During an eruption lava, rock and ash are ejected, building up on the Earth's surface and creating new volcanic landforms. This is called a constructive process as a new landform is constructed by the eruption.

Volcanic landforms built this way include stratovolcanoes, shield volcanoes and cinder cones. When an eruption destroys existing landforms, it is known as a destructive process and creates landforms including **maars** and **calderas**.



▲ **Figure 6.3** This is a stratovolcano, a steep-sided volcano constructed from layers of ash and lava.



▲ **Figure 6.4** The Karymsky Volcano in eastern Russia is a typical stratovolcano, and has been erupting almost continuously since 1996.

volcanic eruption the process of lava (originally magma from the Earth's core) spilling from fissures or vents in the Earth's crust

magma molten rock under the Earth's crust

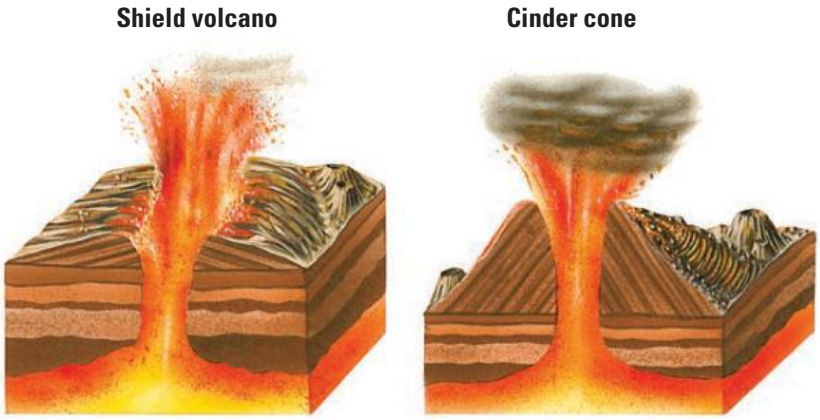
lava molten rock that has reached the Earth's surface

crater the circular depression at the top of a volcano

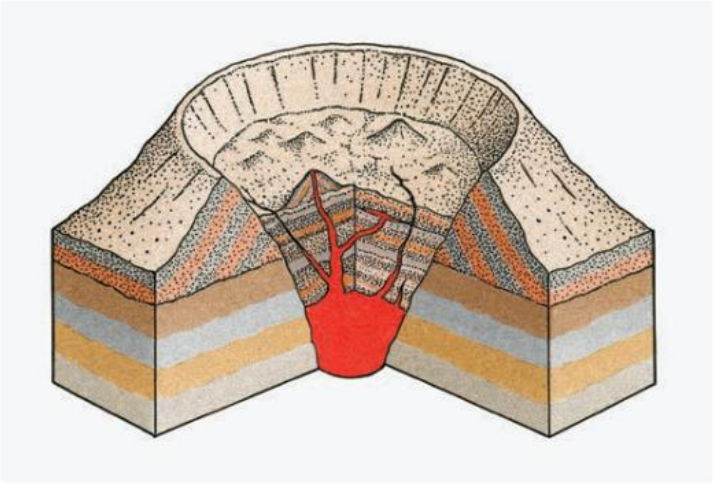
maar a broad, shallow volcanic crater formed by a steam explosion that happens when magma or lava come into contact with groundwater

caldera large cauldron-like depression forming after a magma chamber or reservoir is emptied in a volcanic eruption

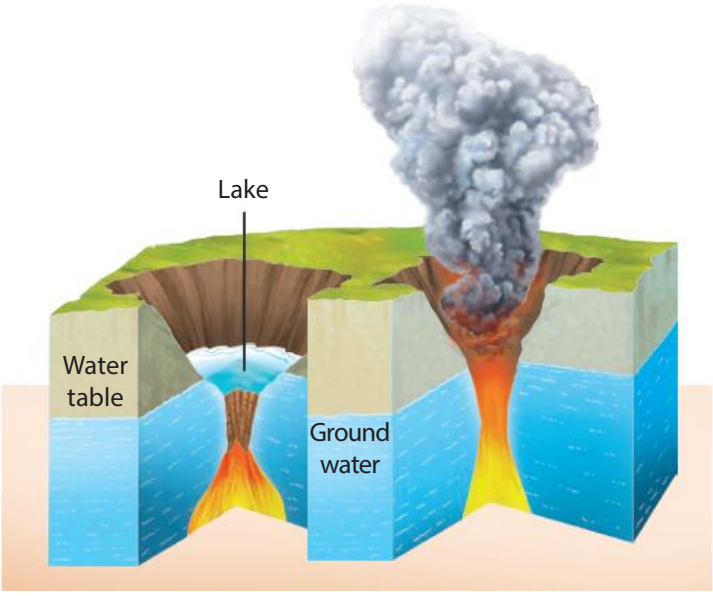
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▲ **Figure 6.5** Other types of volcanoes are also created by constructive processes. Shield volcanoes (left) are large volcanoes with gently sloping sides. Cinder cones (right) are conical volcanoes made from fine material such as ash, cinder or volcanic rock.



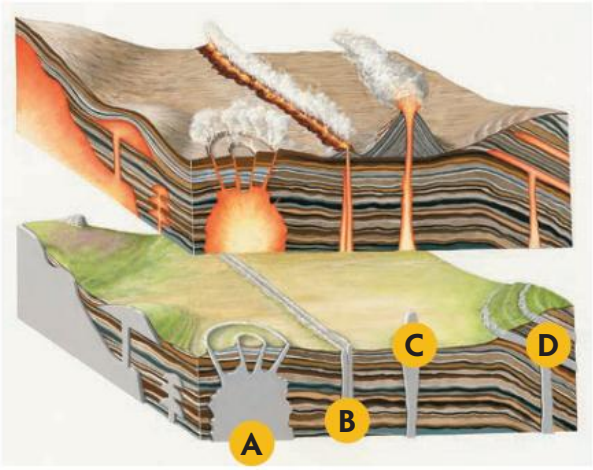
▲ **Figure 6.6** Calderas are created by a destructive process where a volcano collapses in on itself after erupting or destroys itself in an explosive eruption leaving a low ring-shaped crater.



▲ **Figure 6.7** Maars are created by a destructive process where magma contacts groundwater and explodes, leaving a crater in the Earth's surface. The crater usually fills with water, forming a lake.

Intrusive volcanic landforms

The magma in a vent or magma chamber is not always ejected. Sometimes it hardens when the volcano ceases to be active, and is gradually exposed when the surrounding material is eroded over thousands or millions of years. This leaves landforms including **volcanic necks**, **batholiths**, **dykes** and **sills**.



▲**Figure 6.8** Volcanic landforms created when solidified lava is exposed by erosion are known as intrusive landforms. They include (A) batholiths, (B) dykes, (C) volcanic necks and (D) sills.

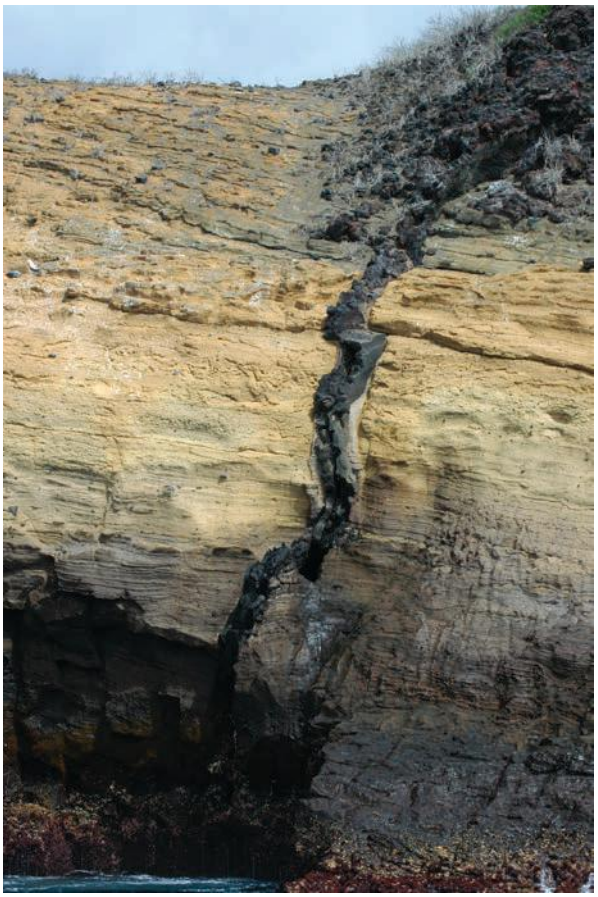
volcanic neck a landform created when magma in a volcano's vent hardens and is exposed by erosion

batholith a large rock mass formed when magma hardens in a magma chamber and is exposed by erosion

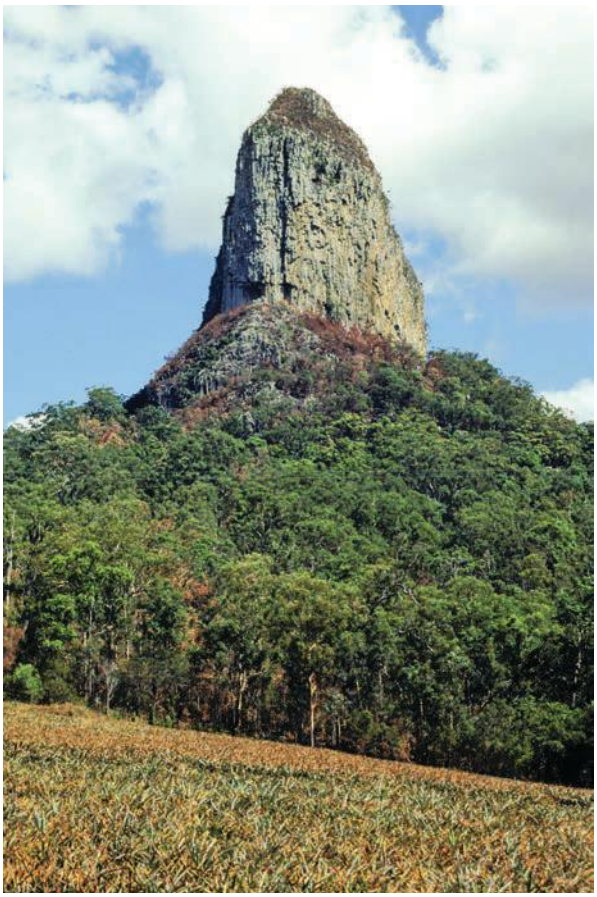
dyke a vertical, flat sheet of rock formed when magma hardens in a crack in existing rock

sill a flat sheet of rock formed when magma hardens parallelly between existing layers of rock

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▲ **Figure 6.9** A volcanic dyke in the Galapagos Islands of Ecuador. Molten lava forced into a crack in solid rock has solidified.



▲ **Figure 6.10** Mount Coonowrin in the Glass House Mountains of Queensland is a volcanic neck.

Interesting fact

In 2013 excited scientists announced a new discovery: a massive submarine mountain under the Pacific Ocean, the Tamu Massif, the world's largest volcano. Unfortunately, in 2019 after further research, it was determined that the mountain was created by a mid-ocean ridge and was not a single volcano. The title of 'world's largest volcano' returned to former title holder, Hawaii's giant Mauna Loa volcano.



▲ **Figure 6.11** Lava fields of Mauna Loa, the world's largest volcano

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DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 6.1

Using geospatial technology to explore the Earth

1 Find the following volcanoes on Google Earth:
   - Mt Fuji
   - Volcán de Fuego
   - Mt Vesuvius
   - Krakatoa
   - Kilauea
   - El Chichon.
2 Zoom in to each and use the tilt function (the arrows pointed up, down, left and right) to explore the topography of the area.
3 Annotate key features of the volcano that you see in the image (crater, lava, ash, direction of lava flow, vent). You can do this by adding placemarks (click on the push pin), polygons and lines to mark the processes you observe. When you have finished your annotations, click on Save Image.
4 When you have saved an image of each volcano, **create** a poster that shows these volcanoes and their locations on the Earth.

Iconic volcanic landscapes and landforms

Iconic volcanic landscapes and landforms are famous because of their beauty, uniqueness or significance to people. For example, Mt Fuji in Japan is significant as a sacred mountain and as the country's highest peak, but is also iconic for its classic shape, a perfect example of a stratovolcano. Mt Gambier's Blue Lake is famous for the vibrant blue appearance of the crater lake's water over the summer months.



▲ **Figure 6.12** Japan's Mt Fuji stratovolcano, an icon due to its beauty as well as its spiritual significance to Japanese people. Images of it are often intended to convey its perfection.

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▲ **Figure 6.13** The Blue Lake in Mt Gambier, South Australia, is a maar volcano famous for the vivid blue appearance of its water over summer. It is a dormant volcano that last erupted 5000 years ago.

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 process of a volcanic eruption.
2 **Explain** the difference between lava and magma.
3 **Identify** Mt Fuji and **explain** what type of volcano it is.
4 **Identify** the location of the Blue Lake volcano. **Explain** the feature of the landscape that gives the volcano its name.

Interpret

5 **Explain** the difference between a constructive and a destructive volcanic process. Include an example of a volcanic landform created by each process in your answer.
6 **Describe** the process that creates intrusive volcanic landforms. Include two examples of intrusive landforms in your response.

Argue

7 Refer to the story of Mt Nyiragongo. **Justify** why you believe people continue to live near such a dangerous and destructive landform. Give reasons for your answer.

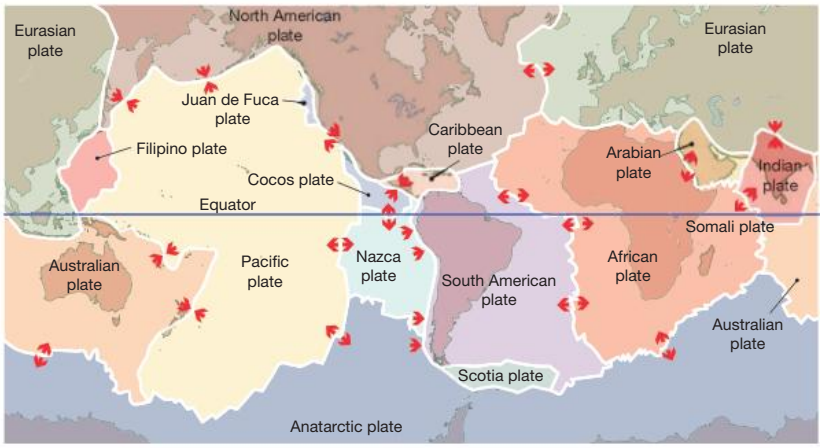
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6.2 Geomorphic processes that produce volcanic landforms

FOCUS QUESTION

What are the processes that create different volcanic landforms?

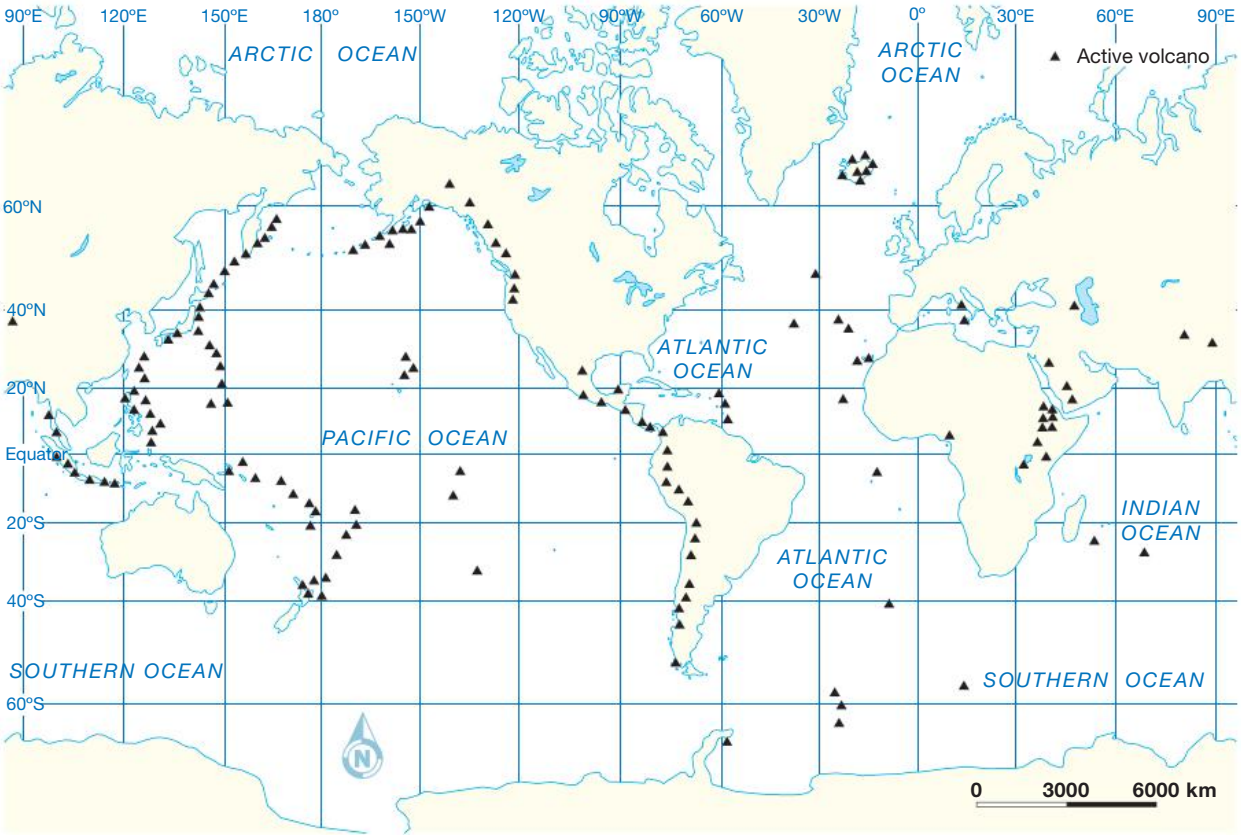
The incredible force that is a volcano results from two main processes: the movement of tectonic plates and volcanic eruptions. This section describes how the movement of tectonic plates creates volcanoes and explains the factors that affect the nature of volcanic eruptions and the type of landforms that result.



▲ **Figure 6.14** The tectonic plates and the direction of plate movement

Tectonic plates

The outer layer of the Earth, the crust, is broken into sections known as plates, which rest on magma. As the plates move, propelled by currents in the magma, they crash, pull apart and slide past each other. The weaknesses in the Earth's crust resulting from this movement is where most volcanic activity occurs, particularly in subduction zones and where plates are diverging or pulling apart.



▲ **Figure 6.15** Recent volcanic eruptions

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ACTIVITY 6.1

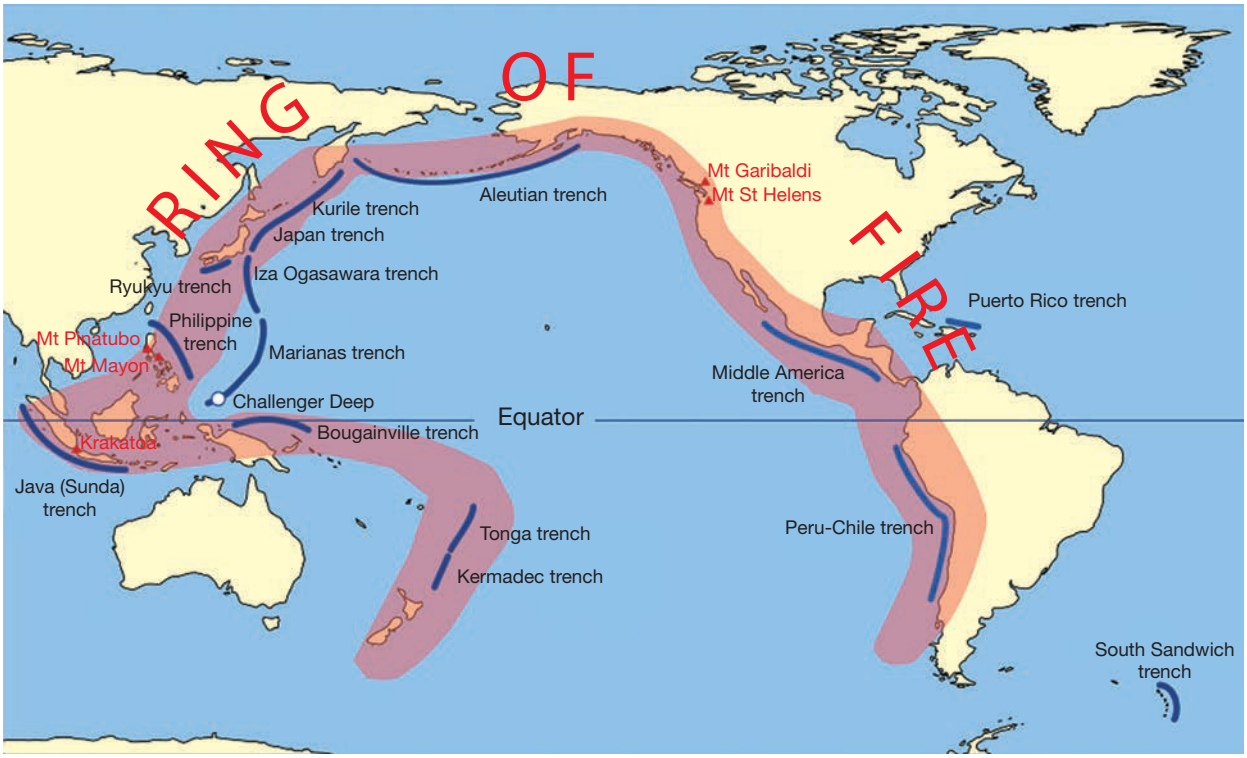
Identifying patterns

Examine Figures 6.14 and 6.15.

Identify the trends, patterns and relationships between tectonic plates and volcanic activity. **Consider** where volcanic eruptions occur in relation to the plates. Are there any patterns or do there appear to be some regions where the pattern doesn't apply? Do all volcanic eruptions fit the pattern? Note any general exceptions and identify specific regions where the pattern does not appear to hold.

Subduction

When an oceanic plate and a continental plate, or two oceanic plates, converge (crash into each other), an oceanic plate is forced under the other plate, into the magma of the mantle. This process is known as subduction and the location where it occurs is a subduction zone. As the oceanic plate is driven into the mantle, the extreme heat melts the rock of the plate turning it into magma. The magma rises upwards, forcing its way through weaknesses in the Earth's crust. If it reaches the surface it forms a volcano, usually a highly explosive stratovolcano. This process creates lines of volcanoes around 100 kilometres from the plate boundary, known as a volcanic arc if on a continental plate or an island arc if on an oceanic plate. The Pacific Ring of Fire, a ring of volcanoes on the edge of the Pacific Plate, is created by the process of subduction. It comprises more than 75 per cent of the world's volcanoes, including volcanic arcs in the Andes mountain range in South America and island arcs such as Japan and the Philippines.

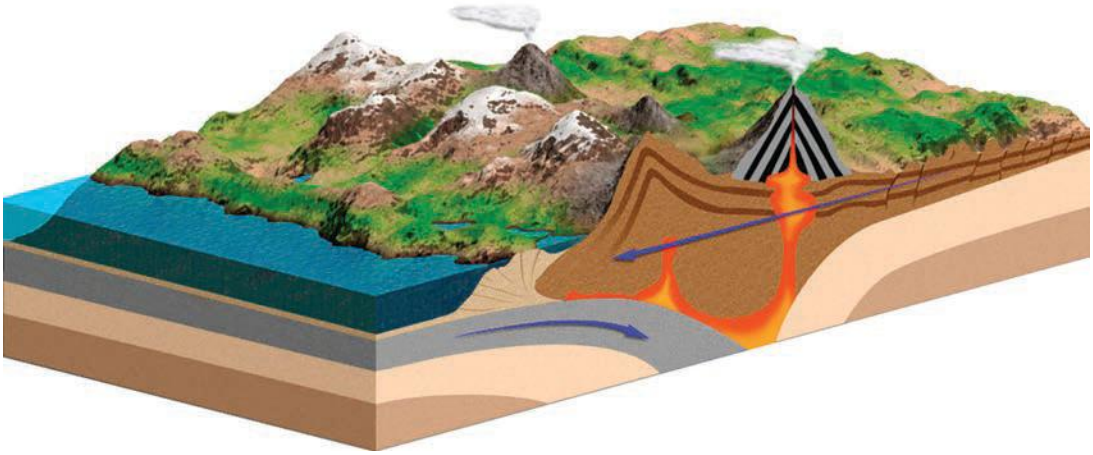


▲ **Figure 6.16** Volcanic arcs and oceanic trenches partly encircling the Pacific Basin forming the Pacific Ring of Fire (shaded in pink), which is a zone of frequent earthquakes and volcanic eruptions. The blue lines mark the locations of the trenches. Volcanic island arcs are parallel to, and always landward of, the trenches. For example, the island arc associated with the Aleutian trench is represented by the long chain of volcanoes that make up the Aleutian Islands.

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Interpreting a block diagram

In geography, block diagrams are used to show a geographic process. Figure 6.17 shows a subduction zone. The different layers of the Earth appear as different colours and the arrows represent the movement of the tectonic plates. This movement creates different landforms such as mountains and volcanoes.



▲ **Figure 6.17** A subduction zone. The oceanic plate is forced under the continental plate and into the mantle. It melts then rises through weaknesses in the Earth's surface to create a line of volcanoes inland from the coastline.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 6.2

The process of subduction

Create a two-dimensional sketch of a subduction zone. It will look like the longer side of the block diagram in Figure 6.17. **Use** arrows to show movement of plates and magma. **Identify** the zone where melting occurs and where volcanoes form. Label the sketch to **describe** the process of subduction.

Divergence

When two plates pull apart (diverge), pressure from magma pushes the edges of the plates upward and magma rises to the surface to create new crust: a mid-ocean ridge if two oceanic plates are diverging, or rift valleys if continental plates are diverging. Weaknesses in the Earth's surface along the ridge or valley, often **fissures**, allow magma to erupt to the surface, usually forming less explosive shield volcanoes. Mt Nyiragongo, and the other volcanoes of the East African Rift, are formed by this process. Iceland, which sits on a section of the Mid-Atlantic Ridge that has risen above the ocean, is literally being pulled apart as the North American plate separates from the Eurasian plate, making it one of the world's most active volcanic landscapes.

fissure long, thin crack



▲ **Figure 6.18** The Thingvellir Valley, Iceland, was created by the divergence of the Eurasian and North American tectonic plates.

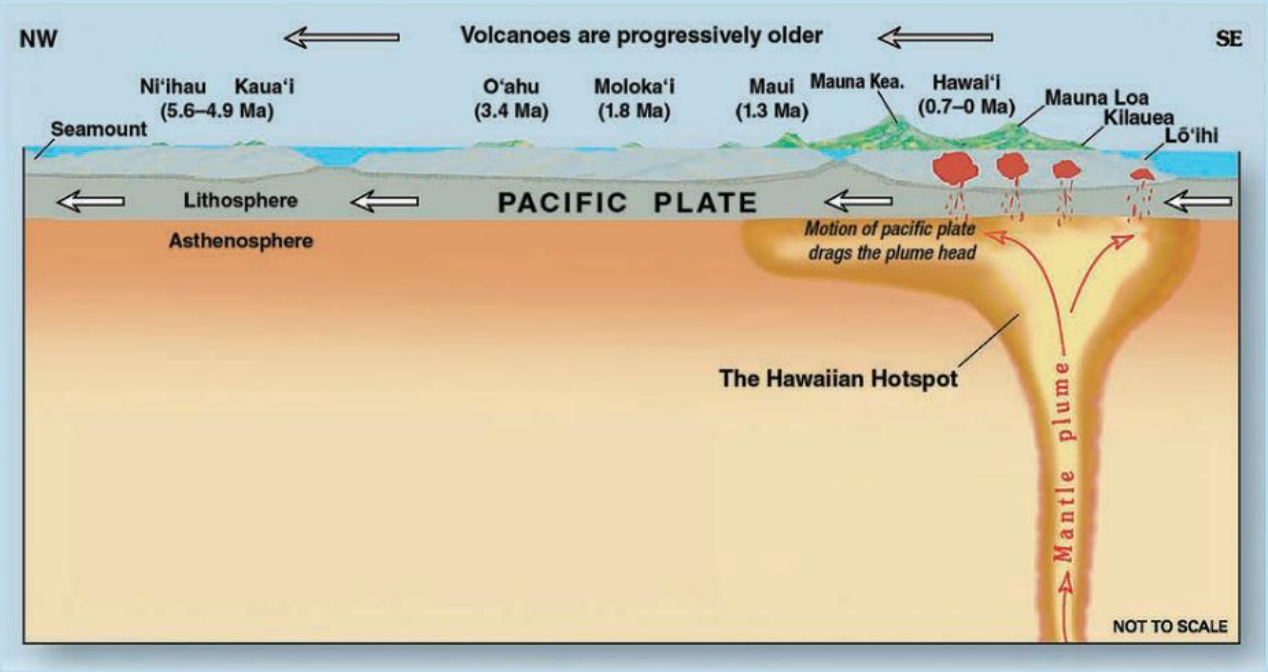
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CASE STUDY 6.1

Hotspots: the exception to the rule

In volcanism, like most things, there are often exceptions to the rules. Although the vast majority of volcanoes are located near the boundaries of tectonic plates, Figure 6.19 shows that this is not always the case. The East African Rift is not technically on the boundary of two plates, it is still a developing divergent plate boundary, where the African plate is slowly dividing, creating two new plates. A small number of other volcanoes, such as the Hawaiian Islands, are located in the middle of plates. These are formed by **hotspots**, weaknesses in the Earth's crust that have allowed volcanoes to form. In the case of Hawaii, the weakness was initially on the ocean floor and built up to form a chain of volcanic islands, including Mauna Kea, the world's tallest volcano. Measured from its base beneath the sea, it reaches more than 10 000 metres, also making it the world's tallest mountain.

hotspot area of volcanic activity away from the boundaries of tectonic plates



▲ **Figure 6.19** The islands of Hawaii have formed through hotspot volcanoes. How old they are is measured in Ma (mega-annum, equal to one million years).



◄ **Figure 6.20** Mauna Kea, a shield volcano on Hawaii's Big Island, is the world's tallest mountain when measured from base to peak. The height of the volcano is evident from the snow that regularly covers its summit despite its tropical location.

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Volcanic eruptions

The movement of tectonic plates explains the location of most volcanoes. However, it is the nature of the volcanic eruption that shapes the landforms featured in volcanic landscapes. Violent, explosive eruptions result in the landforms created by destructive processes. Less explosive eruptions result in the landforms created by constructive processes. The main factor determining the explosiveness of an eruption is the **viscosity** of magma. Less viscous magma is runnier, passing through a vent more easily, resulting in regular, less explosive eruptions. Highly viscous magma is thicker, building up pressure as it is forced through a vent, resulting in less regular but more explosive eruptions. The most violent eruptions happen where there is highly viscous magma and large amounts of gas in the magma chamber, a combination responsible for the massive Krakatoan eruption in 1883.

viscosity the resistance to flow, of a fluid

▼ **Figure 6.21** Anak Krakatoa, the 'Child of Krakatoa', in Indonesia's Sunda Strait. The Krakatoa eruption of 1883 is one of the largest and most deadly in history, killing around 36 000 people. Anak Krakatoa has been growing since it emerged roughly 40 years after the original eruption and is now a similar size to Krakatoa. Despite regular eruptions, the volcano is yet to match the explosive power of its 'parent'. This photograph is from an eruption on 19 July 2018.



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CASE STUDY 6.2

Victoria's volcanoes

If you have ever driven north-west of Melbourne towards Ballarat or Bendigo, or westward towards the South Australian border, and thought some of the small hills rising from the flat landscape were shaped like volcanoes, your observations were well founded. The Western Plains are a volcanic landscape. The plains were formed by a series of lava flows and many of the hills are the result of more than 400 eruptions that created a series of shield, cinder and maar volcanoes. Most of this volcanic activity occurred millions of years ago and the volcanoes are long extinct. However, some are dormant, having erupted in the last 10 000 years. The most recent eruption was Mt Napier, around 7250 years ago.



▲ **Figure 6.22** Tower Hill, in south-western Victoria, is a maar volcano created by an eruption around 32 000 years ago with an island formed by cinder cones in the middle of the crater lake.

Queensland also has several dormant volcanoes. As a class, discuss whether there is evidence of past volcanic activity around your home or your school. Do you think a volcanic eruption in Queensland is likely to happen during your lifetime?

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 **Identify** the two main forces that create volcanic landforms.
2 **Explain** what tectonic plates are.
3 **Identify** the ring of volcanoes that forms 75 per cent of the world's volcanoes. **Identify** the plate on the edge of which this ring is located.
4 **Explain** the process of a hotspot and how it forms volcanoes.

Interpret

5 Refer to Figures 6.14 and 6.15.
   a **Identify** two plates that are diverging and two plates that are converging.
   b **Describe** the relationship between the distribution of the world's volcanoes and plate boundaries.
   c **Explain** how subduction creates volcanoes.
6 **Identify** the most common volcanic landforms located in Victoria. **Decide** whether or not these volcanoes are likely to erupt in your lifetime.

Argue

7 **Decide** whether high- or low-viscosity lava is more likely to create an explosive volcanic eruption. **Explain** the reasons for your answer.

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6.3 The impact of volcanoes on humans

FOCUS QUESTION

How are humans impacted by volcanic activity and landscapes?

Volcanic landscapes feature a variety of natural resources that are used by humans. Many of the world's most productive agricultural regions are located in volcanic landscapes, exploiting the soil rich in minerals and nutrients found in the volcanic ash. The farms in the Western Plains of Victoria are examples of this, as is the extensive agriculture located around the Pacific Ring of Fire and in the East African Rift Valley. Despite volcanic soils covering only 1 per cent of the Earth's surface (around 124 million hectares), they support more than 10 per cent of the global population. Mining exploits the material brought to the surface by volcanic eruptions, including diamonds, gold, copper and uranium. Active volcanoes are mined for sulphur, known as 'devil's gold' in Indonesia because of the terrible effect of heat and toxic gasses on miners. Geothermal power, electricity produced from the heated groundwater or rocks found in volcanically active regions, is an increasingly important source of energy in countries such as Iceland, New Zealand and Kenya.

Many people across the world live near active volcanoes, attracted by the natural resources, exposing them to the risk of volcanic activity. Lava from eruptions can destroy buildings and take lives, as was seen when Mt Nyiragongo erupted in 1977 and 2002. Even more deadly to humans are **pyroclastic flows**, clouds of ash, rock and gasses emitted during an eruption that flow down the side of a volcano. Travelling at speeds of up to 700 kilometres per hour, extremely hot pyroclastic flows devastate human and natural environments. The ancient Roman city of Pompeii was destroyed by massive pyroclastic flows produced by the erupting Mt Vesuvius in 79 CE, preserving the corpses of its citizens in layers of ash as they attempted the impossible task of hiding from or outrunning the deadly cloud that descended upon their city. When pyroclastic material mixes with water it can create **lahars**, destructive volcanic mudflows moving with great speed and force. The Columbian city of Armero was destroyed by a lahar in 1985 when pyroclastic flows from the erupting Nevado del Ruiz volcano mixed with water from melted glaciers, submerging the city in mud and killing more than 20 000 people.

pyroclastic flow a fast-moving flow of volcanic ash, rock and gas down the side of an erupting volcano

lahar a flow of mud created when volcanic material mixes with water



▲ **Figure 6.23** An Indonesian miner carries a load of 'devil's gold' (sulphur) from the bottom of a crater on the Indonesian island of Java.

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ACTIVITY 6.2

Research activity

1 **Use** the Australian Geographic website to **identify** the world's 10 most devastating volcanic eruptions in human history.

2 **Select** three of these eruptions, and copy and complete the following table to **summarise** their impacts.

Location			
Date of eruption			
Death toll			
Additional impacts (e.g. changes to weather patterns, disrupted trade, disrupted air travel)			

3 **Explain** which of the three eruptions had the biggest impact and why in a paragraph.



◄ **Figure 6.24** Pyroclastic flows travel down the side of the erupting Mt Sinabung in North Sumatra, Indonesia. More than 20 000 people were displaced by the 2014 eruption.

Interesting fact

The Wairakei geothermal power plant in Waikato, New Zealand, produces power using the steam heated by volcanic activity, rather than coal-fired steam used in power plants across Australia. New Zealand uses geothermal energy for 17–20 per cent of its power.



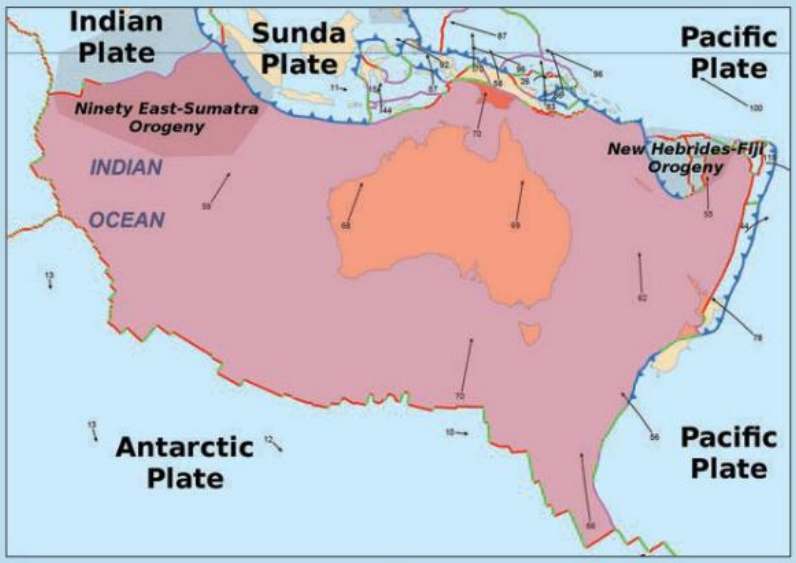
► **Figure 6.25** The Wairakei geothermal power plant

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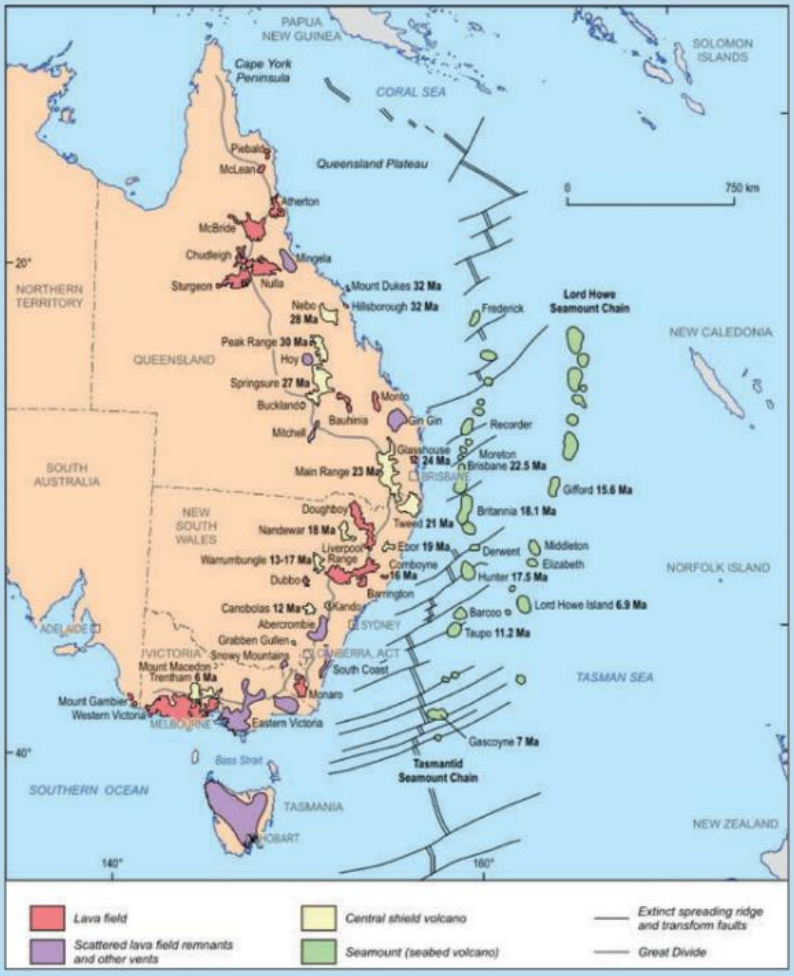
CASE STUDY 6.3

Volcanoes in Australia

Volcanoes in Australia? How? We are in the middle of a tectonic plate! As you have read in this chapter, volcanoes are mostly found along tectonic boundaries around the world, with the exception of hot spots (see Case study 6.1) such as the volcano chain that is Hawaii and the United States chain through Yellowstone National Park. However, it has been recently discovered that Australia had the same ancient hotspot volcanic activity between 35 and 60 million years ago. The evidence of these volcanic remnants and lava flows can be found in every state and territory but predominantly along the east coast. It is thought that as the Australian continent was moving northward during Pangea, it moved over a hot spot in the Earth's mantle. This is where magma built up pushing through cracks in the Earth's crust to create these volcanoes that we now see fragments of today. This continental movement over the hotspot has created the world's longest chain of volcanoes starting from central Queensland, through New South Wales to central Victoria.



▲ **Figure 6.26** The Australian plate



▲ **Figure 6.27** Volcanoes and lava fields in Australia
Source: Brian Kennett, *A Geology of Australia*

The location of this chain of volcanic remnants can be seen in well-known landmarks such as the Glass House Mountains in the Sunshine Coast Hinterland, Queensland, Mt Warning and its surrounding caldera in northern New South Wales and the Warrumbungle Mountains in central New South Wales, continuing down to Mt Macedon and Tower Hill in central Victoria. As you can see in Figure 6.27, there are many places where evidence of this hotspot activity can be found along the east coast of Australia, west of the Great Dividing Range.

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Interesting fact

The only active volcanoes on Australian land are those found on the Antarctic islands of Heard and McDonald, both of which lie approximately 4000 kilometres southwest from Perth.



▲ **Figure 6.28** Heard Island volcano Big Ben

The other nearest active volcanoes are in Papua New Guinea, New Zealand, Indonesia and the Philippines.

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 **Identify** the percentage of the Earth's surface that is covered by volcanic soil. **Identify** the percentage of the world's population this area can feed.
2 **Identify** and **describe** three types of rocks or minerals mined in volcanic landscapes.
3 **Explain** geothermal power. **Identify** two countries that use this process to create electricity.
4 **Explain** what 'devil's gold' is.

Interpret

5 **Explain** the difference between pyroclastic flows and lahars.
6 **Describe** the effects of one pyroclastic flow and one lahar on a particular human landscape.

Argue

7 'Volcanoes are only a danger, never a benefit, to humans.' **Discuss** the statement by writing two arguments supporting and two arguments opposing. **Use** examples from this section of the chapter to support your arguments.

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6.4 The significance of volcanic landscapes and landforms for different peoples

FOCUS QUESTION

Why are volcanic landscapes significant for different peoples?

The sheer power and majesty of volcanoes have inspired fear, awe and fascination in humans throughout history, making them important for different peoples in many ways.

Myths and stories

Many cultures located in volcanic regions have developed stories or myths describing the volcanic landforms surrounding them and the eruptions that created them. Often passed on orally from generation to generation, these myths provide a record of human interaction with volcanoes over thousands of years. Scientists are now finding that many of these myths describe actual events and are using them to guide their research into the Earth's volcanic history. The myth of Atlantis, the rich ancient Mediterranean island kingdom whose citizens' corrupt behaviour so enraged the gods they were punished with a barrage of volcanic fire and earthquakes, sinking the island to the bottom of the sea without a trace, is now thought to match the eruption of the Santorini volcano that caused the disappearance of the Minoa civilisation about 3600 years ago.



▲ **Figure 6.29** Hawaii's Kīlauea caldera

In Hawaii, traditional chants (poems) made by the islanders describing the creation and eruption of its many volcanoes suggested the Kīlauea caldera was formed much earlier than initially thought by scientists, a belief now supported by more recent scientific evidence.

▼ **Figure 6.30** The Greek island of Santorini, a volcanic caldera created by the 'Minoan eruption' around 3600 years ago, which is thought to have inspired the legend of the lost city of Atlantis



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In Australia the story of a massive explosion leaving a huge crater, told by the Gugu Badhun people for more than 230 generations, is believed to describe the eruption of the Kinrara volcano in Queensland around 7000 years ago.



▲ **Figure 6.31** J. M. W. Turner's *Chichester Canal*, featuring a hazy sunset created by dust particles ejected into the atmosphere by the Mt Tambora volcanic eruption

Culture

Volcanoes are significant in both art and popular culture. For centuries, artists have attempted to capture the spectacle of volcanic eruptions in their work. Nineteenth-century English landscape artist J. M. W. Turner completed a number of paintings of volcanic eruptions. Perhaps more significant were his paintings of the spectacular sunsets that graced England's skies in 1815, which were caused by ash from the eruption of Mt Tambora in Indonesia, the largest eruption in recorded history, releasing enough ash into the atmosphere to encircle the Earth. Scientists are now analysing Turner's and other artists' work to estimate the atmospheric effects of this and other eruptions over the last 200 years. Volcanoes are also central to the plots of many films, including disaster movies such as *Dante's Peak* and *Volcano*, and Mount Doom in the Lord of the Rings trilogy. They have also featured in computer games, including *Minecraft* and *Fortnite*.

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 **Identify** the eruption of which volcano that is believed to be described in a story passed through the generations by members of the Gugu Badhun people.
2 **Describe** the information about volcanoes that scientists learned from traditional Hawaiian chants.

Interpret

3 **Explain** the relationship between the myth of the lost city of Atlantis and the Santorini volcano.
4 **Describe** the volcanic eruption that is believed to have caused the colour of the sunset in Turner's painting *Chichester Canal*.

Argue

5 Research one myth or story relating to volcanoes or an example of the use of a volcano in art or popular culture. **Describe** how realistic the depiction of the volcano is. Give reasons for your answer.

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End-of-chapter assessment 6

1 Key terms and names

For each key term or name from the chapter, **explain** its significance in a sentence.

- Mt Nyiragongo
- Magma
- Stratovolcano
- Batholith
- Tectonic plates
- Rift valley
- Diamonds
- Mt Sinabung
- Atlantis



▲ **Figure 6.32** Mt Sinabung is a stratovolcano on the island of Sumatra in Indonesia.

2 Follow the flow of main ideas

What ideas have you learned about volcanic landforms and landscapes? Copy and complete the diagram below. **Explain** in a few points what each topic means for understanding landforms and landscapes. (The first one has been done for you.)

Types of volcanic landscapes and landforms	• A volcano is where magma rises through an opening in the Earth's crust and reaches the surface (becoming lava) • Constructive eruptions create new landforms, such as stratovolcanoes, and destructive eruptions destroy existing landforms and create others, such as calderas • Intrusive volcanic landforms result from magma hardening before it reaches the surface and being exposed by erosion. For example, volcanic necks
Iconic volcanic landforms	
The movement of tectonic plates	
Human use of volcanic landscapes	
Impact of eruptions on humans	
Significance of volcanic landscapes	

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3 Making thinking visible

I used to think … now I understand …

In this visible thinking routine, track the difference between what you knew about volcanic landforms and landscapes before starting this unit, and what new understandings you have acquired since doing this unit.

Using these stem sentences, write a paragraph to **explain** what you previously knew about volcanic landscapes, and another paragraph to **explain** what you now understand about the topic.

1A I used to think that volcanic landforms were …

1B Now I understand that volcanic landforms are …

2A I used to think that subduction was …

2B Now I understand that subduction is …

3A I used to think that mid-ocean ridges and rift valleys were created by …

3B Now I understand that mid-ocean ridges and rift valleys are created by …

4A I used to think humans used volcanic landscapes for …

4B Now I understand that humans use volcanic landscapes for …

5A I used to think that volcanoes were significant to humans because …

5B Now I understand that volcanoes are significant to humans because …

4 Research task

Use the internet to **identify** one significant volcanic landform or landscape. Research your choice to discover:

- The location (absolute and relative and at different scales) shown on a map
- An explanation of the tectonic plates involved and the type of plate movement
- The date of eruption/s, the type of eruption/s and the material erupted
- A description of the types of landforms that resulted from the eruption/s of the volcano
- The significance of the volcano for humans and the impact of eruption/s on humans
- Any other interesting facts, information or stories related to your volcano.

Present your research digitally or as a poster or brochure. Include at least one map and other pictures, illustrations or diagrams.

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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CHAPTER 7

Aboriginal and Torres Strait Islander Peoples should be aware that this chapter contains images and names of people who have, or may have, passed away.

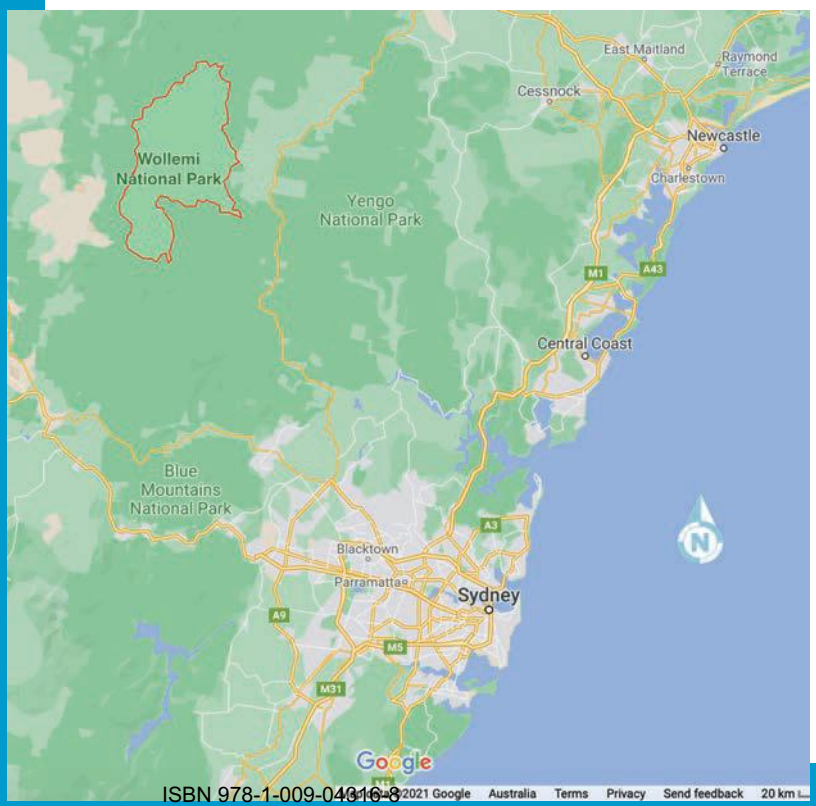
Landforms and landscapes case study: forest landscapes

Setting the scene: the dinosaur tree

Despite being only 150 kilometres north-west from Sydney, the Wollemi National Park is a largely untouched landscape. The rugged, steep cliffs of the Blue Mountains make the area's valleys and canyons accessible only by climbing and abseiling. Exploring the park in 1994, David Noble and his friends hoped to find previously undiscovered canyons, but they made a much more remarkable discovery. At the bottom of a cliff, Noble noticed an unusual tree he was unable to identify, so he took a sample to his work at the NSW Parks and Wildlife Service. It turns out Noble had found one of the world's rarest and oldest trees.

The Wollemi pine was previously known to botanists only through fossils. It is thought that 100–200 million years ago, during the time of the dinosaurs, these trees covered all of Australia. As temperatures changed and the continent became hotter and drier, the Wollemi pine died out in most areas, until only a few remnant trees were left in the canyon in the Wollemi National Park.

▼ **Figure 7.1** The location of the Wollemi National Park in NSW



Noble's discovery was kept secret for months while scientists confirmed the identity of the tree. The exact location of the canyon is still a closely kept secret. There are now fewer than 100 of these mature trees in the wild. Scientists discovered how to propagate the tree and, in order to protect the species, samples were sent to botanical gardens in Australia and across the world. Wollemi pines can now even be bought from nurseries and we can all help to preserve this amazing tree by growing a 'dinosaur tree' in our gardens.

The Wollemi pine is so rare and significant that in the 2020 New South Wales bushfire emergency, a specialist team of firefighters was sent in to defend them against the fires that burned most of the rest of the park.

The story of the Wollemi pine describes a type of tree, located in a specific landscape and given special significance by humans. This story reflects the themes of this chapter: how geographers describe the different types of forest landscapes and the processes that create them, how forests are used and sometimes degraded by humans, and the different values humans place on them.

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▲ **Figure 7.2** The unique leaves of the Wollemi pine, and its discoverer David Noble



▲ **Figure 7.3** The rugged mountains, cliffs and canyons of the Wollemi National Park, New South Wales

MAKING THINKING VISIBLE 7.1

Think, pair, share

Reflect on the story of the Wollemi pine.

1 Think about the story of the Wollemi pine and **explain** your thinking with pictures or words in your notebook or on your digital device.
   - **a** **Explain** what might have enabled the trees to survive unchanged since the time of the dinosaurs.
   - **b** **Explain** the significance of the discovery of the trees.

2 Pair with a peer and share your thoughts.

3 **Explain** why the location of the Wollemi pines has been kept a close secret.

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Chapter overview

Introduction

This chapter studies forest landscapes and their features and examines the geographical factors and processes that create different types of forests. It considers the impact of human activities on forest landscapes and the significance of forests for different peoples.

Learning goals

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

- What are the features of forests and what type of landscapes do they create?
- What are the processes that create different forest landscapes?
- How do humans impact forest landscapes?
- Why are forest landscapes significant for different peoples?

Geographical skills

After completing this chapter, you will be able to demonstrate the following skills:

- Construct bar and climate graphs and interpret the information shown
- Identify, analyse and explain spatial distributions and patterns, and identify and explain their implications
- Identify, analyse and explain interconnections within places and between places, and identify and explain changes resulting from these interconnections
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse maps and other geographical data and information, using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.



▲ **Figure 7.4** Forest of stilt-rooted mangroves in Daintree National Park, Queensland, Australia

▲ **Video**
Five interesting facts about forest landscapes

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7.1 Different types of forest landscapes and their distinctive landform features

FOCUS QUESTION

What are the features of forests and what type of landscapes do they create?

Forests – landscapes dominated by trees – cover more than 30 per cent of the Earth's surface. They are complex ecosystems comprising many components including trees, other plants, animals, insects, and landforms and other natural features found in the landscape.

In order to study forests, geographers categorise them based on the climates they are located in and the features of their trees. The three main types of forests based on climate are tropical, temperate and boreal. These categories or types are also known as **biomes**.

Tropical forests are dense jungle forests found in the warm, wet climates around the equator, such as the Daintree Rainforest in Far North Queensland. They are incredibly biodiverse, featuring a variety of trees and plants that are home to a wide range of animals and insects. **Temperate forests**, widespread in south-eastern Australia, are found in milder climates with distinct seasons. Many of them, but not all, are tall forests and feature the world's tallest trees.

Compared to tropical forests, they are usually less thick, and though they feature a variety of animals adapted to live in the seasonal climates, they have less biodiversity. **Boreal forests (taiga)** are slow-growing **coniferous** forests with limited undergrowth, found in the cool climates of the subarctic regions of the northern hemisphere – mainly Russia, Alaska, Canada and Scandinavia. 'Boreal' comes from Boreas, the Greek god of Winter; 'taiga' is the Russian name for this kind of forest. There is no southern hemisphere equivalent. The current hypothesis for this is that in the southern hemisphere, the land masses are generally too close to the sea for the climate to be cold enough for this specific biome.

biome a zone or region with a similar vegetation type, climate and collection of ecosystems

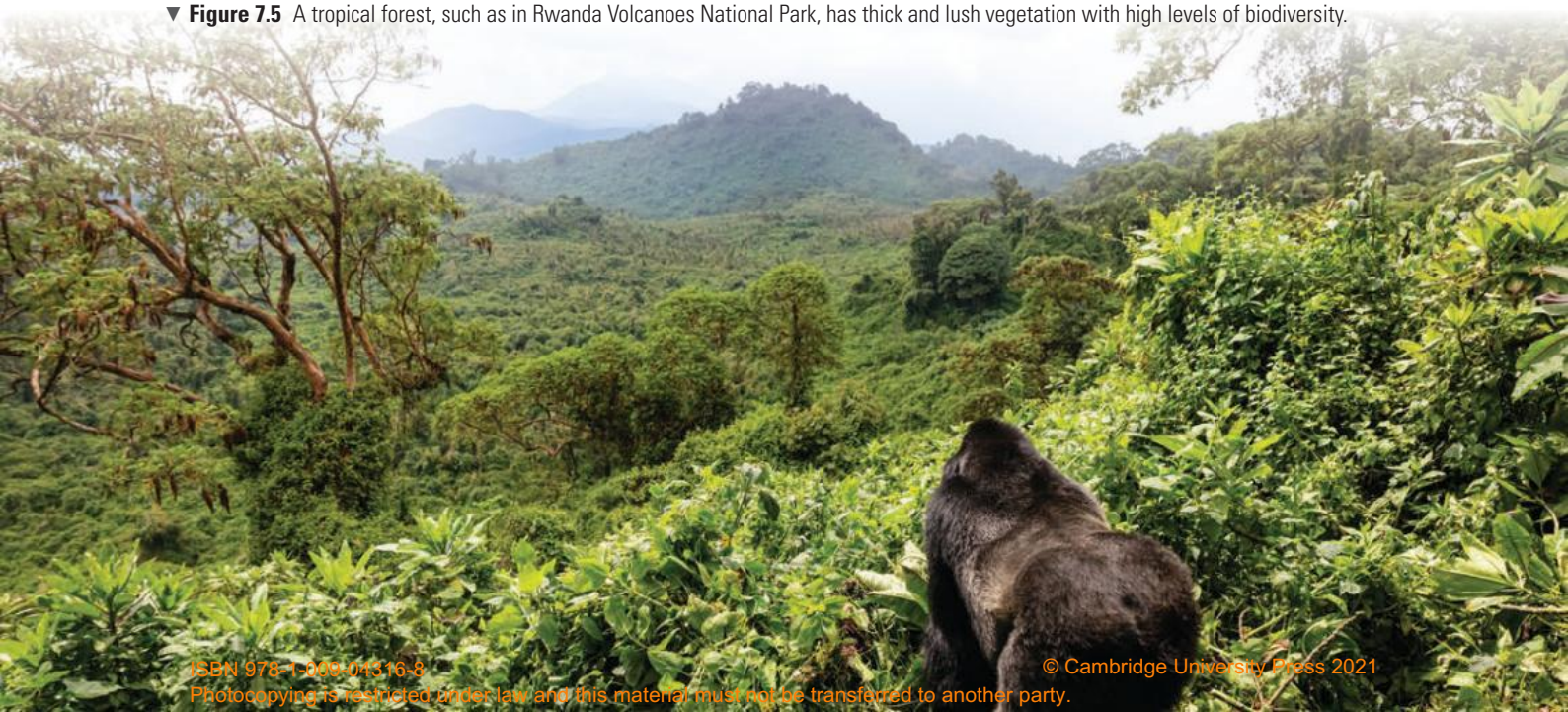
tropical forest dense jungle forest located in tropical regions; these are the world's most biodiverse environments

temperate forest tall forest located in the milder climates north or south of the tropics

boreal forest (taiga) coniferous forest located in the subarctic regions just south of the Arctic Circle

coniferous evergreen trees with needle-shaped leaves and seeds that develop in cones that may be woody

▼ **Figure 7.5** A tropical forest, such as in Rwanda Volcanoes National Park, has thick and lush vegetation with high levels of biodiversity.



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▲ **Figure 7.6** Temperate forest in Poland, Europe



▲ **Figure 7.7** Boreal forests grow in subarctic regions of the northern hemisphere, such as Canada.

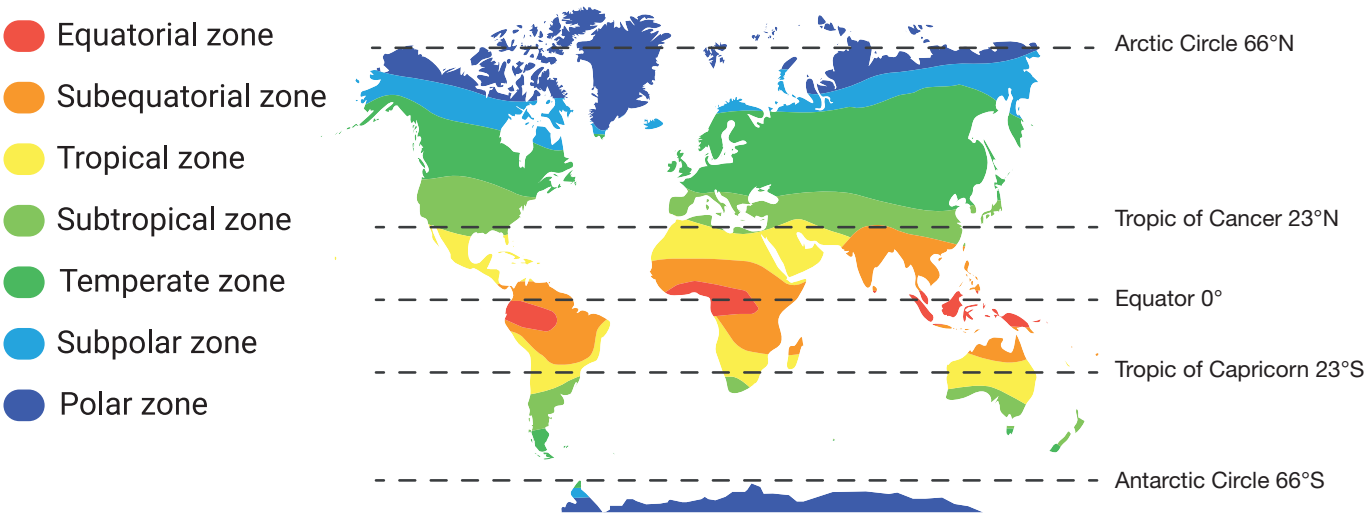
ACTIVITY 7.1

Comparing types of forest

Examine Figures 7.5 to 7.7. **Describe** and **compare** the characteristics of each type of forest in these images. Search for images and descriptions of other forests of these types, and add any extra details you can find to your descriptions and comparison.

Distribution of world climate zones

The Earth's climate can be divided into the broad zones shown in Figure 7.8, which are based on average temperature and rainfall. The main characteristics of these zones are shown in Table 7.1.



▲ **Figure 7.8** The Earth is generally divided into five climate zones: tropical (including equatorial and subequatorial), subtropical, temperate, subpolar and polar zones.

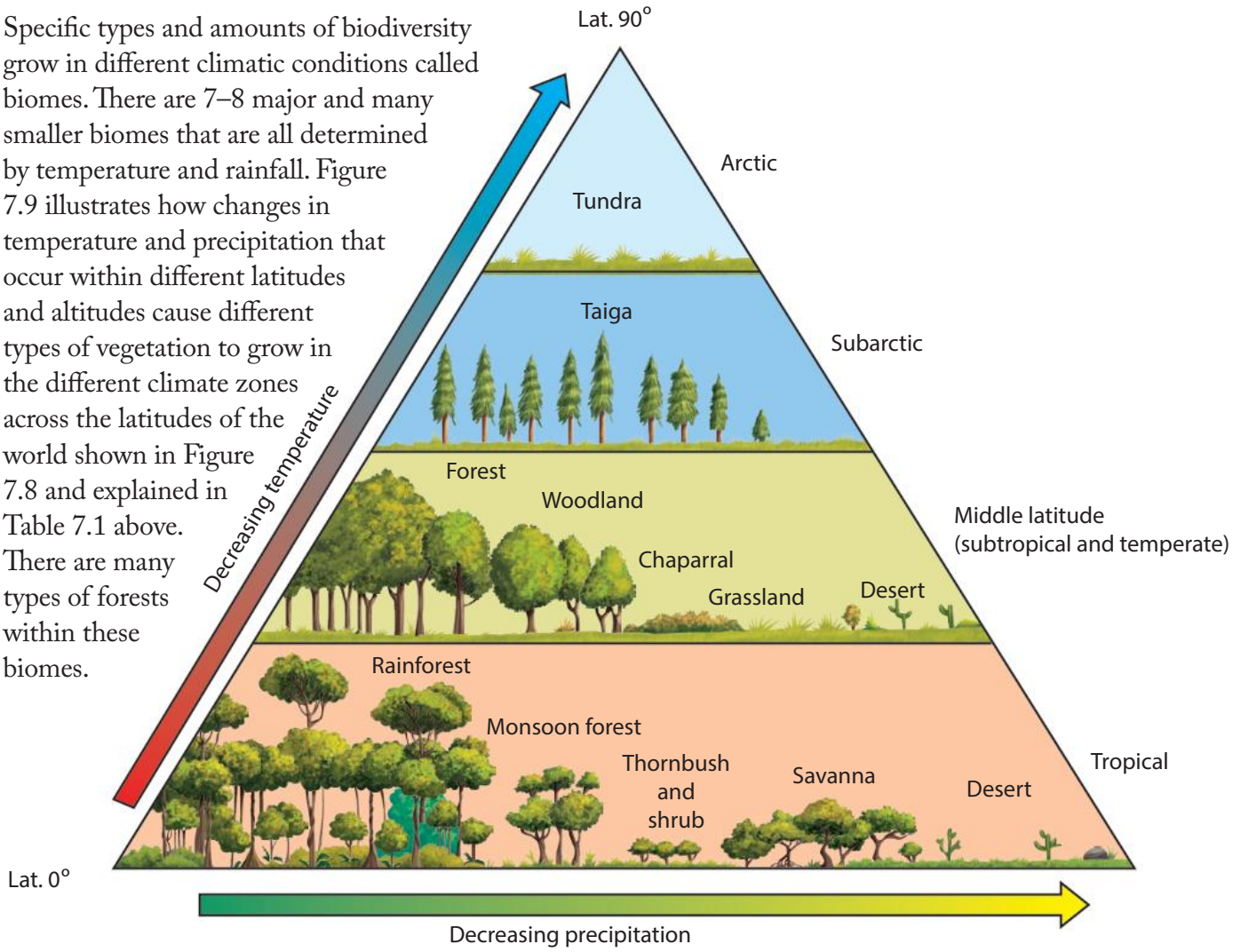
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TABLE 7.1 Characteristics of climate zones

Zone	Annual average rainfall	Annual average temperature	Notes
Tropical	Over 1000 mm, often over 2000 mm	Over 20°C, often over 35°C	Either side of the equator. Sun at noon is close to overhead all year round, so does not get cold (no frost) except at high altitude. Rain all year round or with a short dry season. Not much variation in temperature, so there aren't marked seasons.
Subtropical	100–1500 mm	15–35°C	The sun at noon is never very low. Seasonal with cool winters, hot summers, long dry seasons, some deserts, prone to both droughts and floods.
Temperate	100–1000 mm	0–20°C	Strongly seasonal, sun at noon is very low in winter, and never right overhead in summer. Temperature is highly variable, with freezing winters and hot summers.
Subarctic (or subpolar)	50–400 mm	–10–10°C	Very strongly seasonal, very cold winters with short, mild summers
Polar	0–200 mm	Below 0°C	Polar day and night (sun does not rise in all or part of winter, does not set in all or part of summer)

Biomes and climate

Specific types and amounts of biodiversity grow in different climatic conditions called biomes. There are 7–8 major and many smaller biomes that are all determined by temperature and rainfall. Figure 7.9 illustrates how changes in temperature and precipitation that occur within different latitudes and altitudes cause different types of vegetation to grow in the different climate zones across the latitudes of the world shown in Figure 7.8 and explained in Table 7.1 above. There are many types of forests within these biomes.



▲ **Figure 7.9** Changes in temperature and precipitation that occur within different latitudes cause different types of biomes to grow.

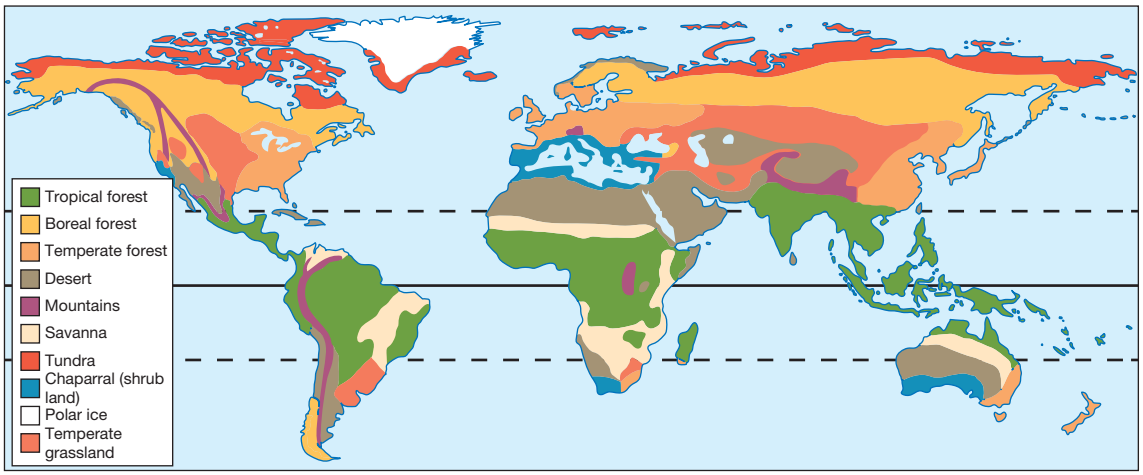
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Distribution of world forest zones

For comparison, the distribution of the forest zones are shown in Figure 7.10. There are a number of different ways of classifying forest types, and different sources may show slightly different distributions, but the overall picture is the same.

The dominant tree species in these forest types have evolved to survive and thrive in certain ranges of rainfall and temperature that are typical of the climate zones. Table 7.2 gives a rough guide to these.

However, seasonality also plays a part in determining the type of vegetation found in a region. For example if there are marked wet and dry seasons, then grasses and shrubs that survive drying out in the dry season and grow quickly at the beginning of the wet season may predominate over trees. Grasslands or shrublands may be the dominant type in such areas. Conversely where there are icy winters and warm summers, woody trees may survive better than grasses and shrubs. This is related to how they survive temperatures that cause their leaves to freeze, and make liquid water unavailable to them.



▲ **Figure 7.10** The distribution of the world's forest zones and other land cover. These are the areas where forest is the natural dominant vegetation type, before land use for agriculture, industry and urbanisation modified the landscape.

TABLE 7.2 Forest types related to approximate annual average rainfall and annual average temperature ranges

Type of forest	Annual average rainfall range	Annual average temperature range
Tropical forest	Over 1000 mm	20–33°C
Temperate forest	500–3000 mm	7–20°C
Boreal forest	200–2000 mm	0–7°C

ACTIVITY 7.2

Do climate factors determine the distribution of forest types?

Refer to Figures 7.8 and 7.9.

1 **Describe** which climate zones each forest type appears in.
2 **Identify** whether each forest type appears in all, most or some of each climate zone.
3 Use Figure 7.10 to **identify** the two main forest types found in Queensland.
4 Use Tables 7.1 and 7.2 to **relate** each forest type to wetter areas or warmer areas of a climate zone.
5 **Discuss** the extent to which climate determines distribution of forest types.

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DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 7.1

Constructing a climate graph

To **construct** a climate graph, follow these steps:

1. Study the data to identify the wettest month and the highest and lowest mean monthly temperatures. Use this information to select a suitable scale for both temperature and precipitation.
2. Place the precipitation scale on the left-hand side of the graph and the temperature scale on the right-hand side of the graph.
3. Plot the rainfall figures and then colour the columns blue.
4. Plot the mean temperature data, making sure each dot is placed in the centre of each month. Join the points with a smooth curve.
5. Add a heading that includes the name of the place being graphed and its latitude and longitude.

Construct a climate graph for Susanville, California, using the data in Table 7.3.

TABLE 7.3 Climate data for Susanville

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Average high (°C)	5	7.9	12.4	16.1	21.3	26.3	31.5	30.8	26.1	18.8	10.3	5
Average low (°C)	–4.9	–3.2	–0.5	1.6	5.2	8.6	11.8	10.9	7.1	2.6	–1.7	–4.9
Average precipitation (mm)	50	45	39	16	18	11	6	3	9	25	44	37

Based on this climate graph, **deduce** the type of forest you think would be found in Susanville.

ACTIVITY 7.3

Matching forest type and climate

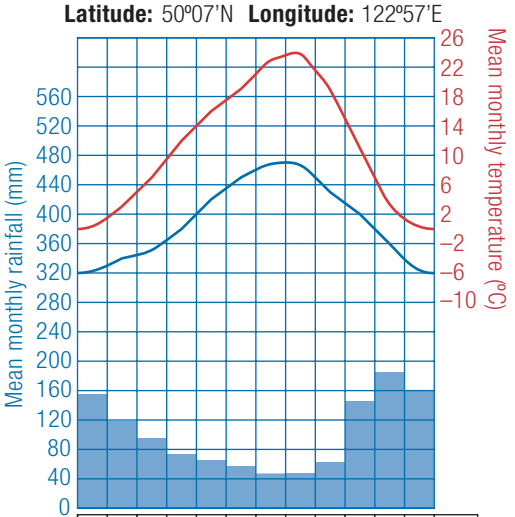
1. For each of the three forest types (tropical, temperate and boreal), find an image of the forest type and name its location.
2. **Identify** the locations of the forests in each image on a map. **Compare** the location on the map to Figure 7.10 and **identify** the climate zone for each forest type.
3. Search for a climate graph at or close to the location of each forest type. **Decide** whether the climate graph fits the climate zone.
4. **Explain** why or why not the forest type fits the expected pattern of the climate zone, by finding out what you can about the geography at the locations. For example, the location's climate might be affected by local wind patterns or altitude, or the location could be on the border between two climate zones or dominant forest types, or human activity may have modified the forest type.
5. **Justify** whether your findings fit the hypothesis, 'The main determinant of forest type is climate'.

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ACTIVITY 7.4

Matching forest type and climate graphs

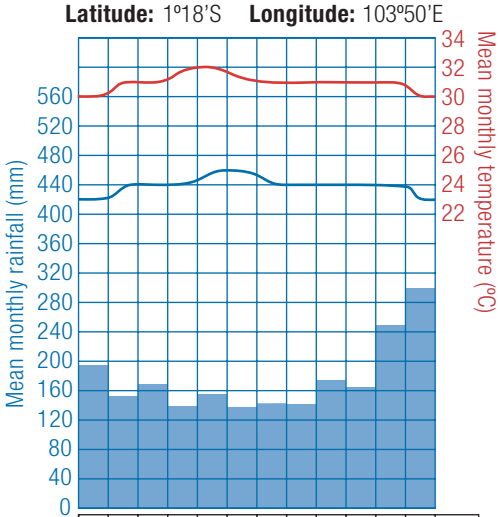
Station: Whistler
Latitude: 50º07'N **Longitude:** 122º57'E



	J	F	M	A	M	J	J	A	S	O	N	D	Year
Max. temp. (ºC)	0	3	7	12	16	19	23	24	19	11	3	0	11 av.
Min. temp. (ºC)	−6	−4	−3	0	4	7	9	9	5	2	−2	−6	1 av.
Rainfall (mm)	157	120	96	75	66	58	48	48	64	147	188	162	1229 total

Whistler, Canada

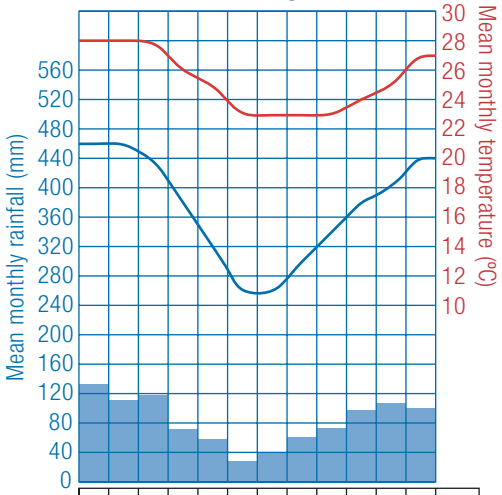
Station: Singapore
Latitude: 1º18'S **Longitude:** 103º50'E



	J	F	M	A	M	J	J	A	S	O	N	D	Year
Max. temp. (ºC)	30	31	31	32	32	31	31	31	31	31	31	30	31 av.
Min. temp. (ºC)	23	24	24	24	25	25	24	24	24	24	24	23	24 av.
Rainfall (mm)	198	154	171	141	158	140	145	143	177	167	252	304	2150 total

Singapore

Station: Durban
Latitude: 29ºS **Longitude:** 30ºE



	J	F	M	A	M	J	J	A	S	O	N	D	Year
Max. temp. (ºC)	28	28	28	26	25	23	23	23	23	24	25	27	25 av.
Min. temp. (ºC)	21	21	20	17	14	11	11	13	15	17	18	20	17 av.
Rainfall (mm)	134	113	120	73	59	28	39	62	73	98	108	102	1009 total

Durban, South Africa

▲ **Figure 7.11** Climate graphs for three different locations

1 For each climate graph, **explain** what climate zones they are most likely to fit.

2 **Predict** which forest type is most likely to be dominant in each location. Give reasons for your choices.

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Features of the trees of different forests

The three types of forests can be further categorised based on the features of their trees, including whether they are **evergreen** or **deciduous** and **broadleaf** or coniferous. Evergreen trees are those that keep their leaves year-round, while deciduous trees shed their leaves annually. Broadleaf trees have flat, wide leaves, while coniferous trees have needle-shaped leaves and their seeds develop in cones that may be woody. Coniferous forests, such as those found in Japan, are always evergreen. Broadleaf forests can be either evergreen, such as in tropical forests and Australia's temperate forests, or deciduous, such as in the temperate forests of central Europe.

evergreen type of tree that keeps its leaves year-round

deciduous type of tree that sheds its leaves annually in the cold or dry season

broadleaf type of tree that has flat, wide leaves; can be evergreen or deciduous

The deciduous habit in broadleaf trees in regions with cold winters is to conserve water and nutrients when temperatures are too low for metabolism (the processes in living cells for maintaining normal function). Frozen water is not available to the plant, so freezing conditions are the same for it as very dry conditions.





▲ **Figure 7.12** Coniferous evergreen cedar forest, Lebanon (left); broadleaf evergreen forest, Sichuan Basin, China (centre); and mixed conifer and broadleaf deciduous forest, Slovenia (right)

With a few exceptions (such as holly bushes), broadleaf trees in northern hemisphere temperate forests are deciduous. In tropical and subtropical climates that don't have a freezing winter, the deciduous habit is to conserve water in long dry seasons or occasional droughts, and usually only some of the broadleaf trees in tropical forests are deciduous.

The needle leaves of conifers are adapted to reduce their moisture content in winter, storing it in the woody parts, so the leaf tissue does not freeze solid. The moisture in the wood does not freeze because it has a high concentration of sugars and other substances that reduce its freezing point.

Forests have four different layers: the emergent, canopy, understorey and forest floor.

- Emergent: the tallest trees, towering above the canopy and therefore receiving the most sunlight, but also exposed to the harshest conditions, such as wind and changes in temperature.
- Canopy: the roof of the forest, made from the leaves and branches of the majority of the forest's trees, and shading the layers below; in a rainforest this layer is home to the greatest variety of plants and animals
- Understorey: smaller and younger trees and leafy shrubs adapted to grow in the shady conditions found at this layer
- Forest floor: the darkest layer, receiving little sunlight; home to small, hardy plants and shrubs and the decaying leaf litter that falls from the upper layers and is quickly broken down by the many insects found here.

Geographers study the types of plants and animals found at the different layers to compare forests.

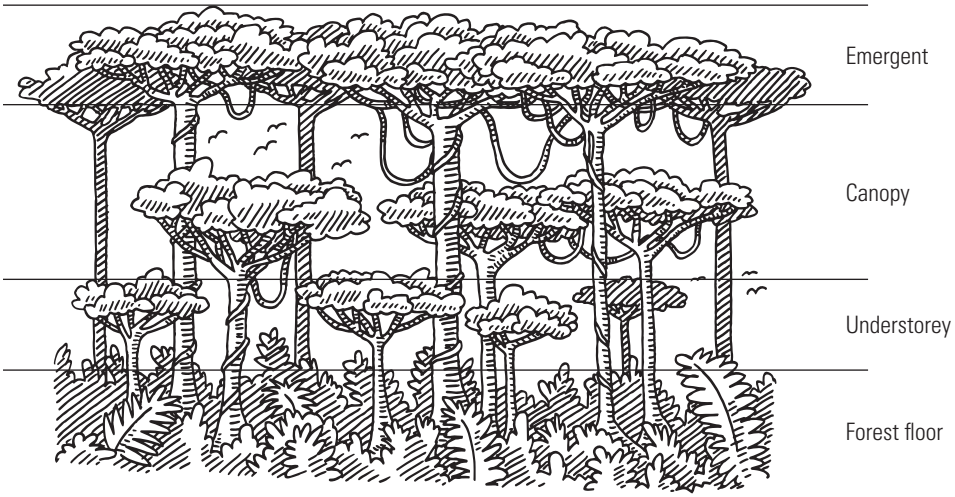
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ACTIVITY 7.5

Layers in a forest

1 **Select** images of forests showing different layers. Make copies of the images and label the different layers. Provide a caption for the image stating the type of forest and its location if known.

2 **Select** images of forest animals (including birds, insects) in their habitats. Make copies of the images and label with the type of animal, type of forest and location if known. **Describe** which layer of the forest each animal is usually found in and write brief notes about its way of life.



▲ **Figure 7.13** The layers in a forest

Iconic forest landscapes

Iconic forest landscapes are those that are the most famous because of their beauty, uniqueness or significance to people. For example, the redwood forests in the Pacific Northwest region of the United States are renowned as the home of the world's tallest (coast redwoods) and largest (giant redwoods) tree species. The tallest tree ever recorded is Hyperion, a coast redwood measured at 115.85 metres in 2006. Australia's mountain ash is the world's tallest flowering plant. Found in forests in south-eastern Australia, the tallest living mountain ash tree is Centurion, a 100-metre giant growing in Tasmania's Huon Valley.



► **Figure 7.14** A hiker looking up at a giant redwood tree in Kings Canyon National Park, California, and an 87-metre-tall mountain ash growing in Tasmania's Styx Valley

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Interesting fact

Iconic climbing trees in the Karri forests of Pemberton, Western Australia

The tallest tree climb is the Bicentennial Tree. It is a 75-metre Karri tree that was pegged for climbing in 1988, Australia's bicentennial year. Originally used as a fire lookout, the top platform is reached by climbing 165 metal spikes in the trunk. Today it is a tourist attraction in the Warren National Park, Pemberton, Western Australia.



▲ **Figure 7.15** The Bicentennial Tree, Warren National Park, Western Australia

The second tallest climbing tree, the Gloucester Tree, was pegged for climbing in 1947 as a fire lookout. The 58-metre Karri tree is the second highest tree climb and fire lookout in the world. It was originally pegged to allow fire scouts to look out for bushfires in the surrounding Karri forest. Today it has become a busy tourist attraction, but only 20 per cent of people get more than halfway.



▲ **Figure 7.16** The second tallest climbing tree – the Gloucester Tree, Western Australia

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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 **Identify** the three main types of forests.

2 **Explain** the difference between evergreen and deciduous trees.

3 **Describe** the difference between broadleaf and coniferous trees.

4 **Identify** the types of forest that are the dominant ones found in these climatic zones:

- **a** Tropical climate zone
- **b** Subtropical climate zone
- **c** Temperate climate zone
- **d** Subarctic climate zone.

Interpret

5 By relating the types of trees in Questions 2 and 3 to the types of forests in Question 1, **identify** which kinds of trees are found in which types of forests.

6 **Describe** features of the four layers in a forest.

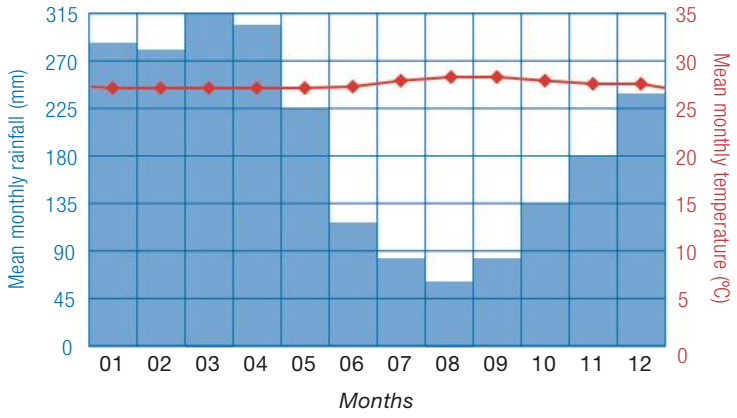
7 Refer to Figure 7.10.

- **a** **Identify** the continents that contain the largest amounts of tropical, temperate and boreal forest.
- **b** Use an atlas to **identify** three countries that contain tropical forests, three that contain temperate forests and three that contain boreal forest.

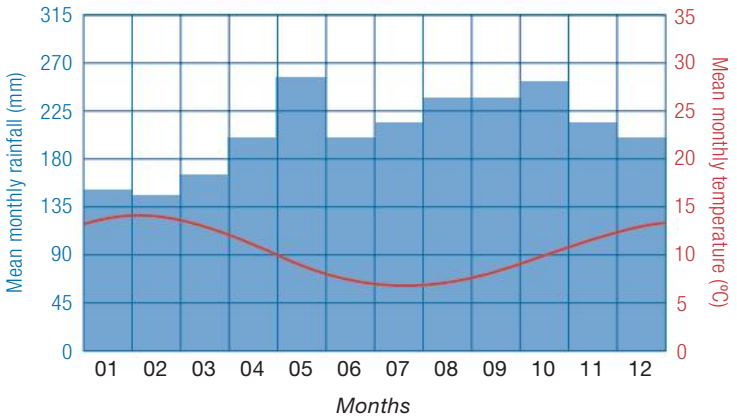
Argue

8 **Explain** which type of forest you would expect to be the dominant type in locations with these climate graphs:

a



b



9 Refer to the story of the discovery of the Wollemi pine. Do you believe that the location of the trees in the Wollemi National Park should be revealed, allowing the public to see these unique plants in the wild? **Justify** for your answer.

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7.2 Geographic factors that produce different forest landscapes

FOCUS QUESTION

What are the processes that create different forest landscapes?

The different types of forest landscapes, where they are located, and their distribution, are all determined by a range of factors. These include climatic conditions such as temperature and rainfall, the type of soil and amount of sunlight. The diverse vegetation and wildlife found in tropical rainforests requires high temperatures and consistent rainfall throughout the year. The large trees found in temperate broadleaf forests result from distinct seasons, with long warm summers and moderate rainfall providing perfect conditions for trees such as California's redwoods and Australia's mountain ash to reach their massive sizes. The coniferous trees found in boreal forests are adapted to grow in harsh conditions with long dark winters, below freezing temperatures, low rainfall and short summers.

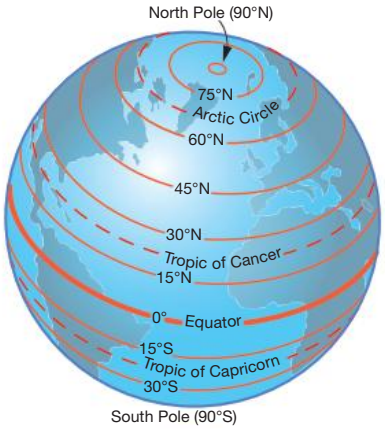
Latitude

One of the main factors determining these climatic conditions is **latitude**. Latitude is shown by the horizontal lines on a globe or map known as **parallels**. The equator is the parallel circling the middle of the Earth, dividing it into the northern and southern hemispheres, and is known as zero degrees latitude. The degree of latitude increases as you move north or south until the poles are reached, with the North Pole representing 90 degrees north and the South Pole representing 90 degrees south. Other significant parallels of latitude are the Tropic of Cancer and the Tropic of Capricorn, and the Arctic and Antarctic circles. These are shown in Figure 7.17. Latitude determines the amount of daylight received by a location at different times of the year, and how high the sun is at noon each day. In turn, these determine how much solar radiation a location gets. Along the equator, daylight is consistent throughout the year, resulting in year-round hot temperatures, with seasons classified as dry and wet. As you move north or south of the equator, the amount of daylight decreases in winter and increases in summer, creating longer and colder winters the closer you are to the poles. The parallels between the Tropic of Cancer and Tropic of Capricorn receive the most consistent sunlight.

As a result the world's climate zones form rough bands parallel to the equator, as shown in Figure 7.17. The strong relationship between latitude and the distribution of the world's forests can be seen in Figure 7.10. Most tropical forests are located between the two tropics, temperate forests are located north or south of the tropics, and boreal forests are in the region just south of the Arctic Circle.

latitude a measurement of a location's distance north or south of the equator

parallels horizontal lines on a map or globe representing latitude



▲ **Figure 7.17** Parallels of latitude, labelled in degrees (°). These indicate the angle formed by an imaginary line drawn from the parallel of latitude on the surface, to the centre of the Earth, and from there to the equator.

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ACTIVITY 7.6

Climate bands, and latitude and forest types

1 Make a copy of Figure 7.8, including the horizontal lines to indicate rough climate bands.
2 Using Figure 7.17 as a guide and any other research you need (you could use a globe or Google Earth), label each of your dashed lines with their approximate latitude in degrees.
3 **Explain** how and why climate bands are symmetrical on either side of the equator. **Describe** the extent to which they are, and any band that isn't symmetrical.
4 **Explain** any variations between continents at the same latitudes that you found.
5 **Describe** how well the distribution of forest types in Figure 7.10 matches your map of climate bands. Do you think it is justified to say that the world also has bands of forest types?

montane tropical forest tropical forest located in landscapes with elevations higher than 1000 metres

lowland tropical forest tropical forests located in landscapes with elevations less than 1000 metres

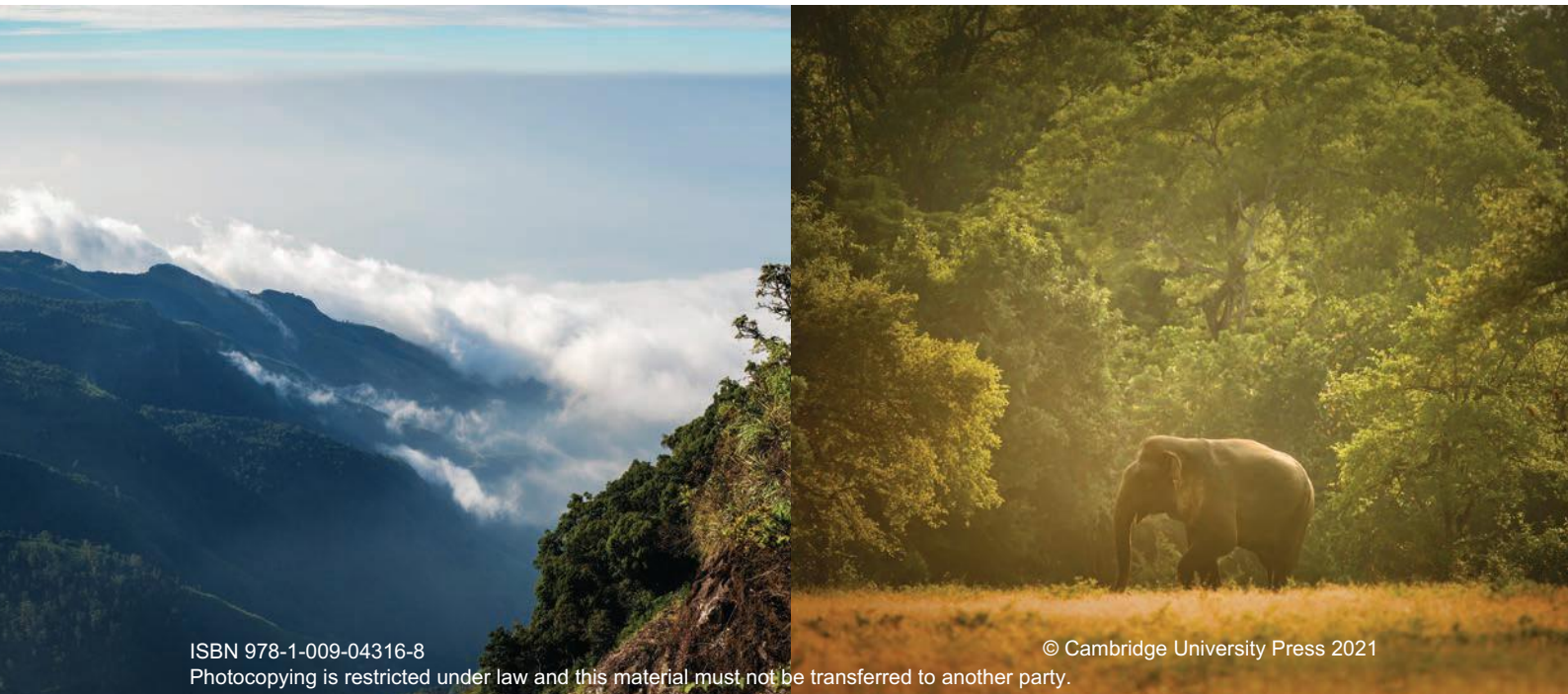
aspect the compass direction a slope faces

Landforms also influence climate and the type of forests found in a location. For example, the higher elevations found in mountainous landscapes result in cooler climates. In tropical regions, forests located in landscapes with elevations greater than 1000 metres are known as **montane tropical forests**. Tropical forests with the height of trees and variety of plants and animals less than 1000 metres are called **lowland tropical forests**.

In the subtropics, there can be considerable differences in climate and forest between, for example, lowland areas such as near the coast, and plateaus above 1000 metres such as on the southern African plateau. In temperate regions there may be temperate forests in valleys and lowland plains, while coniferous forests like boreal forests are found on the higher slopes of mountains at the same latitude.

The shape of a landform also determines its **aspect**, the direction a slope faces. In Australia, northerly aspects receive the most sunlight, which significantly affects the growth of trees and can even result in different types of forests growing on either side of a valley or ridge.

▼ **Figure 7.18** Montane tropical rainforest in Sri Lanka (left). The covering of mist means these forests are also known as cloud forests. The lowland tropical rainforest in Sri Lanka (right) is home to Sri Lankan elephants.



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CASE STUDY 7.1

Boreal forest

It is hard to imagine, but the world's largest forest biome is located in one of the harshest environments. Taiga, derived from the Russian word for forest, and boreal forest refer to the same forest type located in the subarctic regions of Europe, Asia and North America.

The Russian taiga is the largest, stretching for more than 5800 kilometres across the country's north. Conditions in the region are harsh. Winter temperatures average below zero and feature only snow, not rain. Summers are warmer, but the increased temperatures attract swarms of insects. The forest is made up of coniferous trees that have adapted to the harsh conditions, such as pines and spruce, with few plants in the understorey, and moss and lichen covering the forest floor. The forest is home to a variety of animals that have learned to live in the extreme cold, including hares, wolverines, wolves, moose, bears and the rare Siberian tiger, the world's largest cat species. The hostile, inaccessible conditions have helped to protect the taiga, which form some of the world's largest areas of untouched wilderness. However, increased logging and the effects of climate change threaten the continued sustainability of the forest.



▲ **Figure 7.19** The Russian taiga forest

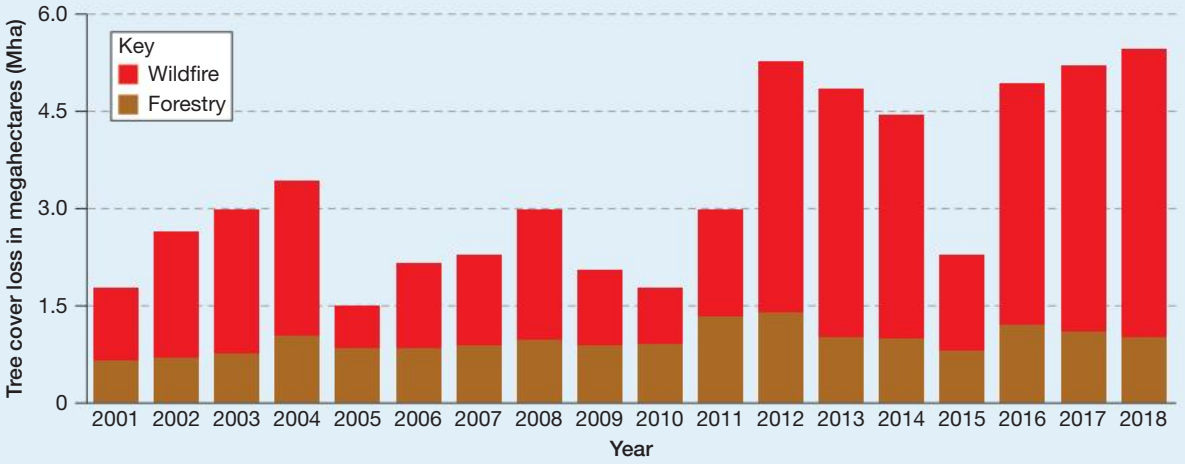


▲ **Figure 7.20** The endangered Siberian tiger. Only around 500 of these magnificent cats remain in the wild.

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ACTIVITY 7.7

Tree-cover loss in Russia 2001–18



▲ **Figure 7.21** Causes of tree-cover loss in Russia, 2001–18. Russia has 882 megahectares of tree cover, so a loss of 4.4 megahectares represents 0.5 per cent of the total.

1 **Describe** the general trend of tree-cover loss in Russia between 2001 and 2018. In your answer, ensure you use quantities to **explain** the trends you observe and **identify** anomalies.

2 **Describe** the trends related to the causes of tree-cover loss in Russia. **Identify** in which years those causes were most significant.

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 **Explain** 'latitude' and 'parallels of latitude'.

2 **Describe** the climatic conditions of locations where tropical forests grow.

3 **Explain** what is meant by aspect. How can this affect the types of forest growing in a landscape?

4 **Identify** the main types of trees found in taiga forests. **Identify** three animals that make their homes in these forests.

Interpret

5 **Explain** the relationship between latitude and the distribution of the different types of forests. Refer to specific examples in your answer.

6 **Explain** how a location's elevation affects the characteristics of forests. In your response refer to montane and tropical rainforests.

Argue

7 **Explain** what physical attribute of the environment varies with latitude and influences the climate zones found at different latitudes.

8 **Describe** and **explain** what geographical characteristics have the greatest influence on the distribution of the three main types of forests. **Justify** your answer.

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7.3 Human causes of forest landscape degradation and their effects

FOCUS QUESTION

How do humans impact forest landscapes?

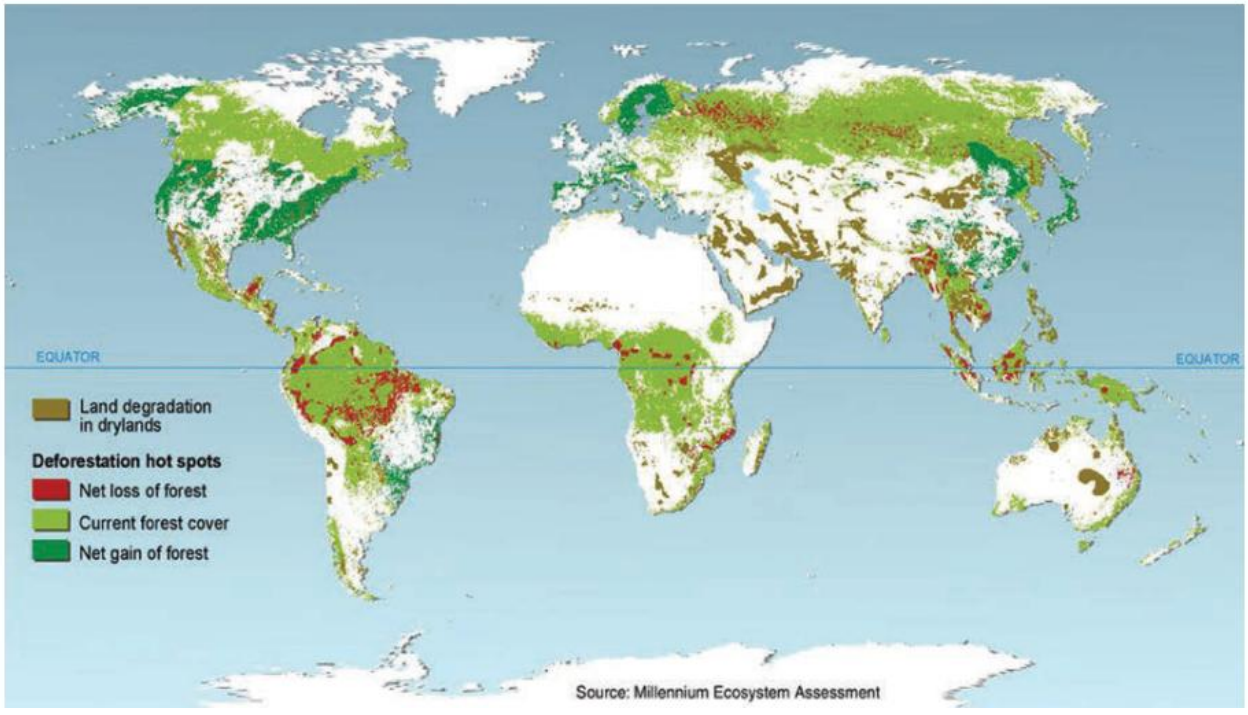
Forest landscapes have been used by humans throughout history, providing a source for food, medicines, timber, land and other resources, as well as a location for recreation. This interaction with people means that few of the world's forests are truly pristine – untouched in some way by humans. In many cases, human use has degraded forest landscapes, with the greatest impact being **deforestation**.

It is estimated that more than half of the world's original forest cover has been lost to deforestation. Between 2001 and 2018, 361 million hectares of tree cover was removed across the globe, with an area roughly four times the size of Tasmania lost each year. The main causes of this loss are conversion of the land for agriculture, in particular for grazing cattle, farming soy and palms for oil, and harvesting of timber for domestic consumption or export. Fire is also a significant cause, both natural bushfires and fires deliberately lit in order to clear the land.

deforestation the permanent clearing of a forest and use of the land for another purpose



▲ **Figure 7.23** Ginseng is a medicine used to lower cholesterol, and boost energy and immunity. It grows in the woodland of north and central America.



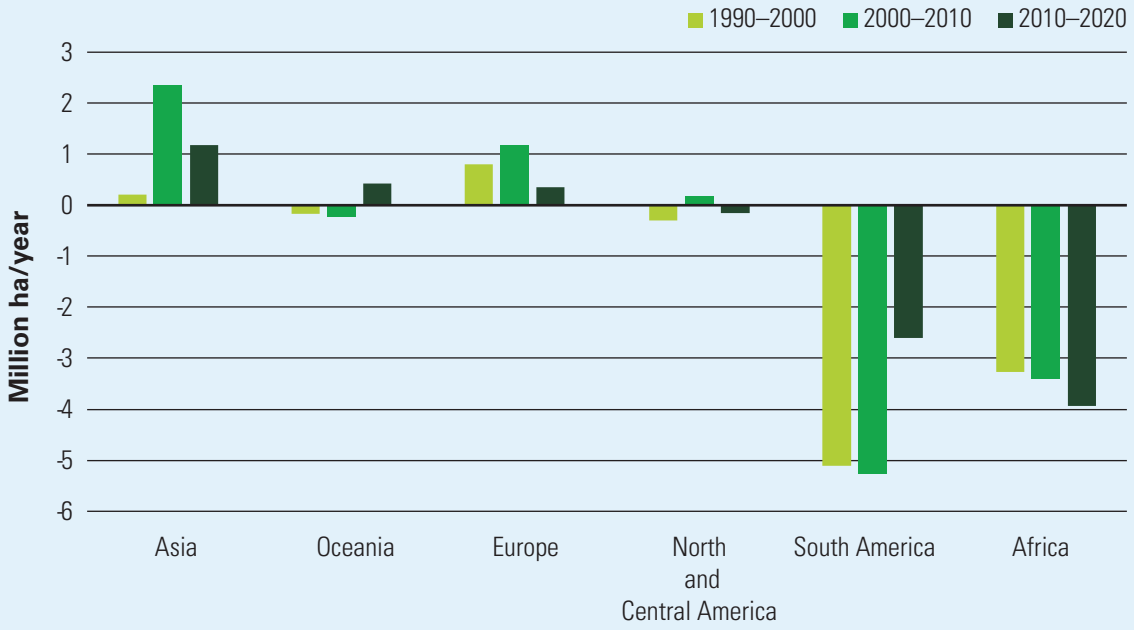
▲ **Figure 7.22** Changes in world forest cover, 1992–2012

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ACTIVITY 7.8

Check your understanding

1 **Identify** three major regions of the world with major net loss of forest (where more forest has been lost or destroyed than has been grown), using Figure 7.24.



▲ **Figure 7.24** Net forest area change by region in million hectares per year, 1990–2020
Source: Food and Agriculture Organization of the United Nations, 2020

2 **Describe** where net loss of forest was greatest in Australia and neighbouring countries between 1992 and 2012, using Figure 7.22.

3 **Determine** which continents saw the greatest net gain of forest between 1992 and 2012, using Figure 7.22. Suggest a reason why forest cover in an area might have increased.

4 **Use** Figures 7.22 and 7.24 to **compare** and **contrast** your observations for the period 1992–2012 with the net forest area change in 2010–2020.

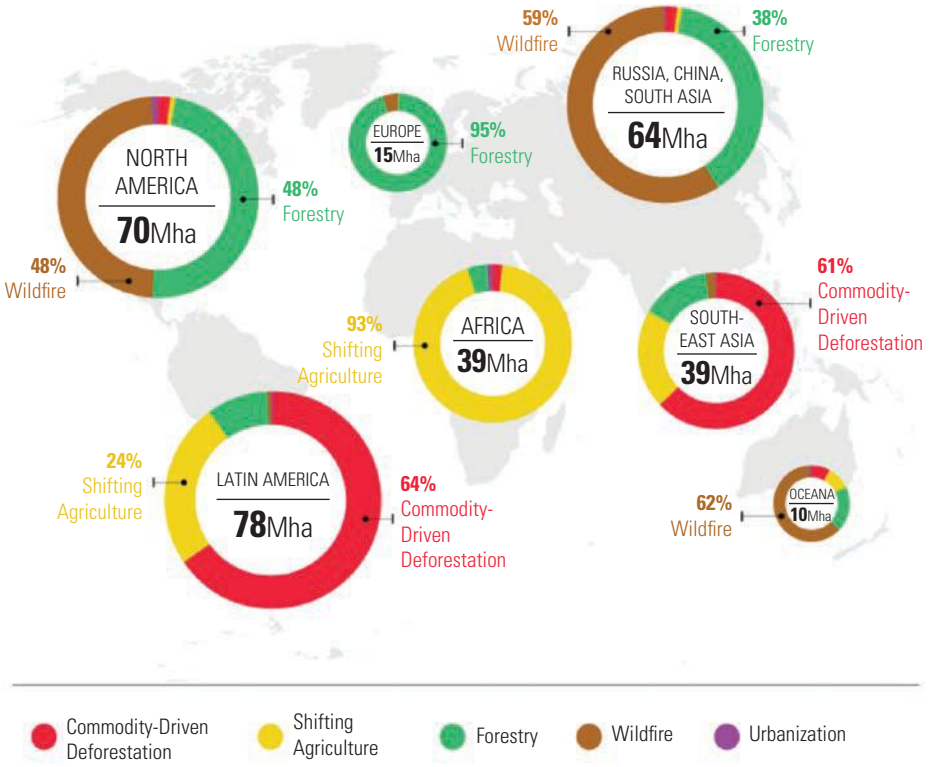
Where is deforestation most severe?

Between 1992 and 2012 the largest areas of forest loss were in the tropical rainforests of South America, South-East Asia and Africa, and Russia's taiga forest. The causes vary.

However, human impacts on forests ought to be considered since the invention of agriculture, and that goes back some 10 000 years. Figure 7.10 shows the zones in which each of the three types of forest would grow if there were no human impact on forests. These are a guide to original forest cover before large-scale farming and ranching. Figure 7.22 shows 2012 forest cover. As you can see, some parts of certain forest zones do not currently have forest cover. Compare the forest zones and current forest cover, and consider how much human impact there appears to have been on forests using this method.

It may be that in the last 20 years, countries such as Brazil and Indonesia have been catching up with what had already been taking place in Europe, China and India for centuries, if not millennia. Research shows, for example, that extensive forest clearing for farming and grazing started 5000 years ago in Great Britain, and by the time the Romans arrived in 55 BCE, in some areas half of the forests had gone.

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◄ **Figure 7.25** The different drivers of tree-cover loss around the world, 2001–15

Although the major cause of tree-cover loss in Australia is wildfire, deforestation is also a significant contributor, with 4.45 million hectares cleared between 2001 and 2018, an 11 per cent reduction in tree cover. The vast majority of this deforestation occurred in Queensland, where huge tracts of forest have been bulldozed to allow for cattle grazing and cropping. Other reasons for deforestation include urbanisation, using wood for building materials, and the economic benefits of exporting wood to other countries.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 7.2

Constructing bar graphs

To **construct** a simple bar graph, follow the steps below:

1. Select the set of information to be represented on the horizontal axis; this will be the quantifiable variable in the case of bar graphs. (Note that the axes are swapped if you are creating a column graph as in Figure 7.24.)
2. Select the variable to be plotted on the vertical axis. It is usually the non-quantifiable data; for example, the year, country or age group.
3. Decide on the width and spacing of the bars.
4. Draw the axes, ensuring they can accommodate the range of data to be graphed. Label each axis and give the graph a title.
5. Draw in the bars in pencil, making sure the value of each is accurately plotted.
6. Colour each bar and label if appropriate.

Use the data in Table 7.4 to complete the activity.

1. **Create** a bar graph using the information in Table 7.4.
2. **Describe** the pattern of change in land clearing from 2009 to 2017.
3. **Identify** in what year the rate of vegetation clearing was the highest in Queensland.
4. **Identify** between which two years the greatest increase in vegetation clearing occurred. **Calculate**, approximately, the increase in vegetation clearing between these two years.

TABLE 7.4 Vegetation clearing in Queensland

Year	Hectares
2009	83 000
2010	92 000
2011	155 000
2012	261 000
2013	295 000
2014	296 000
2015	390 000
2016	356 000
2017	392 000

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The impact of deforestation on both the natural environment and humans is significant. More than 80 per cent of terrestrial plant and animal species live in forests. Deforestation lessens biodiversity and threatens many species with extinction, including Sumatran tigers, orangutans and Victoria's leadbeater's possum. Around 750 million people also live in forests, including 60 million indigenous peoples, with a further 1.25 billion people reliant on forests for resources such food, water and energy, and for their livelihoods. Increasing rates of deforestation threatens the sustainability of these people's standard of living and quality of life.

Deforestation is also a major contributor to climate change. Trees absorb carbon through the process of photosynthesis, with the world's forests storing massive amounts of carbon. When forests are burned, stored carbon is released into the atmosphere, mainly as carbon dioxide. According to the Climate Council of Australia, the 2015–17 global loss of tropical forests contributed about 8–10 per cent of human emissions of carbon dioxide. However, this is a complex issue and any analysis has to look very carefully at exactly what the deforested areas are subsequently used for.

Interesting fact

While deforestation has dramatically reduced the size of the world's forests, reforestation – the regrowing of forests destroyed by deforestation – is also occurring. Countries such as Costa Rica, Germany and India have increased their forest coverage through combinations of tree planting and protecting existing forests. Since 1978 China has planted more than 66 billion trees to create the Great Green Wall, a 4500-kilometre forest barrier intended to stop the spread of the Gobi Desert. Perhaps the most unusual example of reforestation is in Ukraine, where forest and wildlife have reclaimed the towns and villages abandoned after the meltdown of the Chernobyl nuclear reactor in 1986.



▲ **Figure 7.26** Forest growing in the town of Pripyat, abandoned after the Chernobyl nuclear power station (in the background) went into meltdown

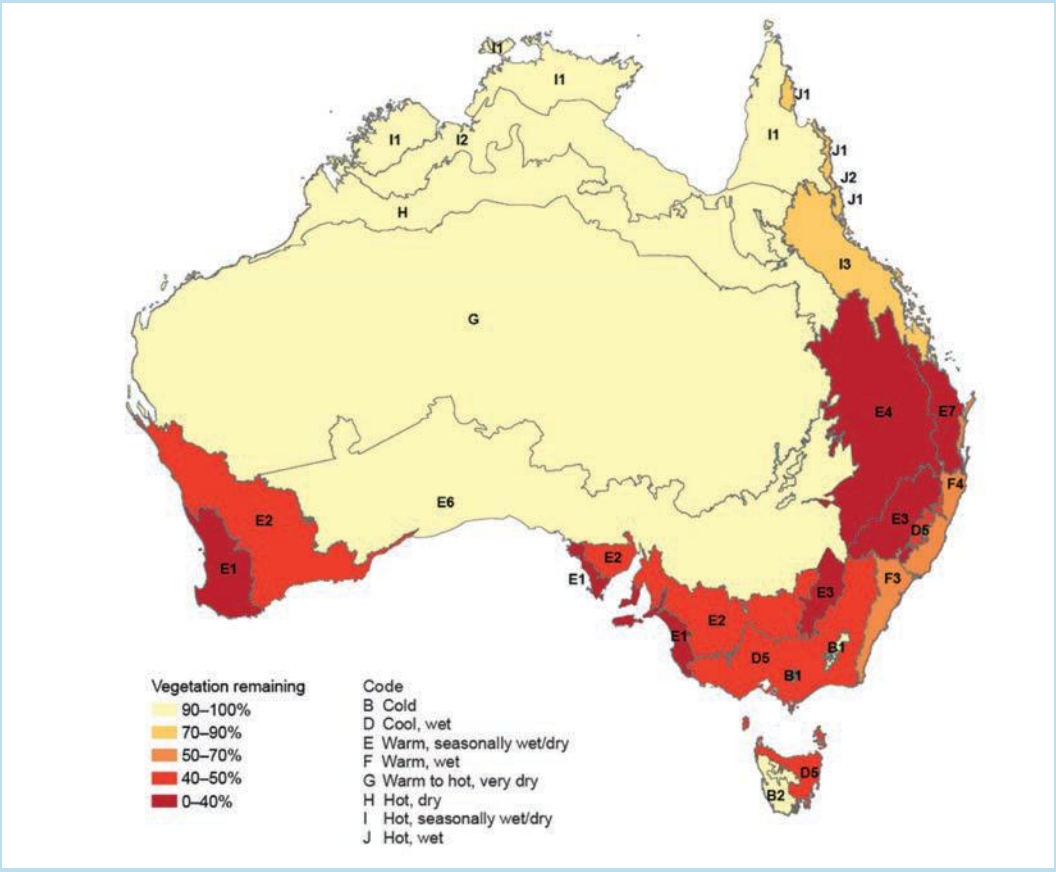
CASE STUDY 7.2

Queensland's disappearing Brigalow woodland

Deforestation in Australia, and particularly Queensland, has historically been so high that Queensland is now an infamous world leader in deforestation. Since European colonisation, farmers and successive governments have sought to clear the native vegetation in order to grow crops, graze cattle and sheep and build urban settlements. The Queensland Government even created laws that encouraged farmers to clear the Brigalow woodland for payment, with most of the deforestation occurring since the 1960s.

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▲ **Figure 7.27** This map displays the remaining vegetation after decades of deforestation throughout Australia. The map shows evidence of the heavy deforestation that has occurred mostly throughout Queensland with only 40 per cent of natural vegetation remaining, with similar numbers in New South Wales and Victoria. The pattern of deforestation follows the urban and agricultural areas that have required land to be cleared down the east coast and the urban areas of Western Australia. The code letters show the differing climates that also impact the growth of vegetation.

Source: The State of the Environment Report, 2016

Many of these laws have only recently been changed to stop the deforestation. Brigalow Acacia (*Acacia harpophylla*), see Figure 7.28, is a particular species of silvery wattle that covers a large area of Queensland stretching from Townsville down the east coast and inland regions to northern New South Wales. This area is known as the Brigalow Belt. The canopy of the Brigalow is usually 10–15 metres in height. Other dominant tree species that may occur with the Brigalow include Belah, Gidgee, Lancewood or Bendee. The area is also home to native grasses and shrubs that create a special ecosystem for many native animals. Today, however, there is only a small remnant of Brigalow left in a few national parks.



▲ **Figure 7.28** The dominant tree species, Brigalow Acacia, gives its name to the type of bushland that once covered Queensland's east coast.

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Along with this almost total destruction of native bushland vegetation comes the loss of many native species of animals. Of the animal species that once occupied the Brigalow Belt, several are now totally extinct. These include the paradise parrot, white-footed rabbit-rat, brush-tailed bettong and the Darling Downs hopping-mouse. A number of other animal species are now regionally extinct, for example the bilby, eastern quoll and long-nosed bandicoot.



▲ **Figure 7.29** An aerial photo of land cleared in the Mary River Valley in South East Queensland, once the home of the gastric brooding frog, which has been extinct since the 1980s



▲ **Figure 7.30** Brigalow with Belah and a diverse shrub layer at Barakula in southern Queensland

For more information, search for 'Brigalow Belt Forests in Queensland' on the Australian Government Department of Agriculture, Water and the Environment website.

CASE STUDY 7.3

Palm oil: the loss of forests around the world

Palm oil has been used by humans for thousands of years, with evidence of it being used by the Ancient Egyptians. Today palm oil is the major cause of deforestation in South-East Asia and around the world. The oil palm tree produces fruits that contain very high levels of oil within the fruit flesh and the seed kernel inside.





◄ **Figure 7.31** Oil palm trees in Malaysia and an oil palm stem with its fruits

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It is this oil that has become heavily sought after and used in everything from food additives and cosmetics to biodiesel oil for machinery. Most people are not aware that the products they use or eat contain this cheap palm oil. Over the past 60 years the world's demand for palm oil has increased to 74 million tonnes annually, and is expected to double by 2050. Indonesia and Malaysia are the first and second largest producers of palm oil. Other large producer countries include Thailand, Nigeria, Columbia and Ecuador. Over the past 60 years, up to 60 per cent of the equatorial rainforests in Malaysia and Indonesia have been cleared to plant the oil palm for commercial use.



▲ **Figure 7.32** Cleared forest for palm oil plantation on the left and natural rainforest on the right

There are both positive and negative impacts of the palm oil industry. Social impacts are often positive and relate directly to economic outcomes. There are more jobs and the country's economy is supported by benefits from exports of the product.

However, the environmental impacts are disastrous. The rainforest destruction has caused many plants and animals to become extinct or endangered due to destruction of habitat – most notably, the orangutan, native to the island of Borneo. There is now very little natural habitat for these beautiful creatures to survive.



▲ **Figure 7.33** Orangutans have become endangered as their rainforest habitat is destroyed to make way for palm oil plantations. They are one of many species becoming endangered or are now extinct due to deforestation on the island of Borneo.

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DEVELOPING YOUR UNDERSTANDING 7.3

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 term 'deforestation'.
2 **Identify** two causes of deforestation.
3 **Identify** four different human uses of forests.
4 **Describe** the main way in which deforestation contributes to emissions of carbon dioxide.

Interpret

5 Use Figures 7.10 and 7.22 to answer these questions.
   a **Identify** the two types of forest you think have had the greatest net loss of forest.
   b **Identify** the forest zone you think has had the greatest net gain of forest.
6 Figure 7.10 shows the zones in which each of the three types of forests would grow if there were no human impact on forests. Figure 7.22 shows the 2012 levels of forest cover. Some parts of certain forest zones do not currently have forest cover. **Compare** the forest zones and 2012 levels of forest cover for these countries or regions, and **describe** how much human impact there appears to have been on forests in:
   a Europe
   b the United States
   c Australia
   d Brazil.
7 **Identify** where most of the deforestation in Australia occurred in 1992–2012, as shown by Figure 7.22. **Determine** why you think this might be.

Argue

8 **Explain** what is meant by reforestation. Include two examples of reforestation in your answer. Despite the massive reforestation projects taking place in different countries, why do you think the overall level of the world's forest cover continues to decrease?

▼ **Figure 7.34** A palm oil plantation in Indonesia, grown on deforested land



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7.4 The significance of forest landscapes and landforms for different peoples

FOCUS QUESTION

Why are forest landscapes significant for different peoples?

Forest landscapes are special places that have significance for different peoples in many ways. We have seen that forests are home to millions of people and relied upon as a resource by a billion more. This section describes some of the other ways that forests are significant for different peoples.

Spiritual

The age, beauty and mystery of forests mean they have long formed a part of the spiritual and religious beliefs of many different peoples. In Japan's Shinto religion, the sakaki tree is considered sacred and is planted at shrines to separate the sacred areas from the outside world. The **shamans** of Peru's Shipibo people use ingredients from the Amazon forest to create hallucinogenic potions used in their spiritual ceremonies. The shamans' knowledge of the forest's plants and their healing properties is so extensive it has been used by scientists and pharmaceutical companies to help identify and create new medicines.

In Australia, forests and trees are central to the lives and beliefs of many First Nations Peoples. In Far North Queensland, there are 18 rainforest Aboriginal Peoples, including the Kuku Yalanji, whose traditional lands cover the wet tropical rainforest stretching south from Cooktown to Port Douglas. The Kuku Yalanji have an intimate understanding of the rainforest passed down the generations for thousands of years through their oral culture.

In Victoria, the significance of trees for the Djab Wurrung people has resulted in an ongoing blockade of roadworks on the Western Highway to prevent the removal of 260 sacred trees, including an 800-year-old 'birthing tree'.

shaman a person thought to have special abilities such as healing, seeing the future and speaking with good and evil spirits

Tragically in October 2020, the Victorian government felled a 350-year-old Djab Wurrung Directions Tree, which was sacred to the Djab Wurrung people, to make way for a highway. The destruction of these sacred trees has been likened to the desecration of a church, and protesters continue to fight to protect the remaining revered trees in the area.



▲ **Figure 7.35** Aboriginal Peoples in the wet tropics of northern Queensland

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▲ **Figure 7.36** Some trees, such as the Djab Wurrung tree shown on the left, are up to 800 years old and have been used for approximately 50 generations as a place for Aboriginal women to give birth. In October 2020, in Victoria, state authorities cut down the Djab Wurrung Directions Tree (on the right) to clear land for a highway, despite protests from Djab Wurrung activists. And in August 2021, a 700-year-old red gum birthing tree was set on fire, devastating the Dja Dja Wurrung community and prompting police investigation.



▲ **Figure 7.37** A Shipibo shaman taking part in ceremonial drinking of the hallucinogenic brew *ayahuasca*, made using ingredients from the forest

Culture

Forest landscapes, both real and imagined, have long featured in art and popular culture. Many works of fiction are set in or feature forests, including the '100 Aker Wood' in *Winnie the Pooh*, inspired by the Ashdown Forest in England's East Sussex; the Forbidden Forest in the *Harry Potter* books; and the many mythical forests in Tolkien's *Lord of the Rings*. The film *Avatar* featured the fantastical forest planet of Pandora, while in *Apocalypse Now* the main character journeys deep into the jungle of South-East Asia's tropical rainforest.

Many painters have attempted to capture the beauty of forest landscapes. In Australia, images of the Australian bush were represented in works by the Austrian artist Eugene von Guerard between 1852 and 1882, and later in the nineteenth and early twentieth centuries by the impressionist artists of the Heidelberg School, such as Tom Roberts and Frederick McCubbin. Forests have even featured in computer games, including the Redwood map in *Call of Duty* and the different forest biomes in *Minecraft*.



▲ **Figure 7.38** Frederick McCubbin's *Down on His Luck*, painted in 1889. A visual story of an Australian pioneer making a life in the rugged bushland.

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ACTIVITY 7.9

Reflection activity

Write a paragraph about a forest that is important to you. You could choose a forest you have been to, or one that you have seen in a film, painting, on TV or in a book.

In your paragraph you should:

- **Describe** the forest
- **Explain** why it is important to you
- **Identify** the sense of place you have when you think about this forest.

DEVELOPING YOUR UNDERSTANDING 7.4

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 sacred tree in the Shinto religion. How is it used in Shinto shrines?

2 **Identify** how many rainforest Aboriginal Peoples there are in Far North Queensland. Name one of the groups and **describe** the location of their traditional lands.

3 **Identify** the Australian school of impressionist artists, including Tom Roberts.

Interpret

4 **Describe** how the shamans in Peru use the forest.

5 Refer to McCubbin's painting *Down on His Luck* (Figure 7.38).

- **a** **Describe** the forest shown in the painting.
- **b** **Decide** whether you think it is a tropical, temperate or boreal forest. **Justify** your choice.
- **c** **Explain** how the human shown in the painting has impacted the forest landscape.



▲ **Figure 7.39** A Yirrganydji woman explains how Aboriginal Peoples use the fruit and seeds found in the rainforests of Queensland's tropical north.

Argue

6 Research the Djab Wurrung's attempts to block the removal of sacred trees along the Western Highway. Have they been successful or has the road been built? Should the significance of trees to Aboriginal Peoples prevent their removal for road projects like this? **Explain** your answer.

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End-of-chapter assessment 7

1 Key terms and names

For each key term or name from the chapter, **explain** its significance in a sentence.

- Wollemi pine
- Tropical rainforest
- Hyperion
- Latitude
- Taiga
- Deforestation
- Climate change
- Shaman
- Djab Wurrung



▲ **Figure 7.40** The Daintree Rainforest is a unique rainforest landscape.

2 Follow the flow of main ideas

What ideas have you learned about forest landforms and landscapes? Copy and complete the diagram below. **Explain** in a few points what each topic means for understanding landforms and landscapes. (The first one has been done for you.)

Types of forest landscapes and their distinctive features	• A forest is a landscape dominated by trees. • The main types of forests are tropical, temperate and boreal. • Evergreen trees keep their leaves year-round, while deciduous trees drop their leaves in the cold season. • Broadleaf trees have flat wide leaves and can be evergreen or deciduous; coniferous trees have needle-like leaves and are evergreen. • The four layers in a forest are emergent, canopy, understorey and forest floor.
Iconic forest landscapes	
Latitude	
Deforestation	
Significance of forest landscapes	

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3 Making thinking visible

I used to think …, now I understand …

In this visible thinking routine, track the difference between what you knew about forest landscapes before starting this unit, and what new understandings you have acquired since doing this unit.

Using these stem sentences, write a paragraph to **explain** what you previously knew about forest landscapes and another paragraph to **explain** what you now understand about the topic.

1A I used to think that forest landscapes were …
1B Now I understand that forest landscapes are …

2A I used to think that deciduous trees were …
2B Now I understand that deciduous trees are …

3A I used to think that deforestation was …
3B Now I understand that deforestation is …

4A I used to think humans used forest landscapes for …
4B Now I understand that humans use forest landscapes for …

5A I used to think that forests were significant to humans because …
5B Now I understand that forests are significant to humans because …

4 Research task

Use the internet to **identify** one famous forest. Research your choice to discover:

- The location (absolute and relative and at different scales) shown on a map
- Identification and description of the type of forest
- An annotated display showing the types of flora/fauna found at the different levels in the forest
- A description of one animal, insect or fungi that is unique to the forest environment
- The significance of the forest for humans and the impact of humans on the forest
- Any other interesting facts, information or stories related to the forest.

Present your research digitally or as a poster or brochure. Include at least one map and other pictures, illustrations or diagrams.

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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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

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

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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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