

The historian's toolkit

History is the study of the past. Historians are interested in all aspects of the past and seek to piece together accurate pictures of what life was like in days gone by. They also look for patterns – what has remained the same, what has changed, and why.

Historians are time detectives; they follow a process of **historical inquiry** in order to better understand the past. They ask questions, form opinions and theories, locate and analyse **sources**, and use **evidence** from these sources to develop an informed explanation about the past. Oral accounts, documents, **artefacts** and **archaeological** finds form the basis of research and investigation in History.

Historians are curious. They investigate events and want to know more about them. For example, by developing a range of hypotheses and analysing a range of sources relating to the African slave trade between 1750 and 1915, historians have been able to:

- understand the historical, social and **economic** factors that led to the start of the slave trade
- gain an appreciation of the experiences of **African** people who were forcibly removed from their homelands and transported
- explore the attitudes of **European and American** slave owners, the **general** public and anti-slavery campaigners
- understand the **economic** significance of the slave trade
- explore the events that led to the abolition of **slavery** in Britain and the **United States**
- identify the long-term impacts of slavery on people of African descent living all over the world today.

Important historical events, such as the African slave trade, provide historians with the opportunity to actively investigate the way in which new ideas and technological developments influenced the making of the modern world. Welcome to the wonderful world of History!



HT.1

Concepts for historical understanding



Source HT.1 An engraving from 1856 showing a slave auction in the city of Charleston, South Carolina, USA

HT.2

Historical skills

HT.3

Careers in history

HT.1 Concepts for historical understanding

Historians use seven concepts to help them investigate and understand the past. At times you will use several of these concepts at once; at other times you may focus on just one. As you learn to apply each concept, you will begin to think like a historian. The seven key concepts in History are:

- perspectives
- continuity and change
- cause and effect
- evidence
- empathy
- significance
- contestability.

Perspectives

The concept of **perspectives** is an important part of any historical inquiry. A person's perspective is their point of view – the position from which they see and understand events going on in the world around them. People often have different points of view (or perspectives) about particular events, historical figures, civilisations or artefacts depending on their age, gender, social position and their beliefs and values. Just like anyone else, historians have **perspectives**, which can influence their interpretation of the past and the way in which they write about it. Regardless of their own perspectives (and what they may think about something personally), historians **must** try to understand the different values and beliefs that shaped and affected the lives of people who lived in the past.

For example, the period from 1750 to 1914 was a time when the European powers competed with each other to expand their territory and influence around the world by acquiring colonies. This was known as **imperialism**. The European powers spread their reach over Asia, Oceania and Africa, desperate to get hold of the valuable natural resources found in these countries. By the beginning of the 20th century, most of Asia and Africa was ruled by foreign powers.

European **colonies** were forced to adopt the laws, languages, customs and religions of their imperial masters. Over time, Europeans also shared new technologies with their colonies. They established roads, railways and communication networks, modernising many of these nations.



Source HT.2 By the beginning of the 20th century, the British Empire covered one-quarter of the world's total land mass and ruled over around one-fifth of the world's total population. For these reasons it became known as the 'empire on which the sun never sets'.

From the perspective of most Europeans at the time, the Indigenous cultures of Asia, Oceania and Africa were inferior. They saw it as their right and duty to bring European culture and belief systems to the 'backward' societies they colonised.

From the perspective of the Indigenous populations in these regions, the arrival of Europeans was seen as an invasion of their lands that resulted in the devastation of their traditional ways of life. In the worst instances, as with Belgian rule in the Congo, the Indigenous population was subjected to a brutal, violent rule with a great loss of life.

Continuity and change

Historians recognise that over time some things stay the same, while others change. This concept is referred to as **continuity and change**. Examples of continuity and change can be seen across every civilisation at any given period of time.

Historians refer to aspects of the past that have remained the same over time as continuities. Aspects of the past that do not stay the same are referred to as changes. Change can occur within a certain civilisation or specific time period, but also across different civilisations and time periods.

Many aspects of history influence how we act and live today. For example, during the **Industrial Revolution**, a number of companies began producing products that have now become household names all around the world. One of these brands is Coca-Cola. This syrupy, carbonated cola drink made to a secret recipe was first produced by a pharmacist named Dr John S Pemberton in the United States' city of Atlanta. The Coca-Cola logo (see Source HT.3) has been used in a distinctly recognisable form since 1885. This is an example of historical continuity.

However, Coca-Cola also provides many examples of historical change:

- During the first year, sales averaged a modest nine servings per day in Atlanta. Today, daily servings of Coca-Cola beverages are estimated at 1.8 billion globally.
- The first servings of Coca-Cola were sold for 5 cents per glass, whereas today a can of Coke generally retails for around two dollars.
- In the early years, Coca-Cola also contained cocaine from coca leaves. When cocaine became a restricted drug in the United States, the coca leaves used in the recipe were changed to be cocaine free.
- In 1985, the company introduced a new formula and branded it 'new Coke', but a consumer backlash forced a return to the traditional recipe.
- Recent awareness about the dangers of a high consumption of sugar has seen the introduction and success of sugar-free options such as Diet-Coke and Coke Zero.



Source HT.3 A Coca-Cola delivery driver and his truck, New Orleans, 1929.



Source HT.4 This restaurant in Chad is painted in Coca-Cola's colours. Coca-Cola today is sold in more than 200 countries and is one of the world's most recognisable brands.

Cause and effect

The concept of **cause and effect** is used by historians to identify chains of events and developments, both in the short term and in the long term. Cause and effect aims to identify, examine and analyse the reasons why events have occurred and the resulting consequences or outcomes. It helps to think of cause and effect as the 'why' and 'what' of history.

Sometimes the link between cause and effect is very clear. For example, heavy rain over many weeks (cause) leads to flooding and the destruction of crops (effect). However, often this link is not quite so obvious. Generally, there are many causes (reasons) that lead to an event or action. There can also be many effects (outcomes). Sometimes the effects are simple to identify, while in other cases they are more difficult to predict and may not even become obvious until long after the event.

When Edward Hargraves found gold near Bathurst in New South Wales in 1851, it was the first gold to be found in the region. The find quickly triggered the first Australian gold rush. The chance to strike it rich was irresistible for thousands of people who flocked to the goldfields in New South Wales and Victoria from around Australia and overseas. In the 10 years after the first discovery of gold (cause), the population of

Australia more than doubled from 405 400 to 1 145 600 (effect).

The discovery of gold and the subsequent gold rushes in New South Wales and Victoria resulted in a range of effects – some short term, others long term. Short-term effects included:

- the arrival of large numbers of **immigrants** from Britain, Germany, Poland, the United States and China
- further **dispossession** of Indigenous people from their land
- discrimination and violence against Chinese miners on the goldfields
- unsanitary conditions in the gold camps leading to outbreaks of dysentery and typhoid
- establishment of **businesses** such as shops, traders and transporters to support the gold miners.

Long-term effects included:

- huge increases in the amounts of money flowing into the economies of New South Wales and Victoria through taxes and increased spending
- a growth in overseas trade
- improvements in infrastructure including the construction of grand public buildings, roads, train and tram networks, and sewerage systems as well as the creation of schools, churches, libraries and other community amenities.



Source HT.5 The Australian gold rushes of the mid-1800s brought people and wealth to Australia and led to a period of growth and expansion, as these illustrations of Melbourne in 1860 show.

Evidence

Evidence is the information gathered from historical sources. The concept of evidence is an essential part of historical inquiry. Evidence can come from many different sources; for example, interviews and accounts from people who lived at the time, letters, diaries, films, maps, newspapers, buildings, paintings, photographs, song lyrics, nursery rhymes, clothing, photographs and even cartoons. But how do we use these sources to piece together the story of the past? We can make an educated guess (called a **hypothesis**) and then look for evidence to support it.

Evidence can be gathered from two types of sources:

- **primary sources** – objects created or written at the time being investigated, for example during an event or very soon after. Examples of primary sources include: official documents, such as laws and treaties; personal documents, such as diaries and letters; photographs or films; and documentaries. These original, firsthand accounts are analysed by historians to answer questions about the past.
- **secondary sources** – accounts about the past that were created after the time being investigated and which often use or refer to primary sources and present a particular interpretation. Examples of secondary sources include writings of historians, encyclopaedia entries, documentaries, history textbooks, films, illustrations, reconstructions and websites.

Historians do not always agree on evidence, even when it is coming from the same source. They often have different opinions or points of view. This is why historians are constantly searching for new sources of evidence. They need to use a range of different sources to help them gain a more complete picture of the past.



Source HT.6 This photograph taken in 1915 shows Australian troops charging a Turkish trench during the final days of the Gallipoli campaign. The photograph clearly shows the rocky terrain of the Gallipoli Peninsula and is an example of a primary source. War photography became a part of warfare at all levels for the first time during World War I. As well as documenting military offensives, photographs were used for surveying and mapping territory and for propaganda campaigns. Photographs were not only taken by military photographers, they were also taken by ordinary soldiers in order to document their personal experiences.



Source HT.7 This still from the 1981 feature film *Gallipoli* starring Mel Gibson shows Australian soldiers in battle during the Gallipoli campaign. The movie recreates the experiences of a number of Australian soldiers who fought as part of the ANZAC forces. It is an example of a secondary source.

Empathy

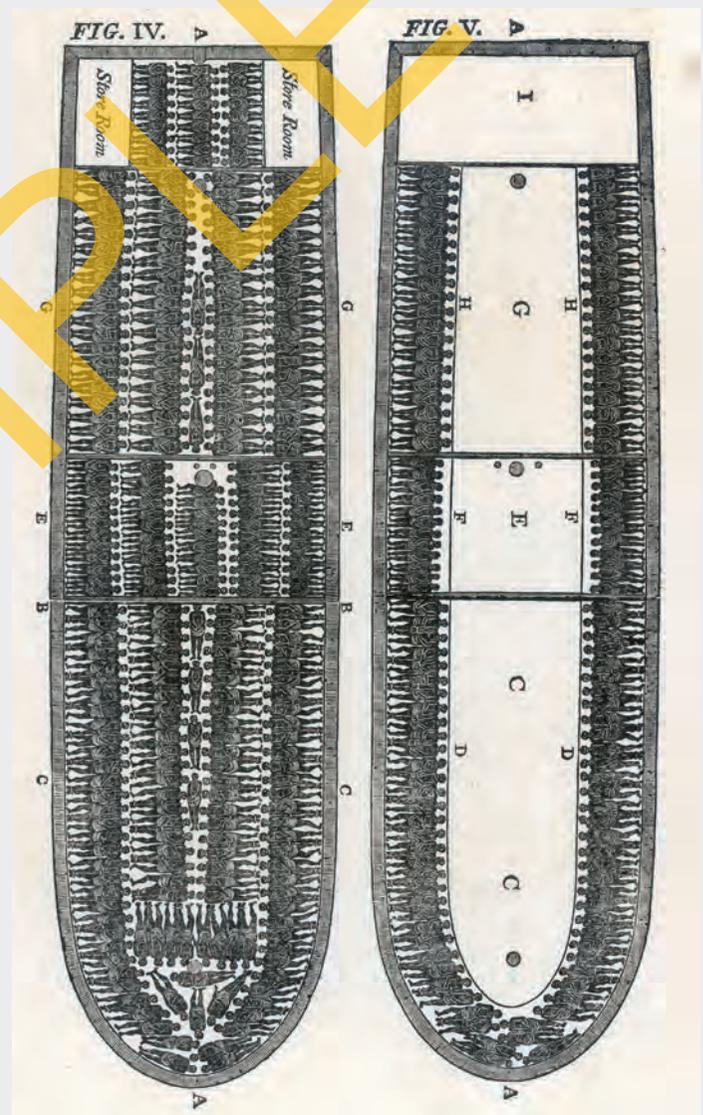
The concept of **empathy** helps us to understand the impact of past events on particular individuals or groups. This includes an appreciation of the circumstances they faced and the motivations, values and attitudes behind their actions. Put another way, empathy is the ability to ‘walk in someone else’s shoes’ – to be aware of and sensitive to their feelings, thoughts and experiences.

Empathising brings history to life. It connects us as human beings regardless of how much time has passed. For example, by the beginning of the 18th century the slave trade was well established in many parts of the world. It is estimated that up to 12 million African people may have been shipped to the Americas as slaves. After capture, slaves were packed into ships for transportation to the Americas. Slave ships were extremely crowded and conditions were inhumane (see Source HT.8). Slaves were kept below decks for most of the long journey in dark and filthy conditions with no ventilation. They were kept chained and were given no medical assistance if they fell ill. From a modern perspective, it is easy to view this treatment of other human beings as barbaric and **wrong**, and to feel empathy for those slaves who suffered as a result of this treatment. Slavery was outlawed in most countries around the world in the 1800s and since this time, the vast majority of people have come to **think** of slavery as cruel and unacceptable. However, this has **not** always been the case.

For historians, applying the concept of empathy during a historical inquiry into the slave trade encourages them **not to** judge events and people by modern standards. It requires an appreciation of the social norms of the **period** in order to better understand people’s motives and actions. Although it may be difficult, a reasoned inquiry means you also need to empathise with slave owners and traders. The slave owners truly believed that they were doing nothing wrong – even George Washington, the first President of the United States, was a slave owner. African slaves were believed to be inferior to white men in intellect, in fact they were considered to be childlike, but to be physically stronger than white men and well suited to the heat. It was considered the ‘natural order’ for

the slaves to be ‘looked after’ by their owners. Some Christian teachings at the time also supported this view, as did theories such as **social Darwinism**. In addition to these factors, owning slaves was legal. As a result of these factors, slavery was common across the Caribbean and Southern American states, where there were severe labour shortages. Without slaves, the landowners would not have been able to produce their crops of cotton and sugar that were in demand in Europe.

Although empathy does not excuse the actions of people in the past, it **does** allow us to understand them better.



Source HT.8 A plan of the British slave ship *Brookes* in 1789. This shows it carrying 454 slaves, ‘tightly packed’, after the Slave Trade Regulation Act of 1788 which was introduced to improve conditions on slave ships. Before the Act, the *Brookes* carried between 609 and 740 slaves.

Significance

The concept of **significance** relates to the importance assigned to aspects of the past. This includes people, events, developments, discoveries, movements and historical sites. History is full of so many important events, significant people and interesting places that we could never study all of them. Instead, we need to make a judgement about which of these is worthy of study. In order to determine if a person, event, development, discovery, movement or site is historically significant, historians may ask the following questions:

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

For example, the **French Revolution** has been said to have laid the groundwork for the birth of the modern world across Europe. Why would a revolution affecting a single country be considered so significant? The French Revolution took place in 1789, starting with the demand for a government under the king that was more representative of the people. It ended with the king being executed, along with many members of the **aristocracy**. The political and social ideals of the French Revolution went on to inspire many other developments around the world. Some legacies of the French Revolution that are still significant today include:

- the introduction of a representative government in France guided by the understanding that rulers could only govern with the consent of the people
- the introduction of the **separation of powers** between three arms of government – an executive, legislative and judicial branch



Source HT.9 The Declaration of the Rights of Man and of the Citizen, 1789.

- the creation of the Declaration of the Rights of Man and of the Citizen (see Source HT.9); a fundamental document in the history of human rights around the world based on the idea that all citizens should have equal rights and opportunities in society
- the realisation that royal power and the 'right to rule' in many countries across Europe could no longer be taken for granted
- the democratisation of rule in different countries across Europe and the establishment of many representative democracies around the world.

Contestability

The concept of **contestability** relates to explanations or interpretations of past events that are open to debate. Historians around the world often have access to very different sources. Artefacts, such as jewellery and weapons, may have been damaged, or artworks may be incomplete. Written records may contain errors, or might have been changed after they were written. Some records may even have been completely destroyed. This can lead historians to draw different conclusions about what they are seeing. Even historians studying the same sources can sometimes come to very different conclusions about what the evidence is telling them. This is one of the exciting things about history – it is open to debate. There is often no right answer, and historians are always seeking a more complete understanding of the past.

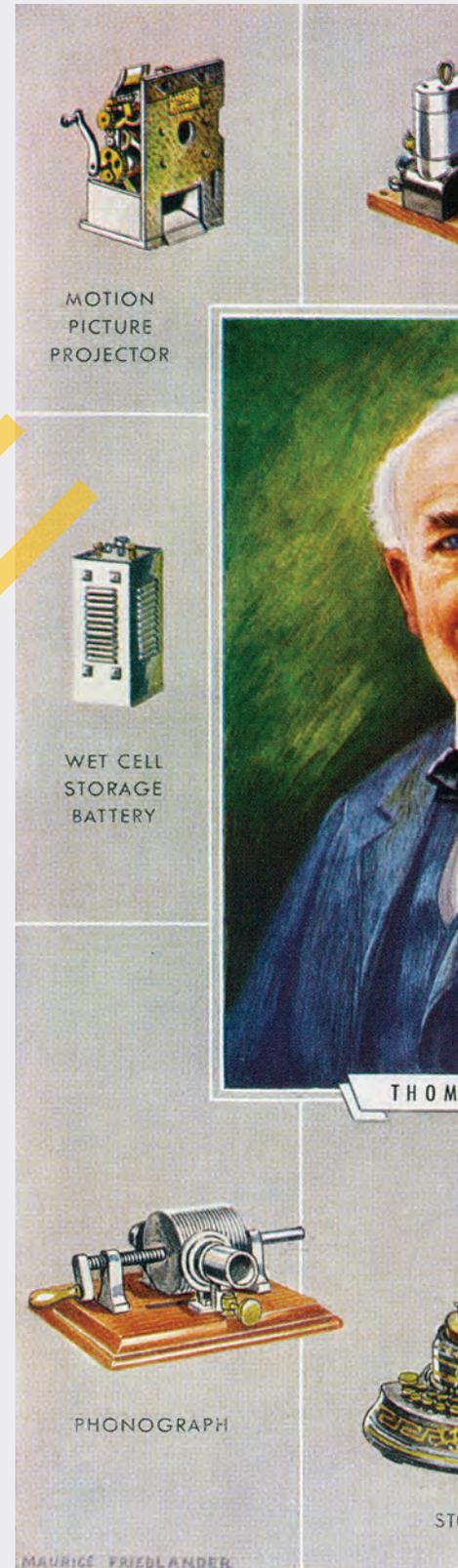
The Industrial Revolution was a time of great change. In a short amount of time, new inventions and innovations brought about huge changes to the way people worked, lived, communicated and travelled. For example, the invention of the telephone revolutionised the way in which people communicated all around the world. Scottish-born inventor Alexander Graham Bell has long been credited with inventing the telephone. Certainly, he was the first to patent it in the USA, in 1886, after conceptualising and developing a version of the telephone (see Source HT.10). However, many historians contest this belief.

Other inventors were also working on similar inventions at the same time as Alexander Graham Bell. Among them were Antonio Meucci, Innocenzo Manzetti and Thomas Edison (see Source HT.11). Many historians credit these inventors with the development of the first voice communication apparatuses. Unfortunately, it is difficult to prove who was first because many of the electronic components that would eventually become part the telephone were being developed separately around the world by many different people at the same time.

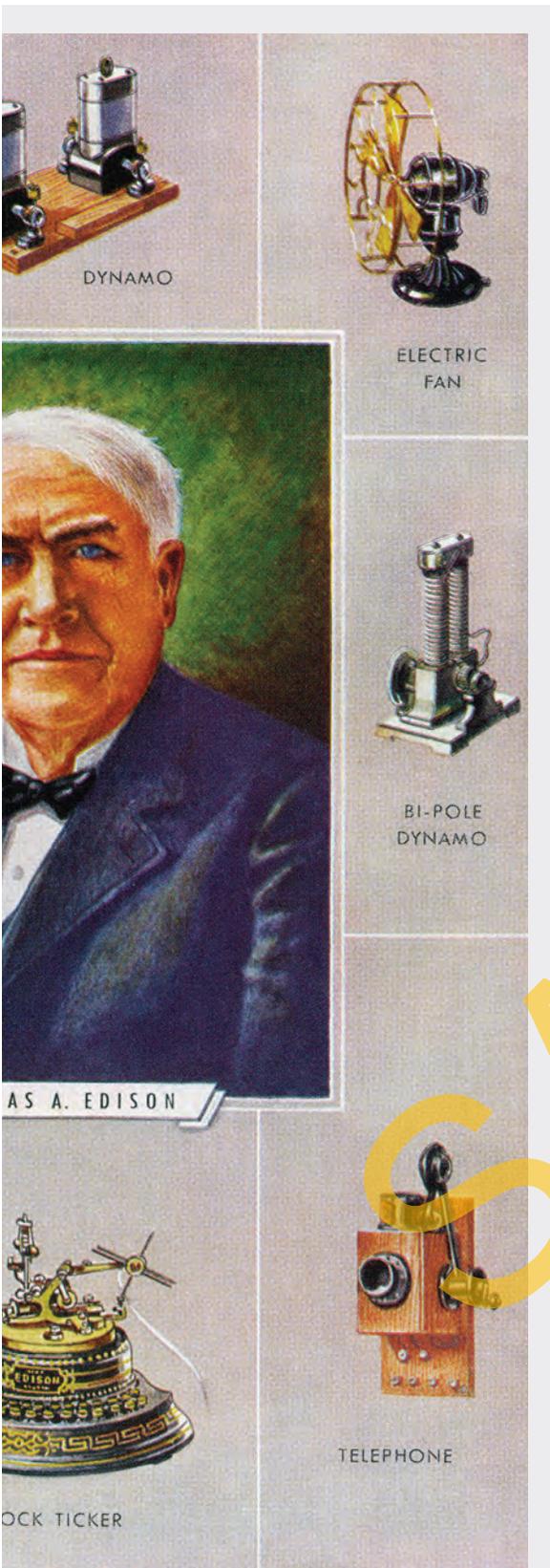
For this reason, the inventor of the telephone will always be contested by historians. One thing that cannot be contested is the fact that no single person was solely responsible for the invention.



Source HT.10 An artist's impression of Alexander Graham Bell making the first telephone call between New York and Chicago, 18 October 1892



Source HT.11 An illustration from the 1940s showing an image of Thomas Edison surrounded by his inventions – including the telephone.



Check your learning HT.1

Remember and understand

- 1 What is the difference between a primary and secondary source? Give an example of each type of source.
- 2 The red-and-white logo of Coca-Cola (and its distinctive font) has been around since 1885. Which historical concept is this an example of?
- 3 Which historical concept would be most helpful to historians attempting to understand the factors that allowed the slave trade to continue for so long?
- 4 The Industrial Revolution was a time of great invention. Why is it sometimes difficult to credit only one person with a particular invention? When historians disagree about particular events and facts, which historical concept is this an example of?

Apply and analyse

- 5 Look again at the types of questions historians ask to decide if events, discoveries, people or sites are historically significant. For example:
 - How important was it to people who lived at that time?
 - How many people were affected by it?
 - To what degree were people's lives affected by it?
 - How widespread and long-lasting were its effects?
 - Can its effects still be felt today?
 - a Use each of these questions to determine the historical significance of the following:
 - i the French Revolution
 - ii the discovery of gold in Australia
 - iii the making of the film *Gallipoli*
 - iv the introduction of a new formulation of Coca-Cola in 1985 (marketed as 'new Coke').
 - b Discuss your responses as a class. Did you all draw the same conclusions?
- 6 Examine Source HT.2 showing the extent of the British Empire at the start of the 20th century.
 - a What motivated countries such as Britain to form empires? What perspective did the British adopt towards the people and places they colonised?
 - b Why is the historical concept of perspectives useful when conducting a historical inquiry into imperialism?

Evaluate and create

- 7 Directors and production staff on historical feature films like *Gallipoli* invest a lot of time and money to achieve a high level of historical accuracy in the settings and costumes they use. Despite this, many of these films also tend to reflect a modern view of the event and the people involved. Think of a historical film you have seen and assess its usefulness as a historical source.
- 8 Create a flow chart to show the causes and effects (both short-term and long-term) of the gold rushes on Australian society.
- 9 Using a selection of new images and examples, create a poster or audiovisual display that briefly explains all seven of the historical concepts discussed in this section.

HT.2 Historical skills

History has been described as the study of ‘who we are and why we are the way we are’. Historians examine the past and try to explain what they find. Like detectives at the scene of a crime, they follow a process of historical inquiry – they pose questions, locate and analyse sources, use evidence from these sources to develop an informed explanation about the past, and then communicate their findings.

To conduct a historical inquiry, historians need a range of skills. By studying history you will gradually master each of these skills. Some of them you will find easy to master, others may take a little longer. As you develop each new skill you will have gained another important tool for understanding and explaining events and people that have shaped our world.

You will now be familiar with many of these skills from your studies in junior History. This year you will revisit each of the skills and learn to apply them more effectively. Each of the skills you will be learning are organised into five broad categories (see Source HT.12). Each category represents the stages of a historical inquiry and contains a number of more specific skills that you will be practising.

It might help you to think of each of these skills as individual tools in your toolkit. For some historical inquiries, you may only need to use one tool; for others, you may need to all of them.

Source HT.12 The five categories of skills used in a historical inquiry

Chronology, terms and concepts	<ul style="list-style-type: none"> Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places Use historical terms and concepts
Historical questions and research	<ul style="list-style-type: none"> Identify and select different kinds of questions about the past to inform historical inquiry Evaluate and enhance these questions Identify and locate relevant sources, using ICT and other methods
Analysis and use of sources	<ul style="list-style-type: none"> Identify the origin, purpose and context of primary and secondary sources Process and synthesise information from a range of sources for use as evidence in an historical argument Evaluate the reliability and usefulness of primary and secondary sources
Perspectives and interpretations	<ul style="list-style-type: none"> Identify and analyse the perspectives of people from the past Identify and analyse different historical interpretations (including your own)
Explanation and communication	<ul style="list-style-type: none"> Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced Select and use a range of communication forms (oral, graphic, written) and digital technologies



Source HT.13 Historical skills help you to be a detective of the past.

Chronology, terms and concepts

Use chronological sequencing to demonstrate the relationship between events

One of the most helpful things historians can do to get a better understanding of the past is to organise events according to the order in which they happened. This is known as **chronology**. Chronology can help us organise things that happened over a small period of time, like a day or week, or huge periods of time, like hundreds of thousands of years. We can also use chronology to look at events that happened in one place or society, or compare events across many different places and societies.

Chronology allows us to develop an ordered sense of time. Once events have been ordered chronologically,

we are able to use a range of historical concepts such as cause and effect, significance, and continuity and change to analyse them in detail.

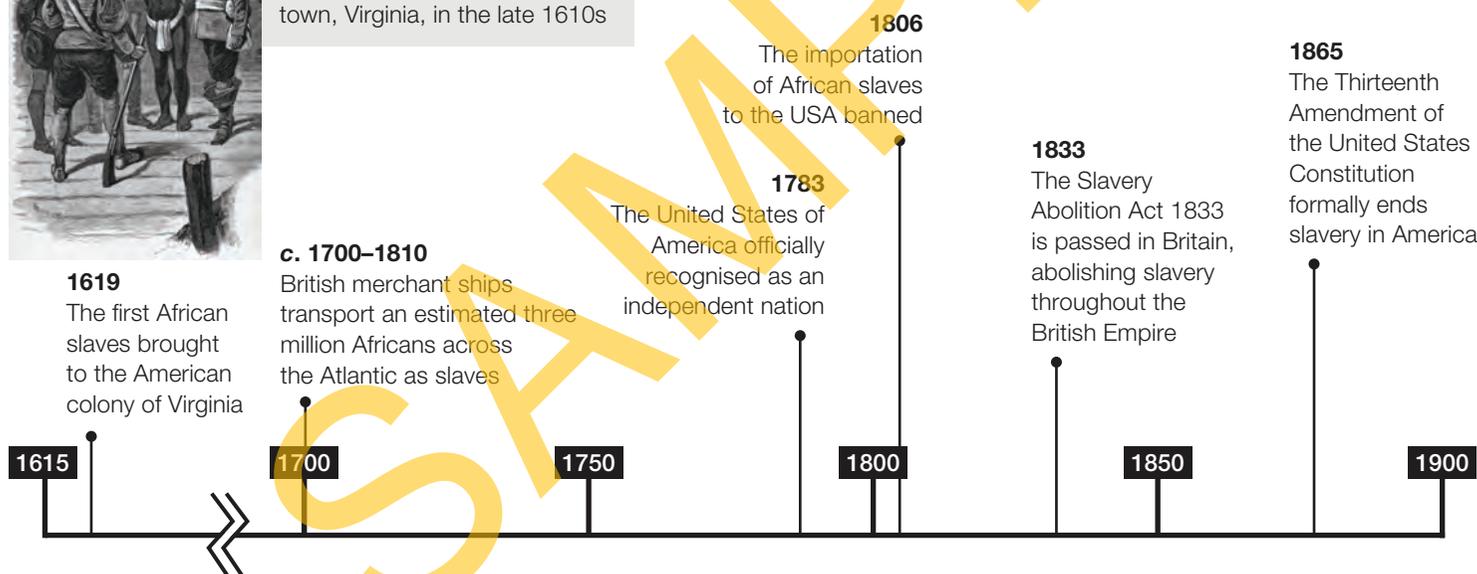
Creating timelines

Timelines are used by historians to sequence time and order important events chronologically. They help divide large sections of time into smaller periods so that events (like the births and deaths of important people, wars and discoveries) can be arranged in the correct order.

Timelines can look quite different, but essentially they all work in the same way. There are some basic steps you need to follow when constructing timelines. You should already be very familiar with creating timelines, but Source HT.14 provides a simple example and some basic reminders.



An engraving titled *Introduction to slavery*, showing slaves being examined on a dock in Jamestown, Virginia, in the late 1610s



Work out the length of time you want to represent on your timeline, then divide it evenly into suitable blocks of time – in this case, 50 years. A timeline showing what you did yesterday might be divided into hours; one showing key events in the 19th century might be divided into decades.

To represent a huge span of time, you may need to break your timeline into sections using a jagged line. This break shows that a section of time has been left out and will ensure that your timeline will fit on the page! Just make sure no important events fall in the time you are leaving out.

Mark specific dates onto the timeline. These dates need to be accurately plotted so that they appear in chronological order. If an exact date is not known, the abbreviation *c.* (from the Latin word *circa*, meaning 'around') is placed in front of it (e.g. *c.* 1700).

Provide a brief description of the dates plotted on the timeline, describing the events that took place. Include a picture and caption if appropriate.

Source HT.14 A timeline showing key events in the slave trade

Use historical terms and concepts

Just like scientists and mathematicians, historians share a common language. They use historical terms and concepts to clarify what they are talking about and share their findings. Source HT.15 lists and defines some important historical terms you will come across during your study of the making of the modern world.

Source HT.15 Some useful historical terms you will learn while looking at the making of the modern world

Term	Definition
assimilation	the process by which a minority group adopts the language and customs of a dominant population; in the mid-1900s assimilation of Indigenous Australians into white society became official government policy in Australia
capitalism	an economic system under which investment in, and ownership of, the means of production (e.g. factories, farms and machinery) are privately owned by individuals or corporations and run to generate profits; as opposed to state-owned and controlled systems such as socialism and communism
census	a 'head count' or audit of the number of people living in a particular place at a particular time; information collected during a census can often include age, occupation, income, religious beliefs, etc.
emigration	to leave one country or region in order to settle in another
empire	a group of countries and/or areas, often with different languages and having different cultures, ruled by a central power or leader (known as an emperor)
Federation	the process by which separate colonies or states form a unified nation with a central government; the Commonwealth of Australia was established in 1901 after the six colonies were joined
immigration	the act of entering and settling permanently in a country or region to which a person is not native
imperialism	the process of gaining and maintaining control over other countries, regions or territories for economic or strategic (military) reasons
industrialisation	a process in which a society or country transforms from an economy based primarily on agriculture and farming into one based on manufacturing and industry
propaganda	information or material that attempts to influence the behaviour or opinions of people within a society; propaganda can take many forms (e.g. posters, flyers, advertising campaigns, films) and is designed to promote a particular cause or course of action and/or damage the cause of an enemy
reparations	money paid by one country to another as compensation for damage, injuries and deaths it has caused during war
socialism	an economic and political system under which investment in, and ownership of, the means of production (e.g. factories, farms and machinery) are publicly owned and resources are allocated to the people according to need; as opposed to privately owned and controlled systems such as capitalism
urbanisation	a term used to describe the increase in the numbers of people living in urban areas (i.e. cities) versus rural areas (i.e. farms)

Check your learning HT.2

Remember and understand

- 1 Why do you think history has been described as the study of 'who we are and why we are the way we are'? Do you think this is an accurate description?
- 2 In your own words, define the term 'chronology'? Why is it an important skill for historians?
- 3 What is one of the most useful tools for organising significant historical events into chronological order?

Evaluate and create

- 4 Choose a significant issue or event of interest to you that took place between 1750 and 1918. Conduct research and create a timeline that features a number of entries

related to the issue or event you have chosen. Some events you may like to examine include:

- the suffragette movement and women's struggle for voting rights
 - World War I
 - the invention of the telephone or motorbike during the Industrial Revolution
- a Your timeline should include at least six entries related to the issue or event. Each entry must include the date and a brief description.
 - b You should also include images related to at least two of the entries on your timeline.
 - c Present your timeline electronically or as a poster.

Historical questions and research

Identify and select different kinds of questions about the past to inform a historical inquiry

Historians begin any historical inquiry by asking big questions. From these big questions, historians develop a **hypothesis** (theory) about who, what, where and why certain events took place. These questions then help to frame the process of inquiry and act as a guide for the collection of evidence.

The photograph in Source HT.16 shows a group of slaves working in the sweet potato fields on the Hopkinson plantation in South Carolina, USA. Slaves were a part of life on plantations across the southern states of America during the 19th century.



Source HT.16 Using sources such as this, historians can begin to develop a range of questions to frame a historical inquiry.

skilldrill

Generating questions to inform a historical inquiry

Look closely at Source HT.16. This photograph could provide an interesting starting point for a historical inquiry into the slave trade during the 19th century. To start your inquiry, think of some questions that begin with the words 'what', 'where', 'how', 'when' and 'why'.

For example, questions such as those listed below help to guide the research process:

- Who are the people in this photograph?
- What are they doing?
- When and where was the photograph taken?

By asking these kinds of questions (known as closed questions), you will often discover a range of facts to follow up on. This is a good start. However, in addition to asking closed questions, it is important that you ask more complex questions (known as open-ended questions). Open-ended

questions such as 'What were working conditions like for these people?' and 'What were conditions like for slaves living on plantations?', will often open up exciting new areas for you to explore.

Apply the skill

- 1 Based on what you have read and seen, generate four big questions of your own that will help guide your investigation into slaves in the southern states of America.
- 2 Once you have generated a range of closed and open-ended inquiry questions, think about the kind of information you will need to answer them. Also work out where you might be able to locate this information.
- 3 Are there any questions for which you have not been able to find reliable evidence or information? What reasons might there be for this?

Identify and locate relevant sources, using ICT and other methods

Sources provide information for historians. They can take many different forms, from historical artefacts to written records in books or online. Some examples of sources include human remains, coins, cave paintings, textbooks, journals, online databases, newspapers, letters, cartoons and diaries.

Locating a range of relevant sources is a valuable skill which usually involves a number of different search methods, such as:

- checking catalogues at your school and local library
- using online search engines such as Google, Yahoo and Bing
- visiting museum and government websites
- looking at newspaper and magazine archives
- contacting local historical societies
- interviewing older family members about the past, and examining family antiques and keepsakes.

Using ICT to locate relevant sources

Although printed books and newspapers are valuable sources of information, most research today is conducted online. In order to ensure that sources gathered online are accurate, reliable and relevant, a number of guidelines should be followed:

- Search engines such as Google are useful research tools, but much of the material on these sites is not reliable and may contain inaccuracies, false and misleading information or material that is out of date. When using search engines like Google or Yahoo, be sure to define your search using keywords. Your librarian is a good person to ask for help and information. Most schools will also have a website devoted to providing information about developing good research skills.
- A reliable way of searching for sources is to use sites linked to educational institutions, government

departments, reputable companies, museums, universities and educational institutions. A quick way of telling if a site is reputable is to look at the domain name in the URL (Internet address). Some of the most common domain names are listed in Source HT.17 along with some information about their reliability.

- Avoid blogs posted by unknown individuals. If you happen to find information relevant to your investigation on a blog or social media site, always verify it by using a more reliable source.
- Never cut and paste information from the Internet straight into your own work. Taking someone else's work, ideas or words and using them as if they were your own is called plagiarism and can result in very serious consequences.

Source HT.17 Some domain names and their characteristics

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

Recording relevant sources

As you identify and locate relevant sources, it is essential that you record details to include in your list of references or bibliography.

When citing (mentioning) a book in a bibliography, include the following, in this order, if available:

- 1 author surname(s) and initial(s)
- 2 year of publication
- 3 title of book (in italics)
- 4 edition (if relevant)
- 5 publisher
- 6 place of publication
- 7 page number(s).

Example:

Easton, M., Carrodus, G., Delany, T., Howitt, B., Smith, R., 2014, *Oxford Big Ideas Geography|History 9 Australian Curriculum*, Oxford University Press, Melbourne, pp. 18–19.

When citing an online source in a bibliography, include the following information, if available:

- 1 author surname(s) and initial(s) or organisation name
- 2 year of publication or date of web page (last update)
- 3 title of document (article) enclosed in quotation marks
- 4 date of posting
- 5 organisation name (if different from above)



Source HT.18 Most research today is conducted online.

- 6 date you accessed the site
- 7 URL or web address enclosed in angle brackets <...> .

Examples:

'Life on a Southern Plantation, 1854', EyeWitness to History, www.eyewitnesstohistory.com (2005), accessed 24 March 2013, <<http://www.eyewitnesstohistory.com/plantation.htm>>.

Ferguson, L, 2010, 'African Americans on Southern plantations', www.sha.org, accessed 2 April 2013, <http://www.sha.org/unlockingthepast/cultures_in_contact/aa_ferguson.htm>.

Check your learning HT.3

Remember and understand

- 1 List three different examples of sources. Next to each example, write where it can be found.

Apply and analyse

- 2 Copy the table below and use it to list two advantages and two disadvantages of using the different search methods shown.

Search methods	Advantages	Disadvantages
Using a library catalogue	<ul style="list-style-type: none">••	<ul style="list-style-type: none">••
Conducting an Internet search	<ul style="list-style-type: none">••	<ul style="list-style-type: none">••
Interviewing an older family member	<ul style="list-style-type: none">••	<ul style="list-style-type: none">••

- 3 Examine the following sites. Explain whether you think they are reliable. Explain why.
 - a Australian National Museum
www.nma.gov.au
 - b The Coca-Cola Company
www.coca-cola.com.au
 - c Oxford University Press
www.oup.com.au
 - d Wikipedia
http://en.wikipedia.org/wiki/Plantations_in_the_American_South

Evaluate and create

- 4 Create a handbook or class wiki providing tips on good research techniques, Share it with other students in your year level or post it on your school intranet.

Analysis and use of sources

Identify the origin, purpose and context of primary and secondary sources

As explained earlier, historians use two types of sources to gather evidence about the past:

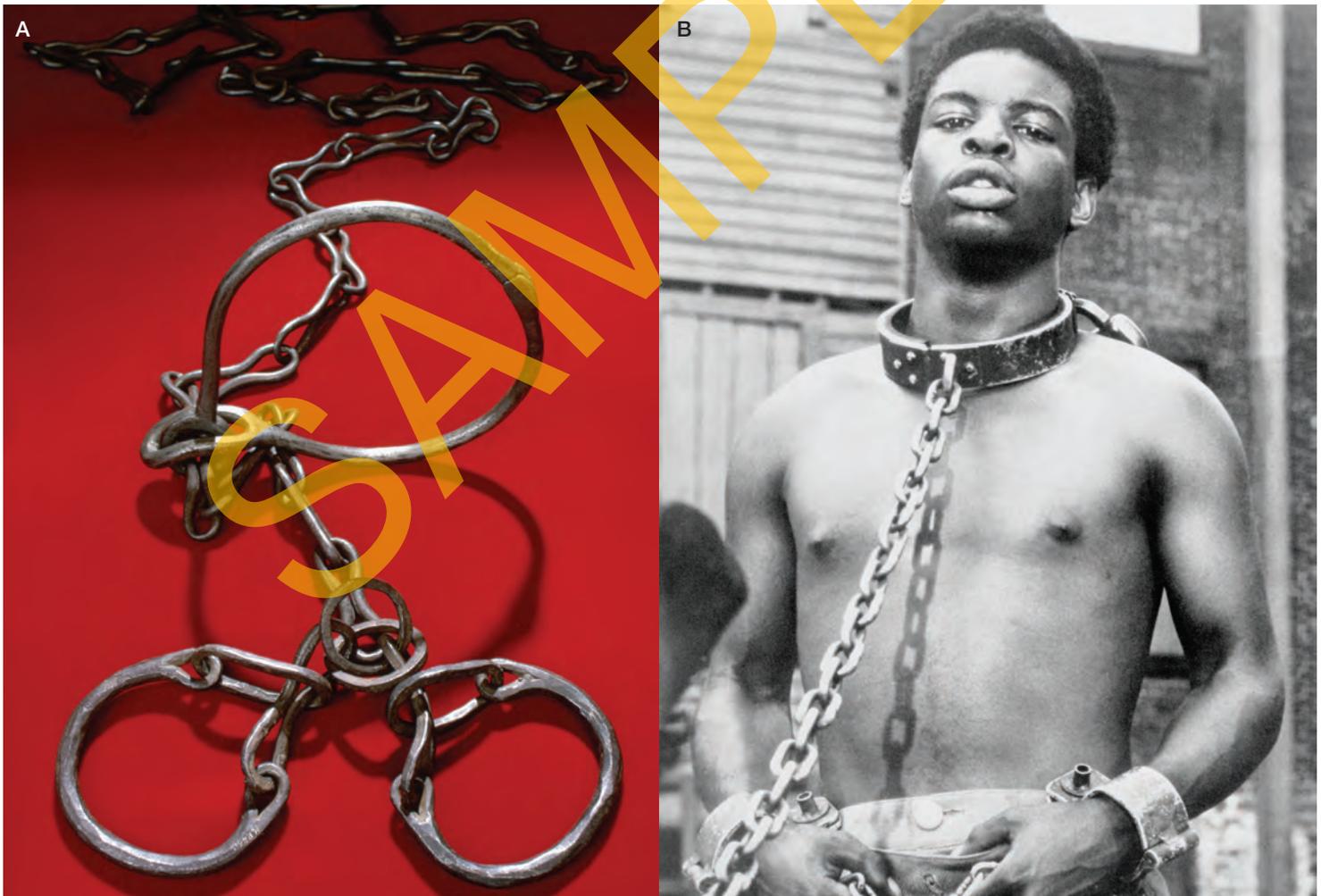
- **primary sources** – objects created or written at the time being investigated; for example, during an event or very soon after
- **secondary sources** – accounts about the past that were created after the time being investigated and which often use or refer to primary sources and present a particular interpretation.

Understanding the origin, purpose and context of primary and secondary sources

Both primary and secondary sources are useful, but it is important to understand:

- where they came from (origin)
- why they were created (purpose)
- the historical setting in which they were created (context).

These factors are important because they provide clues about the perspective of the person who made the source, as well as the attitudes and beliefs that were common at that time. All sources are influenced by the author's own point of view. In some cases the author may even have been paid (or forced) to write in a particular way or to ignore certain facts. This is referred to as **bias** and is often aimed at persuading the reader to agree with the author's point of view. This is why historians must carefully analyse and evaluate all of the sources they use.



Source HT.19 The origin and purpose of these primary (A) and secondary (B) sources are very different, even though they are both related to African slavery: (A) Slave shackles from Zaire, held at the Museum of Central Africa, Tervuren, Brussels, Belgium; (B) Actor LeVar Burton is wearing slave shackles in a scene from the 1977 TV mini-series *Roots*.

Analysing sources by asking ‘who’, ‘what’, ‘when’ and ‘why’ questions will help you identify the origin and purpose of the sources. For example:

- Who wrote, produced or made the source?
 - Is the creator’s personal perspective obvious in the source?
 - Is the creator a member of a particular group, religion or organisation?
- What type of source is it?
 - Was the source created at the time of the event or afterwards?
- When was the source written, produced or made?
 - How old is the source?
 - Is it an eyewitness account or is it written by someone at a later date?
 - Is the source complete?
- Why was it written or produced?
 - Was it designed to entertain, persuade or argue a point of view?
 - Does the creator have anything to gain personally from the source?

- What other events may have been happening at the time and might have influenced the author or source?

Process and synthesise information from a range of sources as evidence

By this stage of your historical inquiry, you will have located and collected a variety of different sources and types of information. Now it is time to process and synthesise the most relevant information that you will use as evidence to support your hypothesis. There are a number of different ways to organise large amounts of information so that you can decide quickly and easily which sources provide the most useful, relevant and reliable evidence.

Using graphic organisers to help you process and synthesise information

Graphic organisers are very useful tools for collecting, comparing and selecting suitable resources that you have located. A decision-making chart like Source HT.19 can help you do this.

Source HT.20 A decision-making chart showing an example of how you might process, compare and select sources

Research topic: Slavery in America – what were the consequences?			
Hypothesis: That slaves suffered from a lack of freedom and cruel treatment at the hands of plantation owners even though they were critical to the success of the agricultural industry in America.			
Source 1:	Pros: <ul style="list-style-type: none"> • The entry is current and based on reliable evidence • The entry is written by a reputable organisation – Encyclopaedia Britannica • It provides a good overview of slavery in America and talks about the positive impacts for America’s economy and the negative impacts for slaves Cons: <ul style="list-style-type: none"> • Not detailed enough • No first-hand experiences are provided 	Category of source:	Reference information:
Source 2:	Pros: Cons:	Secondary source – Encyclopaedia entry	http://www.britannica.com/blackhistory/article-285186 (Accessed 24 February 2013)
Source 3:	Pros: Cons:	Category of source:	Reference information:
Source 4:	Pros: Cons:	Category of source:	Reference information:
Source 5:	Pros: Cons:	Category of source:	Reference information:
Recommended sources in order of relevance/usefulness:			
1			
2			
3			
4			
5			

Analysing political cartoons

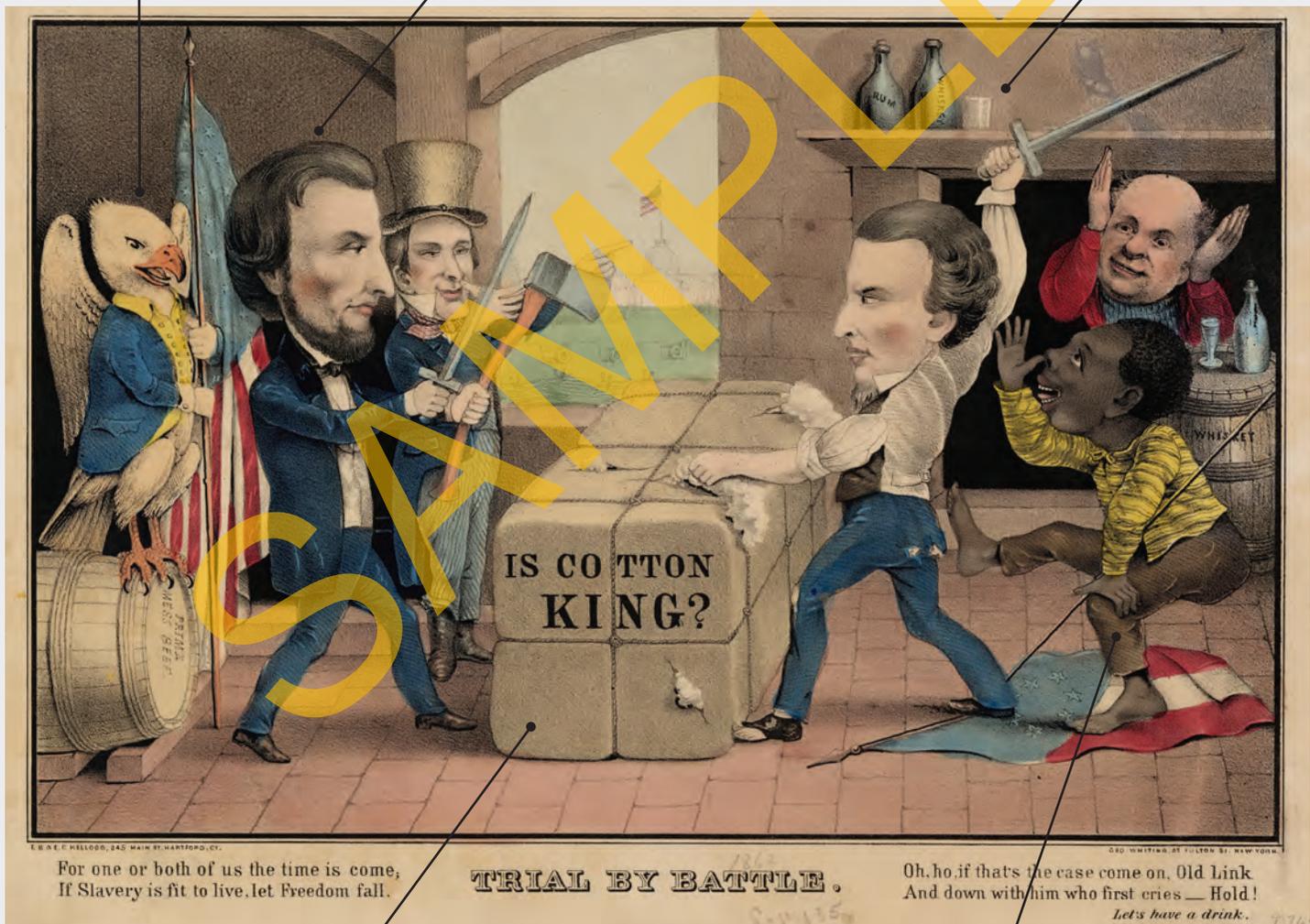
Political cartoons appear in newspapers, magazines and online. They are as popular today as they were in the past because they use humour and satire to pass comment on a range of topical political and social issues. They tend to present caricatures of important political figures from the time, exaggerating their physical features for effect.

Political cartoons taken from a particular period of history can be excellent primary sources because they provide a rich combination of fact and opinion from the time. However, they often tend to present a particular point of view on an issue and are not always balanced in their approach. For this reason, it is important that you are able to identify examples of **bias** and separate fact from fiction when using them in your research.

Symbols such as the American eagle and the American flag are used to represent the freedom and integrity of the northern states.

Abraham Lincoln, President of the United States (in the North) is shown on the left and Jefferson Davis, President of the Confederate States (in the South) is shown on the right. Both men are ready to attack each other with swords.

The cartoon is satirising the conflict between the North and the South – the American Civil War. Lincoln wanted to end slavery but the South believed the end of slavery would destroy their cotton industry.



The cotton bale is shown in the centre of the cartoon to represent the importance of the cotton industry.

An African American slave is dancing on the Confederate flag and making fun of Jefferson Davis suggesting he will be glad to see the end of slavery in the South.

Source HT.21 *Trial by battle*, published by EB & EC Kellogg, Hartford, Ct; and Geo. Whiting, New York, in 1861 or 1862

When analysing political cartoons, follow these steps:

Step 1 Identify the date on which the cartoon was first published, the title of the cartoon (if available), the name of the publication it appeared in, and the name of the artist (if available). If you are unfamiliar with the publication, conduct some research to find out the types of readers it was aimed at.

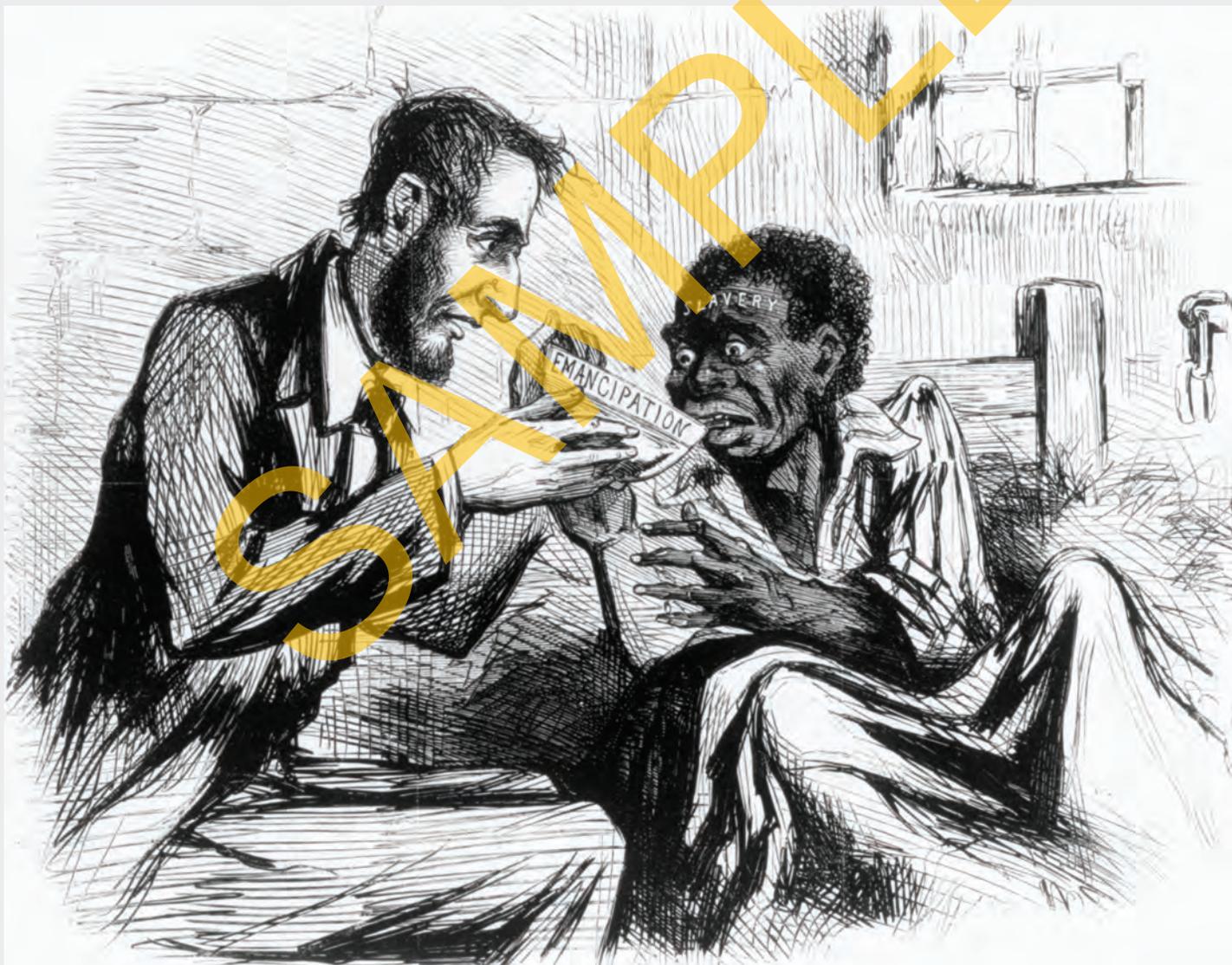
Step 2 Identify the political event or issue being shown in the cartoon. Look for visual clues to help you work this out.

Step 3 Once you have identified the political issue, try to identify the person or people shown in the cartoon. Look at what they are doing and wearing. Analyse how they are behaving or interacting with other people shown. Are they wearing unusual clothing, posing in a certain way or shown with particular facial expressions?

Step 4 Examine any other visual clues or devices that the cartoon uses to convey its message. What symbols does it use? Are these important and do they evoke a personal or emotional response for the reader? How are the characters represented? Source HT.21 has been done as an example.

Apply the skill

- 1 Follow the steps outlined above to analyse Source HT.22.
- 2 Note: Often there may be certain aspects of political cartoons that you do not fully understand. You may not be familiar with all of these issues presented or they may not be clearly explained in the cartoon. This shouldn't stop you for analysing those aspects of the cartoon that you are familiar with.



Source HT.22 *Doctor Lincoln's new elixir of life – for the southern states*

Evaluate the reliability and usefulness of sources

A useful source, whether primary or secondary, is one that will add to your understanding of a historical inquiry. The source needs to be relevant to your investigation and must also be reliable. The conclusions you draw about the sources you have found will determine their usefulness. In many cases, this means separating fact from opinion. A fact is something that can be proved: when an event took place, what happened and who was involved. An opinion is based on what a person, or persons, may believe to be true. A simple way to detect whether a statement is fact or opinion is to look closely at the language used. The use of words such as 'might', 'could', 'believe', 'think' and 'suggests' all indicate that an opinion is being expressed. For example:

- Fact: Slavery was abolished in 1865 by the Thirteenth Amendment to the United States Constitution.
- Opinion: African slaves were better off working on plantations because they were unable to take care of themselves.

The following questions will help you determine the reliability and usefulness of a source:

- Does it provide factual information or opinion?
- Does it provide information that is supported and reinforced by evidence from other sources?
- Does it provide enough information and sufficient detail to help me answer the inquiry question?
- Is it balanced or does it present one point of view (in other words, is it biased)?

Check your learning HT.4

Remember and understand

- 1 Which of the following is an example of a primary source?
 - a a photograph of slave shackles from the collection at the Museum of Central Africa, Brussels
 - b the mini-series *Roots* released in 1977 and based on a novel by Alex Haley
 - c Give a reason for your answer.
- 2 Provide two reasons why graphic organisers are useful tools when processing and synthesising information from a range of different sources.

Apply and analyse

- 3 Give two reasons why it is important to know the origin and purpose of every source used in a historical inquiry.
- 4 What words indicate that a writer is expressing an opinion rather than a fact?

Evaluate and create

- 5 Conduct an online search to locate other graphic organisers that may be useful to help you process and synthesise information from a range of sources as evidence. Some graphic organisers of use to you may include KWL charts, fishbone diagrams and PMI charts. Once you have examined other types of graphic organisers, make a decision about which ones you think are most useful to you.



Source HT.23 This photograph from the 1860s shows the scars on a slave's back after a series of floggings. It provides evidence of the brutality some slaves faced without the need for words.



Perspectives and interpretations

Identify and analyse perspectives and interpretations from the past

Primary and secondary sources reflect many different perspectives, interpretations and values from the past. These may include personal, social, political, economic or religious points of view. For example, an extract from the autobiography of Olaudah Equiano, presents a very personal account of his journey on a slave ship after being captured and sold as a slave in Benin (a former French colony in West Africa):

Source HT.24

I was soon put down under the decks, and there I received such a greeting in my nostrils as I had never experienced in my life; so that, with the loathsomeness of the stench, and crying altogether, I became so sick and low that I was not able to eat, nor had I the least desire to taste anything. I now wished for the last friend, death, to relieve me ... the air soon became unfit for respiration, from a variety of loathsome smells, and brought on a sickness among the slaves, of which many died. The wretched situation was again aggravated by the chains, now unsupportable, and the filth of the necessary tubs, into which the children often fell, and were almost suffocated. The shrieks of the women, and the groans of the dying, rendered the whole a scene of horror almost inconceivable.

The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African
(1789)

This account is one of many that can help you to gain a more thorough understanding of the experiences of slaves at the hands of their captors and the inhumane conditions they faced on board the slave ships.

Source HT.24 comes from a book titled *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*, published in 1789. It is a first-hand account of slavery written by an educated slave who had managed to buy his freedom. His book helped raise support for the abolitionist cause in Britain and America. Its purpose was both personal and political.

Many other sources provide evidence on different aspects slavery; from the perspectives of former slaves, slave owners, abolitionists and social observers at the time.

It is only when we consider a range of different perspectives revealed through all of the available sources that we can begin to form a realistic picture of slavery and how it was regarded during the 19th century.

Explanation and communication

Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are referenced

Historical writing requires you to describe and explain events using evidence from a range of sources. You will often be required to outline the significance of a past event while providing reasons for the event and referring to relevant evidence. As you have learned, different types of sources need to be used to ensure that historical writing presents a balanced view and is supported by reliable evidence.

The two most common and useful text types you will be expected to use this year are descriptions and explanations.

Writing descriptions

The purpose of descriptions is to give clear information about people, places or objects at particular moments in time. They focus on the main characteristics or features of particular people or things. They 'paint a picture' in words for readers to increase their understanding.

Descriptions must be well planned. Use the structure in Source HT.25 or ask your teacher to provide you with a template. Descriptions must always follow a set structure, and events must be organised in chronological order.

Source HT.25

Structure of a description	
Introduction	Introduces the subject. States the name of the person or event. Outlines why the topic is important.
Body	Provides details about the person or event (including dates and important facts). Information must be organised in paragraphs, with a new paragraph for each detail. Quotations and descriptive words should be used where relevant.
Conclusion (optional)	Revisits the most important details and provides a concluding statement.

Writing explanations

The purpose of explanations is to tell how or why something happened. They provide the reader with a greater understanding of the causes and effects of past events. Use the structure in Source HT.26 or ask your teacher to provide you with a template. Explanations must be clear and factual. They should not contain

opinions or emotional language. There must be supporting evidence from a variety of sources for each point made. These sources must be acknowledged in a bibliography using the correct referencing format.

All historical writing needs to be acknowledged. At the end of your writing you must always include a full reference list or bibliography. This list shows your readers the range of different sources of evidence you used and where they can be found. For detailed information on this refer to the skill 'Identify and locate relevant sources, using ICT and other methods', which was covered earlier.

Source HT.26

Structure of an explanation	
Introduction	Clearly states the main idea or aim. Briefly outlines the reason/s why an event occurred and its effect/s.
Body	Each idea must be supported by evidence. There should also be some analysis of the evidence to explain its significance or importance. Information must be organised in paragraphs, with a new paragraph for each detail. Language should be precise and not contain emotional words. Personal opinions (e.g. 'I' or 'my') should be avoided.
Conclusion (optional)	Provides a short and clear overview of the main ideas presented in the body. States a conclusion drawn from the evidence.

Select and use a range of communication forms (oral, graphic, written) and digital technologies

The final stage of any historical inquiry is the presentation of your findings. This is one of the most important aspects of your inquiry because it draws together all of the sources, evidence and findings of your investigation.

There are a number of ways to effectively and impressively communicate your findings. For example:

- oral – speeches, class presentations, re-enactments, interviews and role plays
- graphic – posters, cartoons, graphic organisers and models
- written – descriptions, explanations, class newspapers, scripts, letters and diaries
- digital – audiovisual presentations, websites, films, blogs, wikis and apps.

All of these communication forms can add colour and life to the presentation of historical information.

Creating an audiovisual presentation

One of the most popular ways to present the findings of a historical inquiry is to create an audiovisual presentation. To prepare and present a successful audiovisual presentation there are several steps to follow.

Step 1 Gather your research Make sure that you have collected everything that you have found out in your historical inquiry. This will include any written research or findings, a list of sources you have used, and a range of relevant images and/or photographs. If you have been working in a group, this may involve collating your research with other members of your class.

Step 2 Plan and create your presentation Once you have gathered your research, you will need to decide on the best way to deliver your findings. You may choose to use Microsoft PowerPoint or Prezi. Alternatively, you may like to create a website or short film to show to the class. How you will present your findings may depend on the criteria set by your teacher. It is important to check these before your presentation so that you can ensure you are meeting all criteria.

Step 3 Deliver your presentation Regardless of the format you have chosen, there are some things to keep in mind:

- Practice makes perfect – rehearse your presentation before coming to class, especially if you are working in a group. Make sure each member of the group knows exactly what they have to do.
- Prepare for the worst – make a backup copy of your presentation in case anything unexpected occurs, such as data loss.
- Engage the audience – make eye contact, do not read from your notes and prepare cue cards to help you remember your lines. Speak clearly and make sure your text and layout is as visually appealing as possible.
- Check for errors – make sure any audio and visual material is correct and contains no factual or spelling errors.
- Speak slowly – focus on the purpose of your presentation and do not allow yourself to be distracted.
- Finish strongly – your presentation should end on a high note!

Check your learning HT.5

Remember and understand

- 1 Historical sources always reflect the perspective of their writer. Give two examples of factors that may influence a writer's point of view or perspective.
- 2 What is the purpose of a description? How is this different from the purpose of an explanation?

Apply and analyse

- 3 Your teacher has asked you to provide a written report on the significance of slaves to plantation farming in the southern states of America during the 19th century. Would it be more appropriate to write a description or an explanation? Explain your choice.
- 4 Source HT.24 is a primary written source taken from *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*. It was written in 1789 by a former slave.
 - a Do you think this piece of writing presents a balanced and reliable description of slavery? Why/why not?

Evaluate and create

- 5 Imagine that all members of your class have been asked to present an audiovisual presentation on slavery in America during the 19th century focusing on short- and long-term consequences for slaves and slave owners.
- 6 Your teacher has asked each member of the audience to create a peer evaluation form that can be used to assess each presentation. Create five assessment criteria to be included on the form that can be used to assess the most important aspects of each presentation. Present your five assessment criteria in order of importance.

HT.3 Careers in history

There are a wide range of jobs and careers linked to the study of history. Because many aspects of society, culture and technology change so quickly these days, the need to preserve stories and artefacts from the past has become more important than ever. An appreciation of events from the past can help members of a community or citizens of a nation avoid repeating costly mistakes (such as wars) and make better plans for the future.

Today, many employers recognise that historical research and analysis skills are essential for a wide range of careers. As a result, these skills are in demand and there are many jobs and career paths linked to your study of History at school. Some jobs relate to the study and protection of our heritage, while others involve working out in the community. A selection of these jobs is listed in Source HT.27.

Studying and protecting our heritage

Many historians are involved in collecting, conserving and restoring important artefacts and records from the past. Historians are also involved in selecting and protecting significant objects and records from the present day so they can be studied by future generations. These collections are kept in museums, art galleries, government buildings and not-for-profit organisations. They can be accessed and

Source HT.27 Studying history can lead to many interesting and exciting career paths.

Studying and protecting our heritage	Working out and about	Related opportunities
Museum curator	Archaeologist	Writer
Art gallery manager	Tour guide	Information manager
Oral historian	Film and TV consultant/Location scout	Lawyer
Archivist	Building restoration	Publisher
Conservator	Heritage officer	History teacher
Exhibition designer	Documentary film maker	Film and TV production assistant
Genealogist	Urban planner	Records management
Museum education officer	Surveyor	Foreign affairs

used by anyone interested in finding out more about the past. Historians work in a wide range of fields. There are curators who look after precious collections, exhibition designers who help to present artefacts to the public and education officers who organise talks and presentations for the public, especially school students. A new and growing career path for historians involves studying, photographing and cataloging rare and important artefacts and physical collections so that they can be displayed online. Online collections allow people all around the world to access important historical sources from the past.

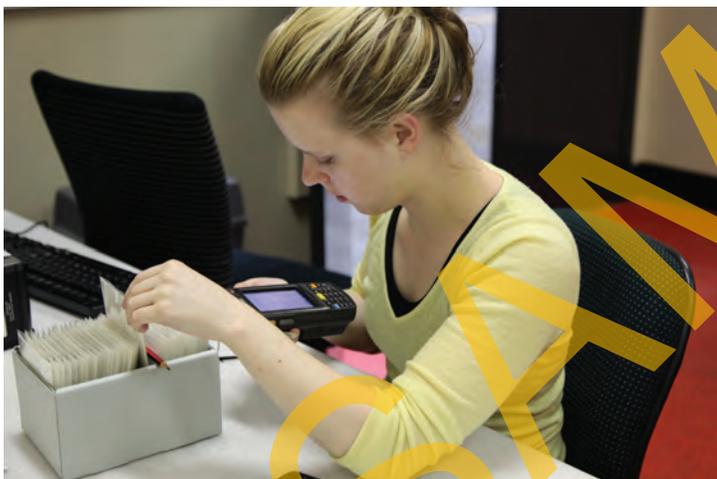
Career profile: Michelle Stevenson – Coordinator of Humanities Collection Online

Michelle Stevenson works for Museum Victoria on the development and implementation of digital projects using objects from Museum Victoria's large collections. Museum Victoria's collections cover everything from Indigenous Australian history to Antarctic exploration to film and television in Victoria. Because of this, a strong and broad knowledge of Australian history is essential. Michelle has worked on a range of projects, including:

- creating digital labels for exhibitions in the museum's galleries
- working with developers to create historic walking tour apps
- project managing the creation of virtual exhibitions to be viewed online.

Michelle creates some of this content herself and relies on all her historical skills when she is researching and writing about different collections and objects. Depending on the project, this can include using books and journal articles, archival materials, other collection materials and conducting interviews. Michelle believes history is all about stories. She loves uncovering the hidden stories behind objects from the past and sharing them with other people.

Michelle's other passion is alpine skiing. She has found a clever way to combine her love of history with her love of the sport. She is currently completing a PhD in the history, development and significance of skiing in Australia and in her free time is curator of the National Alpine Museum of Australia, a small community museum which explores stories of Australian alpine life and winter sport.



Source HT.28 Michelle Stevenson helps share Museum Victoria's collections with new audiences online.

Working out and about

Not all career paths in history mean you will be working inside. Studying history also provides many opportunities for people who prefer to travel or spend their time outdoors. Urban planners help to plan the development of towns, cities and buildings in Australia and all around the world. They work with councils to decide on appropriate uses for land. They need to have an understanding and appreciation of heritage issues in cities and recommend new developments that blend in with older buildings. Specialist planners are known as heritage officers. They look at the conservation value of older areas and buildings, deciding what should be kept or restored. Before any big, new development happens, archaeologists may also be called in to work with heritage officers and explore the area, for evidence of past use. Old urban areas can be a treasure trove or objects from the past – old pots, coins, bottles and even bones can be important objects from our past that need to be protected.

Related opportunities

Bill Gates, the founder of Microsoft and one of the richest men in the world, has often employed history graduates. Gates commented that he prefers history graduates because of the way they learn to think about the world and because they are able to consider many different aspects of an issue at once. History graduates are also sought after in fields such as law, politics and foreign affairs. History not only teaches us to understand more about societies and cultures around the world today but also how to locate, evaluate and analyse information. Most importantly, a study of history teaches us to test assumptions and support statements and hypotheses with evidence. The ability to sift through large amounts of information and work out what is important in the detail is essential in professions such as law and politics.

Check your learning HT.6

Remember and understand

- 1 What reasons does Michelle Stevenson give for her love of history?
- 2 What sort of projects is Michelle Stevenson involved with at Museum Victoria?

Apply and analyse

- 3 What skills do history graduates have that make them sought after in areas such as law and foreign affairs?

- 4 Why do you think it is important for an urban planner to have an understanding of history?

Evaluate and create

- 5 Create a design brief for a historical walking app of your school's local area.
 - a What landmarks would you include?
 - b How would you present information in an interesting visual format?
 - c Write the guide's commentary for the app.

What factors shaped the world from 1750 to 1918?

The years from 1750 to 1918 are some of the most interesting and significant in human history. During the period, enormous changes took place that affected the way in which people all around the world lived, worked and thought. It was a period of **empire building** that saw the **colonisation** of new territories such as Australia. It was also a period of rapid **industrialisation** that saw the spread of new technologies and birth of many new ideas and social movements. Towards the end of the period, in 1914, World War I broke out. By the war's end in 1918, the world was different. Once powerful empires were broken up and new nations were created in their place.

What is the modern world?

Most historians agree that the modern world (also known as the industrial world) developed from the 1750s onwards. They use the term 'modern world' to describe this period mainly because the developments that took place from this time onwards are familiar to people in Western societies today – for example, systems of law and government still followed in countries like Australia, Britain and the United States all took shape at this time. Other examples include:

- the mass production of goods in factories
- the mass movements of people to cities and towns
- the establishment of trade unions and workers' rights
- mass migration of people from across Europe to colonies in the **New World**

- start of rapid transport and mass communication
- organised public education and schools

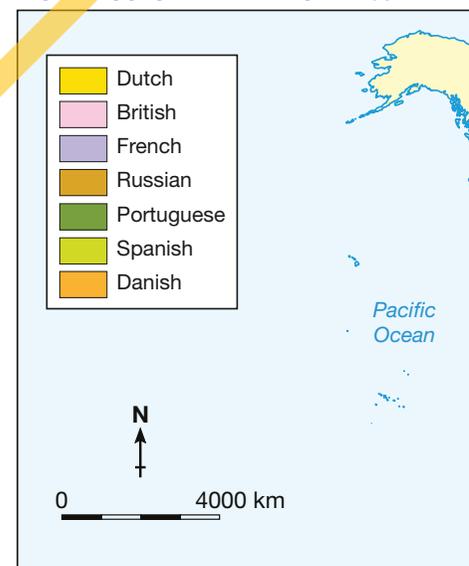
The expansion of European empires

From the late 16th century onwards, major European powers – such as Britain, France, Spain and Portugal – all competed to increase their control of new territories across the globe – a practice known as **imperialism**. Colonies were valued not only for the additional power and military advantages they could provide, but also because they delivered access to a range of raw materials like timber, cotton, coal and gold. These materials became the driving force behind the development of a range of industries in Europe. They also made imperial powers extremely wealthy.

Raw materials from colonies across the British Empire fuelled the **Industrial Revolution**. These materials included wool and gold from Australia; cotton, sugar and tobacco from the Americas; gold and diamonds from Africa; and spices, fabric and tea from India.

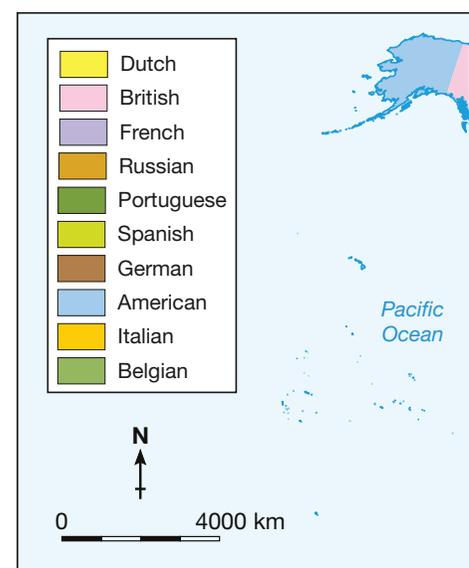
In addition to raw materials, the overseas colonies became valuable markets in which to sell the products manufactured from those raw materials for a profit (e.g. cloth made from cotton and cigarettes made from tobacco). In this way, European empires profited not once, but twice from their colonies around the world.

WORLD: COLONIAL EMPIRES IN 1750



Source O.1

WORLD: 2 COLONIAL EMPIRES IN 1900



Source O.2