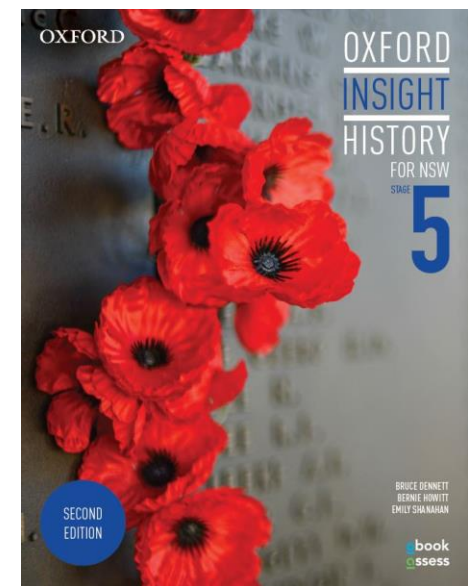
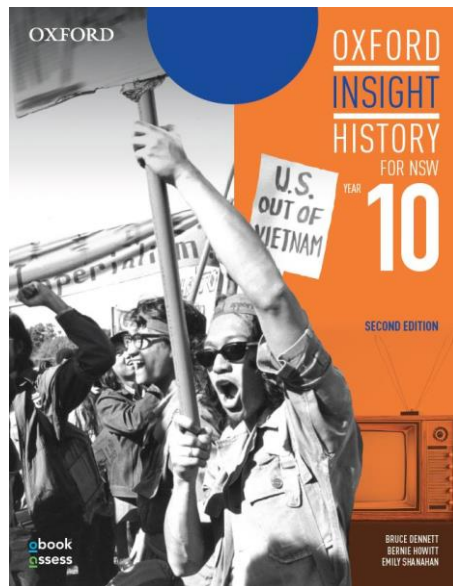
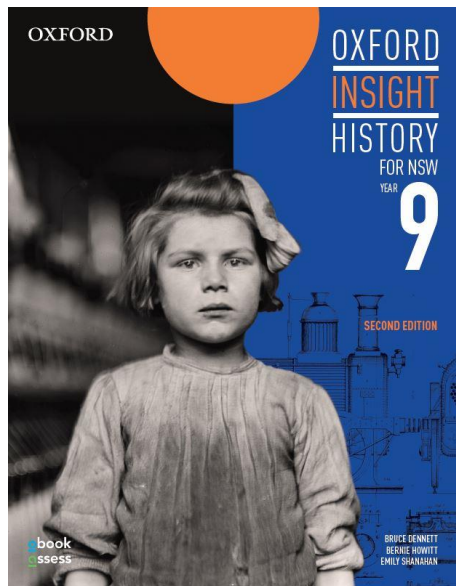
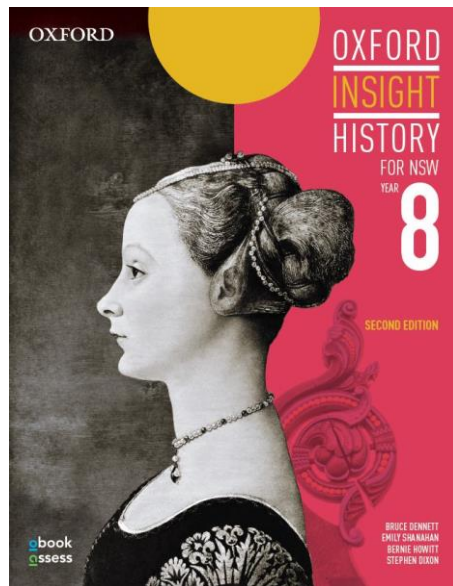
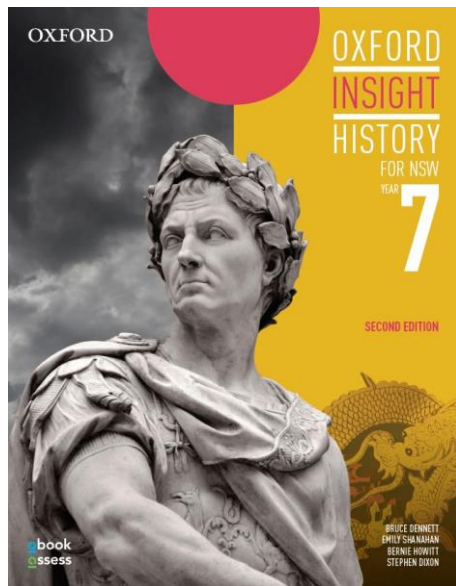


**17 August 2020  
Stages 4 & 5 History  
Professional Development Workshop**

# **Embedding historical skills and concepts through Stages 4 & 5**

**Presented by Bernie Howitt  
and Emily Shanahan**





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leading  
the way

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AUSTRALIA & NEW ZEALAND

# Agenda

- 1 The importance of skills and concepts in History
- 2 Embedding the skills and concepts
- 3 Using questions to help students make decisions
- 4 Thinking for yourself: sources, skills and concepts, visible thinking, case studies
- 5 Overview of *Oxford Insight History for NSW*
- 6 Questions



Please post questions in the 'Q & A' section as we talk and we will respond to them during the question time section at the end of the webinar.

# The importance of skills and concepts in History

- Giving students the opportunity and confidence to apply the full range of skills and concepts they require is the foundational bedrock of success in History.
- NESA sees them as a continuum that needs to be integrated into all stages of the curriculum.
- That is at the heart of everything we're trying to do with *Insight History*.



# Embedding the skills and concepts

## The Historian's Toolkit

**THE HISTORIAN'S TOOLKIT: CONCEPTS AND SKILLS**

As you investigate the past, you will be required to learn and apply the same historical concepts and skills that historians and archaeologists use in their investigations. These concepts and skills are a historian's 'tools of the trade'. This toolkit describes the historical concepts and skills that you will learn about during your study of history.

**HISTORICAL CONCEPTS YOU WILL LEARN ABOUT IN STAGE 4**

- Continuity and change: some aspects of a society, event or development change over time and others remain the same, e.g. the rise and fall of ancient civilisations; changes in religious beliefs or ideas; continuity of aspects of everyday life across centuries.
- Cause and effect: events, decisions and developments in the past that produce later actions, results or effects, e.g. the causes of the 'fall' of the Roman Empire and its effects; the reasons for and results of the Crusades.
- Perspectives: people from the past may have had different views shaped by their different experiences, e.g. the conquest of the Americas would be viewed differently by an Inca noble and a Spanish conqueror; the arrival of the First Fleet would be viewed differently by a British naval captain and an Aboriginal elder.
- Empathetic understanding: the ability to understand another's point of view, way of life and decisions made in a different period of time or society, e.g. an understanding of why medieval villagers believed their kings were divine; the importance of an event, development, group or individual and their impact on their times or later periods, e.g. the importance of the Black Death for medieval societies.
- Significance: the importance of an event, development, group or individual and their impact on their times or later periods, e.g. the importance of the Black Death for medieval societies.
- Contestability: how historians may dispute a particular interpretation of an historical source, historical event or issue, e.g. did the Roman empire 'fall', were the Mongols 'bloodthirsty conquerors', did the British 'settle' or 'invade' Australia?

**HISTORICAL SKILLS YOU WILL LEARN ABOUT IN STAGE 4**

**Comprehension: chronology, terms and concepts**

- Read and understand historical texts.
- Sequence historical events and periods.
- Use historical terms and concepts.

**Analysis and use of sources**

- Identify the origin and purpose of primary and secondary sources.
- Locate, select and use information from a range of sources as evidence.
- Draw conclusions about the usefulness of sources.

**Perspectives and interpretations**

- Identify and describe different perspectives of participants in a particular historical context.

**Empathetic understanding**

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

**Research**

- Ask a range of questions about the past to inform an historical inquiry.
- Identify and locate a range of relevant sources, using ICT and other methods.
- Use a range of communication forms and technologies.

**Explanation and communication**

- Develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources.
- Select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past.

in schools in New South Wales during the 19th century. Kings and queens, politicians, national leaders and other important figures were some important changes, too. Over the past 20 years historians have been studying the lives of ordinary people in society and in the lives of ordinary people, both in their own time and in the past.

**Example of contestability**

Archaeologists and historians over the centuries have debated just how the Great Pyramid, located just outside modern-day Cairo, was built. For example, Herodotus visited Egypt in 450 BC and wrote the following account of how it was constructed:

Source 6

[Then] Cheops [the pharaoh] succeeded to the throne ... he closed the temples and forbade the Egyptians to offer sacrifice, compelling them instead to labour to his service. A hundred thousand men ... ten years oppression of the people to make the causeway for the conveyance of the stones [a ramp to move the stones] ... the pyramid itself took twenty years ... built in steps.

Translated as text from *The Histories*, Book II, by Herodotus, a Greek historian, c. 450 BC

For many years this account was believed to be true, along with Herodotus' claim that over 100 000 slaves had been forced to build the pyramid. Historians now know that Herodotus' account is incorrect. At the time of his visit, the pyramid had been standing for over 2000 years and its construction was almost certainly not achieved with the use of slave labour as he described.

Modern historians have excavated skeletons and believe that the pyramid was built by Egyptian labourers who worked on it during flood time, when they were unable to farm. They lived in specially constructed villages near the work site. Graffiti etched into stone walls indicates that at least some of the workers took pride in their labour, calling themselves 'Friends of Khufu' ('Khufu' was the birth name of Cheops).

Why might Herodotus have written his account in this way? Was it deliberate or an honest mistake? As a citizen of Athens, a city-state famous for its democracy, Herodotus' view of the world was shaped by his context. He resented the fact that so much power was held by one man, the pharaoh, and may have been trying to discredit him by blackening his name.

Source 7 The Great Pyramid at Giza, Egypt

**HT.1 CHECK YOUR LEARNING**

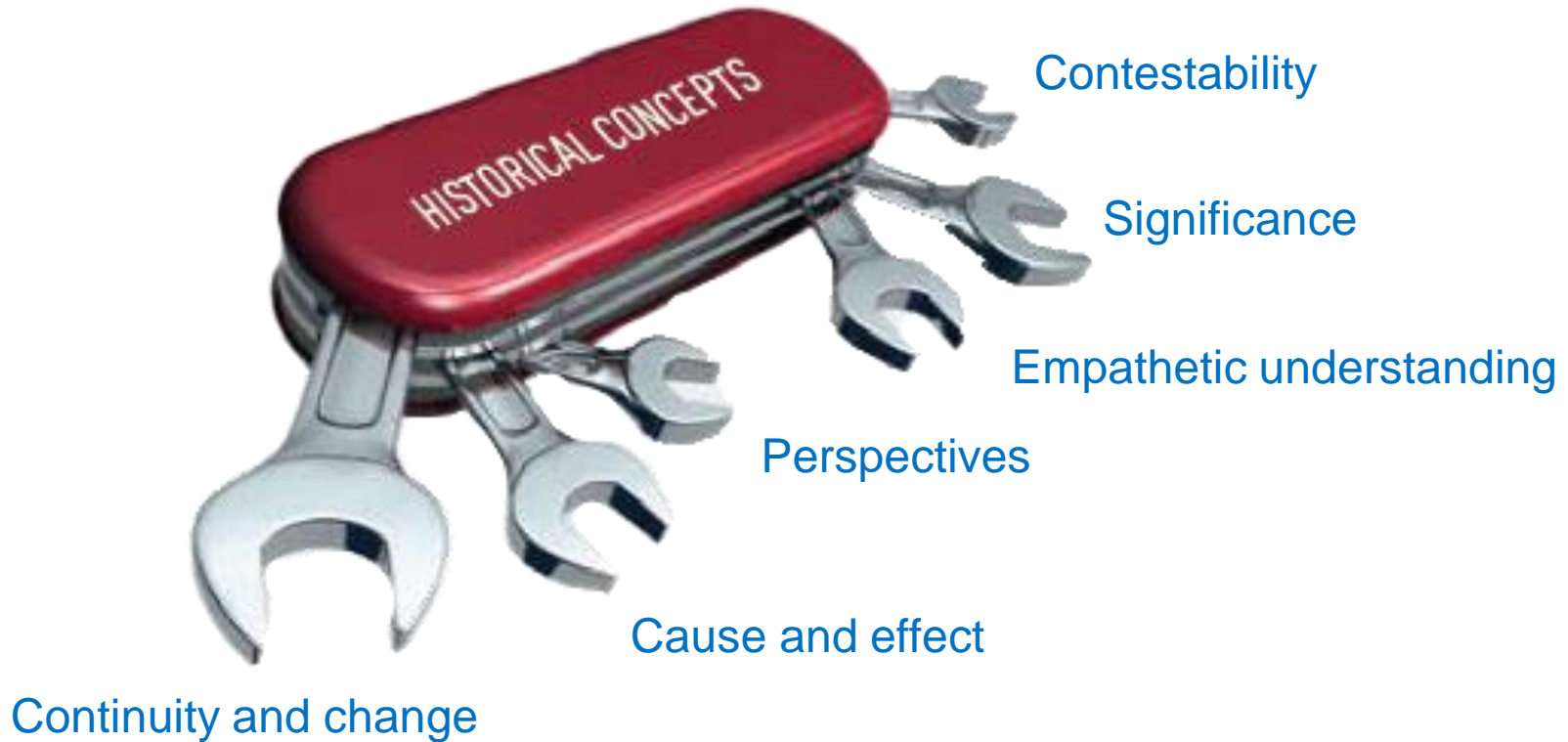
**APPLY AND ANALYSE**

1 Listed below are the types of questions historians ask to decide if events, discoveries, people or sites are historically significant.

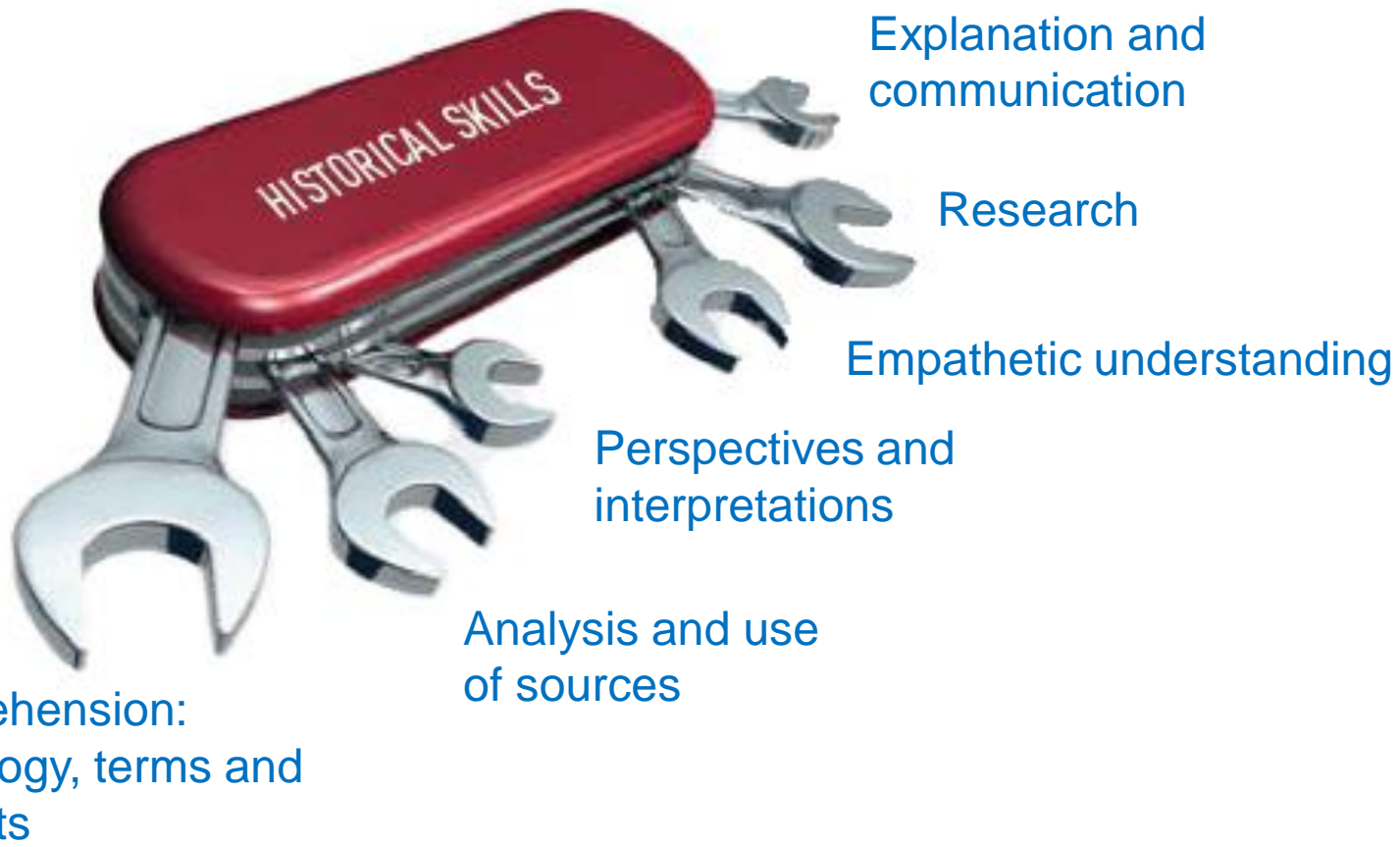
- How important was this to people who lived at that time?
- How many people were affected?
- To what degree were people's lives affected?
- How widespread and long-lasting were the effects?
- Can the effects still be felt today?

Use each of these questions to determine the historical significance of an event, discovery or individual of your choice.

# Historical concepts: Stages 4 and 5

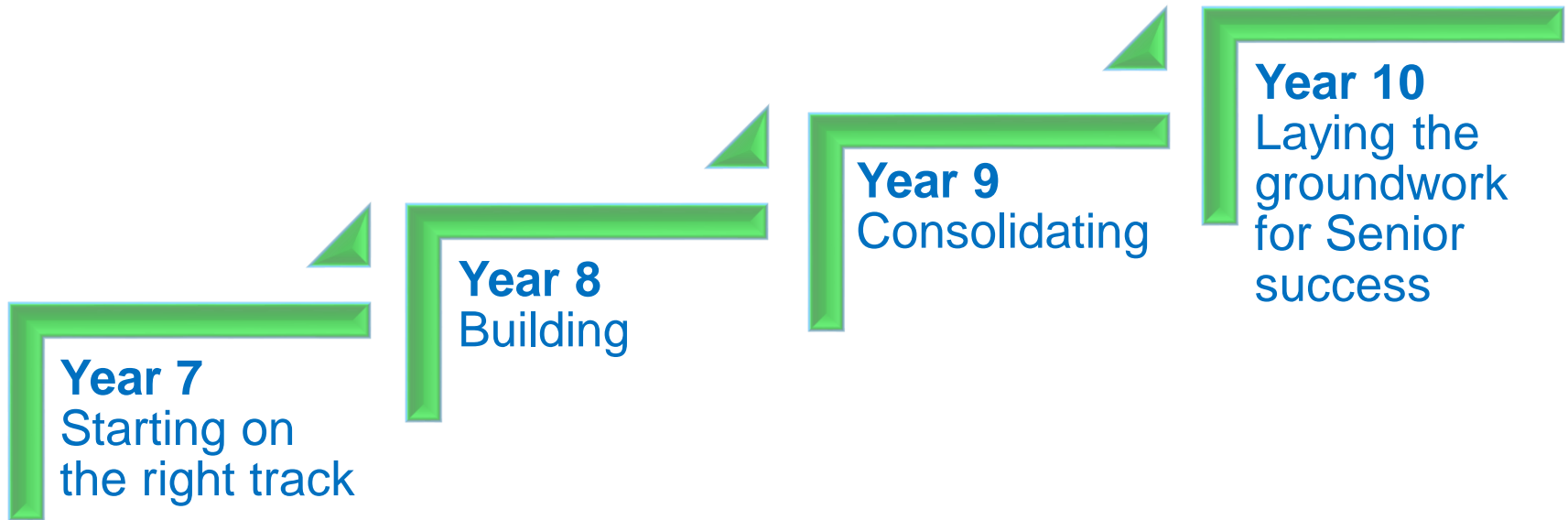


# Historical skills: Stages 4 and 5



8


- The skills and concepts need to be made explicit and constantly revisited if students are to develop their ability to understand and apply them.
- Students also have to see them in action in whichever historical context they are working.



# Insight History: using the Spotlights

Our new Spotlight feature is designed to:


- show students where a relevant concept or skill is highlighted in the material they are working through
- or
- encourage students to think about how they could apply the skill or concept to the content.



**SPOTLIGHT**

**RESEARCH**

When you see a new term such as 'domino theory', decide whether you understand it well enough to use the term yourself, or whether you should do further research. It will also help you find examples to support your use of the term.



**SPOTLIGHT**

**COMPREHENSION**

Understanding key terms in their context is crucial to historical understanding. Reflect on why understanding the term 'supplanting society' is necessary to understand the impact of European occupation on Indigenous peoples in Australia.



**SPOTLIGHT**

**ANALYSIS AND THE USE OF SOURCES**

The origin and purpose of a source must be considered before drawing conclusions about how useful or accurate it is.



# Year 7: Starting on the right track

## SPOTLIGHT

### CAUSE AND EFFECT

The Nile River was the source of life in ancient Egypt. This caused the development of civilisation along its banks. The annual flooding resulted in fertile soil, allowing for rich agricultural production.

## 2B

### HOW WAS ANCIENT EGYPTIAN SOCIETY ORGANISED AND GOVERNED?

#### 2.2 LIFE ON THE NILE RIVER

##### KEY CONTENT

In this topic you will:

- describe the everyday life of men, women and children in ancient Egypt.

The Nile River was the focal point of Egyptian life. Source 1 is an artist's impression of life along a section of the Nile.

In a society that lasted thousands of years, there were many different ways of life. However, historians are able to make some generalisations about daily life in ancient Egypt, based on written evidence and archaeological sources such as tomb paintings. In this topic we will explore life along the Nile River and in Egypt's hot desert environment influenced many aspects of everyday life. We also look at the class structure that developed in ancient Egypt, with its clear roles and social responsibilities.

##### SPOTLIGHT

##### CAUSE AND EFFECT

The Nile River was the source of life in ancient Egypt. This caused the development of civilisation along its banks. The annual flooding resulted in fertile soil, allowing for rich agricultural production.

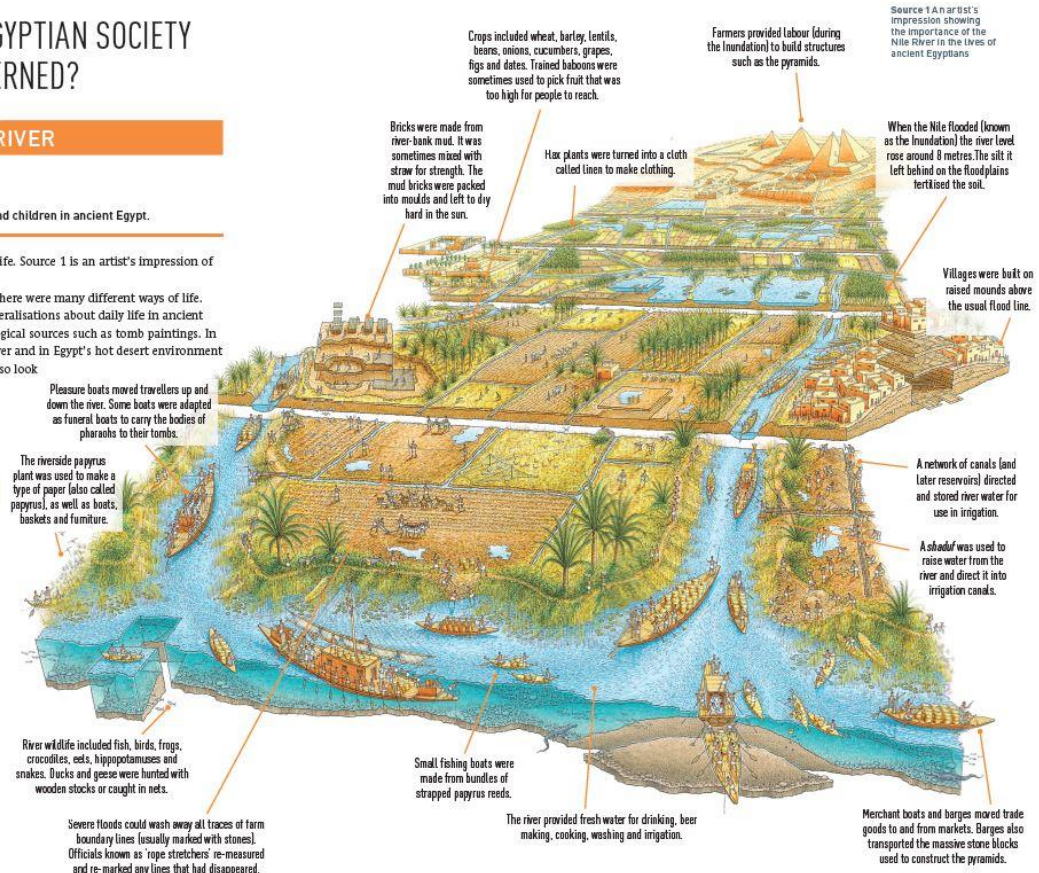
#### 2.2 CHECK YOUR LEARNING

##### REVIEW AND UNDERSTAND

- Study Source 1. Describe the features in detail. Draw conclusions about society from what you have seen. Outline what more you want to know.
- The Inundation was an important event in the lives of the people of ancient Egypt.
  - What was the Inundation and how did it influence Egyptian society?
  - List the precautions the Egyptians took to control the Inundation.
  - List the different kinds of crops the Egyptians grew, and other sources of food.
  - Aside from the Inundation, what were some of the other dangers associated with life on and near the river?
  - What did the Egyptians do to help make their houses safer during bigger than usual floods?

##### APPLY AND ANALYSE

- Explain how the kind of life shown in Source 1 needed a strong, centralised government. Could the pyramids, the canals or the irrigation systems have been built by small groups? Why or why not?



# Year 7: Starting on the right track

## SPOTLIGHT

### PERSPECTIVE

History is often studied from the perspective of the leaders of the time. By studying different groups in society, we consider the varied experiences of groups and individuals in society, including women and slaves.

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

**hierarchy**  
(pronounced HIR-ee-ark-ee)  
a way of organising things (or people) from top down in order of importance or significance; ancient societies had strict hierarchies with a ruler at the top and peasants at the bottom

#### SPOTLIGHT

**PERSPECTIVE**  
History is often studied from the perspective of the leaders of the time. By studying different groups in society, we consider the varied experiences of groups and individuals in society, including women and slaves.

## 2.6 ROLES OF KEY GROUPS IN ANCIENT EGYPTIAN SOCIETY

### KEY CONTENT

In this section you will:

- describe the roles of appropriate key groups in ancient Egypt, e.g. the ruling elite, the nobility, bureaucracy, women and slaves

Ancient Egyptian **society** was organised according to a strict social **hierarchy** – in other words, there were clear social divisions or classes where the people at the top held power over those lower down. Some of these roles were shaped by laws, traditions and religious beliefs, as well as by people's wealth and abilities.

Source 28 The social hierarchy in ancient Egypt



**Pharaoh**  
My main duty is to keep life in balance – on this Earth and beyond. I govern with a large team of officials.



**Director of the Seal**  
I am the treasurer. I manage all the goods (food and other products) that come into the pharaoh's storehouses. Most of these goods are tax payments, but some items are imports from other countries.



**Priestess**  
My husband is a nomarch. In fact, most of my fellow priestesses are married to senior officials – the high priestesses in our temple is a daughter of the pharaoh. My main role is to help look after the temple goddess and to sing and play music if the pharaoh visits our temple. I report to the chief priest.



**Chief priest**  
I represent our country's top priest, the pharaoh, and look after the gods. I enter the inner part of the temple where the statue of the god is kept. Each day I wash it, wrap it in clean linen and bring it food. If I didn't do this, bad things would happen. On special days, I take it out to show the people. My priests and I don't wear clothing made from animal products because that would be unclean. We wear only the finest white linen. We shave all our body hair and wash many times each day.

#### Nomarch

I govern one of our country's 42 nomes (provinces). I keep the vizier happy by collecting lots of taxes. Like other important and wealthy people, I wear garments made from the finest linen and lots of gold jewellery.



#### Scribe

I am one of the very few people in Egypt who can read and write. I record the pharaoh's orders and decisions, and help the Vizier and the Director of the Seal to keep tax records. I also keep accounts for the army, write letters for local people and prepare inscriptions for tomb walls and sculptures. I hope one day to become a doctor or an architect.



#### Soldier

I am a soldier. I am very skilled at using a pike (spear). I march on foot but our army also has charioteers. Our army divisions – all named after gods – usually consist of about 5000 men. Often, I fight alongside mercenaries – men from other countries who are paid to fight for us. Many of them come from Nubia. When not at war, I help out by supervising building projects.

#### Merchant

I am a trader. I am constantly sailing up and down the Nile with goods from Egypt, such as linen, papyrus, pottery, grain and gold. Goods I bring back from other places include ebony wood, ivory, incense, copper and baboons. Every now and then, I sail north, across the Mediterranean Sea.



**Linen workshop supervisor**  
I was at home for many years raising my seven children. To help out, I made linen from flax. My husband used to trade it in the local market for other things that we needed. I now have a supervisor's job, managing women in a linen workshop.



#### Stonemason

I spend my days making stone statues (usually of my pharaoh), carving the blocks used to build temples and pyramids, and engraving the walls of tombs. My father was a stonemason, too, of course. Until she went blind, my mother made wigs from real hair.



#### Potter

I am a member of the middle class – not too poor, but not too rich either! Some of the pots I make I give to the pharaoh as tax payment. Some of my pots are exported to other countries. Most of my friends are craftsmen, too. We learned our trades from our fathers. Some make jewellery; others make papyrus, boats or furniture. I wish I was smart enough to be a scribe.

#### Slave

I was born in Libya, but was captured as a prisoner of war. Other slaves come from Syria and Nubia. My master uses me as a field hand. Some of the lucky slaves work in the palace of the pharaoh – much better than working in the quarries or mines out in the hot desert.



#### Farmer and his wife

Except for slaves, we are at the bottom of the social ladder (along with tomb builders, pig herders and beggars). I grow wheat and barley, and flax used to make linen. My wife here helps me in the field when she can. I work very hard, digging canals for irrigation and preparing the soil. During the inundation, I often help out with the pharaoh's building work. I pay over half of the grain I produce as tax.

### THINK, PAIR, SHARE

Think about which group in society would have the most freedom.

Discuss your ideas with a partner.

Share your thoughts with the class.



# Year 8: Building

## SPOTLIGHT

## EMPATHETIC UNDERSTANDING

It can be difficult to understand how disease could spread so quickly, but medieval towns did not have the same access to hygiene conveniences and medical treatment that we have today. The impact of the COVID-19 pandemic in 2020 has given you an opportunity to live through the impact of a rapidly spreading disease. How does that help you understand the medieval experience?

### SPOTLIGHT

#### EMPATHETIC UNDERSTANDING

It can be difficult to understand how disease could spread so quickly, but medieval towns did not have the same access to hygiene conveniences and medical treatment that we have today, nor did they have the same level of knowledge about how the body works.

## 15.2 DAILY LIFE IN THE FOURTEENTH CENTURY

### KEY CONTENT

In this topic you will:

- describe the everyday life of men, women and children in the fourteenth century and life expectancy at this time.

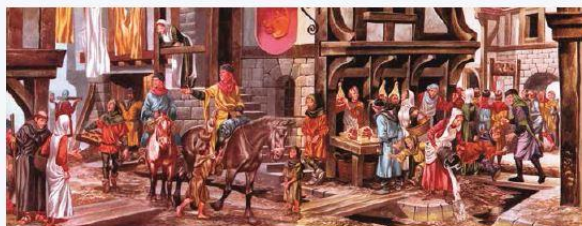
Living conditions across Europe during the fourteenth century were often very harsh. A population boom in the eleventh century led to an increase in the number of people living in towns and cities. For this reason, there was a great deal of competition for food and living space.

### Living conditions in towns and cities

Medieval towns and cities were noisy, crowded places. At the centre of many towns there was a marketplace where goods were bought and sold. One might hear animals bleating, the clatter of cart wheels, the cries of merchants as they carried out their trade, and the shouts of children.

#### 15.2A SOURCE STUDY

##### Life in cities and towns



Source 3 An artist's impression of a street scene in fourteenth-century London.

Source 4 A modern street scene in the Chester Rows, England, showing buildings that date from the thirteenth century.

#### INTERPRET

- Describe the activities that you can see in the street scenes shown in Sources 3 and 4.
- List the similarities and differences in street life from medieval to modern times.



### The dirty streets

The streets in medieval towns were dirty and smelly. Each day, household rubbish and the contents of chamber pots (used for going to the toilet) were tossed onto the street because there was no sewer system. Rotting food scraps and sewage typically blocked the drains. Animals such as pigs and chickens often roamed the streets and alleyways. The smell of animal manure and human waste was constant, and the streets were the perfect environment for rats, mice and insects.

People living in medieval towns and cities included both the very wealthy and the very poor. Rich people might live in castles or manor houses on the outskirts of towns, or in tall, impressive homes in the town centre. Homes for the poor in medieval towns were often just one or two rooms in one of the shabby multi-storeyed buildings clustered around a market area.

Family businesses were usually run from the ground level (which often had a dirt floor). Floors on upper levels were often covered with straw. Over time, this floor covering became a stinking squashed mat of rotting food, bones, bodily wastes and grease. Bathing was not seen as a daily routine in those days. In fact, some people thought that washing was bad for their health! The poor and rich alike lived with lice and fleas and scurrying rats.

#### STRANGE BUT TRUE

In 1321, a court case was brought against two men – Thomas at Wyte and William de Hockela – for building latrines (toilets) that stuck out from the walls of houses in a laneway. Human filth from these latrines fell on the heads of the passers-by who were using the lane. The problem was not that this was a health hazard, but that this blocked the use of the lane!

#### 15.2B SOURCE STUDY

##### Living conditions in London around the fourteenth century

#### Source 5

##### Concerning dung

No-one is to throw straw, dust, dung, sawdust, nor any other unpleasant material into the streets or lanes. Rather they are to have them removed by the rakers or others to places designated for the dumping of such dirt, under penalty of 2s [2 shillings].

##### Concerning pigs and cows

No-one is to raise pigs, bulls, or cows within their houses, under penalty of seizure of the same to the Chamber.

Extract from Corporation of London Records Office, Liber Albus, f.213, c. early thirteenth century, translated and reproduced in Henry Thomas Riley (ed.), Liber Albus, Rolls Series, no.12, vol.1 (1859), p.336

#### Source 6

Almost all the floors are made of clay and rushes from the marshes, so carelessly removed that the bottom layers sometimes remain for 20 years, keeping there below spittle and vomit and urine of dogs and men, beer that has been thrown down, leftovers of fishes and filth unimaginable ... It would help also if people made the council keep the streets less dirty from filth and urine.

A letter from the Dutch scholar Erasmus to an English doctor (1524), with his ideas to stop plagues

#### INTERPRET

- What do these two sources reveal about the living conditions of people in towns and cities around the fourteenth century?
- Using evidence from Source 5, how successful were the rules laid down by the Corporation of London?

## SPOTLIGHT

### CONTESTABILITY

Historians sometimes disagree about things, particularly when drawing inferences from archaeological evidence. When conflicting evidence is presented, historians must consider the possibilities, which can lead to disagreement about past societies.

#### SPOTLIGHT

##### CONTESTABILITY

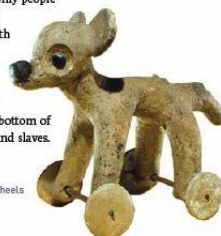
Historians sometimes disagree about things, particularly when drawing inferences from archaeological evidence. When conflicting evidence is presented, historians must consider the possibilities, which can lead to disagreement about past societies.

## Key features of the Aztec, Maya and Inca societies

The Maya, Aztec and Inca were agricultural societies. Before the arrival of the Spanish, farming life was very different from that found in Europe. In the Americas, there was no iron or steel, and farmers used digging sticks rather than metal ploughs to turn up the land. There were no horses, cattle, sheep, pigs or goats until they were introduced by the Europeans. In Central America, domestic animals such as turkeys, dogs and guinea pigs were eaten. The Incas kept large herds of llama for use as pack animals. They also kept alpacas, which were prized for their long silky coats that could be woven into cloth.

For many years, historians believed that the wheel was not used in pre-Columbian America. The wheel was not needed for transportation because the terrain was either too mountainous or swampy for animals to pull carts. However, pre-Columbian children's toys with wheels have been found.

In the Maya, Aztec and Inca societies, the rulers and priests at the top of the social order were privileged and lived well compared to the ordinary people. The Aztec king ruled with the help of his officials, counsellors, judges and military leaders. These ruling groups lived on their own estates and were the only people allowed to wear cotton cloth, sandals, patterned garments and ornaments made of gold or set with precious stones. All free-born commoners were grouped into clans. Members of each clan owned and farmed their land. They were responsible for maintaining their local temples and schools, which every child attended. At the bottom of the social hierarchy were the landless peasants and slaves.



Source 4A pre-Columbian child's toy – with wheels

### 16.1 CHECK YOUR LEARNING

#### REVIEW AND UNDERSTAND

- 1 What were the three main civilisations in the Americas?
- 2 What does the term 'pre-Columbian' mean?
- 3 Which groups were at the top of the social hierarchy in pre-Columbian societies in the Americas?

#### APPLY AND ANALYSE

- 4 How did farming differ in the Americas and Europe?
- 5 How have children's toys been used to challenge previous thinking about pre-Columbian America?

#### GO DEEPER

- 6 In a group, research key aspects of the societies of the Maya, Aztec or Inca societies. Present your information, including relevant sources, to show how the status of people in each society affected the way they lived, and how each society was governed and administered.

## 16.2 THE AZTEC EMPIRE BEFORE THE ARRIVAL OF THE SPANISH

### KEY CONTENT

In this topic you will:

- outline the organisation of society in the pre-Columbian Americas.

The rise of the Aztec Empire was very rapid. The word 'Aztec' can refer to the civilisation itself, the people, or just the ruling class. The Aztec people called themselves *Mexica*. The Aztecs expanded their control of territories in present-day Mexico from around 1428, by conquering other tribes. They also formed an alliance between the major city of Tenochtitlan and the cities of Texcoco and Tacaplan. Of these three cities, Tenochtitlan was by far the largest and most dominant, and the centre of Aztec civilisation.



Source 6 The Aztec Empire showing the location of its major cities Tenochtitlan, Tacaplan and Texcoco

### Social groups in Aztec society

Aztec society was organised according to a strict hierarchy. There were five major social classes: the emperor, nobles, warriors, commoners and slaves. There was little chance of movement out of the class into which one was born.

#### Emperor

At the top of the hierarchy was the emperor. When the Spanish arrived in 1519, the empire was led by Montezuma II (also known as Moctezuma), who had been in power since 1502. The emperor was an absolute ruler, selected as leader by a council of nobles. He was regarded by the people as a god and the 'Great Speaker'. He lived in a highly decorated palace and enjoyed a luxurious lifestyle.

#### Nobles

The nobility included high-level priests, military leaders, landowners, judges and heads of government. Noble status was passed down from parents to children. Nobles could receive *tributes* from commoners and were the only class other than the emperor allowed to wear decorated capes and jewellery. Wealthy people and heroes of war dressed elaborately, with intricate headdresses (often made of feathers), necklaces, earrings and bangles made of gold, silver, copper and precious stones. Their body art included holes in the ears and split bottom lips. The nobility would also show their wealth and dominance through extravagant feasts and expensive gifts to each other.



Source 7 The Aztec emperor Montezuma

NOTE TO TYPESETTER: PLEASE CHECK ARTWORK GUIDE TO CONFIRM CORRECT FONT AND FONT SIZE ON MAP.

**hierarchy**  
a way of organising people or groups of things so that the most important is at the top, with the others ranked underneath in decreasing order of importance

#### SPOTLIGHT

##### PERSPECTIVES

Different perspectives don't only come from different societies. Within a society there can be vastly different experiences, particularly where there are differences in status and gender.

**tribute**  
a gift given as a mark of respect



# Year 9: Consolidating

## SPOTLIGHT

### CONTINUITY AND CHANGE

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

## 1A

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

#### 1.1 THE INDUSTRIAL REVOLUTION IN BRITAIN

##### KEY CONTENT

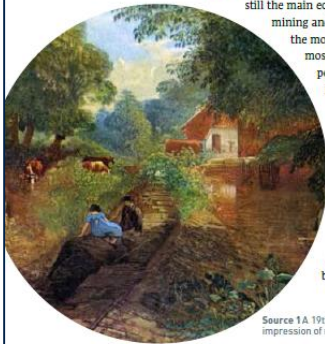
In this topic, you will:

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

##### Pre-industrial Britain

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

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



Source 1A 19th-century artist's impression of rural life in Britain

36 OXFORD INSIGHT HISTORY 9 FOR NSW STAGE 5

OXFORD UNIVERSITY PRESS

##### The Industrial Revolution begins

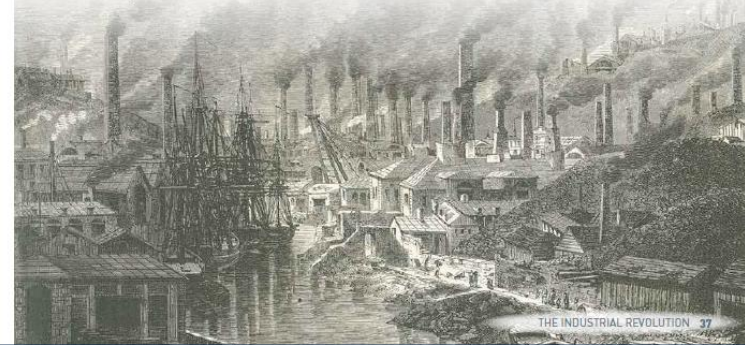
During the Industrial Revolution, Britain's population quadrupled from an estimated 6.5 million people in 1750 to more than 27.5 million in 1850 as a result of improved living standards and declining death rates. British society moved from rural to urban communities, and Britain was transformed through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

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

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

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

Source 2A 19th-century engraving of copper foundries in the city of Swansea, Wales; Swansea grew to be a world leader in copper smelting during the Industrial Revolution.



THE INDUSTRIAL REVOLUTION 37



# Year 9: Consolidating – and helping them make sense of their world

## SPOTLIGHT PERSPECTIVES

Hitler's claim that the German army had not really lost World War I is a clear example of a historical perspective that may not be factual. Identifying perspectives not based on factual material has become increasingly important in a world where many non-factual perspectives can be circulated through social media.

### Kaiser

the German word for a king; it comes from the ancient Roman title 'Caesar'

### hyperinflation

extremely rapid and uncontrolled inflation; Germany experienced hyperinflation from 1921 to 1924, during which time prices rose so rapidly that money was effectively worthless

### Great Depression

a period of severe economic downturn that began in the USA and quickly spread around the world during the 1930s and 1940s; it was triggered by the stock market crash in 1929

### depression

a sustained, long-term downturn in economic activity; usually responsible for high levels of unemployment and decreases in the number of goods produced

### SPOTLIGHT

### PERSPECTIVES

Hitler's claim that the German army had not really lost World War I is a clear example of a historical perspective that may not be factual. Identifying perspectives not based on factual material has become increasingly important in a world where many non-factual perspectives can be circulated through social media.

Hitler had served in the army during World War I. He argued that the German army had not really lost the war, preferring the idea that its soldiers had been betrayed by the German politicians who had signed the Treaty of Versailles. Hitler's claim ignored the fact that German army generals had admitted to the **Kaiser** before the armistice that the war was lost. It also ignored the fact that Germany's economy was in a state of near collapse by the end of World War I, meaning that German representatives at the Paris Peace Conference had no choice other than to sign the treaty.

Hitler found support for his extreme views and policies among the German people by blaming scapegoats, such as Jews, for Germany's troubles. In spite of the fact that many Jews had fought bravely in the German army. He blamed communists for adding to Germany's troubles.

The global economy also played into Hitler's hands. Germany suffered a series of economic problems after World War I. A period of **hyperinflation** raged in the early 1920s. The German currency became worth so little that people often burned it for cooking and heating rather than spend it (see Source 4). On top of this, Germany was hit hard by the **Great Depression**. In his speeches to the German people, Hitler blamed Germany's defeat in World War I (and the reparations it had to pay under the Treaty of Versailles) for hyperinflation, the **depression** and the high rate of German unemployment.



Source 4  
A German housewife using millions of Deutschmarks to light her stove in 1923

## End of democratic government in Germany and the start of the Third Reich

Kaiser Wilhelm II had abdicated as ruler of Germany and fled to the Netherlands before the armistice that ended World War I. A new democratic government, known as the Weimar Republic, was established in his place. It was unpopular because many Germans blamed it for agreeing to the terms of the Treaty of Versailles. It also had serious economic problems to deal with during the 1920s. Workers went on strike, and the economy suffered as foreign investors moved their money elsewhere.

The new government also had to deal with the threat of violence from **paramilitary groups**. These included the private army of the Nazi Party, known as stormtroopers or Brownshirts, who were gaining popularity (see Source 3). At the 1932 elections, the Nazi Party became the largest single party in the Reichstag, which was the German legislative assembly. In 1933, Hitler was sworn in as chancellor of Germany. After the death of Germany's President Hindenburg in 1934, Hitler combined the roles of chancellor and president, making himself **Führer** – or supreme leader – of Germany.

During the years of Nazi rule in Germany (a period commonly referred to as the **Third Reich**), there was little or no personal freedom. People were encouraged to report on friends, neighbours and even family members suspected of disloyalty to the regime. **Propaganda** was used to convince citizens of the beliefs of the regime and to silence critics. Punishments were severe, and often involved torture and internment in concentration camps.

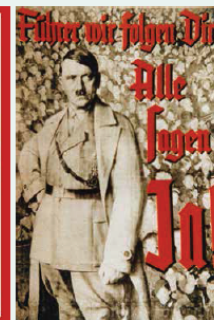
Jews were the primary targets of Nazi persecution. Writers, artists, playwrights, university professors and others traditionally associated with free thinking were also targets.

### 6.7 SOURCE STUDY

#### Nazi Party propaganda



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



Source 6A 1934 Nazi Party poster, Yes! Führer we follow you!

### INTERPRET

- 1 What is your reaction to the two posters presented here? Why might you have reacted to them in this way? What are the origins of your views?
- 2 Identify the dominant symbols used in the posters. What message are they trying to convey?
- 3 Source 5 was released in 1932, and Source 6 in 1934. What had changed in Germany over those two years? Is this change obvious when you compare both sources? Explain your answer.

### paramilitary group

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

### Third Reich

third regime, or third empire; the First Reich dated from 962 to 1024; the Second Reich was Imperial Germany (1871–1918); and Nazi Germany (1933–45) was described by Hitler as the Third Reich

### propaganda

information or material that attempts to influence the behaviour or opinions of people within a society; propaganda can take many forms, and is designed to promote a particular cause or course of action and/or damage the cause of an enemy

# Year 9: Consolidating – and preparing them for Senior study without them even realising

## SPOTLIGHT

### EXPLANATION AND COMMUNICATION

Most Australians now regard 26 January as Australia Day, even if they are unsure as to why, or reject the choice of date. Think about the information you will have to organise to be able to communicate effectively the fact that the first Australia Day was held on 30 July 1915, and how you would answer questions people might have.

#### CASE STUDY

### Local commemoration – World War I and the Central Coast

#### SPOTLIGHT

##### EXPLANATION AND COMMUNICATION

Most Australians now regard 26 January as Australia Day, even if they are unsure as to why, or reject the choice of date. Think about the information you will have to organise to be able to communicate effectively the fact that the first Australia Day was held on 30 July 1915, and how you would answer questions people might have.

For any History student, local libraries can be a wonderful source of historical information. They often contain valuable archival material, as well as hosting online digital collections of historical photos and articles. This can be invaluable for understanding how a local community commemorated the two world wars, and how those communities viewed Australia's participation.

This case study will focus on Gosford on the New South Wales Central Coast and its celebration of the first Australia Day in 1915; and the Central Coast's first World War I memorial, which was officially unveiled at Kincumber on 20 December 1919.

In 1915, the community of Gosford – like small towns and villages across the country – seized the opportunity to celebrate the first-ever Australia Day. Such celebrations helped communities feel part of the 'great adventure', which a patriotic mood was beginning to sense may be contributing to the new nation's sense of national identity. Despite community debates regarding the appropriateness of 26 January as a date for celebration, the first Australia Day was actually held on 30 July 1915, while Australian troops were fighting at Gallipoli; and was a patriotic fundraising event to support wounded troops. At this time, the information coming from the war was slow and limited, meaning those who remained in Australia had little knowledge of what the conditions were actually like.

As Source 2 shows, the Gosford community enthusiastically embraced the first Australia Day, but this source also reveals a lack of understanding as to actual events, as well as just how long the war would continue after 30 July 1915. While Australians were bogged down on the Gallipoli peninsula, the Gosford parade was celebrating the sultan 'being driven out of Constantinople by the Australians.'

The small village of Kincumber, near Gosford, was the first place on the Central Coast to unveil a memorial to those who served and those who were lost in World War I. War service was widely regarded as a significant thing to be acknowledged, and loss of life in war devastated local communities across Australia. So the commemoration of war service and loss in the form of a memorial became a focal point for many communities. Today, such war memorials frequently act as a focus for commemoration on national days such as Anzac Day and Remembrance Day.



Source 2 Gosford's Australia Day parade, 1915; the banner reads 'Sultan and Harem being driven out of Constantinople by the Australians' (Central Coast Libraries collection)

The local progress committee in Kincumber called a public meeting on 8 June 1918, after receiving news of the death of the first local volunteer, Lance Corporal Lansdowne, in France in April 1918. His death was followed by that of Trooper Clive Frost at Port Said in Egypt in December 1918.

Like many communities, Kincumber raised its own funds for the building of a suitable memorial. The monument was completed by 1 August 1919, after the signing of the Treaty of Versailles, but was not officially unveiled until 20 December, 1919. This delay was to ensure that every Kincumber veteran was able to return home

first. Kincumber's efforts were recognised with the presentation of two captured World War I German machine guns to the community by the New South Wales State War Trophy Board.

The official unveiling was performed by Brigadier-General G.M. Macarthur-Onslow, great-grandson of John and Elizabeth Macarthur, who were significant figures in early 19th-century Australia – thus providing a link to Australia's earliest history. The wording on the marble tablet reads:

To our boys who have stood in the forefront of the battle with the elite of the world's heroes, fighting for liberty, home and Empire. This memorial is gratefully dedicated by the people of Kincumber.



Source 3 The official unveiling of the Kincumber memorial by Brigadier-General G.M. Macarthur-Onslow, 20 December 1919 (Central Coast Libraries collection)



Source 4 The Kincumber memorial today, in a photo taken on 20 December 2019, exactly 100 years later



Source 5 An example of a war trophy; this gun is from the German raider Emden, which had caused major problems for Allied ships in the Indian Ocean before being sunk by HMAS Sydney on 9 November 1914. It is displayed in Sydney's Hyde Park.

#### CASE STUDY: CHECK YOUR LEARNING

##### REVIEW AND UNDERSTAND

- 1 Why are local libraries useful for History students?
- 2 Where was the Central Coast's first World War I memorial built?
- 3 When and why was Australia Day created?
- 4 Explain why it could be regarded as significant that Brigadier-General G.M. Macarthur-Onslow unveiled the Kincumber memorial.

##### APPLY AND ANALYSE

- 5 Compare the photos of the Kincumber memorial across a period of exactly 100 years. Explain what they reveal about continuity and change over that time.
- 6 Examine the wording on the marble tablet on the Kincumber memorial. What do the words 'fighting for liberty, home and Empire' indicate about the local community's perceptions of why the war was fought? How does this compare to your understanding?

##### EVALUATE AND CREATE

- 7 Investigate your local area and your local library, and prepare a guide book or map to local commemorations recognising war service and loss of life.
- 8 Investigate the first Australia Day, and explain how popular it was. What does the wording and content of the banner in Source 2 reveal about Australians' attitude towards and understanding of the conduct of the war at this time? How factual was this understanding?
- 9 Examine Source 5 and investigate the New South Wales State War Trophy Board. What was its role? Is there any evidence of war trophies being allocated to your local area?

# Year 10: Laying the groundwork for Senior success

## 7A

### WHAT WERE THE ORIGINS AND SIGNIFICANCE OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS?

#### 7.1 THE UNIVERSAL DECLARATION OF HUMAN RIGHTS 1948

##### KEY CONTENT

In this topic, you will:

- outline the purpose of the United Nations and describe the origins of the Universal Declaration of Human Rights, including Australia's involvement
- explain the significance of the Universal Declaration of Human Rights
- identify current struggles for civil rights and freedoms throughout the world, such as the United Nations Convention on the Rights of the Child (1990) and the Declaration on the Rights of Indigenous Peoples (2007).



Source 1 The Australian Minister for External Affairs, Doctor H.V. Evatt, one of the founders of the United Nations and the third President of the UN General Assembly

Millions of people were killed during World War II. Many millions more never saw their families or homes again as a result of the destruction caused by the world-wide conflict. During the war, US President Franklin Roosevelt and British Prime Minister Winston Churchill set out the values that their countries were said to be defending. These values included global co-operation to create better living conditions for all, and a world where people could live in peace, free from fear and want. Immediately after the war, world leaders made a commitment to these values by forming the United Nations, an organisation designed to ensure that the atrocities of World War II would never happen again.

The United Nations was officially formed at a meeting of 50 nations in San Francisco, USA, in 1945. All nations present at the conference signed the Charter of the United Nations, which set out the purpose and rules of operation of the United Nations. Australia, which was one of the founding members of the United Nations, was represented in San Francisco by Attorney General and Minister for External Affairs Dr Herbert Evatt. He was a respected figure at the founding conference and spoke out on behalf of many of the smaller nations. Many small countries were concerned that their interests would be neglected during the power struggles between the United States and the Union of Soviet Socialist Republics (USSR).

#### Australia's involvement in the declaration's development

Evatt's performance at the United Nations earned international recognition and praise for him and for Australia, and in 1948 he was elected President of the United Nations General Assembly. Evatt convinced the traditional powers such as Britain and France that the General Assembly must be seen to take a leading role to protect human rights. He had an active role in leading the drafting of the United Nations Universal Declaration of Human Rights.

Evatt was supported by many other leaders, including Eleanor Roosevelt, a US delegate and widow of former US President Franklin D. Roosevelt (who had died in 1945). Eleanor Roosevelt's speech to the United Nations General Assembly on 2 December 1948 impressed upon the world the need for action. Eight days later, the Universal Declaration of Human Rights was ratified (endorsed) by the United Nations General Assembly.

#### The significance of the declaration

The Universal Declaration of Human Rights was a landmark document. It contained 30 articles (statements) that have influenced many international and national treaties and covenants (agreements) relating to human rights since then. Some of the articles are outlined in Source 2. Most significantly, the declaration said that human rights are inalienable – meaning that they cannot be taken away from any one of us.

Source 2

##### Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

##### Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

##### Article 3

Everyone has the right to life, liberty and security of person.

##### Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

##### Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

##### Article 6

Everyone has the right to recognition everywhere as a person before the law.

*The first six Articles of the Universal Declaration of Human Rights, 1948*

#### The Australian context

This was the first time a community of nations had ever made such a declaration of rights and fundamental freedoms. Evatt was justifiably proud of his and Australia's part in the creation of the Human Rights Declaration. It was Evatt's hope that 'millions of people, men, women, and children all over the world, would turn to it for help, guidance and inspiration'.

##### SPOTLIGHT

##### SIGNIFICANCE

Historians, and History students, need to consider what gives something significance. Does the Universal Declaration of Human Rights gain its significance by being a 'landmark document', or because of its potential to improve lives across the globe? These are decisions you are required to make, and provide evidence to support them.

##### SPOTLIGHT

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Historians, and History students, need to consider what gives something significance. Does the Universal Declaration of Human Rights gain its significance by being a 'landmark document', or because of its potential to improve lives across the globe? These are decisions you are required to make, and provide evidence to support them.



# Year 10: Laying the groundwork for Senior success – and constantly building understanding

## SPOTLIGHT

### EXPLANATION AND COMMUNICATION

The terms 'full blooded' and 'mixed blood' are today regarded as highly offensive, and are used in this book only in the context of language from the relevant historical time period. It is not appropriate to use these terms today in anything but a historical context.

#### SPOTLIGHT

##### EXPLANATION AND COMMUNICATION

The terms 'full blooded' and 'mixed blood' are today regarded as highly offensive, and are used in this book only in the context of language from the relevant historical time period. It is not appropriate to use these terms today in anything but a historical context.

A policy of assimilation was officially adopted at the Aboriginal Welfare Conference of Commonwealth and State Authorities in 1937, where authorities agreed that:

- those they described 'full blood Aborigines' would be segregated on missions and reserves far away from the white community
- 'mixed blood Aborigines' were to be absorbed into the white community.

The fact that these approaches were in some ways contradictory reflected the confused and racist thinking of the period. Segregation meant that Indigenous Australians were to be kept apart, away from the cities and separate from the majority non-Indigenous population. By contrast, assimilation expected Indigenous people to blend in and marry non-Indigenous people. In doing so, it was expected that Indigenous Australians would eventually become part of the majority white population.

#### 7.2 SOURCE STUDY

##### The assimilation policy

Source 3

The destiny of the natives of aboriginal origin, but not of the full blood, lies in their ultimate absorption ... with a view to their taking their place in the white community on an equal footing with the whites.

*From a conference paper from the Aboriginal Welfare Conference of Commonwealth and State Authorities in 1937*



THREE GENERATIONS  
(Reading from Right to Left)

1. Half-blood—(Irish-Australian father, full-blood Aboriginal mother).
2. Quadroon Daughter—(Father Australian born of Scottish parents; Mother No. 1).
3. Octaroon Grandson—(Father Australian of Irish descent; Mother No. 2).

Source 4 This illustration from A. O. Neville's 1947 book, *Australia's Coloured Minority* shows how he believed the 'Aboriginal blood' could be bred out. This photo shows three consecutive generations, each of which had one white parent.

#### INTERPRET

- 1 What do these two sources reveal about policy regarding 'the destiny of the natives of aboriginal origin' in Australia in the 1930s and 1940s?
- 2 Identify what 'ultimate absorption' in Source 3 means. What implications would this approach have for Indigenous Australians?
- 3 What point is Source 4 trying to make? What implications for Indigenous Australians does this have?
- 4 Identify the date of each source. What do these sources reveal about attitudes towards Indigenous Australians in Australia at that time?

## Indigenous rights and freedoms after Federation

When the Australian colonies federated in 1901, Indigenous people were not considered to be part of the 'new' country. A number of Acts passed by the new Commonwealth Parliament meant that if you were an Indigenous person in Australia in 1901:

- you were not entitled to vote in federal elections unless previously registered to vote in your state
- you did not receive the basic wage
- you were not eligible for aged and invalid pensions, and if you had a baby you did not receive the baby bonus that was given to non-Indigenous mothers
- travel restrictions were often enforced on you
- you were excluded from military training
- you were not counted as members of the Australian population in the census.

Western Australian Senator Alexander Matheson was one of the strongest opponents of Indigenous Australians being given the right to vote (see Source 5).

Source 5

We must take steps to prevent any Aboriginal from acquiring the right to vote. Surely it is absolutely repugnant to the greater number of the people of the Commonwealth that an Aboriginal man or Aboriginal lubra or gin [woman] – a horrible, degraded, dirty creature – should have the same rights that we have decided to give to our wives and daughters ... we have taken this country from the blacks, and made it a white man's country, and intend to keep it a white man's country ...

*Western Australian Senator Alexander Matheson, Commonwealth Parliamentary Debates, Senate, 22 May 1901*

Segregation was another effective way to control Indigenous people and prevent them from fully participating in society. 'Colour bars' were rules that prevented Indigenous Australians from entering clubs, pubs, restaurants, theatres, public swimming pools or using public transport. Separate sections in theatres, separate wards in hospitals, and denial of school enrolment to Indigenous children were common. This practice resulted in a form of **apartheid**.

For the first 30 years after Federation, segregation was applied quite consistently across the states and territories of Australia.

#### STRANGE BUT TRUE

In 1943, Liberal Prime Minister Robert Menzies broke the law. He was hosting a group of Indigenous Australian leaders and offered them alcoholic drinks. The Prime Minister was then told that offering the group alcohol had been against the law.

**apartheid**  
a system of racial segregation enforced in South Africa from 1948 to 1994; an Africans word literally meaning 'the state of being apart'

#### 7.2 CHECK YOUR LEARNING

##### REVIEW AND UNDERSTAND

- 1 List some of the main ways in which Indigenous people were discriminated against in Australia from 1788 to the 1960s.
- 2 What were the features of the policy of assimilation?
- 3 Explain how segregation helped control Indigenous Australians.

##### APPLY AND ANALYSE

- 4 Research the apartheid policy in place in South Africa in the 1930s and compare it with the Australian 1937 conference agreement.
- 5 Explain how Source 5 is a good example of the need to study sources in their historical context.

##### EVALUATE AND CREATE

- 6 Create a visual presentation that explains the status of Indigenous Australian people in Australia before 1945.

##### GO DEEPER

- 7 Conduct research to compare British policies for Indigenous peoples at the time when they made contact and established settlements in Australia and in New Zealand. How were they similar? How were they different?

# Using questions to help students learn to make decisions



- If students simply work with knowledge questions, they'll develop a body of knowledge, but have no clear idea of what to do with it or how to apply it.
- The structure we have adopted of Review and Understand; Apply and Analyse; Evaluate and Create; and Go Deeper is designed to:
  - give students experience in applying the full range of skills
  - build their confidence and competence
  - teach them that not every question has a clear answer, and that they need evidence to support it.



# Year 7: Investigating the ancient past



## APPLY AND ANALYSE

- 3** How has technology enhanced our understanding of the human remains at Lake Mungo?
- 4** Conduct research on Australian megafauna.
  - a** What are megafauna?
  - b** Find out about three different megafauna that lived in ancient Australia.
  - c** Review the arguments set out in Source 15 that offer key parts of the case for both sides of the argument on how Australian megafauna died out. Identify the strongest and weakest argument for each side, giving reasons for your answer.
  - d** Write a 100- to 200-word informative and persuasive text answering the question 'What caused the extinction of the Australian megafauna?'

# Year 8: Aboriginal and Indigenous Peoples, Colonisation and Contact History



## APPLY AND ANALYSE

- 5** Write definitions for the words 'invasion', 'occupation', 'colonisation' and 'settlement' in your own words. Compare your definitions with those of a partner and discuss any differences.
- 6** With reference to Source 1, list the continents where Britain, France and Spain had colonies.

## EVALUATE AND CREATE

- 7** Discuss whether it is fair to claim ownership of land based on the first mapping, or the first raising of a flag. Provide reasons to support your argument.



### GO DEEPER

- 8 Investigate why the suburb, town or local area in which you live is located where it is. Use the types of factors discussed in this section as the starting point for your research.
- 9 Investigate *Dark Emu* and describe the impact it has had on Australian history. What are the main arguments it puts forward? What criticisms have been made of it? Are they justified?

# Year 10: Popular Culture



- A typical suite of Year 10 questions – consolidate knowledge, have fun and think for yourself.

## 8.3 CHECK YOUR LEARNING

### REVIEW AND UNDERSTAND

- 1 Identify the songs by Elvis Presley and Bill Haley that signalled the arrival of rock 'n' roll in Australia.
- 2 When was television first broadcast nationally in Australia?
- 3 In which year did all Australian state capitals have television stations?

### APPLY AND ANALYSE

- 4 As a class, discuss the suggestion that 1956 was a significant year for popular culture in Australia. Summarise three key points from the discussion.

### EVALUATE AND CREATE

- 5 Script a discussion between a father and daughter watching Elvis Presley performing on *The Milton Berle Show* in the US in 1956. Ensure the discussion reflects the social and cultural context of 1956. Then, in pairs, act out your scripts.

### GO DEEPER

- 6 A television in 1956 cost roughly 13 times the average weekly wage. Find out the current average weekly wage for a full-time adult worker and use this figure to calculate the equivalent cost of a television in today's terms. What does this tell you about access to television in Australia today?

# Thinking for yourself: working with sources

## Year 7: Ancient Egypt

### 2.6 SOURCE STUDY

#### Egyptian women



Source 21 Tomb art showing Egyptian women celebrating at a feast

#### INTERPRET

- 1 Look at Source 21. Identify the wealthy women and the attending slaves or servants in this image and write a short description of the scene.



# Year 8: The Spanish Conquest of the Americas

## 16.5 SOURCE STUDY

### Hernán Cortés in Aztec society

#### Source 7

In the distant past the great god Quetzalcoatl, lord of wind and life, had come to live among humans in order to set up a new kingdom in which there would be no human sacrifices. The god was tall with pale skin, blond hair and a beard. But although he was a magician, the other gods held greater magic and he was unable to change the old ways. Before he sailed away eastwards he promised the Aztecs that he would return from the direction of the rising sun in the Year One-Reed.

Extract from a translation of a pre-Columbian record of the legend of the Year One Reed



#### INTERPRET

- 1 Cortés arrived in the Americas in the Year One Reed. From Source 7, who might the Aztecs have thought Cortés to be? Consider which direction 'the rising sun' is in, and which direction Cortés sailed from.
- 2 Describe the interaction seen in Source 8. Do you think the real interaction would have been like this? Justify your answer, providing evidence from Source 7.

**Source 8** A nineteenth-century illustration depicts a meeting between Cortés and Montezuma. The woman acting as an interpreter is Doña Marina, known as La Malinche.

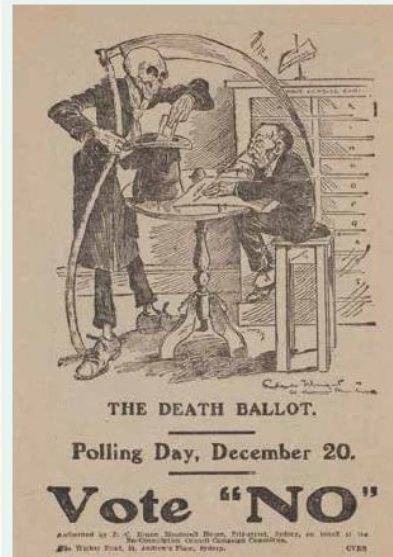
# Year 9: Australians at War (World Wars I and II)

## 6.6 SOURCE STUDY

### Wartime propaganda



Source 6 A poster from 1917, encouraging Australians to enlist



Source 7 A cartoon printed in 1917, produced by the No Conscription Council Campaign Committee

### INTERPRET

- 1 Identify the perspectives on the conscription debate being promoted by both of these sources.
- 2 Select one of these sources, and outline the argument it is presenting and the types of techniques it is using to promote its point of view and achieve its aim.
- 3 Explain which source you think would have been the most effective at achieving its aim. What features or elements do you think would have made it more effective than the other source?

# Year 10: Popular Culture

## SPOTLIGHT

### PERSPECTIVES

The examples of perspectives shown here are evidence of the so-called 'generation gap'. In examining popular culture, identify the age of the people who are expressing the perspectives you are examining to ensure you understand their context.

## INTERPRET

Sources 5 and 6 show two very different perspectives on the first international rock 'n' roll tour of Australia in 1957.

- 1 Identify the perspectives of John Manners and John Sutton.
- 2 List the words used that help you identify each perspective.
- 3 Mr Sutton's age is not given. Is there any evidence to indicate his approximate age?
- 4 Is one perspective more accurate than the other?
- 5 How would you use these two sources as evidence to argue that rock music created a generation gap in Australia in 1957?

## 8.4A SOURCE STUDY

### Differing perspectives of Bill Haley's Australian tour

Source 5

It will be interesting to note the effects of the visit to Sydney of a band of American entertainers. Reports of the way 'rock and roll' has been received by overseas audiences, coupled with the almost unanimous acceptance of Elvis Presley who, despite his repulsive antics, is now the current idol of the younger set, lead one to believe that the arrival of Mr Haley could be regretted for years to come.

We have only to glance through the daily papers to read the shocking manner in which teenagers of today, throughout the world, carry on. The morals of the modern generation, with the exception of a small minority, have nearly reached an all time low, and 'rock and roll' has done nothing to improve them.

Already the general outlook of the Australian teenager has begun to deteriorate rapidly and to such an extent that something must be done to prevent the low level which they are gradually approaching, being attained.

Strongly opposed by most leading musicians, both modern and classical, 'rock and roll' represents a serious threat to the community. In both Britain and the United States riots are prevalent where this form of entertainment is played. We must see that it is not given the same opportunity to take a grip on our own youth.

A letter to the editor by John Sutton, *The Sun*, Sydney, January 1957, while Bill Haley was touring Australia. It was given the heading 'Menace of rock and roll'.



Source 6

The show opened with Freddie Bell and the Bellboys. They opened with a song, 'We're Gonna Teach You To Rock,'... Their stage act was superb, with dance moves, comedy routines, all just too much. This was the first time I had seen or heard a bass guitar, and from that moment I knew what instrument I wanted to play. I was hooked on bass. The crowd reaction was sensational, no one had ever seen or heard anything like it before.

On came Bill Haley and the Comets ... They had a great stage show, namely round the sax player and bass player. He played a double bass and climbed all over it, and stood on it. They played all their hits, 'Rock a Beatin' Boogie', 'R-O-C-K', '13 Women' and 'Rock Around the Clock'. I was a little disappointed with Bill. He just stood there, sang, and played rhythm guitar – not really part of the act ... The band played and sounded great, just like the records ... I'm glad I was there, and I suppose, part of it.

John Manners sharing his memories of a Bill Haley concert at Sydney Stadium in January 1957 in a private letter. Manners is regarded as one of Australia's greatest and most innovative bass players, and was a member of the band The Whispers, with three singles reaching number one in the charts.



# Thinking for yourself: using the skills and concepts

## Year 10: The Environment Movement

### SPOTLIGHT

#### EMPATHETIC UNDERSTANDING

Examine the Donora smog incident, and reflect on how your personal experience during the COVID-19 shutdown of 2020 helped you understand what they experienced in Donora in 1948.

**STRANGE BUT TRUE**  
Donora opened the Donora Smog Museum in 2008. Its slogan is 'Clean air started here'.

#### SPOTLIGHT

**EMPATHETIC UNDERSTANDING**  
Examine the Donora smog incident, and reflect on how your personal experience during the COVID-19 shutdown of 2020 helped you understand what they experienced in Donora in 1948.

Source 2: Firefighters face the billowing smoke at the Cuyahoga River fire, 1962



#### Cuyahoga River fire, 1969

The Cuyahoga River in northern Ohio was renowned as one of the most polluted rivers in the United States. For many years, industrial waste had been dumped into the river. The first fire on the river was in 1868, and the largest was in 1952, which caused millions of dollars of damage to bridges and other structures. It was not until 1969, however, after there had been several more fires on the river, that one fire was reported in *Time* magazine. The incident caught national attention, and stimulated a campaign that culminated in the *Clean Water Act* of 1972. It showed that people were starting to effectively organise themselves to oppose unrestricted expansion of industry at the planet's expense.

The Donora smog incident is credited with starting the campaign for clean air. Around 200 more people died in another major smog incident in New York City in November 1953. These incidents led to campaigns for cleaner air. In 1955, the US Congress passed the *Air Pollution Control Act*, and finally, the *Clean Air Act* in 1970.

This movement was echoed in Great Britain after the Great Smog of 1952 in London. In similar conditions to Donora, the smog lasted five days, and it is now thought that up to 12 000 people may have died because of the pollution. Britain enacted a *Clean Air Act* in 1956. In October of 2013, in Harbin, China, there was a similar event, which shows that smog continues to be a grave problem, particularly in areas of rapid industrialisation that rely on coal power. The heavy smoke layers across many parts of Australia during the 2019–20 bushfires showed that air quality remains a global issue, with strong local implications.

#### Minamata Bay incident, 1956

Minamata Bay in Japan was heavily contaminated by mercury during the 1950s. Mercury – which is highly toxic – was a waste product that had been pumped into the bay from a chemical and plastics factory. Fish caught in the bay were contaminated as well as the residents, who regularly ate fish caught in the bay. In 1956, mercury poisoning led to the deaths of 9000 people, and an estimated 2 million others suffered permanent health problems, such as blindness and paralysis.

#### Maralinga nuclear tests, 1956–57

In Australia, the Maralinga nuclear tests conducted in South Australia by Great Britain in 1956 and 1957 contaminated the food chain, with radioactivity being found in cow's milk far from Maralinga. At the time of the Cold War, Australians tended to broadly accept nuclear tests as necessary for their survival. The anti-nuclear campaign really started to develop as Australia was dragged more deeply into the Vietnam War in the 1960s.

#### Earthrise photo, 1968

Environmental campaigns were encouraged by the release of the Earthrise photo taken by an astronaut aboard Apollo 8 on 24 December 1968 (see Source 1 in Section 9A, earlier). That single image – which revealed the Earth as a unique, fragile biosphere floating in space – was a profound moment in history. It revealed the interconnected nature of life on the planet, and started movements such as back-to-the-land, which have been discussed earlier.

#### The flooding of Lake Pedder, Tasmania, 1972

In the 1960s, the Tasmanian government cancelled the national parks listing of Lake Pedder and flooded the region as part of a dam system to provide cheap electricity for industry. The environmental and political consequences of Lake Pedder are discussed in a later topic: 'The origins and policies of Green political parties'.

#### Karen Silkwood and the Kerr-McGee company, 1974

Karen Silkwood was a chemical technician at the Kerr-McGee nuclear fuel production plant in Oklahoma in the United States. The company was a major employer in the region, producing plutonium pellets for nuclear reactor fuel rods. As part of her union activities, Silkwood was responsible for investigating health-and-safety issues. At an Atomic Energy Commission hearing in August 1974, she revealed employee safety risks such as exposure of workers to contamination, faulty respiratory equipment and improper storage of samples.

Karen Silkwood was herself tested for contamination on 5 November 1974, where it was found that she was 400 times over the safe limit for exposure to plutonium. There has been considerable debate over how Silkwood became so contaminated at this time. Kerr-McGee later suggested she was deliberately poisoning herself to make the company look negligent. There has been other evidence to suggest the source of the contamination may have been from within her house.

On 13 November 1974, Silkwood had decided to go public with her investigations of safety breaches at Kerr-McGee. According to a witness, she left a union meeting with a folder of documents to meet a *New York Times* reporter and a union official.

On the way to that meeting Silkwood's car ran off the road and she was killed. Local police investigations called it a single-car accident in which Silkwood fell asleep at the wheel. Later investigations raised doubts about the circumstances of her death. The documents she was supposedly carrying to her meeting were never found in the car. There was evidence that her car may have been rammed from the back and forced off the road.

#### Impact of Karen Silkwood's campaign

Karen Silkwood's death led to several inquiries into the nuclear fuel industry. One of the revelations was over 40 pounds of plutonium missing from the Kerr-McGee plant where Karen Silkwood worked. In 1975, Kerr-McGee closed all its nuclear plants. Twenty-five years later, the plant Silkwood worked at was still being decontaminated. The film *Silkwood* (1983) tells the story of Silkwood's time at Kerr-McGee and her death. She has become a symbol of the struggle for regulation of the nuclear power industry.

#### SPOTLIGHT

**CONTESTABILITY**  
The competing views of Karen McGee and Karen Silkwood over what was occurring in the Oklahoma plant are a clear example of contested viewpoints that require historians to do further research to understand the validity of each viewpoint.



Source 3: Karen Silkwood

#### 9.8 CHECK YOUR LEARNING

##### REVIEW AND UNDERSTAND

1 Create a timeline to summarise key environmental events and campaigns from the end of World War II to 1975, based on the information in the text and your own research.

##### APPLY AND ANALYSE

2 Both Paul Kelly, an Australian musician, and Midnight Oil, an Australian band, have written and recorded songs called 'Maralinga' about the effects of nuclear tests on the area and its people. Listen to these songs and discuss them as a class.

##### EVALUATE AND CREATE

3 Select one of the key campaigns and events mentioned in this topic, and create an entry explaining its significance for an online encyclopedia.

##### GO DEEPER

4 Investigate Karen Silkwood's life and death. What conclusions do you come to? What evidence can you produce to support your opinion?

# Thinking for yourself: using visible thinking prompts

## Year 10: The Environment Movement

### SEE, THINK, WONDER

Look at the photograph in Source 1. You are now in the same situation as the *Apollo 8* astronauts, who were the first humans to ever see this view.

What do you see?

What do you think?

What does it make you wonder?

## 9A

### WHAT THREATS TO THE ENVIRONMENT LED TO ENVIRONMENTAL AWARENESS AND ACTIVISM?

#### 9.1 EARLY ENVIRONMENTAL THREATS, AWARENESS AND ACTIVISM

##### KEY CONTENT

In this topic, you will:

- identify threats to the environment
- outline the origins of environmental activism.

**environmentalism** a political and ethical movement that seeks to improve and protect the quality of the natural environment by avoiding (or making changes to) human activities that are environmentally harmful.

**BCE** the abbreviation of Before the Common Era, used to indicate any time before the birth of Christ

**deforestation** the cutting down of trees and other plant life in a forest

##### SEE, THINK, WONDER

Look at the photograph in Source 1. You are now in the same situation as the *Apollo 8* astronauts, who were the first humans to ever see this view.

What do you see?  
What do you think?  
What does it make you wonder?

Source 1 The famous Earthrise photo in 1968 changed the way people perceived the planet.



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#### Environmental protectors: The Bishnoi tribe in the eighteenth century

The Bishnoi tribe of Rajasthan, a region in modern-day India, linked environmental activism with strong spiritual beliefs. The Bishnoi people worshipped nature, and their warrior heritage led to their aggressive protection of all living things.

In 1730, over 300 Bishnoi people were massacred while protecting a grove of Khejri trees. A local king needed wood to build a palace, and sent officials into Bishnoi territory to remove a forest of Khejri trees. A Bishnoi woman hugged a tree to protect it, saying that she would rather die than give up her beliefs, so a soldier cut her head off. Eventually, the king gave way to the Bishnoi protesters, and today the Bishnoi territory is a green oasis in a largely desert area.



Source 2 A Bishnoi man meditating under a Jai tree. The tree is estimated to be 1000 years old.

#### The Industrial Revolution and environmental awareness

Britain, and then other countries in Europe, began to industrialise quickly from the mid-eighteenth century. Smoke spewed out of factory chimneys day and night, and the worsening air quality became obvious. The year 1816 became known as the 'The Year Without a Summer' when a variety of environmental problems – including a major volcanic eruption in Indonesia – caused average temperatures to drop. The result was severe food shortages and mass starvation across the entire northern hemisphere. This event showed that if the environmental balance was disturbed, whether by nature or human action, the consequences could be disastrous.

#### The early impact of the Industrial Revolution

From the mid-eighteenth century the world underwent dramatic and rapid changes that we now refer to as the **Industrial Revolution**. Agricultural changes – in the way crops were produced and the introduction of labour-saving machinery – meant that fewer farm labourers were needed. People had to change their living situations when they moved to cities in search of jobs at the fast-growing factories. The demand for coal increased as it became the fuel to drive the machinery of the Industrial Revolution. The invention of the **internal combustion engine** was the final step in the revolution that saw the increasing use of **fossil fuels** such as petroleum to produce energy. People at this time considered themselves to have gained control over nature.

Historians have argued about the impact of the changes, but it has become clear that major environmental degradation began in this period. The burning of coal made the air in cities polluted with smoke and other by-products of manufacturing. **Acid rain** – which forms when sulphur dioxide and nitrogen oxide mix in the atmosphere – was first identified in 1852 as a result of manufacturing processes. With population concentrating in cities, the disposal of waste also became a problem. Advanced farming techniques contributed to the rapid degradation of soil, and the deforestation of previously untouched land began in many of the colonised countries of the world.



Source 3 The Industrial Revolution saw working people move off the land and into factories. Coal was burned to drive steam-powered engines, causing the first examples of industrial pollution.

**Industrial Revolution**, the name given to a period of rapid development in manufacturing and industry from 1750 to 1900, particularly in Britain

**internal combustion engine** a type of engine developed during the Industrial Revolution in which fuel is burned inside the engine itself rather than in an external furnace (as was the case with earlier steam engines); the internal combustion engine is arguably one of the most important inventions of the industrial age

**fossil fuel** a type of fuel (e.g. petrol, oil, coal) that is made from the organic remains of plants and organisms that have been dead for a long time

**acid rain** rainfall that has been affected by pollution so much that it becomes acidic, and in turn harms the environment

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# Year 10: Migration Experiences

## THINK, PAIR, SHARE

Think about the idea that Australia's response to the end of the Vietnam War reflected a humane refugee policy and sense of moral obligation.

Discuss with a partner how that response saw Australia emerge as a genuinely multicultural country.

Share your thoughts with the class.

## 10.2 MIGRATION TO AUSTRALIA SINCE WORLD WAR II

### KEY CONCEPTS

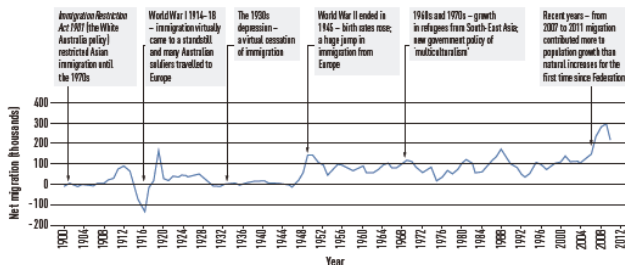
In this topic, you will:

- sequence the main waves of migration to Australia in the 40 years following World War II, identifying numbers of migrants and countries of origin
- identify significant world events which influenced post-World War II migration to Australia.

British migrants formed the backbone of Australia's 'Populate or Perish' immigration policy after World War II, which adhered to the White Australia policy. These immigration policies are discussed in detail in section 10B. The other significant nation of origin for Australian migrants was New Zealand, which provided nearly half a million migrants.

The initial post-war wave of immigration was boosted by the addition of Europeans leaving countries such as Lithuania, Latvia, Estonia, Germany and the Netherlands. Italy and Greece were then included in the scheme. The massive wave of European migration continued until the formal end of the White Australia policy in the 1970s.

When the Vietnam War ended, the Fraser government allowed a significant number of Indo-Chinese refugees into the country, at a time when Australia opened their doors to refugees from war and persecution. A humane refugee policy, linked to a sense of moral obligation to those who had supported Australia during the Vietnam War, saw Australia emerge as a genuinely multicultural country.



### Australian immigration policies in the post-war boom

In the years following World War II, Australian governments introduced new policies and programs that were designed to boost Australia's population. The period saw a large increase in immigration from Britain and Europe. Government policies encouraged and assisted migrants from that part of the world to make the journey to Australia, particularly to work on large-scale construction projects. However, there were still restrictions on migrants with Asian backgrounds.

Ambitious post-war Australian government projects also required a much higher population. The Snowy Mountains Scheme required 10 000 new workers, and many of those came from post-war Europe.

In 1945, the Chifley Labor government created the first Department of Immigration, with Arthur Calwell as its first minister. Europe was full of **displaced persons** as the turmoil of World War II was replaced with the new Cold War divisions between communist Eastern countries (such as Poland, Bulgaria, Hungary and Czechoslovakia) and the capitalist West.

After years of bombings and ground warfare, reconstruction in Europe was a massive task. Britain had been severely hit, particularly during the Blitz in 1940 (see Source 12), and many people felt that making a new start in Australia was a good option. Government propaganda, such as the poster in Source 11, created a vision of a peaceful, prosperous Australia that contrasted with many Europeans' views of their own war-battered countries.



Source 11 This 1948 poster encouraging Europeans to relocate to Australia – the 'land of tomorrow' – was displayed in migration and refugee camps across Europe at the end of World War II.



Source 12 World War II bomb damage to the Tower of London

**Snowy Mountains Scheme**, the large hydro-electric and irrigation complex located in the south-east of Australia; built from 1949 until 1974, the Snowy Mountains Scheme remains the largest engineering and construction project in Australia's history

**displaced person** a person forced to leave their home region or country due to war, persecution or natural disaster

**Blitz**, the term used to describe a period during World War II when major cities across the United Kingdom were the target of sustained bombing campaigns by the German air force

### STRANGE BUT TRUE

Between September and November of 1940, during the German Blitz of London, over 30 000 bombs were dropped on the city.

### Immigration policies based on race

As Australia's first Immigration Minister, Arthur Calwell had a clear view of the type of 'new Australians' he wanted to encourage. In instructions to his department he said, 'no Japanese women, or any half-castes either, will be admitted to Australia ... they are simply not wanted and are permanently undesirable ... a mongrel Australia is impossible'.

More than 6000 Asians had been admitted during the dislocation of World War II, but Calwell was determined to eject them as soon as possible after the war. By 1947, the message was clear: Australia didn't want anyone from Asia living here. Instead Calwell turned to Lithuania, Latvia and Estonia, which had been invaded by Russia. The big appeal of these peoples was that they were anti-communist and, according to Calwell, 'were red-headed and blue-eyed ... [with] a number of natural platinum blondes of both sexes'. Thus the two main ingredients of Australia's post-war immigration policy were established: immigrants had to be anti-communist and white. If they conformed to these requirements, they were welcome. Former Nazis also found it much easier to enter Australia than other western countries.

### SPOTLIGHT

#### CAUSE AND EFFECT

Source 12 shows the damage caused by the Blitz in London. This destruction can be seen as a cause that encouraged many British people to seek new lives away from the destruction. One effect was a rapid rise in British migration to Australia after World War II.



# Year 10: Popular Culture



Source 11 Margot Robbie in *Birds of Prey*, 2020

## Australian actors take on Hollywood

Many Australian actors, after establishing their careers in Australia, have gone on to have success in Hollywood. Actors such as Geoffrey Rush, Nicole Kidman, Cate Blanchett and Hugh Jackman are now household names in the United States and regularly star in Hollywood movies.

In much the same way that Australian musicians head to Britain in search of international success, young Australian actors now regularly try their luck in Los Angeles, hoping to establish a career in Hollywood. A new generation of Australian actors is now finding success there including Chris Hemsworth (the Thor films) and his brother Liam (*Hunger Games*), Therese Palmer (*Hacksaw Ridge*), Margot Robbie (*Birds of Prey*) and Alice Englert (*Beautiful Creatures*).



Source 12 *The Sapphires*, internationally successful in 2012, is based on the true story of four Indigenous Australian women who formed a singing group and travelled to Vietnam to entertain US troops on the frontline during the Vietnam War.



Source 13 Charlize Theron in *Mad Max: Fury Road* in 2015. Her fierce character has been described as a contrast to the male-centred hero in earlier *Mad Max* films.



Source 14 A still from *The Rocket* (2013), set and filmed in Laos, with a Lao cast, is about a young boy who leaves his family and friends across Laos to find a new home.

## Recent film successes

Australian film-makers continue to be successful internationally. *The Sapphires* (2012) and Baz Luhrmann's version of the American novel *The Great Gatsby* (2013) were internationally successful. *The Rocket* (2013), set and filmed in Laos, won film festival audience awards around the globe and proved that the Australian film industry had moved beyond the need to rely on the Australian outback or 'ocker' characterisations to tell its stories. In 2016 *Mad Max: Fury Road* won six Academy Awards, the most ever by an Australian film, the same year *Lion* received another six nominations.

## How film can change culture: *Gallipoli*

The 1981 film *Gallipoli* was a major example of the new wave revival of the Australian film industry of the 1970s. Directed by Peter Weir, and starring Mark Lee and Mel Gibson, it not only dramatised the role of Australian troops at the World War I site at Gallipoli, it also linked the Australian soldiers to Australian cultural values such as mateship, larrikinism and a disdain for authority.

The film was written by Australian playwright David Williamson. It focused on Western Australian members of the Australian Light Horse enlisting, training in Egypt and finally participating in the attempt to capture The Nek on the Gallipoli Peninsula from the Turks. The film placed the blame for the needless slaughter of Australian troops firmly on the shoulders of the British leadership.

A number of criticisms of the factual content of the film have been made, including that the Nek was a diversion for New Zealand troops, not the British; that other groups such as the Royal Welsh Fusiliers also suffered losses trying to support the Australians at the Nek; and that the failure to call off the attack was an Australian, not a British, decision.

The film has proven just how influential popular culture can be. Historical inaccuracies have been shrugged off, and it has become a staple of high-school history lessons since its release in 1981. It has ensured the elevation of Gallipoli to almost mythical status in Australian history.

Prior to 1981, it was an important part of Australia's historical story, but it wasn't politicised or mythologised. By linking the Gallipoli campaign so closely to the values of mateship and Australian identity, the film changed the perceived significance of the campaign.

Political leaders, starting with Prime Ministers Bob Hawke and John Howard, have travelled to Anzac Cove to attend dawn services with veterans on Anzac Day. Attendance at the Anzac Cove Dawn Service at Gallipoli has become so popular that a ballot had to be introduced to limit the number of Australian and New Zealand visitors attending the 2015 centenary events at Anzac Cove to 10 500. Former Prime Minister Paul Keating ignited controversy in 2008 when he said, 'The truth is that Gallipoli was shocking for us. Dragged into service by the imperial government in an ill-conceived and poorly executed campaign, we were cut to ribbons and dispatched – and none of it in the defence of Australia.'

The impact of the film reached beyond Australia. It was released in Britain and the United States, and was nominated in 1982 for a Golden Globe award in Los Angeles as best foreign film. It portrayed some of the key values with which Australia was keen to associate itself, and influenced foreign perceptions of the country.

## 8.12 CHECK YOUR LEARNING

### REVIEW AND UNDERSTAND

- 1 What did the movie *Crocodile Dundee* achieve in 1986 and what vision of Australia did it present to the world?
- 2 What Australian values did the film *Gallipoli* portray?
- 3 What do the recent Australian films that have been successful internationally prove about the development of Australian films since *Crocodile Dundee*?

## I USED TO THINK, NOW I THINK

Reflect on the text showing how the film *Gallipoli* changed Australian culture, and then complete the following sentences:

I used to think ...

Now I think ...

What has changed your understanding?

### STRANGE BUT TRUE

*Gallipoli* was denied government funding when it was being made, because a film about Gallipoli was regarded as 'uncommercial'.

## I USED TO THINK, NOW I THINK

Reflect on the text showing how the film *Gallipoli* changed Australian culture, and then complete the following sentences:

I used to think ...

Now I think ...

What has changed your understanding?

# Thinking for yourself: using the case studies

The case studies meet a range of needs.

- Sometimes they focus on new ideas.
- Sometimes they illuminate a syllabus dot point that can be easily overlooked.
- Sometimes they are concrete, other times more abstract.
- Always they are designed to interest, intrigue and stimulate students to think for themselves.
- Ultimately they help prepare students for the years ahead.

# The case studies represent:

- an opportunity to explore an aspect of history in more depth
- the chance to build assessment tasks around them
- a directed opportunity for students to find out more for themselves.

### CASE STUDY

## THE MEDIA RESPONSE TO IMMIGRATION

One element of Australia's migration experiences that the syllabus asks you to consider is the media's response to the arrival of migrants. The types of media and their impacts have changed since the post-World War II migration program started. From newspapers and radio being the main media accessed by most Australians, the arrival of television and the internet have transformed access to media, access to ideas and information, and access to education.

A *Digital New Reporter* in 2016 showed that Australians were increasingly drawn to social networks and search engines to access the latest news. That has created problems, with social media networks becoming increasingly under fire for the dissemination of unverified information and opinion cited as fact. This has led to the phenomenon of 'fake news' which has been identified as affecting elections across the world.

Thus, it is important to question whether a story's headline is trying to push you towards a certain interpretation. Analyse the content for accuracy. Is it using factual material? Is it relying on emotion? Is there evidence to support what it is saying?

What follows are some examples of media information linked to migration. They focus on the arrival of refugees from Afghanistan and Iraq after the start of the 'War on Terror' in 2001. Approach them as a History student rather than as a consumer of media.

Source 19

**Reith rewrites history to hide the shame of children overboard lie**

ENOUGH, Peter Reith. It has been infuriating hearing the former defence minister repeat all this week that the Children Overboard scandal was just 'a minor incident, long finished', just 'a small thing', a 'bit of a stuff-up' and that he has nothing to answer for ...

As defence minister Reith, as well as John Howard and Philip Ruddock, promulgated the great untruth that asylum seekers had thrown their children in the water. And despite his office learning within hours of his statement that this was untrue, Reith did not correct the record at that time and did not admit he had been told his statement was false ...

Reith then allows four weeks of the election campaign to pass without correction. The majority opinion of the Senate committee was that 'Mr Reith deceived the Australian people during the 2001 election campaign'.

Why does this still matter? Because truth in public life matters. Because the slur - the appalling accusation that people would be prepared to kill their own children to get into Australia - has never really gone away. And because Reith has re-entered the public debate and wants to be taken seriously in it. To do that, he's finally going to have to account for this sorry chapter. An apology for the concealment would be good, too.

Article by Virginia Trioli, *Sydney Morning Herald*, 1 September 2002

Source 19  
Front page of the *Daily Telegraph*, 26 November 2011

DESIGN NOTE: IMAGE PLACED AT MAXIMUM SIZE

Source 20  
The front page of the *Daily Telegraph*, 27 September 2007

The *Daily Telegraph* article 'Open the Floodgates' from 26 November 2011 was subject to a complaint to the Australian Press Council. The article suggested that 'Thousands of boat people will be released into Sydney's suburbs as the government empties detention centres'.

In its findings, the Australian Press Council found 'use of the word "invasion" was grossly inaccurate, unfair and offensive because of its clear connotations of forcible occupation'. Accordingly, the complaint was upheld on this ground.

Source 21

If they can make it out of here ... they can make it anywhere. There are clear skies ahead for us Tuesday.

From the front page of the *Daily Telegraph*, 27 September 2007

### CASE STUDY: CHECK YOUR LEARNING

#### REVIEW AND UNDERSTAND

- 1 Explain why History students need to be critical of media as a historical source.
- 2 Which newspaper headlines here do you think rely on emotion rather than fact?

#### APPLY AND ANALYSE

- 3 Select one of the front pages shown here, and write an analysis of the page, discussing its intention, any evidence of bias, its target audience, and how successful you think it was.

#### GO DEEPER

- 4 Investigate the 'Children Overboard' affair referred to in Source 18. What does Virginia Trioli accuse Peter Reith of in the source? Does your research support Trioli's accusation?

#### SPOTLIGHT

##### CONTESTABILITY

Reconciling competing points of view by relying on fact rather than opinion is an important part of a historian's work.



# Year 7 case studies

- Conserving ancient sites
- The construction of the Great Pyramid
- The Battle of Marathon and the role of Miltiades
- Hannibal
- The decline of the Indus Valley civilisation
- The Great Wall of China

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## CASE STUDY

## The Battle of Marathon and the role of Miltiades



Source 8 A statue of Miltiades in Athens

The Athenian leader Miltiades is linked to the famous Greek victory at Marathon. His role in the victory, however, may have been an exaggeration and a convenient political invention. Our understanding is based on the controversial account by Herodotus (see Source 5) and archaeological research.

There is a consensus that the Persians landed at the Bay of Marathon north of Athens with a force of around 20 000. The site was a plain 10 kilometres long and 5 kilometres wide. This open ground was suited to Persian tactics. When news of the landing reached Athens, the Athenians knew that there would be no military aid from Sparta for weeks. Athens did, however, have help from 1000 hoplites from the neighbouring city of Plataea, and this is often ignored in the story.

The Greeks marched to meet the enemy. After several days' delay, with the Greeks on the high ground and the Persians on the plain near the beach, the battle began. According to Herodotus, one of the reasons for the delay was that the Athenians were waiting for Miltiades' turn to command in a rotating system among the leaders or *stratēgoi*. However, there is a lack of evidence for this assertion and modern scholars doubt the claim.



Source 9 The plain of Marathon as it is today

### SPOTLIGHT PERSPECTIVES AND CONTESTABILITY

The ancient record presents a different perspective to the archaeological record. Modern historians have to interpret meaning from the different accounts to determine the truth.

much of his political reputation on the fame of his father.

- 3 Herodotus was earning a living in Athens giving public readings of his history at the height of Cimon's power and he wanted to keep the powerful Cimon happy.



Source 10 The Athenian Funeral Mound at Marathon, where 192 dead Athenians were cremated and then buried. The mound is thought to mark the area of the most intense fighting.

### CASE STUDY, CHECK YOUR LEARNING

#### GO DEEPER

- 1 Using the Case Study, as well as your own research, write an account of the Battle of Marathon in your own words. You will need to write around 500 words to cover all the important information.

# Year 8 case studies

- Were the Vikings the first Europeans to find and settle North America?
- Richard I, Saladin and the Third Crusade
- The siege and fall of Constantinople in 1453
- Leonard Da Vinci
- The breakdown of the water management system and fall of the Angkor/Khmer empire
- The Samurai and the code of *Bushido*
- The *moai* of Easter Island
- Temujin (Genghis Khan)
- Responses to the Black Death
- Religious beliefs in Aztec society
- British colonisation: settlement or invasion?

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## RELIGIOUS BELIEFS IN AZTEC SOCIETY

**KEY CONTENT**

In this topic you will:

- describe the beliefs of the Aztec society.

Religion played a very important part in Aztec society. The Aztecs worshipped a variety of gods, some of which were adopted from conquered tribes.

- Huitzilopochtli, the god of the sun and of war. The Aztecs believed that Huitzilopochtli battled with the forces of darkness every night so that the sun would come up the next morning. If ever he grew weak, the sun would not rise and the universe would come to an end, so people had to provide nourishment for him in the form of blood sacrifice.
- Tlaloc, the god of rain, agricultural fertility and water. Tlaloc was welcomed as a god who gave life and sustenance, but he was also feared for his ability to send hail, thunder and lightning.
- Xipe Totec, the god of springtime and new crops. Every spring the priests flayed (skinned alive) sacrificial victims and paraded in their skins. This symbolised the annual spring renewal of vegetation or the removal of the earth's skin.
- Quetzalcoatl, the god of nature, earth and air. The name means 'the feathered serpent god'. The temple of Quetzalcoatl at Teotihuacan was decorated with large sculptures of feathered serpents.
- Tezcatlipoca, the god of the night sky, giver and taker of all life on earth.
- Mictlantecuhli, the god of the dead.

The Aztecs believed in life after death. They believed that the way they died, rather than the way they lived, decided what would happen to them in the afterlife. If a person died a normal death, his or her soul would pass through the nine levels of the underworld before reaching Mictlan, the realm of the dead god. However, warriors who died in battle and women who died in childbirth joined Huitzilopochtli. The dead were buried with goods of all descriptions that would be of use to them in the next life.

### CASE STUDY

**SPOTLIGHT**

**EMPATHETIC UNDERSTANDING**

The Aztecs had many gods to ensure all aspects of life and society were addressed. Their lack of scientific understanding in many areas led to fervent worship of the gods.

**STRANGE BUT TRUE**

Children were considered great gifts to the gods. The Aztecs believed that their tears could bring rain and break a drought. Sometimes children were made to walk up a mountain before being left in a cave for a day so that their tears would wet the earth. Other times they had fingernails ripped off to bring about tears.



Source 13 This turquoise mask represents the Aztec god Xipe Totec, the Lord of Fire.



Source 14 A drawing of the god Quetzalcoatl, the feathered serpent god, from the Codex Borbonicus.



Source 15 A stone sculpture of the god Huitzilopochtli, c. 1500.

**Source 16** A knife used by Aztec priests for human sacrifices.



**Source 17** An Aztec chacmoli – a reclining human figure with a sacrificial tray on his lap, where the hearts of sacrificed victims were placed.



**Source 18** An illustration of a ritual killing from the Codex Mendoza, showing victims being sacrificed on the steps of a temple.



**REVIEW AND UNDERSTAND**

1 What did the Aztecs believe would happen if sacrifices were not made to Huitzilopochtli?

**APPLY AND ANALYSE**

2 How do you think the Aztecs felt about their gods? What makes you think this way?

**GO DEEPER**

3 Write an account of the sacrifice depicted in Source 18, from the perspective of one of the Aztecs nobles watching the ritual. Research features of Aztec sacrifice to include extra detail.

**SPOTLIGHT**

**COMMUNICATION**

Historians need to consider different perspectives and how different groups perceived historical events in order to effectively communicate about the past.

## Year 9 case studies – upping the ante!

- Britain on the move
- D'Arcy Wentworth: convict or well connected?
- Are we moving towards a post-capitalist world?
- Mal Meninga: finding your place in Australian history
- The leadership of Hong Xiuquan and the Taiping Rebellion 1850–64: continuity or change?
- Local commemoration: WWI and the Central Coast



# Year 10 case studies: on the threshold of a dream – well, Senior school!

- The role of the UN in securing rights and freedoms
- What was Australia's first rock'n'roll record?
- Thunberg vs Trump: Davos 2020
- The media response to immigration
- Popular music and the Vietnam War era

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## POPULAR MUSIC AND THE VIETNAM WAR ERA

### CASE STUDY

#### SPOTLIGHT

##### RESEARCH

This topic presents a great opportunity to apply your research skills. These are only a few of the many songs that comment on the Vietnam War, either directly or indirectly. Use your skills as a literary student to find more songs and create your own playlist.

#### SEE, THINK, WONDER

Examine Source 15.

What do you see?

What do you think?

What does it make you wonder?

Source 15 The crowd at Bruce Springsteen's 1988 concert in East Berlin that has been credited with accelerating the end of East Germany.

As you consider the range and diversity of popular culture about the Vietnam War, it is important to ask, 'When was this created?' There is a huge difference between the historical context of something created in 1965, when the war was beginning to escalate; 1970, when more and more people were becoming disillusioned by the loss of life and questioning the reason countries were fighting there; and 1984, at a time when contesting viewpoints were arguing about the meaning of the Vietnam War and what it achieved. What follows are some examples of popular music and the Vietnam War.

The Vietnam War era coincided with an explosion in popular music. As you have seen, 1964 was the year Australia committed itself to the Vietnam War by introducing National Service, and it was also the year The Beatles toured both the United States and Australia, launching the global phenomenon of Beatlemania. Rock 'n' roll swept through countries, encouraging young people to develop their own identities.

#### Anti-war songs

The first song to make the Sydney charts that has become indelibly associated with the Vietnam War was Barry McGuire's 'Eve of destruction' in 1965. It raised the question that was on the world's mind as the war escalated, that if the Vietnam War became nuclear, it could lead to the destruction of the world. Written by US songwriter P. F. Sloan, it became a rallying cry for those who opposed the war. The Animals had a US hit with 'We've got to get out of this place'. In US high schools, it became a popular end-of-school song, while it soared to popularity with the increasing number of troops in Vietnam in 1965.

Australian Frank Lewis recorded his own song, 'Fear of war' in 1969, which recounted world conflicts within the context of the Vietnam War, and warned that 'the last is yet to come'. Probably the most famous Australian anti-war song was Ronnie Burns' hit single from 1970, 'Smiley'. Written by Johnny Young, it was inspired by the drafting of fellow singer Normie Rowe, the Smiley of the song, who was sent to Vietnam.

**Pro-war songs**  
Those supporting the war was necessary... the song became a Top surprise Top 10 hit in the my teenage boy in which also burn his birth certificate.

**Supporting the veterans**  
In later years, there has been placed the struggle for... he released 'Born in the difficulties faced by US President Ronald Reagan and suggested Springsteen sang the just over a year before the... The sight of hundreds of thousands of young East Berliners singing 'Born in the USA' in that context gave the song yet another meaning.

Source 16 'Ohio' by Creedence Clearwater Revival, 1969. Young commented on a protest where four US students were shot dead.

Source 17 'The Smiley' by Normie Rowe, 1970. Rowe was drafted into the Vietnam War.

Source 18 'Born in the USA' by Bruce Springsteen, 1984. The song became an anthem for many young Americans.

Source 19 'The Wall' by Pink Floyd, 1979. The album was a concept album about the Vietnam War.

Source 20 'The Wall' by Pink Floyd, 1979. The album was a concept album about the Vietnam War.

#### CASE STUDY: CHECK YOUR LEARNING

##### REVIEW AND UNDERSTAND

- 1 What is the key question to ask when you are dealing with popular culture linked to the Vietnam War?
- 2 Name one pro- and one anti-Vietnam War song that reached the Australian charts.

##### APPLY AND ANALYSE

- 3 Listen to The Animals' 1965 song 'We've got to get out of this place', and analyse the lyrics. Explain how the lyrics could mean different things, depending on the context they are used in.

##### EVALUATE AND CREATE

- 4 Create a compilation album of anti-Vietnam War songs based on the ones mentioned here and others that you have uncovered from your own

research. Create the album cover, and include one to two sentences per song as cover notes to give some background to the period, the songs and artists, to help the listener understand what they are hearing.

##### GO DEEPER

- 5 Listen to 'Fortunate son' by Creedence Clearwater Revival. Find the lyrics and use them to explain what the song is about. Which three future US presidents would have been eligible for the draft? How did each avoid being sent to Vietnam? How do their experiences help you understand the song?

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# The end of capitalism? Introducing Year 9s to their world

‘As with the end of feudalism 500 years ago, capitalism’s replacement by postcapitalism will be accelerated by external shocks and shaped by a new kind of human being. And it has started.’

*Paul Mason, Postcapitalism: A Guide to Our Future*

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the way

### Are we moving towards a post-capitalist world?

On 17 July 2015, the online Guardian Australia newspaper published an extract from a forthcoming book under the headline ‘The end of capitalism has begun’. The book was called *Postcapitalism: A Guide to our Future*. It was written by British journalist Paul Mason, and caused huge interest and debate. An article on 30 July 2015 in the online publication *The Conversation* argued: ‘Mason’s book is about a seismic economic shift already underway, one that is as profound as the transformation from feudalism to capitalism.’ This would suggest that, like so many of the progressive ideas that had their roots in the 18th century, or give capitalism had to change and adapt to maintain its relevance in the 21st century, or give way to newer progressive ideas.

As we have seen, even within capitalist countries there have always been groups that resisted the values of capitalism. Politicians and the media have often simplified ideological differences and clashes over values as ‘capitalism versus socialism’. As many Western capitalist countries – such as Australia, the USA and Britain have found – capitalism has led to an increase in the gap between rich and poor in society.

Your study of History is recognising and explaining change. Mason’s argument rests in part, on recognising change. He states that:

As with the end of feudalism 500 years ago, capitalism’s replacement by postcapitalism will be accelerated by external shocks and shaped by a new kind of human being. And it has started.

In March 2020, an external shock that had the potential to challenge capitalism emerged. The global COVID-19 pandemic saw traditionally capitalist governments rapidly retooling their economic strategies. In Australia, Prime Minister Scott Morrison reversed his traditional approach to the economy by ordering widespread government intervention, including income support and the child care. Britain guaranteed up to 80 per cent of wages for workers affected by shutdowns, and in the USA, President Trump signed a \$2.2 trillion emergency aid bill. An almost instantaneous toilet paper shortage revealed the fragility of global supply chains. At a time of massive public health and economic stress, the question began to be asked: Are we witnessing the end of capitalism?

For Mason, the rapid growth in technology had prepared the way for the end of capitalism as a dominant economic model. Information is now frequently accessed through free digital platforms, and traditional jobs are disappearing, as automation replaces a human workforce. For Mason, the Global Financial Crisis (GFC) of 2008 was a major turning point, as stock markets crashed and economic growth was reversed. By 2020, however, the GFC was being seen as minor when compared to the COVID-19 pandemic.

#### CASE STUDY

**I USED TO THINK, NOW I THINK**

Reflect on what you have learnt about the future of capitalism in this case study, and complete the following sentences.

I used to think ...

Now I think ...

What has changed your understanding?

Source 8 A grim reaper figure holds a globe pierced by the scythe of capitalism in front of the Bank of England during a protest in 2008 in London, during the GFC. The British Government had just announced a £37 billion bailout of three retail banks.

Mason speaks about a post-capitalist world. To theorists such as Mason, this process has already begun with the emergence of a digital revolution. Free, communal enterprises, such as Wikipedia, are seen as an indicator of what a post-capitalist economy could look like. The emergence of digital crypto-currencies such as Bitcoin is another glimpse into a possible post-capitalist future, as they compete against the traditional, centrally controlled currency system.

Mason has put forward a theory, just as Adam Smith and Karl Marx did in the past. As a History student, you are not in a position at this time to pass judgment. The full impact of the crisis of 2020 is still to be revealed. It may prove to be Mason’s ‘external shock’, or it may simply allow capitalism to refocus and continue to thrive.

What you can do is examine Mason’s ideas – and your own understanding of capitalism as a progressive idea – and look for yourself at the changes he identifies. As you do this, you will be gaining a deeper understanding of the relevance of capitalism today, and you will be able to contribute to a debate that will help shape the world in which you live.

Source 9 Empty supermarket shelves during the COVID-19 pandemic

Source 9 Economies toppled, companies collapsed and individuals struggled with debt during the COVID-19 outbreak.

#### CHECK YOUR LEARNING

**UNDERSTAND**

1. What is Mason’s basic argument?

2. What is an ‘external shock’ to capitalism that has occurred in the 21st century?

3. How do capitalist countries such as the USA and Britain react to that shock?

4. Why is the key 21st-century challenge to capitalism?

**EVALUATE AND CREATE**

5. Create a list of jobs that no longer exist, and a list of those that you think are in danger of disappearing in the near future. Comment on how this helps you understand the argument that we are moving towards a post-capitalist society.

**GO DEEPER**

6. Investigate neo-liberalism and discuss how closely linked it is to traditional capitalism.

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# Mal Meninga – and finding something to enthuse Year 9s

‘You’re too dark to be billeted.’

*Mrs Meninga to a young Mal when explaining why he was never picked in representative rugby league teams while at school*

## CASE STUDY

### Mal Meninga – finding your place in Australian history

Mal Meninga is known as one of the greatest footballers in Australian Rugby League history. In 2018 he achieved the highest honour the game has to offer when he was named as the code's thirteenth 'Immortal'; that is, one of the greatest players ever. His sporting achievements have been sufficient to ensure him a place in Australian history.

Meninga is also a proud descendant of the South Sea Islanders who arrived in Australia in the 19th century. This heritage led to him being left out of school representative teams because, as his mother told him: 'You're too dark to be billeted.'

South Sea Islanders were brought to Australia to do the backbreaking work of establishing sugar cane plantations in the heat of tropical Queensland. By the 1890s, there were almost 50 000 South Sea Islanders – collectively called 'Kanakas' – in the country, some of whom had been kidnapped from the islands. Although many were legitimately employed in Australia, thousands of others were exploited by unscrupulous employers and worked under conditions that resembled slavery. The coercion of people to work as unpaid or poorly paid labourers in countries far from their homeland in this period was known as 'blackbirding'.

It was through the journey of his great-grandfather Edward – who came from the island of Tanna to Queensland in 1889 – that Mal Meninga found his connection to Australian history.

Meninga searched for his roots in the SBS television program *Who Do You Think You Are?* Initially, he knew only that he was of South Sea Islander descent, probably from Tanna Island, which is now part of Vanuatu. He vaguely knew that Edward had arrived in

Source 2 Mal Meninga in his final tour as Captain of Australia against Britain in 1994.



your family history change how you see yourself and  
and honoured that my Great Grandfather did what he  
and resilience that has allowed me to prosper in life. I  
I hope others in my family will identify that through  
better life for us.

**Q:** Are there any lessons that contemporary  
Australians could draw from your own family history  
and experience?

**Mal:** It is virtually a story untold. The South Sea  
Islanders played a very important part in Queensland  
agricultural and transport history. They are people  
who aren't native to Australia but have integrated  
extremely well into Australian society. Without  
fuss or prejudice, the Australian South Sea Islander  
are members that make a difference to their  
communities. They work hard, they don't complain,  
they know what's wrong and right, they are part  
of the solution and not the problem. I revere my  
heritage and its people.

Extract from an interview with Mal Meninga regarding *Who  
Do You Think You Are?* SBS Online, 7 October 2016

#### EVALUATE AND CREATE

- 4 Analyse your thoughts about why Edward swam to the *Roderick Dhu* to travel to Australia. Discuss them in small groups, and then as a class. Is there any agreement? Do you think you have come to an emotional or historical conclusion?

#### GO DEEPER

- 5 What role do programs like *Who Do You Think You Are?* and the study of family history play in helping you develop an understanding of Australian history? Do you think you can place yourself in Australian history in the way Meninga has?

# What was Australia's first rock'n'roll record?

- An 8-step guide to researching an unanswerable question

## WHAT WAS AUSTRALIA'S FIRST ROCK 'N' ROLL RECORD?

CASE STUDY

### Step 1: Define your question, key terms and search

You have had the question set for you: 'What was Australia's first rock 'n' roll record?' What do you understand by the term 'rock 'n' roll'? How you define this will have an impact on what can be categorised as a rock 'n' roll record. Another important point to consider is what is meant by 'Australia's'. To be Australia's first rock music record, does it need to have been written and recorded by Australians? Does an American song covered by an Australian qualify? Does it have to be released by an Australian record company? Defining these terms before you get started helps to make your search more focused.

A good starting point is to investigate a range of possibilities. In your initial research, develop a list of possible artists and songs that you think are worthy of further research. This is not a quick process, because you will have to make sure you have considered a range of resources that suggest candidates. That list becomes the basis of your next step. Keep a record of the resources you use and assess during your research, so that you can show where your information and understanding has come from.

### Step 2: Refine your research

As you become more familiar with the material, and your list becomes final, make your research more specific. Look for evidence to keep a song on or off the list, with the aim of bringing your list down to a manageable number of candidates.

### Step 3: Move to detailed research

With your list finalised, it becomes the focus of more detailed research. Each song can be the focus of a specific search as you assemble evidence. Each search should help you refine your list further. Assemble the evidence that justifies including or excluding a song.

### Step 4: Interrogate your research

It is important to ask questions of your research. What is reliable? Why is it reliable? What is fact and what is opinion? These are key questions that drive reliable historical research.

### Step 5: Prioritise your research

You have now reached the stage where you can prioritise your research. Which songs have the strongest claims? Why? Are there songs you can now rule out because of the date? Can all the songs remaining on your list be described fairly as rock music according to the definition you established? Are there any songs where the only supporting evidence is opinion rather than fact?

### Step 6: Analyse your findings closely

You are coming closer to a conclusion. Make sure that your final analysis relies on evidence. Assemble the evidence and reflect on why your conclusion is valid. What makes the evidence you have assembled convincing?

### Step 7: Come to a conclusion

What are you going to argue was Australia's first rock 'n' roll record? What evidence are you going to use to support your choice? Which evidence are you going to reject? Why?

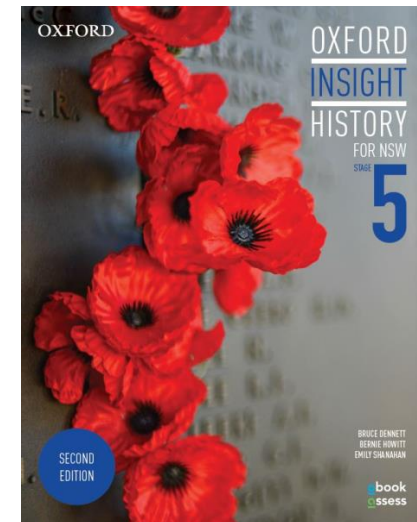
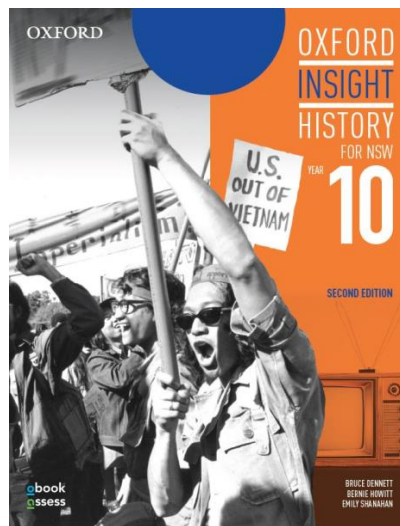
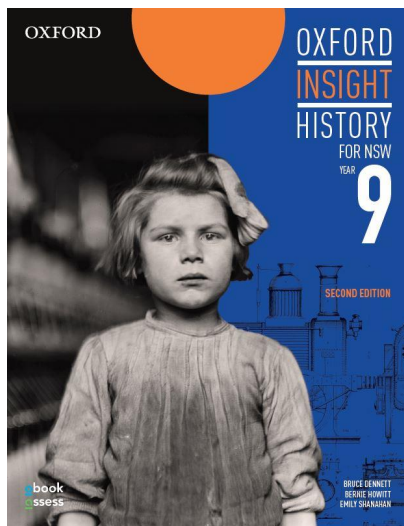
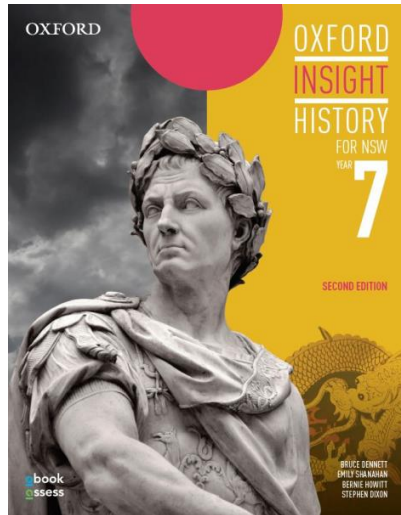
### Step 8: Present your conclusion

How are you going to present your argument? Have you been given specific instructions or a free choice? It is vital that whoever accesses your response can clearly see what choice you've made, what evidence you have to support it, and what sources you have relied upon to come to your conclusions.





# Overview of *Oxford Insight History* for NSW



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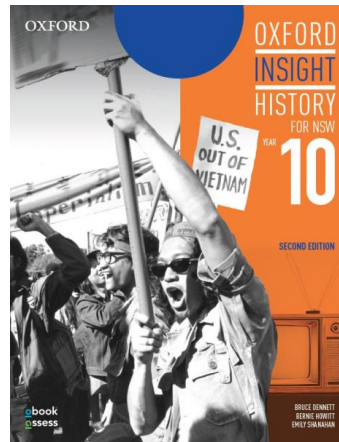
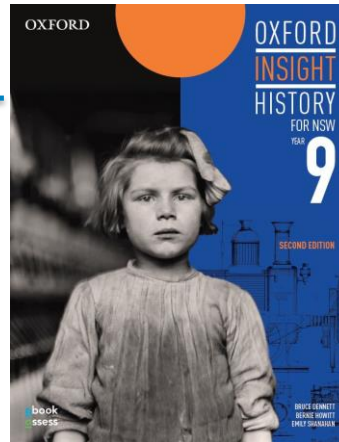
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Chapter 12 Japan under the Shoguns

Chapter 13 The Polynesian expansion across the Pacific

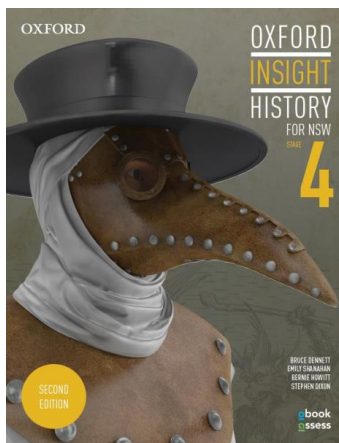
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## 1.7 MYSTERIES OF ANCIENT AUSTRALIA

### KEY CONTENT

In this topic you will:

- locate and describe a variety of sources for ancient Australia
- investigate what these sources reveal about Australia's ancient past.

### Human occupation in ancient Australia

Non-Indigenous Australian experts now agree that Australia has been occupied for at least 40 000 years. This theory is based on the idea that Indigenous peoples came to Australia from South-East Asia during one of the last ice ages. During the ice age, sea levels were lower and it would have been easier for people to move from islands around what is now Indonesia into northern Australia. It is important to note that some Indigenous Australians believe that their ancestors originated here, rather than that they arrived from elsewhere.

### Archaeological evidence of humans in Australia

In the 1960s, experts suggested that Indigenous peoples had lived in Australia for 9000 years. By 1980, that figure had extended to between 35 000 and 40 000 years, and since then archaeologists have continued to revise this estimate. Archaeologists today generally agree that the evidence for human occupation in Australia dates back to around 60 000 years ago. However, thermoluminescence dating in the Northern Territory suggests that it could even be up to 120 000 years ago. Rising sea levels have covered what would have been the earliest occupation sites, meaning that we may never know for sure. New technologies or discoveries could provide further evidence in the future. Without written records, historians must rely on archaeological evidence to reconstruct the past.

Important sources of evidence about ancient Australia are human remains found at Lake Mungo in New South Wales and Kow Swamp in Victoria, as well as the Bradshaw/Gwion Gwion paintings located in Western Australia's Kimberley region.

Source 4 The Willandra Lakes, including the ancient lake bed called Lake Mungo, is one of Australia's World Heritage-listed sites. Archaeologists have uncovered ancient burial and cremation sites and the fossils of giant marsupials at Lake Mungo.



58 EXPLORE INSIGHT HISTORY FOR NSW STAGE 4

### Lake Mungo

In 1969, some burned bones were spotted by chance by a motorcyclist in the Willandra Lakes World Heritage Area in far western New South Wales. As the motorcyclist was also a scientist, he decided to investigate. The remains, later called Mungo Woman, were scientifically dated to about 25 000 years ago. The woman had been cremated and her bones buried, with evidence of ceremony. Five years later, another skeleton was found, this time intact. It was called Mungo Man. The man had been buried ritually after his remains were first treated with red ochre. At first it was thought that Mungo Man lived 28 000 to 32 000 years ago, but new technologies in 1999 estimated that he lived up to 62 000 years ago. This was considered impossible by many scientists who accept the 'Out of Africa' theory, so a panel of experts met in 2003 to examine the



## Insight History for NSW Stage 4 SAMPLE

BOOK RESOURCES MARKBOOK

Go to page...

Part A Investigating the ancient past: an overview

Chapter 1 Investigating the ancient past

1A How do historians and archaeologists investigate history?

1.1 History is investigation

1.2 Time in history

Checkpoint 1A

1B What types of sources are used in historical investigations?

1.3 Gathering evidence from a range of sources

1.4 Methods and sources used in historical investigations

Checkpoint 1B

1C How do historians and archaeologists investigate historical mysteries?

1.5 Investigating historical mysteries

Checkpoint 1C

1D What do sources reveal about Australia's ancient past?

1.6 Sources from ancient Australia

[1.7 Mysteries of ancient Australia](#)

Checkpoint 1D

1E Why is it important to conserve the remains of the ancient past?

1.8 Conserving the remains of the ancient past

Checkpoint 1E



Chapter 1 Investigating the ancient past

## 1.7 Mysteries of ancient Australia

Pages 58–63

Get started

Assign work

### Other resources



1.7 Mysteries of ancient Australia

Detailed notes to support teachers, including teaching strategies, additional activities, differentiation advice and extra resources



1.7 Mysteries of ancient Australia

A write-in worksheet for the Check Your Learning questions for this topic



1.7 Mysteries of ancient Australia

Answers to the Check Your Learning questions for this topic



Cuddie Springs

A useful weblink to help your understanding of this topic



Mungo Explorer

A useful weblink to help your understanding of this topic



The Australian Museum on Cuddie Springs

A useful weblink to help your understanding of this topic



The Gwion Gwion/Bradshaw ...

A useful weblink to help your understanding of this topic



UNESCO's World Heritage List

A useful weblink to help your understanding of this topic



## HOW DO HISTORIANS AND ARCHAEOLOGISTS INVESTIGATE HISTORY?

### Outline the main features of history and archaeology

- 1 Explain the purpose and importance of the study of history. (3 marks)
- 2 What is the difference between the study of history and the study of archaeology? (3 marks)

### Outline the role of historians and archaeologists

- 3 What are the responsibilities and tasks performed by historians?  
In your answer, be sure to include some information about:
  - what historians investigate
  - why historians are important for us today. (5 marks)
- 4 What are the responsibilities and tasks performed by archaeologists?  
In your answer, be sure to include some information about:
  - what archaeologists investigate
  - why archaeologists are important for us today. (5 marks)

### Describe and explain the different approaches to historical investigation by archaeologists and historians

- 5 Which two experts should an archaeologist employ to assist after finding an unopened coffin covered in writing in an ancient language? Give reasons for your answer. (5 marks)
- 6 Outline the skills and technologies employed by historians and archaeologists during a historical investigation. (10 marks)

### Define terms and concepts relating to historical time

- 7 Define the following terms:
 

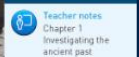
a chronology (1 mark)	e decade, century and millennia (3 marks)
b ac and ad (2 marks)	f timeline (1 mark)
c BCE and CE (2 marks)	g relative dating and absolute dating. (4 marks)
d circa (1 mark)	
- 8 Explain why some people use BC/AD and others use BCE/CE. Give examples to support your response. (5 marks)

Total marks

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



Check your Teacher ebook resources and more:



# 1A

## CHECKPOINT

Marking guide

Go to page...

Part A Investigating the ancient past: an overview

### Chapter 1 Investigating the ancient past

1A How do historians and archaeologists investigate history?

1.1 History is investigation

1.2 Time in history

[Checkpoint 1A](#)

1B What types of sources are used in historical investigations?

1.3 Gathering evidence from a range of sources

1.4 Methods and sources used in historical investigations

Checkpoint 1B

1C How do historians and archaeologists investigate historical mysteries?

1.5 Investigating historical mysteries

Checkpoint 1C

1D What do sources reveal about Australia's ancient past?

1.6 Sources from ancient Australia

1.7 Mysteries of ancient Australia

Checkpoint 1D

1E Why is it important to conserve the remains of the ancient past?

1.8 Conserving the remains of the ancient past



Chapter 1 Investigating the ancient past

## Checkpoint 1A

Page 43

Get started

Assign work

### Other resources



1A How do historians and archaeologists ...

Test your knowledge with this quiz (Extend).



1A How do historians and archaeologists ...

Test your knowledge with this quiz (Consolidate).



1A How do historians and archaeologists ...

Test your knowledge with this quiz (Support).



1A Checkpoint

Detailed notes to support teachers, including teaching strategies, additional activities, differentiation advice and extra resources



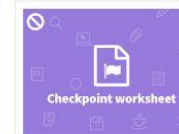
1A Checkpoint

A write-in worksheet for the Checkpoint questions for this section



1A Checkpoint

Answers to the Checkpoint questions for this section



1A Checkpoint worksheet A (Support)

A differentiated worksheet designed to suit the needs of



1A Checkpoint worksheet B (Consolidate)

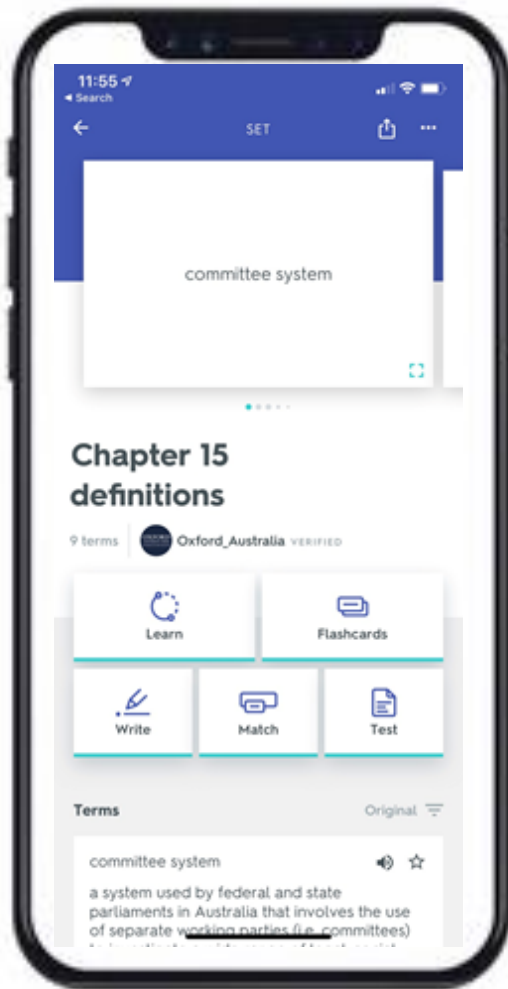
A differentiated worksheet designed to suit the needs of

# What's in the Teacher obook?

- A digital copy of the book
- Teaching program
- Teacher notes
- Student book questions and answers (Check Your Learning, Interpret, Checkpoint)
- Differentiated Checkpoint worksheets and answers
- Rich tasks and answers
- Differentiated assess quizzes and markbook
- Quizlet
- Flashcard glossary
- Weblinks
- Interactives
- BLMs (blank maps)
- Course planner
- Scope and sequence

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# Quizlet and Markbook



WELCOME TO MARKBOOK

OXFORD INSIGHT HISTORY FOR NSW STAGE 4

BRUCE DENNETT  
EMILY SHANAHAN  
BERNIE HOWITT  
STEPHEN DOXON

SAMPLE

Select a class, group or student to view their results.

Use the navigation menu on the left-hand side to view the different Markbook levels: Overview, Chapter or Topic.

2019 11 Maths Live Group Student OK

Chapter 1 Investigating the ancient past

Export results Add new assessment

First name	Last name	Are you ready?	Topic 4A	Topic 4B	Topic 4C	Topic 4D	Topic 4E	Topic 4F	Chapter 4 review	Overall comments
Adam	Apple	60%	83%	50%	33%	50%	83%	33%	65%	Needs to work on his weak...
Bertie	Banana	90%	83%	83%	83%	100%	83%	100%	100%	Excellent work! Keep it up
Caroline	Cheese	100%	83%	67%	100%	67%	67%	67%	85%	Very consistent. A good st...
Diana	Doritos	60%	17%	0%	33%	33%	50%	50%	20%	Often gets distracted.
Erica	Egg	70%	67%	83%	50%	67%	83%	67%	70%	A keen learner.
Freddy	Fig	70%	100%	67%	83%	83%	83%	67%	85%	Always tries very hard.
Class average		75%	72%	58%	64%	67%	75%	64%	71%	

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\* FREE ongoing access to Teacher obook assess with booklist or class set purchase.

If your school has a different purchasing model, ask our team about options.

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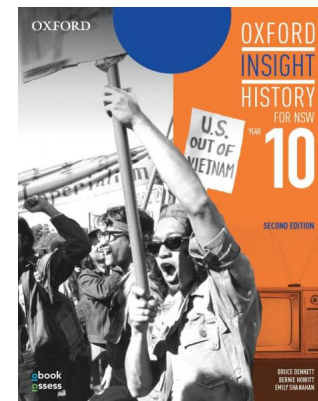
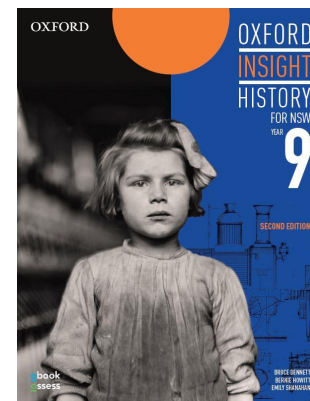
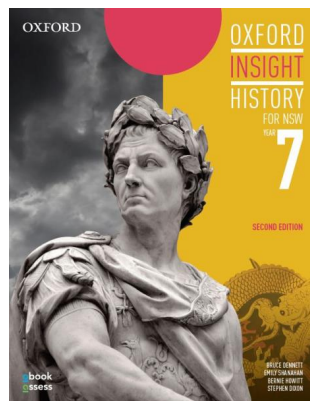


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Q & A



# What's next?



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# Thank you for attending

