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Introduction

*History Alive 9 for the Australian Curriculum Student Workbook* is a fill-in workbook to be used alongside the *History Alive 9 for the Australian Curriculum* textbook. The student workbook is designed to deepen and enhance students’ learning and understanding of the rich content found in the textbook.

Key features

- Worksheets for classwork, homework or revision
- Worksheets to reinforce students’ study of specific spreads in the student textbook
- **Skills** worksheets to practise and refine key History skills
- **Thinking tools** worksheets to explore a range of thinking tools
- **Vocabulary** worksheets to develop subject-specific language and terminology
- **Visual learning** worksheets to foster visual literacy
- **Summing up** worksheets to help students check their understanding of key content and concepts
- **Reflection** worksheets that provide a structured way for students to reflect on the progress of their learning

Answers to all worksheet questions and activities are provided in the *History Alive 9 for the Australian Curriculum eGuide*. 
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CHAPTER 1: The modern world and Australia (1750–1918)

The rise of imperialism

Student: .............................................................. Class: ..................... Due date: ...................................

By the eighteenth century, many countries believed they had the right to establish and extend their empires.

1 What are the differences and similarities between a monarchy and an empire?

...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

2 In the 1700s, most societies had a privileged minority and an underprivileged majority. Think of as many privileges as you can that the minority enjoyed. Some are suggested in your textbook, but you may also draw on your general knowledge.

The privileges of the minority were ..................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

3 Name two European empires and two predominantly Asian empires.

...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

4 Why was there no German or Italian empire in this century?

...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

5 Draw a line to link the European nation to its overseas territories. You may find it helpful to use a different colour for each country.

<table>
<thead>
<tr>
<th>Country</th>
<th>Empire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britain</td>
<td>Africa — a few small colonies</td>
</tr>
<tr>
<td></td>
<td>America — north</td>
</tr>
<tr>
<td></td>
<td>America — central</td>
</tr>
<tr>
<td></td>
<td>America — most of the south</td>
</tr>
<tr>
<td></td>
<td>America — Brazil</td>
</tr>
<tr>
<td></td>
<td>Asia — a few small colonies</td>
</tr>
<tr>
<td></td>
<td>Asia — India</td>
</tr>
<tr>
<td></td>
<td>Australia</td>
</tr>
<tr>
<td>France</td>
<td></td>
</tr>
<tr>
<td>Portugal</td>
<td></td>
</tr>
<tr>
<td>Spain</td>
<td></td>
</tr>
<tr>
<td>The Netherlands</td>
<td></td>
</tr>
</tbody>
</table>

6 What were three reasons for North American colonial resentment towards the British Empire?

The colonists …

• ..............................................................................................................................................................
• ..............................................................................................................................................................
• ..............................................................................................................................................................

7 Do you think the colonists had the right to demand their independence? Why?

...................................................................................................................................................................
Revolution in France

A revolution is a ‘turning around’. The French Revolution ‘turned around’ society; the privileged lost privileges, the underprivileged gained privileges.

1. Complete the following table.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td>This refers to the accepted social order of the past.</td>
</tr>
<tr>
<td>b</td>
<td>Aristocracy</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Third Estate</td>
<td>These were church leaders who owned much land but paid no tax.</td>
</tr>
<tr>
<td>d</td>
<td>Third Estate</td>
<td></td>
</tr>
</tbody>
</table>

2. What triggered revolution in France? Complete the following sentences.
   a. The Enlightenment
   b. France
   c. The wealthy

3. In your own words, write a paragraph summarising the achievements of the National Assembly.

4. Who benefitted from this initial revolution? Tick the correct box(es).
   - [ ] Merchants
   - [ ] Artisans
   - [ ] City labourers
   - [ ] Rural labourers

5. Complete the following timeline to summarise the limited success of the revolution.

   1792 August: .................................................................
   1792 September: .............................................................
   1793 January: .................................................................
   1794: .................................................................
   1794 July: .................................................................
Worksheet 1.3

Analysing a visual source

Child labour was common during the Industrial Revolution, with many children working up to 16 hours a day. Study the image below and complete the following questions.

1. Describe the people in the image.
   ..................................................................................................................................................
   ..................................................................................................................................................
   ..................................................................................................................................................
   ..................................................................................................................................................

2. Describe the activity in which they are engaged.
   ..................................................................................................................................................
   ..................................................................................................................................................
   ..................................................................................................................................................
   ..................................................................................................................................................

3. What potential dangers would these workers face every day?
   ..................................................................................................................................................
   ..................................................................................................................................................
   ..................................................................................................................................................
   ..................................................................................................................................................

4. Why are these people working in this way?
   ..................................................................................................................................................
   ..................................................................................................................................................
   ..................................................................................................................................................
   ..................................................................................................................................................

5. Is this a primary or secondary source? How do you know this?
   ..................................................................................................................................................
   ..................................................................................................................................................
   ..................................................................................................................................................
   ..................................................................................................................................................

6. Based on your observation of the scene and the title of the source, what do you think was the purpose of this illustration?
   ..................................................................................................................................................
   ..................................................................................................................................................
   ..................................................................................................................................................
   ..................................................................................................................................................

7. How might an illustration like this lead to political change?
   ..................................................................................................................................................
   ..................................................................................................................................................
   ..................................................................................................................................................
   ..................................................................................................................................................

---

A hurrier and two thrusters heaving a corf full of coal, as depicted in the 1853 book *The White Slaves of England* by J Cobden.
Nations become empires

1. By the early twentieth century, most of the wider world had become colonised by European powers.
   a. Explain why nationalism might lead to imperialism.

2. Why might the invasion of one country lead to increased nationalism in the country being invaded?

3. While nationalism could lead to empire building, sometimes it led to empire breaking. Draw lines to show from which empire each country wished to break away.

<table>
<thead>
<tr>
<th>Country</th>
<th>Empire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belgium</td>
<td>Ottoman Empire</td>
</tr>
<tr>
<td>Ireland</td>
<td>British Empire</td>
</tr>
<tr>
<td>Greece</td>
<td>Dutch Empire</td>
</tr>
<tr>
<td></td>
<td>Austro-Hungarian Empire</td>
</tr>
</tbody>
</table>

4. Explain why Italy and Germany might have felt the need to scramble for colonies in Africa and Asia.

5. a. Why did Cambodia welcome colonisation by the French?
   b. What do you think may have been some other advantages for colonised peoples?
Analysing statistics

Slaves
Slavery was an accepted form of labour for thousands of years. Fortunately, it is now unacceptable — the last country in the world to make it illegal was Mauritania (in West Africa) in 1981.

Consider the statistics in the tables at the bottom of the page and circle the correct answers to the following questions. You may like to refer to spread 1.5 in chapter 1 of your textbook.

a In which century were the most slaves transported across the Atlantic Ocean?
   A 16th   B 17th   C 18th   D 19th

b What was happening in the Americas at that time that caused people to believe they required slave labour?
   A Establishment of factories   B Building of railways   C Development of farming

c Which countries transported the most slaves?
   A Portugal and Spain   B France and Britain   C Holland and Denmark

d Where did most slaves end up?
   A North America   B Central and South America

e Which slaves and slave descendants do we hear about most in Western media in Australia?
   A Those transported by France and Britain to North America.
   B Those transported by Portugal and Spain to Central and South America.

Table 1. Percentage of slaves transported from Africa to the Americas from the 16th century

<table>
<thead>
<tr>
<th>Century</th>
<th>Approximate percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16th</td>
<td>6</td>
</tr>
<tr>
<td>17th</td>
<td>16</td>
</tr>
<tr>
<td>18th</td>
<td>50</td>
</tr>
<tr>
<td>19th</td>
<td>28</td>
</tr>
</tbody>
</table>

Table 2. Number of slaves transported in the Atlantic Slave Trade

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of slaves transported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portugal (including Brazil)</td>
<td>4 650 000</td>
</tr>
<tr>
<td>Spain (including Cuba)</td>
<td>1 600 000</td>
</tr>
<tr>
<td>France (including West Indies)</td>
<td>1 250 000</td>
</tr>
<tr>
<td>Holland</td>
<td>500 000</td>
</tr>
<tr>
<td>Britain</td>
<td>2 600 000</td>
</tr>
<tr>
<td>British North America, U.S.</td>
<td>300 000</td>
</tr>
<tr>
<td>Denmark</td>
<td>50 000</td>
</tr>
<tr>
<td>Other</td>
<td>50 000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11 000 000</strong></td>
</tr>
</tbody>
</table>
Develop a hypothesis to explain your answer to question 1e.

....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................

Convicts

Refer to the text and statistics about convicts on pages 19–20 of your textbook, and then give short answers to the following questions.

3 a What was the most common crime committed by transportees? ..................................................................... ..

b What caused so many people to commit this crime? ..........................................................................................

c Do you think the percentage of first offenders transported is high? ...................................................................

d What does this show us about the British government’s attitude to crime at the time?

....................................................................................................................................................................

....................................................................................................................................................................

e How many convicts were transported to New South Wales?

....................................................................................................................................................................

....................................................................................................................................................................

f Does the statistics table give us information about the number of men transported compared with the number of women transported?

....................................................................................................................................................................

....................................................................................................................................................................

g Does the statistics table give us information about who received harsher punishment — men or women?

....................................................................................................................................................................

....................................................................................................................................................................

Migrants

Give short answers to the following questions.

4 a How many Europeans emigrated to the US between 1830 and 1910? ..........................................................

b To what class of society did the majority belong — upper, middle or lower? ..................................................

c What does this suggest about the benefits of the political and industrial changes happening in Europe in the nineteenth century? ........................................................................................................... ...................................

d Complete the table below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Convicts as percentage of population (%)</th>
<th>Others as percentage of population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1828</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>1851</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

e What sort of people made up the ‘others’ in 1828?

....................................................................................................................................................................

....................................................................................................................................................................

f What sort of people made up the ‘others’ by 1851?

....................................................................................................................................................................

....................................................................................................................................................................

g What does this suggest about how Europeans viewed Australia by the mid nineteenth century?

....................................................................................................................................................................

....................................................................................................................................................................

After the upheaval to the old order caused by the French Revolution, various movements struggled to define and institute democracy. Summarise some of these progressive ideas and movements by completing the concept map below.

**Liberalism**
- Definition: 
- Supporters: 
- Success/failure: 

**Chartist movement**
- Definition: 
- Supporters: 
- Success/failure: 

**Socialism**
- Definition: belief in economic and political equality 
- This could be achieved by:
  1. 
  2. 

**Marxism**
- Definition: 
- This would be inevitable and achieved by: 
- Success/failure: 

---

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History Alive 9 for the Australian Curriculum Student Workbook 7
Understanding historical debate

Part of the reason the Atlantic slave trade was so well supported was because many Europeans believed black Africans were less human than Europeans, or even sub-human. Read the following extracts and try to identify the main contention and supporting arguments of each.

1

‘The Negroes of Africa have by nature no feeling that rises above the trifling. Mr [David] Hume challenges anyone to cite a single example in which a Negro has shown talents, and asserts that among the hundreds of thousands of blacks who are transported elsewhere from their countries, although many of them have even been set free, still not a single one was ever found who presented anything great in art or science or any other praiseworthy quality …’

Source: Observations on the Feeling of the Beautiful and Sublime, Immanuel Kant (German philosopher), 1764.

2

‘The Mandingos, says Monsieur Brue, are rigid Mahometans [Mohammedans or Muslims], drinking neither wine nor brandy. They are industrious and laborious … Every town has a Governor, and he appoints the labour of the people … and decides all quarrels, if any arise. All the Mahometan Negroes constantly go to public prayers thrice a day … and it is surprising to see the modesty, attention, and reverence which they observe during their worship. [They] practise several trades; they have smiths, saddlers, potters, and weavers … Their smiths not only make all the instruments of iron, which they have occasion to use, but likewise work many things neatly in gold and silver.’

Source: Thoughts Upon Slavery, John Wesley (British theologian), 1774.

3

4

5

Why do you think public opinion about black Africans changed so much, leading, eventually, to the abolitionist movement?

Worksheet 1.7
History Alive 9: pages 24–5
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Crossword

Student: ................................................................. Class: ................ Due date: .................................

Complete the crossword below.

ACROSS
5 government by representation (8)
8 short pants (8)
12 a landowning member of upper class (5)
15 rules for governing a country (13)
16 a German philosopher who believed in communism (4)
17 unity of and pride in a country (11)
18 a type of God-given right to rule (6)
19 the absolute monarch of Russia (4)
20 a territory claimed by a mother country (6)

DOWN
1 a complete turning around (10)
2 a peasant bounded to the land on which they worked (4)
3 to break away and form a separate country (6)
4 British socialist (4)
6 capitalist middle classes (11)
7 of or relating to empire (8)
9 French instrument of execution by beheading (10)
10 working classes (11)
11 a French socialist (5)
13 someone who attempts political change through petitions and strikes (8)
14 the ocean crossed by thousands of slaves on their way to the Americas (8)
CHAPTER 1: The modern world and Australia (1750–1918)

Worksheet 1.9

Summing up

Student: ......................................................... Class: ................... Due date: ................................

1 True or false? Circle T or F.
   a The period of history immediately following the medieval period is referred to as modern times. T/F
   b As people became more literate, the range and amount of published media grew. T/F
   c Because of this, we have a wealth of written sources from later modern times. T/F
   d Unfortunately, there is little physical evidence remaining from this period. T/F

2 Fill in the gaps.
   In the eighteenth and nineteenth centuries, many European countries were ruled by ................. . These countries extended their empire by colonisation in A.................., A.................. and the A..................
   During this time, there were distinct social classes: the upper ruling class, the ................. business and merchant class and the lower ................. class. By the late eighteenth century, people were more ................. and began to challenge this class structure.
   One of the most significant challenges was the revolution in ................. in 1789. The power of the ................. people was shown when the ................. Estate (middle classes, workers and peasants) overthrew the ruling classes and proclaimed a declaration of human ................. that would establish greater equality. The French Revolution was an example and catalyst for revolutionary movements in other ..................

3 Underline the correct terms.
   a The Industrial Revolution began in Britain in the 1700s/1800s.
   b Factories created employment/unemployment in rural areas.
   c Factories created employment/unemployment in urban areas.
   d Working conditions in factories, mills and mines were atrocious/acceptable.
   e Trade unions developed as another way the middle/working class could work to change the old order.
   f Harsh social conditions at the time led to increased crime, which led to transportation, first to North America/Australia, and then to North America/Australia.
   g Sadly, many people who had fled the oppression/collapse of the class structure created a new class structure in the new worlds — slave versus free.
   h New ideas and progressive thinking continued to challenge old practices and eventually led to the abolition of the slave trade/slaves and the rise of imperialism/socialism and autocracy/democracy.
Reflection

Student: .............................................................. Class: .................. Due date: __________________

Thinking about what you have learned …

1. What events and/or developments challenged the old order in Europe?
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

2. How successful were the various revolutions and movements for change?
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

3. Do you think colonisation was, ultimately, a good or bad thing? Explain.
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

Thinking about how you have learned …

4. a. What did you find most interesting in this unit?
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

   b. Why did you find it interesting?
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

5. a. What did you find least interesting in this unit?
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

   b. Why didn’t you find it so interesting?
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

   c. Is there anything you could have done to have made this aspect of the unit more interesting?
...................................................................................................................................................................
...................................................................................................................................................................
Open fields are closed

The traditional open-field farming system was subsistence farming, whereas the enclosed system brought surplus crops. Read ‘Changes in crop rotation methods’ on page 34 of your textbook. Compare Source 6 with the image below, and then give short answers to the questions following.

1. What percentage of land was left unused in the three-field system?

2. What percentage of land was left unused in the four-field system?

3. List the range of crops grown in the three-field open system.

4. List the range of crops grown in the four-field enclosed system.

5. Did a villager have open access in the three-field system?
6  Did a villager have open access in the four-field system?

7  What divided fields in the three-field system?

8  What divided fields in the four-field system?

The following questions require slightly longer answers.

9  In which system, do you think, would disease spread most easily among livestock? Why?

10 Which system could produce the most food? Why?

11 Why might a villager prefer the three-field system?

12 Why might a landowner prefer the four-field system?
A cause-and-effect wheel helps you to understand the relationships between an issue or event and its consequences. The centre is labelled with the *cause* (issue/event) to be explored, and each concentric circle explores the *effects* (consequences) in increasing detail.

Fill in the circles below to summarise the effects of improved quality of life in eighteenth century Britain that led to the population explosion in the nineteenth century. Some details have been provided to get you started.
A significant element in the Industrial Revolution was the revolution in the sources of power.

**Traditional power sources**

1. In each of the text boxes below, write a short paragraph to summarise the use of domestic animals, wind and water as sources of power.

<table>
<thead>
<tr>
<th>Domestic animals</th>
<th>Wind</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A new source of power**

2. Provide short answers to the following questions.
   a. Who invented the steam engine that drove a piston to power a beam? ..........................................................................................................................
   b. When was it invented and what was it called?
      ........................................................................................................................................................................
   c. What was it used for?
      ........................................................................................................................................................................
   d. How did it help the coal industry develop?
      ........................................................................................................................................................................
   e. Who further developed the steam engine to power a flywheel?
      ........................................................................................................................................................................
   f. When was it invented?
      ........................................................................................................................................................................
   g. In what ways was it an improvement on the first practical steam engine?
      ........................................................................................................................................................................
Increased population led to increased demand for cotton. Britain’s main supplier of cotton goods, India, could not keep up with the demand. Imported raw cotton from North America was an incentive to improve production of cotton goods at home. Thus, the textile industry was a driving force in technological change.

1 Study the text and images on pages 42–3 of your textbook, and then write a paragraph to define and describe the British cottage industry.

2 Why would it have been impossible for a cottage-based industry to keep up with the demand for textile goods?

3 Complete the timeline table below to summarise new inventions in the textile industry.

<table>
<thead>
<tr>
<th>Year</th>
<th>Inventor</th>
<th>Invention</th>
<th>Improvements achieved (Use your own words.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1733</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1764</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1769</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1779</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1785</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1785</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Increased new technologies led to improved transport infrastructure to move both goods and people.

1 Fill the blanks with the correct terms from the text box. You may need to use some words twice.

| bulk | coal | cotton | markets | mass | mills | power | raw | surplus | water | wool |

Factories and ............. needed to be built near their ............. source, which might be fast-flowing .................. for a water-powered factory, or supplies of .................. and .................. for a steam-powered factory. This meant that other .................. materials, such as .................. or .................., needed to be transported in .................. to the new factories, often from faraway places. Factories could now ..................-produce goods, and improvements to farming methods resulted in .................. produce. Both manufactured and farm products needed to be transported to .................. — which were, again, often far away.

2 a Why had water transport always been widely used in Britain?

............................................................................................................................. .................................
............................................................................................................................. .................................

b How did this reliance on water transport affect the development of overland road construction?

............................................................................................................................. .................................
............................................................................................................................. .................................

b What man-made constructions added to the river transport networks?

............................................................................................................................. .................................
............................................................................................................................. .................................
............................................................................................................................. .................................

d Describe how these were used to transport heavy loads.

............................................................................................................................. .................................
............................................................................................................................. .................................
............................................................................................................................. .................................
............................................................................................................................. .................................

3 A turnpike was a bit like revolving glass doors in modern buildings, except it was a frame of pikes (wooden shafts) that turned to allow passage of horses. By the eighteenth century, turnpike referred to a gate set across the road to stop carts until a toll was paid.

a What were the tolls used for? ...............................................

..........................................................................................
..........................................................................................

b What sorts of people benefitted from improved roads? Why?

............................................................................................................................. .................................
............................................................................................................................. .................................
............................................................................................................................. .................................

b What means of transport eventually made turnpike roads unprofitable? Why?

............................................................................................................................. .................................
............................................................................................................................. .................................
............................................................................................................................. .................................
............................................................................................................................. .................................
CHAPTER 2: The Industrial Revolution (1750–1914): (I) Technology and progress

Worksheet 2.6

British domination: production and export

Student: ................................................................. Class: ....................... Due date: ....................... 1

Complete the text boxes below to summarise Britain’s industrial dominance.

Britain: a world leader in production
By 1850, Britain produced:
• almost 50 per cent of the world’s .................
• more than 50 per cent of the world’s .................
• 80 per cent of the world’s .................
• the world’s biggest .................

The followers ...

France
Why did industrialisation develop more slowly in France than in Britain?
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

Germany
Why did industrialisation only really take off in Germany towards the end of the nineteenth century?
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

USA
Why did industrialisation only really take off in the USA towards the end of the nineteenth century?
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

History Alive 9: pages 54–5
2 Write two or three sentences about each of the following to explain their contribution to Britain as the world leader in trade — both imports and exports.

**Britain: a world leader in exports**

a Colonies — pre–Industrial Revolution:

b The Great Exhibition:

c Clippers:

d Screw propeller:

e Colonies — during the Industrial Revolution:

3 a Why was manufacturing slow to take off in Australia?

b Why do you think World War I was a turning point for Australian industry and manufacturing?
Investigating a historical issue: ‘canal mania’

Use the example on pages 58–9 of your textbook to guide you in your investigation of the following issue: What gave rise to ‘canal mania’ in Britain in the late eighteenth and early nineteenth centuries? Study the relevant primary and secondary evidences below.

Source 1  ‘Canal mania’, pages 50–1 of your textbook

Source 2a

<table>
<thead>
<tr>
<th>Year</th>
<th>1790</th>
<th>1793</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of canals authorised by the British Parliament to be built</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Amount of capital authorised to be spent on canal construction</td>
<td>£90 000</td>
<td>£2 824 700</td>
</tr>
</tbody>
</table>

Source 2b  The Bridgewater canal was built to allow for coal to be directly transported from Worsley to Manchester. It opened in 1761 and despite the high cost of construction at that time, the price of coal in Manchester fell by 50 per cent shortly after. The canal was a financial success and its potential to generate profit became very attractive to investors. Around the same time, Britain also experienced a long run of good harvests that increased the disposable incomes of its people. As a result, there was an increase in the number of people looking to invest capital for profit.

Source 3  The Bingley Five Rise Locks is a staircase lock on the Leeds and Liverpool Canal at Bingley. A boat moving up the lock is lifted in five stages. It was considered a great engineering achievement. On 12 March 1774, the official opening of the locks and, consequently, the section of the canal connecting Gargrave to Leeds, drew a crowd of 30 000 people. The first boat to use the locks completed its trip in just 28 minutes.

1 Create four questions that ask who, what, when, where, how or why.
   - ......................................................................................................................................................
   - ......................................................................................................................................................
   - ......................................................................................................................................................
   - ......................................................................................................................................................

2 Carefully consider your answers and create a hypothesis to address the issue.

My hypothesis: ............................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................
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......................................................................................................................................................
......................................................................................................................................................
Word search

Complete the word search below.

1. a type of fuel made by removing impurities from coal
2. a term for manufacturing done on a small scale at home
3. the building that housed the Great Exhibition of 1851
4. the fencing of open fields and common land into single farms
5. someone who organises a business venture in the hope of making a profit
6. the condition of land left unplanted
7. a severe shortage of food
8. the inventor of the first practical steam engine
9. a legal right to make or sell an invention
10. the kind of iron created when iron ore is smelted in a blast furnace
11. softened and deformed bones caused by calcium and Vitamin D deficiency
12. of the countryside
13. a disease caused by vitamin C deficiency
14. a form of farming where only enough is grown to meet the farmer’s own needs
15. extra produce that can be sold for profit
16. a toll road or gate
17. of the city or town
18. the inventor who connected a steam engine to a fly wheel
CHAPTER 2: The Industrial Revolution (1750–1914): (I) Technology and progress

Worksheet 2.9

Summary C

History Alive 9: pages 28–61

Summing up

Student: ................................................................. Class: ...................... Due date: ........................................

1 True or false? Circle T or F.
   a The seventeenth century saw momentous changes in farming practices that became known as the agricultural revolution. T/F
   b At this time, there was a shift from an enclosed to an open field system. T/F
   c An enclosed field system meant no farming land was left fallow. T/F
   d New machinery was developed to make ploughing and sowing more efficient. T/F

2 Fill in the gaps.
   Improved farming methods, as well as improvements in ...................... science, helped reduce ...................... and the death ......................, which led to a population ...................... in Britain. With field ...................... came rural unemployment, so many people moved to ...................... centres where there was work in factories, ...................... and ...................... . The invention of the first ...................... steam engine by ......................, and its later development by ......................, meant that power sources shifted from horse, ...................... and ...................... to steam produced by burning ...................... . Steam power was more efficient and led to ...................... mines and ...................... production in factories and mills. The population ...................... led to a greater demand for goods, both agricultural and factory-produced. The new reliance on ...................... power in turn led to increased demand for coal. All this provided incentives for continued improvements in ...................... and ...................... practices. It also meant that safe, reliable and fast transport ...................... were needed to move people and goods about the country. Britain’s ideas and goods were ...................... to other countries; Britain became known as the ‘ ...................... of the world’.

3 Underline the correct terms.
   a Between the mid eighteenth century and 1815, more than three/ten/thirty thousand kilometres of canals were built.
   b By the 1830s, more than three/ten/thirty thousand kilometres of turnpike roads were built.
   c By the 1850s, more than three/ten/thirty thousand kilometres of railway track was built.
   d The Great Exhibition in 1851 was intended to showcase British/worldwide industrial design.
   e France, Germany and the USA followed/led Britain in new technology.
   f Britain also dominated world import and export trade because it had a pre-existing network of sea/overland trade routes.
   g Britain encouraged Australia to import/export raw materials, rather than develop agriculture/manufacturing.
Reflection

Student: ................................................................. Class: .................. Due date: ................................

Thinking about what you have learned …

1. In what ways was the agricultural revolution detrimental to village peasants?
..............................................................................................................................................................
..............................................................................................................................................................
..............................................................................................................................................................

2. Which invention or new technology do you think was the most important in changing British society in the eighteenth century? Why?
..............................................................................................................................................................
..............................................................................................................................................................
..............................................................................................................................................................

3. Do you think it was fair that Britain expected her colonies to import British manufactured goods rather than encourage them to produce their own? Explain.
..............................................................................................................................................................
..............................................................................................................................................................
..............................................................................................................................................................

Thinking about how you have learned …

4. a. What did you enjoy learning about most?
..............................................................................................................................................................
..............................................................................................................................................................
..............................................................................................................................................................

   b. Why did you enjoy learning this?
..............................................................................................................................................................
..............................................................................................................................................................
..............................................................................................................................................................

5. a. Do you understand what a historical issue is? Define the term in your own words.
..............................................................................................................................................................
..............................................................................................................................................................

   b. How can you improve your ability to create questions to investigate an issue?
..............................................................................................................................................................
..............................................................................................................................................................

   c. How would you rate your ability to form a hypothesis based on your research?
Weak 1 2 3 4 5 Strong
Profits for some, poverty for many

Enclosure of open fields and common land in villages led to profits for some but poverty for others.

1 Using the sub-headings provided, complete the following table as a way of summarising the impact of enclosure on farming communities. You may wish to refer to spread 2.2 of your textbook as well.

<table>
<thead>
<tr>
<th>Impact on farm labourers</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food quality</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food quantity</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to daily needs (firewood, pasture for livestock, land for crops)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment security</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 a Explain the factors that drove people to the food riots of 1795.
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

b What was the aim of the Swing riots of 1830 and were they successful?
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................

3 Do you think the Speenhamland system was a good idea? Explain.
...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................
Living and working conditions in the towns

During the Industrial Revolution, towns quickly emerged around the newly established places of work — factories and mines.

1. Complete the following sentences to describe town life.
   a. Cities were built ..................................................................................................................................
   b. Houses were built ..................................................................................................................................
   c. Streets were ........................................................................................................................................
   d. Drinking water was .............................................................................................................................
   e. Smoke covered ....................................................................................................................................
   f. Sewerage often ....................................................................................................................................

2. Why were cholera and typhus common in the towns?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

3. If you were a town planner in the 1820s in England, what would be your priorities? Number the following from 1–5 with 1 being the most important.
   _____ Sewerage system
   _____ Public parklands
   _____ Building regulations for houses
   _____ Regular rubbish removal
   _____ Leasing regulations, e.g. on number of people per square metre of space

   My first priority would be .................................................. because ............................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

4. a. If you worked in a textile factory, what three fears you would face each day?
   • ........................................................................................................................................................
   • ........................................................................................................................................................
   • ........................................................................................................................................................

   b. If you worked in a mine, what two fears you would face each day?
   • ........................................................................................................................................................
   • ........................................................................................................................................................
Children and their chores

Childhood as you know it — play time and school time plus a few chores — was unknown to children of working families in the past. During the Industrial Revolution, thousands of children were obliged to work hard, often in appalling conditions, to bring in some extra family income. Study the visual and textual information on page 75 of your textbook and below, and then imagine you are a ten-year-old sweep in London in the 1800s.

In the space provided on the following page, give an account of day in your life, including your work, conditions, health and any hope you may have for change.

---

From before dawn until afternoon, the ‘climbing boys,’ as they were called, passed through the city’s streets announcing their services with cries of ‘Sweep! ‘Sweep!’

They suffered from job-related ailments, such as twisted spines and kneecaps, deformed ankles, eye inflammations and respiratory illnesses.

A climbing cap is indispensable. The climbing boy would draw it over his face below his chin, protecting his eyes, nose and mouth by preventing the entrance of the soot. The cap is made of coarse cloth and is double- or three-fold.

Younger sweeps were often scared and reluctant to climb, so older sweeps would follow them and poke their feet with needles if they slowed down or stopped.

These young chimney sweeps would sleep in cellars on bags of soot collected from the chimneys they swept. They learned to beg for food and clothing from their customers because their earnings went to their masters.

A master sweep was paid a fee to clothe, keep and teach a child his trade. These children were usually orphans, although others were sold into the trade by their families.

The London Society of Master Sweeps had its own set of rules, including one that said young sweeps were not required to work on Sundays, but had to attend Sunday School to study, learn and read the Bible.

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Help for the poor?

Existing social structures to help the poor were reformed in the 1830s. In some ways, it is difficult to judge whether these changes were for better or for worse.

1. Carefully study the painting (Source 1) on page 78 of your textbook.
   a. Give a general description of what is shown. (Things to consider: What is this place? When, historically, is the scene set? Who are the figures? Why are they here?)
   b. Who or what seems to be the main focus of the scene?
   c. What other key aspects are shown? (Things to consider: What other activities, people or items are shown that provide information about the main focus?)
   d. What do you think is the main message — that is, why was the scene painted? (Hint: Consider who might have been the audience of the painting.)
   e. From whose perspective do you think this scene was painted? (From the Government’s or a reformer’s point of view? A wealthy man’s or a poor man’s point of view?) Give reasons for your answer.

2. Now look at Source 2 on page 79 of your textbook.
   a. What evidence is there that this scene depicts a workhouse after the reforms took place?
   b. Do you think these changes are for better or for worse?
In the early years of the Industrial Revolution, the appalling working and living conditions of labourers was a huge social problem. Based on pages 80–1 of your textbook and your knowledge of the textile industry (refer to pages 70–3), use the flow chart below to work towards a solution to the problem. You may consider Robert Owen’s solution as a model for your own.
Social unrest and trade unions

Not all workers waited for sympathetic members of the upper classes to bring about improvements to living and working conditions — many tried to get on with the job of reform themselves.

1  a  Who was King Ned Ludd?

.................................................................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................

b  In what sense were the Luddites destructive?

.................................................................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................

 c  In what ways were they hoping to be constructive?

.................................................................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................

2  a  What was the positive impact of the protest in St Peter’s Fields in 1819?

.................................................................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................

b  What was the negative impact of the protests?

.................................................................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................

c  Why do you think the authorities responded so aggressively to the protest?

.................................................................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................
Throughout this period of unrest, many protesters were executed or transported to remote British colonies such as Australia.

a What does this say about the feelings and attitude of working class people?

b Do you think their sacrifice was in vain?

4 a What do you think are the advantages of trade unionism?

b Can you think of any disadvantages in such unions?
Recognising different perspectives

On page 64 of your textbook, it is noted that one way we know about the lives of people during the Industrial Revolution is through contemporary writers. Charles Dickens is one of the most well-known writers of that time. Study the following sources and reflect on the question in the left column of the following table, and then write a paragraph explaining Dickens’ perspective on his society.

<table>
<thead>
<tr>
<th>Source 1</th>
<th>Dickens’ quotations</th>
<th>What does this say about Dickens’ attitude towards the following issues?</th>
</tr>
</thead>
<tbody>
<tr>
<td>’In the little world in which children have their existence, whosoever brings them up, there is nothing so finely perceived and so finely felt, as injustice.’</td>
<td></td>
<td>• The treatment of children</td>
</tr>
<tr>
<td>’No one is useless in this world who lightens the burdens of another.’ ’There is a wisdom of the head, and … there is a wisdom of the heart.’</td>
<td></td>
<td>• Social responsibility</td>
</tr>
<tr>
<td>’Any man may be in good spirits and good temper when he's well dressed. There ain't much credit in that.’ ’Minds, like bodies, will often fall into a pimpled, ill-conditioned state from mere excess of comfort.’</td>
<td></td>
<td>• The dangers of wealth</td>
</tr>
<tr>
<td>’Annual income twenty pounds, annual expenditure nineteen six, result happiness. Annual income twenty pounds, annual expenditure twenty pounds ought [nought] and six, result misery.’</td>
<td></td>
<td>• The necessity of a reliable income</td>
</tr>
</tbody>
</table>

Source 2 | Titles of some of Dickens’ novels: *Hard Times*, *Bleak House*, *Great Expectations*.

Source 3 | Orphanage scene from Dickens’ *Oliver Twist*
Complete the following crossword.

ACROSS
1 an association of employees of a particular trade (10)
3 an institution to house the poor (9)
5 a pit into which people emptied their waste (8)
9 a person who dies for what they believe in (6)
10 fictional leader of protesters who smashed machines (4)
11 a law (3)
12 a period when employees stop work to demand improved conditions (6)
13 a violent protest (4)
15 a child whose job was to repair broken threads on a spinning machine (6)
16 a bacterial disease of the intestines caused by contaminated water (7)

DOWN
1 a deadly disease spread by lice and fleas (6)
2 tarred rope used to seal ships (5)
4 a young chimney sweep (8, 3)
5 a written statement of principles and rights (7)
6 an area of local government centred on the church (6)
7 a parliamentarian who promoted laws to improve working conditions of ordinary people (6)
8 a lawyer who advocated law reform to protect children from dangerous employment (8)
14 a factory owner who instituted significant reforms in his factories (4)
CHAPTER 3: The Industrial Revolution (1750–1914): (II) The impact on people

Worksheet 3.9

Summing up

Student: .......................................................... Class: ................ Due date: ................

1 True or false? Circle T or F.
   a The result of enclosure was improved food quality and quantity for all. T/F
   b Rising unemployment in rural regions led to overcrowding in towns. T/F
   c Working conditions in factories and mines were dirty and dangerous. T/F
   d In working-class families, adults went to work while children went to school. T/F

2 Fill in the gaps.

Towns emerged around mills, .......... and mines. Some towns more than .......... in population in the first 30 years of the .......... century. There was no town planning and, as .......... owners built much of the housing, buildings were erected as .......... as possible. Houses were built very .......... together with many families sharing the one house.

There was little consideration for ventilation or sanitation. A tax on .......... meant as few windows as possible were included. Sewage was disposed of in .......... to be emptied by .........., but this was not a regular or reliable system.

Streets were .......... with open .......... carrying sewage overflow and other refuse. Houses were not plumbed, so .......... water — often contaminated — was collected from common .........., rivers or streams. The result was that disease spread easily, especially .......... and .......... .

3 Underline the correct terms.
   a Under the Old Poor Law, paupers could receive outdoor/indoor relief in their own homes.
   b Alternatively, they could receive outdoor/indoor relief in the workhouses.
   c Under the New Poor Law, outdoor/indoor relief was abolished.
   d Conditions in workhouses were made as pleasant/uneasiness as possible.
   e This was intended to be a deterrent/encouragement to live in workhouses.
   f Fortunately, there were some influential reformers who felt compassion/derision for the poor.
   g Robert Owen was a factory/mine owner who significantly improved conditions for his workers.
   h Lord Ashley was a lawyer/parliamentarian who introduced Factory Acts to restrict the use of machinery/child labour in mills.
   i Edwin Chadwick was a lawyer/parliamentarian who recommended the reduction of working hours for all/children in factories.
   j Working people also fought for change through riots/strikes/charters.

History Alive 9: pages 62–87
Worksheet 3.9

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History Alive 9 for the Australian Curriculum Student Workbook
Reflection

Student: ................................................................. Class: ................. Due date: ...........................................

Thinking about what you have learned ...

1 In what ways did the Industrial Revolution improve people’s lives?

....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................

2 What do you think were its most detrimental effects on poorer people?

....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................

3 Who do you think was most instrumental in bringing about social change — the upper classes or the working classes? Why?

....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................

Thinking about how you have learned ...

4 a What did you find easy to understand and/or remember?

....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................

b What do you find difficult to understand and/or remember?

....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................

5 a Do you understand what is a historical perspective? Define the term in your own words.

....................................................................................................................................................................
....................................................................................................................................................................

b How would you rate your ability to recognise bias in historical texts?

Weak 1 2 3 4 5 Strong
Although slavery has existed for thousands of years, it was only after European colonisation of the Americas that it became an intercontinental industry.

1. Who did the Spanish colonists first use as slaves and what work did they do?

2. How did many of these slaves die?

3. Who did the English colonists use as slaves and what work did they do?

4. What evidence is there to show that many Europeans believed black Africans were sub-human?

5. In your own words, describe the **Triangular Trade**.

6. Black Africans would have found their departure, journey and arrival terrifying. Give six reasons for this terror.

7. Explain the term ‘King Cotton’.

8. How did Whitney’s cotton gin help create ‘King Cotton’?

9. Which states provided the most cotton?

10. What percentage of farmers in these states kept slaves?

11. Why do you think these states collectively resisted the abolition of slavery? *(Hint: Consider ‘King Cotton’)*
Until relatively recently (historically speaking), most societies accepted slavery as a legitimate form of institutionalised labour. But by the late eighteenth century, the overwhelming number of slaves, a growing awareness of their abuse, and changing attitudes and values gave rise to the Abolitionist movement.

In dot points, summarise the contribution each of the following people made to the abolition of slavery.

Granville Sharp
- When?
- Where?
- Who?
- What?
- How?

William Wilberforce
- When?
- Where?
- Who?
- What?
- How?

Harriet Beecher Stowe
- When?
- Where?
- Who?
- What?
- How?

Abraham Lincoln
- When?
- Where?
- Who?
- What?
- How?
CHAPTER 4: Movement of peoples (1750–1901)

Does the punishment fit the crime?

Student: ................................................................. Class: ..................... Due date: .................................

Transportation and death were harsh sentences for, often, very minor crimes. Yet, these crimes continued to be committed.

1 In what ways were the Highland Clearances in Scotland similar to the process called enclosure in England?
   i ...............................................................................................................................................................
   ...............................................................................................................................................................
   ii ...............................................................................................................................................................
   ...............................................................................................................................................................

2 When rural labourers could not find work in the towns, what might they do?
   i ...............................................................................................................................................................
   ...............................................................................................................................................................
   ii ...............................................................................................................................................................
   ...............................................................................................................................................................
   iii ..........................................................................................................................................................

3 As the crime rate dramatically increased, so did the harshness of the punishments.
   a Look at the list of crimes punishable by death. With the exception of the first and last, what would be the most likely incentive to commit such crimes?
   ...............................................................................................................................................................
   ...............................................................................................................................................................
   b Why do you think poor people cut down young trees? .................................................................
   ...............................................................................................................................................................
   c Why do you think it was a crime to do so? ......................................................................................
   ...............................................................................................................................................................
   d What was the goal of harsh punishments? ....................................................................................
   ...............................................................................................................................................................
   e Why do you think this goal was not achieved? ..............................................................................
   ...............................................................................................................................................................

4 What do you think would be some problems for society of overcrowded prisons? List them.
   ...............................................................................................................................................................
   ...............................................................................................................................................................
   ...............................................................................................................................................................
   ...............................................................................................................................................................

5 a What was a *hulk*? ......................................................................................................................
   b What were the advantages and disadvantages of using hulks as prisons?
   ...............................................................................................................................................................
   ...............................................................................................................................................................
Australia — a gaol of hope

Student: ................................................................. Class: ................................ Due date: .................................................................

Britain saw Australia as a solution to its problem of overcrowded gaols.

The journey

1. Consider the distance and length of the journey and the ratio of convicts to marines. What might be some problems faced by passengers and crew on their journey to Australia?

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The early years

2. Circle one of the words in bold, and then finish the sentence.
   a. On arrival, the marines and convicts may have felt relieved overwhelmed shocked
       because .................................................................................................................................................
....................................................................................................................................................................

   b. As the first crops failed, the settlers would have felt desperate determined abandoned
       because .................................................................................................................................................
....................................................................................................................................................................

   c. As the first governor, Captain Phillip was a failure success
       because .................................................................................................................................................
....................................................................................................................................................................

The good guys

3. Briefly state the achievements of the following convicts.
   a. Mary Reibey: .........................................................................................................................................
....................................................................................................................................................................

   b. Francis Greenway: .................................................................................................................................
....................................................................................................................................................................

The bad guys

4. Explain the term secondary punishment and why it was considered necessary.
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History Alive 9: pages 102–5
Why emigrate to Australia?

A T-chart is a graphic organiser to help you list two kinds of information about the same topic. Migrating to Australia was fraught with dangers and unknowns, yet thousands of people voluntarily took the journey to *Terra Australis*.

1. In dot points, complete the T-chart to summarise the advantages and disadvantages of migrating to Australia.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
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</tbody>
</table>
2 Explain the terms *push* and *pull* factors in relation to immigrating to Australia.

A *push* factor is ...........................................................................................................................................
....................................................................................................................................................................
..................................................................................................................................................................

A *pull* factor is ............................................................................................................................................
....................................................................................................................................................................
..................................................................................................................................................................

3 Explain the following terms.

*To migrate:* ................................................................................................................................................
....................................................................................................................................................................

*To emigrate:* ..............................................................................................................................................
....................................................................................................................................................................

*To immigrate:* ...........................................................................................................................................
....................................................................................................................................................................

Worksheet 4.5
Analysing an artwork

Samuel Thomas Gill was a draughtsman and painter in England who moved to Adelaide in 1839 when he was 21. In 1852, he headed for the Victorian goldfields, intending to dig for gold. Instead, he turned to producing images of life on the goldfields. Study his pen and ink drawing below, and then answer the questions that follow.

1. Who or what seems to be the main focus of this drawing?

2. What other key aspects of life on the goldfields are shown?

- Diggers on the Victorian goldfields, 1850s, by S.T. Gill
3. What does the image show about the location of the goldfield?

4. What does the image show about the diggers’ treatment of the environment?

5. What does the image show about hygiene? Think about the proximity of the tent to the creek and where people would cook and go to the toilet. How might this affect the water supply?

6. What do you think is the main message of this drawing?
**Planning a history essay**

Student: ............................................................... Class: .................. Due date: ..............................

The SkillBuilder for this chapter focused on how to plan a history essay. Follow the steps on pages 114–15 of your textbook to plan a response to the following topic, and then write an introduction for your essay in the space provided on the following page.

**Topic:** ‘There were more positive outcomes than negative outcomes from immigration to Australia in the nineteenth century’. Discuss.

**Step 3:** Write down your point of view, or your contention.

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**Step 4:** Note three relevant main ideas.

•  ........................................................................................................................................................................
•  ........................................................................................................................................................................
•  ........................................................................................................................................................................

Number the above in the order in which you would like to write about them.

**Step 5:** Do not write a full draft. Instead, write a topic sentence for each idea and briefly note some supporting information or examples you could use.

**Topic sentence 1:**

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........................................................................................................................................................................
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**Topic sentence 2:**

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........................................................................................................................................................................
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**Topic sentence 3:**

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........................................................................................................................................................................
Finally, write an introduction for your essay.

**Guidelines: Introduction**

Focus on the key words in the question and show that you understand the task by:

1. making a general statement about the outcomes of immigration
2. stating your opinion on the topic
3. briefly outlining your supporting points.

Worksheet 4.7
Word search

Complete the following word search.

1. the term that describes the forbidding of slavery and the slave trade
2. a public sale of items where buyers bid against each other
3. where the First Fleet originally intended to settle
4. the term that describes the eviction of Scottish farm labourers from their lands
5. the British explorer who first recommended Australia as a place for settlement
6. something that was discovered in central Victoria that attracted many migrants
7. a convict who became a successful architect
8. the term used to describe the USA as the world’s dominant cotton producer
9. someone who does bad things
10. a convict who became successful in business
11. someone who moves from one place to another to settle
12. where the first settlement eventually found productive soil
13. a place of secondary punishment in Tasmania
14. where the First Fleet eventually established a settlement
15. a place of punishment for convicts who committed further crimes in Australia
16. the cause of death of hundreds of convicts in the first few years of Australian settlement
17. a sentence for many British petty criminals
18. a form of punishment for slaves in the USA also called the ‘everlasting staircase’
19. the term for the trade between Europe, Africa and North America
### Summing up

Student: ................................................................. Class: ..................... Due date: ..........................

1 True or false? Circle T or F.
   a  For centuries, slavery was an accepted form of labour. T/F
   b  A protest movement among slaves led to the eventual abolition of slavery and the slave trade. T/F
   c  Europeans involved in the slave trade bought and sold slaves like cattle. T/F
   d  Abraham Lincoln was in favour of slavery as free labour helped maintain American status as ‘King Cotton’. T/F
   e  Slavery was eventually abolished in Britain thirty years after it was abolished in the USA. T/F

2 Fill in the gaps.
   The Industrial Revolution transformed the British economy from a reliance on ................. to a reliance on industry. With the .................. of land in England and the clearance of land in Scotland, many ..................... labourers moved to the towns seeking ................. . Sadly, not all found employment and some turned to ................. in order to survive.

   Increase in crime led to increase in harsh ................., including execution and ..................... to distant colonies. These sentences failed as deterrents. As well, the USA declared ..................... from Britain in 1776 and refused to accept any more ................. labour.

   Thus, Britain’s prisons were becoming ................. and it was too expensive to build more. A short term solution was to house convicts in decommissioned naval ships known as .................. This eased the overcrowding for a while, but a long term solution was transportation to .................. The First Fleet of convicts, guarded by marines, arrived in Australia in January, ..................

3 Underline the correct terms.
   a  The First Fleet established a settlement at Botany Bay/Port Jackson.
   b  The soil there was found to be fertile/infertile.
   c  The settlers were forced to rely on rations from Britain/indigenous food.
   d  Governor Phillip eventually resigned due to ongoing rebellions/ill health.
   e  He had been a fair and firm/weak and incompetent leader.
   f  Convict Mary Reibey became a wealthy and respected landowner/businesswoman.
   g  Her face can be found on the Australian five/-ten-dollar note.
   h  Convict Francis Greenway ended up in a place of secondary punishment/as a successful architect.
   i  Free settlers first came to Australia to claim land grants/discover gold.
   j  The emerging culture in Australia was/was not strongly influenced by British culture.
Reflection

Thinking about what you have learned …

1. What was people’s attitude to slavery in the eighteenth century?

2. What was the society in Britain like that led to transportation and immigration to Australia?

3. What were some of the positives and negatives about early settlement in Australia?

Thinking about how you have learned …

4. a. Did you find the visual or written material most helpful to your understanding? Why?

   b. What did you find difficult to understand and/or remember? Why?

5. a. How would you rate your competence in writing a history essay?

   b. What could you do to improve your competence in writing such essays?
CHAPTER 5: Making a nation — Australia (1750–1918): (I) Colonisation and conflict

Worksheet 5.1

Conflict — inevitable?

When Europeans first arrived in Australia, they had no understanding of the relationship between Aboriginal peoples and their land, nor did the Aboriginal people have any understanding of the European attitude to land. Conflict was inevitable.

1 How did British law and Governor King try to start positively with Aboriginal people?

2 a Why do you think the British declared Australia to be *terra nullius*?

2 b Given the attitudes and experience of Europeans at the time, do you think it is realistic to expect them to have thought otherwise?

3 As in the history of all nations, land was the primary source of conflict between white settlers and black Indigenous peoples. Choose the best terms from the text box to fill in the gaps to explain why this was so.

<table>
<thead>
<tr>
<th>being</th>
<th>convicts</th>
<th>cultivating</th>
<th>reliable</th>
<th>gathered</th>
<th>gathering</th>
<th>good</th>
</tr>
</thead>
<tbody>
<tr>
<td>settlers</td>
<td>hundreds</td>
<td>hunted</td>
<td>hunting</td>
<td>kept</td>
<td>migrants</td>
<td>move</td>
</tr>
<tr>
<td>planted</td>
<td>planting</td>
<td>raised</td>
<td>raising</td>
<td>staying</td>
<td>thousands</td>
<td>using</td>
</tr>
</tbody>
</table>

Survival of peoples depended on the land providing a …………… food source. For …………… of years, the land had fed Indigenous Australians, who …………… the animals and …………… the plants.

The newly arrived …………… and free …………… also relied on the land to feed themselves, but they were not used to …………… and …………… what the land naturally produced. Instead, they were used to …………… — or controlling — the land, by planting crops and raising livestock.

The Aboriginal approach relied on being able to …………… around; the European approach relied on …………… in one place. Both groups needed the land, but used it in different ways.

4 Many Aboriginal people died in violent clashes with European settlers, but foreign diseases were also big killers. In your own words, explain the impact of smallpox on the native population.
Conflict spreads

Everywhere indigenous and European culture came into contact, there was conflict.

**Tasmania**

1. Complete the following by inserting the correct dates and other statistics.
   
   a. Before ......., it is estimated that between ....... and ........ Indigenous people lived in Van Diemen’s Land.
   
   b. In ..........., many Indigenous Tasmanians were killed as soldiers and convicts built their huts near the site of Hobart.
   
   c. From ..........., survivors from different language groups were resettled on Flinders Island to be ‘christianised’ and ‘civilised’.
   
   d. In ..........., the governor of Tasmania ordered Aboriginal people out of white settlements.
   
   e. From ..........., George Robinson, a Christian preacher, tried to save many by resettling them on smaller islands and teaching them how to survive in a European culture.
   
   f. In ..........., .......... soldiers, convicts and settlers formed a line to drive Aboriginal people onto the Tasman Peninsula.
   
   g. By ..........., due to killings, disease and the destruction of traditional food sources, only ........ Indigenous people survived.
   
   h. By ..........., most Indigenous people that had resettled on Flinders Island had died of disease and despair; ........ survivors were then resettled at Oyster Bay near Hobart.
   
   i. By ..........., when Van Diemen’s Land was renamed Tasmania, there were even fewer Indigenous survivors.
   
   j. In ..........., the last Tasmanian Indigenous person, Truganini, died.

**Port Phillip Bay (present-day Melbourne, Victoria)**

2. a. Do you think Batman made a fair deal with the Kulin people? Why or why not?
   
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

   b. What was the impact on the Kulin people of the Port Phillip settlement?
   
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

**Myall Creek, New South Wales**

3. a. What was unusual about the official response to this massacre of Aboriginal people?
   
   ........................................................................................................................................
   ........................................................................................................................................

   b. Why was British law enforced fairly in this case?
   
   ........................................................................................................................................
   ........................................................................................................................................
A place of hope

Student: ................................................................. Class: ................ Due date: ........................................

A flow chart is a graphic organiser to help you organise information chronologically and to show how one event, action or decision leads to the next.

1. Fill in this flow chart to recount the story of Coranderrk. In dot points, record as much detail as you can, including names of places, organisations and people.

2. Why can we today call the story of Coranderrk a story of hope?

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...................................................................................................................................................................
**North and west — the violence continues**

As white settlement spread across Australia, Aboriginal people continued to resist, but spears and boomerangs were no match for firearms.

1. Complete the following table to show the violence that occurred in Western Australia and Queensland.

<table>
<thead>
<tr>
<th>Western Australia</th>
<th>Queensland</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tit for tat</strong></td>
<td><strong>Battles and brutality</strong></td>
</tr>
<tr>
<td>A free settlement was founded on the site of Perth in 1829, taking tribal land.</td>
<td>Queensland became a separate colony in ………...…….</td>
</tr>
<tr>
<td>So the Binjareb tribe ................................................</td>
<td>White officers and Native Police brutally attacked Aboriginal camps over the next ……… years.</td>
</tr>
<tr>
<td>...............................................................................  .</td>
<td>They killed <em>indiscriminately</em>. What do you think this means? ................................................</td>
</tr>
<tr>
<td>Then the European authorities ........................................</td>
<td>...............................................................................  .</td>
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<td>...............................................................................  .</td>
<td>...............................................................................  .</td>
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<tr>
<td>So the tribe ........................................................................</td>
<td>...............................................................................  .</td>
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<td>...............................................................................  .</td>
<td>...............................................................................  .</td>
</tr>
<tr>
<td>Then the governor ................................................................</td>
<td>...............................................................................  .</td>
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<td>...............................................................................  .</td>
<td>...............................................................................  .</td>
</tr>
<tr>
<td>This clash is known as ...............................................</td>
<td>...............................................................................  .</td>
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<td>...............................................................................  .</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>The ‘Killing Times’</strong></th>
<th><strong>The defeat of the Kalkadoons</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What? ..................................................</td>
<td>What? ..................................................</td>
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<td>...............................................................................  .</td>
<td>...............................................................................  .</td>
</tr>
<tr>
<td>When? ..................................................</td>
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<td>...............................................................................  .</td>
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<tr>
<td>Where? ..................................................</td>
<td>Where? ..................................................</td>
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<td>...............................................................................  .</td>
<td>...............................................................................  .</td>
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<tr>
<td>Why? ..................................................</td>
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</table>

2. Do you think the protection policies protected Aboriginal peoples? Why or why not?

3. Why do you think women and Aboriginal people were initially excluded from voting in parliamentary elections?
Discrimination on the goldfields

The Chinese diggers seemed very different from the other gold seekers. Study the following sources, and then answer the questions on the following page.

Source 1

- Chinese working the tailings

Source 2

- Joss House Temple, Bendigo c. 1860s

Source 3

- Chinese diggers enjoyed playing mah-jong — a traditional tile game.
1 In Source 1, what can you see that illustrates the different appearance of Chinese diggers?
....................................................................................................................................................................
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2 Tailings are what are left when an area has been mined.
   a Why do you think the Chinese worked the tailings?
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 ....................................................................................................................................................................

   b Why do you think other miners may have resented the Chinese working the tailings?
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3 Why might Source 2 have been another source of conflict between Chinese miners and the other miners?
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4 Why might the activity in Source 3 be a source of conflict?
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5 Can you think of examples in contemporary Australian society where people are discriminated against because of their unfamiliar appearance or activities?
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....................................................................................................................................................................
CHAPTER 5: Making a nation — Australia (1750–1918): (I) Colonisation and conflict

Kinship and racism

Student: ................................................................. Class: ................ Due date: ................

The first generation of settlers in Australia — convicts, soldiers and free immigrants — saw themselves as British. As more people were born in Australia, they began to see themselves as Australian, yet still clung to their British heritage — white, Anglo-Saxon and Christian. A sense of superiority and a fear of losing this identity gave rise to racism in various forms.

1 Why do you think the relationship between Australia and Britain was called the ‘crimson thread of kinship’?

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2 Describe the form of racism shown by white Australians to the following ethnic groups.

a Pacific Islanders

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b Chinese

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3 Explain why white Australians felt isolated from Britain.

4 Give three reasons as to why white Australians feared invasion.
   • ..............................................................................................................................................................
   • ..............................................................................................................................................................
   • ..............................................................................................................................................................

5 Give two reasons why white Australians were prepared to fight for Britain.
   • ..............................................................................................................................................................
   • ..............................................................................................................................................................
CHAPTER 5: Making a nation — Australia (1750–1918): (I) Colonisation and conflict

Worksheet 5.7

Skills

Worksheet 5.7

History is like a puzzle with some of the pieces missing, but even when most pieces have been found, they cannot always be put together in one book or journal or website — there just isn’t enough room! So it is important that you look for gaps in both primary evidence and secondary evidence and ask: what pieces of the puzzle are missing? You never know — you might be able to find them elsewhere!

1 Practise asking critical questions. When studying the Torres Strait Islander peoples, you would have read that ‘the Islanders generally embraced Christianity’ (page 146 of your textbook), but then the text goes on to list only negative aspects of the missionaries’ work.

a What question should you ask at this point? .................................................................

b What assumption can you make? ..................................................................................

c Where might you go to find more information? ...........................................................

d What are some topics, words or phrases you might look up? ..........................................

2 What evidence is there, in the information below, to confirm that the coming of Christianity was a predominantly positive experience for Darnley Island?

On 1 July 1871 the Reverend Samuel MacFarlane of the London Missionary Society landed on Darnley [Island] with a small group of followers … Known as the ‘Coming of the Light’, it was the arrival of British missionaries spreading Christianity that profoundly changed island life. These days the occasion is celebrated each year by religious festivities throughout the islands and among Torres Strait Islander communities on mainland Australia.

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3 Look carefully at the photo and caption. What evidence is there to suggest that the missionaries did not ask Islanders to turn their backs on all aspects of their culture?

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4 How do these two pieces of evidence show that it is important to ask questions about the gaps?

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CHAPTER 5: Making a nation — Australia (1750–1918): (I) Colonisation and conflict

Worksheet 5.8

Crossword

Student: ................................................................. Class: .................. Due date: ______________________

Complete the crossword below.

ACROSS
1 a country Australians feared would invade them (6)
5 a branch of a religion (4)
7 dirt and stones left on the diggings in an area that has been mined (8)
8 an object made by human beings (8)
11 pertaining to punishment (5)
12 an Aboriginal rebel leader who led guerilla attacks against colonists (8)
13 a source of history whereby information is passed on by word of mouth (4)
17 immoral habit (4)
18 an Aboriginal rebel leader admired by the British (5)
19 moral habit (6)
21 the penalty for those convicted of murdering Aborigines at Myall Creek (7)
22 indigenous (6)
23 a person convicted of a crime (7)

DOWN
2 a colonist who occupied large tracts of land and claimed ownership just by being there (8)
3 not Christian (5)
4 an item John Batman traded with tribal leaders in exchange for land (7)
6 a disease that killed many native Australians (8)
9 the last Tasmanian woman (9)
10 an island off Tasmania on which an Aboriginal settlement was established (8)
14 something Aboriginal people were not allowed to give in court because they were not Christian (8)
15 Pacific Islanders (7)
16 places set aside for the protection of Aboriginal people (8)
20 the act of one country taking possession of another country (5)
CHAPTER 5: Making a nation — Australia (1750–1918): (I) Colonisation and conflict

Worksheet 5.9

Summary C

History Alive 9: pages 120–53

Summing up

Student: ................................................................. Class: .................. Due date: ................................

1 True or false? Circle T or F.
   a Disputes over land were central to the conflicts between Indigenous and colonial Australians. T/F
   b As they were also oppressed, convicts treated the native people less harshly than did the soldiers or police. T/F
   c Because of kinship ties, members of the Native Police Force also treated their ‘brothers’ less harshly. T/F
   d Many people now regard the treatment of Indigenous Tasmanians as outright genocide. T/F
   e Much of the treatment of native peoples resulted from a belief in the myth of terra nullius. T/F
   f Much of the treatment of native peoples resulted from a hunger in the new arrivals for ownership of land in the hope of a fresh start in Australia. T/F

2 Fill in the gaps.
   From the outset, ................. government policy in the colony was that Aboriginal people were ................. by British ................. . The English king’s representatives — colonial ................. — were instructed to ‘cultivate ................. relations with Aboriginal people’.

   The British solution to the ................. clash was to ‘civilise’ the Aboriginal people. There is some irony in the fact that Governor Phillip resorted to ................. some natives in order to encourage them to ................. their people to accept British ................. .

   In 1807, Governor King wrote a memo noting that he considered the native people to be the ‘real ................. of the Soil’. Despite this, there were many violent clashes between white ................. , as they established towns and cleared ................. for farming, and Aboriginal people, as they were forced off their traditional ................. and away from their ................. sources.

   In an attempt to ‘................. ’ the natives from violence, including rape and murder, and to ‘................. ’ settlers from violence, including death, theft and destruction of property, Aboriginal people were ................. from white settlements and forced to live on ................. and ................. where they were taught English, European farming methods and Christianity.

3 Underline the correct terms.
   a The white settlers, including convicts, felt superior/inferior to the natives.
   b The ‘civilising’ of native people was based on good intentions/ignorance.
   c The result of the Myall Creek massacre showed justice/injustice towards the victims.
   d Racism developed out of fear of invasion/difference.
   e A desire for a ‘white Australia’ also grew from a longing to remain British/become independent.
Reflection

Student: ................................................................. Class: ................ Due date: ........................................

Thinking about what you have learned …

1. What were some signs of conciliation between white and black Australians in the nineteenth century?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

2. What were some reasons for conflict between white and black Australians in the nineteenth century?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

3. Given people’s knowledge — or lack of knowledge — about each other’s cultures, do you think there was any way conflict could have been avoided?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

Thinking about how you have learned …

4. a. Did you find the reconstructed scenes (artist’s impression of an event) helpful? Why or why not?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

   b. To what extent were you able to put yourself in the shoes of an Indigenous person of the nineteenth century?
   ....................................................................................................................................................................
   ....................................................................................................................................................................

   c. To what extent were you able to put yourself in the shoes of a white settler in the nineteenth century?
   ....................................................................................................................................................................
   ....................................................................................................................................................................

5. a. How well do you understand the concept of gaps in history?
   ....................................................................................................................................................................
   ....................................................................................................................................................................

   b. How could you improve your ability to ask questions that would help you recognise the gaps?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
Stand and fight?

The study of history looks at not just what happened by why events happened and why decisions were made. Complete the cause-and-effect chart to summarise the what and why of the Eureka Stockade incident.

The New South Wales and Victorian governments wanted to earn some revenue from the gold rush.

These colonial governments wanted to discourage non-British subjects from flooding Australia.

Many diggers could not afford to buy a licence to dig for gold.

Punishment for those found without a licence was harsh: fines, destruction of equipment, gaol.

The diggers became dangerously angry — something had to give.

Miners made a list of demands that included the abolition of licence fees and the chance to have representatives in parliament.

12 000 diggers appointed Peter Lalor as their leader, created their own flag, built a stockade and swore an oath to 'stand together'.

By 3 December, 150 diggers remained at the stockade.

Though the diggers lost the battle, they achieved many of their aims.
Marvellous Melbourne

Write two or three sentences about each of the following topics to explain why Melbourne, in the 1880s, was called marvellous.

1. Town planning
   ...................................................................................
   ...................................................................................
   ...................................................................................
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2. Architecture
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   ...................................................................................
   ...................................................................................
   ...................................................................................

3. Law and order
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   ...................................................................................
   ...................................................................................
   ...................................................................................

4. Transportation
   ...................................................................................
   ...................................................................................
   ...................................................................................
   ...................................................................................

5. Fashion
   ...................................................................................
   ...................................................................................
   ...................................................................................
   ...................................................................................

6. Technology
   ...................................................................................
   ...................................................................................
   ...................................................................................
   ...................................................................................
Changing jobs and conditions

1. After the 1850s and the end of the gold rush when people flocked to the cities, which areas of work expanded?

2. What were some work-related issues for the common working man, woman or child?

3. Government directives to improve conditions failed. Why?

4. Employees did not make official complaints about their employers. Why not?

5. Write two sentences about each of the following.
   a. Those employed in commerce:
   b. Professionals:
   c. Domestic servants:
6 New technology meant new jobs. What jobs or skills were needed for each of the following types of new technology?
   a Manufacturing: .............................................................................................................................. ...............................
   ..........................................................................................................................................................
   ..........................................................................................................................................................

   b The typewriter: .................................................................................................................................. ......................................
   ..........................................................................................................................................................
   ..........................................................................................................................................................

   c Telegraph and/or telephone services: ................................................................................................. ......................................
   ..........................................................................................................................................................
   ..........................................................................................................................................................

   d Electricity: ..................................................................................................................................................
   ..........................................................................................................................................................
   ..........................................................................................................................................................

7 What was the downside of some of these new forms of technology?
   ..........................................................................................................................................................
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8 What are some of the upsides and downsides of the twenty-first-century technology shown at right?
   ..........................................................................................................................................................
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Workers find their voice

1 True or false? Circle T or F.
   a By the late eighteenth century, many people believed the most typical Australian characteristic was mateship. T/F
   b Mateship meant ordinary people standing up for one another in tough times and in the face of injustice. T/F
   c The development of trade unions was based on this characteristic. T/F
   d The first Australian trade unions were formed by diggers after the Eureka Stockade. T/F
   e The trade unions were formed to get rid of employers. T/F
   f Most union members were troublemakers who were lazy and greedy. T/F
   g Women’s unions were established later as their work conditions were much better than those of male workers. T/F
   h A campaign by unions led to better wages, working hours and other conditions. T/F
   i Employers wanted the right to set wage levels and employ anyone they chose. T/F
   j Employers called union workers scab labour. T/F

2 Fill in the gaps.
   a The minimum basic wage
      Step 1: A ……………… was selected to examine a ……………… about ……………… duty, which is a government tax on goods of its choosing.
      Step 2: The ……………… ……………… Court judged whether agricultural harvester manufacturers were producing goods under ……………… and ……………… conditions. (If so, they would not have to pay the tax.)
      Step 3: Justice Higgins had to decide what was ‘fair and reasonable’ and ruled that a ……………… working man with ‘about ……………… children’ needed a minimum of ……………… shillings a week to provide his family’s ……………… .
      Step 4: This ……………… wage became the benchmark, or standard, for future wage setting.
   b The eight-hour day
      Step 1: In ………………, colonial ……………… began campaigning for a ……………… working day using a British socialists’ slogan, ‘Eight hours ………………, eight hours ………………, eight hours ………………!’
      Step 2: In ………………, Melbourne ……………… marched on ……………… house and won an agreement with the Victorian ……………… industry for a reduced working week of ……………… hours instead of ……………… hours.
      Step 3: Campaigns in other colonies were ……………… .
      Step 4: A paid public holiday, called the ……………… ……………… ………………, was held to commemorate these successes.
3 Do you think we should still celebrate this day, now called Labour Day? Explain.

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..............................................................................................................................
..............................................................................................................................
Up rode the squatter mounted on his thorough-bred
Down came the troopers, one two three
Who’s that jolly jumbuck you’ve got in your tucker bag?
You’ll come a-waltzing Matilda with me.
Up jumped the swagman, sprang into the billabong
You’ll never catch me alive said he,
And his ghost may be heard as you pass by that billabong
You’ll come a-waltzing Matilda with me.

(jumbuck = male sheep; tucker = food; Matilda = swag (bed roll containing the swagman’s belongings); billabong = pool)

Source: Extract from Waltzing Matilda, by Banjo Paterson, 1887.

Source 2

Source: Frederick McCubbin, Down on his luck, 1889 oil on canvas 114.5 x 152.5 cm State Art Collection, Art Gallery of Western Australia Purchased 1896.
1 What do these sources have in common?
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................
2 What aspect(s) of the emerging Australian identity do they epitomise?
....................................................................................................................................................................
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....................................................................................................................................................................
3 What is the main focus of Source 1?
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................
4 What is the main focus of Source 2?
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................
5 With whom do Paterson and McCubbin sympathise?
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................
6 How does each show this?
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................
7 What changes were taking place at this time in Australia’s history that might have helped a swagman?
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................
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....................................................................................................................................................................
CHAPTER 6: Making a nation — Australia (1750–1918): (II) From colonies to nationhood

Worksheet 6.6

Skills: E

History Alive 9: pages 180–1

Cartoon capers

Student: ................................................................. Class: ......................... Due date:

1 Review the techniques used in cartoons by analysing the one shown here.

   a When, where and by whom was the cartoon published?

      ..................................................................................
      ..................................................................................
      ..................................................................................
      ..................................................................................
      ..................................................................................

   b What events or issues is it concerned with?

      ..................................................................................
      ..................................................................................
      ..................................................................................
      ..................................................................................
      ..................................................................................
      ..................................................................................

To answer c and d, look carefully at the details in the cartoon. How are people dressed? What are their stances or expressions? What is each of them doing? What does the caption add? Who is being made fun of? Why?

   c What is its message?

      ..................................................................................
      ..................................................................................
      ..................................................................................
      ..................................................................................
      ..................................................................................
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      ..................................................................................
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      ..................................................................................

   d How does it convey its message?

      ..................................................................................
      ..................................................................................
      ..................................................................................
      ..................................................................................
      ..................................................................................
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      ..................................................................................
      ..................................................................................

➤ John Bull (who represents England as a stout middle-aged man) stands firm against the women’s suffrage movement.

   Source: Punch Magazine, 28 May 1870.
In the space below, design your own cartoon on an issue from this chapter. Decide who you are going to make fun of or criticise, make your figures caricatures and include an appropriate speech bubble or caption. Remember: a cartoon tries to make one point on an issue.
### Federation: Why? How?

Student: ________________________________  Class: _______________  Due date: _______________

1. Between 1855 and 1860 all colonies, except Western Australia, had their own governments. List some of the areas of laws and services that differed between colonial governments at this time.
   - ..............................................................................................................................................................
   - ..............................................................................................................................................................
   - ..............................................................................................................................................................
   - ..............................................................................................................................................................
   - ..............................................................................................................................................................

2. Who, in particular, found these differences frustrating, and why do you think they did so?
   ..............................................................................................................................................................
   ..............................................................................................................................................................

3. Summarise these reasons for having a centralised national government.

<table>
<thead>
<tr>
<th>National defence</th>
<th>Common immigration laws</th>
</tr>
</thead>
<tbody>
<tr>
<td>...............................................</td>
<td>.......................................</td>
</tr>
<tr>
<td>...............................................</td>
<td>.......................................</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Common railway gauges</th>
<th>Coordinated communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>...............................................</td>
<td>.......................................</td>
</tr>
<tr>
<td>...............................................</td>
<td>.......................................</td>
</tr>
</tbody>
</table>

4. Why do you think Henry Parkes is often called the Father of Federation?
   ..............................................................................................................................................................
   ..............................................................................................................................................................

5. What evidence is there that drafting a national constitution was a difficult process?
   ..............................................................................................................................................................
   ..............................................................................................................................................................

6. What did the Australian Constitution set out?
   ..............................................................................................................................................................
   ..............................................................................................................................................................

7. What evidence is there that Australia still had strong ties with Britain?
   ..............................................................................................................................................................

8. What was the new name for Australia?
   ..............................................................................................................................................................
CHAPTER 6: Making a nation — Australia (1750–1918): (II) From colonies to nationhood

Worksheet 6.8

Vocabulary

History Alive 9: pages 156–93

Word search

Complete the following word search.

14 unruly youths
15 what miners needed to purchase in order to dig for gold
16 an Australian outlaw who rebelled against the oppression of authority
17 a term for human waste
18 a nineteenth-century bush poet
19 barricades to prevent non-union members from entering a place of work
20 a settler who could select a tract of land for farming
21 a settler who was granted a free parcel of land
22 the type of barricade built by the rebelling miners in Ballarat
23 the term for workers’ withdrawal of labour as a way of protesting and seeking change
24 the right to vote
25 a new form of public transport that was introduced to the city of Melbourne in the 1880s
26 a new machine for writing
27 associations of workers of a particular trade

1 abbreviation for the political party that formed Australia’s first government
2 a goldmining town in central Victoria
3 Australia’s first Prime Minister
4 a new type of job created with the growth of commerce and accounting
5 the first female member of an Australian parliament
6 Ned Kelly’s brother
7 members of this profession were — and are still — common on Collins Street
8 meaning ‘I found it’, the term used to name the miners’ barricade in Ballarat
9 the union of the colonies under one constitution and flag
10 a well-known campaigner for women’s rights
11 how Ned Kelly was executed
12 the wrought-iron exterior decoration on many Melbourne homes
13 the miners’ representative in the miners’ rebellion, now a suburb of Melbourne

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Summing up

Student: ............................................................. Class: .......................... Due date: ................................

1 Summarise what you have learned from chapter 6 of your textbook by filling in the gaps using words from the list below.

<table>
<thead>
<tr>
<th>aristocracy</th>
<th>Australian Labour Party</th>
<th>buildings</th>
<th>class</th>
<th>commerce</th>
<th>dangerous</th>
</tr>
</thead>
<tbody>
<tr>
<td>depression</td>
<td>eight-hour</td>
<td>ex-convicts</td>
<td>franchise</td>
<td>goods</td>
<td>hours</td>
</tr>
<tr>
<td>immigrants</td>
<td>industry</td>
<td>Labour</td>
<td>investment</td>
<td>minimum</td>
<td>parliamentary</td>
</tr>
<tr>
<td>population</td>
<td>prosperity</td>
<td>respectable</td>
<td>sanitation</td>
<td>services</td>
<td>stand</td>
</tr>
<tr>
<td>technicians</td>
<td>technology</td>
<td>townplanning</td>
<td>transportation</td>
<td>typists</td>
<td>uncomfortable</td>
</tr>
<tr>
<td>unionism</td>
<td>voice</td>
<td>vote</td>
<td>wages</td>
<td>work</td>
<td>workers</td>
</tr>
</tbody>
</table>

A new country
Australian society did not reflect the ................. distinctions of Britain and Ireland. To begin with, apart from convicts, most workers were .................. or poor ................. . As land opened up, they were able to work hard to become wealthy and ................. . There was no place for a European-style .................

Country to city
After the gold rush, people flocked to the towns looking for ................. . The growing ................. meant more demand for .................. and .................................................. and .......... grew. New ................. meant new jobs, such as ................. in offices and ................. for the telegraph network. The wealth from the gold rush led to the construction of beautiful public and private ................. . Issues of ................., ................., law and order and public ................. kept authorities busy.

Fight for fairness
Sadly, not everyone shared in the new-found ................. . Many rural labourers, factory and office workers and domestic servants worked long ................. for low ................., often in ................. or ................. conditions. ................. developed as a way of giving workers a ................. . They used strength in numbers to campaign for better working conditions, such as the ................. wage ruling and the ................. day.

Workers become leaders
After the failure of the great strikes during the 1890s ................., workers realised that an effective strategy would be to have ................. representation. ................. parties formed in the colonies to represent the interests of ................. and small businesses. At Federation in 1901, the ................. ................. entered politics.

Women’s rights
Women also organised themselves to campaign for the right to ................. and ................. for parliament. In 1894, South Australia granted women’s ................. . By 1902, women in all colonies had the right to .................

2 Write a short paragraph explaining Australian Federation.

...................................................................................................................................................................
...................................................................................................................................................................
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History Alive 9 for the Australian Curriculum Student Workbook 75
Reflection

CHAPTER 6: Making a nation — Australia (1750–1918): (II) From colonies to nationhood

Worksheet 6.10

Student: ……………………………………………………..………… Class: …….……………. Due date: …….……………….……

Thinking about what you have learned …

1. How did the Eureka Stockade, the free selection Acts and trade unions improve conditions for workers?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

2. What was marvellous about Melbourne in the 1880s?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

3. What were the main advantages of Federation?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

Thinking about how you have learned …

4. a. Which topic did you find most interesting? Why?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

   b. Do you view Ned Kelly as a hero or as a villain? What influences your opinion?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

   c. Do you prefer learning about historical characters or historical events? Why?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

5. a. How well do you rate your ability to interpret political cartoons? Shade the appropriate number of stars.
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................

   b. What do you find challenging about analysing cartoons?
   ....................................................................................................................................................................
   ....................................................................................................................................................................
   ....................................................................................................................................................................
Qing China — an overview

Until the seventeenth century, China was isolated from the rest of the world.

1 a How did China’s geography isolate it from the world?

b How did China’s vastness isolate it from the world?

c How did China’s attitude isolate it from the world?

2 How would Confucianism have contributed to a stable society? Answer in two or three sentences.

3 a Why might an emperor feel his position threatened by a flood or drought?

b Why might a member of a Board of Civil Office be incompetent in his allocated department, such as revenue or civil affairs?

c Why might neighbours in a district encourage each other to keep the law?
4 What were the outcomes of this relatively stable society for the following?

a  The arts:

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b  The economy:

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Every picture tells a story

We are fortunate to have many primary sources — including visual sources — from the Qing dynasty, but even primary sources can be biased.

1  a  Which would you consider more truthful: a painting or a photograph of a particular scene? Give a reason for your answer.

b  In what ways can a photograph be biased?

2  Study Source 2 on page 202 of your textbook.

   a  Who are the people in the scene and what are they doing?

   b  What do you think was the intended purpose and audience?

3  Study Source 3 on the same page.

   a  Who are the people in the scene and what are they doing?

   b  What do you think was the intended purpose and audience?
4 Now compare Source 3 with Source 2.
   a What similarities are there between the figures in each source?
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................
   b Is there any evidence to suggest that Source 3 was produced by a foreigner?
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................
   c Do you think one source is more truthful than the other? If so, why?
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................
   .............................................................................................................................. ................................
Put yourself in their shoes

Zhōngguó is the Mandarin word for China. Zhōng means ‘central’ and guó means ‘state’, thus the Qing dynasty believed China was the central state, or middle of the earth, surrounded by barbarians.

Based on your understanding of the Europeans’ desire to trade with China and China’s disdain for foreigners and their goods, what might each of the following figures be saying?

Consider how each figure might be thinking and feeling about the following.

• Foreigners
• The Chinese
• What had just happened (read caption)
• The consequences of what had just happened

Now fill in the speech bubbles, making sure you include relevant factual information, as well as feelings and attitudes.
Worksheet 7.3

- Sir George Macartney after his audience with Emperor Qian Long

- A district magistrate of the Kowloon neighbourhood after the murder of Lin Weixi

- Sir Henry Pottinger when asked to be the first governor of British Hong Kong in 1843
The consequences of foreign contact

The impact of foreign influence on China was far reaching and long lasting.

1. Complete the sentences using the words from the text box below.

<table>
<thead>
<tr>
<th>confidence</th>
<th>decades</th>
<th>humiliation</th>
<th>instability</th>
<th>resources</th>
<th>weakness</th>
</tr>
</thead>
</table>

a. China’s defeat in the First Opium War (1838–42) showed ................. in the Qing dynasty.
b. After signing the subsequent treaty, China felt ....................
c. The people no longer had ................. in their leaders.
d. This ................. probably contributed to the Taiping Rebellion (1850).
e. Because China was busy with internal problems, she did not have the ................. to win the Second Opium War.
f. China was forced to sign six treaties with foreigners within two ..................

2. a. Summarise the effects of forced trade on China by completing the paragraph below, using the terms from the text box. (Hint: Try writing one sentence for each term or phrase.)

<table>
<thead>
<tr>
<th>imports</th>
<th>increased production</th>
<th>food shortages</th>
</tr>
</thead>
<tbody>
<tr>
<td>exports</td>
<td>internal trade routes</td>
<td>unemployment</td>
</tr>
<tr>
<td>competition with foreign goods</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The signing of the Nanjing Treaty in 1842 meant trade with Britain was forced upon China.
b What do you think were the positive and negative impacts of foreign ideas?

*The positive impact was* ..........................................................................................................................
..........................................................................................................................................................
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*The negative impact was* ..........................................................................................................................
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CHAPTER 7: Asia and the world: China (1750–1918)

Resistance to revolution

Student: ................................................................. Class: ............... Due date: .........................

Despite increased contact with the wider world, most Chinese continued to believe foreigners had little, if anything, to offer and sought to rid China of them once and for all.

Answer the questions below and try to express yourself in your own words to show you understand both the terms and the ideas used in your textbook.

1 a  What were two aims of the Boxers? ........................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
b  How did they plan to combat superior foreign weaponry? ........................................................................
..........................................................................................................................................................
..........................................................................................................................................................
c  Do you think their name, the Society of Righteous and Harmonious Fists, was appropriate? Explain your answer.
..........................................................................................................................................................
..........................................................................................................................................................
d  What were two responsibilities taken on by supportive women’s groups?
..........................................................................................................................................................
..........................................................................................................................................................

2 a  Why do you think the Boxers began their assault by attacking Christian missionaries?
..........................................................................................................................................................
..........................................................................................................................................................
b  Why do you think they also targeted the railways and telegraph service?
..........................................................................................................................................................
..........................................................................................................................................................

3  Emperor Cixi faced a dilemma: succumbing to gunboat diplomacy or siding with the Boxers. If you were Cixi, how would you have responded to the Boxers’ uprising? Why?
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................

4  Do you think revolution in China was inevitable? Why?
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
Categorising consequences

A PMI chart helps you to categorise information about an idea or issue, according to whether it is a plus (positive), a minus (negative), or something you just find interesting.

Consider the consequences of foreign contact and interference in China during the nineteenth century and complete the PMI chart below as well as you can.

(Note: Some ideas have been included to get you started. You will need to use your knowledge of the chapter as a whole, as well as spread 7.8 of your textbook.)

**Topic:** Foreign contact and interference in China during the nineteenth century

<table>
<thead>
<tr>
<th>Plus</th>
<th>Minus</th>
<th>Interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ The Qing dynasty, which refused to make reforms, collapsed.</td>
<td>− Foreign importation of opium was an unfair trade tactic and caused many Chinese to become addicted to the drug.</td>
<td>? The Chinese tolerated Christian missionaries, albeit in small numbers, for a long time.</td>
</tr>
<tr>
<td>+ ?</td>
<td>−</td>
<td>?</td>
</tr>
<tr>
<td>+ ?</td>
<td>−</td>
<td>?</td>
</tr>
</tbody>
</table>
Throughout a nation’s history, many factors contribute to any event or change that takes place. Practise analysing the causes and consequences of the Chinese Diaspora (page 213 of your textbook) by using the concept map below. You may wish to add more text boxes.
Complete the crossword below.

**ACROSS**

2. the name of the treaty signed after the first Opium War (7)

3. the name given to a rebellion that occurred when Chinese authorities arrested a ship’s crew on suspicion of piracy (7)

7. a large-scale dispersion, or emigration, of a group of people (8)

9. the belief that one’s right to rule was ordained by heaven (15)

12. the name of Sun Yixian’s Nationalist Party (10)

13. the Chinese empress who resisted reform until it was too late (4)

15. a rebellion named after its instigators who relied on fighting with their fists (5)

17. traditionally, a woman of lower social rank than the man she lives with, but who is not his wife (9)

18. a Chinese philosopher whose teachings underpinned Chinese society for thousands of years (9)

**DOWN**

1. the name of Yuan Shikai’s Progressive Party (9)

4. a Chinese term for railway tracks (14)

5. the name of the armies charged with defending China from foreign intervention (6)

6. the name of Mao Zedong’s political party that promised to deliver a classless society (9)

8. the emperor who rejected Macartney’s diplomatic attempts to establish relations between China and Britain (8)

10. a practice that restricted the growth of women’s feet to form them into a ‘lily’ (11)

11. the first foreign traders to establish trading ports along China’s coast (10)

14. to kneel and touch one’s forehead on the ground before a superior (6)

16. a Chinese sailing vessel (4)
CHAPTER 7: Asia and the world: China (1750–1918)

Summing up

Student: ................................................................. Class: ...................... Due date: ................................

1 True or false? Circle T or F.
   a Confucius’ ideas were central to traditional Chinese beliefs about society. T/F
   b Confucius taught that imperialism was the basic building block of society. T/F
   c Traditionally, the Chinese believed they formed the middle kingdom and everyone else was barbaric. T/F
   d Portuguese traders were only tolerated because they paid tribute to the emperor, thus acknowledging their inferiority. T/F
   e The British did not intend to increase trade in opium, but profited nevertheless. T/F
   f The first Opium War erupted when the Chinese demanded justice for a murdered Chinese man. T/F
   g Chinese junks outclassed British naval vessels technologically. T/F
   h This confrontation was the first of many that humiliated China. T/F

2 Fill in the gaps.
The Opium Wars exposed the ................. of the Qing Dynasty, and Chinese people wondered if the Qing had lost their ................. of heaven. As well as the external pressures of foreign .........., there were the internal pressures of drought and .................

In ................., Hong Xiuquan decided it was time for the Qing to go, and he led a rebellion that spread across ................. China. Hong dreamed of a new China where all ................. belonged to the state and ................. had better social status. The rebellion was eventually ................. with the help of ................. forces, which increased people’s concern that the Qing were subject to foreign .................

Some Chinese scholars and leaders realised that if the Qing were to survive, ................. were needed. When reform finally came, it ironically cemented the doom of the Qing; ................. inevitably brought new ideas and the people questioned ................. beliefs and values. When only six years old, Pu Yi, the last emperor of China, was forced to .................

3 Underline the correct terms.
   a When Pu Yi abdicated in 1912, Sun Yixian became the emperor/president designate of the new Republic of China.
   b Sun was successfully challenged by Yuan Shikai/Mao Zedong, who died soon after gaining power.
   c It took three decades of unrest before the nationalists/communists won control of China in 1949.
Reflection

Student: .......................................................... Class: .......... Due date: ............

Thinking about what you have learned ...

1  How did the foreigners eventually get China to open up to trade?
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................

2  Why and how did China resist ideas and change from without?
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................

3  Why and how did China resist ideas and change from within?
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................

Thinking about how you have learned ...

4  a  Did you find the written or visual material more interesting? Why?
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................

 b  Do you understand how photographs reveal both truths and lies? Explain.
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................

 c  To what extent can you empathise with the Chinese who resisted change?
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................

5  a  How well are you able to categorise the causes and consequences of an historical event?
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................

 b  Do you prefer to categorise causes and consequences visually or use a question-and-answer format? Why?
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................
CHAPTER 8: World War I (1914–1918)


Student: ................................................................. Class: .................. Due date: ..................

When?
1 In what year did World War I begin? ............................................................................................................

Where?
2 a On which three continents did World War I take place?

b Where would you find the Western Front?

c Where would you find the Eastern Front?

d Name two other World War I battlefields. ................................................................................................

Who?
3 a Initially, the British, French and Russian empires and Serbia and Belgium formed the Allied Powers. Who joined them as the war progressed?

b Which countries constituted the Central Powers?

c Why do you think they were called the Central Powers?

Why?
4 a Pre-existing conditions: In a sentence, explain how each of the following contributed to the outbreak of war.

Nationalism and imperialism: ..............................................................

Alliances: .............................................................................................

b The immediate trigger: Fill in the gaps with the name of a country.

In 1908, .......................... made two Balkan provinces part of its empire. Many Serbs lived in these provinces, so .......................... was angry. Serbian nationalists assassinated Archduke Ferdinand of .......................... . Austria–Hungary, aided by her ally .......................... , declared war on .......................... .
Britain calls, Australia answers

1. Look at Source 4 on page 235 of your textbook. Think of three adjectives that might describe the feelings of the soldiers embarking in 1915.
   i. ..................................................................................................................
   ii. ..................................................................................................................
   iii. ..................................................................................................................

2. It is March, 1915. Imagine you are a young Australian man. Write a diary entry to explain the various reasons why you and others are eager to enlist. Include any relevant facts you have learned so far. Organise your ideas and material into paragraphs on the following topics.

   a. Australia’s relationship with Britain
      ..................................................................................................................
      ..................................................................................................................
      ..................................................................................................................
      ..................................................................................................................

   b. Australians’ view and knowledge of the war
      ..................................................................................................................
      ..................................................................................................................
      ..................................................................................................................
      ..................................................................................................................

   c. My reasons for enlisting
      ..................................................................................................................
      ..................................................................................................................
      ..................................................................................................................
      ..................................................................................................................

   d. Other people’s reasons for enlisting
      ..................................................................................................................
      ..................................................................................................................
      ..................................................................................................................
      ..................................................................................................................
1. Complete this mind map to show the goals and key features of the Gallipoli campaign.

**Goals**

**The plan**

**The campaign**

**Results**
2 Complete this mind map to show the goals and results of Australian troops at the Western Front.

- **At Fromelles**
  - Date: 
  - Goal: 
  - Result: 

- **At Pozières**
  - Date: 
  - Goal: 
  - Result: 

- **At Bullecourt**
  - Date: 
  - Goal: 
  - Result: 

- **At Ypres**
  - Date: 
  - Goal: 
  - Result: 

- **At Villers-Bretonneux**
  - Date: 
  - Goal: 
  - Result: 

3 One of the underlying assumptions of World War I was that a country had the right to defend itself against invasion or annexation by another country. Do you think this can be a justification for war? Give reasons for your answer.

......................................................................................................................................................................
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......................................................................................................................................................................
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......................................................................................................................................................................
CHAPTER 8: World War I (1914–1918)

In the trenches

Student: ............................................................... Class: ................ Due date: ..............................

The main fighting of World War I took place in and around over 500 kilometres of trenches at the Western Front.

1 Using these headings, annotate the image below and describe the nature of trench warfare in the spaces provided.

<table>
<thead>
<tr>
<th>Machine guns</th>
<th>No man’s land</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trench design</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scaling ladders</th>
<th>Mustard gas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

2 What aspect of trench warfare would you find the most difficult? Why?

........................................................................................................................................................................
........................................................................................................................................................................
Every picture tells a story

Analyse the photograph below by answering the questions provided.

Source: Australian soldiers sail for war, 1914, Australian War Memorial Collection, H02227.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who took the photograph (if known)?</td>
<td>⏤uddled</td>
</tr>
<tr>
<td>What is the source (if stated)?</td>
<td>⏤uddled</td>
</tr>
<tr>
<td>Where is the location?</td>
<td>⏤uddled</td>
</tr>
<tr>
<td>When was the photograph taken?</td>
<td>⏤uddled</td>
</tr>
<tr>
<td>Has the photograph been posed or has the photographer simply recorded a scene?</td>
<td>⏤uddled</td>
</tr>
<tr>
<td>Is the photograph taken close up or from a distance and does this affect our reaction to it?</td>
<td>⏤uddled</td>
</tr>
<tr>
<td>What is the main subject?</td>
<td>⏤uddled</td>
</tr>
<tr>
<td>What background and details are shown?</td>
<td>⏤uddled</td>
</tr>
<tr>
<td>What extra information do the minor details add?</td>
<td>⏤uddled</td>
</tr>
<tr>
<td>Why was the photograph taken (if known, or you may infer a reason)?</td>
<td>⏤uddled</td>
</tr>
<tr>
<td>For what does the photograph provide evidence?</td>
<td>⏤uddled</td>
</tr>
</tbody>
</table>
CHAPTER 8: World War I (1914–1918)

The home front

As the Great War dragged on and demanded ever greater sacrifices, Australian society became increasingly divided.

1 What were two strategies taken by the Commonwealth Government to maintain support for the war effort?
   i..............................................................................................................................................................
   ..............................................................................................................................................................
   ii..............................................................................................................................................................
   ..............................................................................................................................................................

2 Why were each of the following groups against the war?
   a Pacifists:
   ..............................................................................................................................................................
   ..............................................................................................................................................................
   ..............................................................................................................................................................
   b Socialists:
   ..............................................................................................................................................................
   ..............................................................................................................................................................
   ..............................................................................................................................................................
   c The Irish:
   ..............................................................................................................................................................
   ..............................................................................................................................................................
   ..............................................................................................................................................................

3 Why might each of the following groups be in favour of the war?
   a Women:
   ..............................................................................................................................................................
   ..............................................................................................................................................................
   ..............................................................................................................................................................
   b Children:
   ..............................................................................................................................................................
   ..............................................................................................................................................................
   ..............................................................................................................................................................
   c Employers:
   ..............................................................................................................................................................
   ..............................................................................................................................................................
4 a Why do you think many women entered the paid workforce during the years of war?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

b Why might this have been a problem when the war was over?
........................................................................................................................................
........................................................................................................................................
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5 Look at Sources 1, 2, 6 and 7 on pages 246–9 of your textbook. Which do you think would have had the most effect on women? Why?
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........................................................................................................................................
CHAPTER 8: World War I (1914–1918)

The conscription debate

Student: ................................................................. Class: .................. Due date: ............................

1 Using your own words, define conscription. .................................................................

2 Give three reasons why, by 1916, Australia’s Prime Minister decided Australia should introduce conscription.
   • ..............................................................................................................................................................
   • ..............................................................................................................................................................
   • ..............................................................................................................................................................

3 Using your own words, define referendum. .................................................................

4 Give two reasons why the Prime Minister conducted referenda on the conscription issue.
   • ..............................................................................................................................................................
   • ..............................................................................................................................................................

5 Which do you think were the three strongest arguments supporting each case?

<table>
<thead>
<tr>
<th>Pro-conscription arguments</th>
<th>Anti-conscription arguments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ................................................</td>
<td>1 ................................................</td>
</tr>
<tr>
<td>........................................................</td>
<td>........................................................</td>
</tr>
<tr>
<td>2 ................................................</td>
<td>2 ................................................</td>
</tr>
<tr>
<td>........................................................</td>
<td>........................................................</td>
</tr>
<tr>
<td>3 ................................................</td>
<td>3 ................................................</td>
</tr>
<tr>
<td>........................................................</td>
<td>........................................................</td>
</tr>
</tbody>
</table>

Let him who desires peace, prepare for war. - Vegetius

Non-violence is the greatest force at the disposal of mankind. - Mahatma Gandhi
6 Although the results in both referenda were very close, why do you think the anti-conscription vote increased by 1917?
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

7 What do you think was the overriding reason for the failure of the referenda?
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

8 Some countries today still have compulsory military training and/or service.
   a Why might these countries believe it is necessary?
      ........................................................................................................................................................................
      ........................................................................................................................................................................
      ........................................................................................................................................................................
   b Do you think conscription can ever be justified? Why or why not?
      ........................................................................................................................................................................
      ........................................................................................................................................................................
      ........................................................................................................................................................................
CHAPTER 8: World War I (1914–1918)

Word search

Complete the following word search.

L A D N A G A P O R P X N K V
Y E T A M E L A T S A G T C C
T E D S W A Q S L S C N C O O
F D E N U O I G T N I I S L N
Z H T U A L H R U E F L B D S
Y Q S M A L E E F J I L N A C
K U A I H N S B Q W S I O E R
V B C Y C K O N Y V T H N D I
T O F H P A E E A F V S P A P
S A L J L F I D E M O I K K T
J T A E X E N N A R O R Y C I
R H H Y P H A I S L B N L O O
N R K A G T V H N U Z J R L N
U M U T A M I T L U I E R B M
T E F Y G P C C X D M U O B D

1. to take possession of a territory
2. sealing off an area to stop anything or anyone going in or out
3. restriction of what people can say, hear or see
4. compulsory enlistment to serve in the armed forces
5. a term beginning with ‘d’ to describe a situation in which neither side can gain an advantage
6. to enrol for military service voluntarily
7. a ‘dummy’ attack to trick the enemy
8. a term used to describe a person of mixed race
9. the name of the heavily fortified German line within France’s northern border
10. unoccupied land between the front lines of opposing armies
11. someone who believes all wars are morally wrong
12. distortion of the truth in order to persuade an audience to a particular point of view
13. a unit of currency equal to 12 pence, now obsolete in Australia
14. someone who believes in equal wealth and ownership for all
15. a term beginning with ‘s’ to describe a situation in which neither side can gain an advantage
16. a long ditch
17. a German submarine
18. a final set of demands given under threat
CHAPTER 8: World War I (1914–1918)

Worksheet 8.9

Summary

Colour the relevant countries on the map and complete the key below it.

1. Colour the relevant countries on the map and complete the key below it.

2. True or False? Circle T or F.
   a. Pre-war alliances meant many countries felt obliged to enter the war once one country had declared war on another.  
   b. Australia felt obliged to enter the war due to strong ties with the US.  
   c. Germany resented France because France had captured Alsace-Lorraine in a previous conflict.  
   d. Germany was building up her navy, which threatened British naval dominance.  
   e. The spark that lit the fuse for war in Europe was the assassination of a Serbian archduke by a nationalistic Austrian.

3. Complete the following sentences.
   a. In 1914, most Australians supported war against ................................................................. 
   b. Some religious pacifists opposed the war because they believed that ................................................................. 
   c. Some radical socialists opposed the war because they believed that ................................................................. 
   d. At first, Australians believed that the war would be over ................................................................. 
   e. At first, many young Australians enlisted to:
      •  ........................................................................................................................................................
      •  ........................................................................................................................................................
      •  ........................................................................................................................................................

4. Circle the correct term.
   a. The aim of the Gallipoli campaign was to secure the Dardanelles/the Gallipoli Peninsula for Allied shipping.  
   b. After seven/twelve months, the British command realised the Gallipoli campaign was hopeless.  
   c. The aim of fighting on the Western Front was to resist Germany’s advance into Russia/France.  
   d. Turkey/Russia left the war because it was undergoing revolution at home.  
   e. Constant attack on neutral shipping by German battleships/submarines brought the US into the war.

5. What do we celebrate each year at 11 o’clock on the 11th day of the 11th month?  
................................................................................................................................................................. 
.................................................................................................................................................................
CHAPTER 8: World War I (1914–1918)

Reflection

Student: .............................................................. Class: ...................... Due date: ..............................................................

What you have learned …

1. Do you think World War I could have been avoided? Explain your answer.

........................................................................................................................................................................
........................................................................................................................................................................

2. World War I was so destructive that it was hoped it would be ‘the war to end all wars’. In what ways was it destructive?

........................................................................................................................................................................
........................................................................................................................................................................

3. What values are associated with the Anzac legend? Does this legend still carry meaning today?

........................................................................................................................................................................
........................................................................................................................................................................

How you learn …

4. Give an example of a previous learning situation where you have used a mind map to help you remember and/or organise information.

........................................................................................................................................................................
........................................................................................................................................................................

5. Identify information from this chapter that you would like to remember or you believe is important to remember.

........................................................................................................................................................................
........................................................................................................................................................................

6. Would a mind map help you remember this information? If not, what strategy would help you?

........................................................................................................................................................................
........................................................................................................................................................................

Self-evaluation

7. Complete the following table by placing a tick in the correct column for each description.

<table>
<thead>
<tr>
<th>Overall, how well did I …</th>
<th>Needs improvement</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>… use the internet to locate resources and carry out research?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>… analyse photographs as primary sources?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>… evaluate sources of evidence for reliability and bias?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>… recognise different perspectives or points of view?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>… use evidence to support arguments?</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>