



THE MODERN WORLD AND AUSTRALIA

1.1 THE GREAT DEPRESSION IN AUSTRALIA

The Great Depression (1929–1932) hit Australia hard. The Wall Street crash in October 1929 signalled a worldwide depression, but conditions in Australia had begun to deteriorate even before this. Australia had borrowed overseas money, and as prices for wheat and wool (Australia's two main exports) began to fall, the government found it was unable to repay the loans. Australian banks also cut back on lending, and unemployment began to spiral. As more and more people lost their jobs and could not borrow money, paying for goods and services became impossible. In turn, fewer people were paying taxes, leading to a drop in income for the government. Government jobs were lost as a result, and the cycle of depression and economic hardship continued.

We're on the susso now,
We can't afford a cow,
We live in a tent,
We pay no rent,
We're on the susso now.

SOURCE 1.1.1 This is a children's poem of the 1930s. The 'susso' is an Australian slang term, originating in the Great Depression and referring to welfare payments.



SOURCE 1.1.2 A poor family during the Great Depression at 'Happy Valley' (Brighton-le-sands, NSW, 1930s). Image held at the State Library of NSW

1 Social effects of the Great Depression

As workers lost their jobs, the impact on them and their families was devastating. At the height of the Depression, 28 per cent of workers were unemployed. Many people lost their homes and were forced to live in makeshift dwellings in shanty towns. The government introduced welfare payments for people who had nowhere else to turn. Being unemployed was seen as very shameful, and depending on 'susso' was degrading.

a ADAMANT is one technique used by historians to interpret primary and secondary sources. ADAMANT stands for author, date, audience, message, agenda, nature and technique. Using ADAMANT, evaluate Source 1.1.1 as a primary source. Present your analysis in the table below.

ADAMANT	
Author	
Date	
Audience	
Message	
Agenda	
Nature	
Techniques	

b Examine Sources 1.1.1 and 1.1.2. What do the two sources show about the effect of the Great Depression on Australian families?



2 Don Bradman—hero of the Great Depression

Sir Donald Bradman is regarded as one of the world's best batsmen. Bradman's significance, however, is due to more than just being a great cricketer. Many of his achievements on the cricketing field took place during the Depression era. With the majority of Australians out of work and struggling to find a place to live and something to eat, life was a continual hardship. Ordinary people were inspired by the feats of Bradman, and watching him boosted their morale.

SOURCE 1.1.3 Don Bradman, dubbed 'the boy from Bowral', 1932. Image held at the State Library of NSW.

Don Bradman was the ordinary Australian writ large, who came from an ordinary house in a small provincial town, with a certain gift for music and salesmanship, golf and tennis; who, had he missed his calling, might have gone unremarked, in the way of many ordinary country town men and women who live and work, and pass on into local respect and slowly out of memory. But he found his calling and practised it, and with it he electrified a nation and startled an empire. He became a hero when heroes were sorely needed, when World Depression had splintered the hope of innocent lives and put through pointless torment families and communities deserving of better. Don Bradman showed what persistence, courage, concentration and a certain focused cleverness can do, however hard the situation and however great the forces massed against you. He showed that valour, dignity, grace under pressure and the poetry of personal effort are qualities that all of us can reach for, whatever our street of origin or family advantage. His life had suffering in it—the terrible sickness of a child, and furious discontents in his years as a sports administrator—but the love that was always at his back, of the woman he had loved from his boyhood and swore he would not survive very long, sustained, nourished and cheered him in the darkest of his years.

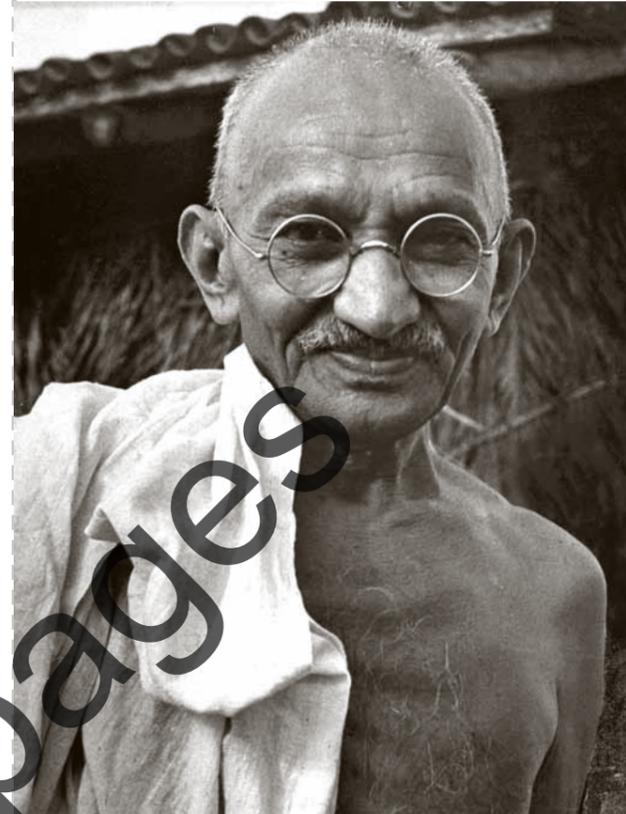
SOURCE 1.1.4 Premier Bob Carr on the death of Sir Donald Bradman, 25 February 2001

a Using ADAMANT, interpret Sources 1.1.3 and 1.1.4. Present a summary of your analysis below.

b Find out about the life of Sir Donald Bradman, using the above sources and additional research. Use the information to write a report in a Word document (or similar), outlining what the cricketer did for the Australian people during the Depression era.

1.2

THE GAINING OF INDEPENDENCE BY INDIA



1 Gandhi and the nationalist achievement in India

At the height of its strength, the British Empire was the largest empire in history. India was brought into the empire during the seventeenth and eighteenth centuries but, following World War I, a nationalist movement began to agitate for freedom from foreign rule.

The leader of this movement was Mohandas Karamchand (Mahatma) Gandhi, who was born in India, trained in London as a lawyer and returned to India to use new methods of non-violent protest to gain independence, civil rights and freedom for his country.

SOURCE 1.2.1 Gandhi was a religious man who saw violence as unnecessary.

The Essence of Non-violence

(1) Non-violence is the law of the human race and is infinitely greater than and superior to brute force. In the last resort it does not avail to those who do not possess a living faith in the God of Love. Non-violence affords the fullest protection to one's self-respect and sense of honour, but not always to possession of land or movable property, though its habitual practice does prove a better bulwark than the possession of armed men to defend them. Non-violence in the very nature of things is of no assistance in the defence of ill-gotten gains and immoral acts. Individuals and nations who would practise Non-violence must be prepared to sacrifice (nations to the last man) their all except honour. It is therefore inconsistent with the possession of other people's countries, i.e. modern imperialism which is frankly based on force for its defence. Non-violence is a power which can be wielded equally by all—children, young men and women or grown up people, provided they have a living faith in the God of Love and have therefore equal love for all mankind. When Non-violence is accepted as the law of life it must pervade the whole being and not be applied to isolated acts. It is a profound error to suppose that whilst the law is good enough for individuals it is not for masses of mankind.

SOURCE 1.2.2 An extract from Gandhi's writings on non-violence, Harijan, 5 September 1936

a Using ADAMANT, interpret Sources 1.2.1 and 1.2.2. Present your analysis in the table below.

SOURCE 1.2.1	SOURCE 1.2.2
Author	Author
Date	Date
Audience	Audience
Message	Message
Agenda	Agenda
Nature	Nature
Techniques	Techniques

b Gandhi followed the belief of *satyagraha* which translates as 'truth-force' and is a component of non-violent resistance. Gandhi used this belief in the struggle for Indian independence. Using Source 1.2.2, explain the term in your own words.

c According to Gandhi, who is not able to use *satyagraha*?

d Using the information on Gandhi and your own research, create an electronic presentation (of approximately four slides) on *satyagraha* and how it was used in the Indian fight for self-determination. Make sure you include at least one other source document.

1.3

THE CUBAN MISSILE CRISIS

1 The Cold War reaches flashpoint—the Cuban Missile Crisis

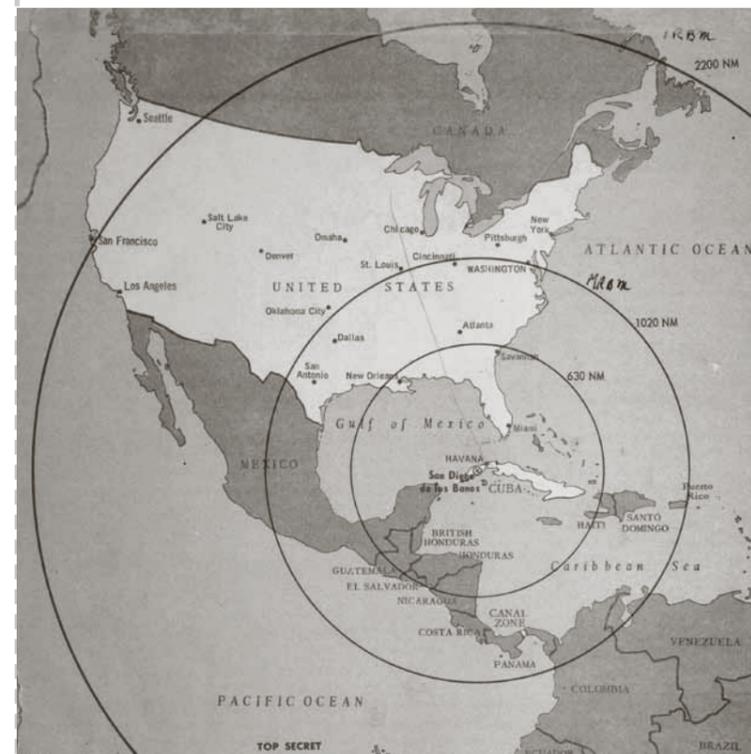
The clash of ideologies (capitalist and communist) that took place from the end of World War I until the early 1990s was known as the Cold War. This war was different to a traditional war where armed conflict takes place. The Cold War was a state of continual tension between the United States (and allies) and the Soviet Union that did not develop into direct military action. As both sides possessed nuclear weapons that, if used, would have assured their mutual destruction, the war involved tense periods and incidents that stopped short of outright war.

The Cuban Missile Crisis of October 1962 brought the United States and the Soviet Union to the brink of nuclear war and was regarded as the most serious incident of the Cold War. Cuba, just 145 kilometres south of the United States, was governed by the communist leader Fidel Castro and supported by the Soviet Union. On 14 October 1962, a US Air Force spy plane photographed a nuclear missile base being constructed on Cuba. The US President, John F. Kennedy, was shown the photographs on 16 October. Three days later, further photos revealed more missile sites were being prepared. On 22 October, President Kennedy announced a naval blockade of all ships travelling to Cuba to quarantine all military equipment. Initially, the Soviet Leader, Nikita Khrushchev, was infuriated and instructed ships to ignore the blockade. Two days later, Khrushchev sent Kennedy a letter acknowledging the serious nature of the incident and turned back Soviet ships before they reached the blockade. On 28 October, Khrushchev agreed to dismantle the missile base if the US agreed not to invade Cuba.

a Using ICT and further research, construct an illustrated timeline showing the main events of the Cuban Missile Crisis.

b What is missing from the map in Source 1.3.1? Using BOLTS (Border, Orientation, Legend, Title, Scale), add the missing labels to the map.

c Using Source 1.3.1, explain why the United States was concerned about a missile base being constructed in Cuba. (Note: 1000 US nautical miles converts to 1852 kilometres.)



SOURCE 1.3.1 Map showing the range of missiles on Cuba, 22 October 1962 (National Archives, UK)

d The Cuban Missile Crisis could have resulted in a nuclear war. Why do you think it didn't?

e Use ADAMANT to interpret the map. Present your analysis in a Word document (or similar).

f If this information from Source 1.3.1 had been released to the public at the time, do you think it would have affected President Kennedy's reaction? Explain your answer.

g Both of the main players (Kennedy and Khrushchev) could have reacted differently to the circumstances. How would this have affected the outcome? Complete the table below by giving three possible scenarios for each person and how this may have altered events.

KENNEDY COULD HAVE REACTED IN THIS WAY ...	THIS COULD HAVE ALTERED EVENTS IN THIS WAY ...
KHRUSHCHEV COULD HAVE REACTED IN THIS WAY ...	THIS COULD HAVE ALTERED EVENTS IN THIS WAY ...

h Do you think Kennedy made the right decision to the events? Explain your answer.

1.4 POST-COLD WAR CONFLICT: 11 SEPTEMBER 2001

1 11 September 2001 ('9/11') terrorist attacks



SOURCE 1.4.1 After the terrorist attacks on the United States on 11 September 2001, Afghanistan became a clear target in the 'war on terror'.



SOURCE 1.4.2 President George Bush was told of the terrorist attacks while reading 'The Pet Goat' to a second-grade class.

a Source 1.4.1 and 1.4.2 show two different perspectives of the 11 September terrorist attacks. Apply the ADAMANT technique to analyse both sources.

SOURCE 1.4.1	SOURCE 1.4.2
Author	Author
Date	Date
Audience	Audience
Message	Message
Agenda	Agenda
Nature	Nature
Techniques	Techniques

- b Find a primary source document that relates to the 9/11 attacks and attach it to this page.
- c Examine your source using ADAMANT. Present your analysis in the table below. How useful would this source be in examining different perspectives of the 9/11 attacks?

ADAMANT	
Author	
Date	
Audience	
Message	
Agenda	
Nature	
Techniques	

- d Interview two people (perhaps your parents) who were adults when the attacks took place. In a Word document (or similar), write up their recollections of the event. Include the following information:
- i Where were they at the time?
 - ii How did they hear the news?
 - iii How did they feel?
 - iv What were the reactions of people around them?
- e Ask the same two people if there are any other world events that affected them in the same way, such as the death of Princess Diana in 1997 or the 2002 Bali terrorist bombings. Explain in detail why these events did or didn't have the same effect and include this in your report from question d.

1.5

UNITED NATIONS PEACEKEEPING AND TIMOR-LESTE

1 Peacekeeping in Timor-Leste

Australia has been active in assisting the United Nations in its peacekeeping role for more than 50 years. In 1975, the Portuguese colony of East Timor was invaded by Indonesia and became that country's 27th province. This was followed by two decades of conflict between those who wanted independence and those who supported Indonesia, until the independent nation of Timor-Leste officially came into being in May 2002. Australia currently supports peacekeeping in the region with approximately 2000 personnel and equipment such as Blackhawk helicopters.

- a Download and print an outline map of South-East Asia from the internet, or trace one from an atlas. On your outline map, locate and label the following:
- i Bali ii Darwin iii Dili iv Indonesia v Timor Sea
- b Conduct research to find out more about the extent of peacekeeping activities in the South-East Asian region. Annotate your map with the information you have found about each place located on your map.
- c Why do you think Australia has been so actively involved in keeping peace in this region?

- d Investigate what the current situation is in regards to peace in Timor-Leste. Find a current newspaper article and, in the table below, summarise your information using *who*, *what*, *where*, *when*, *why* and *how*.

WHO	
WHAT	
WHERE	
WHEN	
WHY	
HOW	

- e Using the above information on Timor-Leste and your own research, construct a timeline of peacekeeping efforts in the region. Present your timeline in a Word document (or similar).

Sample pages

1.6 HUMAN RIGHTS THROUGHOUT THE WORLD: APARTHEID

According to the Australian Human Rights Commission, human rights are about:

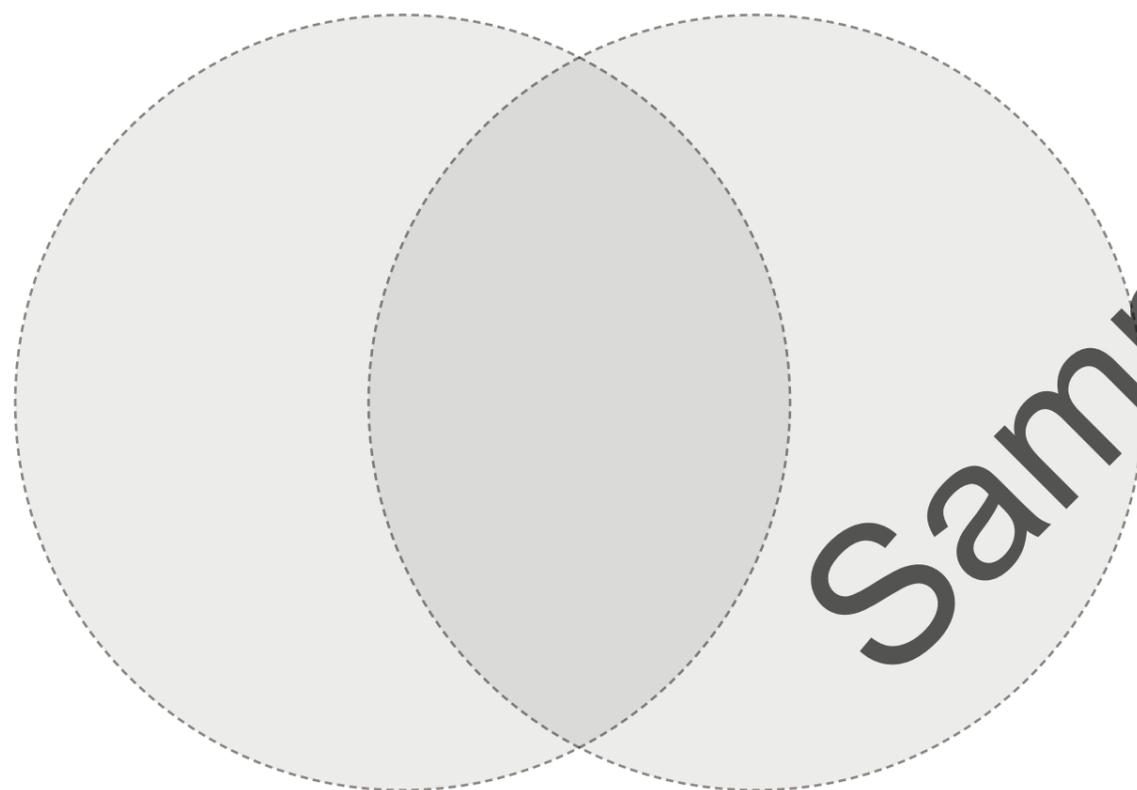
... recognising and respecting the inherent value and dignity of all people. Human rights standards are contained in internationally agreed human rights treaties and declarations ...

SOURCE 1.6.1 Australian Human Rights Commission

1 Apartheid in South Africa

Human rights in South Africa have long been of concern throughout the world. When the Afrikaner-based National Party won the 1948 elections, it instituted a legal system known as Apartheid. Under this system, a person's rights and opportunities were determined by the colour of their skin. There were two states, one black and one white. An anti-Apartheid movement developed in the 1960s and 1970s, with the international community putting political pressure on South Africa to treat all its people as equal.

- a Using the information above and your own research about the system of Apartheid, compare and contrast the rights and freedoms of white and black people living under the system. Present your findings in the Venn diagram below.

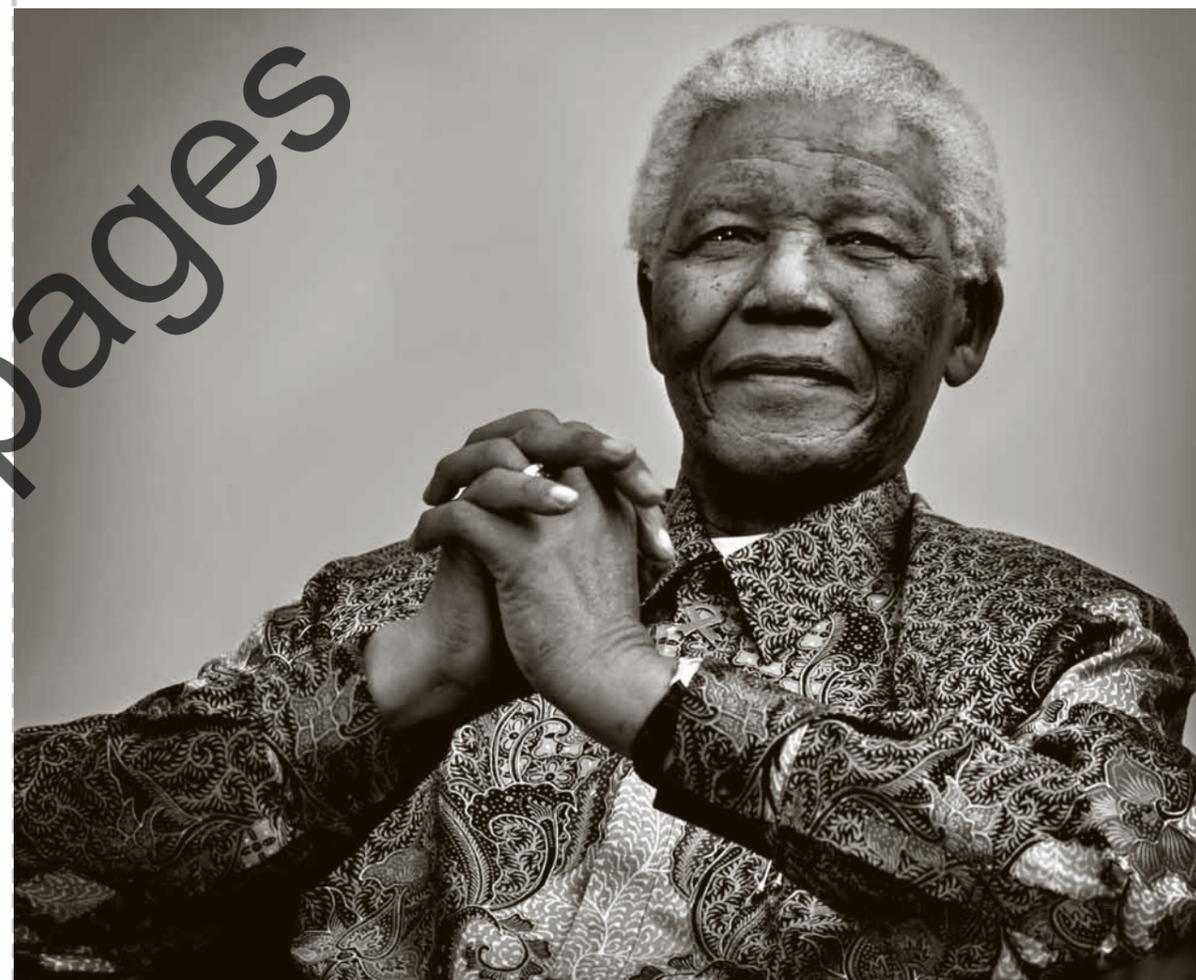


- b How does the system of Apartheid fit with the Australian Human Rights Commission definition of human rights?

We speak out to put the world on guard against what is happening in South Africa. The brutal policy of apartheid is applied before the eyes of the nations of the world. The peoples of Africa are compelled to endure the fact that on the African continent the superiority of one race over another remains official policy, and that in the name of this racial superiority murder is committed with impunity. Can the United Nations do nothing to stop this?

SOURCE 1.6.2 An extract from a speech given by Che Guevara to the United Nations as Cuba's representative, 11 December, 1964

- c Using the information about Apartheid and your own research, apply the ADAMANT technique to evaluate Source 1.6.2 as a primary source. Present your work in a Word document (or similar).



SOURCE 1.6.3 Nelson Mandela led the struggle against Apartheid in South Africa.

2 Nelson Mandela

Nelson Mandela is a South African politician who was the first president of South Africa to be elected in a democratic election. He served as president from 1994 to 1999. Trained as a lawyer, Mandela became involved in politics following the 1948 election of the Afrikaner National Party (which supported Apartheid). Mandela spent 27 years in prison after being convicted of sabotage. Following his release, Mandela fought for democracy in South Africa.

- a Using Source 1.6.3 as your inspiration, conduct your own research to complete a newspaper article entitled 'The life and times of Nelson Mandela.' Be sure to include *who*, *what*, *where*, *when*, *why* and *how* to structure your article.