



## TEACHER RESOURCE PACKAGE

### Chapter 1: Overview: the making of the modern world – Textbook suggested responses

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#### **Times gone by (p. 19)**

Trollope's impressions suggest that Melbourne's development was grand and impressive in the tradition of Europe's stately cities. He demonstrates his amazement at the progression of this development noting that in 40 years the city had been built from nothing.





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## Note this down (p. 20)

Factors that influenced industrialisation		
Technological	Economic	Social
<ul style="list-style-type: none"> <li>Changing agricultural practices bringing about increased food production with less labour, which brought food prices down and freed up labour to work in the factories and industry and allowed more money to be spent on manufactured goods</li> <li>Technological advances beginning in the cotton manufacturing industry, which then spread to other industries</li> <li>Developments in transportation and industry such as the invention of the steam engine and the spread of railroads, as well as the development of the factory system</li> </ul>	<ul style="list-style-type: none"> <li>Increasing capital for investment in machinery and markets</li> <li>The capacity for profit</li> <li>Deflating food costs meant people had more money to buy manufactured goods</li> <li>Countries like Britain and the United States had natural resources such as coal and iron needed for industrialisation</li> <li>Access to cheap raw materials in the colonies</li> <li>Spread of colonial empires meant increased markets</li> </ul>	<ul style="list-style-type: none"> <li>Population increase</li> <li>Migration from rural areas to the cities of people seeking work</li> <li>In the case of the United States migration from Europe</li> <li>A growing middle class that included a growing entrepreneurial class</li> <li>A ready supply of cheap labour from the industrial working class</li> </ul>





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## Activity 1.1

Student responses will vary. However, responses should follow the guidelines below.

- For an online resource of early Australian film, go to [www.cambridge.edu.au/history9weblinks](http://www.cambridge.edu.au/history9weblinks).
- Note in particular *On Our Selection* and *The Story of the Kelly Gang* as examples of early Australian feature films.
- For an online archive of principally US silent films, go to [www.cambridge.edu.au/history9weblinks](http://www.cambridge.edu.au/history9weblinks).

### 1

- Attention should be drawn to the jerkiness of the film clip, which demonstrates the technology of film production as a series of sequenced images that are drawn through a film projector.
- The settings and the posing of the actors is typical of the staging required for still photography.

### 2

- Often the plot is supported by captions.
- Music captures the movement and emotion of the action.
- The exaggerated body language and facial expression of the actors conveys information.

### 3

- Answers will vary according to the film being watched.
- Early films involving Buster Keaton and Charlie Chaplain, for instance, are typically set in the modern era with the inclusion of motor vehicles, cable trams, etc.





## Research 1.1

Student responses will vary. However, responses should follow the guidelines below.

- The early Australian film industry was quite successful until the Hollywood and British film industries established hegemony.
- The report should mention the 1906 *The Story of the Kelly Gang* as the world's first full-length feature film.
- The report should also display an understanding of the work of successful Australian film directors such as Ken Hall, Charles Chauvel and Raymond Longford.





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## Activity 1.2

- 1 The Australian states that began as penal colonies are:
  - New South Wales
  - Tasmania
  - Queensland
  - Western Australia and Victoria both had a convict history, but were not established as penal colonies.
  
- 2 Towns, cities and islands that began as penal colonies include:
  - Cockatoo Island (1839–1869)
  - Rose Hill (1788)
  - Sydney Cove (1788)
  - Moreton Bay (1824)
  - Redcliffe (1823–1824)
  - Maria Island (1825–1851)
  - Port Arthur
  - Richmond
  - Risdon Cove
  - Sarah Island
  - Saltwater River
  - Sullivan's Cove
  - Norfolk Island.
  
- 3 Student responses will vary. However, responses should follow the guidelines below.
  - Students in New South Wales, Tasmania and south-eastern Queensland will find a rich seam of convict history.
  - Students in Victoria and Western Australia will have to do some more extensive research to investigate their convict history.
  - Encourage students to investigate their local historical society as a resource.



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## Research 1.2

Student responses will vary. However, responses should follow the guidelines below.

- Religious persecution was one of the reasons for migrating, such as the migration of Dutch farmers to southern Africa.
- Another reason for migrating was famine, such as the mass migrations from Ireland in the 1840s because of the Potato Famine.
- The United States was a major destination for many Europeans seeking a better life.
- Many atlases have sections in them showing historical world migration patterns.
- Useful internet search terms would be phrases like 'European immigration 19th century' or nominating the country of origin coupled with the word 'diaspora' (for example, 'British diaspora') to help with research.
- If information is presented in PowerPoint, students should be encouraged to present it clearly and succinctly.

Hints for effective PowerPoint presentations:

- PowerPoint is designed as a visual medium, so focus on images and graphics. Sometimes just an image and a title is all that is needed to support your own words. Choose powerful and accurate images and label them clearly and thoughtfully.
- The use of text in slides should be a prompt for your discussion, not a replacement for your discussion. The text should consist of words that will help the audience follow your presentation. Think of them as topic headings, concise statements, key points or essential questions that guide the audience. Keep the number of words on each slide to a minimum. Do not provide chunks of information.
- Keep your designs simple. Avoid designs that take up too much space, and don't use them like window decorations. Basic designs keep the audience focused on you and the content.
- Don't use flashy animations and transitions. These are often a waste of time as they can distract from your presentation, may not work the way you want them to, and may fail to make a point. Focus on creating great content with effective illustrations. The value is in the content, not in the theatrics.





- Do not read from the PowerPoint slides. Have your own notes. The audience should be literate enough to read what is being presented to them.

## Times gone by (p. 31)

There is a contradiction in the American Declaration of Independence in that it excluded women's' right to vote and did not extend liberty to the African slaves. Furthermore, the US Constitution, which drew from the principles embodied in the Declaration of Independence, did not extend voting rights to men who did not own property. As Benjamin Franklin, one of the founders of American liberalism stated, 'As to those who have no landed property in a county, the allowing them to vote for legislators is an impropriety. They are transient inhabitants, and not so connected with the welfare of the state, which they may quit when they please, as to qualify them properly for such privilege.'





## Research 1.3

- 1 In *The Communist Manifesto*, Marx and Engels claimed that the driving force of history was that of the struggle between classes. They put forward the proposition that the current struggle was between the middle class (bourgeoisie) – those who owned and controlled the means of production – and the working class (proletariat) who were oppressed under the system of production. Marx and Engels believed that in this struggle the working class would rise up in revolt and that, over time, the working out of the historical processes of this revolution would result in the creation of a classless society.
- 2 The writings of Marx and Engels became some of the most influential political treatises in nineteenth- and twentieth-century history. The ideas behind the work of Marx and Engels assisted with the organisation of the working classes around the world; they created an awareness of the need for political reform; and were instrumental in political activity that led to revolution, most notably in Russia and China.





## End-of-chapter questions

### Multiple choice

- 1 D
- 2 D
- 3 D
- 4 C
- 5 A

### Short answer

- 1 Student responses will vary. However, responses should follow the guidelines below.
  - Coinciding with the Industrial Revolution were significant improvements in agricultural practices and productivity, which meant that the predominantly rural workforce was forced into the cities to find work in factories or in the mines.
  - Whereas prior to the Industrial Revolution most industry was home-based cottage industries, changed work practices meant that workers, including women and children, were forced to working in factories.
  - Hours were long with 12–16 hour days, six days a week with limited breaks.
  - Work was dangerous and dirty.
  - Work became regimented by time as machines needed to be kept at full production. Workers that were late for work were often harshly disciplined.
  - Rates of pay were barely sufficient to sustain a family.
- 2 Following the gold rush and the wealth that it generated, as well as the immigration that it encouraged, Australian cities grew at rapid rates with housing booms



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stimulating the growth of suburbs and the architecture of public buildings reflecting the prosperity and optimism of the times. Industries began to grow in particular in suburbs along rivers and creeks where waste could be discharged into the streams. Cities became stratified into the inner-city working class suburbs and the outer middle-class suburbs. Tram and railway lines were being built as well as significant infrastructure such as underground sewage systems. Parks and gardens were being planned and built, often with a distinctly European feel to them.

**3** Settlers and migrants moved around the world in the nineteenth and early twentieth centuries due to:

- overpopulation in rural areas
- overcrowding and unpleasant conditions in European cities
- famine, as in the Irish Potato Famine in the 1840s
- persecution, such as religious persecution
- cheap land in the colonies, such as Australia, and in the United States
- the search for a better life and an opportunity for prosperity in the colonies and in the United States
- financial inducement such as cheap shipping fares to North America after 1900.

**4** Benefits the imperial powers received from their colonies included:

- cheap resources and commodities
- cheap labour
- markets for their goods
- opportunities for capital investment, such as investment in the railway networks
- strategic positions for military and naval bases
- a place to send convicts – such as the British interest in Australia
- prestige.

**5** The main constitutional changes in Australia in the mid nineteenth and early twentieth centuries were:





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- the colonies achieved self-government during the 1850s
- the colonies were federated in 1900 to become the Commonwealth of Australia
- the right to vote was given to all white, adult males in the mid-nineteenth century
- secret ballots were introduced for voting
- members of parliament were paid by the 1890s
- white, adult females could vote and stand for parliament by 1902.

## Source analysis

- 1 Gandhi was arguing for the recognition of India as one nation and his ultimate goal was national independence. Gandhi sought to refute the claim by the British that India was not a united national entity.
- 2 Gandhi's case for Indian independence was based on the argument that India was a united nation before British colonisation. Gandhi argued that before the arrival of the British India was culturally homogenous and that there was a common way of life for all Indians. Gandhi's argument was that the British in fact manufactured the apparent divide in Indian society that they were using to argue against independence.
- 3 Aspects of Indian culture and society Gandhi hoped would inspire Indian nationalism include:
  - cultural similarities – 'our mode of life was the same'
  - a shared heritage – '...the intention of those far-seeing ancestors of ours who established Shevetbindu Rameshwar in the South, Juggernaut in the South-East and Hardwar in the North as places of pilgrimage?'

## Extended response

Student responses will vary. However, responses should follow the guidelines below.





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- Each revolution was essentially a reaction against the slow pace of reform and the inability of the monarchy to deal with new political realities and social problems.
- The central political goal in each of the revolutions was embodied in the struggle for universal rights for political representation and participation and the abolition of the old order of privilege and the divine right of monarchs to rule.
- America was a colony, as opposed to France and Russia and therefore did not have a history of a land-owning aristocracy or monarchical rule, and therefore had in many ways evolved independently of the feudalism of Europe.
- America had its own representative assemblies that were making decisions independently of Britain as opposed to the absolute authority of the monarchy in France and Russia.
- In some ways the American Revolution was more a reaction against economic oppression and the rights of the British to tax the Americans, as opposed to political repression as in France and Russia.
- Extreme poverty was not an issue in America as it was in France and Russia.
- America did not have a peasant class such as France and Russia.
- The Bolshevik Revolution was framed against a society that was still largely feudal whereas most of Western Europe had become industrialised and Russia was in the midst of World War One in which under-resourced Russian soldiers were being decimated by its more industrialised opposition.
- The American and French revolutions were influenced by political ideas stemming from the Enlightenment, whereas the Bolshevik Revolution was the product of socialist and Marxist political theory, which was generated in the second half of the nineteenth century.
- One major distinction between the French and American Revolutions on the one hand and the Bolshevik Revolution on the other is that the French and American Revolutions were not specifically about embracing a particular social class, whereas the Bolshevik Revolution embraced the idea of an uprising of the working class.
- Both the American and French Revolution embraced the idea of a nation state, whereas the Bolshevik Revolution embraced the idea of international revolution.
- The French Revolution was influenced by the American Revolution in that newspaper reports, pamphlets and the stories of the French soldiers who fought in





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the American War of Independence were filtering into French society. The American Revolution became the prototype of the rational republic. Also French involvement in the American War of Independence exacerbated French debt and contributed to the fiscal crisis that engulfed the monarchy and contributed to social discontent. In terms of the influence that the French Revolution had on the Bolshevik Revolution it was the general ideals of 'life, liberty and fraternity' embraced in the French Revolution that had an enduring impact on all reform and revolution during the nineteenth and early twentieth centuries.

- While women were influential in both the French and American Revolutions, the extension of political rights to them was not significant. In the Bolshevik Revolution, however, women's rights were seen as far more central to the political concerns of the revolution.