

Activity 1.1 The global impact of the Industrial Revolution

1

a The production of goods

The production of goods increased dramatically. Before the Industrial Revolution the production of goods was largely a cottage industry that was either manufactured by hand or on equipment that technologically hadn't changed for hundreds of years. Technological changes, such as the spinning jenny in the cotton manufacturing industry, and the advent of the factory system for the mass production of goods greatly increased production.

b Transport

The needs of the industrialised economies meant that transportation technology and transport systems underwent significant development. Vast investment was made in roads, bridges and canal building; and following the invention of the steam engine, railroad construction was given a priority. Advances were made in shipbuilding and maritime engineering, and towards the end of the nineteenth century the invention of the internal combustion engine led to a breakthrough in transportation technology.

c Local economies

There was a significant economic shift as a result of the Industrial Revolution. In Europe and the United States there was a shift from a predominantly agricultural and cottage industry-based economy to that of a market economy, which became globalised as trade networks were established with the colonies and foreign markets. Increasing population and increasing wealth also meant a greater consumption of goods and higher profits for the factory owners, merchants and financiers. This increased over time as greater standards of living for workers meant more money was spent on consumer goods. However, within the colonies, the colonial powers and the forces of the market suppressed the local economies. Typical of this was the suppression of the cotton manufacturing industry in India by the British.

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d Trade

The Industrial Revolution stimulated a global economy. Raw materials and commodities were being extracted from the colonies to be processed in the manufacturing centres of Europe or to feed European populations; and the finished products of the manufacturing industries were being exported for sale. Competition increased between industrial nations trying to find markets for their goods and this also led to a system of tariffs being placed on the importation of goods into the industrialised nations in order to protect their industries from cheap imports.

- 2 The Industrial Revolution and European imperialism went hand in hand. The need for raw materials, agricultural commodities and markets to drive an industrialising Europe was a significant factor in imperial expansion. A further factor was the perceived superiority that the Europeans had of their own development and advancing ‘civilisation’, which they saw embodied in the scientific and technological advances of industrialisation. European imperialists saw it as their duty to ‘civilise’ the world and this was often accompanied by the work of Christian missionaries. Supporting the imperial endeavour was the developing industrial military capacity of the Europeans who, with superior weaponry, were more easily able to conquer and control their overseas empires.
- 3 It was because of the massive social changes brought about by the Industrial Revolution in Britain by the end of the eighteenth century that Australia was chosen as a British penal colony. Rising population in Britain, an increase in the working poor, greater urbanisation and more draconian laws for property crimes as a corollary of the Industrial Revolution all contributed to rising crime levels; and the subsequent prison overpopulation led to the convict transportation system. Australia was slow to industrialise and this didn’t take place until the twentieth century. Australia was, however, a source of the raw materials and agricultural commodities that were fuelling the industrial economy of Britain. In turn Australia became a market for British goods, particularly after the gold rush created enormous wealth in Australia. With this increasing wealth Australia developed quickly. Cities boomed and the infrastructure needed for a modern society – such as roads, bridges,

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railways, public transport systems, ports, communication systems (such as the telegraph) and public utilities – were developed.

- 4 The Agricultural Revolution, which preceded the Industrial Revolution and gave impetus to it, caused a drift to the cities from rural areas of unemployed agricultural labourers seeking work. The increasing mechanisation of work also meant that the cottage industries that had previously sustained workers were being forced into decline. In the early stages of industrialisation, great numbers of skilled and unskilled workers were migrating to the cities and industrial centres looking for work. This enormous pool of workers meant that wages could be kept low. As there was no regulation of working conditions, the conditions in the factories and mines were dirty, dangerous and hard with long working hours and minimal breaks. Women and children also worked in the factories and mines in these conditions. Another of the consequences of industrialisation was a change in the way that work was regulated. In order to maximise production and capital returns on the equipment, work in the factories and mines needed be organised into long shifts and machines had to be kept working. Whereas prior to the Industrial Revolution work was tied to the seasons there was now a greater need for discipline and rigid punctuality – time became of the essence and workers' lives were being regulated by it.

The living conditions of the working classes were also overcrowded and squalid. Areas of the cities became slums for the working class where sanitation and hygiene were poor. Housing was substandard and overcrowded, with families often occupying a single room, as depicted in Source 1.11 of the textbook.

The poor conditions for the working classes over time led to increased political agitation and collective responses, such as the forming of trade unions. As industrialisation progressed over time, the living standards of the workers did improve. It was the early stages of industrialisation that disrupted workers' lives through the mechanisation of traditional forms of production, which made many occupations obsolete and caused systematic unemployment and poverty.

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

- Responses may focus on specific areas such as industrialisation in individual countries, such as Britain, Germany, the United States or Japan. Alternatively, responses could look at the global spread of railways or the growth of urban centres, both of which are linked to industrialisation.
- Another way of exploring this topic might be to chart the progress of scientific and technological discovery and development.
- In order to facilitate this task it is recommended that the teacher log onto Tiki-Toki at www.cambridge.edu.au/history9weblinks before commencing the activity so as to familiarise themselves with the program.

Activity 1.2 The Industrial Revolution and the media

1

a Daguerreotype

The daguerreotype was an early type of photograph created by exposing a silver surface that had previously been exposed to either iodine vapour or iodine and bromine vapours.

b Lithography

Lithography is an early printing process in which an image is recreated onto stone or metal plates with areas of the image treated so that they variously absorb or repel ink. This image is copied by pressing the plate onto a sheet of paper.

c Photography

Photography is the process of producing images of objects, people or scenery on photosensitive surfaces using a camera.

d Printing press

A printing press is a machine that transfers lettering or images through contact with various types of inked surfaces onto paper or other material fed into the machine.

e Media

Media are things like newspapers, magazines, billboards, television stations and other vehicles that carry messages to the public.

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

- Responses could discuss how technological developments contributed to technical development in the media as a result of the Industrial Revolution; for example, developments and discoveries in the chemical industry contributing to developments in photography.

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- Discussion could also focus on social changes leading to developments in the demand for media; for example, increased literacy leading to the widespread distribution of newspapers, or increased leisure time leading to the development of the movie industry.
- 3** The image in Source 1.1 of the textbook represents both the reality and the symbolism of the impact and the progress of industrialisation in the United States and is very useful to a historian in terms of using it to interpret and explain these changes and developments. Symbolically the image is divided by the railway line running diagonally across the page. On one side is the representation of the modern world depicted by a township inhabited by a collection of white Americans, including women and children who are dressed in clothing that was most likely manufactured in a city in America's east. They represent the present and the future. On the other side of the divide are two Native Americans dressed in traditional clothing sitting on horseback looking out across the plains that the railway line is disappearing into. They represent the past and in some ways their gaze, staring across the plains to where the train is heading, is looking into the future – a future that is not theirs. At the centre of the image is a train that is the ultimate symbol of the Industrial Revolution. The smoke from the train is drifting towards the Native Americans, almost as if to envelop them and obscure them from view.

The reality represented in the image is that of the modernisation of the United States, which is displacing the traditions of the Native Americans and changing the way that resources are used. The railroad is the transcontinental railroad from New York to San Francisco, indicating the extent of railroad development. The social development of white Americans is shown in the portrait of small communities of families who are building urban settlements on the American grasslands. What is also pertinent is in what is not shown. There are no American bison that populated the grasslands in their millions before they were almost exterminated through mechanised hunting practices.

- 4** The style of Robert's painting is in the impressionist style where an emphasis is on ordinary subject matter and, in the case of the Heidelberg School, a depiction of Australian landscapes without the influence of a Euro-centric perspective. Typical of this style is a focus on the natural depiction of light and the impression of the images

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rather than the clear delineation of the detail. Robert's represents these values in this painting, particularly in his use of light and colour. In his image there are no trees, and the colours he uses – various hues of brown – accurately represent the realities of the Australian landscape. In a Euro-centric view there is often a hankering for the green landscapes of Europe. In the paintings of the Heidelberg School, this desire doesn't exist. The depiction of light in Robert's painting is bright with the only shadows reflected under the verandas of the buildings. The title of the painting is significant. 'Allegro con brio' means with a fast and lively spirit, and this spirit accurately reflects the reality of Melbourne in the 1880s where economic confidence was high and a building boom was taking place. Roberts represents this spirit in the busy depiction of people and carriages on the street.

Activity 1.3 Slavery and indentured labour

1

a Slavery

Slavery is a system in which people are the property of others.

b Indentured labour

Indentured labour was a system in which a worker, typically a labourer or tradesman, was under contract to an employer for a fixed period of time, typically three to seven years, in exchange for their transportation, food, clothing, lodging and other necessities. An indentured labourer could not leave that employ without suffering substantial penalties.

c Convict

A convict is someone who is convicted of a criminal offence. In the context of the eighteenth- to early-twentieth-century transportation system, a convict was a person convicted of a criminal offence transported to a penal colony.

d Migration

Migration is the movement of persons from one country or locality to another.

2 Reasons Europe created the slave trade include:

- Europeans already had a history of slavery going back centuries. The modern slave trade began in Portugal in the fifteenth century where African slaves were imported as agricultural labourers or domestic servants.
- The slave trade provided a source of free labour for the plantations being established in the Americas and thus allowed the plantation owners to maximise their profits.
- There were not enough free workers in the colonies to do the work required. The indigenous populations were not seen as viable workers for two reasons: many populations were decimated by introduced diseases (particularly in the

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Caribbean and South America) and indigenous slaves could easily escape from the plantations and disappear into the community, making them an unreliable labour source.

- There was already a flourishing slave trade in Africa that the Europeans could utilise.
- The shipping of slaves to the Americas allowed ship owners to maximise their profits as part of the triangular trade network between Europe and the Americas. Manufactured goods were exported to Africa from Europe and exchanged for slaves. These slaves were sold in the Americas for a profit and then the ships would carry American commodities back to Europe for processing. The shipping of slaves was an important part of this link.

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

Effects of slavery and indentured labour include the following:

- The plantation economy on which slaves and indentured labour worked created monocultural industries and hampered or suppressed the establishment of indigenous industries.
- In north America slavery created a society with a clear racial divide with ensuing racism and discrimination.
- In some countries, particularly in the Caribbean, the descendants of slaves became the majority culture.
- In South and Central America slaves became integrated into society through sexual relations and marriage, and created unique multiracial societies.
- Slavery created abolition movements and social disharmony.
- In the parts of west Africa where slaves were sourced, the slave trade created generational depopulation, wars and tribal conflicts and led to vice and greed among the population
- Slavery and the plantation economy displaced indigenous people and created hardships for them.

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

- Timelines should include accurate dates.
- The timelines should display knowledge of the humanitarian reforms to the slave trade.
- For a useful online timeline, go to www.cambridge.edu.au/history9weblinks.

5

- a The '*kanakas*' are the indigenous Melanesian inhabitants of the island of New Caledonia in the South Pacific.
- b The '*kanakas*', as they were called at the time, were brought into Australia to work the cane plantations in Queensland. They were effectively indentured labour, brought in to work for a period of time and then returned to the islands, sometimes with a small amount of money and goods such as cloth, knives and hatchet beads. In some instances the '*kanakas*' were forcibly removed from their homeland – this was a process known as 'blackbirding'.
- c The *Pacific Islander Labourers Act* was one of the planks in the White Australia Policy of the newly formed Parliament of Australia in 1901. The Act prohibited the entry of Pacific Islanders into Australia and gave provision for the deportation of Pacific Islanders from Australia. The Act reinforced the inherent racism prevalent in Australia society at the time and underscored the disadvantaged status of the '*kanakas*'.

Activity 1.4 Convicts

- 1 Convicts were transported to Australia from the arrival of the First Fleet in 1788 to the docking of the last transport ship to Western Australia in 1868. Overall the period of convict transportation to Australia spanned 80 years.
- 2 Britain sent convicts to its colonies in North America until the Americans stopped transportation following the American War of Independence. Australia was chosen as the next destination for convict transportation, which began in 1788.
- 3
 - a The vast majority of convicts were men, women and children convicted of petty crimes. These were often the poor of Britain who had suffered social dislocation, unemployment and impoverishment because of the Agricultural and Industrial Revolutions of the eighteenth and nineteenth centuries. However, the transportation system wasn't just reserved for the common criminal class. Political prisoners were transported as well as soldiers who were sentenced for military crimes such as desertion. Most of the convicts were from the British Isles, but some were transported from British colonies and British areas of colonial influence such as China.
 - b Convicts were transported to all of the Australian colonies except for South Australia. New South Wales, Queensland and Tasmania were established as convict settlements, whereas Victoria and Western Australia were established as free settlements, but accepted convict transportation to help build their colonies.
 - c The average standard of living for convicts in the nineteenth century was good in contrast to the living conditions in Britain. The hours of work were generally regulated at eight hours a day. The health of the convicts was generally better than their peers in Britain, many of who were living in the overcrowded, cramped

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and filthy conditions of British cities. Generally the diet of the convicts was better than that in Britain. However, In the case of the convicts who were sent to secondary places of incarceration because of the nature of their crimes, or their poor record in the colonies, conditions could be quite harsh. The penal settlements in Macquarie Harbour or Port Arthur in Tasmania, for instance, were harshly administered.

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

- In-depth research and use of online and school resources should be evident.
- Information should be accurate and informative.
- For information on convict sites, go to www.cambridge.edu.au/history9weblinks.

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Activity 1.5 Settlers

- 1 A settler is a person who has migrated to an area and established permanent residence there, often to colonise the area.
- 2 This would be a big task to include all European settlement. One suggestion for tackling this task would be to have students choose several national groups, such as Irish and English settlers. Students could also annotate this map to indicate when the settlers first established settlement.
- 3
 - a The Australian population increased by just over 4.9 million people between 1830 and 1914 (Australian Bureau of Statistics)
 - b The greatest population growth occurred in the period following 1850.
 - c Australia's population increased over time due to:
 - the laws of exponential growth
 - the increased number of convicts being transported to Australia
 - the increased numbers of free settlers coming to Australia, particularly following the gold rush of the 1850s.
- 4 Student responses will vary. However, responses should follow the guidelines below.
 - This task can effectively be broken up into more sub-groups.
 - Within the Indigenous group, look at the Aboriginal peoples' resistance and those Aboriginal people forced to live on the fringes of white settlement or on the missions.
 - Look at different regional experiences, with the experiences of the Tasmanian Aboriginal people offering a significant contrast to those on the mainland.

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- Within the convict group, look at those convicts who were assigned to free settlers, those who worked on government projects, or those who were sent to places of secondary punishment such as Port Arthur.
- Look at the different classes of settlers, such as those that developed pastoral lands and those who arrived in search of gold.
- Examine the lives of the soldiers who were sent to Australia to supervise the convicts and establish the colony's military forces.
- Presentations should have effective and informative delivery.

Activity 1.6 European imperial expansion in Asia

1

a Globalisation

The state of economic, social and cultural interconnectedness around the world.

b Imperialism

The policy of forcefully extending a nation's authority by territorial gain or by the establishment of economic and political dominance over other nations.

c Colony

A country or area under the full or partial political control of another country, typically a distant one, and occupied by settlers from that country.

d Commodity

Any article exchanged in trade, most commonly used to refer to raw materials and agricultural products.

2 Reason for colonisation include:

- accessing markets for manufactured goods
- prestige, in competition with other European powers
- economic competition for markets and investment
- strategic military interests – for example, British colonies on the west coast of Africa protecting sea routes
- strategic economic interests – for example, British settlement in Hong Kong to trade with China
- spreading Christianity – for example, the Spanish in South America
- a place to send convicts – for example, the settlement of Australia
- places for capital investment – for example, British investment in railroads in India
- source of raw materials – for example, wool from Australia

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- source of wealth – for example, gold from the Americas
- source of commodities – for example, spices from the Indies.

3 Impacts of the European imperial expansion upon Asia include following:

- The development of capital infrastructure, such as the vast network of railways established in India by the British, greatly assisted the Indian nation once they achieved independence.
- The education and training of local people to facilitate the administrative needs of the colonies also led to an educated class of lawyers, teachers, bureaucrats, etc, which enabled the colonies to develop a certain level of autonomous rule, facilitate political reform and push for independence; and then provide for the administrative, political and legal requirements of nationhood once independence was granted.
- Health and sanitation improved in many cases.
- The subjugated populations were treated as inferiors.
- The colonised areas were kept economically suppressed unless it benefited the colonial authorities. A thriving Indian cotton manufacturing industry was suppressed, for instance, in order to maintain the monopoly for British manufacturers.
- In some countries limited industries were developed to service colonial needs and as such created economic fragility when the colonial powers left. The overall dominance of rubber plantations in Malaysia, for instance, left the colony exposed to the vagaries of relying on rubber prices for national income.
- The spread of Christianity in Asia was widespread.
- The artificial division of areas based on colonial requirements rather than on local historical geography meant that in some cases power disputes and territorial disputes began after the colonial powers left, such as the case with the partition of India in 1947.
- Colonial rule was often arbitrary and violent, and administered with harsh discipline.
- Migrant workers were often brought into areas to work on plantations leading to ethnic and religious clashes.

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- 4 The British East India Company was established in 1600. It was essentially a privately financed company that had shareholders and employees and was empowered by the British Crown to do business in India on its behalf. It effectively had a monopoly on trade with India. It financed its own army and established trade both through military conquest and by distributing favours to local rulers (or using the surrogate powers of the Mogul rulers who they had established military control over). The British East Company were not just merchants and traders, however; they also established their own colonial administration and had their own standing army in the areas that they controlled, even as far as gaining the power to tax the local people – as in the case of the British victory following an uprising by the local ruler of Calcutta in 1757. The Company was also instrumental in repressing Indian industry to ensure that British manufactured goods could be sold into the Indian market. Until the early nineteenth century the British East India Company governed in India with very little interference from the British government. It had essentially set up its own fiefdom. Following the Indian Mutiny in 1857 the British Government took direct control of India and effectively ended the 250-year reign of the British East India Company.

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Activity 1.7 Independence in the Asian region

1

Imperial nation	Colonised nation(s)
Portugal	Timor, China
Spain	Philippines
Netherlands	Indonesia
Britain	Burma, India, Sri Lanka, China, Singapore, Malaysia, Borneo, New Guinea
Germany	New Guinea
United States	Philippines
Japan	China, Korea
France	Cambodia, Laos, Vietnam
Russia	China

2 Asian nations that gained independence in the period after World War II include:

- Philippines – 1946
- India and Pakistan – 1947
- Burma – 1947
- Sri Lanka – 1948
- Indonesia – 1949
- Vietnam, Laos and Cambodia – 1954
- Malaysia – 1957
- Singapore – 1963

3 Reasons the various Asian nations pushed for independence include:

- a growing sense of national identity

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- persecution, discrimination and economic exploitation by the colonial authorities
- a resistance to the imposition of foreign cultural values and ideas
- the increasing education of indigenous elites and their exposure to liberal and Marxist anti-colonial thought such as Ho Chi Minh in Vietnam and Gandhi in India (who were university educated in France and Britain, respectively)
- the Japanese occupation of many Asian countries during World War II and the indigenous resistance movements that this spurred led to ongoing independence movements following the defeat of the Japanese.

4

- a** Dr HV Evatt was a High Court Judge and Australian Labor Party politician who also heavily involved in the setting up of the United Nations. He was President of the UN General Assembly in 1948–049 and helped to draft the UN Universal Declaration of Human Rights.
- b** Evatt was Attorney-General and Minister for External [Foreign] Affairs in the Curtin Labor Government, deputy Prime Minister in the Chifley Labor Government and federal opposition Labor Party leader from 1951 to 1960.
- c** Evatt believed that the role of the United Nations was vital to world peace and stability, and sought to empower the organisation as a vehicle for collective security. He did not necessarily view the United Nations as a vehicle for the disbanding of colonialism, as his views on returning British, Dutch and Portuguese control in South-East Asia indicated. He wanted to ensure Australia's security by ensuring the control of Australia's northern neighbours remained in 'friendly' hands.
- d** Evatt believed that Australia should have an active role in world affairs, particularly in the Asia–Pacific region in order to ensure Australia's security and strategic interests.

Activity 1.8 Revolutions, independence and equality

1

a Ideology

The body of a system of ideas and ideals, particularly those that form the basis of economic or political theory and policy.

b The divine right of kings

The doctrine that monarchs derive their right to rule directly from God and are not accountable to their subjects.

c Absolute monarchy

A form of government where a monarch (a king, queen, emperor etc) holds total power and can make laws without having to consult a parliament or the people.

d Civil war

A war between citizens of the same country.

e The Enlightenment

A European intellectual movement of the late seventeenth and eighteenth centuries emphasising reason and individualism rather than tradition.

f Revolution

A dramatic and wide-reaching change in the way something works or is organised or in people's ideas about it; or (in the case of a political revolution) a forcible overthrow of a government or social order in favour of a new system.

- 2** Locke rejected the notion of the divine right of kings and the unlimited authority that went with it because it was open to abuse and defied what he called the natural laws regarding life, liberty and property. Locke's Liberalism encouraged individualism, but within the constraints of a social contract where the will of the majority must prevail.

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Within this social contract Locke argued that laws must apply equitably to all citizens and not favour sectional interests. Therefore, to ensure these remain uncorrupted, he argued for a division of powers between the legislature, the executive and the judiciary.

- 3 The notion of 'Liberty, Equality, Fraternity', which was the catchphrase of the French Revolution, embraced the fundamental ideas of the revolution. The notion of liberty defined the freedom from tyranny – the idea that one of the inalienable rights of the person was the right to freedom from the arbitrary abuse of power and the right to make individual choices. Equality is embodied in the ideas promulgated by Enlightenment philosophers like John Locke and Jean-Jacques Rousseau that in their natural state people were equal and shared equal rights, and that inequality was the product of the corruption of power that had arisen through history. As such there was no such divine right of monarchs to rule. Fraternity encapsulated the idea that there was one French people and that they had common a common identity, history and goals. It was the definition of French nationalism.
- 4 Outcomes of the French Revolution include:
 - It defined a program for revolution that became manifest in many European countries in 1830 and more particularly 1848.
 - It caused a regressive backlash from the forces of conservatism in Europe that tried to re-establish the power of the monarchy in immediate post-Napoleonic Europe.
 - The Napoleonic era that followed the Revolution brought about the abolition of the feudal European system of orders and estates based on privilege.
 - It stimulated progressive reforms in Europe over time and the ideals of more representative government spread throughout the world in the following 200 years.
 - It defined the modern notion of liberalism.
 - It stimulated the growth of national identities, which led to the conception of the modern nation state.
 - It increased the power of the state as the vehicle for political power.

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- It illustrated the tyranny of violent revolution if its goals and progress are corrupted by competing interests.

Activity 1.9 Democracy and egalitarianism

- 1 A democracy is a type of government in which members of the public take part in the governing process. This inclusion can take different forms; it may be direct or it may be indirect. Direct democracy is a system of politics whereby all citizens are permitted to influence policy through means of a direct vote (a referendum) on any given issue of importance. An indirect democracy describes a method of governance consisting of elected representatives who make decisions on behalf of those who elected them. The political process of ancient Greece is the typical example of a direct democracy where the citizens of the Greek city states, such as Athens, were directly involved in the decision-making process. The growth of indirect democracy is a modern phenomenon because the size of the political unit – such as the nation – and the size of modern populations would make direct democracy unwieldy. In some situations, such as the system of referendums for making constitutional change in Australia, direct democracy is still practised. In this case electors are asked to vote on a single issue involving changing the constitution.

The development of representative democracy had not been a process of evolutionary change from that of direct democracy. In Europe, for instance, feudal society replaced the idea of democracy with that of authoritarian rule by the monarchy, Church and aristocracy. During the processes of political reform in the Western world between the eighteenth and twentieth centuries, the principles of democracy were not always fully complete. In many parts of the world women were excluded from the political process, as were people who did not own land. In Australia the transformation of the democratic political process was quite quick. After Australian colonies were granted self-governing status in the 1850s the political process was open to all adult white males, and this was extended to females in the early twentieth century.

- 2 Capitalism and democracy are closely aligned, even though capitalism emerged in Europe in the fourteenth century and democracy emerged in the eighteenth century.

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It was capitalist enterprise that offered one of the conditions for the Industrial Revolution, which in turn changed the economic and political landscape of the Western world. So capitalism is almost certainly a precondition for democracy and the two are interlinked in that economic freedom requires a degree of political freedom. The Australian political reform of the 1890s of paying Members of Parliament is an example of this need for economic independence to participate in the democratic process.

- 3 Egalitarianism is a political doctrine that holds that all people in a society should have equal rights from birth. Discussing the notion of whether Australia has an egalitarian society could open up some lively debate within the class. At its most fundamental level it can be argued that Australia has an egalitarian society. Having a female Prime Minister and a female Governor-General are good examples of this. It could be argued, however, that this does not reflect the overall condition of Australian society where access to certain privileges and rights do have restrictions based on gender, education, socio-economic position, etc.
- 4 Women's suffrage is the right to vote and to hold political office. Its history in Australia emerged in the second half of the nineteenth century and early twentieth century. In 1894 South Australia was the first Australian colony to grant women the right to vote. This was followed by Western Australia (1899), New South Wales (1902), Tasmania (1903), Queensland (1905) and Victoria (1908). The vote was achieved federally in 1902. Women's rights to actually sit in parliament often followed much later and generally speaking it was more than 20 years after that right was given that women were first elected to parliament.

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Activity 1.10 The making of the modern world

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

- The textbook provides a very good outline for some of the ideas that are being explored in this assignment.
- The information in the textbook should be revised for an outline of their task.
- Presentations should be clear and succinct. An outline for effective PowerPoint presentations is given below.

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.