



THE MAKING OF A MODERN WORLD

1.1

ADAMANT

1 Introducing ADAMANT

There are many techniques historians use to interpret primary and secondary historical sources. The acronym ADAMANT (**A**uthor, **D**ate, **A**udience, **M**essage, **A**genda, **N**ature and **T**echniques) is the basis of one such technique.

- a Match the components of ADAMANT on the left with the correct group of relating questions on the right by drawing a line between the two. You should use these questions when analysing sources.

ADAMANT	QUESTIONS
Author	<ul style="list-style-type: none">• For whom was the source created?• How does the source address the viewer?• Are there any people the source is not aimed at? How can you tell?
Date	<ul style="list-style-type: none">• Why did the author produce this source?• What is the author's view? How can you tell?• How does the author try to influence the intended audience?
Audience	<ul style="list-style-type: none">• Who created the source?• What can we find out about the creator?• What does this information tell you about the source and any bias it may contain?
Message	<ul style="list-style-type: none">• How does the language used by the author communicate their point of view?• Is imagery used? How does it influence the audience's interpretation?
Agenda	<ul style="list-style-type: none">• What type of source has the author created?• How does the type of source influence the content?
Nature	<ul style="list-style-type: none">• When was the source produced?• What else was happening at this time?• Are there similar or different sources available from the same period?• How does the time period influence the type of source and how it was created?
Techniques	<ul style="list-style-type: none">• What is the author trying to convey in the source?• What information does the author not communicate in the source?

- b Using your student book or your own research, locate an Australian primary source created during the period 1850–1901. Apply the ADAMANT technique to analyse the source. Present your analysis in Microsoft® Word®, or a similar program.

2 Jean-Jacques Rousseau

The philosopher Jean-Jacques Rousseau was born in 1712 in Geneva, Switzerland and died in 1778 in France. At the time of his birth, Geneva was a city-state of the Swiss Confederacy and the main religion of the people was Protestantism. While Geneva was technically a democracy that allowed men to vote, it was, in reality, run by a secret group called the 'Little Council'.

When he was ten years old, Rousseau was left in the care of his uncle. Along with his cousin, Abraham Bernard, Rousseau was sent to board with a Calvinist minister for two years. During this time he learnt mathematics and drawing.

At the age of fifteen, Rousseau ran away from home. He went to Savoy where he took shelter with a Catholic priest and later converted to Catholicism. His uncle and father disowned him and he began a semi-nomadic life, taking on jobs in Italy and France.

In his twenties, Rousseau began to study philosophy, mathematics and music. In 1742, he travelled to Paris, having designed a new system for musical notation. Upon presenting the system to the Académie des Sciences, he was told that although he had a great mastery of music, the system would not work. While in Paris, Rousseau became friends with the philosopher Denis Diderot. This friendship has been identified by historians as marking the beginning of Rousseau's philosophical career.

In 1762, Rousseau's influential book *The Social Contract* was published.

Man is born free, and everywhere he is in chains. One thinks himself the master of others, and still remains a greater slave than they.

SOURCE
1.1.1

Treatise from *The Social Contract*,
by Jean-Jacques Rousseau, 1762

- c Using the information on Jean-Jacques Rousseau and your own research, apply the ADAMANT technique to evaluate Source 1.1.1 as a primary source. Present your analysis in the table below.

ADAMANT	
Author	
Date	
Audience	
Message	
Agenda	
Nature	
Techniques	

3 ADAMANT and multiple sources

The ADAMANT technique can be used as a starting point when analysing multiple sources. The information gathered from the analysis can then be used to compare and contrast information, to examine areas of historical contention and to help form opinions based on the evidence presented.

- d Find two text-based primary sources on the same topic, for example the diary entry of an Australian soldier and the diary entry of a Turkish soldier at Gallipoli during World War I (1914–18). Use the ADAMANT technique to analyse the two sources. Present your analysis in Word, or a similar program.

1 Global movement of peoples

The Industrial Age changed the kinds of labour required by people, created markets for new materials and goods, and opened new channels of transportation. All of these changes influenced the movement of peoples on a global level.

Annotate the map below to show the movements of peoples that occurred between 1750 and 1901. Include the date, the reason(s) for the movements and any other important information. Use the space above and below the map to write your annotations. An example has been done for you. Refer to your student book or conduct your own research to help you complete this task.



**United Kingdom to Botany Bay
(Sydney) Australia**

- Convict transportation, 1788
- Gaols overflowing in United Kingdom
- Large ships to carry people and cargo

SOURCE
1.2.1

Map of global movements of peoples
(1750–1901)

1 The Industrial Revolution

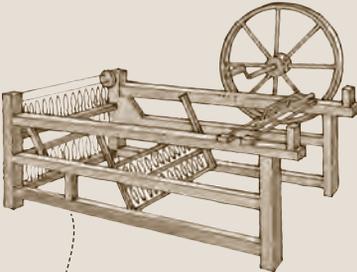
The Industrial Revolution was made possible by a series of inventions. These advancements occurred in manufacturing, trade and transport and science and technology. The inventions not only changed the ways people worked and lived, they also influenced global economies, distribution and supply channels and people's general health.

- a Carefully examine Source 1.3.1. Using your own knowledge and further research, annotate the illustration with the innovations that are evident in the factory landscape. An example has been done for you.



SOURCE 1.3.1 Illustration of the impact of innovations during the Industrial Revolution

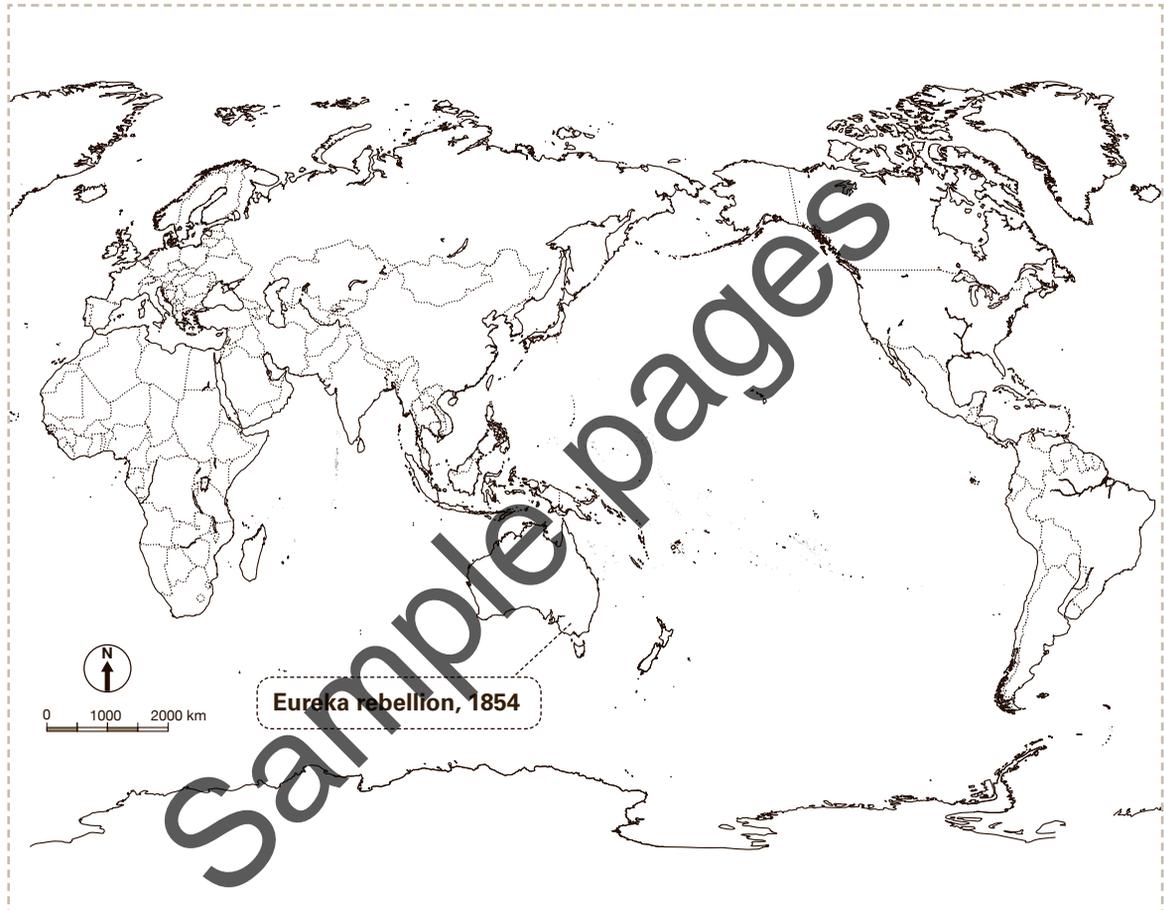
- b Research three to five innovations that were created during the period 1750–1914. Create a table in Word, or a similar program, that describes the innovation and explains what life was like before and after the innovation. An example, describing the spinning jenny, has been done for you.

BEFORE	INNOVATION	AFTER
<ul style="list-style-type: none"> • One worker processed the cotton. • The process was long and labour intensive. • Cotton products were expensive. 	<p>The spinning jenny, invented by James Hargreaves in 1767, allowed for the mass production of cloth.</p>  <p>SOURCE 1.3.2 Illustration of the spinning jenny</p>	<ul style="list-style-type: none"> • Factories were built to mass produce cloth. • Working conditions changed—work occurred in factories. • City populations grew, resulting in cramped and unhygienic living conditions. • Demand for goods increased. • More raw materials were required to meet demand. • Triangular and slave trade were fuelled.

1 The Age of Revolution

The Age of Revolution saw a number of revolutions and rebellions occur around the world, for example the American War of Independence (1775–83), the French Revolution (1789–99) and the Eureka rebellion of 1854 in Australia. The reasons for these uprisings varied, but included discontent with existing governments, rebellion against imperial rule and a dissatisfaction with social and economic circumstances. When investigating rebellions, it is important to look at the reasons the rebellion occurred from multiple points of view.

- a On the map below, label the places where and when rebellion and revolution occurred. An example has been done for you. Refer to your student book or conduct your own research to help you complete this task.



SOURCE
1.4.1

Map of rebellions and revolutions during the Age of Revolution

2 Investigating the Eureka rebellion

The Eureka rebellion occurred in 1854 in Ballarat, Victoria. A combination of civil unrest concerning the way miners were treated, such as the miners' perception that the rules at the goldfields were not democratic, and a series of incidents between the miners, the local citizens and the government led to the rebellion. The miners believed themselves to be peaceful workers who were trying to make a living. The government saw the miners as criminals whose behaviour, at times, was treasonous and dangerous to members of the general public.

- b Using the internet and other resources, research the time frame of the Eureka rebellion, focusing on the significant incidents prior, during and after the rebellion. Use a graphic organiser, such as a flow chart, to organise your research.
- c Using your student book and your own research, create a multimedia presentation on the Eureka rebellion. In your presentation, you should analyse at least two primary and two secondary sources. Remember to acknowledge the origin and creator(s) of all sources.

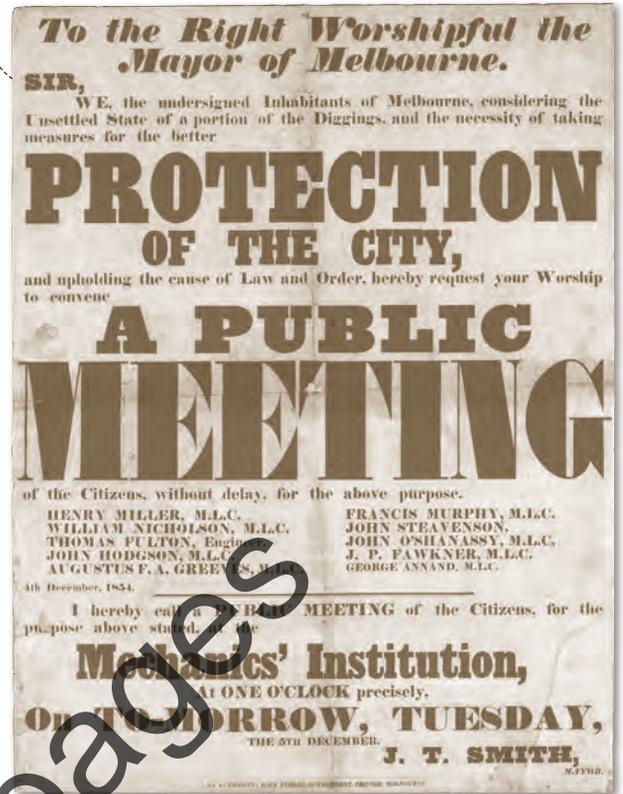


SOURCE
1.4.2

Administering the Oath, Eureka Stockade, 1854, by F. A. Sleep, wood engraving.
Held at the State Library of Victoria

SOURCE
1.4.3

Poster issued 5 December 1854, requesting a public meeting following the Eureka rebellion, by John Ferres. Held at the State Library of Victoria



d Sources 1.4.2 and 1.4.3 show two different perspectives on the Eureka rebellion. Apply the ADAMANT technique to analyse both sources. Present your analysis in the table below.

SOURCE 1.4.2	SOURCE 1.4.3
Author	Author
Date	Date
Audience	Audience
Message	Message
Agenda	Agenda
Nature	Nature
Techniques	Techniques

1 Examining works of art

Works of art are examined by historians to assess what life was like during a period of time. Historians need to be aware of the influences on the artist and the style in which the artist has created the work.

As well as using the ADAMANT technique, historians consider several questions when interpreting a work of art:

- Who is the artist and what has influenced them to create this piece?
 - What is the title of the work and what does it mean?
 - Is the work original, designed to pay homage or an appropriation?
 - In what style is the work of art created?
 - How does the style of the work influence or change the perception of what occurred during that period of time?
- a** In the space below, brainstorm three other questions you may want to consider when interpreting a work of art.

2 Interpreting an Australian work of art

Sometimes a work of art reveals change and continuity over a period of time. Frederick McCubbin, an Australian impressionist artist, painted *The Pioneer*, a triptych (three-panelled) artwork. The triptych shows the changes in landscape as a result of free settlement in Mount Macedon, Victoria. It also tells the story of a farmer and his family across two generations.



SOURCE
1.5.1

The Pioneer, by Frederick McCubbin, 1904, three panels on canvas. Held at the National Gallery of Victoria, Felton Bequest

- b** Use the focus questions and the ADAMANT technique to interpret McCubbin's *The Pioneer*. Present your analysis in Word, or a similar program.

3 The legacies of works of art: Appropriations

When an artist appropriates a work of art they are copying or using part of an existing artwork to create a new work of art. The new artwork may comment on an aspect of history or society, or on the original work of art or artist.

Anne Zahalka appropriated elements of *The Pioneer* to create *The Immigrants* (second version) in 1985. In placing images of a Greek family within McCubbin's iconic bush landscape, Zahalka is highlighting the Australians who were not represented in the original work and have been seemingly overlooked in traditional dialogues about Australia's colonial history.



SOURCE
1.5.2

The Immigrants (second version), by Anne Zahalka, 1985, type C photograph. Held at Roslyn Oxley9 Gallery

- c Compare and contrast Frederick McCubbin's *The Pioneer* and Anne Zahalka's *The Immigrants* (second version) using the Venn diagram below.

