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Introduction

*History Alive 10 for the Australian Curriculum Student Workbook* is a fill-in workbook to be used alongside the *History Alive 10 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 10 for the Australian Curriculum eGuide.*
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After the Great War

Various post-war treaties attempted to sort out disputed borders, clarify ongoing relations between nations and demand reparations.

1. Complete the following summary of treaties and their outcomes:

   **Treaty of Versailles**
   - **When?**
   - **Who?** Who were the signatories?
   - **What?** What was the outcome for Germany?
   - **Germany’s role and response**
     - How did Germany participate in the forming of the treaty?
     - Why, then, do you think the German people were upset by the terms of the treaty?

   **Treaty of Saint-Germain**
   - Outcome?

   **Treaty of Trianon**
   - Outcome?

   **Treaty of Neuilly**
   - Outcome?

   **Treaty of Sèvres**
   - Outcome?

2. A new-look Europe

   - Which central European empire ceased to exist?
   - How do you think its citizens would have felt?
   - Which nations were re-established?
   - How do you think their citizens would have felt?
   - Which nations were created?

3. Describe the League of Nations by completing the following:

   - What was its primary aim?
   - What were some of its other goals?
   - Although the League had 42 members, why do you think it was sometimes called a ‘toothless tiger’?
Prosperity and freedom?

Capitalism is an economic system in which goods and services are produced by private companies or individuals to make a profit. In many countries, this economic system was fast on the rise in the decade following World War I.

1. What were the pros and cons of capitalism post–World War I? Complete the following table.

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boom in manufacturing, including assembly lines</td>
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<td></td>
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<tr>
<td>Increased prosperity</td>
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</tbody>
</table>

2. Also on the rise was socialism — an economic system that aims to share wealth and benefits equally amongst all citizens.

a. Which social classes feared the rise of socialism? Why?

b. Why do you think that, in the 1920s, socialism was an attractive option for some?

3. a. Describe some new aspects of life, during this period, in which women experienced freedom and independence.

b. Why do you think post-war women behaved this way?

4. Why do you think that, post-war, many colonies also wanted freedom and independence?
A depressed decade

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

1. Draw an arrow from the continent to the correct description of its situation from 1919 to 1929.

- Australia: 
  - Became increasingly prosperous through increased consumerism
  - Development of manufacturing and agriculture was supported by borrowing from overseas.
  - Became increasingly in debt as countries struggled with reparation payments

2. What triggered the Great Depression on 24 October 1929?

3. Using written and visual information from your textbook, give an account of conditions for Australians from 1929 to 1939 by writing one or two sentences about each of the following:
   - Unemployment: .............................................................................................................................. ....................................................
   - Children: .............................................................................................................................. ....................................................
   - Housing: .............................................................................................................................. ....................................................

4. a. Below is a brief summary of each of the three recovery plans for Australia. Rank them from 1 to 3 where 1 is what you consider the best plan.

   - Lang Plan: Refuse to pay Australia’s international debt; use the funds for welfare programs.
     *Jack Lang, Labor Premier of NSW*

   - Print more money to encourage spending and stimulate industry; this would create jobs.
     *E.G. Theodore, Labor Federal Treasurer*

   - The Melbourne Agreement: Cut wages, pensions and other costs and pay back loans steadily.
     *Commonwealth and state premiers*

b. Give a reason for your first preference.

History Alive 10: pages 14–17
COMMUNISM — DREAM OR NIGHTMARE?

The Tsar, or Russian monarch, abdicated the throne in 1917 and the Bolshevik Party came to power — a party based on communist principles.

1. Underline the correct terms to complete the following summary of how the dream of communist equality for all led to a dictatorship.

   Although the first Bolshevik government tried to put capitalist/communist ideals into practice, economic/political failure forced it to appoint managers to run business and agricultural enterprises. To increase/retain power, the Bolsheviks encouraged/banned other political parties. But some Russians wanted a return to a monarchy/democracy, and others wanted a return to a multi-party system. All revolts were crushed/negotiated. When the Bolshevik leader, Lenin/Trotsky/Stalin, died in 1924, Lenin/Trotsky/Stalin used his position as secretary of the Communist Party to become dictator of Russia/the USSR.

2. a. Which groups in society do you think might have supported communism? Why?

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

   b. Which groups in society do you think might not have supported communism? Why?

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

3. Explain how Stalin maintained power by using the following:

   Fear: ...................................................................................................................................................
   ...................................................................................................................................................

   Propaganda: ........................................................................................................................................
   ...................................................................................................................................................

   Censorship: ........................................................................................................................................
   ...................................................................................................................................................

4. Despite Stalin’s ruthless dictatorial rule, why do you think many people in other countries still found communism an attractive ideology?

   ...........................................................................................................................................................
   ...........................................................................................................................................................
   ...........................................................................................................................................................
   ...........................................................................................................................................................
CHAPTER 1: The modern world and Australia (1918–1939)

Fascism — another solution to post-war problems?

There were significant fascist movements in many countries, but Italy was the first country where fascists gained power.

1 Post-war Italy was ripe for political change. Comment briefly on the condition of the following aspects of the country.

   Environment: ..................................................................................................................

   Economy: ......................................................................................................................

   Attitude: .......................................................................................................................  

2 Why do you think many Italians ‘feared the influence of socialism and communism’?

3 Complete the mind map to summarise the main features of fascism.

   Fascism

   - Leadership:
   - War:
   - Racism:
   - Human Rights:
   - Nationalism:
   - Socialism:
4 Fascism in Australia

   a In the table below are the names of four right-wing Australian groups. Complete the table by explaining what each name tells us about the group’s beliefs, including their attitude towards fascism.

<table>
<thead>
<tr>
<th>Group</th>
<th>Significance of name</th>
</tr>
</thead>
<tbody>
<tr>
<td>King and Empire Alliance</td>
<td></td>
</tr>
<tr>
<td>White Guard</td>
<td></td>
</tr>
<tr>
<td>Sane Democracy League</td>
<td></td>
</tr>
<tr>
<td>New Guard</td>
<td></td>
</tr>
</tbody>
</table>

   b Why do you think support for right-wing extremism faded as Australia emerged from the Depression?

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

5 Fascism in Germany

   a The abdication of the Kaiser, or German monarch, created a power vacuum. What were the contrasting options promoted by German communists and moderate socialists?

   i The communists wanted change by .................................................................
   ii The socialists wanted reform by .................................................................

   b Why do you think fascism was popular amongst many Germans?

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

   c Why do you think the Depression helped the rise of fascism in Germany?

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

6 Fascism in Spain

   a What evidence is there in your textbook to suggest that the new post-war Spanish Republic was a socialist government?

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

   b What helped Franco and the fascists to win the Civil War?

..............................................................................................................................................................
..............................................................................................................................................................
CHAPTER 1: The modern world and Australia (1918−1939)

Worksheet 1.6

Analysing a political cartoon

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

1 Why are political cartoons a useful source in the study of history?

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

2 Study the cartoon below and answer the following questions.
   a Who created the cartoon and who published it?
      ............................................................................................................................... ..............................................

   b When and where was it published and what is the significance of the publisher, the time and the place?
      ............................................................................................................................. ................................................
      ............................................................................................................................. ................................................

   c Why was it created? That is, what events or issues is it concerned with?
      ............................................................................................................................. ................................................
      ............................................................................................................................. ................................................

   d What is its message? Consider both the image and the caption.
      ............................................................................................................................. ................................................
      ............................................................................................................................. ................................................

   e How does it convey this message?
      ............................................................................................................................. ................................................
      ............................................................................................................................. ................................................

  ➢ Source: Clifford K. Berryman in the Washington Star, 9 October 1939.

History Alive 10: pages 24−5

Skills C

History Alive 10 for the Australian Curriculum Student Workbook 7
A painting expresses the artist’s point of view of the subject matter. Look carefully at the painting and the relevant caption on page 2 of your textbook, and then answer the questions below.

1. Generally, what is being shown here? Consider: setting, figures, activity or event.

2. Who or what is the main focus?

3. What do you think is the main message — that is, what does the painting aim to make its viewers think and/or feel?

4. How do you know this is the main message? Consider: composition, elements (figures or items included in the scene), style and palette (selection of colours).

5. Do you think this piece is a reliable source of evidence? Why or why not? Consider from whose point of view it is painted.
Crossword

Complete the following crossword.

ACROSS
1 revolutionaries who want a society based on cooperation rather than on government (10)
4 an agreement to lay down arms, i.e. end fighting (9)
6 payments made to help ‘repair’ damage caused (11)
12 ban in the US on making, transporting and selling alcoholic drinks (11)
14 someone who publicly disagrees with government policy (9)
15 title of German emperor (6)
16 someone who wanted to restore the old Russian order (5, 7)
17 sustenance payments (4)
18 economic system based on private ownership of the means of production in order to make a profit (10)
19 a method of buying a product so the purchaser can use the product while paying for it in instalments (4, 8)

DOWN
2 a mass production method in which a worker continually repeats an operation (8, 4)
3 a system of government which was extremely nationalist and for which the leader was a dictator (7)
5 the Union of Soviet Socialist Republics (4)
7 a Russian regional council elected by local workers or peasants (6)
8 a commission from the League of Nations to a power to administer a territory (7)
9 the term used to describe friends in war (6)
10 economic system based on public ownership of the means of production in order to share wealth equally (9)
11 a direct vote in which electors give their opinion on an issue (10)
13 title of Russian emperor (4)
16 government system of assistance to the poor (7)
CHAPTER 1: The modern world and Australia (1918–1939)

Worksheet 1.9

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

The post-war treaties

1 Complete the following sentences.
   a The Treaty of Versailles was ..........................................................................................................................

   b The positive aspects of the post-war treaties were ........................................................................................................

   c The negative aspects were ...............................................................................................................................

   d The League of Nations attempted to ..................................................................................................................

   e It failed because ...........................................................................................................................................

The post-war decade

2 Using the words provided, fill in the gaps to complete these summaries.
   a The Roaring Twenties. The ‘Roaring Twenties’ was the name given to the post-WWI ......................... of quickly increasing ....................... and advancement in ....................... in the US. As ....................... increased, there were more ....................... and people had more ....................... to spend. People also made money ....................... on the stock market. America became the ....................... country in the world and led the way in ....................... .

   b The Great Depression. In 1929, people lost ....................... in the US stock market and $ ....................... billion was lost by the end of December. The ....................... of the New York Stock Exchange led to widespread ....................... and the closure of many businesses, not just in the US but around the world. It took nearly ....................... years for most countries to recover.

<table>
<thead>
<tr>
<th>bankruptcy</th>
<th>confidence</th>
<th>consumerism</th>
<th>crash</th>
<th>decade</th>
<th>jobs</th>
<th>manufacturing</th>
<th>money</th>
<th>richest</th>
<th>speculating</th>
<th>technology</th>
<th>unemployment</th>
</tr>
</thead>
<tbody>
<tr>
<td>wealth</td>
<td>10</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

The post-war ideologies

3 Fill in the gaps with Ca for capitalism, F for fascism and Co for communism to show what ideology each of the following countries pursued after the Great War.
   a ........................................ Australia b ......................... Britain c ......................... Germany
   d ......................... Italy e ......................... Russia f ......................... Spain
   g ......................... USA

Your opinion

4 Do you think one ideology dealt better with the post-war years than the others? Consider what might have appealed to people about each ideology and give a reason for your answer.

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

........................................................................................................................................................................
Reflection

Thinking about what you have learned ...

1. Do you think the Great Depression could have been avoided? Explain your answer.

2. What made communist revolution a popular idea for many people in the years between the wars?

3. How do you think the Great Depression contributed to the rise of fascism?

Thinking about how you have learned ...

4. What do you remember most readily from this chapter? Why do you think you remember it easily?

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

6. How does a flow chart help you organise sequential information? What other strategy might help you?
## Self-evaluation

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>. . . take notes or write clear short answers to questions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>. . . support my statements and conclusions with evidence and examples?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>. . . analyse cartoons as primary sources?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>. . . interpret statistics about historical events?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>. . . contribute actively and helpfully in class activities?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The main cause of World War II was aggression by the German Nazi regime led by Adolf Hitler. Summarise the development and consolidation of Nazi power by completing the flow chart below. Insert appropriate information, including dates, in dot points under each heading.
CHAPTER 2: World War II (1939–1945)

Worksheet 2.2

Australia — ready for war?

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

As soon as Britain was at war, Australia was also at war, despite the fact that, in many ways, Australia was not war-ready.

The AIF had been disbanded after the Great War and Citizen Military Forces (land forces) had been established to defend Australia. Its numbers had increased from 35 000 in mid-1938 to 80 000 plus in mid-1939, but these men served part-time and were poorly equipped. The RAAF had only been formed in 1920. The RAN was better equipped than land or air forces, though it had fewer serviceable ships than in 1918.

1 On the attack

a Describe Australia’s readiness to engage in war overseas in September 1939.

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

b At the outbreak of war, were Australians who were not already in the forces willing to enlist? Explain.

........................................................................................................................................
........................................................................................................................................
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c Why did enlistments increase mid-1940? Refer to the timeline on p. 29 of your textbook.

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

d Why can the division sent to Malaya in 1939 be termed ‘forward defence’?

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e Despite their lack of preparedness, do you think Australians fought effectively in overseas campaigns? Why or why not?

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

2 On the defensive

a Prior to World War II, in what ways do you think Australia was vulnerable to foreign aggression?

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

b Australia’s Prime Minister refused Churchill’s request for Australian troops in Burma. Why? Why was this refusal a brave act?

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
CHAPTER 2: World War II (1939–1945)

Australians in the Pacific War

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

Kokoda: In 1942, a Japanese force was sent to take Port Moresby, Papua, which lies only about 500 km north-east of the Australian coastline and only 850 km from Cairns, Queensland.

1 Study Source 1 on page 50 of your textbook.
   a Why would it have been easier for the Japanese to approach Kokoda from the north than for the Australians and Papuans approaching from the south?

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

   b The Australians were forced back as far as Imita Ridge. What defensive advantage might this village have provided for them?

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

2 The Australians and Papuans were disadvantaged in other ways. Add a brief explanation about each of the following:
   a Communication: ..............................................................................................................................

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

   b Size of force: ..............................................................................................................................

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

   c Training and resources: ..............................................................................................................................

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

3 How did fighting alongside the Papuans give the Australians an advantage?

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

4 In the end, what brought success for the Australians to this campaign?

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

Beyond Kokoda: In 1939, the island of New Guinea was split in three: to the west was Dutch New Guinea, but Australians fought in New Guinea (the north-east controlled by Australia under a League of Nations mandate) and in Papua (an Australian colony in the south-east) The Bismarck Sea lay north of New Guinea and Milne Bay at the southeast tip of Papua.

5 Why do you think Australians would have fought determinedly in the campaigns in New Guinea and Papua?

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

6 Why were some other Pacific campaigns considered wasteful by Australia?

   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
Study the following illustration carefully and answer the questions below.

1. What evidence is there to suggest that POWs:
   a. were underfed and malnourished?
   b. were forced to work hard?
   c. had to look after their own medical needs?
   d. were vulnerable to tropical diseases, such as malaria?
   e. maintained strong ties of mateship?

2. What aspects of prison camp life are not included in this illustration?

3. How would belief in the *bushido* code affect the way Japanese soldiers treated Australian POWs?

4. On what basis might you argue against such a code?
CHAPTER 2: World War II (1939–1945)

The home front

For many Australians, the war only became a real threat after the attack on Pearl Harbor and the fall of Singapore.

1 The following paragraphs describe the efforts made on the ‘home front’ to support troops serving overseas and to prevent a Japanese invasion of Australian territory. Fill in the gaps.

Coastwatchers

Coastwatchers were small groups of well-trained ................................ stationed along Australia’s .................................
If they spotted ................................ ships entering Australian waters, they were to ................................ the enemy’s
movements while remaining ................................. The Japanese were ............................ seen. A more prevalent
enemy was .................................

Volunteer Defence Corps

Some citizens feared that ............................, such as water supplies and transport systems, might be
............................ . The ................................ responded to this fear by establishing the Volunteer Defence Corps.
Its job was to help keep ................................ and ................................, protect public utilities and prevent
‘.............................’ activities. Many of the volunteers became air-raid ................................ and taught other people
what to do if enemy ................................ fell.

Rationing

Rationing helped keep the ............................ of goods at home steady and fair, while at the same time
maintaining supplies for the ............................ . Sometimes items, such as ............................ or ............................,
were so restricted people had to put their name on a ............................ and wait. People learned to make do with
what they had — old clothes were refashioned into ............................ or maidenhair ferns were used to make
............................ . It came down to using your ...................................................... or going without.

Slogans about spies

A campaign created to encourage people to be careful about what they ............................ and what they wrote in
............................ resulted in many people becoming ............................ of their fellow citizens. ............................
camps were established to separate recent ............................. from the rest of the population. People of
............................., ............................. or ............................. descent were targeted. The Australian Communist Party
was ..............................

2 Describe what it might have been like to be a child living in Australia during World War II.

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

History Alive 10 for the Australian Curriculum Student Workbook
CHAPTER 2: World War II (1939–1945)

Worksheet 2.6

War’s end

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

1  True or false? Circle T or F.
   a  In 1943, Italy surrendered.                    T/F
   b  In 1944, Germany failed to capture Stalingrad. T/F
   c  By 1945, Japan was defending her homeland.   T/F
   d  In 1945, the Axis powers were trying to expand their territory. T/F
   e  The Allied powers planned to open a second front in Europe. T/F
   f  On 6 June 1945, an Allied invasion force landed in Normandy. T/F
   g  6 June 1944 became known as ‘D-Day’.        T/F
   h  The Germans were driven back; Paris was liberated in August 1944. T/F
   i  The Allies also had success in the Netherlands. T/F
   j  The Germans were stopped in Belgium’s Ardennes Forest. T/F

Europe

2  What was the Battle of the Bulge?
.............................................................................................................................. .....................................................
.............................................................................................................................. .....................................................

3  What did the Allies and Soviets both aim to do in 1945?
.............................................................................................................................. .....................................................
.............................................................................................................................. .....................................................

4  Briefly describe the fall of Berlin and the fall of Hitler.
.............................................................................................................................. .....................................................
.............................................................................................................................. .....................................................

The Pacific

5  What was the US two-pronged strategy in 1943?
.............................................................................................................................. .....................................................

6  How was Japan finally defeated?
.............................................................................................................................. .....................................................

7  Who was America trying to protect by choosing this strategy?
.............................................................................................................................. .....................................................

8  Why do some historians believe this strategy was unnecessary?
.............................................................................................................................. .....................................................

9  As well as winning the war, what might have been another reason for the US using this strategy?
.............................................................................................................................. .....................................................
Interpret the poster on the right by answering the accompanying questions.

1. Who is the intended audience?
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

2. What message is the poster portraying?
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

3. How do you think the poster conveys this message? That is, what persuasive techniques have been used?
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

4. What is the historical context? What was happening at the time the poster was produced?
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

5. Is there a suggestion as to what would happen if the message was:
   a. accepted?
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

   b. ignored?
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

6. The most effective posters are those that are simple and direct — is this an effective poster? Explain your answer.
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

Source: Courier-Mail 1942
Word search

Complete the following word search.

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

1 foreigner
2 pure-blooded Germanic people
3 a fortified underground shelter
4 a concealed pit from which one person could shoot at the enemy
5 beliefs on which political systems are based
6 imprisoned without trial for political or military reasons
7 a US policy adopted after World War I that kept the US separate from European conflict for some time
8 the German air force
9 excessive military values and ideas
10 ammunition and weapons
11 armed forces other than the official military forces
12 irregular fighters that took a particular side in a war and used guerrilla tactics
13 the abbreviation for the Australian air force
14 the abbreviation for the British air force
15 the abbreviation for the Australian navy
16 the German parliament
17 a policy of destruction to be used when military forces cannot repel enemy advances
18 the term used for Hitler’s regime
19 the city in which the constitution of the 1919 German republic was written
CHAPTER 2: World War II (1939–1945)

Summing up

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

The path to war

1 Why did Germany and Japan feel the need to expand their borders? .............................................................. ...................................................

2 What sort of territories were they interested in gaining? ....................................................................................... ..........................................

3 What was Hitler’s position on the eve of World War II? ....................................................................................... ..........................................

4 Why did the rest of the world do nothing when Germany annexed Austria and then united Sudetenland with Germany? ...................................................................................................................

5 What was the ‘final straw’ for Britain and her allies that led to their declaration of war on Germany?

Australia at war

6 When did Australia declare war on Germany? ........................................................................................................

7 Give two reasons why it took Australia some time to become war-ready.
   a ........................................................................................................................................
   b ........................................................................................................................................

8 Give two reasons why many Australians enlisted to fight in the new war.
   a ........................................................................................................................................
   b ........................................................................................................................................

War in Europe

Complete the following sentences.

9 The Battle of Britain was .................................................................................................................................

10 D-Day was ....................................................................................................................................................

War in the Pacific

Complete the following sentences.

11 a The fall of Singapore was significant to Australia because ...........................................................................

   b The bombing of Hiroshima and Nagasaki was significant because .............................................................

History Alive 10 for the Australian Curriculum Student Workbook  21
CHAPTER 2: World War II (1939–1945)

Reflection

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

Thinking about what you have learned …

1. Do you think World War II was inevitable? Explain your answer.
   .............................................................................................................................. ....................................................
   .............................................................................................................................. ....................................................
   .............................................................................................................................. ....................................................

2. Why did Japan fight with Germany in World War II when it had fought against Germany in World War I?
   .............................................................................................................................. ....................................................
   .............................................................................................................................. ....................................................
   .............................................................................................................................. ....................................................

3. How and why was propaganda used during this war?
   .............................................................................................................................. ....................................................
   .............................................................................................................................. ....................................................
   .............................................................................................................................. ....................................................

4. How did World War II change us — as individuals, as a nation, and as a world?
   .............................................................................................................................. ....................................................
   .............................................................................................................................. ....................................................
   .............................................................................................................................. ....................................................
   .............................................................................................................................. ....................................................

Thinking about how you have learned …

5. What prior assumptions did you have regarding the topics in this chapter?
   .............................................................................................................................. ....................................................
   .............................................................................................................................. ....................................................
   .............................................................................................................................. ....................................................

6. In what way could, or did, they influence your learning?
   .............................................................................................................................. ....................................................
   .............................................................................................................................. ....................................................
   .............................................................................................................................. ....................................................

7. Were you influenced by the emotional nature of many of the sources used? Was this a problem?
   .............................................................................................................................. ....................................................
   .............................................................................................................................. ....................................................
   .............................................................................................................................. ....................................................
   .............................................................................................................................. ....................................................
CHAPTER 3: The modern world and Australia since World War II

After World War II

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

1 Include the following terms in a short paragraph to describe the state of the world immediately following World War II.

<table>
<thead>
<tr>
<th>Africa</th>
<th>Asia</th>
<th>Europe</th>
<th>Middle East</th>
</tr>
</thead>
<tbody>
<tr>
<td>displaced</td>
<td>landscape</td>
<td>atomic bomb</td>
<td>dead</td>
</tr>
</tbody>
</table>

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

2 The League of Nations was described as a ‘toothless tiger.’ What do you think gave its replacement, the United Nations, some ‘teeth’?

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

3 In what way/s was Australia ‘devastated’ by World War II?

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

4 a Why did the government consider our population level to be a problem?

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

b What was the government’s solution?

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

5 a Why might the government have considered foreign imports to be a problem?

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

b What was the government’s solution?

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

6 How had the war helped the women’s movement in Australia?

...................................................................................................................................................
...................................................................................................................................................
...................................................................................................................................................
...................................................................................................................................................
...................................................................................................................................................
...................................................................................................................................................
...................................................................................................................................................
...................................................................................................................................................
...................................................................................................................................................
The Cold War

Worksheet 3.2

CHAPTER 3: The modern world and Australia since World War II

History Alive 10: pages 88–91

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

1 a Remember: What two superpowers emerged after World War II?

b Think: Why do you think they were called superpowers?

2 a Remember: What were some strategies of the Cold War?

b Think: Why do you think this war was called a cold war?

3 a Remember: Why was the Berlin Wall erected?

b Think: Look at the maps below; note that post–World War II, Poland and Czechoslovakia became communist states. What might be some problems for people arising as a consequence of the wall?

4 a Remember: What was the ‘Cuban missile crisis’?

b Think: Why did the Soviets want to threaten the US with such missiles?
Australia joins the Cold War

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

A concept map is a way of organising information and ideas graphically.

Step 1: In dot points, expand on the sub-headings below.

Step 2: Decide on a logical way to organise this material in a concept map. Consider the relationships between ideas, such as causes and effects.

Step 3: Using ‘Australia joins the Cold War’ as your central idea, create your concept map on the following page.

Australia shifts from reliance on Britain to reliance on the US.

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

ANZUS Pact

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

SEATO

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

Fear of communism

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

The domino theory

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

The Korean War

• .................................................................................................................................................................
  .................................................................................................................................................................
  .................................................................................................................................................................
The Vietnam War

- ........................................................................................................................................................................
- ........................................................................................................................................................................

My concept map:
After the Cold War

By the 1980s, the marked difference between the standard of living in communist and capitalist countries led to many protests by communist citizens.

1 The end of the Cold War

Complete the following sentences.

a In 1989 ...................................................................................................................... ..........................................

b Between 1988 and 1990 ........................................................................................................ ...............................

c In 1991 ...................................................................................................................... ..........................................

2 The world warms up

Fill in the gaps.

a Many pinned their hopes for worldwide prosperity and peace on the US, the one remaining ...........................

b This proved too much to ask, and many ......................... wars erupted, mainly in ......................... .

c In the early 1990s, the break-up of ......................... , another communist regime, led to years of ......................... .

3 Terrorism on the increase

True or false? Circle T or F.

a Terrorism, as a means of bringing about change, is a recent development. T/F

b Terrorism is violent acts by non-military groups or individuals. T/F

c Terrorist targets unintentionally include civilians. T/F

d Many argue that a person can be a ‘terrorist’ or a ‘freedom fighter’, depending on your point of view. T/F

e The US president declared a ‘war on terror’ after the destruction of the World Trade Center towers in New York. T/F

f Australia joined this war to honour its SEATO commitment. T/F

g The United Nations supported the US push to extend the ‘war on terror’ into Iraq. T/F

h Australia supported the US against Iraq and joined the ‘coalition of the willing’. T/F

i Despite evidence of Saddam Hussein’s ruthless rule, many Australians believed our government was primarily interested in protecting our oil supply from the region. T/F

j Australian troops are committed to remaining in Iraq indefinitely. T/F

4 a In 2001, what was the primary cause of conflict between the US government and the Taliban in Afghanistan? ..................................................................................................................

b How did the US respond to this resistance? ...................................................................................................
Fights for rights

One of the main aims of the United Nations is to promote peace and prevent war. Underpinning this aim is the UN’s principle of a people’s right to political self-determination (the right of the people of a country to decide their form of government).

1 Why do you think the events of World War II encouraged the idea of self-determination?

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

2 Post World War II, why were some colonial powers unable or unwilling to keep their colonies?

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

3 Compare Source 1 on page 98 of your textbook with the information on page 79.
   a Based on this information, list the UN members that were also colonial powers in the mid-1940s.
   ............................................................................................................................. ................................................
   b What added pressure would the establishment of the UN have put on colonial powers to decolonise?
   ............................................................................................................................. ................................................
   ............................................................................................................................. ................................................

4 Another of the main aims of the United Nations is to promote fundamental human rights and the dignity of every human person. Why do you think the events of World War II encouraged the idea of human rights?

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

5 Complete the following table with information about some of the most well-known ‘fighters’ for political and human rights.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mahatma Gandhi</td>
<td></td>
<td>1915–1945</td>
<td></td>
<td>Leads political party, inspiring speeches, non-violent protest</td>
</tr>
<tr>
<td>Martin Luther King Jr</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aung San Suu Kyi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet 3.5

General E

History Alive 10: pages 104–7
Interpreting historians’ perspectives: text

Study Source 1 and Source 2 below, and then answer the questions on the following page.

Source 1

Australia knew in advance of the 1975 Indonesian invasion of East Timor and stood by for three days while Jakarta’s troops prepared for the attack, secret documents released yesterday by the government revealed. Memos, cables and letters sent and received by Australia’s foreign department between 1974 and 1976 confirmed that Australia gave tacit approval to Jakarta to annex the former Portuguese colony … Australia’s two main political parties have come under fire for their actions at the time. Mr Whitlam’s Labor party was in office when Indonesia’s then president Suharto ordered the invasion, and Malcolm Fraser’s Liberal/National coalition was in power by the time Indonesia annexed East Timor in 1976 … Human rights groups said up to 200 000 people died during the invasion and subsequent fighting and famine in East Timor, sparked by Portugal’s withdrawal in 1975.

Source 2

Indonesia’s 1975 invasion and occupation of East Timor was justified by the growing communist threat and security concerns along the countries’ shared border, an international relations expert said on Tuesday.

Bantarto Bandoro, a researcher at the Indonesian Institute for Strategic Studies (IISS), said Article 51 of the United Nations Charter gave a country the right to exercise ‘anticipatory self-defense’ through military action if it deemed there were apparent threats to its security…

‘Indonesia’s expansion at that time was actually justifiable, since Indonesia had seen there were threats from communism and [poor] security in the border area,’ Bantarto said.
1 What specific issue are these historians investigating?

2 When and where was the work published?
   Source 1:
   Source 2:

3 What does each historian argue or conclude?
   Source 1: That
   Source 2: That

4 What is the main message each historian is trying to convey? Consider the tone of the articles, as well as the evidence.
   Source 1:
   Source 2:

5 The Guardian is a UK based newspaper and The Jakarta Globe is an Indonesian newspaper. How could this information affect your reading of the above sources?
Interpreting historians’ perspectives: images

The controversy around Australian and US involvement in the Vietnam War was fuelled by the use of international media at the time. Visual images are just as much part of our historical record as written text. The photographs below present different points of view of the opposing Vietnamese leaders.

The US and its allies supported Ngo Dinh Diem, president of the republic in the south, and fought against communist leader Ho Chi Minh in the north. One of these leaders is still referred to by many as ‘Uncle’, while the other was generally unpopular.

1  Ngo Dinh Diem and John Foster Dulles (US Secretary of State, 1953–59), Vietnam 1955

2  Ho Chi Minh at Lijang River, Vietnam 1961

Study the photographs above and answer the following questions using the table on page 2 of this worksheet.

1  Where and when was the photograph taken?
2  Is it a posed or natural shot?
3  What is the main subject?
4  What background and details are shown?
5  Why do you think the photograph was taken?
6  What does the photograph tell us about the Vietnamese leader it depicts?
7  Which leader do you think was unpopular and which one is referred to as ‘uncle’?
8  What would you need to do in order to confirm your opinion?
<table>
<thead>
<tr>
<th>Photograph 1</th>
<th>Photograph 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>2</td>
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<td>7</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>
Complete the following crossword.

ACROSS
2 a system of government which was extremely nationalist and for which the leader was a dictator (7)
4 a person sent to another country to represent the views of their own government (8)
7 the systematic killing of an entire national or ethnic group (8)
9 the use of violence against civilians to achieve political change (9)
12 a person who believes in maintaining traditional beliefs and practices (12)
13 the defence alliance between Australia, the US and New Zealand (5)
14 a change of government achieved through violence and force (4, 5)
16 Burma (7)
18 a member of an irregular military force that uses unconventional tactics (9)
19 the reduced significance of national borders, especially economically (13)

DOWN
1 imprisonment in one’s home rather than in a prison (5, 6)
3 a set of beliefs that guide an individual, group or nation (8)
5 an overall increase in the prices of goods and services (9)
6 East Timor (5, 5)
8 representing both major political parties (10)
10 laws imposed by the military rather than the civil authority (7, 3)
11 the treaty organisation in the southern hemisphere that complements NATO’s anti-communist policies (5)
15 the United Nations body that promotes international cooperation in education, science and culture (6)
17 a highly flammable substance used in bombs to burn forests (6)
CHAPTER 3: The modern world and Australia since World War II

Summing up

Worksheet 3.9

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

1. After the devastation of World War II, what international body was formed to promote peace and prevent war?

2. a. V-E Day (Victory in Europe) was 8 May 1945; V-J Day (Victory over Japan) was 2 September 1945. How soon after the end of the war was the above body formed?

   b. What might you conclude from this?

3. With the development of nuclear weapons, what new kind of war developed, particularly between the US and the USSR?

4. Explain why this conflict was given this name.

5. Why did Australia get involved in this war?

6. How was Australia involved in this war?

7. When did this war end?

8. Why did this war end? Write a short paragraph.

9. What new war was triggered by Al Qaeda’s destruction of New York’s World Trade Center?

10. Briefly describe Australia’s involvement in this new war.
Reflection

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

Thinking about what you have learned …

1  What do you think is the most significant ‘plus’ point to emerge post World War II?
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

2  Which do you think is worse — the Cold War or the War on Terror? Why?
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

3  Do you think Australia’s relationship with the US is generally positive? Why or why not?
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

Thinking about how you have learned …

4  What did you find most interesting in this unit of work? Why?
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

5  Did you find anything difficult to understand? If so, what and why?
..................................................................................................................................................
..................................................................................................................................................
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6  Which photograph did you find most powerful? Describe its impact.
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Worksheet 3.10

History Alive 10: pages 80–115
Self-evaluation

7 How can you keep informed about Australia’s place in the region and in the wider world?

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

8 How would you rate your ability to recognise historical perspectives in written sources?

Weak ← 1 2 3 4 5 Strong

9 How would you rate your ability to recognise historical perspectives in visual sources?

Weak ← 1 2 3 4 5 Strong
Student: ................................................................. Class: ..................... Due date: ........................................

The First Fleet arrived at Port Jackson on 26 January 1788. That day was — and is still — remembered in many ways and called many things.

1 What message does each of the following names give, and from whose point of view (POV) do you think the name originates?

<table>
<thead>
<tr>
<th>Name</th>
<th>Message</th>
<th>POV (I — Indigenous E — European)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anniversary Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANA* Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invasion Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survival Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australia Day</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*ANA = Australian Natives Association (natives refers to the first generation of Europeans born in Australia)
2 Briefly describe the Day of Mourning protest.

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

3 Study Sources 2, 3 and 4 on page 121 of your textbook. What is your impression of Indigenous people based on these sources? Consider their appearance, actions and words.

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....................................................................................................................................................................................
# Civil rights around the world

The civil rights movement developed in stages. From the following text box, select the most appropriate combination of terms for the stage reached in each decade.

<table>
<thead>
<tr>
<th>Consolidating Awareness</th>
<th>Emerging Expansion</th>
<th>Growing Leadership</th>
<th>Initial Movement</th>
<th>Limited Understanding</th>
<th>Universal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1940s:  
1950s:  
1960s:  

2 What did each of the following figures contribute to the civil rights movement?

1948 Herbert Vere Evatt:  

1948 Eleanor Roosevelt:  

1955 Rosa Parks:  

1957 Minni Jean Brown Trickey:  

1963 Martin Luther King Jr:  

1967 Stokely Carmichael:  

3 How did some Australian protesters contribute to the international civil rights movement in 1971?

4 Review the definition of racism on page 125 of your textbook. Why do you think racism developed from colonial times in the US, South Africa and Australia? (Refer to the ‘Did you know?’ panel.)

---

Worksheet 4.2  
General C  
History Alive 10: pages 124–7  

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History Alive 10 for the Australian Curriculum Student Workbook  
39
### The Freedom Ride — impact

1. Complete the following cause-and-effect table to show the impact of activist Charles Perkins and the impact of the Freedom Ride.

<table>
<thead>
<tr>
<th>A. Charles Perkins — civil rights activist</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause</strong></td>
<td><strong>Effect</strong></td>
</tr>
<tr>
<td>Perkins has a potentially disadvantaged childhood in Alice Springs.</td>
<td>'Doors opened' for Perkins, including the chance to attend university; in 1965, he was the first indigenous Australian to graduate.</td>
</tr>
<tr>
<td>Perkins is inspired by civil rights action in the US.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Freedom ride — civil rights action</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause</strong></td>
<td><strong>Effect</strong></td>
</tr>
<tr>
<td>Thirty white university students spend two weeks on a study tour of outback NSW.</td>
<td>The white students experienced prejudice first hand.</td>
</tr>
<tr>
<td>The ride attracts national and international media attention.</td>
<td></td>
</tr>
<tr>
<td>Some Freedom Riders feel challenged to continue civil rights action.</td>
<td></td>
</tr>
</tbody>
</table>

2. The following terms each have related but distinct meanings. First consider the distinctions, then refer to a dictionary and write down the accurate definitions.

- **Racism:** ...
- **Prejudice:** ...
- **Discrimination:** ...
CHAPTER 4: Rights and freedom (1945–present)

Being counted

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

1 Compulsory enrolment by non-indigenous Australians for federal elections was introduced in 1912.
   a How did the parliamentary panel’s recommendation for Indigenous people differ in 1961?
   b Why do you think this was the case? Source 1 on page 132 of your textbook may suggest some reasons.

2 The table in Source 3 on page 133 of your textbook summarises the rights of Indigenous people prior to the 1967 referendum.
   a Why did rights differ from state to state?
   b Prior to 1967, what rights were awarded to Indigenous people in Western Australia, Queensland and the Northern Territory?
   c Why do you think these states and territory were so far behind the other states at that time?
   d How did the referendum address this inconsistency between states and territories?

3 Listed below are the various government policies towards Indigenous people; each one fell short of its goals. Define each of the following terms. (Refer to page 122 of your textbook.)
   Protection: .................................................................................................................................
   Assimilation: ..............................................................................................................................
   Integration: .................................................................................................................................
Look at the images below. Add a date and a brief statement summarising each of these significant steps from *terra nullius* to Native Title.

1.
   

2.
   

3.
   

4.
   

5.

6.

7.

8.
 CHAPTER 4: Rights and freedom (1945–present)

Worksheet 4.6

Skills C

History Alive 10: pages 144–5

Understanding a historical debate

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

In our Australian democratic parliament, the Government and the Opposition engage in debate in order that each side can argue its case and provide supporting evidence. The media reports these debates and, in various ways, provides opportunities for the wider community to contribute to a debate. These debates contribute to our historical record.

Step 1: Re-read Mr Rudd’s ‘sorry speech’ on page 142, Source 5, of your textbook.

Step 2: Read the following two extracts. The first is an extensive extract of the Opposition’s follow-up speech, and the latter is an extract from Daniel Reynaud’s ‘Saying sorry’.

Step 3: Answer the questions on the following page.

In some cases, government policies evolved from the belief that the Aboriginal race would not survive and should be assimilated. In others, the conviction was that half-caste children in particular should, for their own protection, be removed to government and church-run institutions where conditions reflected the standards of the day. Others were placed with white families whose kindness motivated them to the belief that rescued children deserved a better life.

Our responsibility, every one of us, is to understand what happened here, why it happened, the impact it had not only on those who were removed, but also those who did the removing and supported it.

Our generation does not own these actions, nor should it feel guilt for what was done in many, but not all cases, with the best of intentions. But in saying we are sorry — and deeply so — we remind ourselves that each generation lives in ignorance of the long term consequences of its decisions and actions. Even when motivated by inherent humanity and decency to reach out to the dispossessed in extreme adversity, our actions can have unintended outcomes. As such, many decent Australians are hurt by accusations of theft in relation to their good intentions.


Those opposed to an apology forwarded various arguments, including that the intervention was well intentioned, provided better circumstances and opportunities for Indigenous children, and that today’s Australians carry no moral responsibility for actions of previous generations. There were also fears that an apology would fuel compensation claims.

And of course, every side in the argument was able to trot out case studies — real lives— that supported their point of view. Evidence was produced of some Aboriginal parents voluntarily surrendering children, and others having their children brutally and forcibly removed.

Some victims spoke with affection of their treatment in welfare or foster homes; others of clinical, harsh institutions and confusion over their loss of identity. Many testimonies told of simultaneously positive and negative experiences: of feeling fortunate to have received a good education in materially comfortable circumstances, while at the same time suffering considerable emotional trauma through enforced isolation from their heritage.

The range of experiences of the so called stolen generations and the range of attitudes toward them raises questions about saying sorry. What exactly are we saying sorry for? Who is sorry?

Are we responsible for the actions of past generations? Does being sorry involve more than just the words?

1 What is the main reason for Rudd’s ‘sorry speech’?

2 What is the central idea in Nelson’s ‘sorry speech’?

3 What is the main question raised by Reynaud?

4 What sort of evidence does each of the following speaker/writer offer?
   Rudd: ........................................................................................................................................
   Nelson: ........................................................................................................................................
   Reynaud: ..........................................................................................................................................
An artist’s impression

No matter how much a person tries to record a historical ‘truth’, the record is inevitably from a particular point of view. Look at one artist’s impression of the Aboriginal Tent Embassy in 1972, as shown on page 135 of your textbook.

1. a What three sorts of people have been included in this scene?
   
i ..............................................................
   
ii ..............................................................
   
iii ..............................................................

   b How has each group been portrayed?
   
i ..............................................................................................................................
   
ii ..............................................................................................................................
   
iii ..............................................................................................................................

   c Why do you think they are portrayed in this way? Comment on all three groups and their interaction with each other.
   

2. Compare the tent and the parliament buildings.
   

3. Are any of the above-mentioned features or figures evidence that the artist sympathises with the Aboriginal Embassy? Explain.
   

Worksheet 4.7

History Alive 10: pages 134–5
Word search

Complete the following word search.

1. active support, often by one party on behalf of another
2. a well-known Indigenous artist
3. an official policy of political, legal, economic and social segregation
4. a policy whereby the Indigenous minority was encouraged to become like the non-Indigenous majority
5. an Indigenous civil rights activist
6. having responsibility, blameworthiness
7. the residence or place of business in one country of an ambassador from another country
8. to be rid of
9. belonging to a thing or person naturally and intrinsically
10. imprisonment
11. a policy whereby Indigenous Australians were encouraged to join with non-Indigenous Australians to become one nation
12. the rights of Indigenous peoples to own land they originally occupied
13. the name of an Act of Parliament giving Indigenous inhabitants certain rights over their traditional lands
14. a farmer of pasture, i.e. someone who runs a sheep or cattle station
15. an action or decision on which future actions and decisions may be based
16. a policy whereby the Indigenous minority were separated from the non-Indigenous majority for their own safety and well-being
17. original and influential
18. the holding of land or property
19. the Latin word for ‘empty land’
20. a formal agreement between states
CHAPTER 4: Rights and freedom (1945–present)

**Summing up**

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

1. In 1938, a group of Indigenous protestors coined a new term to describe 26 January. What was the term, and why was it used?

2. Explain the term *Stolen Generations*.

3. What did Charles Perkins contribute to the civil rights movement in Australia?

4. What did the Gurindji people contribute to the land rights movement in Australia?

5. What did Eddie Mabo contribute to the land rights movement in Australia?

6. What was significant about former Prime Minister Rudd’s ‘sorry speech’ in 2008?

7. Give two reasons why the previous government, led by John Howard, did not want to give an official apology.
   a. .................................................................
   b. .................................................................

8. What are the three major areas of struggle Indigenous Australians still face today?
   a. .................................................................
   b. .................................................................
   c. .................................................................
Reflection

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

Thinking about what you have learned …

1. What do you think have been the major steps forward in reconciliation between Indigenous and non-Indigenous Australians?

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

2. To what extent do you think it is important that Indigenous leaders continue the fight for political and social equality for all Australians?

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

3. Do you think non-Indigenous Australians are well educated enough about the state of Indigenous health, housing and education?

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

Thinking about how you have learned …

4. What did you find most interesting in this unit of work? Why?

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

5. Did you find anything difficult to understand? If so, what and why?

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

6. Which image did you find most evocative? Describe its impact.

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

Self-evaluation

7. Should you become better informed about the state of human rights in Australia and other countries?

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

8. How well do you understand both the nature and importance of historical debate?

............................................................................................................................... ....................................................
............................................................................................................................... ....................................................
............................................................................................................................... ....................................................
............................................................................................................................... ....................................................
............................................................................................................................... ....................................................
............................................................................................................................... ....................................................
............................................................................................................................... ....................................................
............................................................................................................................... ....................................................
After World War II, Australians realised they could no longer take their security for granted.

1. **a** What did the Australian government believe was the best strategy for protection against foreign invasion?

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

   **b** Why do you think this strategy might work?

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

2. Some Australians feared this strategy would bring ‘a flood of undesirable immigrants’. Given your knowledge so far of Australian history, who might have been considered an ‘undesirable’ immigrant?

   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
The world wars helped change the roles and expectations of women. Complete the following table to record a chronology of change.

<table>
<thead>
<tr>
<th>Date</th>
<th>Change</th>
<th>How women might have felt</th>
</tr>
</thead>
<tbody>
<tr>
<td>1939–1945</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1945</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1949–1950</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late 1960s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1980s</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 What led to the post-war baby boom?
......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................
CHAPTER 5: Popular culture (1945–present)

Fads and fashions

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

Study Source 1 on pages 162 and 163 of your textbook.

1 From the text box, circle the adjectives you think describe the setting.

<table>
<thead>
<tr>
<th>comfortable</th>
<th>chic</th>
<th>cosy</th>
<th>efficient</th>
<th>modern</th>
<th>modest</th>
</tr>
</thead>
<tbody>
<tr>
<td>opulent</td>
<td>ostentatious</td>
<td>relaxed</td>
<td>sophisticated</td>
<td>prosperous</td>
<td></td>
</tr>
</tbody>
</table>

2 What features suggest that women have an interest in fashion?

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

3 What features suggest that women had more time for leisure and fashion?

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

4 Look at the inset image. What design feature do you think might reflect new technology and prosperity for Australian families?

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

5 What seems to be the attitude to drinking alcohol and smoking cigarettes?

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

6 How does the teenagers’ activity reflect a 1960s lifestyle?

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

7 How does the children’s activity reflect a 1960s lifestyle?

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

8 Do you think this is a working class, middle class or upper class family home? Give reasons for your answer.

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

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History Alive 10: pages 162-5
Identity and belonging

1. Why were traditional British sports important to early settlers in Australia?

2. What were some of the advantages of sporting clubs in rural communities?

3. What features of Australian geography do you think encourage water sports?

4. a. Who might have identified with Michael Peterson, the ‘rebel’?

   b. Why do you think Peterson became a type of hero for this group?

5. a. What do you think was the significance of Cathy Freeman carrying both the Australian and Aboriginal flags in her Olympic victory lap?

   b. Who do you think might have been encouraged by this action? Why?

   c. Who do you think might have been offended by this action? Why?

6. a. Between 1947 and 1961, who might have benefitted from sporting clubs established by and for specific ethnic groups? Explain your answer.

   b. What was the disadvantage of such clubs?
CHAPTER 5: Popular culture (1945–present)

Messages in music — write an essay

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

Use the information on pages 164–9 of your textbook and the information below to write a short essay explaining why popular music of the 1950s and 1960s was often considered music of rebellion and protest.

**Country and western** music descended directly from the folk songs, ballads, and popular songs of the English, Scottish, and Irish settlers of the U.S. southeastern seaboard. Its modern lyrics depict the emotions and experience of rural and (currently) urban poor whites; they often tell frankly of illicit love, crime, and prison life.


**Rhythm and Blues** music emerged from the Blues — a genre of music that reflected the depressed state we refer to as ‘feeling blue’. Through the act of making music, those feelings of sadness were overcome, or at least lightened. This music grew out of the work, chants and religious songs of African-American slaves. Rhythm and Blues gained popularity in the 1950s, and its style contributed to the development of Rock and Roll music.

**Gospel** music in the African-American community can be traced back to the seventeenth century. Until the abolition of slavery in the early nineteenth century, African-American slaves lived in appalling conditions. Like Rhythm and Blues, Gospel music developed out of the religious songs of African-American slaves. But instead of expressing melancholy, it was about hope for a better future. The term Gospel literally means ‘good news’.

‘Swing Low, Sweet Chariot’ is a well-known example of Gospel music. Critics claim that the lyrics refer to the underground resistance movement, Underground Railroad, which helped slaves escape to freedom. The song was recorded in 1909 and resurfaced during the Civil Rights Movement in the 1960s.

**New technology** influenced the way music was made and received.

The electric guitar, as we know it today, was introduced in the 1940s. It influenced the sound of 1950s Rock and Roll music.

In 1954, the first portable transistor radio became available to the public.

In the late 1950s, music record sales grew significantly with the introduction of smaller, more efficient vinyl records that could hold more music, such as an entire symphony.

By the 1960s, portable vinyl record players became less expensive; people could easily buy music records from their local chemist shops and own songs that they listened to on the radio.

These new technologies made listening to popular music easy and affordable for everyone, especially teenagers, who could now make their own choices about what they listened to.
CHAPTER 5: Popular culture (1945–present)

To help you structure your essay, you may like to use the outline below.

**Introduction:** Music of the 1950s and 1960s was often considered music of rebellion and protest because …

**Middle:** Rock and Roll carried on the criticism of society and the cries for change that are evident in its musical roots.

Like the rural poor and slaves of the past, young Australians in the 1950s and 1960s had much they could protest about through music, such as the lack of civil rights and the Vietnam War.

Changes in technology meant music had a new, unconventional sound and teenagers could make their own choices about what they listened to.

**Conclusion:**

Worksheet 5.4
## The evolution of television

Complete the following cause-and-effect chart to summarise the evolution of television in Australia as the media environment changed locally and abroad.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overseas producers had high budgets; local producers had low budgets.</td>
<td></td>
</tr>
<tr>
<td>Televisions became more affordable.</td>
<td></td>
</tr>
<tr>
<td>By 1966, satellite technology allowed live footage, including news, to be shown from overseas.</td>
<td></td>
</tr>
<tr>
<td>Post-war Australia was rapidly growing its population through immigration.</td>
<td></td>
</tr>
<tr>
<td>By the 1970s, Australia was producing many dramatic serials which depicted middle-class life.</td>
<td></td>
</tr>
<tr>
<td>In the 1990s, a new genre developed in Britain and the US — reality television.</td>
<td></td>
</tr>
<tr>
<td>Pay TV has been introduced and, in 2010, Australia began to change over from analogue to digital TV.</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER 5: Popular culture (1945–present)

Worksheet 5.6

The Australian film industry

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

1 What two features could be considered significant about *The Story of the Kelly Gang*?
   i ............................................................................................................................... ................................................
   ii ............................................................................................................................... ................................................

2 Write a short paragraph to explain the significance of the AFDC and the AFTRS in the development of the Australian film industry. When considering your answer, reflect on the names of these bodies.
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

3 In light of Australia’s colonial beginnings, why do you think these types of characters appeal to Australian audiences?
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

4 a What are the advantages of US influence in the Australian film industry?
   ........................................................................................................................................
   ........................................................................................................................................

   b What are the disadvantages?
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

5 Complete the table below to summarise the threat television has posed for the film industry, and what the film industry has done to survive.

<table>
<thead>
<tr>
<th>Television challenges</th>
<th>Consequence</th>
<th>Film industry responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cinema attendance fell significantly, so ticket sales plummeted.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Read the following extract from Oliver Hartwich’s article ‘We aren’t just larrikins’ and answer the questions on the next page. It is your task to decide the answer to the question: Is the Australian ‘larrikin’ image still justified in contemporary Australian films?

That Australia is one of very few countries to survive the global economic crisis relatively unscathed is hardly news. Many Australians also take for granted they live in a prosperous and vibrant nation with a fantastic quality of life, and which is a good place in which to do business.

But these hallmarks are hardly recognised abroad, where stereotypes reign … Before I moved to Australia, a colleague in Britain joked I should pack yoghurt for the journey, so I could retain a bit of culture down under …

Prejudices often say as much about the person who holds them, but Australia should be concerned about its image overseas. The level of awareness shows Australians are very good at advertising the nation. But we are promoting the wrong Australia, or at least a very one-sided version. TV commercials for Australian beers or Australian tourism shown in Europe focus on the endless deserts, sandy beaches, charcoaled meat, ice-cold beer … True, it's all here. But we also have the world’s longest working hours, so it’s equally true that the average Australian would rather spend a typical day in an office, behind the counter, or in a factory than barbecuing at the beach.

Australia has excelled at selling itself as a place of leisure, and a country not be taken too seriously. Global audiences watching Australian film productions such as Australia, Rabbit-Proof Fence or the Crocodile Dundee series would not see Australia as one of the most advanced countries on the planet.

The larrikin image certainly has a place in Australian popular culture, but it should not be allowed to damage our business relations or prospects. Do international managers think of Australia when deciding about business relocations or investment decisions? Or are we just an exotic holiday destination?

Perhaps Australian industries should respond to the ‘Where the bloody hell are you?’ campaign with a business-to-business advertising answer: ‘At work, and we're doing fine, mate.’

Oliver Marc Hartwich is a research fellow at the Centre for Independent Studies.

Source: Extract from ‘We aren’t just larrikins’ by Oliver Hartwich, The Australian, 24 December 2009.
Is the Australian ‘larrikin’ image still justified in contemporary Australian films?

1. What answers does the source offer to this question?

2. Who created this source and why?

3. Are the views expressed reliable or unreliable?

4. Do you see any evidence of bias?

5. Whose views/experiences are not represented here?
Crossword

Complete the following crossword.

ACROSS
3 hatred or fear of foreigners or strangers (10)
4 a long playing vinyl record (2)
5 Elvis Presley’s popular title (4,2,4)
6 an ideal world (6)
8 the organisation that fought against the South Vietnamese government and its allies (4,4)
10 the popular term for an Australian born between 1946 and 1961 (4,6)
11 the nickname for Australian rock singer Johnny O’Keefe (4,3)
14 respect for cultural diversity (16)
15 an outdoor cinema (5,2)
16 the existing state of affairs (6,3)
17 compulsory enlistment (12)

DOWN
1 a mischievous and fun-loving rebel (8)
2 the term for a person driven from their homeland (9)
7 a term for music that conveys social or political criticism (7)
9 a dance made popular by Chubby Checker (5)
10 the name of The Beatles’ Australian tour in 1964 (11)
12 someone who plays music recorded on discs for an audience (4,6)
13 a new technology that enabled the production of small radios (10)
CHAPTER 5: Popular culture (1945–present)

Summing up

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

1 True or false? Circle T or F.
   a It can be argued that post-war Australia was still ‘a man’s world’. T/F
   b But it can also be argued that women’s war-time independence triggered a string T/F
     of changes to the role and status of women in society.
   c In fact, women received equal pay for equal work almost immediately after T/F
     World War 2.
   d Domestic duties were supposedly made less onerous by newly developed T/F
     home appliances.
   e Despite post-war affluence, children and teenagers had no financial independence. T/F
   f As an island nation on the other side of the world, Australia was little influenced T/F
     by the fads of Britain and North America.
   g Australians have always wanted to break free from their British heritage, so the first T/F
     sporting clubs developed home-grown sports.
   h Water sports have always been popular as the majority of our population lives T/F
     close to the sea.
   i From the outset, soccer was embraced as a truly national sport for all Australians. T/F
   j There has never been a problem with xenophobia in Australian sport. T/F

2 a Who was Johnny O’Keefe? ..............................................................................................................

   ......................................................................................................................................................
   b Who influenced him professionally? ................................................................................................
   c Whom did he influence? ..................................................................................................................

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

3 Why was protest music important to young people, especially in the 1960s?

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

4 a Why was Channel 0/28 significant?

   ......................................................................................................................................................
   b What do you think led to the establishment of such a channel?

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

5 a In what way can the Australian film industry not compete with Hollywood?

   ......................................................................................................................................................
   b In what way can the Australian film industry compete with Hollywood?

   ......................................................................................................................................................
CHAPTER 5: Popular culture (1945–present)

Reflection

Thinking about what you have learned …

1 What do you think have been the positive influences on popular culture in Australia since 1945? Why?

2 What do you think have been the negative influences? Why?

3 Which aspect of popular culture do you think has been the most significant — television, film or music? Why?

Thinking about how you have learned …

4 What did you find most interesting in this unit of work? Why?

5 Did you find anything unclear or confusing? If so, what?

6 Which textual or visual information have you been able to relate to your parents’ or grandparents’ experiences?
Self-evaluation

7 To what extent are you aware of political or social messages in popular music?
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8 To what extent can you recognise distinctively Australian qualities in local film and television?
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9 How competent are you in the skills needed to carry out historical investigation?
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Growing impacts on the environment

1 Use the graphic organiser below to summarise the impact of industrialisation and urbanisation on the environment.

---

<table>
<thead>
<tr>
<th>Cause: Industrialisation and urbanisation</th>
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</thead>
<tbody>
<tr>
<td>Action: Cities, with factories and cars, grew.</td>
</tr>
<tr>
<td>Impact:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cause: Exploitation of the developing world</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action:</td>
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<tr>
<td>Impact:</td>
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</table>

<table>
<thead>
<tr>
<th>Cause: Deforestation in Australia:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action:</td>
</tr>
<tr>
<td>Impact:</td>
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</tbody>
</table>

Overall effect: Increasing industrialisation and urbanisation across the world has led to the pollution of the atmosphere, waterways and food production, fewer trees to act as carbon sinks, and the stripping of natural resources from developing countries with little concern for environmental impact.

2 Describe three strategies used in Australia to address land clearance, deforestation and pollution.

   i .................................................................................................................................................................
   .................................................................................................................................................................
   .................................................................................................................................................................

   ii .................................................................................................................................................................
   .................................................................................................................................................................
   .................................................................................................................................................................

   iii .................................................................................................................................................................
   .................................................................................................................................................................
   .................................................................................................................................................................
Contemporary environmentalism

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

1 In what sense do you think the protest movements of the 1960s and 1970s were a foundation for the environment movement?

2 Many writers contributed to the environment movement. What was the central concern for each of these writers?
   Rachel Carson: .................................................................
   Paul and Anne Ehrlich: .................................................................
   E. F. Schumacher: .................................................................

3 a What are the similarities between the Gaia hypothesis and the notion that nature has rights?

   b What is one way the world might be different if we considered Earth and its biosphere as one organism rather than considering Earth as our property?

4 Do you think popular culture reflects or drives the environment movement? Or does it do both? Explain by providing some examples.

5 In what sense can we say Australian Greens lead the world?
1 Summarise the following environmental battles that took place in Australia.

<table>
<thead>
<tr>
<th>Battle</th>
<th>For historically significant suburbs</th>
<th>For Lake Pedder</th>
<th>For the Franklin River</th>
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</thead>
<tbody>
<tr>
<td>When?</td>
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<tr>
<td>What? (Issue)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td></td>
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<td></td>
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<tr>
<td>Result</td>
<td></td>
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</tbody>
</table>
2 What do you think is the significance of calling the Earth ‘mother’?
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3 a Describe the origins of ‘Greenpeace’.
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........................................................................................................................................................................

b What is the organisation’s aim now?
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CHAPTER 6: The environment movement (1960s–present)

Worksheet 6.4

Visual E

History Alive 10: pages 208–11

Picture power

Student: ------------------------------- Class: ----------------- Due date: -------------------

Photographs can often be more powerful than words and can challenge and change our perspectives on issues.

1 Look again at Source 1 on page 196 of your textbook.
   a Why do you think the Apollo 8 crew described Earth as ‘fragile-looking’?
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................

   b How might this image change our perspective on our treatment of Earth?
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   ........................................................................................................................................................................
   ........................................................................................................................................................................
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   ........................................................................................................................................................................

2 Look again at Source 4 on page 206 of your textbook.
   a What emotion do you think the photographer is hoping to evoke in the viewers of this image?
   ........................................................................................................................................................................
   ........................................................................................................................................................................

   b How might this image change our perspective on our use of fossil fuels?
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................

3 Study the images and captions below, and then answer the questions on the next page.

> Atom bomb blast at Maralinga, South Australia. The Maralinga nuclear test site in South Australia operated from 1956 until 1963.
   a What is the main focus of each image?
   ........................................................................................................................................................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................
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   ........................................................................................................................................................................

> Observers of the Atom bomb blast. An observer later said, ‘That’s how close we were to it — it was just like a sunburn.’
b In a short paragraph, describe the historical context of both images.

c In what sense are the images reliable sources?

d How do you think viewers in the 1950s and 1960s would have responded to these images?

e Do you think viewers today would respond differently? Why?

f Why do you think such images of the atom bomb ‘mushroom clouds’ have become iconic images for the environment movement?

g Why do you think the image of the atom bomb blast could be an important image for the land rights movement?
Complete the following table to summarise some issues and events that highlight the need for big businesses and governments to be held accountable for the way their activities impact people and their local environments.

<table>
<thead>
<tr>
<th>Big business</th>
<th>Local community</th>
<th>Problem</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Union Carbide Corporation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hooker Chemical Company</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monsanto Corporation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>British Petroleum</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
With increasing public awareness about the impacts of global warming, governments around the world have been challenged to respond more effectively and urgently.

1. What do you think the governments of low-lying island nations, such as Kiribati, might have to do in the very near future?

2. a. In 1997, 160 countries sent representatives to Kyoto, Japan. What was the focus of their discussion?

   b. What goal was agreed upon?

   c. Why might this be termed modest?

   d. Why do you think scientists tend to set a higher target than governments?

3. Why was the Australian government reluctant to accept the goal, known as the Kyoto Protocol, which was set in 1997?

4. Explain the significance of Christiana Figueres’ words at the 2010 UNFCCC.

5. Many Australians are working to look after the environment at a local level. Which of the activities or organisations discussed on pages 224 and 225 of your textbook do you find inspiring or challenging? Give reasons for your answer.
Becoming a historical investigator

Page 209 of your text gives some examples of radical environmentalism. It is your task to decide the answer to the question: When fighting to protect the environment, does the end justify the means?

The timber industry and environmentalists continue to be in conflict over Tasmania’s forests. Read the following article from the online weekly journal Green Left, and then answer the questions on the next page.

This is a story of broken promises from the Australian and Tasmanian governments, private companies profiting from the destruction of the environment with taxpayer-funded subsidies, threatened species under threat despite being ‘wholly protected’, one woman sitting in a tree to stand up for the forests, and a local and international community who are standing behind her in the fight to save an irreplaceable ecosystem.

Almost two years ago the forest round table talks began, bringing together groups that were once seen as opponents in the long running battle over the forests in Tasmania.

Environment groups sat down with unions and industry representatives to negotiate a future for Tasmania that would be good for the environment, communities and workers. It brought a new hope for the Tasmanian community that a solution could be possible, after generations of conflict and division over the issue.

It all began when the forestry industry seemed to be in a state of crisis. The international community no longer wanted to buy woodchips from Tasmania’s old growth. Yet, the industry here was so stuck in its ways that it needed to change fast. What was needed was a transition out of native forest logging.

Finally, the negotiations brought about an agreement. In August 2011, the state and federal governments put together the recommendations of the round table and signed the Tasmanian Forest Intergovernmental Agreement (IGA). It promised an ‘immediate conservation agreement’ would be placed over 430 000 hectares of forest.

Four months later, not a single hectare of forest was protected. Logging machinery moved into controversial old growth forest at the base of Mount Mueller in the state’s southwest. This area should have been protected under the conservation agreement.

Grassroots forest group Still Wild Still Threatened responded with a new, high tech edge to the traditional forest action; placing a platform at the top of a tree and equipping it with solar panel, computer, camera and internet access.

The project, known as The Observer Tree, has picked up momentum with more than 12 000 views on the website by early January. It has begun to generate media coverage not only in Tasmania but internationally.

My name is Miranda Gibson and right now I’m sitting 60 metres above the ground in The Observer Tree. I have been up here for three weeks now and have vowed to remain on the tree-top platform until the area of forest receives the protection that was promised by the state and federal governments in August last year.

From this treetop perch I have been updating an online blog daily, giving talks at community forums over the internet, speaking to the public at market stalls through Skype and taking part in press conferences via phone link-up.

Source: ‘High-tech forest protest launched high in Tasmania’s treetops’ by Miranda Gibson, Green Left, 9 January 2012.
1. What answers does the source offer to your question?

2. Who created this source and why?

3. Are the views expressed reliable or unreliable?

4. Do you see any evidence of bias?

5. Whose views/experiences are not represented here?
CHAPTER 6: The environment movement (1960s–present)

Word search

Complete the following word search.

1. the part of the Earth and its atmosphere in which life is found
2. the site of a nuclear reactor explosion in 1986, which confirmed many people’s worst fears about nuclear energy
3. a person or group appointed to represent others
4. tourism for those interested in the ecology of a place
5. another term for ban
6. another term for animals
7. another term for plants
8. the name of an hypothesis that says the Earth and its biosphere are a single organism
9. a natural hot spring that jets a column of water or steam into the air
10. a descriptive term for activities and organisations initiated by ordinary people at a community level
11. the site of a controversial uranium mine in a Northern Territory national park
12. a public declaration of principles and intentions
13. an individual life form
14. land set aside, usually by a government, for a special purpose
15. a scientific or technical expert in a position of influence
16. a radioactive element used in nuclear fuels and weapons
17. the first country that voted to change its constitution to recognise access to safe water as a human right

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History Alive 10 for the Australian Curriculum Student Workbook 73
CHAPTER 6: The environment movement (1960s–present)

Summing up

Worksheet 6.9 Summary

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

1 True or false? Circle T or F.
   a Yellowstone National Park in the USA was the world’s first national park. T/F
   b The National Park near Sydney was Australia’s first national park. T/F
   c But increasing urbanisation and industrialisation threatened the health of the environment. T/F
   d However, colonial powers always ensured they extracted resources from their colonies with care for the local people and environment. T/F
   e Deforestation is the result of land clearance for towns, roads and farms. T/F
   f Farmers have little interest in looking after the natural ecology. T/F
   g Australia has been at the forefront of the establishment of Green political parties. T/F
   h Thus, it was the first nation to sign the Kyoto Protocol. T/F
   i Big corporations have consistently shown themselves to be just as concerned about the environment as they are about profits. T/F
   j History has shown that if governments do not protect the environment, no-one else will. T/F

2 Complete the following sentences about the Australian environment.
   a Since European settlement, ............... per cent of natural vegetation has been cleared for urban and rural development.
   b This has reduced flora and fauna ............... and the ability of our forests to sequester ............... .
   c Australia relies heavily on ............... fuels, such as oil and coal.
   d These fuels release carbon ............... into the atmosphere, which is a problem because it is a ............... gas.
   e Farmers are addressing the problems of ............... ............... and ............... by using more environmentally friendly methods.
   f The post-settlement environment movement started early in Australia with the establishment of ............... societies, such as the Mountain Trails Club.
   g Members advocated ............... of wilderness areas.
   h The campaign to save Tasmania’s Lake Pedder saw the establishment of the first ............... political party.

3 Across the world, what are some of the ways people have kept big corporations accountable for their treatment and protection of the environment? List as many as you can.
   .................................................................................................................................................................
   .................................................................................................................................................................

4 What is meant by ‘grassroots’ environment movements? Give some examples.
   .................................................................................................................................................................
   .................................................................................................................................................................
   .................................................................................................................................................................
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Reflection

Thinking about what you have learned …
1 What do you think is the most serious environmental concern worldwide? Why?

2 What do you think is the most serious environmental concern for Australia? Why?

3 Which aspect of the environment movement do you find most inspiring? Why?

Thinking about how you have learned …
4 What did you find most interesting in this unit of work? Why?

5 Did you find anything unclear or confusing? If so, what?

6 Which photograph did you find most effective?
Self-evaluation

7 To what extent are you aware of the environment movement in Australia?

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8 Is there some action you should take to increase your awareness of environmental issues? If so, what?

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9 How competent are you in the skills needed to carry out historical investigation?

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Waves of migration

First wave
1 a Based on your general knowledge of World War II, why do you think post-war Australia felt nervous about its Asian neighbours?

b Based on your general knowledge of the spread of communism, why do you think Australia in the first half of the twentieth century was wary of its Asian neighbours?

c What did the Australian government do to address this vulnerability?

d What were some other benefits of this practice?

Second wave
2 With the change of government in 1949, what changes were made to this practice?

Third wave
3 a In 1957, what was a further change made to immigration practice?

b Why do you think the Australian government would have considered this a safe change?

Fourth wave
4 After the Vietnam War (1972), why do you think Australians felt they had a duty to accept Vietnamese refugees?

Fifth wave
5 With the abolition of the White Australia Policy (1973), what sorts of migrants were targeted?

Sixth wave:
6 Why does Australia continue to accept thousands of refugees and asylum seekers each year?
CHAPTER 7: Migration experiences (1945–present)

White Australia

Worksheet 7.2

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

1 Complete this paragraph about the institution of the White Australia Policy by selecting appropriate terms from the text box below.

| accepted into/expelled from | dictation/writing | discretion/power |
| foreign/unfamiliar          | industrious/lazy  | less money/nothing |
| mid-eighteenth/mid-nineteenth| literacy/skills   | Immigration Restriction Act 1901/White Australia Policy |

Australians, in the 1850s, resented the ......................... Chinese diggers on the goldfields in Victoria, and, from the 1860s, felt their jobs threatened by Pacific Islanders who were brought in to Queensland to work for .......................... Thus, from the ......................... century, these migrants were ......................... Australia. This was reinforced by the ........................., passed in the year of Australian federation. Immigration officers had greater ......................... as to whom to accept and whom to reject. One criterion was an immigrant’s level of .......................... This was assessed with a ......................... test, often — unfairly — in a language ......................... to the candidate.

2 World War II changed Australia’s attitude to immigration. Write a short paragraph (about four sentences) to explain this change, focussing on the concepts of vulnerability and cost.

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3 a Despite wanting to increase immigration levels, why was the post-war government reluctant to accept non-white people?

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

 b What justification did the government give for this policy?

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4 Do you have any sympathy for the aims of, and motives behind, the White Australia Policy? Why or why not?

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Welcome to Bonegilla

Compare Source 7 on pages 240–1 of your textbook with Source 2 on page 243 and the images below. Using these images and the written information in your textbook, reflect on daily life at Bonegilla Migrant Reception and Training Centre and complete the PMI chart on the next page.

Scenes of daily life at Bonegilla Migrant Reception and Training Centre, 1949
Daily life at Bonegilla Migrant Reception and Training Centre (from 1947)

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</table>

Worksheet 7.3
1 Use this map, showing communist regimes and conflicts in the twentieth century, to help you to explain the domino effect.

2 a Who were the first boat people and when did they arrive?

b Do you think such people were justified in seeking refuge in another country? Give reasons for your answer.

3 a By 1984, Australia had accepted about 90 000 Indochinese refugees. What were some of the issues facing these people as they settled in to Australia?

b Do you think the Australian government is justified in establishing rules about how many refugees we accept each year? Give reasons for your answer.
Little Vietnam

Victoria Street in Richmond, Melbourne, is often referred to as ‘Little Vietnam’ or ‘Little Saigon’. Study the images below and answer the following questions.

1. What are the main features of Image 1?

2. Is Image 1 an example of assimilation or integration? Explain your answer.

3. Image 1 is taken from a real estate website. Do you think non-Vietnamese retailers would be interested in such a property? Why or why not?

4. a. Image 2 shows a bustling street scene and various Asian grocery shops along Victoria Street, Richmond. If this image were to be used on a website to promote tourism in Melbourne, what would be its purpose? How would it appeal to potential tourists?

   b. Would you denote it as an example of assimilation, integration or multiculturalism? Explain your answer.
CHAPTER 7: Migration experiences (1945–present)

A safe haven

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

1 Why do you think Australia signed the United Nations convention relating to the status of refugees?

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2 Study the table below and reflect on the reasons people seek asylum.

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</thead>
<tbody>
<tr>
<td>Europe</td>
<td>354</td>
<td>20</td>
<td>55</td>
<td>50</td>
<td>59</td>
</tr>
<tr>
<td>Middle East &amp; SW Asia</td>
<td>2867</td>
<td>3174</td>
<td>4335</td>
<td>3126</td>
<td>3807</td>
</tr>
<tr>
<td>Africa</td>
<td>8353</td>
<td>8486</td>
<td>7100</td>
<td>5695</td>
<td>3291</td>
</tr>
<tr>
<td>Asia</td>
<td>251</td>
<td>415</td>
<td>1260</td>
<td>2315</td>
<td>3636</td>
</tr>
<tr>
<td>America</td>
<td>7</td>
<td>1</td>
<td>8</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>11832</td>
<td>12096</td>
<td>12758</td>
<td>11186</td>
<td>10799</td>
</tr>
</tbody>
</table>

a What might you conclude about Africa and Asia in the period shown?

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b Has the total number of people resettled changed significantly during this period?

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c Why do you think this might be the case?

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3 Can you think of a reason a country might take a long time to grant refugee status to an asylum seeker? (Think about an asylum seeker’s circumstances when they leave their homeland.)

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4 Where do asylum seekers live while their claims are being processed?
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5 What is a ‘queue jumper’?
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6 Can you think of some reasons a person might be refused refugee status and be sent back to their country of origin?
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7 Why do you think many Australians have mixed feelings about refugees?
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It is your task to decide the answer to the question: Accepting refugees may be a humanitarian act, but is our mandatory detention and processing program humanitarian?

Read the following extract from an article on the *ABC News* website, and then answer the questions on the next page.

Amnesty International says a tightened regime has been put in place at the Christmas Island detention centre since its last visit.

Amnesty’s Graham Thom says there have been some improvements at Christmas Island’s facility since the organisation visited 14 months ago, but the environment is still harsh.

He says last year’s riots on the island have led to a tightened regime.

‘They really have clamped down on the security here following the incidents of last year, much more of a prison regime and a very prison type feel,’ he said.

‘These guys are saying, you know, we’re here seeking protection why are we being treated like prisoners?’

Dr Thom says the atmosphere is depressing.

‘Christmas Island is much more like a medium security prison,’ he said.

‘Compared to the very open flat desert environment of Curtin, there are some very high fences, caged type areas you have to walk through.’

An Immigration Department spokesman Sandi Logan says it does not resile from the arrangements in place at the North West Point detention centre.

‘It was the scene of a quite dangerous riot and mass non-compliant behaviour almost a year ago now when we acknowledge immigration detainee numbers were considerably higher than what they are currently,’ he said.

‘The arrangements that restrict movement between and among compounds are for the safety and security of detainees as well as for staff and case workers at the centre.’

Mr Logan says the other two facilities on the island, the Construction Camp and Phosphate Hill, do not operate in the same way because they are not accommodating single adults [sic] males.

The Amnesty delegation will now tour facilities in Darwin before releasing a report on their findings.

1. What answers does the source offer to your question?

2. Who created this source and why?

3. Are the views expressed reliable or unreliable?

4. Do you see any evidence of bias?

5. Whose views/experiences are not represented here?
CHAPTER 7: Migration experiences (1945–present)

Crossword

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

Complete the following crossword.

**ACROSS**

5  the process whereby a minority group takes on the culture of the dominant majority group (12)
10 the name of Pauline Hanson’s nationalist party (3,6)
11 a noteworthy period of history (5)
13 the process whereby a minority expresses their own culture in private, but in public takes on the culture of the dominant majority group (11)
15 a large migrant reception centre on the Victorian/NSW border (9)
17 the type of electricity produced by the Snowy Mountains Scheme (5)
18 the type of immigrant needed post-World War II (7)

**DOWN**

1 factual information (4)
2 the Norwegian vessel whose crew rescued over 400 refugees near Christmas Island in 2001 (5)
3 fame, usually for negative reasons (9)
4 influenced by many countries and cultures (12)
6 a policy to ensure respect and equality for everyone regardless of their cultural background (16)
7 a system of government in which the state controls the economy with the aim of ensuring goods and profits are shared equally by all (9)
8 a colloquial term for a British citizen who took part in Australia’s assisted migration scheme (3,5,3)
9 poking fun at figures of authority (9)
12 the colloquial term for illegal immigrants who arrive by boat (4,6)
14 the current name for the ethnic television station Channel 0/28 (3)
16 an important and enduring symbol (4)
CHAPTER 7: Migration experiences (1945–present)

**Summing up**

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

1  True or false? Circle T or F.
   a  As a nation on the victorious side in World War II, post-war Australia felt impregnable. T/F
   b  The war years had highlighted Australia’s need to increase industry and manufacturing, rather than relying on overseas imports. T/F
   c  Thus, in the post-war years Australia accepted only skilled immigrants. T/F
   d  The Snowy Mountains Scheme has become an iconic example of Australia’s investment in new industry and infrastructure. T/F
   e  The White Australia policy was born out of fear of alien cultures and for the protection of local jobs. T/F
   f  From 1949, this policy was challenged as the Government allowed hundreds of non-European refugees to remain in Australia. T/F
   g  To boost the population, Australia advertised overseas, clearly conveying what life in Australia was really like. T/F
   h  Newly arrived immigrants were always made welcome and comfortable, and they soon found jobs. T/F
   i  As Australians have become less xenophobic, our government has shifted from policies of assimilation to integration to multiculturalism. T/F
   j  Australia continues to accept refugees and asylum seekers and their transition into Australian society is always sensitive and speedy. T/F

2  Complete the following sentences about the waves of immigration.
   a  Post-war Australia adopted a policy of ‘…………………… or perish’.  
   b  Even so, only immigrants of ………………… European descent were welcome.
   c  By 1957, non-Europeans who had lived in Australia for at least 15 years were allowed to apply for ………………….
   d  As the Vietnam War ended, Australia felt a ………………… responsibility to accept refugees fleeing the new Vietnamese communist regime.
   e  In 1973, the White Australia policy was finally ………………….
   f  Australia continues to focus on attracting ………………… migrants.

3  Despite the well-developed policy of multiculturalism, many immigrants choose to live and work in their own ethnic enclaves. List some of the pros and cons of this practice.

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<th>Pros</th>
<th>Cons</th>
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History Alive 10: pages 232–65
Reflection

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

Thinking about what you have learned …

1 In what ways do you think Australia is truly multicultural?
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2 What do you think are the most valuable contributions made by migrants to Australian society?
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3 Do you think mandatory detention of illegal arrivals is essential? Why or why not?
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Thinking about how you have learned …

4 What did you find most interesting in this unit of work? Why?
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5 Did you find anything unclear or confusing? If so, what?
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6 Did you find personal accounts by immigrants and refugees helpful as historical sources? Why or why not?
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Self-evaluation

7 To what extent are you aware of the multicultural impact of migrants on Australian life?
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8 To what extent are you aware of conflicts around the world that turn people into refugees or asylum seekers?
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9 To what extent have you improved your skills as a historical investigator?
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