

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. An overview will constitute approximately 10% of the total teaching time for the year. Overview content identifies important features of the period (1918 to the present) as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies, and to consolidate understanding through a review of the period.

Overview	10%
Depth Study 1	30%
Depth Study 2	30%
Depth Study 3	30%
Total	100%

## KEY INQUIRY QUESTIONS

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by significant global events and changes in this period?

## INTRODUCING THE CHAPTER

## OVERVIEW: THE MODERN WORLD AND AUSTRALIA

Overview content for the Modern World and Australia includes the following:

- The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression
- Continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping
- The major movements for rights and freedom in the world and the achievement of independence by former colonies
- The nature of the Cold War and Australia's involvement in Cold War and post Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War
- Developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability

## OVERVIEW THE MODERN WORLD AND AUSTRALIA

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When World War I (1914–18) ended, there was hope that the world would embark on a path towards peace, progress and prosperity. The reality proved to be very different. There were profits for some, as the nineteenth-century Industrial Revolution paved the way for lucrative mass production. For much of the world, however, the period between the wars led to more misery. In Western countries, the working class suffered immensely from a massive economic depression, and many countries around the world were still living under the restraints of colonisation.

The world was plunged back into war in 1939 when Adolf Hitler led a German invasion of Poland. This warfare was the culmination of rising political tensions in Europe and Asia, and ended in 1945 with the detonation of atomic bombs in Japan by the United States of America.

The post-World War II world was characterised by decolonisation, a Cold War and the knowledge that for the first time in history, the world was capable of deliberately destroying itself. Technology brought people closer together, but religion and ideology threatened to rip communities apart. In this climate of instability, the world progressed into a new century.



## CHAPTER CONTENT

Unit 1 'Between the wars', covers the Treaty of Versailles, the years between the world wars and the Great Depression. Unit 2 'The Cold War', looks at the tensions between the superpowers, and the crises in Cuba and Vietnam. Unit 4 'Movements for decolonisation', focuses on India, Indonesia and the Democratic Republic of the Congo. Unit 5 'Post-Cold War conflicts', focuses on global trouble spots in the Balkans, Africa and Middle East. Wars discussed include the Arab-Israeli Wars and the Gulf Wars. Unit 6 'Efforts to achieve lasting peace', examines the work of the United Nations, including its peacekeeping involvement across the globe.

Unit 7 'Movements for rights and freedoms', looks at the women's movement, the anti-apartheid movement and other struggles for equality of indigenous peoples. Unit 8 'Change in life as we know it', looks at advances in technology and the impact of these on communications, trade, travel and everyday life.

## USING SOURCES AND EVIDENCE

Unit 3 'Source study: the changing nature of sources', looks at the range of historical sources available and how they can be analysed using the ADAMANT technique.

# THE MODERN

# WORLD AND AUSTRALIA

## PRE-PREPARATION

### SUGGESTIONS FOR INTRODUCING THE OVERVIEW

Introduce the Year 10 course by brainstorming significant historical events post-World War I and place on a large, pre-prepared timeline marked in the decades of the twentieth and twenty-first centuries. The resulting timeline is likely to display the most obvious events such as World War II but may not demonstrate a depth of knowledge or understanding of this period. Enhance the timeline by allocating each student an event to research, report back to the class on and add to the timeline. Select events that appear in the depth studies of the Student Book. The following might be suitable events to allocate, if they do not already appear on the timeline:

- Treaty of Versailles
- Korean War
- Vietnam War
- Holocaust
- United Nations Universal Declaration of Human Rights
- Stolen Generations
- Hiroshima atomic bombing D-Day
- Attack on Pearl Harbor
- Establishment of Australian Women's Land Army
- Civil Rights Movement
- Establishment of Aboriginal Tent Embassy
- Australia's national apology Apartheid Policy
- 'I have a dream' speech
- Black Panther Movement
- Aboriginal 'Day of Mourning'
- The Mabo Case
- United Nations Declaration on the Rights of Indigenous Peoples approved
- The Blitz
- Battle of Britain
- Battle of Kokoda
- Great Depression
- Burma–Thailand railway
- Maralinga nuclear tests
- The Beatles
- The 'Twist' dance craze
- Introduction of television to Australia
- Creation of YouTube
- Release of Michael Jackson's 'Thriller'
- Bodgies and widgees
- Establishment of SBS in Australia as multicultural service
- Hippies
- Punk



In order to define modern Australia, historians analyse global movements, such as communication technologies, and their influence on Australia along with Australia's influence on the world.

## IN A NUTSHELL

In the years following World War I, some countries experienced an economic boom. The 1929 stock market crash on Wall Street, however, plunged the world into a severe economic depression, which lasted until the end of World War II. Tensions between superpowers dominated international foreign affairs in the post-World War II years, polarising countries into communist or non-communist ending in the 1990s when Soviet control ceased in many countries. Concurrently there were other global power shifts. Nationalist movements emerged in many colonised countries and the decline of formerly powerful empires saw many countries gain their independence.

The second half of the century was marked by concerted efforts to maintain peace through the United Nations, especially when terrorism became a factor causing some global conflicts..

The twentieth century was notable for some major social and demographic changes. World population soared, placing increasing pressure on resources and contributing to the rise of an environment movement in many Western countries. Mass migrations occurred, caused by the desire to escape conflict and persecution as well as the attractions of countries where there were opportunities for advancement. By the 1960s, the civil rights movement gained momentum, in which the United Nations played a major role establishing principles on refugees, global warming, peacekeeping, rights of indigenous peoples and human rights.

### RESOURCES

#### DIGITAL RESOURCES



##### PRE-TEST

Students complete the Review Quiz available on Pearson Reader and eBook (online only) to gather pre-existing knowledge on the Overview.

##### WEB DESTINATIONS

Information about relevant websites is available on Pearson Reader and eBook.

## HISTORICAL KNOWLEDGE AND UNDERSTANDING

### CONTENT DESCRIPTOR

- The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression

## HISTORICAL SKILLS

### CHRONOLOGY, TERMS AND CONCEPTS

- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places
- Use historical terms and concepts

### HISTORICAL QUESTIONS AND RESEARCH

- Identify and locate relevant sources, using ICT and other methods

## KEY CONCEPTS

- Treaties made at the end of World War I between victorious and defeated nations included conditions that made long-lasting future peace unlikely.
- Peace treaties such as the Treaty of Versailles were written without consultation of all parties concerned and imposed by the victors on the defeated nations.
- The League of Nations, an organisation established after World War I to maintain peace, was inadequately supported and funded to achieve its aims.
- The decade following World War I was a time of economic recovery and boom.
- The United States took a leading economic role after World War I and developed the mass production process.
- Social conventions were challenged by some groups in American society in the 1920s, with the embracing of jazz music and 'flappers' who challenged the traditional roles of women.
- The investment speculation of the 1920s led to over-inflated share prices that resulted in a stock market crash in 1929 in the United States and a decade of economic depression in the 1930s.
- Interdependence of many nations for trade and investments led to a worldwide depression.
- Successful government policies to reduce the high unemployment rates of the Depression involved increased government spending on public works, which generated employment and had a stimulating impact on the economy.



## BETWEEN THE WARS

### THE TREATY OF VERSAILLES

To formally end the conflict of World War I, peace treaties between the victorious Allies and the defeated nations were drawn up at the Paris Peace Conference, beginning in January 1919. The most far-reaching of these was the Treaty of Versailles with Germany. The main Allied powers that framed the Treaty of Versailles were the United States, Britain, France, Italy and Japan (although Italy and Japan had less influence than the other three). The Soviet Union had already made a separate peace agreement with Germany, Austria-Hungary and Turkey (the 1918 Brest-Litovsk treaty). Over the next five years, other treaties were finalised between the Allies and Austria, Hungary, Bulgaria and Turkey.

Germany itself was not included in the Treaty of Versailles negotiations. Its delegation was summoned to Paris in April to view the settlement document. Though objecting strongly to it, they had little choice but to sign the Treaty of Versailles by June 1919.

Many historians argue that the terms of this treaty laid the seeds of World War II (1939–45).

- The victorious Allies were determined to weaken Germany. Forced to accept 'war guilt', Germany lost most of its territories in Europe and had strict limits imposed on its industrial and military growth. It was also required to make huge reparations payments to the Allies for the costs of the war. The German people resented these humiliating terms and the new German Government could not meet its ongoing war debt.
- Although it had sided with the Allies during World War I, Japan was denied equal status with Britain, France and the United States in the treaty negotiations and its hope for gaining more territory, particularly in China, was not met. Japan was also offended by the failure to include a 'racial equality' clause in the Covenant of the League of Nations.

### THE LEAGUE OF NATIONS

As part of the Treaty of Versailles, the League of Nations was established to maintain peace. It was a forum for countries to act together to restrict the build-up of armaments, settle disputes and, if necessary, enforce sanctions on countries that refused to cooperate. However, it lacked the levels of resources and support needed to effectively achieve its aims. Recovering from the war, Britain and France could only give it limited financial

backing. The United States chose not to join the League of Nations and the Soviet Union did not do so until 1934. Germany was only allowed to join in 1926. Although it did have some successes over the years in achieving its aims, the League of Nations could not prevent major acts of aggression by Germany, Japan and Italy during the 1930s that set the scene for the outbreak of World War II.

### THE INTER-WAR PERIOD

The twenty years between the end of World War I and the outbreak of World War II are generally referred to as the **inter-war period**. In many countries it was characterised by optimism following war's end, economic boom and cultural flourishing in the 1920s, and the economic and social crises of the Great Depression in the 1930s. This period also saw the rise of fascism, a group of political ideas that gained decisive influence in some countries. The period concluded with much of the world facing the horror of another, even more destructive conflict.

### THE INTERNATIONAL PICTURE

During the inter-war period, there were both changes and continuities in world affairs.

- As a result of World War I, the Habsburg and Ottoman empires had been dissolved.
- In Russia, the pressures of the war saw the overthrow of the Tsar followed by the Bolshevik (Communist) Revolution. Russia was now the Union of Soviet Socialist Republics (USSR), led from 1917 to early 1924 by Vladimir Lenin and then by Joseph Stalin for almost three more decades.
- Britain remained the dominant world power. The British Empire included territories in India, Burma (Myanmar), Ceylon (now Sri Lanka), Malaya, Africa and the West Indies. In addition, as a post-war settlement, Britain had the mandated territory of Palestine.
- France remained another major world power with territories in Africa, Indochina and the West Indies.
- Other important empires were those of the Netherlands, Belgium, Portugal, Spain, Italy and Japan.
- After the war, the United States returned to its isolationist policy, meaning that it would no longer be involved in wars outside its own territory. However, due to its rapid industrial expansion and rich supply of raw materials, the US economy was now the most prosperous in the world.

## KEY TERMS

**armaments**—military weapons and equipment

**dole**—monetary sum paid to an unemployed person by the government

**depression**—economy that experiences a decrease in total production of goods, subsequent business closures and rising unemployment which, in turn, leads to decreasing sales of goods

**flapper**—woman in the 1920s who challenged social conventions by wearing shorter, looser dresses, having short hair, wearing make-up, smoking in public, frequenting clubs, driving a car and leading a more liberated lifestyle

**inter-war period**—twenty-year period between the end of World War I (1918) and the start of World War II (1939)

**Jazz Age**—the 1920s is also referred to as the Jazz Age as it was the period in the United States when jazz music emerged as a popular music style and young adults had greater freedom

**mass production**—large-scale manufacture of goods using mechanisation and specialisation of workers in particular parts of the production process

**recession**—similar to a depression (downturn of the economy) but of shorter duration; where a depression may last for years, a recession usually lasts for about a year before there are signs of improvement in the economy

**reparation**—amends for doing a wrong that may be in the form of paying compensation



## THE 'ROARING TWENTIES'

For many people in Western societies, the 1920s was the decade of optimism, relative affluence and new directions after the terrors of World War I. These were made possible by strong economic conditions for much of the decade.

### MASS PRODUCTION

Despite a **recession** at the start of the decade and as it adjusted to peacetime conditions, the US economy boomed. Between 1922 and 1928, US industrial production increased by 70 per cent and, by 1929, half of the United States' industry was powered by electricity. In this decade, the United States experienced rapid developments in areas such as transport (aeroplanes and cars), labour-saving household appliances (stoves, refrigerators, washing machines) and entertainment ('talkie' films, home and car radios).

Industrial production now took place in large-scale factories using assembly line organisation, which meant that workers handled different components of the eventual product as it moved along a conveyor belt.

This process, which became known as **mass production**, was developed by US car manufacturer Henry Ford, and was soon adopted across a range of industries. It was used to save time and cut production costs, and it reduced the skill set required by many workers. Because mass production could provide goods more quickly and cheaply, it was a key factor that gave rise to the modern consumer society and expansion in advertising.

Mass production was increasingly adopted in other countries. For instance, it allowed for the take-off of Australian car manufacturing, as US companies such as Ford and General Motors started to make cars in Australia. In 1920–21, there was one car for every fifty-five Australians. By 1929–30, the figure was one for every eleven Australians. As traffic increased in cities, another 1920s invention was required: traffic lights. The growth of car usage and improved rail travel gave rise to expanding suburbia in Australian and many other cities in the Western world.

**SOURCE 1.1.1** Henry Ford's production line—the beginning of mass production



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## SKILLS ACTIVITY

### ANALYSIS AND USE OF SOURCES

**MI: visual-spatial, verbal-linguistic**

Students examine Source 1.1.1 on page 5 and answer these questions.

- 1 Identify evidence of mass production in this photograph.  
*There is a very large factory stretching back further than the eye can see, which is typical of this type of large-scale mass production. There is a conveyor along which cars are lined up and move from one production stage to the next. Workers stand at particular points along the conveyor, and complete tasks specialising in that part of the production process only.*
- 2 Identify the significance of mass production methods to the production of Ford automobiles.  
*Mass production enabled the faster and cheaper production of Ford cars, which increased the number of cars available for sale. Cars became more accessible consumer items.*
- 3 Using your knowledge and the source, explain the impact of mass production on the US economy in the 1920s.  
*Cheaper, more plentiful quantities of consumer goods were produced using mass production methods making goods more accessible to consumers. Increased consumer spending gave rise to consumerism that further stimulated production of goods and resulted in a period of economic prosperity.*
- 4 Evaluate the extent to which this source is helpful in your understanding of mass production.  
*Students are likely to explain that the source is valuable as it provides an accurate visual representation of the mass production system, clearly showing the conveyor belt, long assembly line, organisation of workers specialising in particular stages of the production process and the enormous size of factories. A written description would not have quite so much impact.*

## KEY CONCEPTS OF HISTORICAL UNDERSTANDING: EVIDENCE/ CONTINUITY AND CHANGE

### THE INTER-WAR YEARS

**MI: bodily-kinaesthetic, visual-spatial, interpersonal**

Working in pairs, students read the sections 'The Roaring Twenties' and 'The Great Depression'. They may choose to read one section each. Students construct a table of two columns using the headings of the sections. They take dot point notes to illustrate the contrasts between these two decades.

The Roaring Twenties	The Great Depression
<ul style="list-style-type: none"> <li>• Economic boom times</li> <li>• Optimistic times</li> <li>• Increase in industrial production</li> <li>• Consumerism</li> <li>• Availability of many household appliances</li> <li>• Employment available</li> </ul>	<ul style="list-style-type: none"> <li>• Economic depression</li> <li>• Pessimistic times</li> <li>• Closure of many companies</li> <li>• Significant decrease in industrial production</li> <li>• Sharp fall in consumer spending</li> <li>• Very high numbers of unemployed, reaching about 30 per cent of working population</li> </ul>

**Roaring Twenties**—refers to the popular culture of the United States of the 1920s, with its exuberant lifestyle and less strict moral code

**tariff**—tax or levy imposed on an imported product with the objective of increasing the sale price of the imported good so that a similar, locally produced product remains competitive in price

**tsar**—the title of the male emperor or ruler of Russia up until the Russian Revolution in 1917; also spelt czar

**Wall Street Crash**—29 October 1929, the day that the United States stock exchange experienced panic selling by investors that led to a fall of almost half the value of all shares and caused the Great Depression

### RESOURCES

#### DIGITAL RESOURCES

P

##### ANIMATION

Students complete the animation activity entitled 'The international picture' on Pearson reader and eBook (online only).

##### INTERACTIVE CASE STUDY

Students complete the interactive case study 'The great crash of 1929' on Pearson Reader.

##### WEB DESTINATIONS

Information about relevant websites is available on Pearson Reader and eBook. In addition, students may search for websites using search terms such as 'jazz age' and 'the 1920s', etc.

#### PEARSON **history 10 A.B.**

1.1 The Great Depression in Australia



**LEGACIES AND CONNECTIONS**

**THE GREAT DEPRESSION**

**MI: visual-spatial, verbal-linguistic**

- 1 Students examine Source 1.1.4 and answer these questions.
  - a Where is this scene occurring?  
*Wall Street in New York*
  - b Identify what is happening in the photograph.  
*A large crowd of people have gathered outside a building, presumably the US Stock Exchange in Wall Street. Many more people are walking down the street to join the crowd already gathered. Traffic has stopped.*
  - c Using your knowledge and the source, explain why this event is taking place.  
*The values of shares traded on the Stock Exchange are dropping and investors are afraid they will lose their money. They rushed to the Stock Exchange to sell their shares before values dropped any further.*
  - d Explain what date you think this photograph would have been taken.  
*It is likely this photograph was taken on 29 October 1929, the day investors panicked and rushed to Wall Street to sell their shares. This is the day Wall Street crashed.*
  
- 2 Students examine Source 1.1.5 and answer these questions.
  - a Where and when was this photograph taken?  
*It was taken in a slum in Sydney in 1934.*
  - b Identify evidence from the photograph that indicates the people are impoverished.  
*The people are poor as is evident from the bare feet of most of the people, the galvanised iron shed that could possibly be the house they live in and the bucket carried by the man on the left that could be the water supply being carried to the house.*
  - c Using your knowledge and the source explain how Australians could find themselves living in a Sydney slum.  
*These people might be among the unemployed who were evicted from their houses and resorted to living in makeshift houses in slums on the outskirts of cities. As the photograph was taken in 1934, during the Great Depression and two years after Australia's unemployment rate reached 30 per cent, it is quite conceivable that these people were victims of the depression.*
  
- 3 Students explain the connection between sources 1.1.4 and 1.1.5.  
*The events in Source 1.1.4 preceded the scene of Source 1.1.5. The crash of Wall Street as shown in Source 1.1.4 is the event that is associated with the start of the Great Depression, that triggered rising unemployment, falling interest rates, company closures, evictions of people from their homes and poverty among the working classes. The Source 1.1.5 photo shows the consequences of the depression, five years after the Wall Street crash. The impact of the depression had spread to Australia as evident from the slum area that grew to accommodate the unemployed.*

**THE JAZZ AGE**

**The Jazz Age** is a term often used to describe the 1920s. It not only refers to an influential new style of music that emerged at the time, but it also captures the lively spirit of other cultural developments and the sense of social liberation felt among a new generation. The Jazz Age had its beginnings in, and is most associated with, the United States. However, it did affect other parts of the Western world. It is important to keep in mind that it was mostly the better-off sections of society that were able to participate in the new era of creativity and relative freedom.

The United States was the birthplace of jazz music. It was essentially an African-American cultural form that was quite radical compared with existing popular music of the time. Like rock 'n' roll much later, it quickly grew in popularity and was soon commercialised by the 'white' middle class and enjoyed as a form of social rebellion. Jazz gained widespread appeal through the new medium of radio. The rapid development of recording and broadcasting technology meant people could now listen to live concerts or records in their own homes.

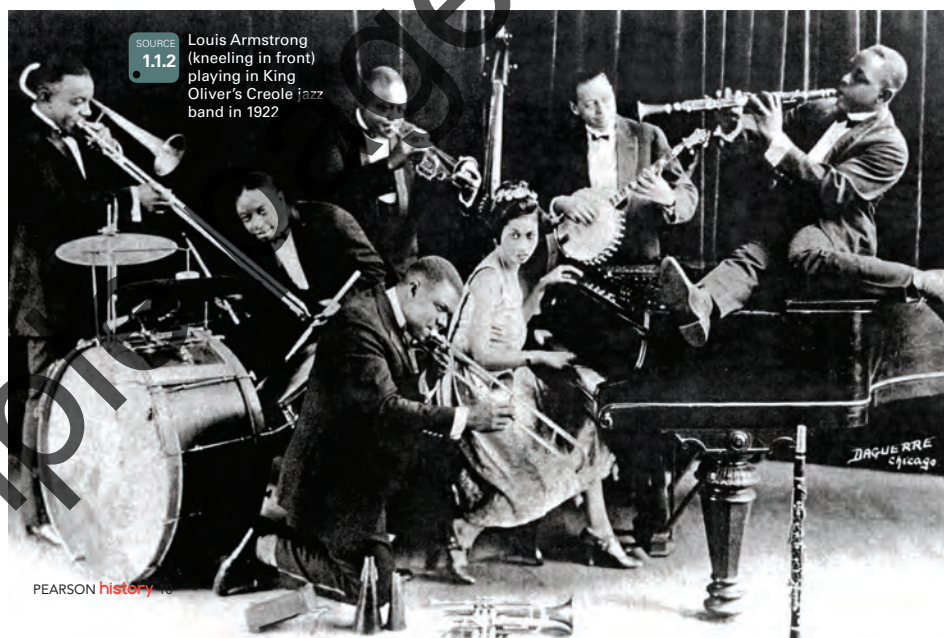
Another feature of the Jazz Age was the rise of the 'flapper' generation. Following the nineteenth amendment to the US Constitution in 1920, women were entitled to vote in elections and during the decade more women moved into paid work. These were milestones in the status of women at the time. However, many young women also took opportunities to explore new ways of presenting themselves and enjoying their lives. These women were

known as 'flappers'. Partly inspired by the image of Hollywood silent film stars such as Clara Bow, 'flappers' broke free from the strict fashions of the past, wearing shorter, loose dresses and cutting their hair shorter; they wore make-up, smoked in public, drank in illegal 'speakeasy' clubs, explored sexual freedom and even drove motor cars! Along with young men, they revelled in new dance crazes such as the Charleston.

The Jazz Age found strong expressions in other countries, especially France. US writers Ernest Hemingway, F. Scott Fitzgerald and Gertrude Stein and the daring African-American entertainer Josephine Baker lived and worked in Paris at that time. Following a major exhibition in Paris in 1927, France became the centre of the art deco styles that reshaped Western tastes in architecture and interior design. In Australia, the US Jazz Age influences in music, fashion and dance were strong. US films were also very popular in the 1920s; unfortunately, however, this contributed to the decline in Australia's previously thriving film industry.



**SOURCE 1.1.3** Two 'flappers' dancing on a Chicago building rooftop ledge in 1926



**SOURCE 1.1.2** Louis Armstrong (kneeling in front) playing in King Oliver's Creole jazz band in 1922

**KEY CONCEPTS OF HISTORICAL UNDERSTANDING: SIGNIFICANCE**

**SYDNEY HARBOUR BRIDGE**

**MI: visual-spatial, verbal-linguistic**

Students examine Source 1.1.6 and answer these questions.

- 1 Identify the city and main structure in this source.  
*The city is Sydney and the large curved metal structure is the Sydney Harbour Bridge.*
- 2 Explain why such a large building project was undertaken during a depression when the Australian government tried to reduce spending.  
*The construction of the bridge was undertaken*

*despite the government's policy of cutting spending, because it was a means of creating jobs for some of the many unemployed.*

- 3 Is the source a primary or secondary source?  
*It is a primary source as the artist painted the almost completed bridge at the time the bridge was being constructed in 1930.*
- 4 How reliable a source is this for historical investigation?  
*The source gives historians some information such as the general appearance of the bridge and shows cranes used to build it and that the middle section was the last section to be built. Its reliability is questionable as the artist's primary objective was not to provide an accurate portrayal of the bridge but rather, an aesthetically pleasing composition. Therefore details of the bridge and Sydney are subject to the artist's interpretation.*



## THE GREAT DEPRESSION

### THE WALL STREET CRASH

Wall Street in New York City is the home of the US stock market. In the 1920s economic boom, it was a source of quick wealth for many investors. Companies issued stocks to raise capital and, while their value was climbing, investors could sell them and make a profit. In late 1929, however, many investors realised that they had paid too much for many stocks and started selling to avoid losing money. Panic set in among investors. By 29 October, the stock market had lost 47 per cent of its value. This date in history is known as the day of the **Wall Street Crash**. Many investors lost all their money. Even though only about 1 per cent of Americans owned shares in 1929, the impact of the Wall Street Crash was severe because most of those who did also owned companies. As their companies failed, workers lost their jobs and that meant consumption of goods fell rapidly, closing more businesses and leading to more unemployment. The US economy was in the grip of a **depression**.



**SOURCE 1.1.4** Crowds of Americans rush to Wall Street in 1929 to try to recover their savings.

### A WORLDWIDE DEPRESSION

Much of the boom of the 1920s in many countries had been funded on borrowed money, particularly from the United States, which now stopped lending and demanded that loans it had made be repaid immediately. As countries faced falling incomes, they turned to **tariffs**; that is, taxes imposed on imports to protect their industries, which caused international trade to virtually collapse. This had a great impact on Australia because its primary and secondary industries relied upon loans mainly from Britain and the United States, and its chief source of income was export of primary products. In addition, governments no longer had the level of income from taxation revenue as well as loans to support major projects such as public building. In Australia, by 1932, the unemployment rate had reached 30 per cent of Australian men.

The Great Depression did not affect societies equally; the middle classes often had more secure employment and material resources that cushioned them from hardships, and the wealthy noticed little difference in their lifestyles. The working classes suffered most. With societies geared towards a male 'breadwinner', unemployed men lost their sense of worth when they were unable to provide for their families. Suicide rates increased and many men drifted to different areas, desperately trying to find work.

In Australia, as elsewhere, queues of desperate men hoping for even short-term employment were commonplace. Unemployment often meant the loss of everything. Families that could not pay their rent or mortgages were evicted. Makeshift shanty housing made from discarded materials sprung up on the outskirts of many towns and cities. The harsh living conditions experienced by these now impoverished people created other disadvantages in areas such as health and education.



**SOURCE 1.1.5** Depression-era slum living in Sydney, New South Wales, around 1934

(continued)

## LEARNING ACTIVITIES ANSWERS

- to a fall of almost half the value of all shares and caused the Great Depression
- The League of Nations did not effectively fulfil its role. Although it was established after World War I to prevent situations that would lead to another war, it was inadequately supported as not all countries were members, and inadequately funded as post-war recovery limited money that nations could spare for the League.
  - Mass production is the large-scale system of organisation of the production of goods that was developed in the 1920s by car manufacturer Henry Ford. It uses an assembly-line system whereby the products are moved along a conveyor belt and workers at each stage along the line focus on a different part of the production process. Such a system can produce large quantities of goods of uniform quality in a relatively shorter time than earlier methods of manufacturing, and at lower cost. Consumer access to easily available large quantities of relatively cheap goods in the 1920s stimulated consumer buying and generated increased demand that led to increased industrial production. The continued cycle of increased demand leading to increased supply of goods contributed significantly to the economic boom of the 1920s.
  - The 1920s heralded a new lifestyle in Western nations. Rigid social conventions and gender roles were challenged as young adults adopted a freer lifestyle. By the 1920s many Western countries had given women the vote and women began to join the workforce. This also marked the start of greater emancipation of women. Some young women ('flappers' in the US) were more daring in their clothes and more risqué in their entertainments and personal behaviours. In the 1920s technological developments like radio and films (silent film) opened up new forms of entertainment and communication. Access to motor vehicles gave people greater freedom and ability to move about and socialise. Dance and fashion were focal points for young adults and both were expressions of rebellion.
- 5 a The Great Depression occurred because of a series of events that contributed to the final crash of Wall Street:
- companies issued shares through the Stock Exchange to obtain investment funds so they could expand their companies and take advantage of the economic boom in the 1920s
  - investors enthusiastically bought shares in the hope of making huge profits
  - high demand for shares elevated share prices above their values
  - by late 1929 share-market investors realised shares were over-valued and rushed to sell shares before their values dropped and they lost money
  - panic selling lowered share values quickly and led to a 47 per cent drop in values by 29 October 1929
  - the date share values dropped to 47 per cent of former value became known as the Wall Street Crash and marked the official start of the Great Depression.

(continued next page)

## LEARNING ACTIVITIES ANSWERS

### REMEMBERING AND UNDERSTANDING

- armaments**—military weapons and equipment  
**depression**—economy that experiences a decrease in total production of goods, subsequent business closures and rising unemployment which, in turn, leads to decreasing sales of goods  
**flapper**—woman in the 1920s who challenged social conventions by wearing shorter, looser dresses, having short hair, wearing make-up, smoking in public, frequenting clubs, driving a car and leading a more liberated lifestyle  
**inter-war period**—twenty-year period between the end of World War I (1918) and the start of World War II (1939)  
**Jazz Age**—the 1920s is also referred to as the Jazz Age as it was the period in the United States when jazz music emerged as a popular

music style and young adults had greater freedom

**mass production**—large-scale manufacture of goods by using mechanisation and specialisation of workers in particular parts of the production process

**recession**—similar to a depression (downturn of the economy) but of shorter duration; where a depression may last for years, a recession usually lasts about a year before there are signs of improvement in the economy

**tariffs**—tax or levy imposed on an imported product with the objective of increasing the sale price of the imported good so the similar locally produced good remains competitive in price

**Wall Street Crash**—29 October 1929, the day that the United States stock exchange experienced panic selling by investors that led