



# CHAPTER 1: OVERVIEW THE MODERN WORLD AND AUSTRALIA

## 1.1 UNITED NATIONS PEACEKEEPING AND TIMOR-LESTE

### PEACEKEEPING IN TIMOR-LESTE

Australia has been active in assisting the United Nations in its peacekeeping role for more than fifty years. In 1975, the Portuguese colony of East Timor was invaded by Indonesia and became that country's twenty-seventh province. This was followed by two decades of conflict between those who wanted independence and those who supported Indonesia, until the independent nation of Timor-Leste officially came into being in May 2002. Australia currently supports peacekeeping in the region with approximately 2000 personnel and equipment such as Blackhawk helicopters.

- Study the outline map of South-East Asia below carefully. Using an atlas to help you, locate and label the following:  
 a Bali      b Darwin      c Dili      d Indonesia      e Timor Sea



Answer questions 2 and 3 in your notebook or in a Word document (or similar).

- Conduct some research to find out more about the extent of peacekeeping activities in the South-East Asian region. Take notes of the information you have found about each place located on your map.
- Why do you think Australia has been so actively involved in keeping peace in this region?



**SOURCE 1.1.2** First troops in Dili secure the airport. 'Warm welcome ... an Australian soldier is greeted by an East Timorese woman after arriving at Dili's airport', photo: Associated Press, *The Sydney Morning Herald*, 26 May 2006



**SOURCE 1.1.3** Australian troops attacked in Dili. 'Face to face: United Nations police in riot gear confront East Timorese protesters yesterday at Comoro refugee camp, near Dili's airport', photo: Steve Tickner, *The Age*, 8 August 2007

- ADAMANT is one technique used by historians to interpret primary and secondary sources. The ADAMANT acronym stands for **A**uthor, **D**ate, **A**udience, **M**essage, **A**genda, **N**ature and **T**echnique. Using ADAMANT, evaluate Sources 1.1.2 and 1.1.3 as primary sources. Present your analysis in the table below.

SOURCE 1.1.2	SOURCE 1.1.3
Author	Author
Date	Date
Audience	Audience
Message	Message
Agenda	Agenda
Nature	Nature
Techniques	Techniques

5 Study Sources 1.1.2 and 1.1.3 again carefully. Explain how these images portray the complexity of the peacekeeping role.

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6 Investigate what the current situation is in regards to peace in Timor-Leste. Find a recent newspaper article and, in the table below, summarise your information using the prompts.

WHO?	
WHAT?	
WHERE?	
WHEN?	
WHY?	
HOW?	

7 Using the above information on Timor-Leste and your own research, construct a timeline of peacekeeping efforts in the region. Present your timeline in a Word document (or similar).

## 1.2 TECHNOLOGICAL INNOVATIONS

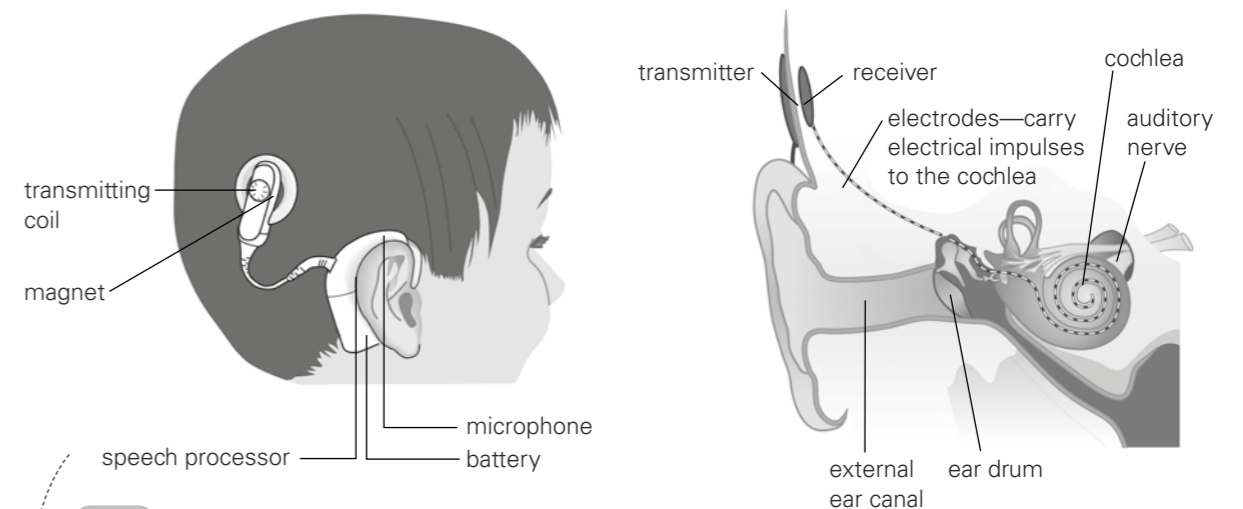
Developments in technology during the twentieth century have had a major and lasting impact on areas such as health, industry and agriculture. Australians were at the forefront of many significant innovations. Sydney's Powerhouse Museum website provides a useful starting point when researching Australian innovations. The Museum has selected innovations based on the following factors.

### Did it:

- represent a major breakthrough?
- greatly change the way things were done?
- have a major impact on Australian life?
- create or boost an industry and provide new jobs?
- enjoy great export success?

**SOURCE 1.2.1** The Powerhouse Museum selection criteria for innovations

1 Choose the criterion you think is the most significant from the list above. Give a reason for your choice.



**SOURCE 1.2.2** Cochlear implant

2 Conduct research on the internet or in your school library to find out what inspired Professor Graeme Clark to create the cochlear implant.

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3 Search online to view the video clip of first cochlear implant recipient, Rod Saunders, hearing again for the first time in years. List five or more words to describe what he might be thinking and feeling.

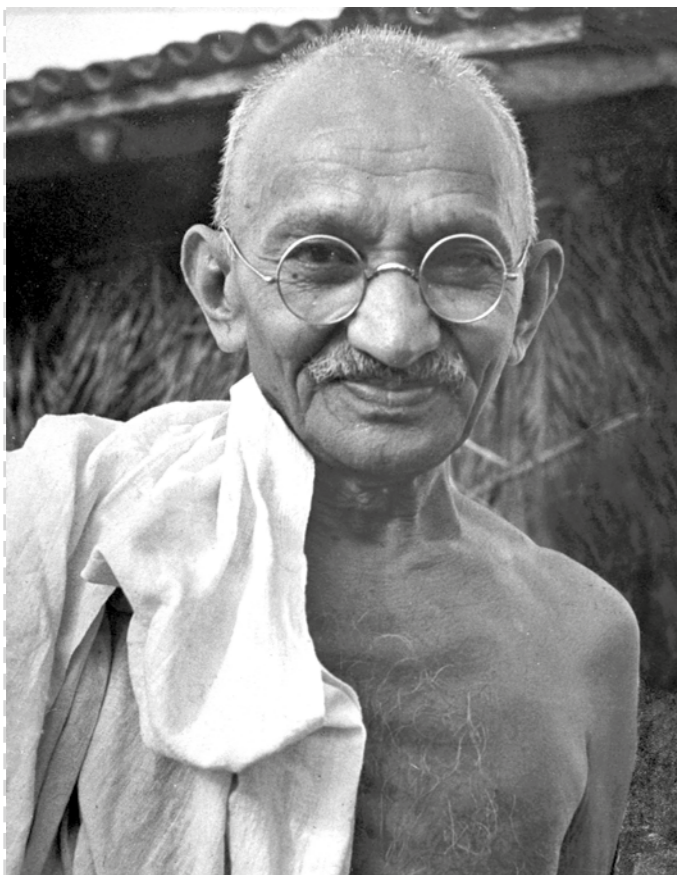
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4 Locate the Powerhouse Museum website and view other Australian innovations. Choose one innovation and apply the selection criteria from Source 1.2.1. You may need to conduct further research on the internet or in your school library to help you. Record your findings in a Word document (or similar).

# 1.3 THE GAINING OF INDEPENDENCE BY INDIA



## GANDHI AND THE NATIONALIST ACHIEVEMENT IN INDIA

At the height of its strength, the British Empire was the largest empire in history. India was brought into the empire during the seventeenth and eighteenth centuries but, following World War I, a nationalist movement began to agitate for freedom from foreign rule.

The leader of this movement was Mohandas Karamchand (Mahatma) Gandhi, who was born in India, trained in London as a lawyer and returned to India to use new methods of non-violent protest to gain independence, civil rights and freedom for his country.

**SOURCE 1.3.1** Gandhi was a religious man who saw violence as unnecessary.

### The Essence of Non-violence

(1) Non-violence is the law of the human race and is infinitely greater than and superior to brute force. In the last resort it does not avail to those who do not possess a living faith in the God of Love. Non-violence affords the fullest protection to one's self-respect and sense of honour, but not always to possession of land or movable property, though its habitual practice does prove a better bulwark than the possession of armed men to defend them. Non-violence in the very nature of things is of no assistance in the defence of ill-gotten gains and immoral acts. Individuals and nations who would practise Non-violence must be prepared to sacrifice (nations to the last man) their all except honour. It is therefore inconsistent with the possession of other people's countries, i.e. modern imperialism which is frankly based on force for its defence. Non-violence is a power which can be wielded equally by all—children, young men and women or grown up people, provided they have a living faith in the God of Love and have therefore equal love for all mankind. When Non-violence is accepted as the law of life it must pervade the whole being and not be applied to isolated acts. It is a profound error to suppose that whilst the law is good enough for individuals it is not for masses of mankind.

**SOURCE 1.3.2** An extract from Gandhi's writings on non-violence, *Harijan*, 5 September 1936

1 Using ADAMANT, interpret Sources 1.3.1 and 1.3.2. Present your analysis in the table below.

SOURCE 1.3.1	SOURCE 1.3.2
Author	Author
Date	Date
Audience	Audience
Message	Message
Agenda	Agenda
Nature	Nature
Techniques	Techniques

2 Gandhi followed the belief of *satyagraha* which translates as 'truth-force' and is a component of non-violent resistance. Gandhi used this belief in the struggle for Indian independence. Using Source 1.3.2, explain the term in your own words.

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3 According to Gandhi, who is not able to use *satyagraha*?

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4 Using the information on Gandhi and your own research, create an electronic presentation of approximately four slides on *satyagraha* and how it was used in the Indian fight for self-determination. Make sure you include at least one other source document.

# 1.4 HUMAN RIGHTS THROUGHOUT THE WORLD: APARTHEID

According to the Australian Human Rights Commission, human rights are about:

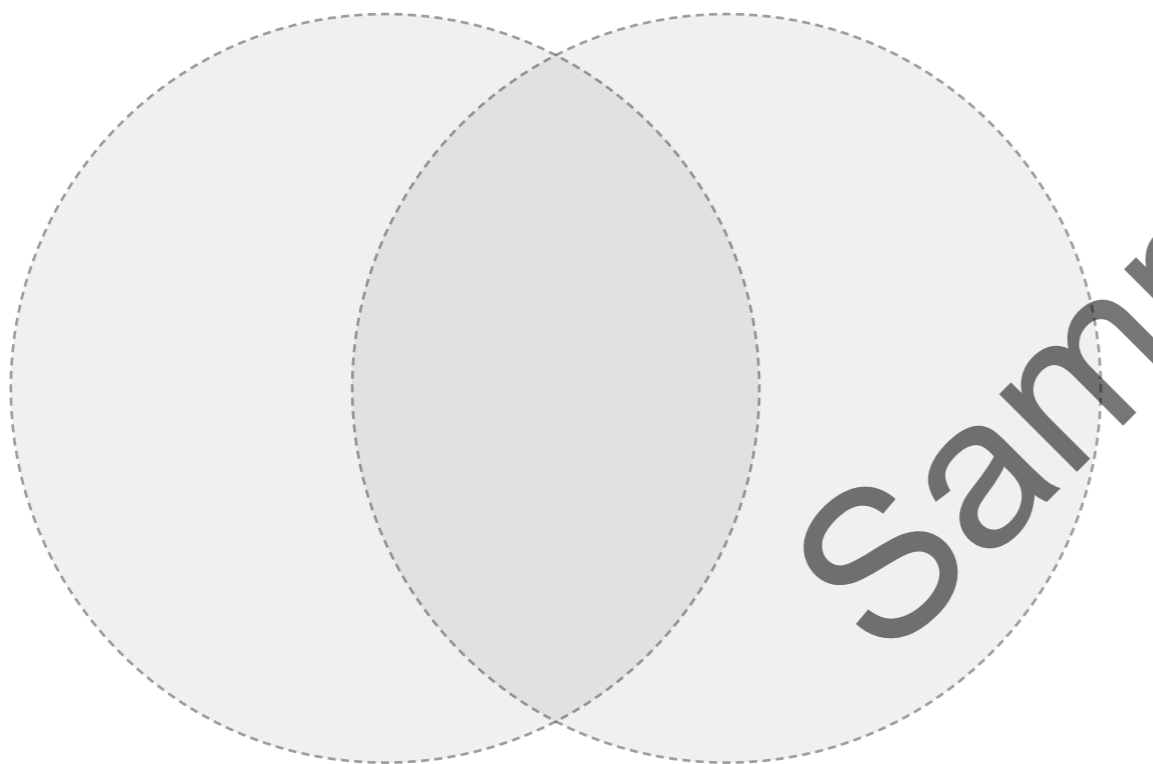
... recognising and respecting the inherent value and dignity of all people. Human rights standards are contained in internationally agreed human rights treaties and declarations ...

SOURCE 1.4.1 Australian Human Rights Commission

## APARTHEID IN SOUTH AFRICA

Human rights in South Africa have long been of concern throughout the world. When the Afrikaner-based National Party won the 1948 elections, it instituted a legal system known as Apartheid. Under this system, a person's rights and opportunities were determined by the colour of their skin. There were two states, one black and one white. An anti-Apartheid movement developed in the 1960s and 1970s, with the international community putting political pressure on South Africa to treat all its people as equal.

1 Using the information above and your own research about the system of Apartheid, compare and contrast the rights and freedoms of white and black people living under the system. Present your findings in the Venn diagram below.



2 How does the system of Apartheid fit with the Australian Human Rights Commission definition of human rights?

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We speak out to put the world on guard against what is happening in South Africa. The brutal policy of apartheid is applied before the eyes of the nations of the world. The peoples of Africa are compelled to endure the fact that on the African continent the superiority of one race over another remains official policy, and that in the name of this racial superiority murder is committed with impunity. Can the United Nations do nothing to stop this?

SOURCE 1.4.2 An extract from a speech given by Che Guevara to the United Nations as Cuba's representative, 11 December 1964

3 Using the information about Apartheid and your own research, apply the ADAMANT technique to evaluate Source 1.4.2 as a primary source. Present your work in a Word document (or similar).



SOURCE 1.4.3 Nelson Mandela led the struggle against Apartheid in South Africa.

## NELSON MANDELA

Nelson Mandela was a South African politician who was the first president of South Africa to be elected in a democratic election. He served as president from 1994 to 1999. Trained as a lawyer, Mandela became involved in politics following the 1948 election of the Afrikaner National Party (which supported Apartheid). Mandela spent 27 years in prison after being convicted of sabotage. Following his release, Mandela fought for democracy in South Africa.

4 Using Source 1.4.3 as your inspiration, conduct your own research to complete a newspaper article entitled 'The life and times of Nelson Mandela'. Be sure to include *who?*, *what?*, *where?*, *when?*, *why?* and *how?* to structure your article.

# 1.5 THE CUBAN MISSILE CRISIS

## THE COLD WAR REACHES FLASHPOINT—THE CUBAN MISSILE CRISIS

The clash of ideologies (capitalist and communist) that took place from the end of World War I until the early 1990s was known as the Cold War. This war was different to a traditional war where armed conflict takes place. The Cold War was a state of continual tension between the United States (and allies) and the Soviet Union that did not develop into direct military action. As both sides possessed nuclear weapons that, if used, would have assured their mutual destruction, the war involved tense periods and incidents that stopped short of outright war.

The Cuban Missile Crisis of October 1962 brought the United States and the Soviet Union to the brink of nuclear war and was regarded as the most serious incident of the Cold War. Cuba, just 145 kilometres south of the United States, was governed by the communist leader Fidel Castro and supported by the Soviet Union. On 14 October 1962, a US Air Force spy plane photographed a nuclear missile base being constructed on Cuba. The US President, John F. Kennedy, was shown the photographs on 16 October. Three days later, further photos revealed more missile sites were being prepared. On 22 October, President Kennedy announced a naval blockade of all ships travelling to Cuba to quarantine all military equipment. Initially, the Soviet Leader, Nikita Khrushchev, was infuriated and instructed ships to ignore the blockade. Two days later, Khrushchev sent Kennedy a letter acknowledging the serious nature of the incident and turned back Soviet ships before they reached the blockade. On 28 October, Khrushchev agreed to dismantle the missile base if the US agreed not to invade Cuba.

- Using ICT and further research, construct an illustrated timeline showing the main events of the Cuban Missile Crisis.
- What is missing from the map in Source 1.5.1? Using BOLTS (Border, Orientation, Legend, Title, Scale), add the missing labels to the map.
- Using Source 1.5.1, explain why the United States was concerned about a missile base being constructed in Cuba. (Note: 1000 US nautical miles converts to 1852 kilometres.)



**SOURCE 1.5.1** Map showing the range of missiles launched from Cuba, 22 October 1962 (National Archives, UK)

4 The Cuban Missile Crisis could have resulted in a nuclear war. Why do you think it didn't?

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5 Use ADAMANT to interpret Source 1.5.1. Present your analysis in a Word document (or similar).

6 If this information from Source 1.5.1 had been released to the public at the time, do you think it would have affected President Kennedy's reaction? Explain your answer.

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7 Both of the main players (Kennedy and Khrushchev) could have reacted differently to the circumstances. How would this have affected the outcome? Complete the table below by giving three possible scenarios for each person and how this may have altered events.

KENNEDY COULD HAVE REACTED IN THIS WAY ...	THIS COULD HAVE ALTERED EVENTS IN THIS WAY ...
KHRUSHCHEV COULD HAVE REACTED IN THIS WAY ...	THIS COULD HAVE ALTERED EVENTS IN THIS WAY ...

8 Do you think Kennedy made the right decision in response to the events? Explain your answer.

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# 1.6 POST-COLD WAR CONFLICT: 11 SEPTEMBER 2001

## 11 SEPTEMBER 2001 ('9/11') TERRORIST ATTACKS



**SOURCE 1.6.1** After the terrorist attacks on the United States on 11 September 2001, Afghanistan became a clear target in the 'war on terror'.



**SOURCE 1.6.2** President George Bush was told of the terrorist attacks while reading 'The Pet Goat' to a second-grade class.

- 1 Source 1.6.1 and 1.6.2 show two different perspectives of the 11 September terrorist attacks. Apply the ADAMANT technique to analyse both sources. Present your work in a Word document (or similar).
- 2 Find a primary source document that relates to the 9/11 attacks and attach it to the bottom of this page.
- 3
  - a Examine your source using ADAMANT. Present your analysis in a Word document (or similar).
  - b How useful would this source be in examining different perspectives of the 9/11 attacks?

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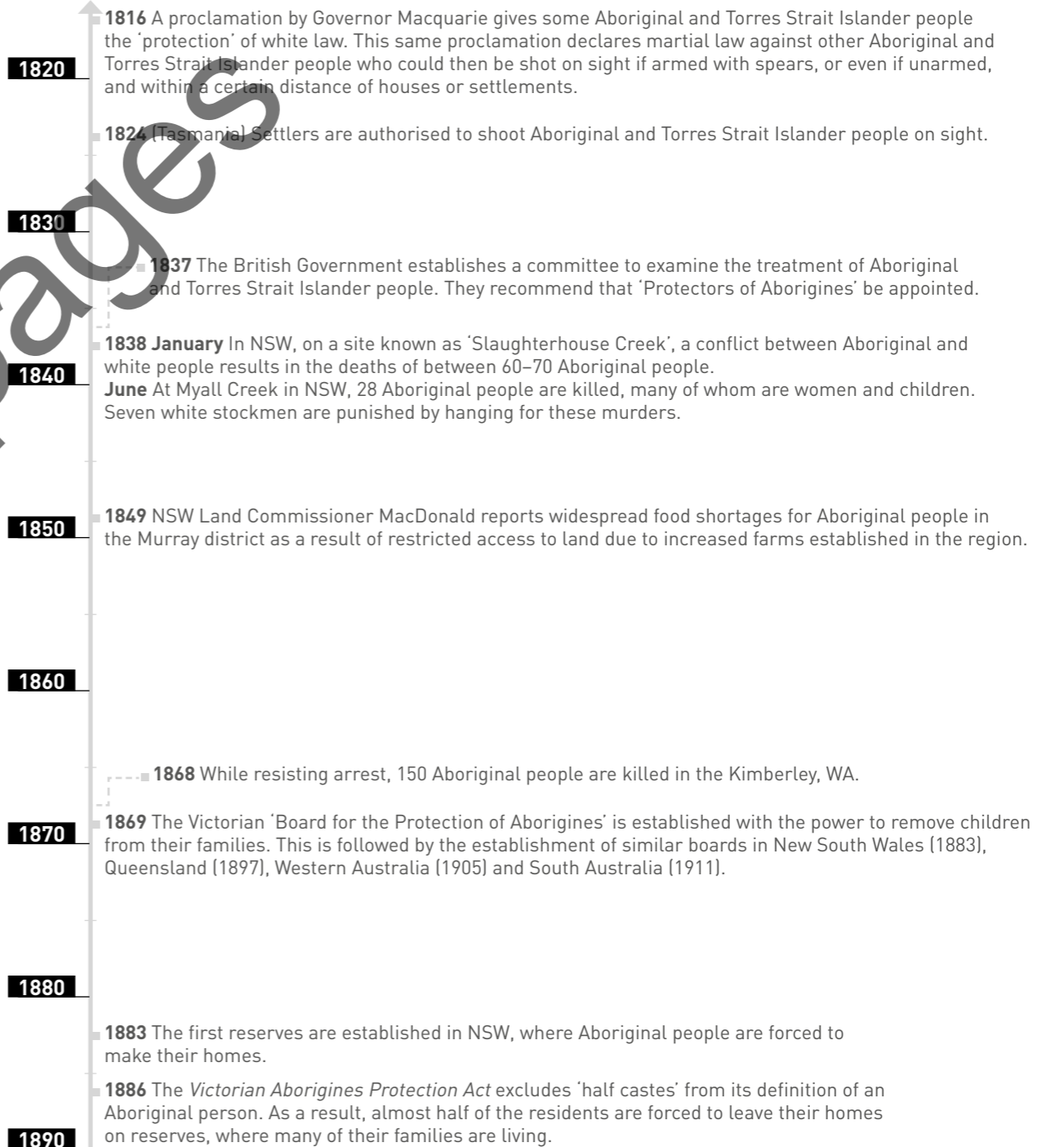


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- 4 Interview two people (perhaps your parents) who were adults when the attacks took place. In a Word document (or similar), write up their recollections of the event. Include the following information:
  - a Where were they at the time?
  - b How did they hear the news?
  - c How did they feel?
  - d What were the reactions of people around them?
- 5 Ask the same two people if there are any other world events that affected them in the same way, such as the death of Princess Diana in 1997 or the 2002 Bali terrorist bombings. Explain in detail why these events did or didn't have the same effect and include this in your report from question 4.



# CHAPTER 2: RIGHTS AND FREEDOMS

## 2.1 'PROTECTION' OF ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE



**SOURCE 2.1.1** Timeline