STRAIGHT FROM ACARA

There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. A depth study will constitute approximately 30% of the total teaching time for the year. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with the overview content and/or with other depth study electives.

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

KEY INQUIRY QUESTIONS

- What were the changing features of the movement of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

INTRODUCING THE CHAPTER

DEPTH STUDY 1 'MAKING A BETTER WORLD?'

As part of Depth Study 1: 'Making a better world?', teachers may elect to study 'Progressive ideas and movements (1750–1918)'.

CHAPTER CONTENT

Unit 1 'Snapshot 1750–1918' gives an introduction to each of the key concepts to be studied in this depth study. **Unit 2** 'The emergence of and key ideas in capitalism' explains the idea of capitalism and relates the concept to early Australian settlement, incorporating the wool trade and squatters. **Unit 3** 'The emergence of and key ideas in socialism and trade unionism' introduces students to socialism and the growth of trade unionism in Australia, including the Eight-Hour Day movement and the beginnings of the Australian Labor Party. **Unit 4** 'The emergence of and key ideas in imperialism' discusses the impact of imperialism in the world, and discusses the reasons behind the expansion of a country. **Unit 5** 'The emergence of and key ideas in Chartism' explores the influence of Chartists in Australia, focusing on the Eureka rebellion and the emergence of democracy. **Unit 6** 'The emergence of and key ideas in nationalism and social Darwinism' focuses on the influence of nationalism on sport, literature and art in Australia, as well as the push for federation. **Unit 7** 'The emergence of and key ideas in egalitarianism' introduces students to the ideas of egalitarianism in Australia.

CHAPTER 2

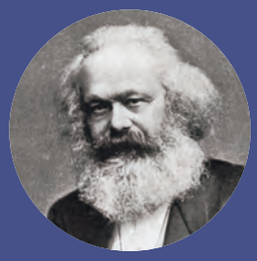
INQUIRY QUESTIONS

- What are the key features of the ideas and movements that shaped Australia?
- How did these ideas or movements first emerge and then develop?
- What role did key individuals and groups play in the promotion of and response to these ideas and movements?
- What have been the short- and long-term impacts of these ideas and movements on Australia and the world?

DEPTH STUDY 1
MAKING A BETTER WORLD?

The modern age was characterised by new ideas, some of which became so popular that they became movements. Each of these was based on a unique set of beliefs about the nature of human beings, their role in society, how they should be governed and their relationship to peoples from other societies and places. Capitalism, socialism, trade unionism, Chartism, nationalism and egalitarianism were all progressive ideas aimed at making permanent improvements to society.

Many of the rights and freedoms we take for granted today come from these ideas and movements. Capitalism has driven remarkable technological change, resulting in economic growth and increased personal wealth for each new generation of Australians. Socialism and trade unionism have helped to create a fairer and more just society, in which there are limits to hours of work and the guarantee of a minimum wage. The Chartists of the nineteenth century fought to achieve democratic rights for all, and today it is compulsory for all Australians over the age of 18 to vote. Nationalism has made Australians independent and confident of playing a part on the world stage. Egalitarianism, although more of an ideal to aspire to, has been kept alive by those who believe in the value of a 'fair go' for all.



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USING SOURCES AND EVIDENCE

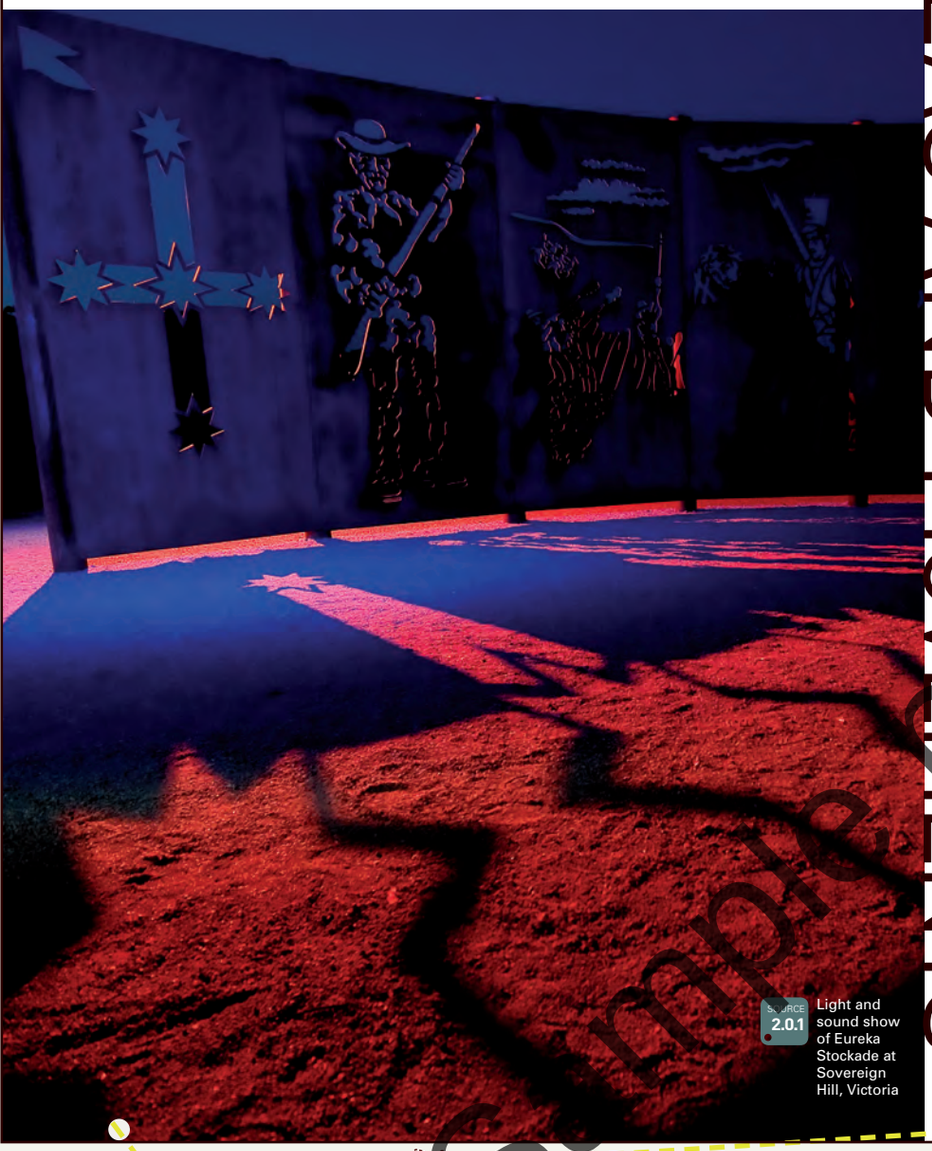
Unit 8 'Source study: Australian egalitarianism: Myth or reality?' discusses the notion of egalitarianism in Australian society and asks students to question whether it exists by looking at a variety of sources.

CONNECTING TO OTHER PERIODS AND PLACES

Unit 9 'Connections to ... Protest in an ever-changing world' explains the impact of the civil rights movement, indigenous peoples' rights, the anti-war movement and the women's liberation movement, as well as the challenges humans face in a global age.

Sample pages

PROGRESSIVE IDEAS AND MOVEMENTS



SOURCE 2.0.1 Light and sound show of Eureka Stockade at Sovereign Hill, Victoria

Sample pages

KEY TERMS

democratic—relating to a democracy, or the nature of a democracy; characterised by the concept of social equality for all participants

govern—administer or set rules for a body of people

just—honourable and fair

minimum wage—lowest wage, by law, that an employer can pay their employees

progressive—relating to better conditions, ideas or methods

PRE-PREPARATION

SUGGESTIONS FOR INTRODUCING 'PROGRESSIVE IDEAS AND MOVEMENTS'

- Students complete a 'KWL' chart for Source 2.0.1. Ask students why they have made these choices, and how these ideas might relate to a study of progressive ideas and movements.
- Divide the class into groups and give them each a name of a different idea or movement. Students look at the introductory material on page 36 and complete a mind-map on their idea/movement. Students consider people, places and events that might be significant to their idea or movement.
- Write 'Progressive ideas and movements' on the board. Students write down any people, places or events (in detail) that they think relate to the chapter. After having a class discussion, students write down any questions they have about these suggestions. Students keep the list of questions to check if they have been answered as they progress through the depth study.

IN A NUTSHELL

The period 1750–1918 saw many new ideas develop and influence societies around the world. The influence of capitalism in Australia saw the country become one of the largest producers of wool in the world. Trade unionism grew in Australia during this period, and led to the push for an eight-hour working day and other workers' rights. Countries sought to expand their influence over others in order to strengthen their economies, 'civilise' indigenous populations and expand their religions. The Chartist influence in Australia led to the miners' rebellion at Ballarat, and the emergence of democracy in Australia. This period of time also saw Australia try to formulate an identity through sport, literature and artwork, and also push for the federation of the country. Australian egalitarianism began with the introduction of free and universal education.

RESOURCES

PEARSON Reader

PRE-TEST

Students complete the Chapter 2 quiz available on Pearson Reader to gather pre-existing knowledge on progressive ideas and movements.

STRAIGHT FROM ACARA

HISTORICAL KNOWLEDGE AND UNDERSTANDING

CONTENT DESCRIPTOR

- The emergence and nature of key ideas in the period, with particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism

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

KEY CONCEPTS

- There were many 'isms' that created an impetus for change in Australia.
- The support for or spread of various ideas led to the creation of movements, for example capitalism led to the Industrial Revolution.
- There can be positive and negative results of widespread support of an idea or movement.

KEY TERMS

belief system–set of ideas for an individual or group
export–send goods abroad for trade or sale
racism–discrimination based on race
sexism–discrimination based on gender

UNIT 1

SNAPSHOT 1750–1918

1800

1807 First bale of Australian merino wool arrives in London

1813 End of British East India Company's exclusive trade rights throughout British Empire

1821 End of Lachlan Macquarie's governorship of New South Wales

1825

1830 British government limits settlement in New South Wales to just 'nineteen counties'
1831 Land sales begin in New South Wales

1838 Creation of the 'People's Charter' for democratic rights in Britain
1842 Chartists in Britain organise general strike

1844 Governor Gipps places restrictions on land ownership in New South Wales
1848 Karl Marx and Friedrich Engels publish *The Communist Manifesto*

1850

1850 Australia becomes the largest wool exporter in the world
1854 Eureka rebellion on the Victorian goldfields leads to the introduction of democratic reforms in Australia
1856 Eight-hour working day introduced in Victoria
1859 Rules of a new game, Australian football, formulated

1875

1877 First Australian cricket team defeats England at the Melbourne Cricket Ground

1884 'Fabian Society' established in London

1889 Sir Henry Parkes delivers his famous 'Tenterfield speech'
1890 Beginning of economic depression throughout Australia. Series of 'Great Strikes' begins
1891 Establishment of the Australian Labor Party. Australasian Federal Convention drafts a federal constitution

1900

SOURCE 2.1.1 Timeline of progressive ideas and movements

GREAT 'ISMS' OF THE MODERN AGE

Capitalism, socialism, trade unionism, racism, imperialism, sexism, nationalism, Chartism, Darwinism, social Darwinism, environmentalism ... What exactly is an 'ism'? A word ending in 'ism' usually denotes a set of ideas about 'big picture' issues such as the nation, the government, the economy, society, relations between nations, or the environment. Some 'isms' have been so widely accepted that, at times, people were not even aware that there were alternatives to these ways of thinking (for example racism or sexism). Most, however, are well-developed belief systems that make certain claims about the rights and responsibilities of individuals within a society.

Some of these ideas attracted widespread support in Australia and developed into significant movements for change. These particular 'isms' were capitalism, socialism, egalitarianism, trade unionism, Chartism and nationalism. These are considered to be progressive ideas and movements because of the improvements they brought to Australian society. This chapter will explore those 'isms' that made a significant contribution to the development of Australia in the period 1788–1918.

CAPITALISM

Capitalism is an economic system based on competition between sellers, who all want to make a profit. Without capitalism, the Industrial Revolution would never have occurred. Capitalists are individuals who invest their money into new business ventures in order to make a profit. The Scientific Age gave rise to new inventions such as the steam engine, but it was the growing class of capitalists in Britain who used these tools to establish the factory system. This meant that goods could be manufactured in large quantities and in a relatively short time. During the Industrial Revolution capitalists grew wealthy by exporting manufactured goods throughout the British Empire. Over time, capitalists replaced the old nobility as the wealthiest group in British society.

Sample pages

TEACHING AND LEARNING STRATEGIES

INQUIRY TASK

IDEAS AND MOVEMENTS

MI: visual–spatial, verbal–linguistic

Divide up the key points on the timeline among the class. Using the internet and other sources, students complete a one-page document that highlights what their event is, why it was important and any other key information. Students present their research to the class, and then place the events, in chronological order, around the classroom. As the depth study progresses, students add information to the posters on the wall.

INQUIRY TASK

CHARTIST MOVEMENT TIMELINE

MI: verbal–linguistic, logical–mathematical

Students conduct some research into the Chartist movement in Britain. Using an appropriate graphics program, students create an annotated timeline of events that were important to the Chartists. For each event, students should use an appropriate image plus a short statement explaining the point on the timeline. There should be at least ten points on the timeline.

RESOURCES

PEARSON Reader

INTERACTIVE

Students complete the interactive activity entitled 'Know your "isms"'.

PEARSON history 9 A.B.

2.1 Features of the greats 'isms' of the modern world

SOURCE 2.1.2 Banner displayed in a protest against job losses in London, 2008

Q
1 Why would unemployment be seen as a failure of capitalism?
2 How does the artwork in the banner attempt to show that 'capitalism isn't working'?

SOURCE 2.1.3 Critics of US President Barack Obama have branded him a 'socialist', as he proprosed legislation to make health care in the United States of America more affordable.

Q
1 What does this poster reveal about the attitudes of some people in the United States towards socialism?
2 Referring to the definition in the text above, is it fair to call President Obama a socialist?

SOCIALISM

At its most basic level, the aim of socialism is to redistribute wealth from the rich to the poor. During the Industrial Revolution, as capitalists grew extremely wealthy from the factory system, the growing urban working-class had barely enough to survive on. Factory conditions were often appalling and the working day was as long as fourteen hours. Socialists believed that the profits created by workers ought to be given back to the workers. By the middle of the nineteenth century, two strands of socialism had emerged—revolutionary socialism, or communism; and democratic socialism, otherwise known as Fabianism.

EGALITARIANISM

Egalitarianism is both a social and a political philosophy. In an egalitarian society, all people have equal social, economic and political status. An egalitarian society is considered to be a 'classless' society; that is, there is no upper, middle or lower class—everyone is considered equal. In Australia, this ideal is often associated with the term 'a fair go for all' and in the United States it is associated with the phrase 'all men are created equal'.

NATIONALISM

Nationalism is the belief that people of a similar race, culture or ideals ought to belong to the same nation state. Nationalism was one of the most influential ideas of the nineteenth century and resulted in the establishment of new nations, growing empires, national rivalries and movements of resistance against foreign rule.

As the population of people born in Australia grew, so did Australian nationalism. By 1890, most people in Australia were native born (had been born there). Although they remained fiercely loyal to the British Empire, many people began to realise that they were also somehow different. This growing sense of identity was one of the main reasons why people throughout the Australian colonies voted to unite under one federal government. On 1 January 1901, the Commonwealth of Australia was officially declared. Australia too had become a nation.

A negative consequence of nationalism was seen fourteen years later, when competition between powerful rival nations in Europe led to the outbreak of World War I.

ANSWERS TO SOURCE QUESTIONS

SOURCE 2.1.2
1 With the rise of capitalism comes factories, which means that there are fewer people needed to create items. Therefore, unemployment rises.
2 The artwork attempts to show that 'capitalism isn't working' by depicting a long line of people lining up at an unemployment office. There is no end to the line of people, which means that we are meant to think that it goes on forever.

SOURCE 2.1.3
1 The poster depicts Barack Obama as the Joker from 'Batman'. As The Joker is a villain, this poster shows that some Americans believe that socialism is 'evil' or a joke.
2 Given the definition, it is fair to call Obama a socialist as he is aiming to make society equal for all people in America by making healthcare affordable for all.

TEACHING AND LEARNING STRATEGIES

SKILLS ACTIVITY

ANALYSIS AND USE OF SOURCES

MI: logical–mathematical, verbal–linguistic

Students study Source 2.1.1 and answer the following questions:

1 Considering that European settlement of Australia did not happen until 1788, what does the number of significant events in the 1800s suggest about Australia as a country?
Australian society was developing at a great rate, and they were using ideas that were already formulated in Britain and Europe.

2 According to the timeline, what is the number of years from the Chartists' general strike in Britain, and introduction of the eight-hour day in Victoria? What might explain the shortness of the time period?
The number of years from the Chartists' strike to the introduction of the eight-hour day is 14 years. The short time period is due to the fact that Australian society was still forming and therefore could see what was happening in Britain. They were able to adapt ideas more readily into society.

3 How might ideas have been 'transported' from Britain and the rest of Europe to Australia during this time?
These ideas could be brought out by those coming to settle in Australia. They were also brought out by those of the First Fleet or by newspapers sent to 'British' residents in Australia.

4 What event comes first—the creation of Australian Rules football, or the federation of Australia? Why do you think this is the case?
The creation of Australian Rules football comes first. Throughout the 1800s, separate colonies in Australia were still being established. There was possibly not much sentiment about being a country until much later in the 1800s.

EXTENSION ACTIVITY

'ISMS' FLASHCARDS

MI: visual–spatial, verbal–linguistic

This activity can be completed either in pairs or individually. Students create a flashcard for each of the 'isms' in Unit 1. The flashcards should contain the name of the idea, a definition and an image that relates to the 'ism'. Remind students that flashcards are designed to enhance the memorisation of ideas, so the image should help promote an understanding of the 'ism'. If appropriate, the 'ism' flashcards could be displayed around the classroom.

Sample pages

TEACHING AND LEARNING STRATEGIES

EXTENSION ACTIVITY

BIOGRAPHY OF CHARLES DARWIN

MI: verbal–linguistic, visual–spatial

Students research the life and career of Charles Darwin. In pairs, students create a documentary film of Darwin and the influence of his works on the world. They consider his travels, his written theories and their connections to Social Darwinism. Students refer to primary and secondary sources in the documentary and analyse sources to show how they depict Darwin. Students aim for their documentary to be at least five minutes long. This activity has the opportunity to be peer assessed.

INQUIRY ACTIVITY

IMPERIALISM IN POPULAR CULTURE

MI: verbal–linguistic, visual–spatial

There are many instances of imperialism in popular culture, for example in films, comics, television shows, songs and poems. Students complete some research into the appearance of imperialism, and then complete a mind map of the ideas presented. They include examples from the texts within their mind maps, and include bibliographical details of the texts. Students aim to collect and compare at least five examples. Some examples include: *Master and Commander* (film), *The New World* (film), *Pocahontas* (film, but available in other formats), *Lawrence of Arabia* (film, but available in other formats), *Tintin* (comic) and the works of Rudyard Kipling.

ANSWERS TO SOURCE QUESTIONS

SOURCE 2.1.4

1 By highlighting that Australians had an 'imperishable record', the poster shows the pride Australians had in playing their part in World War I. It also uses the quote by the British general that includes a variety of positive adjectives to describe the Australian troops.

2 Sir Ian Hamilton's words show a belief about the superiority of the British race. The Australians are compared to the 'finest traditions of our race', which means that the British set a standard of culture and society that the Australians and New Zealanders could look up to.

SOURCE 2.1.5

1 The reference to Britain's superior navy is 'Britannia, rule the waves' and 'Britons never will be slaves'.

2 In the song, 'guardian angels' sing about Britannia ruling the waves. This implies that God is on Britain's side because guardian angels come from Heaven (i.e., from God).

SOURCE 2.2.1

The painting shows this is an area where commerce took place because there are people in conversation (in fine clothing), scales to the left of the painting, a cart with a load of goods in the background, an open space that looks like a marketplace and the docks in the foreground.

SOURCE 2.1.4 'Australia's imperishable record', a World War I recruitment poster. Held at the National Library of Australia

Q 1 How does this poster show the pride Australians felt at playing their part in World War I?

2 How do Sir Ian Hamilton's words reveal a belief about the superiority of the British race?

IMPERIALISM

Imperialism can be thought of as 'empire building', whereby a more powerful nation or people extends its influence over a less powerful group. An example of this can be seen in Britain's rule over Australia and New Zealand from 1788. The British also believed that other peoples would benefit from being brought under British control.

Cultural imperialism is said to occur when one group of people is forced to give up its beliefs, ideas, values or practices for those of an outsider group. This usually occurs over time.

Although the Age of Empires is said to have begun with the expansion of European empires in the seventeenth century, empires existed in ancient times. Asian empires existed centuries before Europeans began to dominate the people of Asia. The Mongol Empire was one of the greatest empires in history. It began with the rise of Genghis Khan, who united the warring Mongol tribes in 1206 before going on to conquer most of the Asian continent. At its height, the Mongol Empire spanned roughly 16 per cent of the Earth's surface and controlled over 100 million people.

> *When Britain first at Heav'n's command*
> *Arose from out the azure main;*
> *This was the charter of the land,*
> *And guardian angels sang this strain;*
> *Rule, Britannia! Britannia, rule the waves:*
> *Britons never will be slaves*

SOURCE 2.1.5 Chorus of 'Rule Britannia', written by James Thomson and put to music in c. 1740 by Thomas Augustine Arne

Q 1 What is the reference to Britain's superior navy?

2 How do these words imply that God is on Britain's side?

DARWINISM

Darwinism is named after Charles Darwin, who developed the theory of evolution by natural selection. He proposed that different species in the animal and plant kingdoms came about due to competition between members of the species and that those with the traits or characteristics better suited to their environment would survive. This idea challenged the religious view of the day that God had created all animals and plants. The application of Darwin's theory of evolution to human affairs is known as social Darwinism. This theory views human beings as being in natural competition with each another, and accepts that the strongest and most intelligent race or group will naturally dominate the weaker.

CHARTISM

The Chartist movement demanded reforms to the electoral process, as ordinary working people were unable to vote in Britain. Chartists organised mass protests rallies, petitions and even general strikes to make their demands heard. Ultimately, however, the British Chartist movement failed to achieve any of its aims. Several of its leaders were arrested and transported to Australia, where they continued to promote their ideas. Some of these men became the leaders of the Eureka rebellion in 1854. Within a year of the rebellion, colonial parliaments in Australia had enacted laws that met most of the demands of the 1838 People's Charter.

Sample pages

THE EMERGENCE OF AND KEY IDEAS IN CAPITALISM

UNIT 2

Capitalism is an economic system in which individuals establish businesses for the purpose of making a profit. In a capitalist system, businesses sell goods and services that customers want and need. Competition between businesses leads to the development of better and often cheaper products. Capitalism could not function without **entrepreneurs** to invest their money in new business ventures. Entrepreneurs take calculated risks in seeking new opportunities based on people's desire for new goods and services.

Capitalism has been identified as one of the main driving forces behind the Industrial Revolution of the nineteenth century. The search for natural resources, foreign products, free or cheap labour and new markets led to the expansion of the British Empire right around the globe. Until 1813, the very powerful British East India Company controlled most of this business. Australia also played a key role in the expansion of British trade during this time by developing one of the largest wool industries in the world.

CAPITALISM IN EARLY AUSTRALIA

By the end of Macquarie's governorship in 1821, the British government was keen for New South Wales to become much less reliant on money and supplies from the mother country. Many free settlers were willing to try their hands at farming and, in particular, the very profitable wool industry. Finding the necessary land to begin these ventures, however, was a major obstacle, as the Crown (or British government) owned all the land. Governors could hand out land as they saw fit, but under the first few governors, little more than 1000 square miles (2590 square kilometres) had been granted freely. Most was assigned to a select group of wealthier immigrants who had come from England. There were very few conditions attached to these handouts. All that the new landowner was required to do was to live on the property and make some attempt to improve it.

SOURCE 2.2.1 Albion Mills in Darling Harbour, Sydney, before 1841, by Frederick Garling. Held at the State Library of New South Wales

Q **List the evidence from the painting that this was an area where commerce took place.**

KEY TERMS

entrepreneur—person who owns, operates or gives incentive for a business to begin or grow

Governor Gipps—appointed Governor of New South Wales on 5 October 1837, Gipps tried to confine pastoralists to a defined area of the colony

handouts—food, clothing or money given to those in need

immigrants—people who leave one country to settle permanently in another

Macquarie—Governor Lachlan Macquarie, replaced Bligh as governor of the New South Wales colony in 1810

mother country—name given to England by people in the colonies

natural resources—resources supplied by nature that can be used by humans

opportunistic—taking advantage of a situation

pastoralists—landholder who raises sheep, cattle, etc. on a large scale

tainted—corrupted

urban—located in a city

Van Diemen's Land—Tasmania

STRAIGHT FROM ACARA

HISTORICAL KNOWLEDGE AND UNDERSTANDING

CONTENT DESCRIPTORS

- The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism
- The reasons why ONE key idea emerged and/or developed a following, such as the influence of the Industrial Revolution on socialism
- The role of an individual or group in the promotion of ONE of these key ideas, and the responses to it from, for example, workers, entrepreneurs, landowners, religious groups
- The short and long-term impacts of ONE of these ideas on Australia and the world

HISTORICAL SKILLS

CHRONOLOGY, TERMS AND CONCEPTS

- Use historical terms and concepts

HISTORICAL QUESTIONS AND RESEARCH

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

ANALYSIS AND USE OF SOURCES

- Identify the origin, purpose and context of primary and secondary sources
- Process and synthesise information for use as evidence in a historical argument
- Evaluate the reliability and usefulness of primary and secondary sources

PERSPECTIVES AND INTERPRETATIONS

- Identify and analyse the perspectives of people from the past

EXPLANATION AND COMMUNICATION

- Select and use a range of communication forms (oral, graphic, written) and digital technologies

KEY CONCEPTS

- Capitalism was responsible for the growth in the Australian economy, especially in the wool trade.
- Free settlers in Australia were willing to become farmers, and to be part of the wool industry in Australia.
- The growing settlements in Australia meant that the food industry also grew because of demand.
- Squatters took advantage of the Australian pastoral land, and soon became wealthy citizens.

Sample pages

TEACHING AND LEARNING STRATEGIES

EXTENSION ACTIVITIES

DIARY OF A SETTLER

MI: verbal–linguistic

Students complete the source questions and the skills activity centred on Source 2.2.3. Once this is done, hold a class discussion on the differences between the daily lives of the squatters in Sources 2.2.3 and 2.2.4. Students then write two diary entries from the perspective of a squatter living as shown in each of these sources. Students focus their entries on the daily routines and experiences each squatter has of living on an Australian farm.

BUILT ON A SHEEP'S BACK

MI: visual–spatial, verbal–linguistic

Students complete research into the wool industry in Australia, and especially the wool industry during the nineteenth century. After completing this research, students design a poster advertising a wool business of their own creation. The poster should:

- show why investors should buy their wool from this company
- draw on the notion that Australia's economy was 'built on the sheep's back'
- include appropriate language and images for the nineteenth century.

THE GROWTH OF COMMERCE

As the population of Sydney grew, food production increased, and the threats of starvation and abandonment of the colony receded. There was an increase in the colonists' desire for better food, clothing and household goods that the colony itself could not produce. In short, they wanted to import those things they missed, such as tea, sugar and tobacco. Even convicts brought goods out with them from England in the hope that they might sell these for profit before beginning their sentences in the colony.

IMPORTERS

Adding to the urban activity was a growing number of shopkeepers setting up businesses in the large population centres of both Sydney and Hobart. These entrepreneurs imported everything the colony could not make for itself, and many of them became very rich. A few of these successful entrepreneurs were ex-convicts—but even when they were rich, they could not escape their tainted past, and polite society rarely interacted with them.

PRODUCERS

As well as the importers, there were also the producers. Brewing was a very popular industry and women often ran breweries, bakeries and clothes-making businesses. Salt was produced in vast quantities for the preserving of meat. All of these products needed to be sold through shops.

The growing population also needed meat, and larger cattle runs were the only way to supply this growing demand. Cattle farming waned in the late 1820s, however, when a drought and an oversupply of meat made it less attractive and profitable. Wheat farms were cultivated everywhere along the Hawkesbury River flood plain. Even Van Diemen's Land was exporting wheat and fruit to Sydney six years after its settlement.

A NATION 'BUILT ON THE SHEEP'S BACK'

By 1850, Australian wool exports had reached £41 million, making Australia one of the largest wool exporters in the world. Most of the wool was sold to Britain, where it was manufactured into garments in the textile factories. A common saying at the time was that Australia was 'built on the sheep's back'.

The demand for wool from Australian merino sheep, the first bale of which landed in London in 1807, led to a massive expansion of land use in the colonies. Wool growing was so profitable and so well suited to Australian conditions that it became the basis of the fledgling Australian economy.

THE 'NINETEEN COUNTIES'

Many of the **emancipists** (convicts whose terms had expired) and the native-born took up wool growing and by 1830 the British government limited expansion to designated areas called the '**nineteen counties**'. No one was allowed to farm outside that limit because it was becoming too hard for the government to control settlement and impose law and order in the frontier regions. Most people simply ignored the restriction, since if they were going to raise sheep they needed vast fields of grass. As the explorers had discovered, good grazing land existed beyond the 'nineteen counties' limit. The further a settler moved into the country's interior, the less reliable the rainfall, which meant that larger properties were required to support the same number of sheep.

DID YOU KNOW?

IT TAKES A FEW TO MAKE A HERD.

Two bulls and four cows that had come with the First Fleet wandered into the bush in 1788. Within twenty-five years this had created a herd of some 5000 wild cattle. Unfortunately, they were nearly impossible to catch.

SOURCE 2.2.2 The 'nineteen counties' established in 1830

Sample Pages

TEACHING AND LEARNING STRATEGIES

INQUIRY ACTIVITY

NINETEEN COUNTIES

MI: visual–spatial, verbal–linguistic

Allocate each student one county out of the 'Nineteen Counties'. Students complete research on the origins of the name of the county, and prepare an 'information mind map' on the county. The mind map should include images, maps of regions and details about the origins of the name. If preparation time allows, instruct students to complete their information on a piece of paper that is the same shape as the county. Piece the completed shapes together to create a big map of the 'Nineteen Counties'. Display the finished map in the classroom.

LEGACIES AND CONNECTIONS

FARMING TRADITIONS

MI: verbal–linguistic

Students complete a paragraph of the differences and similarities between farming and lifestyle in the nineteenth century, and modern farming. Students should make reference to farming techniques, technologies and methods. They should refer to the natural conditions of the area and the difficulties that this presents for farmers. They should also consider the lifestyle of the farmers, including recreation, education, people living at the residence, and food sources.

SOURCE 2.2.3 *The Squatter's First Home*, by Alexander Denistoun Lang, c. 1847. Held at the State Library of Victoria

KEY GROUP: SQUATTERS

Those who moved out beyond the 'nineteen counties' became known as **squatters**—people who had settled on land illegally. They occupied whatever land they liked and there was little the government could do to stop them. The land beyond the 'nineteen counties' was ideal for the expansion of pastoral industries such as sheep and cattle because the local Aboriginal People had cleared much of it with their traditional fire practices, creating a paradise for the pastoralists. The squatters claimed much of this unknown frontier territory by making marker boundaries with trees or stones and then building rough shacks, some fencing and perhaps a dam.

GOVERNMENT CONTROL

By the 1830s, the government was exerting some measure of control over the land. The sale of leases by auction came in 1831, with prices starting at five shillings an acre (0.4 of a hectare). Squatting was later legalised, and grazing rights were set at £10 per annum. By the 1840s, squatters had become very wealthy, holding vast pastoral leases, some the size of small European countries. However, they still did not own the land they occupied, a matter that concerned them greatly. What incentive was there to improve their holdings, they argued, if they did not have secure ownership of it? Restrictions imposed by Governor Gipps on the ownership of land in 1844 provoked massive demonstrations by squatters, as well as some heavy lobbying by the squatters' friends in London.

SOURCE 2.2.4 A squatter's residence, c. 1870, located about 25 kilometres north-east of Melbourne. Held at the State Library of Victoria

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1 **Compare and contrast the squatters' homes depicted in Sources 2.2.3 and 2.2.4.**
2 **Account for the differences in size and grandeur of the two houses.**

SKILLS ACTIVITY

ANALYSIS AND USE OF SOURCES

MI: visual–spatial, verbal–linguistic

Students study Source 2.2.3 and then answer the following questions.

1 Why might this painting be called *The Squatter's First Home*?
The painting is called The Squatter's First Home *as the conditions of the house seem basic, and it looks as though there is only one room in the house.*

2 What weapons are in the house, and why might they be there?
The weapons in the house include firearms and a sword. These might be there to protect sheep and cattle from predators and may have been brought from England.

3 What other items in the home show that the squatters are well established?
The items in the house that show they are established include books, clothing and items of furniture.

4 Are the squatters prepared for the conditions in Australia? Justify your answer.
The squatters do seem to be prepared for conditions in Australia because their clothing is appropriate for the high temperatures and possible rain. The guns suggest that they understand the risk from predators, and the saddle shows that they are using horses on their property.

ANSWERS TO SOURCE QUESTIONS

SOURCE 2.2.4

1 The squatters' home in Source 2.2.3 is simple and appears to be only one room. The dogs appear hungry, which suggests that the squatters do not have much to eat. The possessions in the home appear basic. The house in Source 2.2.4 is larger and grander. It appears that there are many rooms, and therefore there would probably be more possessions that are also of greater value than those shown in Source 2.2.3.

2 The difference between the two houses could be because the owners of the house in Source 2.2.4 had land that was economically viable and they had decided to risk investing in their property. The house in Source 2.2.3 could appear simple as the owners were some of the first squatters to establish a residence on the land—the house in Source 2.2.4 could be larger as it was a house built after the owner had become wealthy.

RESOURCES

PEARSON Reader
INTERACTIVE
Students complete the interactive activity entitled 'Emancipists and exclusivists'.

PEARSON history 9 A.B.
2.2 Parramatta Road: 1750–1921

Sample pages