

# Gorokan High School Workbook



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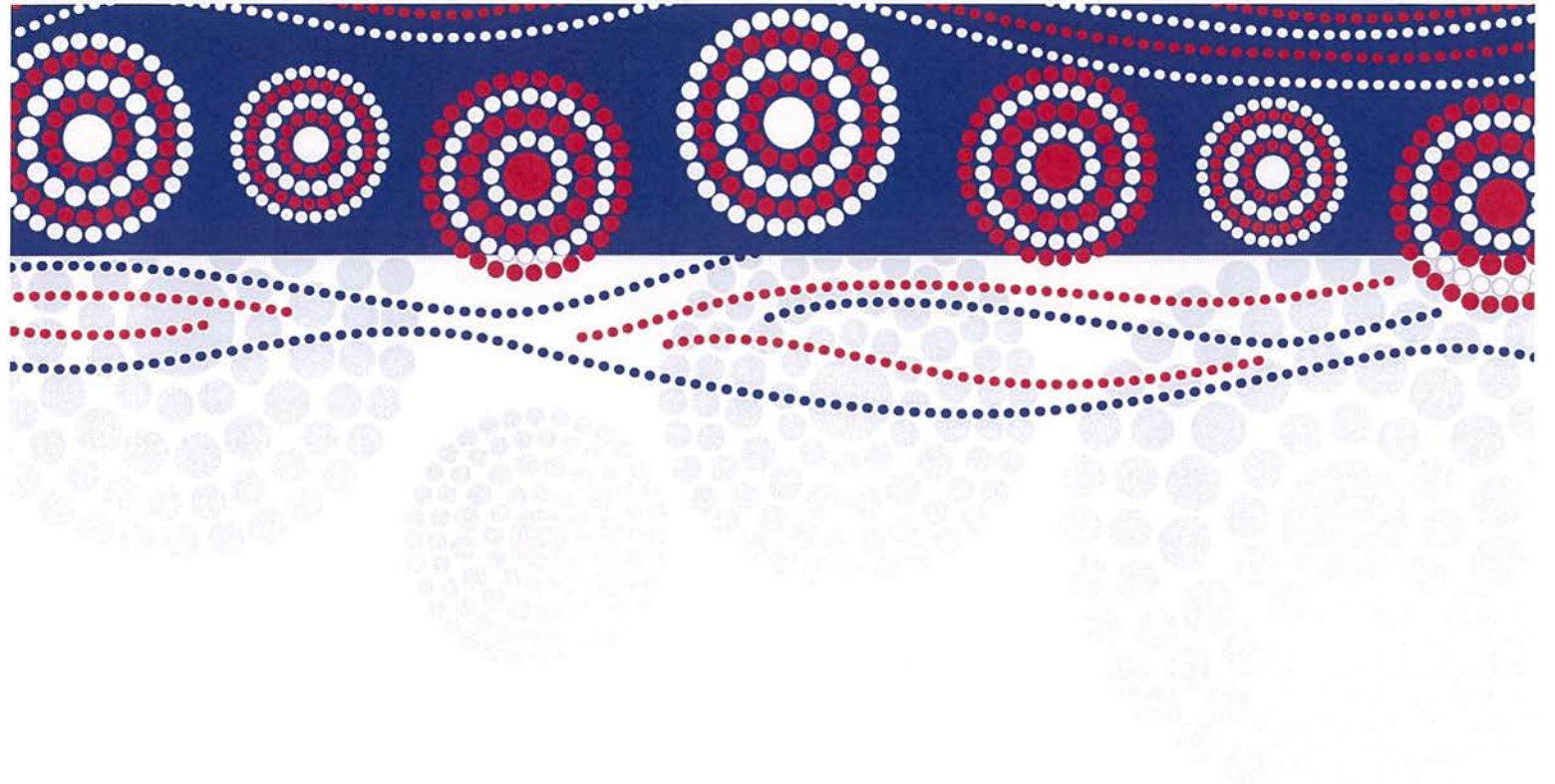
# YEAR 9

## BOOKLET 2 History & Geography

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# YEAR 9

# HISTORY





# YEAR 9 HISTORY



NAME: \_\_\_\_\_

# INSTRUCTIONS

- Students are to work their way through the booklet completing the activities in the space provided as they go.
- When students come to a PowerPoint activity they are to read through the information and create summaries of the notes on the provided page and then complete any questions.
- Any questions or concerns please e-mail your HSIE Teacher and remember to return your booklet for feedback.



## Match the Concepts to their Definitions

Nobles	Aristocrats, a hereditary privileged class just below a monarch.
Serfs	Peasants who were bound to the land they worked. In Russia they could be bought and sold by the land owner.
Tsar	The absolute ruler of the Russian Empire.
Absolute Monarch	A ruler who governs alone, unrestrained by laws or constitutions.
Constitutions	Rules for Government.
Depose	Remove from Power
Divine Right	Chosen by God to rule.
Estates General	Representative elected by the 3 French estates.
Feudal Dues	Obligations and payments imposed on peasants since the Middle Ages.
Guillotine	A device designed to execute people by decapitation (cutting off their heads).
Radicals	Those who advocate far-reaching political and social changes.
Republic	A form of Government that relies on popular representation rather than a Monarchy.
Picket	A line of workers formed to stop strike-breakers entering a workplace.
Secede	Break away to form a separate country.
Bourgeoisie	Capitalist middle classes; the owners of the means of production, distribution and exchange that is factories shipping, banks and other businesses.
Proletariat	The working class, especially industrial wage-earners.



# THE MAKING OF THE MODERN WORLD: AN OVERVIEW



# **The Modern World**

**The modern era began during the eighteenth century: 1700 to 1799. This period is called the Age of Reason**

**OR the Age of Enlightenment.**

**It was a time of new ideas and rational, scientific thought. It was a reaction to the superstition of the**

**Middle Ages.**



# **Life before the Age of Enlightenment**

**At the end of the 18<sup>th</sup> century most people in Europe led simple agricultural lives as farmers. Making a living from their small plots of land was a constant struggle.**

# **1700s: Age of Revolutions**

- 1. The Enlightenment: A Revolution in Thinking and Ideas.**
- 2. Agricultural Revolution.**
- 3. Industrial Revolution.**
- 4. Political Revolution (changes to governments: from Kings into Democracies).**
- 5. Changes in Imperialism (making of Empires).**



# **The Enlightenment**

**Liberty, Equality and Fraternity.**

**These 3 words swept Kings from their thrones, and created new nations and systems of government.**

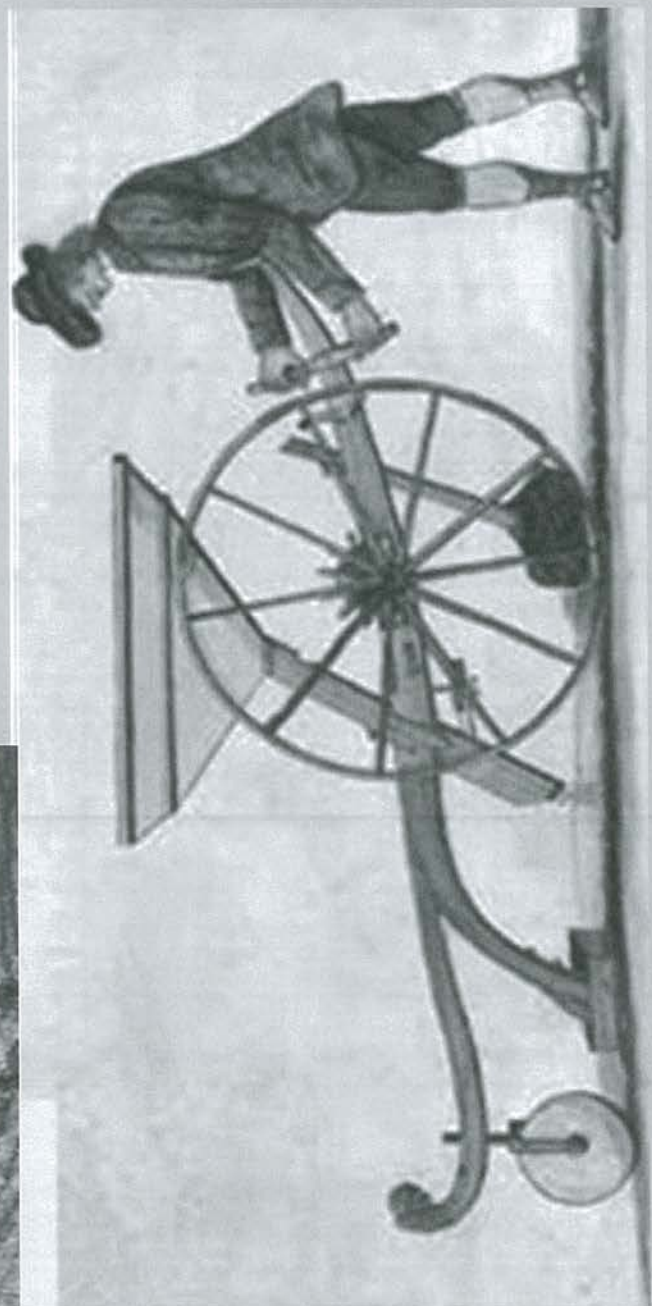
**Science introduced new technology that would change everything: Farming, Factories, Cities, Transport, Empires, Wars.**

# **Agricultural Revolution**

**As a result of new, scientific inventions, there was an Agricultural Revolution that greatly improved farming methods for growing crops and breeding animals.**

**The invention of labour-saving machinery meant more food was available, but also meant more unemployment for the people.**





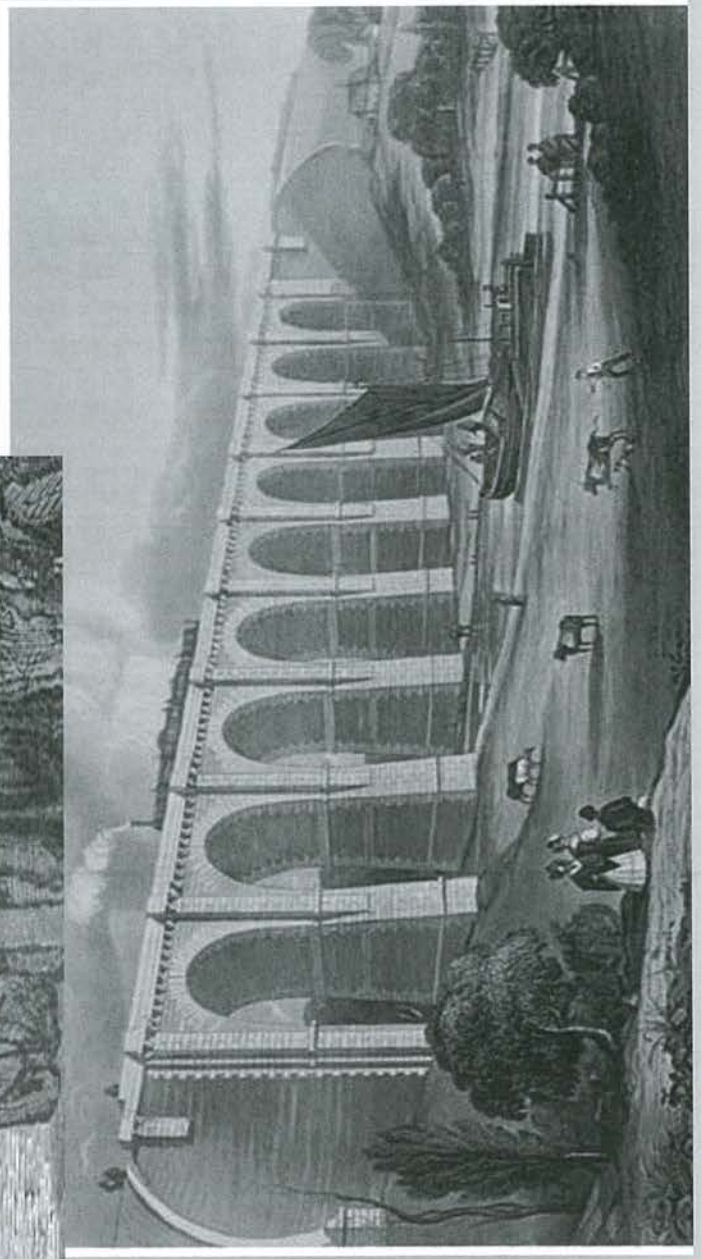


# **Industrial Revolution**

**The Industrial Revolution was the invention of new machinery and factories.**

**The result was the building of huge, industrial cities that saw people move from country villages and farms to find work in factory towns and mines.**







# **Imperialism**

**Imperialism means the building of empires.**

**European and Western civilisations used the technologies of the Industrial Revolution to establish colonies (e.g. India, Africa, Canada, Australia) and lay railway lines across continents and build trade Empires.**



# “The sun never sets on the British Empire”





# **Political Revolutions**

**Most of Europe in 1700 was governed by Kings such as**

**Louis XVI of France.**

**The royals and nobles had inherited their power and continued to demand heavy taxes from their people, even through times of food shortages.**



# **Political Revolutions**

**The French Revolution – 1789 to 1799:**

**The peasants of France and the city workers killed their King and established a republic.**

**The American Revolution – 1775 to 1783:**

**The colony of Europeans in America revolted against the British government, wrote their own constitution that said that “all men are created equal” and established the united states of America.**

# **Results of the Revolutionary Changes by 1900**

- **Basic Education and the use of Science were common in Europe and their colonies.**
- **The Agricultural Revolution meant people were finally free of hunger.**
- **The Industrial Revolution meant building factories, cities and railways.**



# **Results of the Revolutionary Changes by 1900**

- **The rivalry between the world powers over Imperialism.**
- **Political Revolutions had resulted in the USA emerging as the new world power.**

<https://www.youtube.com/watch?v=ITTVKwCylFY>

## This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## The Making of the Modern World Overview

Economic	Depression	Modernisation	Slave
Convict	Fascism	Industrial	European
Processes	Movement	Capitalism	Powers

There were sudden and massive changes that took place across the globe from mid- 1700s until World War One and Two. The \_\_\_\_\_ Revolution which began in Britain, led to \_\_\_\_\_ changes that had a major impact on society. The growth of urban centres, involving the \_\_\_\_\_ of people from the countryside to towns, was an obvious consequence. However, the Industrial Revolution also contributed to other population movements, such as the \_\_\_\_\_ trade, emigration and transportation. While the Industrial Revolution created wealth for some. The process was uneven and unequal, producing unemployment, economic \_\_\_\_\_ and slums. A cause and effect relationship can also be traced between the Industrial Revolution and the rise of \_\_\_\_\_ nationalism and imperialism.

Such changes also saw the rise of new economic, social and political ideas. Some of these sought to justify the emergence of \_\_\_\_\_ and of empires, or to explain why these \_\_\_\_\_ produced winners and losers. Other ideas emerged that were critical of some of the outcomes of \_\_\_\_\_. Socialists, for example, developed theories about capitalism as a process that exploited the working classes.

By the beginning of the 20<sup>th</sup> Century, rivalry and tensions among the European \_\_\_\_\_ contributed to the outbreak of World War One. The war ended with Germany signing the Treaty of Versailles. Hopes for lasting peace following the establishment of the League of Nations remained high during the Roaring Twenties, but the impact of the Great Depression and rise of \_\_\_\_\_ would culminate in World War Two.

**Read the following information and correct any grammatical errors by adding the following: Full Stops, Capital Letters and or Commas.**

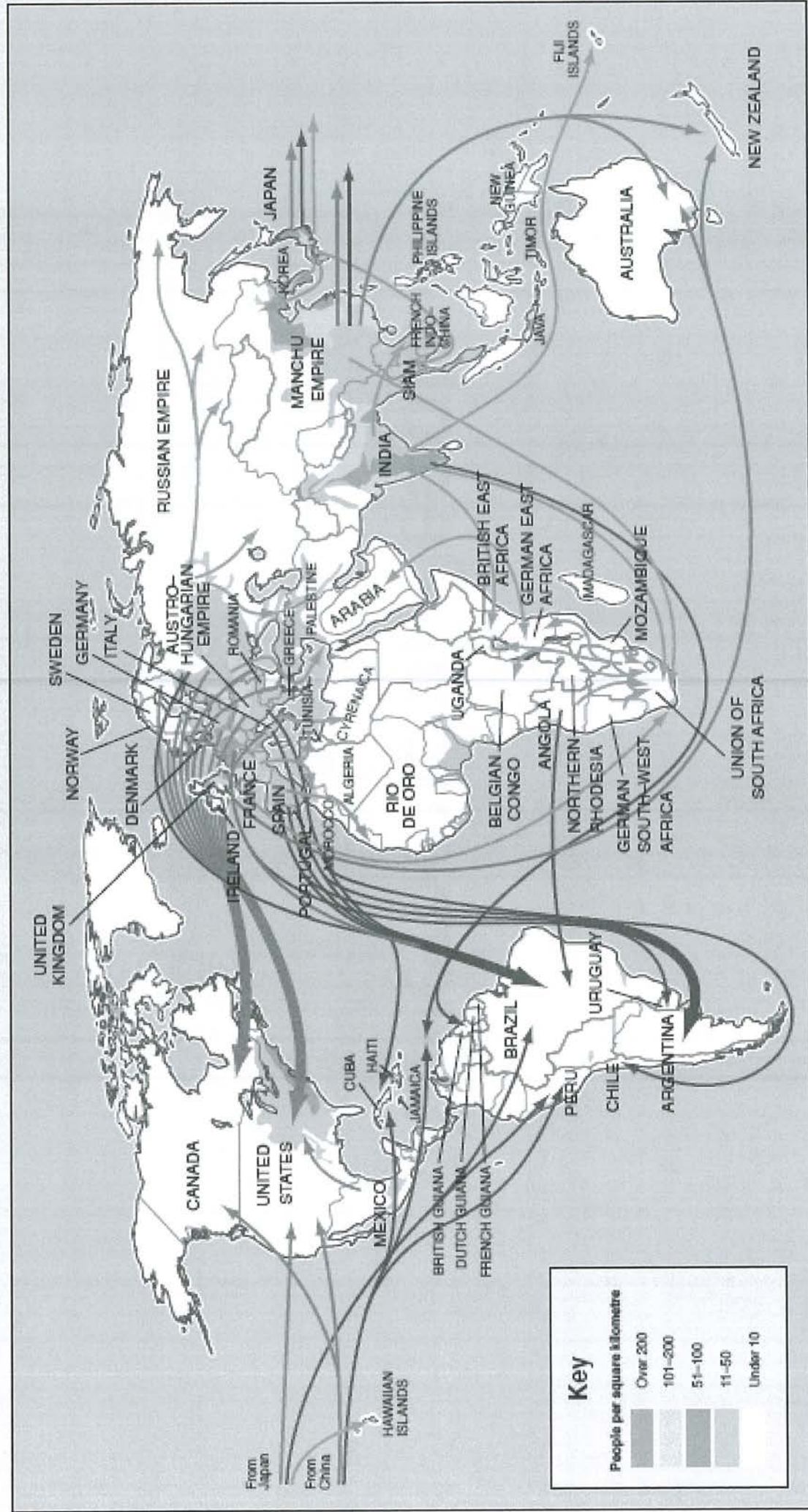
from the middle of the 18th century dramatic changes in agriculture and industry started a process that led to a massive movement of peoples some of these movements were forced Slavery was a cruel practice that saw africans forcibly removed from their villages and shipped to the americas as a labour force as crime rates rose in rapidly expanding british convicts were transported initially to north american colonies but after their revolt in 1776 the new colony of new south wales was the destination

both north america and australia became popular destinations for ambitious europeans looking to improve their lives the discovery of gold in both places accelerated this process there were schemes to encourage migration and in the 19<sup>th</sup> century saw a shift in population from europe to north america and the pacific This came at a cost for the indigenous peoples who ended the 19th century largely dispossessed of land that had been central to their culture and way of life

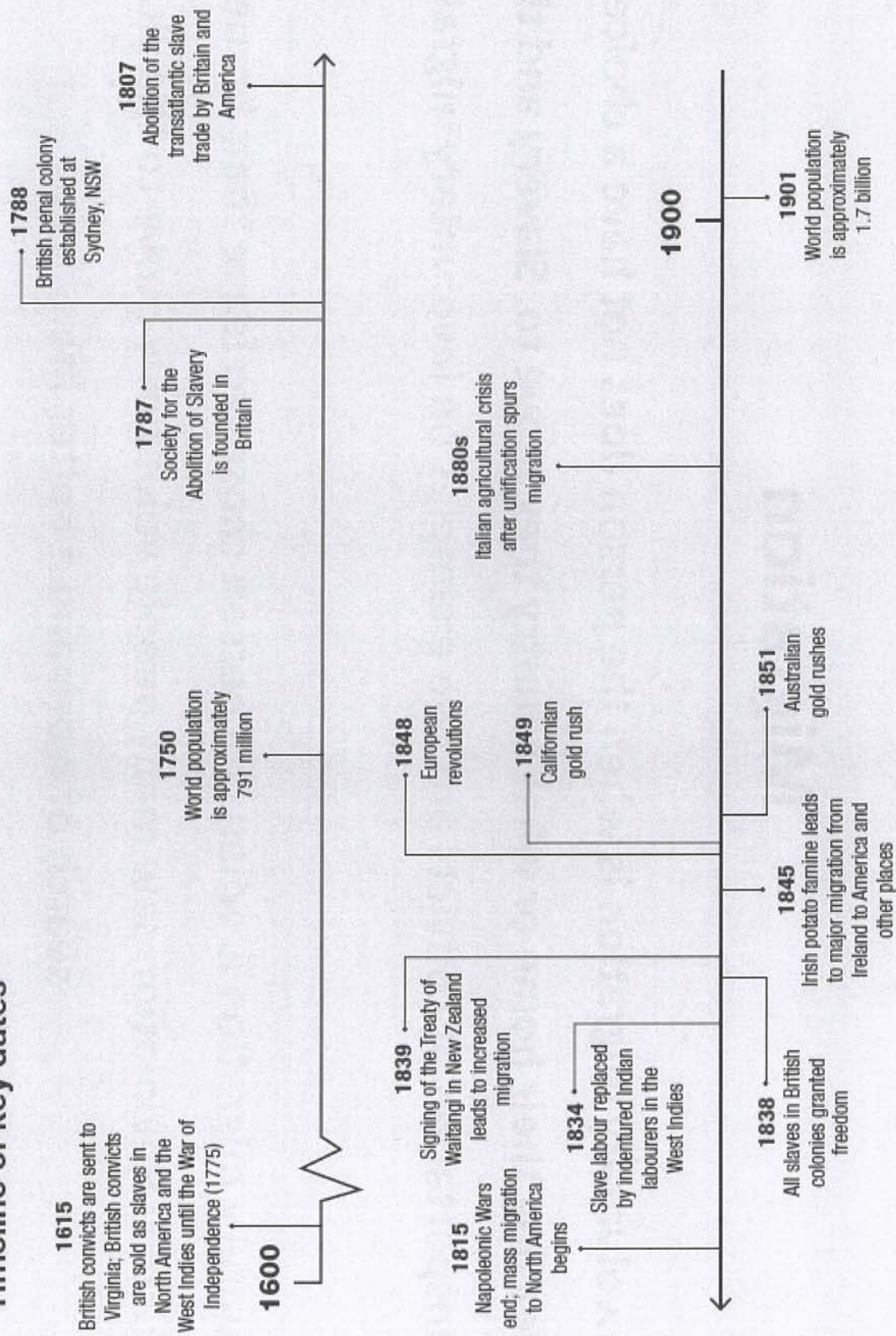
# Movement of People



## Global migration, circa 1900



## Timeline of key dates



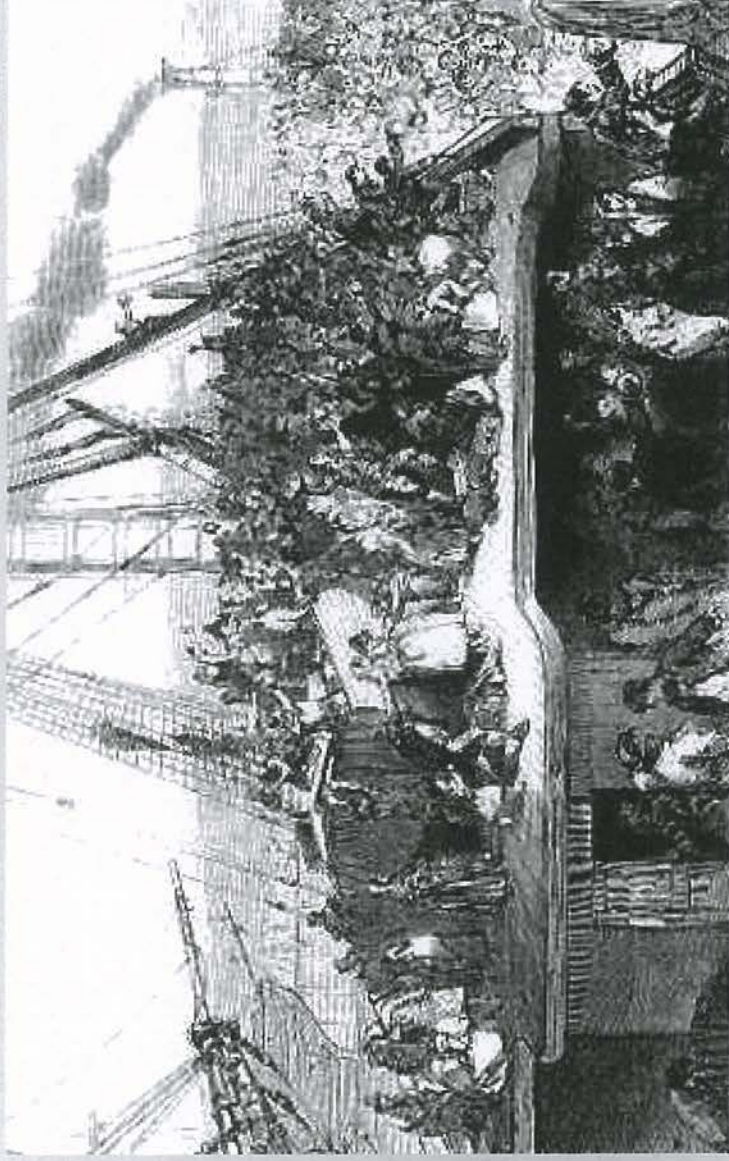


# Migration

Involuntary migration is when the person does not have a choice in leaving their home or what country they move to. Slavery and the transportation of convicts are two examples on involuntary migration.

Voluntary migration is when the person choses to leave their home. The Industrial Revolution saw many people voluntarily move to the cities in search of work and a better life.

[https://www.youtube.com/watch?v=Ajn9g5Gsv98&index=2&list=PLYDS0USDJYFlrcjUZE7crylgLA\\_reaPjj](https://www.youtube.com/watch?v=Ajn9g5Gsv98&index=2&list=PLYDS0USDJYFlrcjUZE7crylgLA_reaPjj)





# **Push Factors**

**Over the centuries, many waves of migrants left their homelands to escape religious or political persecution. For example Jewish people had suffered discrimination in Europe for centuries. They often became scapegoats when times were tough. Many Jewish people, especially in Eastern Europe, were not allowed to own land and were among the poorest peasants. During the 19th century there were organised attacks on Jews. This led to many fleeing to countries like the USA.**

# **Push Factors**

**The ultimate push factors was slavery and deportation as a convict. From the early 17th century, hundreds of thousands of African people were captured and transported across the Atlantic as slaves. This meant they were taken prisoner and then sold as a commodity. The purpose of this scheme was to provide a labour force in the North American colonies.**

**Between 1788 and 1868, over 165 000 convicted British criminals, many guilty of only minor crimes, were transported across the sea to Australian colonies.**

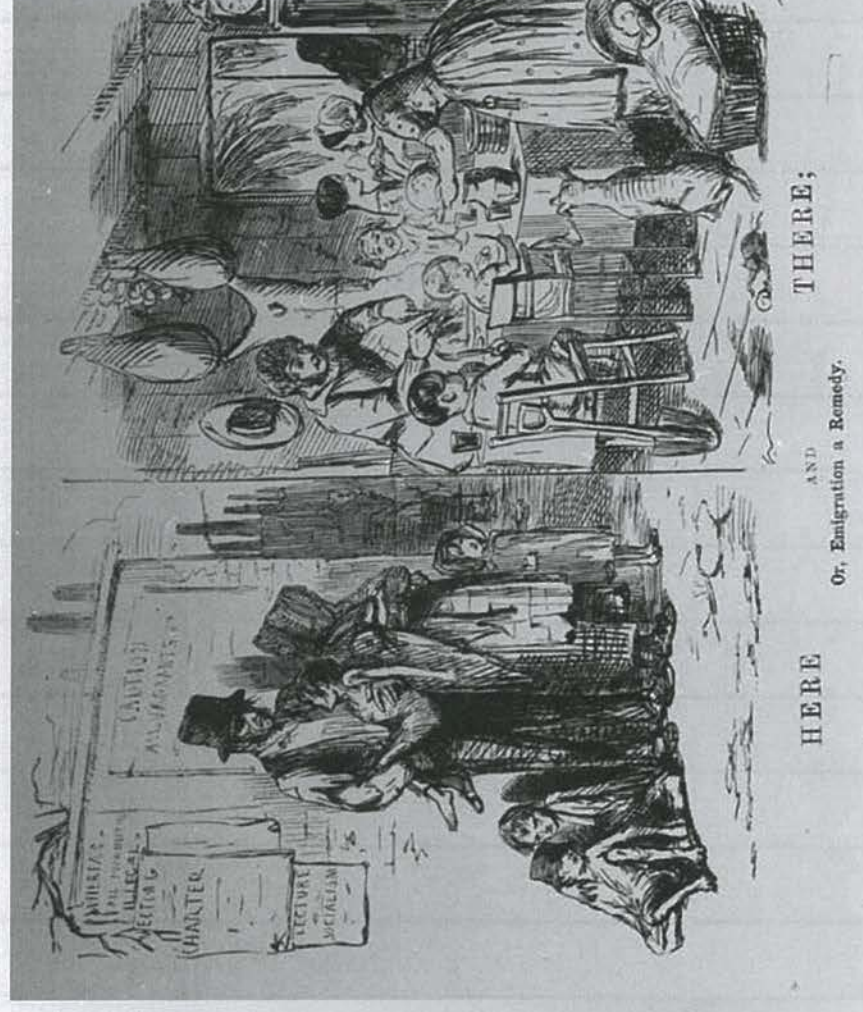


# **Pull Factors**

**The choice of destination played a significant role in the decision of many emigrants to leave their homelands. For those who had a choice, a number of factors pulled them towards particular destinations. North America and Australia offered stability, democracy and a future. The discovery of gold in both regions also led to a dramatic shift in population.**

**In some cases, free grants of land were made.**

[https://www.youtube.com/watch?v=dnV\\_MTFEGlY&list=PLYDS0USDJYFlrcjUZE7crylgLA\\_reaPjj&index=3](https://www.youtube.com/watch?v=dnV_MTFEGlY&list=PLYDS0USDJYFlrcjUZE7crylgLA_reaPjj&index=3)





[illegible]

**Read the following information and correct any Spelling mistakes.**

**Write and corrections under the incorrect word.**

The reasons why populations move today are similar to those that motivated people in past centuries. People emigrate from their homelands because of push factors such as poverty, famine, overcrowding, natural disasters, war and conflict, political or religious oppression or simply a spirit of adventure. They immigrate to new lands, because of pull factors such as the promise of a better life, better employment opportunities, more space, more fertile soil, greater personal freedom and the opportunity to shape the future of an undeveloped land.

The Industrial Revolution was the key event that influenced the movement of people at this time. From its beginning around 1750, right through to the early 20th century, millions of people were relocated across the globe. This movement also took place against a background of imperialism, when European powers sought to expand their influence and control across the world. Newly 'discovered' lands in America, the Pacific and parts of Africa became known as 'the new world'.

Many of these migrants moved willingly, hoping for a new start. Others slaves and convicts, were given no choice. This led to a great variety of migration experiences. Each group- whether free settler, assisted emigrant, slave, or convict-made a particular contribution to the lands in which they settled. At the same time, these great movements of population had significant impacts on the original inhabitants of the new worlds. In North America, Australia and much of Africa, indigenous peoples were dispossessed of their lands and exploited.



# The expansion of the British Empire

Sun	Nationalism	Territories	Naval
Goods	Earth's	Empire	Revolts
Largest	Weapons	Colonial	Land

An \_\_\_\_\_ is a group of nations, territories, or peoples ruled by a single authority, usually an emperor or empress. Empires are usually large amounts of \_\_\_\_\_ and usually involve taking over other groups' \_\_\_\_\_ by force. For example, first the Spanish Empire and then the British Empire were called "the empires on which the \_\_\_\_\_ never sets", because of their vast territories and possessions around the globe. The British Empire was the \_\_\_\_\_ empire in history. By 1921, the British Empire controlled over a population of about 458 million people, and about a quarter of the \_\_\_\_\_ total land area.

Britain forced other places to join its empire by using the following methods:

- Advanced \_\_\_\_\_ technology.
- Ability to mass produce \_\_\_\_\_ (Industrial Revolution).
- Enough wealth to pay local people to defend the colonies against \_\_\_\_\_.

Reasons for creating an Empire:

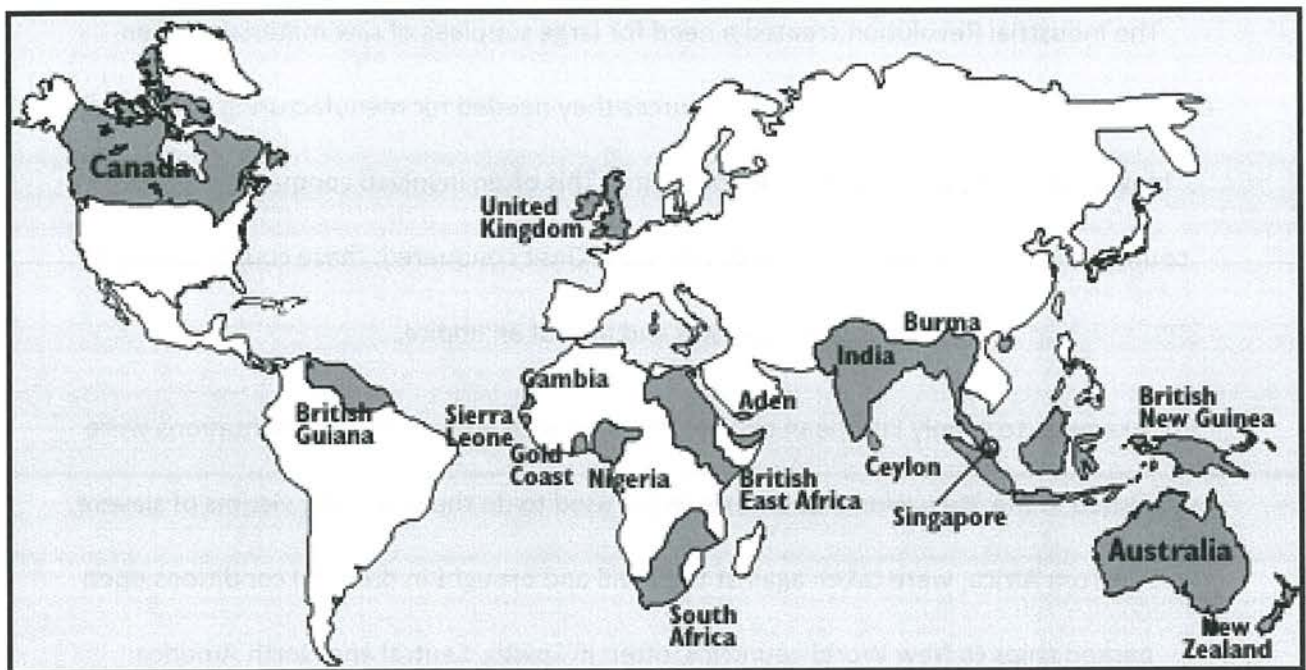
- Wealth.
- \_\_\_\_\_.
- Growing Populations.
- Restrict \_\_\_\_\_ expansion of rivals.
- Markets for \_\_\_\_\_.

The Industrial Revolution created a need for large supplies of raw materials. When countries did not have enough of the resources they needed for manufacturing goods, they looked to other parts of the world for them. This often involved conquering weaker countries in order to get the resources cheaply. Once conquered, these countries might become colonies and part of an empire.

For example, to supply European clothing factories with enough cotton, plantations were established in the 'New World' and slaves were used to do the work. The victims of slavery, mostly from Africa, were taken against their will and brought in dreadful conditions upon packed ships to New World countries, often in South, Central and North America.

In Britain, industrialisation did not bring wealth to the majority of the population. Poor living conditions led to increased crime due to hunger and poverty. Criminals could be transported to faraway colonies as punishment for even some fairly minor crimes. This was also a time when many Europeans chose to move away from their 'homeland' for the chance of a better life as free settlers in the colonies. Britain had been transporting convicts to its colonies in North America from the early 1700s. It was the loss of these colonies after the American War of Independence in 1776 that led Britain to establish a colony on the east coast of Australia roughly twelve years later. By 1850, over 142 000 convicts had been transported to Australia. This, however, was a tiny number compared to the estimated 12 500 000 slaves who were transported around the world between the early 1500s and the 1860s.





British Empire

# 1.2 European empires in the late eighteenth century

Imperialism means extending control over foreign territories, usually through the creation of empires. In the late eighteenth century there were empires within Europe and several European countries had empires outside Europe.

## Social classes

In the late 1700s almost all European countries were ruled by kings, most of whom still held wide powers. Most people lived in the countryside and worked in agriculture. There was an enormous gap between the aristocrats and the overwhelming majority of the underprivileged. In western Europe most people were free peasants but they were poor, unlike wealthy

landowners who lived in mansions on vast country estates. The gap was even greater in eastern Europe, where the poor had fewer rights.

## Empires in Europe

In the eighteenth century many of today's modern states did not yet exist. What is now Italy was then several states, and there were more than 300 independent states in what later became Germany. The Hapsburg dominions (the Austro-Hungarian Empire) covered much of central Europe. The Hapsburg monarchs were also the traditional rulers of the Holy Roman Empire, but they wielded no real power through this outdated organisation. All of the Balkan Peninsula was ruled by the Turkish Ottoman Empire, while

much of eastern Europe and Central Asia belonged to the Russian Empire.

## Europe's overseas colonies

From the early sixteenth century Spain controlled most of South America while Portugal controlled Brazil. Spain also colonised parts of Central and North America. Most

### Did you know?



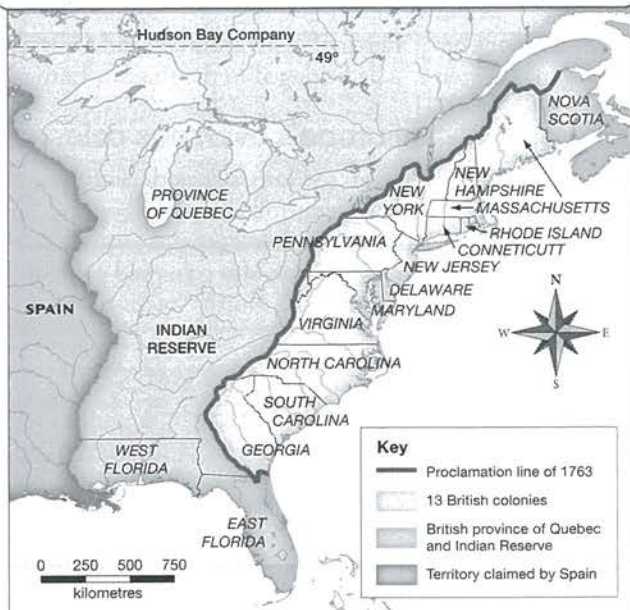
In the late eighteenth century in the Russian Empire the **tsar** had absolute power. He was supported by a privileged class of **nobles**. Most Russian **serfs** could be bought and sold. Serfdom also persisted in other parts of eastern Europe.

Source 1 A map of Europe in 1789





**Source 2** This map of eastern North America at the outbreak of the American Revolutionary War in 1775 shows the British province of Quebec (taken from France in the Seven Years' War), the 13 British colonies on the Atlantic coast and the Indian Reserve. The Indian Reserve was created by Britain in 1763 to assign lands for native North American tribes that had been Britain's allies during the conflict with France. Territory to the west of the Indian Reserve was still claimed by Spain.



of Asia and Africa was still controlled by traditional local rulers in the late eighteenth century. The Portuguese had established a few small African and Asian colonies, but most were taken from them by the Dutch. In the seventeenth century the British and French were the main European imperial rivals in North America and India. After the Seven Years' War (1756–63) Britain gained France's colonies in North America. The British also extended their influence in India.

## Revolution in America

Just 12 years later Britain's original 13 North American colonies rebelled. Fighting began in April 1775. On 4 July that year the rebels issued a Declaration of Independence. Many American colonists had resented British laws preventing them from expanding further westward and from trading with other countries. They were also angry about having to pay taxes to the British on newspapers and legal documents. They refused to pay these taxes on the grounds that as colonists they were not represented in the British Parliament. Clashes soon led to open warfare.

## Britain loses North American colonies

The British had support from loyalists among the colonists and from several native North American tribes, including the Iroquois, their old allies against the French. However, France entered the war on the rebel side to avenge its earlier losses of colonies to Britain, and it was soon joined by Spain

## Activities



Student workbook  
1.1

### CHRONOLOGY, TERMS AND CONCEPTS

- 1 What does *imperialism* mean?
- 2 Make a timeline of events that changed the map of North America between 1756 and 1783.

### EXPLANATION AND COMMUNICATION

- 3 In which part of Europe was the gap between rich and poor greatest?
- 4 Name five European powers that had overseas colonies in the eighteenth century.

### ANALYSIS AND USE OF SOURCES

- 5 Study **Source 1**. Compare it with a map of modern Europe and use it to identify:
  - a three European countries whose borders were much the same in 1789 as they are today
  - b two modern countries that were formed from several states that existed in 1789
  - c three European empires that have since been replaced by different states.
- 6 Study **Source 2**.
  - a Apart from Quebec, what North American territory did Britain add to its empire through the Seven Years' War?
  - b Do you think the 13 British colonies along the Atlantic coast could have thrown off British rule without foreign help?

### PERSPECTIVES AND INTERPRETATIONS

- 7 After winning independence from Britain in 1783, the United States took away the rights of native North Americans to the lands in the Indian Reserve. How would native North Americans have regarded this act by a new nation that called itself the home of liberty?



Jacaranda World History Atlas  
European imperial expansion into Asia pp. 128–9  
French and Dutch imperialism in Asia-Pacific pp. 130–1  
Egalitarianism: The American Revolution pp. 136–7

and the Netherlands. To make things even more difficult for the British, a League of Armed Neutrality was formed by Prussia (the most powerful of the German states), Russia, Sweden and Denmark to prevent the British from stopping ships that supplied the rebels. Britain now faced threats to its empire in other parts of the world too. In 1781 British forces surrendered to French and American forces at Yorktown, Virginia. In 1783 the Treaty of Paris ended the war and marked the birth of the United States of America. Britain still held Canada and just five years later founded the colony of New South Wales in Australia.

**nobles** aristocrats, a hereditary privileged class just below a monarch  
**serfs** peasants who were bound to the land they worked. In Russia they could be bought and sold by the landowner.  
**tsar** the absolute ruler of the Russian Empire





# 1. Life During the Industrial Revolution



For most of human history we lived as either hunter gatherers or in **agricultural** societies. Most people's lives were centered on obtaining food, either through hunting or farming. The **majority** of people lived rural lives in small villages. Everything people owned was made by hand, many people made their own clothes and furniture.

During the 18<sup>th</sup> Century cities began to grow and **manufacturing** of goods became **mechanised**. Inventions such as steam powered machines and a range of cloth making **innovations** meant that goods could be mass manufactured. Refrigeration meant food could be sent long distances, and people were no longer tied to their local food supply. People left their rural lives and headed to the cities to work in factories. These innovations meant freedom for people, but also the opportunity for **exploitation** by ruthless industrialists. This movement of people from an agricultural lifestyle to an **urban** one brought many changes, and not all were for the better.



City life in the 19<sup>th</sup> Century was **dismal** was the working poor. As people moved away from their small family farms the cities became quickly overcrowded, and many people lived in **slum** conditions. Cities struggled to overcome problems of housing, clean drinking water, and sewerage. Alcoholism became a social problem.

Housing was cramped and many families lived in **appalling** conditions. Cities had poor infrastructure and slums developed. The writings of Charles Dickens showed the **inequity** of society.

Wretched houses with broken windows patched with rags and paper; every room let out to a different family, and in many instances to two or even three – fruit and 'sweetstuff' manufacturers in the cellars, barbers and red-herring vendors in the front parlours, cobblers in the back; a bird-fancier in the first floor, three families on the second, starvation in the attics, Irishmen in the passage, a 'musician' in the front kitchen, a charwoman and five hungry children in the back one – filth everywhere – a gutter before the houses, and a drain behind – clothes drying, and slops emptying from the windows; ... men and women, in every variety of scanty and dirty apparel, lounging, scolding, drinking, smoking, squabbling, fighting, and swearing.

Charles Dickens, *Sketches by Boz*, 1839

Children were treated especially poorly at this time. Factories would employ children as cheap labour. Working conditions were terrible and there was little in the way of safety. Children worked from dawn to dusk in dangerous conditions and many children were killed or injured in the machines. Poor children were sent to workhouses where they had little education. A law was passed so that children would be educated at least well enough to sign their own **indenture** papers.



A children's workhouse

# Activities



## Comprehension Questions

Before you start, define the terms in **bold**.



1. How did people live for most of human history?
2. Describe their lifestyle?
3. Name 6 changes that occurred during the 18<sup>th</sup> Century.
4. Why was life during the 19<sup>th</sup> Century dismal?
5. What are the negative words used by Charles Dickens about life in the 19<sup>th</sup> Century.
6. Why were factories so bad for children?
7. Where were poor children sent?
8. What education did poor children receive?

## Thinking Questions

1. Create a table comparing life before the 18<sup>th</sup> Century with life during the industrial revolution in the 18<sup>th</sup> and 19<sup>th</sup> Centuries.
2. Write a paragraph describing why people's lives would have been difficult during the 19<sup>th</sup> Century.
3. Why do you think children of the 18<sup>th</sup> and 19<sup>th</sup> Centuries were exploited?



## Creativity



1. Imagine you are a time traveller visiting the 19<sup>th</sup> Century. Write a 1 page journal describing what you see.

## Research and Extension

1. Visit the link below.
2. Describe what happened during the Brentwood scandal of 1894.



<http://www.workhouses.org.uk/education/>



**Ctrl+Click the link to visit the website**





# **Key features of the Industrial Revolution in Britain**



# Urbanisation

Urbanization is the process by which urban areas grow at a rapid rate.

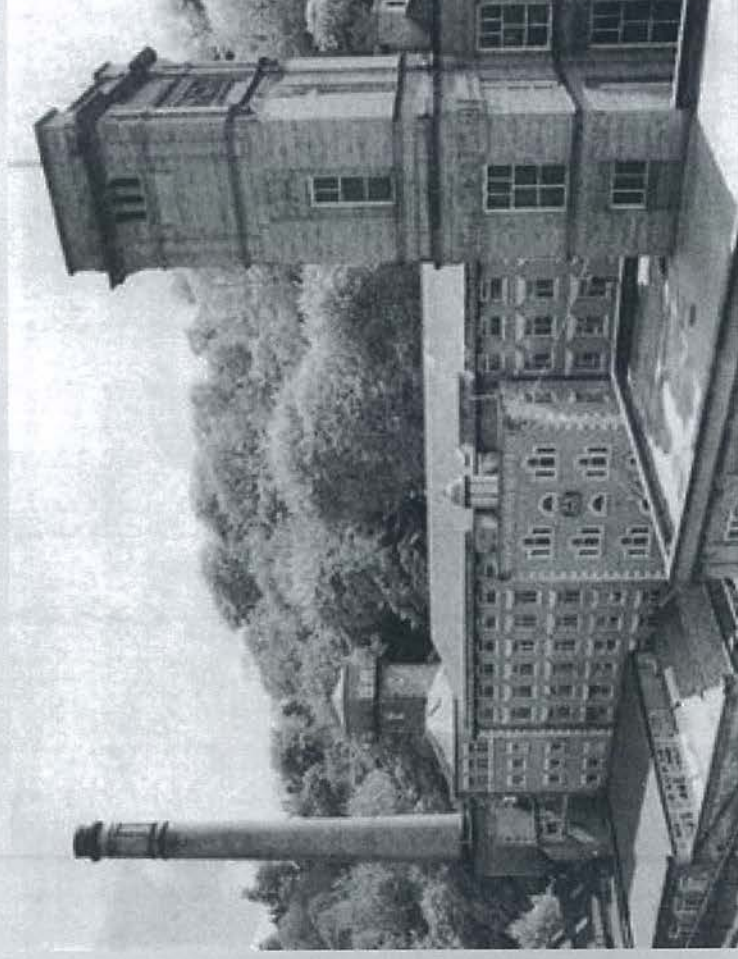
Before the Industrial Revolution food was self-grown by the peasant class on farms that were owned by wealthy land lords. With the introduction of factories there was an influx of people migrating to the cities in search for work.





# Factories

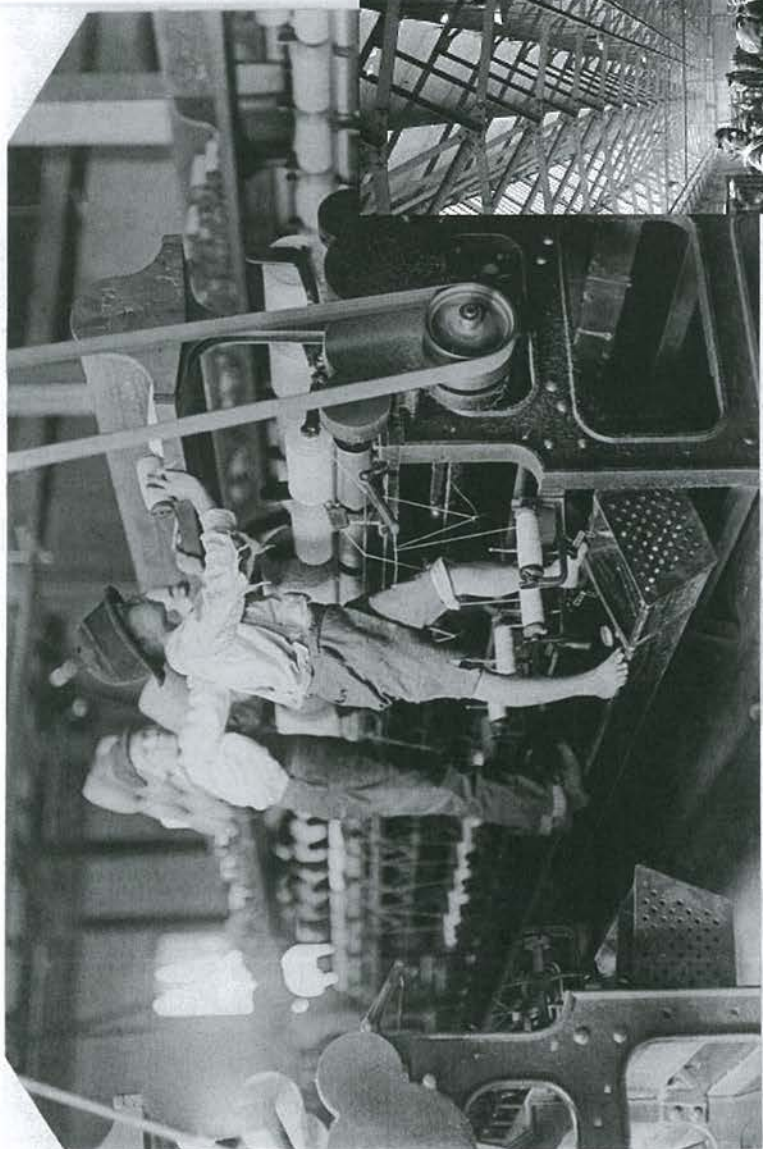
**The first real factory in Britain was in Cromford in 1769, and employed approximately 300 people. By 1789 the mill employed approximately 800 people.**



# Factories

**In many cases factories would employ Women and Children at a lower rate than what they would employ a man in an attempt to cut costs. Factories were dirty and dangerous places for everyone, with workers often completing very physically exhausting work for minimal pay. There were no OHS laws to regulate workers safety and if you did not comply with your quota you would be fired.**

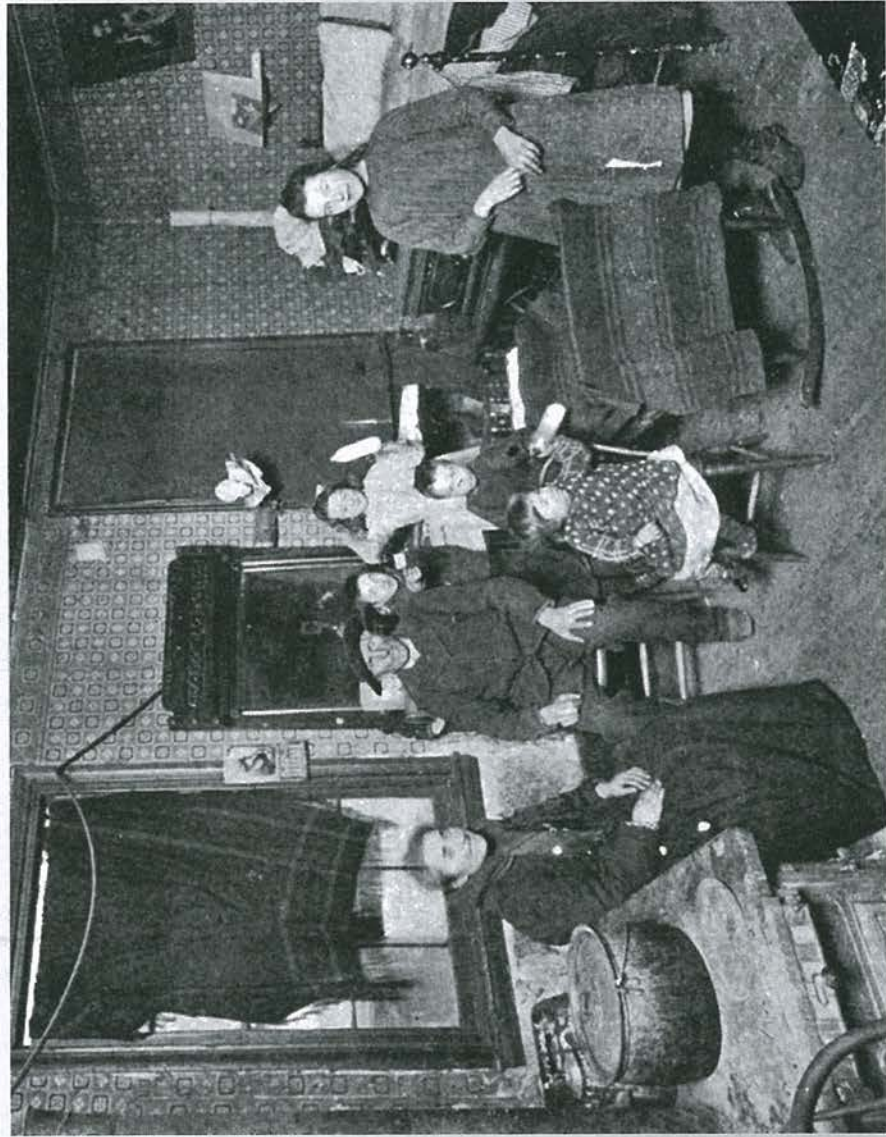




# Living Conditions

Due to the rapid influx of people into the cities and low wages for workers the standard of living was quite low. It was not uncommon for families to share the one room with other families in a dwelling. The cities were highly polluted, unsanitary and over populated often leading to out breaks in disease.

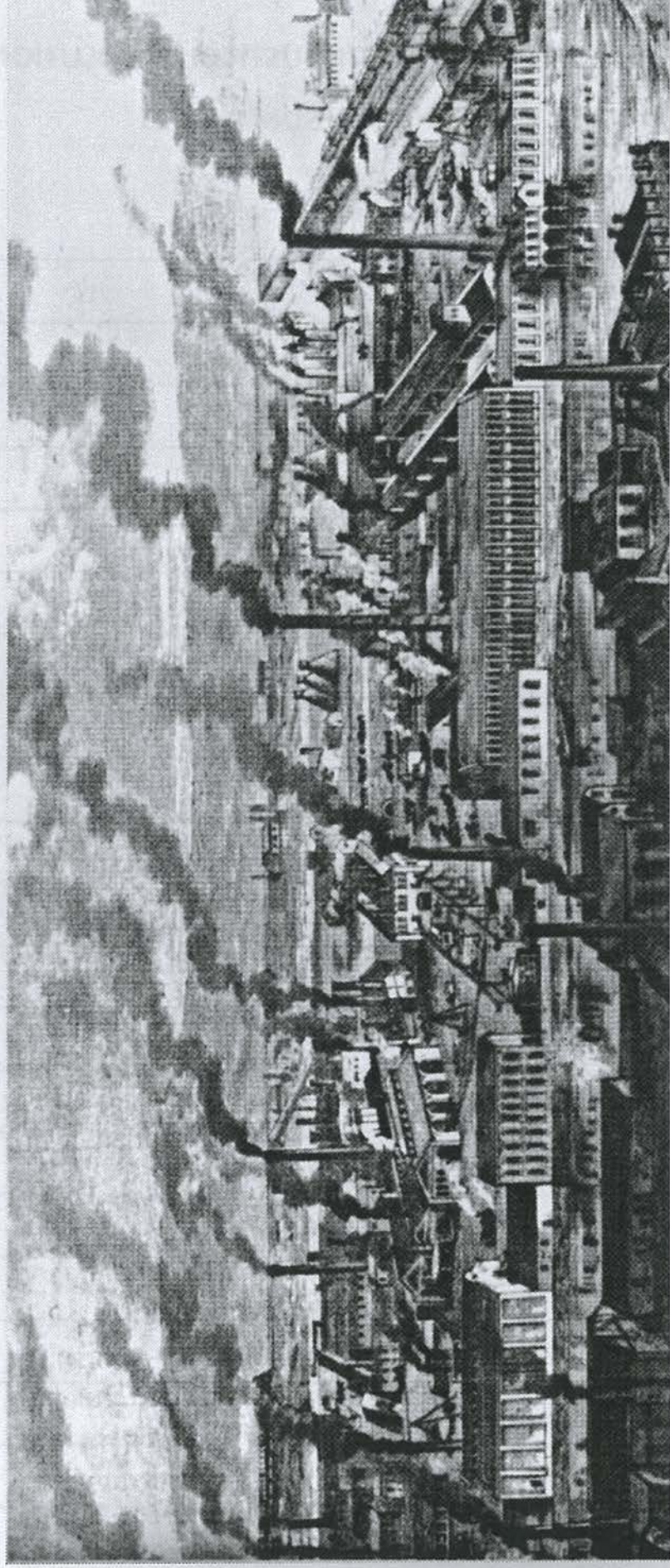




A family of seven in a one room apartment, Starr Centre Association of Philadelphia, c 1910



<https://www.youtube.com/watch?v=zhl5DCizj5c>



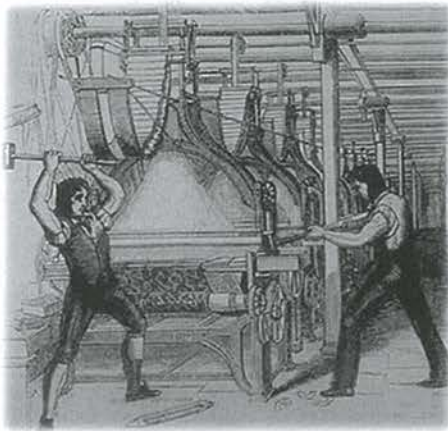


## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## 5. Industrial and agricultural revolution



Until the 18<sup>th</sup> Century, people in Europe lived a mostly **agrarian** lifestyle. Two **revolutions** would begin a movement of peoples and force the ordinary peasant farmer away from the countryside and into increasingly **congested**, filthy, and disease **ridden** cities like London. These two revolutions were the industrial revolution, which created factories and mass **manufacture**, and the agricultural revolution which made farming more efficient and required fewer labourers to complete the same work.



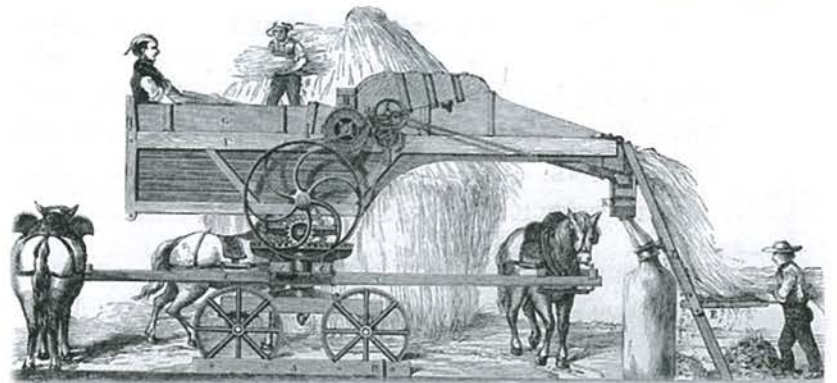
The Industrial Revolution, with its new inventions and use of coal and steam power meant that large quantities of goods, such as steel, clothing, and **textiles**, could be manufactured in factories, and sent overseas for great profit. The factories required labourers to run the machines and so many poor farmers left their land looking for work in the cities. In the 19<sup>th</sup> Century London's population exploded from around a million in 1800, to over 7 million by the end of the century. With **Industrialisation** came wealth for the **privileged** section of the community, and a large proportion of the population growth was made up of young women who were employed as domestic servants. One of the side effects of the overcrowded cities was an increase in crime. This led to another reason for population movement - the transportation of convicts from overcrowded **gaols**, to colonies like Australia.

Life in rural communities was also undergoing a transformation. During the middle ages **Feudal** England and its 3 field farming system kept peasants tied to the land. But by the 18<sup>th</sup> Century an agricultural revolution had begun in England which would mean the labour on farms could be done by fewer people, with greater output. Inventions of the era include new seed planting machines which automated the planting of crops, new **plough** technology with improved designed to make digging the earth easier, harvesting machines run by horses which replaced the traditional hand **sickle** or **scythe**, and **threshing** machines which took the grain from a stalk of wheat - first animal powered, then replaced by steam engines.





All of this new technology meant that producing a **surplus** of food for the cities and for export was easier, and required fewer labourers. Small farmers were also driven off their land as common fields were enclosed by landowners. These displaced people helped to drive the movement of people into the cities.



# Activities



## Comprehension Questions

Before you start, define the terms in **bold**.



1. What lifestyle did most people have until the 18<sup>th</sup> Century?
2. Which 2 revolutions changed the way people lived?
3. What caused the Industrial revolution?
4. How did the Industrial Revolution affect where people lived and worked?
5. How did the movement of people affect London?
6. Who made up a large proportion of the city's population?
7. What was one effect of the overcrowding?
8. Which inventions changed agriculture during the 18<sup>th</sup> Century?
9. What was the effect of the Agricultural Revolution?

## Thinking Questions

1. Write 2 paragraphs explaining why people overcrowded the cities. One about the industrial Revolution, one about the Agricultural Revolution

Use the PEEL method to write the paragraphs.



## Creativity



1. Draw a picture of a modern farm machine, and a piece of pre-revolution farming equipment.

## Research and Extension

1. Visit the link below.
2. Describe one of the new methods of farming during the Agricultural Revolution.



<http://inventors.about.com/od/indrevolution/a/AgriculturalRev.htm>



Ctrl+Click the link to visit the website





# The Agricultural Revolution



# **The Agricultural Revolution**

**At the time of the Industrial Revolution major changes in farming practices were already occurring throughout Britain. These changes completely revolutionised agriculture. Increase in farm production provided food for the growing population, particularly the expanding urban workforce.**

# **The Agricultural Revolution**

**The traditional open-field village was based on subsistence farming. Each village would have 3 main fields for Wheat, Barley and Fallow (Livestock Farming). Each household was allotted a number of strips in each field they would work.**



# **The Agricultural Revolution**

**The agricultural revolution involved 4 main changes:**

- **Enclosure of the open fields.**
- **Adoption of new farming techniques.**
- **A more business orientated approach to farming.**
- **Improved breeding methods for live stock.**

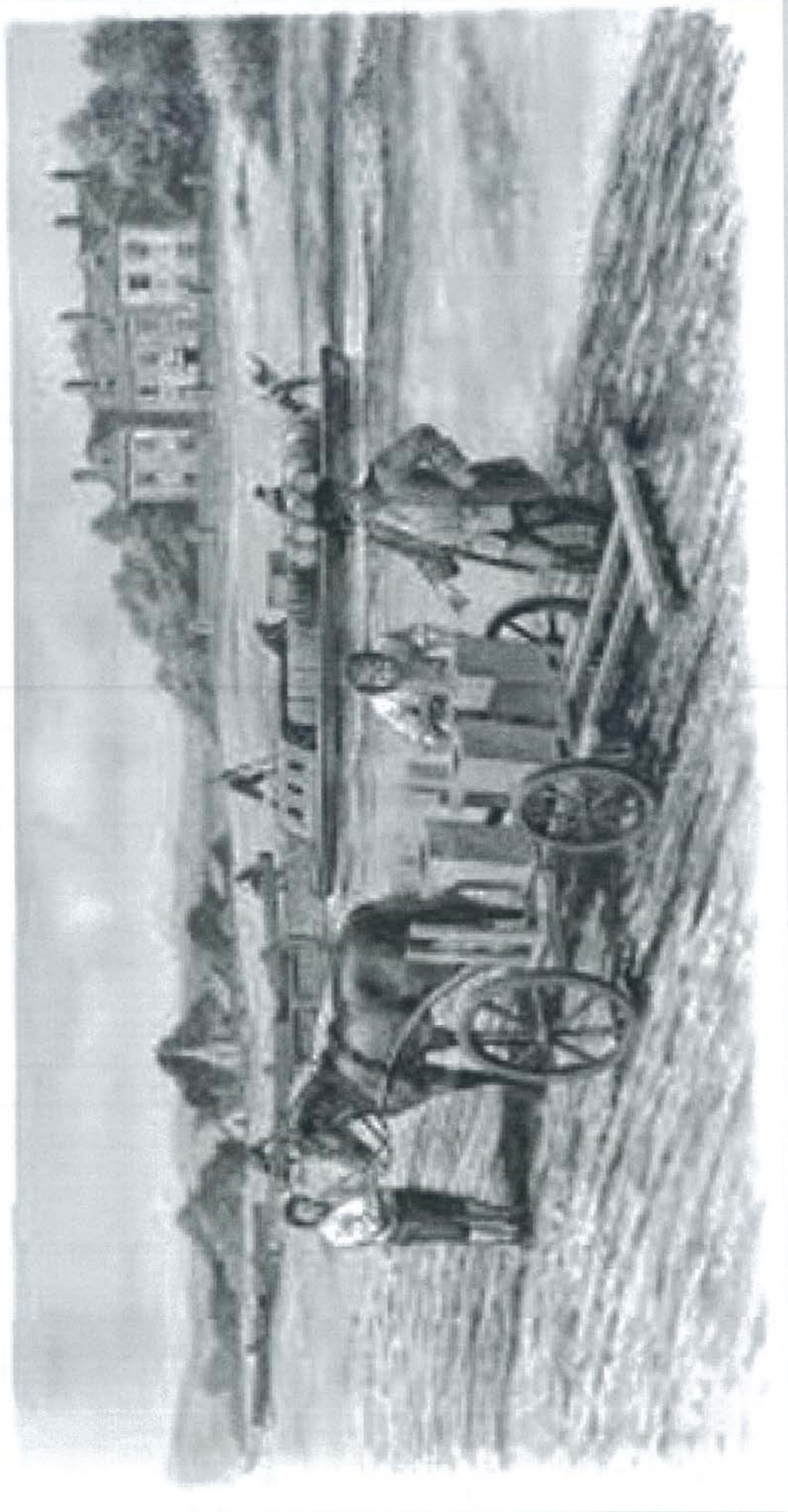
# **The Agricultural Revolution**

**Up until this point in history the work force had been primarily by human labour, however with the invention and implementation of new technologies workers were slowly being replaced with machines.**

**This forced people to migrate into the cities in search of work.**



[https://www.youtube.com/watch?v=Yocja\\_N5s1I](https://www.youtube.com/watch?v=Yocja_N5s1I)



# Questions

1. The open field system in Britain, what were the 3 fields used for / to grow in a village?
2. What was a key change that lead to the Agricultural Revolution?
3. Why would people move from the country to the city?
4. Considering this sharp spike in population what do you like life in the cities would be like?



## This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines running across the width of the page. The lines are thin and consistent in thickness. There is no handwriting or other markings on the paper.

# **The Industrial Revolution and the transportation of Convicts to Australia**



# Why Crime?

**The Industrial Revolution transformed the British economic base from**

**Agriculture to industry in a process called enclosure. Wealthy land owners brought up small farms and fenced off common land to create large private estates, forcing the peasant / farmers from their homes and leaving them without a source of income. This forced people to move for their homes in search of work**

# Why Crime?

**The cities now faced a very real issue. There was such a large influx of people streaming into the cities looking for work and not enough jobs. Desperate times called for desperate measures with many people turning to crime to support themselves and their family.**



# **Why Australia?**

**Between 1788 and 1868, around 160 000 British and Irish convicts were transported to the Australian colonies as a punishment for crime. Given the nature of the crimes (pickpocketing, petty theft and forgery) punishments were quite harsh. This was done in an effort to try and reduce the amount of crime occurring.**

# **Why Australia?**

**In the 1770's the British Government faced a major social problem. The country's prison was overflowing and had no where to put their unwanted criminals, with the death penalty proving to be of little effect. The only other option was to relocate them to other lands.**

**Australia, Britain's new colony.**



# Why Australia?

Captain Arthur Phillip  
was chosen to  
command 2 month long  
and 11 ship convoy to  
Australia with  
approximately 1500  
men and women.



<http://splash.abc.net.au/home#!/media/1957482/first-fleet>





[illegible]

## Industrial Revolution Sound Track

Students are to apply their knowledge of the **LIVING** and **WORKING** conditions of the Industrial Revolution in a creative way by selecting songs to create a sound track for the period. Students may choose modern day songs if some aspect of the song connects them to the period. For example: Songs about sickness or low wages could be used to comment on some of the problems workers faced during this time. Students are also required to provide a synopsis of how each song ties into the theme of the Industrial Revolution. In addition to creating the sound track, students are to design an artwork for the sound track cover that depicts the Industrial Revolution.

### SONG LIST:

1. Work – Rhianna
2.
3.
4.
5.
6.
7.
8.
9.
10.



## Synopsis of how each song ties into the theme of the Industrial Revolution

1. The repetition of the word 'Work' and 'Dirt' in the song by Rhianna are symbolic of the long hours' experiences by people working in the unsanitary factories during the Industrial Revolution. The line 'Gimme all the work' refers to the number of people seeking employment during the Industrial Revolution and the social trend that saw the rich getting richer while the poor were getting poorer.

2. 

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## Album Cover



# **Global Population Movements**



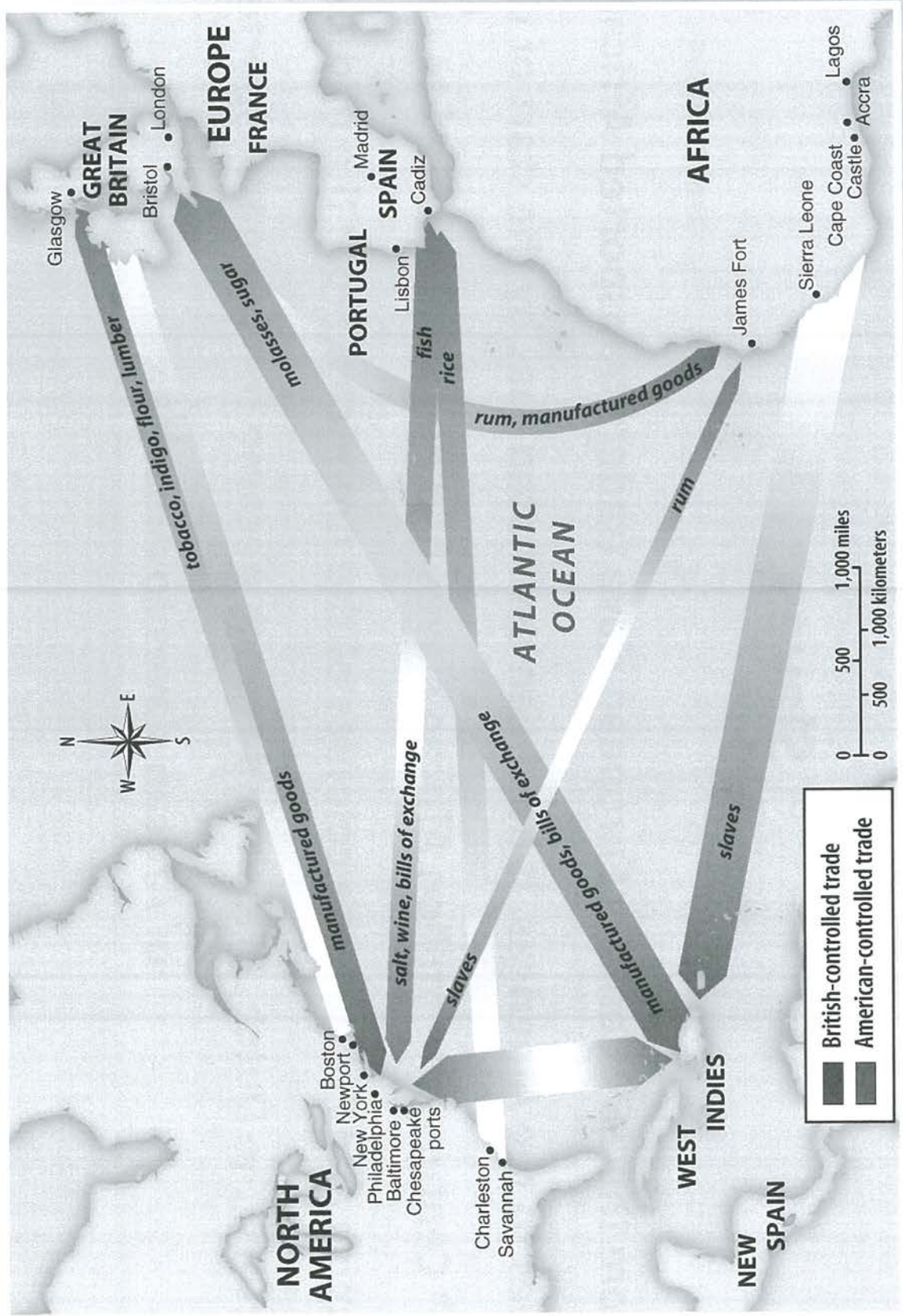
# **Global Population Movements**

**During the 18<sup>th</sup> and 19<sup>th</sup> Century many millions of people moved from continent to continent. Wast numbers of slaves were moved by force from Africa to the Americas. Many thousands of people were transported as convicts, mainly from Britain and Ireland.**

# Slaves

**From the 16<sup>th</sup> Century European slave traders transported African slaves to the Americas. It has been estimated that by the start of the 17<sup>th</sup> Century one million African slaves had been transported to the Spanish and Portuguese colonies of the Americas. From the mid 17<sup>th</sup> Century the Dutch, British and French became the main transporters of African slaves to America.**





# Convicts

During the 18<sup>th</sup> Century poverty and harsh laws resulted in many British and Irish people becoming convicts. Some people were violent criminals, but many were ordinary people who were forced by poverty into committing small crimes. To try and reduce these crimes the British Government made almost 200 crimes punishable by death or long prison sentences. But due to these desperate times these punishments did not reduce the crime rates.



	MALE	FEMALE
% Transported for crimes involving stealing	81	83
% Of first offenders	22	23
% Sentences to 7 years transportation	51	74
% Sentenced to 10 years	7	8
% Sentenced to 14 years	11	8
% Sentences to life	27	8
% Native to England	56	23
% Native to Ireland	32	34

# **Migrants**

**The main destination of free European migrants was the US. Between 1830 and 1910 at least 26 million people, most of them poor and looking to escape the oppression of their homeland migrated to the US. Only to become a cheap labour force for the US in the Factories, Mines and Railways.**



## Australia's Population

The Australian colonies could no longer remain large prisons, as it was the ex-convicts and their children that made up the majority of the population. The first free settlers were attracted by large land grants, free convict labour, and profits from wool. However it was the Gold Rush that brought a new influx of migrants to Australia hoping to strike it rich.

# 1.6 Global population movements: slaves, convicts and migrants

During the eighteenth and nineteenth centuries many millions of people moved from continent to continent. Vast numbers of slaves were moved by force from Africa to the Americas. Many thousands of people were transported as convicts, mainly from Britain and Ireland. At first convicts were sent to Britain's American colonies. After the American Revolution they were sent to Britain's Australian colonies. Many millions of Europeans and some Asians moved as free migrants to Australia and, in vastly greater numbers, to America.

## Slaves

From the sixteenth century European slave traders transported African slaves to the Americas. It has been estimated that by the start of the seventeenth century one million African slaves had been transported to Spanish and Portuguese colonies in the Americas. From the mid seventeenth century the Dutch, British and French became the main transporters of African slaves to America.

Slave labour formed the backbone of the economies of British and French colonies in the Caribbean and Britain's southern colonies in North America. In 1775, when the American Revolution began, there were at least half a million African slaves in what became the southern states of the United States of America.

**Source 1** A family of slaves, photographed on a plantation in South Carolina, USA, in 1862



### Did you know?



In 1808 the United States government banned the importing of slaves into the USA, but it did not free the slaves who were already there. In several southern states slave-breeding programs were used to increase slave numbers.



## Abolition of slavery

In 1807, following a campaign led by William Wilberforce, the British Parliament abolished slave trading throughout the British Empire. Eight years later France also abolished the slave trade. However, these measures did nothing to change the lives of those who were already slaves or of their children who would be born into slavery. It was not until 1833 that Britain abolished slavery itself and ordered that all slaves throughout the empire be freed.

**Source 3** Some statistics on convicts from L. L. Robson, *The Convict Settlers of Australia*, 1965

	Male	Female
Percentage transported for crimes involving stealing	81	83
Percentage of first offenders	22	23
Percentage sentenced to seven years' transportation	51	74
Percentage sentenced to 10 years	7	8
Percentage sentenced to 14 years	11	8
Percentage sentenced for life	27	8
Native to England (per cent)	56	23
Native to Ireland (per cent)	32	34

**Source 2** A slave market, photographed in Atlanta, Georgia, USA, in 1864



In the southern states of the USA, plantation owners profited from slave labour to produce cotton that was exported to British textile factories. Slavery was not abolished in the USA until the Civil War between the industrial northern states and the southern 'slave states'. The war began in 1861, when the southern states attempted to **secede**. In 1863 President Abraham Lincoln issued his Emancipation Proclamation. It outlawed slavery but it could not actually free any slaves until the Union (northern) armies occupied the South. Slavery ended with the Union victory in 1865, but African Americans continued to suffer brutal oppression and discrimination in the southern states for another hundred years. Even today, many African Americans are among the most disadvantaged people in the USA.

## Convicts

During the eighteenth century poverty and harsh laws resulted in many British and Irish people becoming convicts. Some convicts were violent criminals, but many more were ordinary people who were forced by poverty into committing small crimes. To try to reduce crime, the British government made almost 200 crimes punishable by death. Other crimes were punished by long prison sentences.

Thousands of convicts had been sent to Britain's American colonies,



**Source 4** From the *Report of the Select Committee on Transportation*, presented in the British Parliament in 1838

Transportation... is slavery as well; and the condition of the convict slave is frequently a very miserable one... he might be fortunate in obtaining a ticket of leave, or a conditional pardon, and finish his career by accumulating considerable wealth. Or he may be the wretched... slave of some harsh master, compelled by the lash to work.

but American independence ended that option. Prisons became terribly overcrowded, so many convicts were kept on rotting decommissioned ships called hulks. In 1786 the British government began to send convicts to New South Wales. It was considered a good place for a convict colony

because the climate and soil were suitable and convicts would have nowhere to escape to.

The First British settlement in Australia was founded on 26 January 1788 at Sydney Cove. More than 160 000 men, women and children were sent as convicts to New South Wales and later, as they were founded, to other Australian colonies.

### How were convicts treated?

On the voyage to Australia convicts were often treated brutally, being kept in chains, poorly fed and crowded together below decks. Conditions improved by the 1820s. When they arrived in Australia convicts entered a system that was like a lottery. Some who had useful skills were set free early, but others suffered great cruelty. Some convicts worked for the government and were free to work for themselves in their spare time. Others

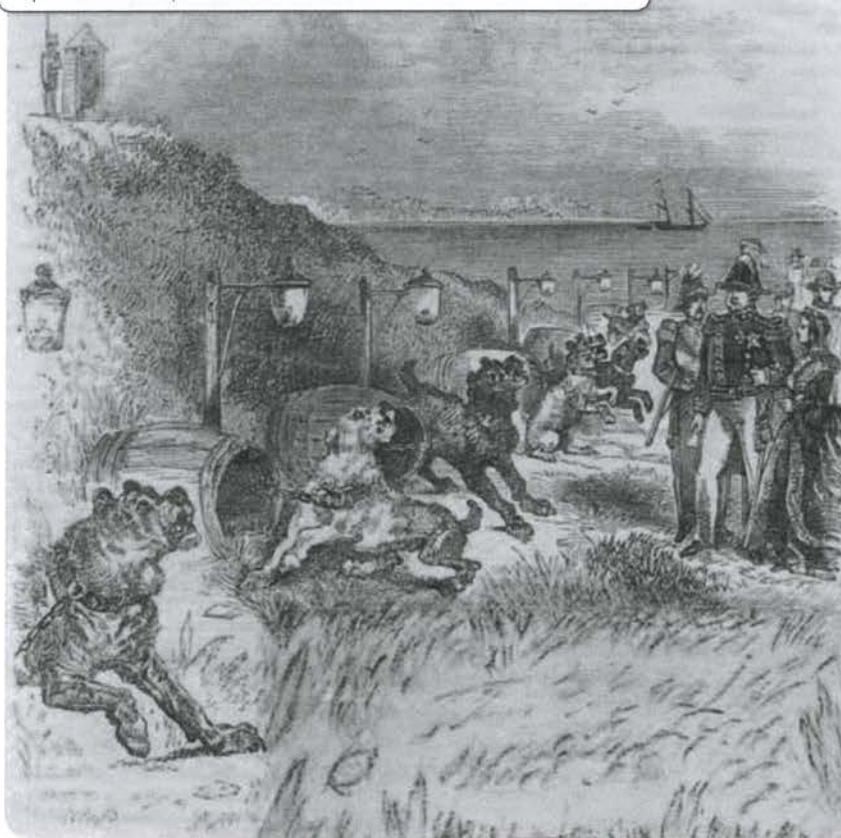
were assigned as servants to officers, free settlers and even ex-convicts. Whether they were treated well or badly depended on the person for whom they worked.

### Punishments and rewards

As punishment for wrongdoing during their sentences, convicts could be put into chain gangs, where they worked chained together, or sent to a secondary penal settlement. These settlements, such as Norfolk Island and Macquarie Harbour, were places of terrible suffering. The most common punishment was flogging with a vicious whip called the cat o' nine tails.

Convicts who behaved well or were lucky could receive a ticket-of-leave. This meant they could work for themselves during the remainder of their sentences. A convict who received a conditional pardon was free but could not leave the colony. A full pardon allowed an ex-convict to return home, although few could afford to do so.

**Source 5** A sketch of bloodhounds on Eaglehawk Neck, Tasmania, used to prevent the escape of convicts



### Migrants

The main destination of free European migrants was the United States. Between 1830 and 1910 at least 26 million people, most of them poor Europeans, migrated to the USA. They included many Irish, who fled a terrible famine in the 1840s. Migrants also included many Germans, Italians, Poles, Czechs, Serbs, Croats and Jews from central or eastern Europe. They came to escape poverty and oppression at home, but they became cheap labour for America's factories, railways and mines, and tenants in America's growing urban slums.

### Australia's changing population

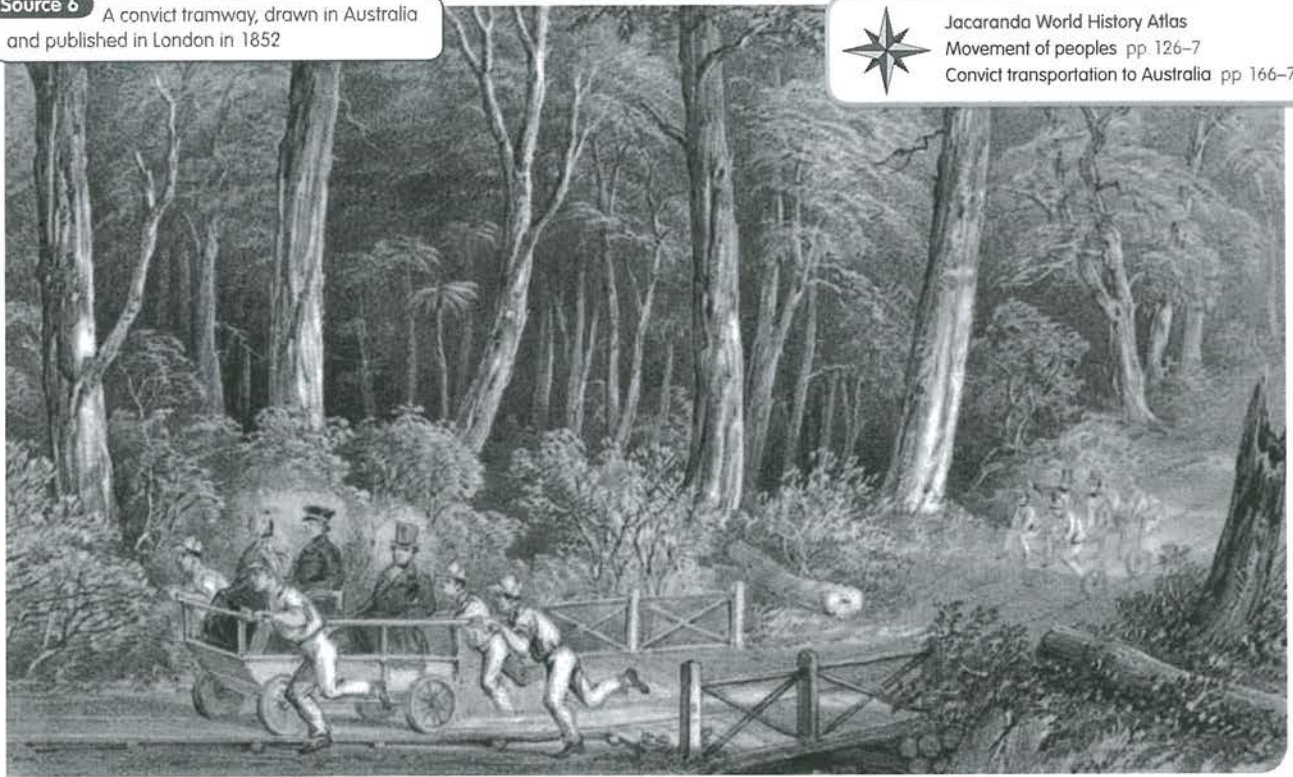
The Australian colonies could not long remain large prisons. Ex-convicts, or emancipists as they were called, made up a significant part of the population, as did their



**Source 6** A convict tramway, drawn in Australia and published in London in 1852



Jacaranda World History Atlas  
Movement of peoples pp. 126–7  
Convict transportation to Australia pp. 166–7



children and the children of those still serving sentences. The first free settlers had been soldiers and officials. They were followed by wealthy free settlers attracted by land grants, free convict labour and profits from wool. From 1831 workers were also encouraged to migrate to provide the colonies with needed skills. The British government even helped them to migrate, at least partly because it feared many of the poor could become rebellious if they remained in Britain and Ireland. By

1851 convicts made up only 1.5 per cent of Australia's population.

The gold rushes brought a new influx of migrants. Sixty-seven thousand people arrived by ship in Port Phillip Bay during just the last six months of 1852. Between 1851 and 1861 Australia's population rose from 400 000 to 1.2 million. Immigration continued but at a much slower pace after the gold rushes. By 1901 Australia's population stood at just under 4 million.

## Activities



### CHRONOLOGY, TERMS AND CONCEPTS

- 1 Create a timeline of significant developments affecting slaves, convicts and migrants between 1775 and 1910.
- 2 Explain the following terms: assigned convicts; chain gangs; secondary penal settlements; tickets-of-leave; conditional pardons; and full pardons.

### EXPLANATION AND COMMUNICATION

- 3 Which countries were the main transporters of slaves from the mid seventeenth century?
- 4 Why did slavery continue in the British Empire even after Britain banned the slave trade in 1807?
- 5 For how long after the Emancipation Proclamation did African Americans continue to suffer?
- 6 Why did Britain send convicts to Australia?
- 7 During which part of the nineteenth century did Australia receive the most immigrants?

**secede** break away to form a separate country

Student workbook  
1.5

- 8 How many people migrated to the United States between 1830 and 1910?

### ANALYSIS AND USE OF SOURCES

- 9 Explain how you would use **Sources 1 and 2** as evidence of slavery in the United States.
- 10 Using **Source 3** for evidence, write a paragraph explaining the characteristics of the typical convict. For example, you could say that most convicts of both sexes were transported for theft.
- 11 How does **Source 4** support the view that the convict system was a lottery?

### HISTORICAL QUESTIONS AND RESEARCH

- 12 Work in small groups to decide on six questions that you would ask about **Sources 5 and 6** to use as evidence in an investigation of the experiences of convicts in Australia.





# GEOGRAPHY





## Year 9 Geography

### **TASK 1:**

- Students to click on the link to read and complete the [Match the Concepts](#) 1 worksheet.
- Students to click on the link to create summaries and complete activities from the [Introduction into Biomes](#) PowerPoint.

### **TASK 2:**

- Students to click on the link to create summaries and complete activities from the [What are Biomes?](#) PowerPoint.
- Students to click on the link to access the blank [Map](#). Students to use the blank map to complete the activity on the last page of the What are Biomes? PowerPoint.

### **TASK 3:**

- Students to click on the link to research and complete the [Different Biomes](#) worksheet.

### **TASK 4:**

- Students to click on the link to create summaries and complete activities from the [Effects on Biomes](#) PowerPoint.
- Students to mind map answers to the following question in their workbook: How do we use Biomes?





## Match the Concepts to its Definition

Biome	The gravitational movement of rock and soil downslope.
Archipelage	The variety of all life forms of a region, including the genes, species and ecosystems.
Biodiversity	The group of all the plants and animals in a certain area, together with the environment to which they have adapted.
Ecosystem Diversity	The variety of ecosystems and habitats, food webs and ecological processes occurring within an environment.
Climate	A large collection of plants and animals adapted to survive within a particular geographic zone.
Ecological Dimension	The processes which build up and form features of the Earth's crust, such as Volcanoes and Earthquakes.
Topographical Features	Long-Term variations in the behaviour of the Atmosphere for a given area, mainly relating to temperature and precipitation.
Mass Movement	The relationship between people and the environment and the effect they have on each other.
Ecosystem	The geographical of landforms on an area.
Tectonic	A string of many Islands in a large body of water.





# What are Biomes?



# **Types of Biomes**

**A Biome is defined as a large naturally occurring community of flora and fauna occupying a major habitat, EG: Forest or Tundra.**

**The two main categories for Biomes are Terrestrial Biomes and Aquatic Biomes.**

# Types of Biomes

Copy the table into your workbooks and discuss / list some examples of different Biomes you may be aware of:

Terrestrial Biomes	Aquatic Biomes

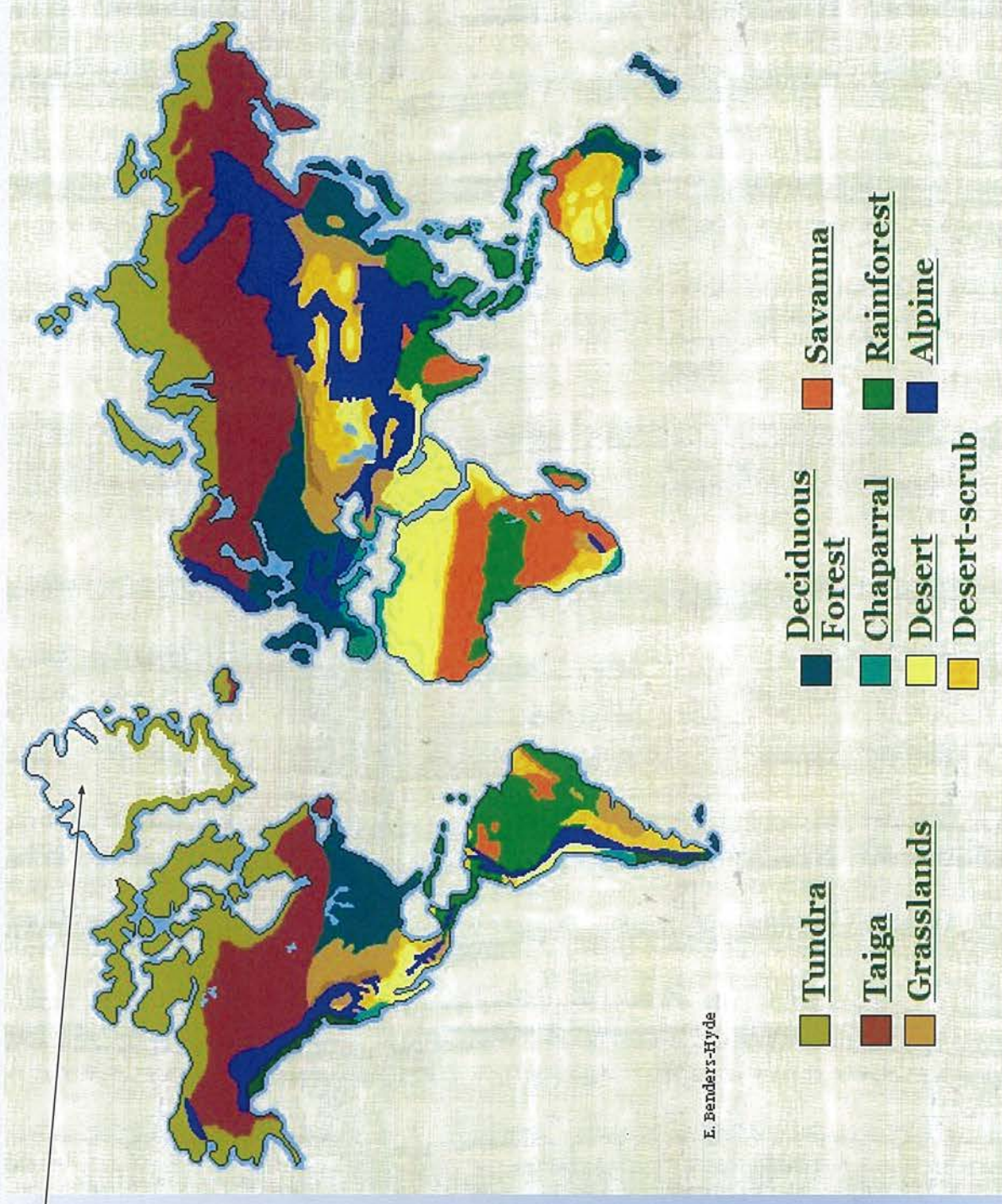


Terrestrial Biomes		Aquatic Biomes	
Ice Caps	Arctic Tundra	Streams / Rivers	
		Lakes / Ponds	
Alpine Tundra	Taiga	Wetlands	
		Estuaries	
Deciduous Forest	Rainforest	Intertidal	
		Coastal	
Grassland	Tropical Savanna	Coastal Reefs	
		Oceanic Pelagic	
Chaparral	Desert Scrub	Abyssal	
Desert			



**Ice Cap**

Colour code your  
own Map of the  
world showing the  
different Biomes  
listed.





<https://www.youtube.com/watch?v=0fb8143ndo8>



# Match the Concepts to their Definitions

	The concentration of dissolved salts in water etc., usually expressed in parts per thousand by weight.
<b>Human Alteration</b>	
	The ability to be maintained at a certain rate or level, avoidance of the depletion of natural resources in order to maintain an ecological balance.
<b>Agriculture</b>	
	The act, process, or industry of extracting ores, coal, etc., from mines.
<b>Land Terracing</b>	
	Diversity among and within plant and animal species in an environment.
<b>Irrigation</b>	
	Human interaction / interference in a specific environment, whether it be on purpose or not, to bring about change in that environment.
<b>Mining</b>	
	The artificial application of water to land to assist in the production of crops.
<b>Biodiversity</b>	
	The science, art, or occupation concerned with cultivating land, raising crops, and feeding, breeding, and raising livestock; farming.
<b>Salinity</b>	
	The practice of cutting flat areas out of a hilly or mountainous landscape in order to grow crops. It is a practice that has been in use from the rice fields of Asia to the steep slopes of the Andes in South America.
<b>Sustainability</b>	

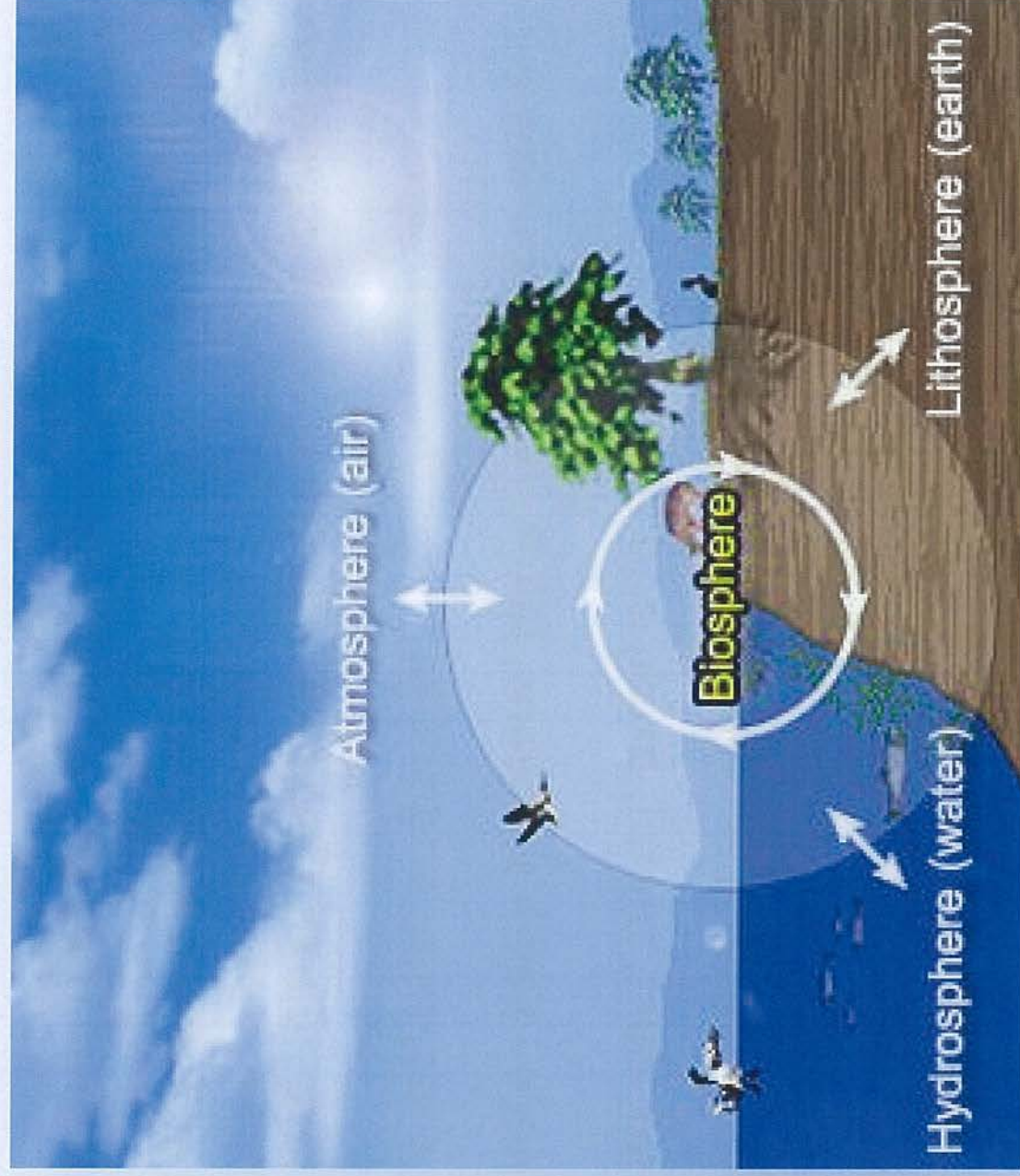




# Introduction to Biomes



# **Mind-Map: What are the 4 interacting Natural Environmental Spheres?**





# **Detailing the 4 Spheres**

- **Lithosphere** - Earth's core, mantle, and crust; continents, ocean floor, rocks, sand, dust, metal, brick, and asphalt.
- **Hydrosphere** - Earth's oceans, lakes, rivers, groundwater, glaciers, polar ice caps, rain, and snow.
- **Atmosphere** - Earth's oxygen, nitrogen, water vapor, ozone, and wind.
- **Biosphere**: Earth's living organisms such as plants, humans, animals, insects and microbes.

# Sphere Interactions

The surface of the Lithosphere, where the rocky part of our planet is in contact with water, air, or life is generally where the spheres intersect and affect each other. **The processes that move matter and energy from one sphere to another, we can call sphere interactions.**



**What Sphere  
interactions can  
you see here?**





# Sphere Interactions

- Humans (Biosphere) built a dam out of rock materials (Lithosphere).
- Water in the lake (Hydrosphere) seeps into the cliff walls behind the dam, becoming groundwater (Geosphere), or evaporating into the air (Atmosphere).
- Humans (Biosphere) harness energy from the water (Hydrosphere) by having it spin turbines (Geosphere, because the turbines come from metal ores in the ground) to produce electricity.



# Sphere Interactions

The interactions you've been describing are the processes of Earth system science. The current "balance" among these complex interactions makes it possible for life to flourish here. Because the spheres are all part of the same interconnected system, changes in any sphere ultimately affect the other spheres as well.

# Sphere Interactions

<http://study.com/academy/lesson/interactions-of-earths-spheres-purposes-and-examples.html> (Stop at 1min 50seconds).

**What effect do you have on the Earth system?**

**As a part of the biosphere, think of some ways that you change the Atmosphere, Hydrosphere, or Geosphere.**







-map.com

©





## Different types of Biomes

Using the website listed below complete the following table:

<http://www.thewildclassroom.com/biomes/>

Biome	Description	Biome Location
Ice Cap		Northern Polar Ice Caps  The Arctic Ice Sheet
Arctic Tundra	Arctic tundra is found almost entirely in the Northern Hemisphere. In the southern hemisphere it is found on isolated islands off the coast of Antarctica as well as the Antarctic peninsula. In the arctic tundra there are two seasons: winter and summer. Precipitation levels are very low. Minimal Biodiversity.	
Alpine Tundra		
Taiga		North America Canada Russia



Deciduous Forest	Structurally, these forests are characterized by 4 layers: a canopy composed of mature full-sized dominant species and a slightly lower layer of mature trees, a shrub layer, and understory layer of grasses and other herbaceous plants. Majority of Biodiversity is located closer to the forest floor. A wide range of variability in temperature and precipitation.	
Rainforest		
Grassland		
Tropical Savanna	Most savannas are caused by climatic patterns where there is a strong dry season for a large part of the year. Rain is concentrated in one season with a long period of drought in between. Vegetation consists primarily of grasses and small forbes.	
Chaparral		South Africa Australia Chile Turkey Greece France Italy Libya

Desert Scrub	Arid climates. Shrubs are the dominant growth form of deserts. Flora typically have small leaves, spines or thorns and/or aromatic oils. Shallow but extensive root systems. Like the plants, the animals of the desert have evolved an array of strategies for dealing with aridity.	
Desert		
Stream / Rivers		Found all over the world in a range of different climates.
Lake / Ponds		Found all over the world in a range of different climates.
Wetlands	Wetlands are areas of standing water that support aquatic plants. Marshes, swamps, and bogs are all considered wetlands. Plant species adapted to the very moist and humid conditions are called hydrophytes. Wetlands have the highest species diversity of all ecosystems. Many species of amphibians, reptiles, birds, and furbearers can be found in the wetlands.	Found all over the world in a range of different climates.  Newcastle
Estuaries	An estuary is a partially enclosed body of water	Found all over the



	formed where freshwater from rivers and streams flows into the ocean, mixing with the salty sea water.	world in a range of different climates.
Intertidal		Found all over the world in a range of different climates.
Coastal		Found all over the world in a range of different climates.
		Australia US United Kingdom
Coastal Reefs	Coral reefs are found around the globe in warm waters. Coral reefs to be more diverse and productive than their land equivalents. Corals are the only animals other than humans that are capable of building structures that can be seen by space.	
Oceanic Pelagic	It is the name for oceanic water not in direct contact with a shore or the bottom. It is by far the largest aquatic biome terms of volume. The different pelagic sub-zones: Epipelagic, Mesopelagic, Bathypelagic, Abyssopelagic, Hadopelagic. High Biodiversity.	
Abyssal		Mariana Trench in

		the Pacific
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Diagram of the Oceanic Pelagic

