

MYP by Concept

3

Individuals & Societies

Paul Grace



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MYP *by Concept*

3

Individuals & Societies

Paul Grace

Series editor: Paul Morris

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How to use this book

Each chapter is framed with a *Key concept*, *Related concept* and set in a *Global context*

Welcome to Hodder Education's *MYP by Concept* series! Each chapter is designed to lead you through an *inquiry* into the concepts of individuals and societies, and how they interact in real-life global contexts.

The *Statement of Inquiry* provides the framework for this inquiry, and the *Inquiry questions* then lead us through the exploration as they are developed through each chapter.

KEY WORDS

Key words are included to give you access to vocabulary for the topic. **Glossary terms** are highlighted and, where applicable, **search terms** are given to encourage independent learning and research skills.

As you explore, activities suggest ways to learn through *action*

ATL

Activities are designed to develop your *Approaches to Learning* (ATL) skills.

EXTENSION

Extension activities allow you to explore a topic further.

◆ Assessment opportunities in this chapter:

Some activities are *formative* as they allow you to practise certain parts of the MYP Individuals and societies *Assessment Objectives*. Other activities can be used by you or your teachers to assess your achievement *summatively* against all parts of an assessment objective.

Key Approaches to Learning skills for MYP Individuals and societies are highlighted whenever we encounter them.

i Definitions are included for important terms and information boxes are included to give background information, more detail and explanation.

Systems Power Fairness and development

1 How are societies governed?

The governance of societies is organized by different systems that are used to distribute power affecting fairness and development

CONSIDER THESE QUESTIONS:

Factual: What is a monarchy? What is the monarchy like in Japan and the UK? How does democracy work? How have modern democracies developed?

Conceptual: What are the features of totalitarian states?

Debatable: Is monarchy a fair system of governance?

Now **share and compare** your thoughts and ideas with your partner, or with the whole class.

KEY WORDS

government politics
society vote

IN THIS CHAPTER, WE WILL ...

- Find out about different systems of governance that are used to run societies.
- Explore case studies of countries that use monarchy, democracy and dictatorship.
- Take action by encouraging more political participation.

2

Individuals and Societies for the IB MYP 3: by Concept

Figure 1.1 Not all societies are governed in the same way



These Approaches to Learning (ATL) skills will be useful ...

- Communication skills
- Information literacy skills
- Critical-thinking skills
- Creative-thinking skills

We will reflect on this learner profile attribute ...

- Knowledgeable – as we learn more about different political systems and how they affect societies.

Assessment opportunities in this chapter:

- Criterion A: Knowing and understanding
- Criterion B: Investigating
- Criterion C: Communicating
- Criterion D: Thinking critically

INTRODUCTION

'Politics' is a word of Greek origin that refers to the systems of governance used to run a society. Studies in politics involve examining the ways in which power is distributed in a society and how and why people are governed in a particular way. There are many different ways that societies are governed in the world. In this chapter we will discuss three broad types of governance:

- Monarchy
- Democracy**
- Dictatorship**

These are different systems for how to rule a society (usually a country). There is, however, sometimes overlap between these terms, for example a **constitutional monarchy** may also be a democracy.

THINK-PAIR-SHARE

Discuss the following in pairs:

- What system of governance do you live under?
- What do you know already about how your home country is run?
- How does it work?

1 How are societies governed? 3

▼ Links to:

Like any other subject, Individuals and societies is just one part of our bigger picture of the world. Links to other subjects are discussed.

● We will reflect on this learner profile attribute ...

- Each chapter has an *IB learner profile* attribute as its theme, and you are encouraged to reflect on these too.

You are prompted to consider your conceptual understanding in a variety of activities throughout each chapter.

We have incorporated Visible Thinking – ideas, framework, protocol and thinking routines – from Project Zero at the Harvard Graduate School of Education into many of our activities.

Finally, at the end of the chapter you are asked to reflect back on what you have learnt with our *Reflection table*, maybe to think of new questions brought to light by your learning.

Use this table to evaluate and reflect on your own learning in this chapter

Questions we asked	Answers we found	Any further questions now?			
Factual					
Conceptual					
Debatable					
Approaches to learning you used in this chapter	Description – what new skills did you learn?	How well did you master the skills?			
		Novice	Learner	Practitioner	Expert
Learner profile attribute(s)	Reflect on the importance of the attribute for your learning in this chapter.				

! Take action

! While the book provides opportunities for action and plenty of content to enrich the conceptual relationships, you must be an active part of this process. Guidance is given to help you with your own research, including how to carry out research, guidance on forming your own research question, as well as linking and developing your study of Individuals and societies to the global issues in our twenty-first-century world.

1

How are societies governed?

- The governance of societies is organized by different **systems** that are used to distribute **power**, affecting **fairness and development**.

CONSIDER THESE QUESTIONS:

Factual: What is a monarchy? What is the monarchy like in Japan and the UK? How does democracy work? How have modern democracies developed?

Conceptual: What are the features of totalitarian states?

Debatable: Is monarchy a fair system of governance?

Now **share and compare** your thoughts and ideas with your partner, or with the whole class.

KEY WORDS

government

politics

society

vote



■ **Figure 1.1** Not all societies are governed in the same way

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- **Find out** about different systems of governance that are used to run societies.
- **Explore** case studies of countries that use monarchy, democracy and dictatorship.
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- Information literacy skills
- Critical-thinking skills
- Creative-thinking skills

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- Knowledgeable – as we learn more about different political systems and how they affect societies.

◆ Assessment opportunities in this chapter:

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- ◆ Criterion B: Investigating
- ◆ Criterion C: Communicating
- ◆ Criterion D: Thinking critically

INTRODUCTION

'Politics' is a word of Greek origin that refers to the systems of governance used to run a society. Studies in politics involve examining the ways in which power is distributed in a society and how and why people are governed in a particular way. There are many different ways that societies are governed in the world. In this chapter we will discuss three broad types of governance:

- Monarchy
- **Democracy**
- **Dictatorship**

These are different systems for how to rule a society (usually a country). There is, however, sometimes overlap between these terms, for example a **constitutional monarchy** may also be a democracy.

THINK–PAIR–SHARE

Discuss the following in pairs:

- What system of governance do you live under?
- What do you know already about how your home country is run?
- How does it work?

What is a monarchy?

Since the early days of human history, societies have evolved to have systems of governance. Early tribal societies had basic social structures, some without any hierarchies of power, while others had leaders who exercised control over the people. It wasn't until the development of civilizations that these systems of power become more complex and defined. The rulers of early civilizations such as the Sumerians or Egyptians were kings who held vast power over the people. The pharaohs of Ancient Egypt were often viewed as gods, making the laws, controlling the army and keeping everything in order. Society was structured into a pyramid shape where power flowed downwards.

These were the early examples of monarchies.

'Monarchy' refers to a form of government where an individual exercises power over a society because they are from a particular family. They also are said to represent the identity of a nation. Monarchs can have varying degrees of power. Their power can be symbolic, which means they are simply a figurehead for society, or partial, which means they have some influence over law and governance, through to absolute, which means they have full control over a society.

Monarchy was the most common type of government until the nineteenth century, when democracies (and for a time, dictatorships) became more common. Monarchies mostly exist today as something called constitutional monarchy, which means the monarch has a more ceremonial role rather than direct political control. Some monarchies, however, exercise more political power than others. In Saudi Arabia and Morocco, for example, the monarch wields considerable political influence.



■ **Figure 1.2** Henry VIII is an example of a well-known monarch. What do you think it would have been like to be ruled by him?

Monarchs are usually determined by hereditary factors. This means that when a King or Queen dies, their child, usually the oldest son, becomes the next monarch. Children growing up in royal families often learn the principles of how to rule a country from an early age. Other systems include **elective monarchies**, where the monarch is voted into power, usually by a small and select group of individuals. This system is used in the Vatican, for example. A final type is a **self-proclaimed monarchy** where an individual declares themselves as the monarch of a country. Napoleon Bonaparte did this, declaring himself Emperor of the French in the early nineteenth century.

The amount of power that a monarch yields also varies. **Absolute monarchs** hold the most power, ruling as autocrats. They can pass laws and overrule government to make decisions regarding the running of a country. In the Middle Ages, monarchs in Europe were said to have the 'Divine Right of Kings', which was a sacred power that could not be challenged; in China the emperor was said to have the 'Mandate of Heaven' in a similar vein. Some absolute monarchs, despite having considerable power, yielded power to parliaments to allow them to run the affairs of a country. Constitutional monarchs have partial power and are subject to the laws of a particular constitution. Monarchs in these systems are used as figureheads, often being a symbol for national unity.

Monarchies are often criticised for being an unfair system of governance. As monarchs are usually not elected into power, monarchy is seen to be simply an example of power going to the privileged. Many campaigners around the world would like to see the end to monarchy. Supporters of monarchy talk about the importance of monarchs as figureheads for national unity.

ACTIVITY: What is a monarchy?

■ ATL

- Communication skills: Make effective summary notes for studying

Write down three different responses to the inquiry question 'What is a monarchy?', using:

- 10–15 words
- 30–50 words
- 75–100 words.

Share your responses with others in the class.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating (strand i).

i Useful terms to do with monarchy

- **Abdication** – The process when a monarch resigns
- **Coronation** – The ceremony when a monarch is crowned
- **Pretender** – Someone who claims a throne that is already occupied
- **Regent** – Someone who rules when a monarch is a child or absent

SEE-THINK-WONDER

Look at the map in Figure 1.3

- What do you think about the countries that are governed by a monarchy?
- What does it make you wonder?

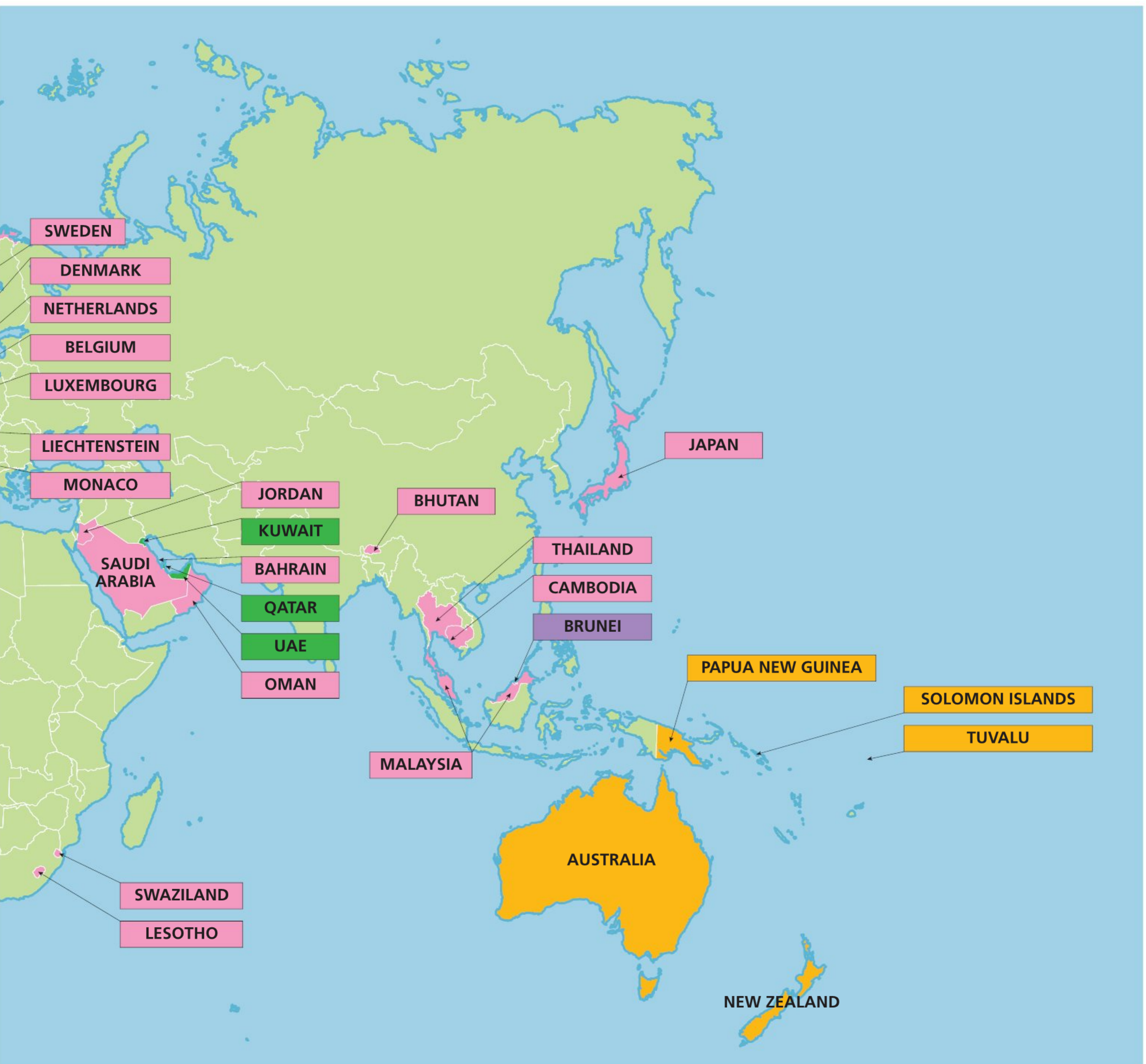


■ **Figure 1.3** Map showing the locations of monarchies in the world

DISCUSS

Study the map in Figure 1.3 below and then **discuss** the following:

- Research the following terms used on the map: **commonwealth**, **emirate** **sultanate**.
- How do you think having a monarchy would affect the identity of a country?
- Where in the world do you see no monarchies? Why might this be the case?



What is the monarchy like in Japan and the UK?

MONARCHY IN JAPAN



■ **Figure 1.4** The Japanese Emperor and Empress

The monarch in Japan (known as the emperor) is the head of a constitutional monarchy. The emperor is regarded as the highest authority in the Japanese religion of Shinto and said to be a descendent of the sun goddess Amaterasu. The emperor is known as Tennō in Japan, which means 'heavenly sovereign'. The Japanese monarchy is the oldest continuing hereditary monarchy in the world. The current emperor is Akihito, who took power in 1989, ascending to the Chrysanthemum throne (the name given to the Emperor of Japan's throne).

The power of the monarch in Japan has shifted through history. Prior to 1868, during the Tokugawa era, the emperor exercised little political control, and was more of a symbol of the country, living in Kyoto. The most powerful figure in Japan during this time was the shogun, the military leader who ruled over the feudal system.

The balance of power changed during an event called the Meiji Restoration in 1868 when the power and authority of the emperor was restored and later written down in a constitution, which gave the emperor absolute power. However, this came to an end after the defeat of Japan in the Second World War when the power of the emperor was curtailed. Japan was occupied by the USA, who helped them write a new constitution. The result was the 1947 constitution, which set up the basis for the constitutional monarchy in which the emperor now plays a largely symbolic and ceremonial role.

The Emperor of Japan today lives in the Imperial Palace in Tokyo and his birthday is a national holiday in Japan.



■ **Figure 1.5** The grounds of the Imperial Palace in Tokyo

SOURCE A

Extract from the 1889 Constitution of Japan regarding the powers of the Emperor

Chapter I: The Emperor

ARTICLE III. The Emperor is sacred and inviolable.

ARTICLE IV. The Emperor is the head of the Empire, combining in Himself the rights of sovereignty, and exercises them, according to the provisions of the present Constitution.

ARTICLE XI. The Emperor has the supreme command of the Army and Navy.

ARTICLE XIII. The Emperor declares war, makes peace, and concludes treaties.

SOURCE B

Extract from the 1947 Constitution of Japan regarding the powers of the Emperor

Chapter I: The Emperor

Article 1. The Emperor shall be the symbol of the State and of the unity of the people, deriving his position from the will of the people with whom resides sovereign power ...

Article 3. The advice and approval of the Cabinet shall be required for all acts of the Emperor in matters of state, and the Cabinet shall be responsible therefor.

Article 4. The Emperor shall perform only such acts in matters of state as are provided for in the Constitution and he shall not have powers related to government.

DISCUSS

Study Sources A and B, which show the constitutions of Japan at different times in history.

- **What does each tell you about the power of the emperor at different times in history?**
- **What are the similarities and differences between the two documents?**

MONARCHY IN THE UK

The United Kingdom is also a constitutional monarchy like Japan. The powers of the monarch are symbolic and ceremonial, as political power lies with the parliament which is headed by an elected majority party whose leader is the Prime Minister. Some members of the royal family live in Buckingham Palace in London. They attend numerous functions through the year, many of which are linked to charity work, and also take part in international tours to promote good will between countries. The current monarch in the UK is Queen Elizabeth II, who has been on the throne since 1952.

Over time, the power of the monarchy in the UK has gradually decreased and the power of parliament has increased. The UK does not have a written constitution like countries such as Japan and the USA, and the laws that govern the country have evolved over time.

In the UK there is debate about whether a monarchy is appropriate in the twenty-first century, with many people campaigning against this system of governance. Table 1.1 summarizes some of the views for and against monarchy.

■ **Table 1.1** The arguments for and against a constitutional monarchy

Arguments in favour of monarchy	Arguments against monarchy
In many cases, monarchies have been in place for many years. Why change something that works?	Monarchy is expensive to maintain and tax money that is spent on it should be directed elsewhere.
The monarchy helps with national unity and can promote a positive image of a country.	Monarchies are usually unelected and so are an unfair system of governance.
The monarchy can attract tourists who visit the palaces and royal grounds, bringing money to a country.	Monarchs are often born into a position of privilege. Monarchy divides society into the haves and the have nots.
The monarch acts as a head of state and therefore plays a vital role in the structure of governance.	Monarchs often have connections with a particular religion, which might not represent the diverse beliefs of a nation.
The monarchy can be very popular with people and there is genuine interest in the lives of the monarch and their family.	



i The Commonwealth

The monarch in the UK is also head of the Commonwealth. The Commonwealth is an organization of 53 nations that have in the past had links to the UK. It promotes peace and human rights. The Queen is the head of state of 16 of the countries in the Commonwealth, including Australia, Barbados, New Zealand and Canada. Every four years, the Commonwealth Games, an international sporting competition, is held between these countries that look to maintain and celebrate this relationship.

THINK–PAIR–SHARE

Can you think of any reasons why the monarchy may be:

- a** popular
- b** unpopular?

■ **Figure 1.6** Queen's Guard at Buckingham Palace

SOURCE A

Extract from an article by Peter Tatchell on the website www.petertatchell.net

Monarchy is incompatible with democracy. According to the elitist values of the monarchical system, the most stupid, immoral royal is more fit to be head of state than the wisest, most ethical commoner. Monarchs get the job for life, no matter how appallingly they behave.

SOURCE B

Extract from an article on the website www.economist.com/news/britain/

The case against hereditary appointments in public life is straightforward: they are incompatible with democracy and meritocracy, which are the least-bad ways to run countries. Royalists say this does not matter because the monarch no longer 'runs' Britain. Yet in theory, at least, she has considerable powers: to wage war, sign treaties, dissolve Parliament and more.

SOURCE C

Extract from an article by Alain De Botton on the website www.newstatesman.com

It is also a somewhat irrational institution, something for which it seems loved and hated by different sections of society. It asks us to entertain the idea that people could rule over us not because we voted for them, but just because they and their descendants put their stake in the ground before we appeared on earth.

ACTIVITY: Is monarchy a fair system of governance?

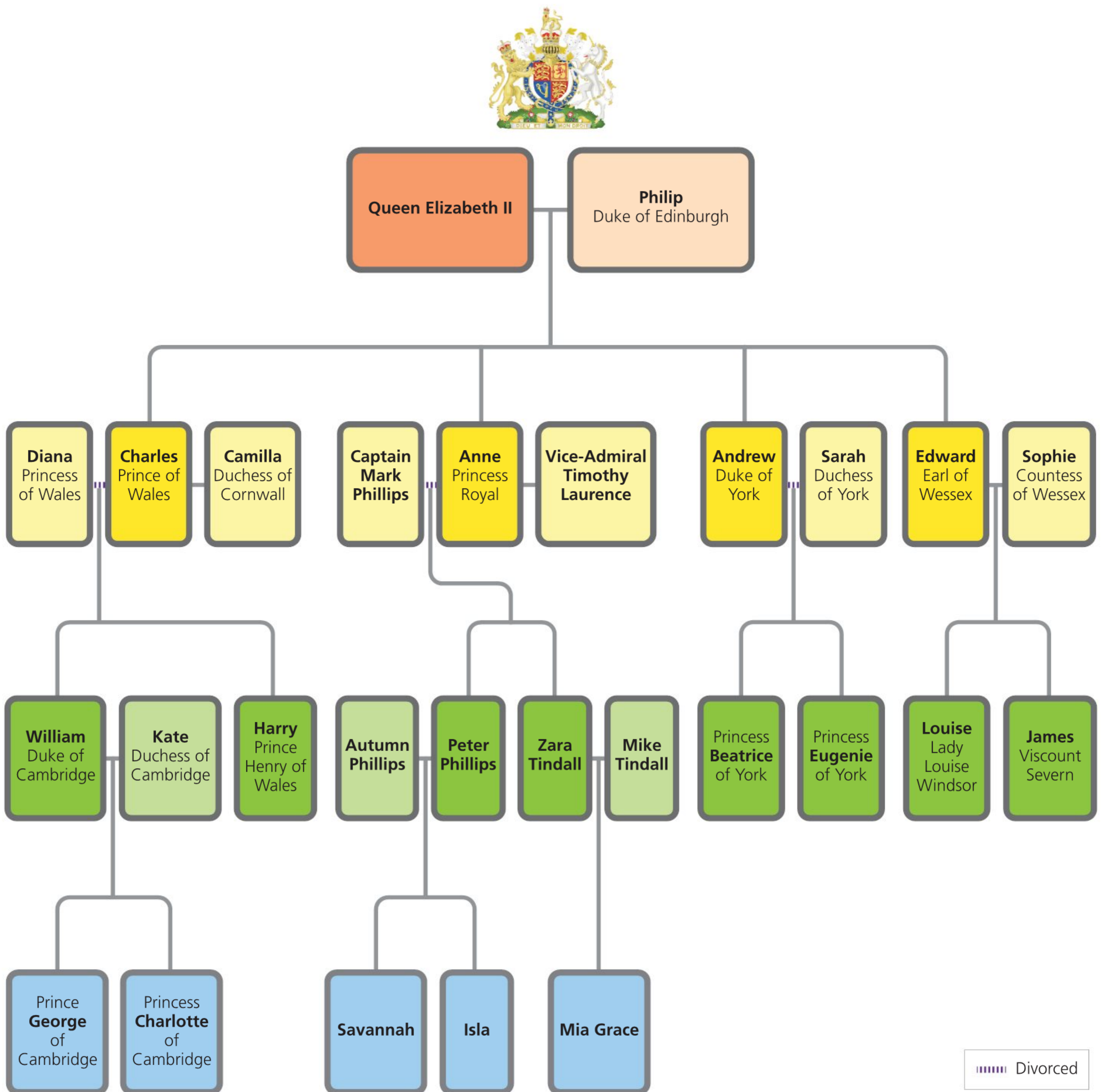
■ ATL

■ Critical-thinking skills: Develop contrary or opposing arguments

- What arguments are presented in Sources A, B and C against the UK monarchy?
- What do you think? Write a reflection, which answers the question 'Is monarchy a fair system of governance?' You can refer to the examples of Japan and the UK as well as others.

◆ Assessment opportunities

- ◆ This activity can be assessed using Criterion D: Thinking critically (strands i and ii).



■ **Figure 1.7** UK royal family tree

EXTENSION

Genealogy

Genealogy is the study of family histories. Tracing back your descendants through time can be exciting and reveal some interesting stories. Try and **create** your own family tree. There are a number of websites that can help you, for example: www.familyecho.com/

Making movies in Individuals and societies

Making movies or documentaries is a fun way to demonstrate your understanding of a topic or concept. Although a lot of time can be spent on the filming and editing of the project, it is important to ensure that the content you provide is good quality. Research your topic thoroughly. When you have done this, write out a script and storyboard before you start the production. Planning effectively will mean that the overall quality of your work will be higher.

ACTIVITY: A film about monarchy



■ ATL

- Creative-thinking skills: Create original works and ideas; Use existing works and ideas in new ways

Choose an example of a monarchy from the world map (Figure 1.3) on pages 6–7 and **create** a short, documentary-style film about that monarchy. You should provide background information about the monarchy and **explain** the powers it has in the country. Aim to make the film 3–5 minutes in length.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Knowing and understanding (strands i and ii) and Criterion C: Communicating (strands i, ii and iii).

How does democracy work?



'People shouldn't be afraid of their government. Governments should be afraid of their people.' – V for Vendetta



'If voting made any difference they wouldn't let us do it.' – Josef Stalin



'The best argument against democracy is a five-minute conversation with the average voter.' – Winston Churchill



'Elections belong to the people. It's their decision. If they decide to turn their back on the fire and burn their behinds, then they will just have to sit on their blisters.' – Abraham Lincoln

'The ballot is stronger than the bullet.' – Abraham Lincoln



'Democracy must be something more than two wolves and a sheep voting on what to have for dinner.' – James Bovard

THINK-PAIR-SHARE

Have a look through these quotes on democracy. **Discuss** each one in turn. What are the different messages that are being communicated about democracy? **Discuss** in pairs and feed back to the rest of the class.

■ **Figure 1.8** What is democracy?

WHAT IS DEMOCRACY?

The second example of governance we will explore now is **democracy**, a popular system of governance that is used by countries around the world. There are many variations in democracies in the world, which we will also look at.

A democracy is a type of governance that is run by the people. In a democracy, people should have a voice in how the government is run or in which laws are passed. This usually means having a vote. Voting is a system that involves people making a choice about a particular issue or candidate for election. They submit their votes secretly and then the votes are counted.

There are two main types of democracy: direct and representative.

Direct democracy means that the eligible people living in a country or state make decisions on the laws that are passed. This system was used in Athens in Ancient Greece. Nowadays this can come in the form of a referendum, when the people vote on a key specific issue. For example, in 2016 the British public voted on whether or not the UK should remain in the European Union.

Representative democracy is a more common form of democracy and means that people vote for candidates to take up governmental positions to represent the people. People vote for the different branches of government. For example, in the USA people vote for the President, the Congress and the Senate. Elected representatives are usually given a set period of time in office (typically four to five years) in which they can act in the interests of their voters. Voters usually choose the candidate based on the political party that they represent. For example, a candidate might represent the interests of workers and this may be popular with people who are looking for better working conditions. Other parties might traditionally protect the interests of the rich in society and thus gather their support from these sections of society.

The following are some of the common features of successful democracies:

- They are governed by the will of the people.
- There are free and fair elections.
- Individuals' rights are protected and human rights (for example, free speech) are respected.
- There are limits on the powers of the elected representatives.
- There is equality of access to democratic participation, for example, women can vote.

However, democracies have not always had these features. In particular, not all groups in society have always been represented or had the right to vote. Women campaigned for suffrage (the vote) in many countries in the nineteenth and twentieth centuries. The first country to allow women to vote was New Zealand in 1893. Voter discrimination has also occurred as a result of racist laws; it was not until the mid-1960s that African Americans could vote in elections in the USA.

Despite the idealism of democracy there are some problems that exist with democracies in the world today. For example, it is often the rich or elite members of society who end up in positions of power when countries lack social mobility, which affects the ability of people from lower classes to take on roles in government. Also, voter education may be limited. Schools need to teach about politics so that people are better informed as to who or what they are voting for. In recent years, democratic participation has fallen in many countries as apathy about the political system has increased. Finally, elections and democratic processes can be subject to corruption.

Despite these flaws, the system of democracy perhaps best represents the will of the people, in comparison to other systems where their views are not taken into account.

REFLECTION

Think about everything you know and have learnt about how democracy works, and what else you would like to know. Record your thoughts in a table like the one below.

What do you know about how democracy works?	What else would you like to know?

EXTENSION

What is a republic?

Democracies exist in different types of governmental systems. A republic is a system with an elected head of state, usually a president. This differs from a constitutional monarchy, which uses democracy to vote in the government but has an unelected king or queen as head of state. The USA is an example of a republic.

Research republics to see how they are different from constitutional monarchies.

CASE STUDY – DEMOCRACY IN ATHENS

The term 'democracy' originated in Ancient Greece, with the word *demokratia*, meaning 'rule of the people'. The city-state of Athens was the most notable example of democracy in Ancient Greece, and the system was used to vote upon the laws that were passed. The representatives of government were decided by a lottery of eligible citizens, men over the age of 18 who had completed military service and training. In a population of around 100 000, the number of eligible citizens was around 40 000. Women were excluded as well as large numbers of men who were not classified as citizens.

Within Ancient Athens there were three main branches of governance.

- **The Ekklesia** – The assembly that made decisions about war and foreign policy. A majority vote was used to make decisions on the passing of laws. All citizens were allowed to participate and the assembly took place on a hill called the Pnyx in Athens with large attendance figures sometimes of 5000–6000 citizens.
- **The Boule** – Known as the Council of 500, the Boule met every day, and decided what laws needed to be discussed by the Ekklesia. Positions for the Boule in Athens were decided by a lottery.
- **The Dikasteria** – This refers to the law courts, which also had democratic elements within the Athenian city-state. The jury was decided each day by lottery and they held significant power in the court to decide the outcome of different cases.

There were many early examples of democratic councils being set up in early societies to make decisions on how to run matters, and this continued through the Middle Ages.

ACTIVITY: A letter from Athens

■ ATL

- Communication skills: Write for different purposes

Imagine you are living in Ancient Greece in the city-state of Athens. Write a letter to a friend who is living in a different city-state. **Describe** how your system of governance works, including what you like and dislike about it. **Use** Sources A and B to help you. Aim to write 200–500 words.

◆ Assessment opportunities

- ◆ This activity can be assessed using Criterion C: Communicating (strands i and ii).



■ **Figure 1.9** The Parthenon in Athens

SOURCE A

Extract about Athenian Democracy from the website www.ancient.eu/Athenian_Democracy/

As we have seen, only male citizens who were 18 years or over could speak (at least in theory) and vote in the assembly, whilst the positions such as magistrates and jurors were limited to those over 30 years of age. Therefore, women, slaves, and resident foreigners (metoikoi) were excluded from the political process. ...

Illustrating the esteem in which democratic government was held, there was even a divine personification of the ideal of democracy, the goddess Demokratia. Direct involvement in the politics of the polis also meant that the Athenians developed a unique collective identity and probably too, a certain pride in their system.

SOURCE B

Pericles' speech at the funeral of Athenians during the Peloponnesian War

Our constitution is called a democracy because power is in the hands not of a minority but of the whole people. When it is a question of settling private disputes, everyone is equal before the law; when it is a question of putting one person before another in positions of public responsibility, what counts is not membership of a particular class, but the actual ability which the man possesses. No one, so long as he has it in him to be of service to the state, is kept in political obscurity because of poverty. And, just as our political life is free and open, so is our day-to-day life in our relations with each other.

How have modern democracies developed?

THE HISTORY OF DEMOCRACY

Nowadays, democracy is one of the most popular systems of governance around the world as it is seen to be a direct representation of the interests of the people. Throughout history we can see examples of the power of the monarchy and religion gradually declining and the influence of democratic institutions (for example, parliaments) increasing in a number of countries. Here is a selection of key events in the history of democracy.

The Magna Carta, 1215

This was a legal charter that limited the power of absolute monarchy in England. It was signed by King John and gave barons (religious leaders) more legal rights to pass laws, especially in regard to taxation. It helped the development of democracy in the UK as it was the first major challenge to the power of the monarch.



■ **Figure 1.10**
The Magna Carta

The American Constitution, 1787

The founding of the American Constitution was a very important step in the history of democracy. It was the blueprint for the nation and includes democratic principles such as voting rights.



■ **Figure 1.11** The American Constitution

The French Revolution, 1787–99

This revolution involved the overthrow of the French monarchy in favour of democratic principles of liberty, equality and fraternity. This revolution is a good example of popular favour moving away from the system of absolute monarchy towards a democracy.



■ **Figure 1.12** The Battle of Fleurus, June 1794

Votes for women

Beginning in New Zealand in 1893, the participation of women in democracy became more widely accepted in the twentieth century. This was an important step forward for democracy.



■ **Figure 1.13** Suffragettes demonstrating in London, 1906

The Civil Rights Movement

The Civil Rights Movement in the USA during the 1960s was a mass movement that campaigned for greater equality. One result was voting rights for African Americans in the USA, where previously racist laws had restricted people from voting.



■ **Figure 1.14** Civil Rights march, Washington DC, 1963

The fall of the Berlin Wall

In 1989 many European communist states that had been run as dictatorships became democracies. This was a popular movement against the influence of the Soviet Union and the nature of the single-party states. It is perhaps best symbolized by the destruction of the Berlin Wall in 1989.



■ **Figure 1.15** Crowds watch the wall come down, November 1989

ACTIVITY: The historical development of democracy

■ ATL

- **Communication skills:** Use a variety of speaking techniques to communicate with a variety of audiences

Choose one of the events listed on these pages. Research the event in more detail and then create a 1–2-minute podcast that **describes** the event and **explains** its significance in the development of democracy.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating (strands i and ii).

What is a dictatorship?

'Under conditions of tyranny it is far easier to act than think.' –
Hannah Arendt

Dictatorship is a form of government where a country is ruled by an individual, known as a dictator. It is an example of an authoritarian state. Dictatorships are traditionally controlling of people's lives and are usually opposed to democracy. A dictatorship that is run by a small group of people is called an oligarchy.

Dictatorships have existed in different forms throughout history. For example, the Roman Empire can be seen as an early form of dictatorship. During the twentieth century there was a rise in the number of dictatorships around the world, particularly between the First and Second World Wars. This time period saw the rise of fascism as an ideology in Germany, Italy and Japan, who became allies during the Second World War.

■ **Table 1.2** Past dictatorships in Germany, Italy and Japan

Germany	Italy	Japan
<p>Germany had a fully functioning democracy until 1933 when the Nazi party was elected into power. Very quickly, under the leadership of Adolf Hitler, the Nazis went about removing the instruments of democracy and exercising increasing control over people's lives. This included extreme prejudice and discrimination against Jews. Nazi Germany went on to expand its territory in Europe and its foreign policy was a major cause of the Second World War. Hitler and the Nazis were fascist, highly nationalistic, had an aggressive foreign policy and dealt with opposition harshly.</p> <p>The dictatorship of Hitler and the Nazis ended when Germany lost the war and Hitler committed suicide in 1945.</p>	<p>Italy quickly rejected democracy after the First World War and the leader Benito Mussolini became the dictator, Il Duce (the leader), from 1925 onwards. He developed a dictatorship that followed the ideology of fascism. This included the development of a police state and a cult of personality that worshipped him as the leader. Mussolini's foreign policy was aggressive, and led to the invasion of Abyssinia (Ethiopia) in 1936.</p> <p>Mussolini was overthrown in 1943.</p>	<p>During the 1930s, Japan moved to a highly nationalistic and militaristic state that invaded China and later other parts of Asia in the early 1940s. The Japanese Empire dominated Asia during the Second World War. Although not exactly a dictatorship, the country came under the influence of fascist militarists who reported to the emperor. They worked more like an oligarchy. During this time, the power of democracy in the country was severely weakened.</p> <p>Japan surrendered in 1945, bringing an end to the militarists' rule. Japan set up a new democracy after this point, retaining the emperor as a figurehead for the country.</p>

WHAT ARE THE FEATURES OF TOTALITARIAN STATES?

Some dictatorships have been classified as 'totalitarian'. This means that they have total control over the lives of the people living within the state. Benito Mussolini, the Italian dictator, was the first to coin this term. He also said the following, which sums up the idea of totalitarianism:

'All within the state, nothing outside the state, nothing against the state.'

Totalitarian states are said to have some defining features:

An ideology

Ideologies are systems of ideas that have an identity and can be followed by people in a country. Examples of ideology include communism and fascism. Totalitarian states often followed more extreme ideologies.

Cult of personality

This occurs when the strength of the leader of a particular society is reinforced through the ideology and propaganda. It promotes the strength and wisdom of the leader, encouraging people to simply follow and not challenge their authority.

Fear, repression and terror

Totalitarian states are usually run as police states where there is a high level of surveillance of the people living there and harsh punishments for those who step out of line.

Propaganda and censorship

Controlling the information that people have access to is also important to these types of states. Propaganda involves advertising certain policies and ideological positions, while censorship is used to mould people's values by restricting opposing perspectives.

State-controlled economic policies

This refers to having a strong governmental control over the economic development of the country, limiting economic freedoms. For example, under Stalin the Soviet Union went through industrialization through government-backed five-year plans.

DISCUSS

Take a look at the pictures below and on page 24. In pairs, write down what is going on in each of the pictures and decide what aspect of totalitarian states they are examples of.



■ **Figure 1.16** An industrial plant at Magnitogorsk in the former Soviet Union



■ **Figure 1.17** Statues of Kim Il-sung and Kim Jong-il in Pyongyang, North Korea



■ **Figure 1.18** Promotional poster for the People's Liberation Army in China, 1971



■ **Figure 1.19** A watch tower in a former Soviet Labour Camp



■ **Figure 1.20** Children reading from Mao Zedong's Little Red Book during his leadership – it contained his quotations

CASE STUDY – LIFE IN NORTH KOREA

Korea was under the colonial rule of Japan between 1910 and 1945. After the Second World War, the peninsula was divided into North and South Korea under the influence of the Soviet Union and the USA respectively. Conflict broke out between the two nations in 1950, involving other international powers including the USA and China. Following the war North Korea, a communist state, allied itself with China and the Soviet Union. Over time the leader, Kim

Il-sung, built up a dictatorship that followed the state ideology of **Juche**, which emphasized self-reliance and independence along with traditional communist ideas. This helps to explain North Korea's continued isolated position in the world today. Critics of the North Korean state highlight human rights issues and restrictions on freedom for the people living there. Some would suggest it is an example of a totalitarian state.

SOURCE A

'All of North Korea is a jail.' – Kim Y. Sam

SOURCE B



■ **Figure 1.21** Satellite picture of the Korean peninsula at night taken in 2012

SOURCE C



■ **Figure 1.22** Propaganda poster – the person in the middle of the sun is former President Kim Il-sung (designated in the constitution as the country's Eternal President)

SOURCE D

Paul French (2005) North Korea, The Paranoid Peninsula, A Modern History, Zed Books, page 12

Those who live on higher floors may have to set out for work or school a little earlier than lower down. Due to the chronic power shortages affecting the entire DPRK [Democratic People's Republic of Korea], i.e. North Korea, many building elevators have long stopped operating, or work only intermittently. As many buildings are between twenty and forty storeys tall, this is an inconvenience. In general the major problem is for the older residents, who find the stairs difficult. Many senior citizens are effectively trapped in their apartments; there are stories of old people who, having moved in, have never been able to leave.

SOURCE E

Barbara Demick (2010) Nothing to Envy: Real Lives in North Korea, Granta, page 45

To a certain extent, all dictatorships are alike. From Stalin's Soviet Union to Mao's China, from Ceaușescu's Romania to Saddam Hussein's Iraq, all these regimes had the same trappings ... But Kim Il-sung took the cult of personality to a new level. What distinguished him in the rogues' gallery of twentieth-century dictators was his ability to harness the power of faith. Kim Il-sung understood the power of religion ...

Broadcasters would speak of Kim Il-sung or Kim Jong-il breathlessly, in the manner of Pentecostal preachers. North Korean newspapers carried tales of supernatural phenomena. Stormy seas were said to be calmed when sailors clinging to a sinking ship sang songs in praise of Kim Il-sung.

SOURCE F

Barbara Demick (2010) Nothing to Envy: Real Lives in North Korea, Granta, page 11

In the futuristic dystopia imagined in *1984*, George Orwell wrote of a world where the only color to be found was in the propaganda posters. Such is the case in North Korea. Images of Kim Il-sung are depicted in the vivid poster colors favored by the Socialist Realism style of painting. The Great Leader sits on a bench smiling benevolently at a group of brightly dressed children crowding around him. Rays of yellow and orange emanate from his face: He is the sun.

SOURCE G



■ **Figure 1.23** Arirang Mass Games in Pyongyang, North Korea, an annual celebration of dance and gymnastics

SOURCE H

Bruce Cumings (2005) Korea's Place in the Sun, A Modern History, Norton, page 405

They [a group of international visitors] were ill-prepared for the wide tree-lined boulevards of P'yongyang, swept squeaky clean and traversed by determined, disciplined urban commuters held in close check by traffic women in tight uniforms, pirouetting with military discipline and a smile, atop platforms at each intersection. They had not expected a population living in modern high-rise buildings, hustling out in the morning like Japan's 'salarymen' to a waiting subway or electric bus. They were suddenly enamored of the polite waitresses who served ample portions of tasty Korean and Western food at hotels and restaurants.

In the 1980s P'yongyang was one of the most efficient, best-run cities in Asia, a mixture of the fastidiousness of Singapore and the bucolic quiet of Alma-Ata. Older utilitarian Soviet-style apartment houses and state office buildings mingled with grand new monumental architecture, lavished with marble and topped off with Korean curved roofs. About two million people lived there, or 10 per cent of the population. If the pickings were predictably slim among consumer goods, daily necessities were available and the traveler observed few queues. Well-tended parks dotted all sections of the city, through which two rivers flowed along willow-lined banks.

SOURCE I



■ **Figure 1.24** Soldiers enjoying leisure time in North Korea

ACTIVITY: Life in North Korea

■ ATL

■ Critical-thinking skills: Gather and organize relevant information to formulate an argument

- Write a list of words to **describe** what you think life in North Korea would be like. Are your words all negative? If so, can you think of some positive words as well? Remember to use the sources on pages 25–29.
- Do you agree with the quote that ‘All of North Korea is a jail’? **Explain** your answer.

- What psychological effects do you think participation in the Arirang Mass Games might have on people?
- What do you **understand** by the term ‘cult of personality’? Why is it important to the North Korean state?
- Is North Korea sustainable? What do you think are some of the challenges facing the country today?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion D: Thinking critically (strands i and ii).

ACTIVITY: Totalitarian states

■ ATL

- Information literacy skills: Access information to be informed and inform others

Do some research into one of the following states:

- North Korea under Kim Il-sung
- China under Mao
- Soviet Union under Stalin
- Germany under Hitler

1 For the state you have chosen, copy and complete the following evaluation table.

Feature of the totalitarian state	Evidence that supports	Evidence that goes against	Overall judgement
A unifying ideology			
A strong leader with a cult of personality			
Fear, repression and terror			
Propaganda and censorship			
State-controlled economic policies			

2 Write an overall reflection for your chosen state using the following guiding question.

To what extent is _____ an example of a totalitarian state?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Investigating (strands iii and iv) and Criterion D: Thinking critically (strands i and ii).

THINK–PAIR–SHARE

Can you think of any positive consequences of living under a dictatorship or totalitarian regime?

! Take action

- ! Making a difference in the world of politics requires direct action. Individuals have great power to influence decision-makers and have a say in how societies are run. Look at getting involved in politics in your local area. Research the political parties and politicians that represent you. Think about some of the political issues that you think are of importance in your local area.
- ! Find out what issues other people think are important by conducting a survey or some interviews.

Reflection

In this chapter we have explored three different systems of governance: monarchy, democracy and dictatorship. We have seen that the system of governance affects the fairness and development of the country.

Use this table to reflect on your own learning in this chapter					
Questions we asked	Answers we found	Any further questions now?			
Factual: What is a monarchy? What is the monarchy like in Japan and the UK? How does democracy work? How have modern democracies developed?					
Conceptual: What are the features of totalitarian states?					
Debatable: Is monarchy a fair system of governance?					
Approaches to learning you used in this chapter:	Description – what new skills did you learn?	How well did you master the skills?			
		Novice	Learner	Practitioner	Expert
Communication skills					
Information literacy skills					
Critical-thinking skills					
Creative-thinking skills					
Learner profile attribute(s)	Reflect on the importance of being knowledgeable for your learning in this chapter.				
Knowledgeable					

2

What are natural hazards and how do societies respond to them?

- **Societies** can be affected by different types of hazards and require innovative **systems** and **resources** in order to respond effectively to them.

CONSIDER THESE QUESTIONS:

Factual: How is the Earth structured? What are plate tectonics? What are the causes and consequences of earthquakes and volcanoes?

Conceptual: What are the different ways that societies can respond to natural hazards? How do disasters affect the identities of societies?

Debatable: Are wealthy countries safer from disasters?

Now **share and compare** your thoughts and ideas with your partner, or with the whole class.



■ **Figure 2.1** Earthquake damage in Kathmandu, Nepal, 2015

○ IN THIS CHAPTER, WE WILL ...

- **Find out** about the causes and consequences of natural hazards.
- **Explore** case studies of natural hazards and how societies have responded to them.
- **Take action** by raising a campaign to help an area of the world affected by natural hazards.



■ **Figure 2.2** Mount Merapi Volcano in Indonesia

■ These Approaches to Learning (ATL) skills will be useful ...

- Communication skills
- Organization skills
- Information literacy skills
- Media literacy skills
- Transfer skills
- Critical-thinking skills

◆ Assessment opportunities in this chapter:

- ◆ **Criterion A:** Knowing and understanding
- ◆ **Criterion B:** Investigating
- ◆ **Criterion C:** Communicating

● We will reflect on this learner profile attribute ...

- Communicators – by exploring the ways that communication can help reduce the severity of disasters.

KEY WORDS

earthquake
hurricane

tsunami
volcano

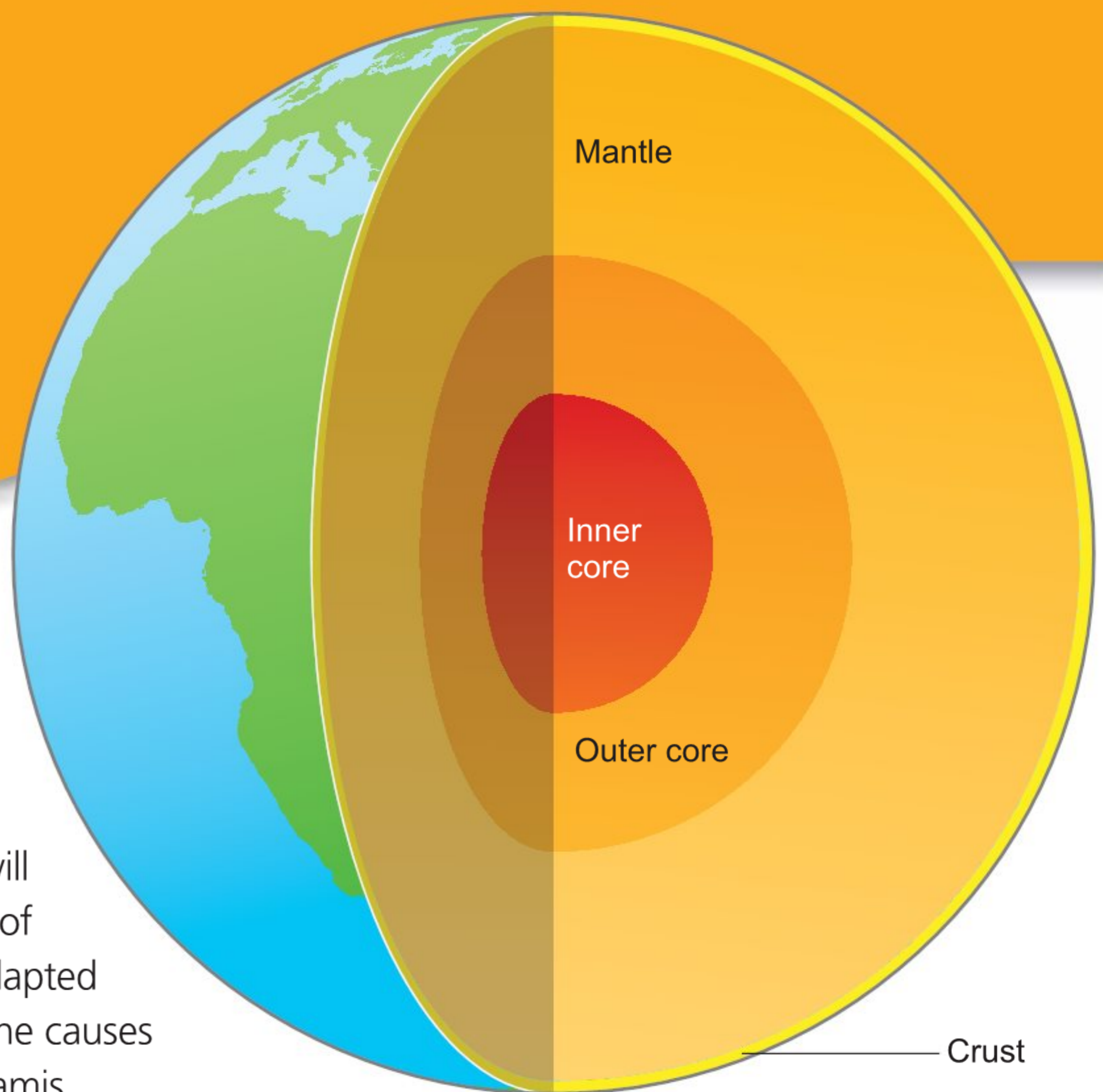
COLOUR–SYMBOL–IMAGE

Consider the topic of this chapter: natural hazards. Individually or in small groups, choose a colour, symbol and image that you feel best represents or captures the essence of the topic.

Be ready to **explain** to others in the class why you decided on the particular colour, symbol and image.

How is the Earth structured?

The Earth we live on is constantly changing, with deep forces at work. Most of the time, these changes aren't noticed as we go about our busy lives but, at times, they can result in natural hazards that can have devastating effects on human societies. In this chapter we will examine the causes and consequences of some of these natural hazards and how societies have adapted to respond to these dangers. We will focus on the causes and effects of earthquakes, volcanoes and tsunamis.



■ **Figure 2.3** The structure of the Earth

THINK–PAIR–SHARE

In pairs, **list** all the different natural hazards that you know of. Share your ideas with the class.

To understand the causes of these natural hazards, we need to look at the structure of the Earth to see what is happening under our feet.

The Earth can be divided into four layers: inner core, outer core, mantle and crust.

- The inner core has a temperature of between 5000 and 6000 degrees Celsius and is the hottest part of the Earth. It is made from iron and nickel and is solid.
- The outer core is a hot liquid material of between 4000 and 6000 degrees Celsius and is made from iron, nickel, sulphur and oxygen. It surrounds the inner core.
- The mantle comprises solid and liquid material and is semi-molten. It is made from iron, oxygen, silicon, magnesium and aluminium, and is the widest section of the Earth.
- The crust is the solid layer of the Earth which we live on. It is very thin compared to the other sections of the Earth. Land is made up of a thicker continental crust and the seas and oceans are on top of a thinner oceanic crust.

ACTIVITY: Apples and the structure of the Earth

ATL

- Transfer skills: Apply skills and knowledge in unfamiliar situations

For this activity you'll need an apple. Cut the apple in half and then **compare** what you see to the diagram in Figure 2.3. Take a photo of your cut apple and then label the following on the photo.

For the apple	For the Earth
Core	Core
Pulp	Mantle
Skin	Crust

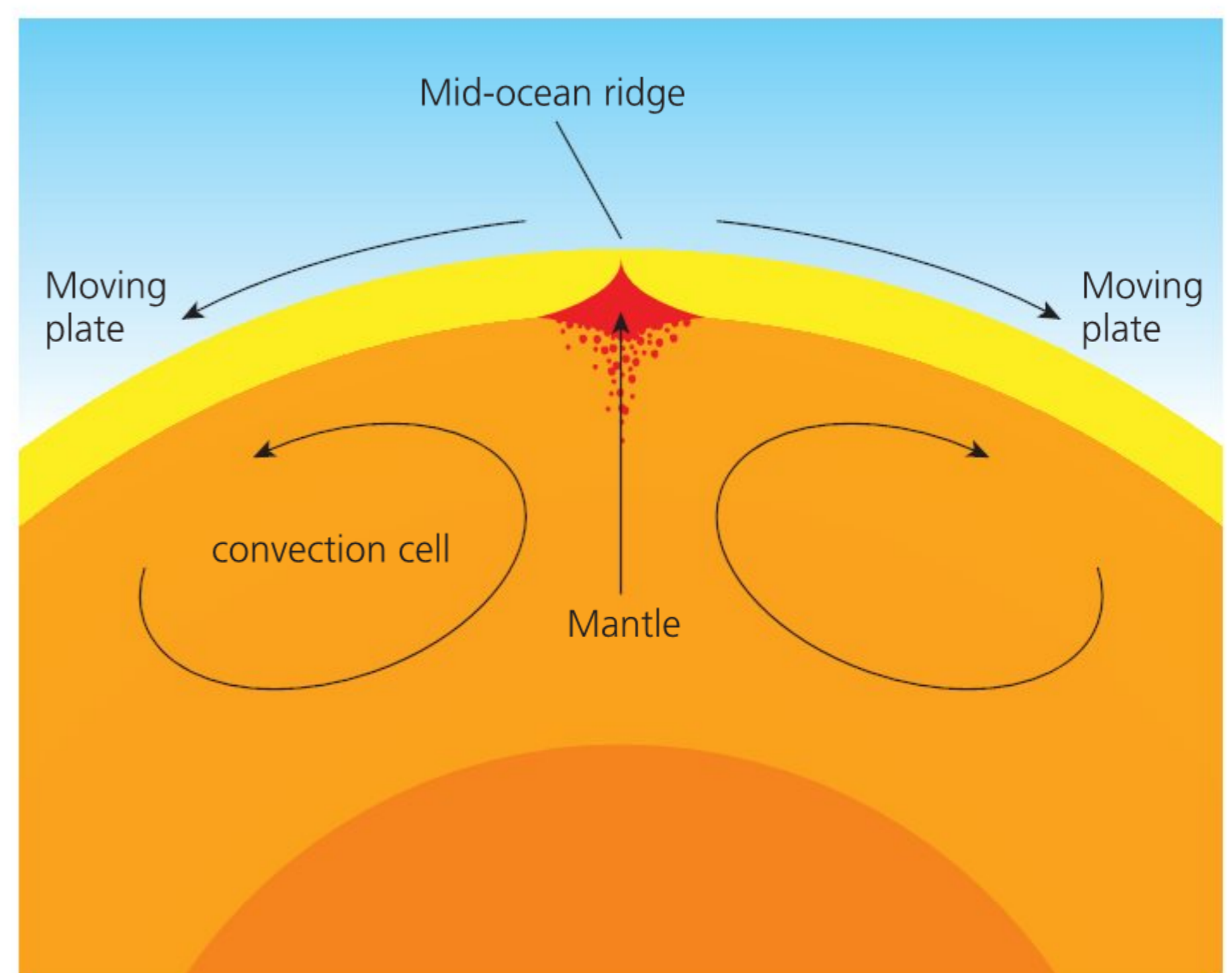


■ **Figure 2.4**

Discuss the similarities between the apple and the structure of the Earth in small groups.

The crust is divided into plates, which move in different directions. The movement of the plates is caused by **convection currents** in the mantle. This allows the plates to move together, further apart from each other or alongside each other. Crust can be destroyed in places and new crust can be created. Radioactive decay in the mantle leads to heat rising and falling in the mantle, which creates these convection currents.

For more on the structure of the Earth, see *Sciences for the IB MYP 1: By Concept*, p125.



■ **Figure 2.5** Convection currents in the mantle

Making annotations

A useful skill to develop in Individuals and societies is how to make annotations. This is a skill that can be used in lots of different contexts. To annotate, put simply, is to label a diagram, image, graph or map with notes, explanations or additional information. It gives the reader an understanding of the key features you want to highlight. There are lots of opportunities to use annotation in different projects that you complete in your school subjects so try to get into the habit of using this skill more often.

What are plate tectonics?

The theory of plate tectonics explains the movement of the plates on the crust, and was developed in the 1950s and 1960s to help explain many geological features of the world, including the likely locations of earthquakes and volcanoes. The map in Figure 2.6 shows the main plates that have been identified and the directions in which they are moving.

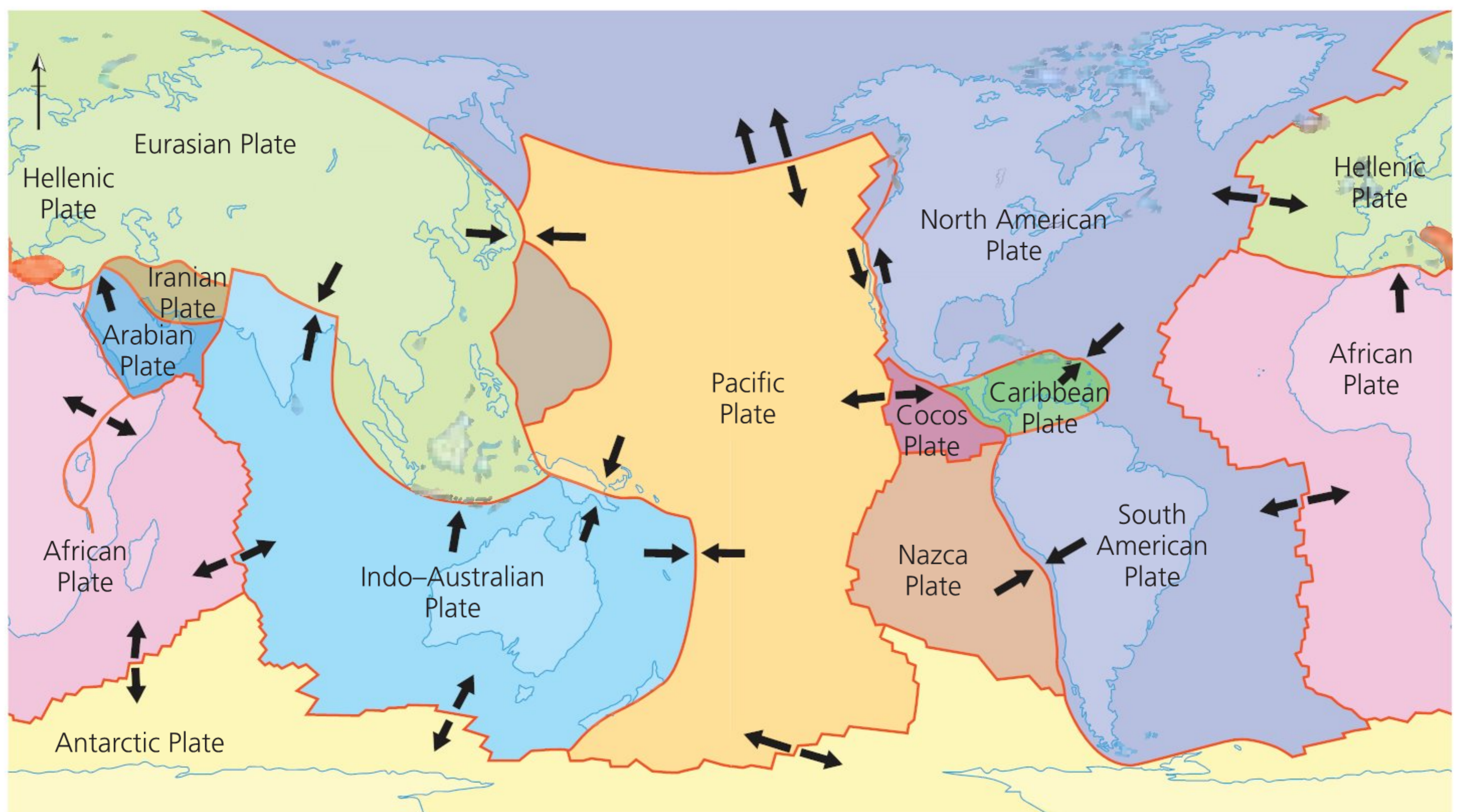
ACTIVITY: Plate tectonics

■ ATL

■ Information literacy skills: Access information to be informed and inform others

Use the map in Figure 2.6 to answer the questions below.

- 1 Find an example of two plates that are moving:
 - a) away from each other
 - b) against each other
 - c) alongside each other.
- 2 From the map identify three locations where you would expect there to be a lot of earthquakes and volcanic activity. Explain your answer.



Key

— Plate boundary ← Direction in which plate is moving

■ **Figure 2.6** Map showing plate boundaries

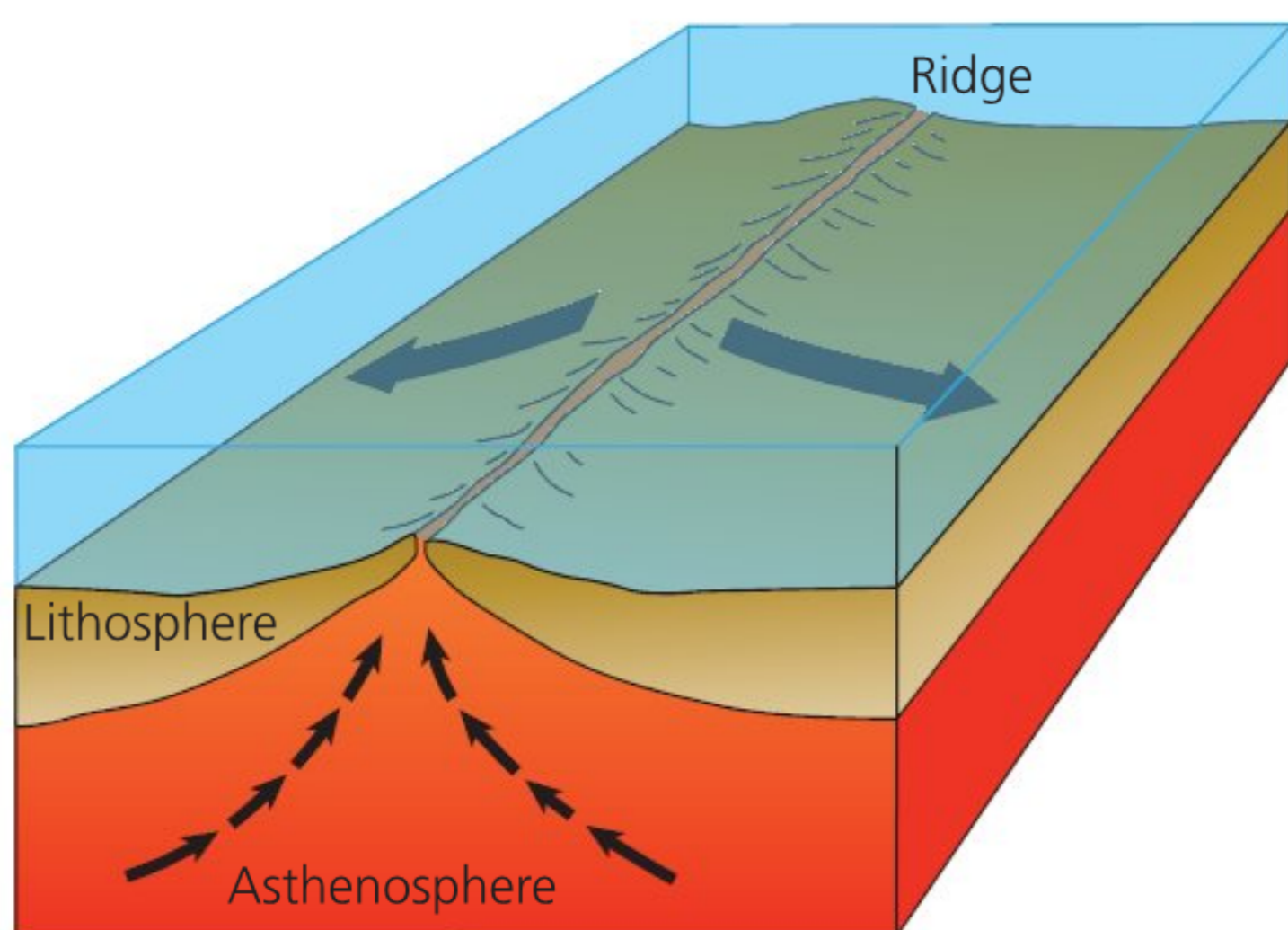
From the map, we can see that there are three main types of plate boundaries. These are called **divergent**, **convergent**, and **transform plate boundaries**

DIVERGENT PLATE BOUNDARIES

Divergent plate boundaries occur when two plates are moving away from each other. This happens above areas of rising convection currents in the mantle. This occurs on both oceanic crust and continental crust with varied effects.

When this occurs on oceanic crust, it creates a ridge as the layer under the crust, the **lithosphere**, is raised. New crust (or new seabed) is formed at these places. Often there is volcanic activity and the chance of earthquakes. An example of an oceanic divergent plate boundary is the Mid-Atlantic Ridge.

When the same process occurs over continental crust, a rift valley is created. The process of the continental crust moving apart other creates large valleys and uneven topography that can also lead to the creation of lakes. If it happens extensively over time, new seas and oceans can be formed. An example of a continental divergent plate boundary is the East Africa Rift Valley.

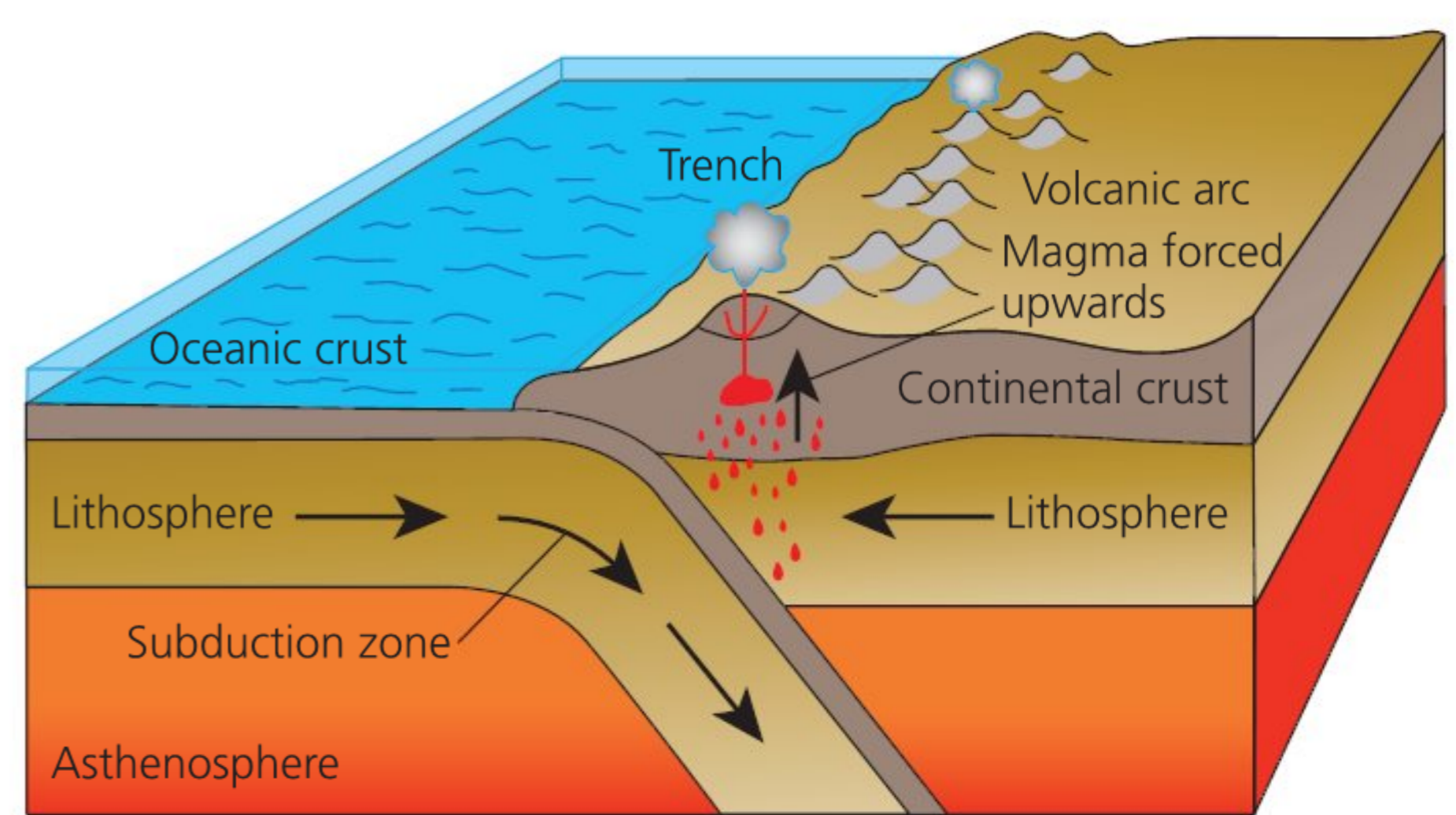


■ **Figure 2.7** A divergent plate boundary

CONVERGENT PLATE BOUNDARIES

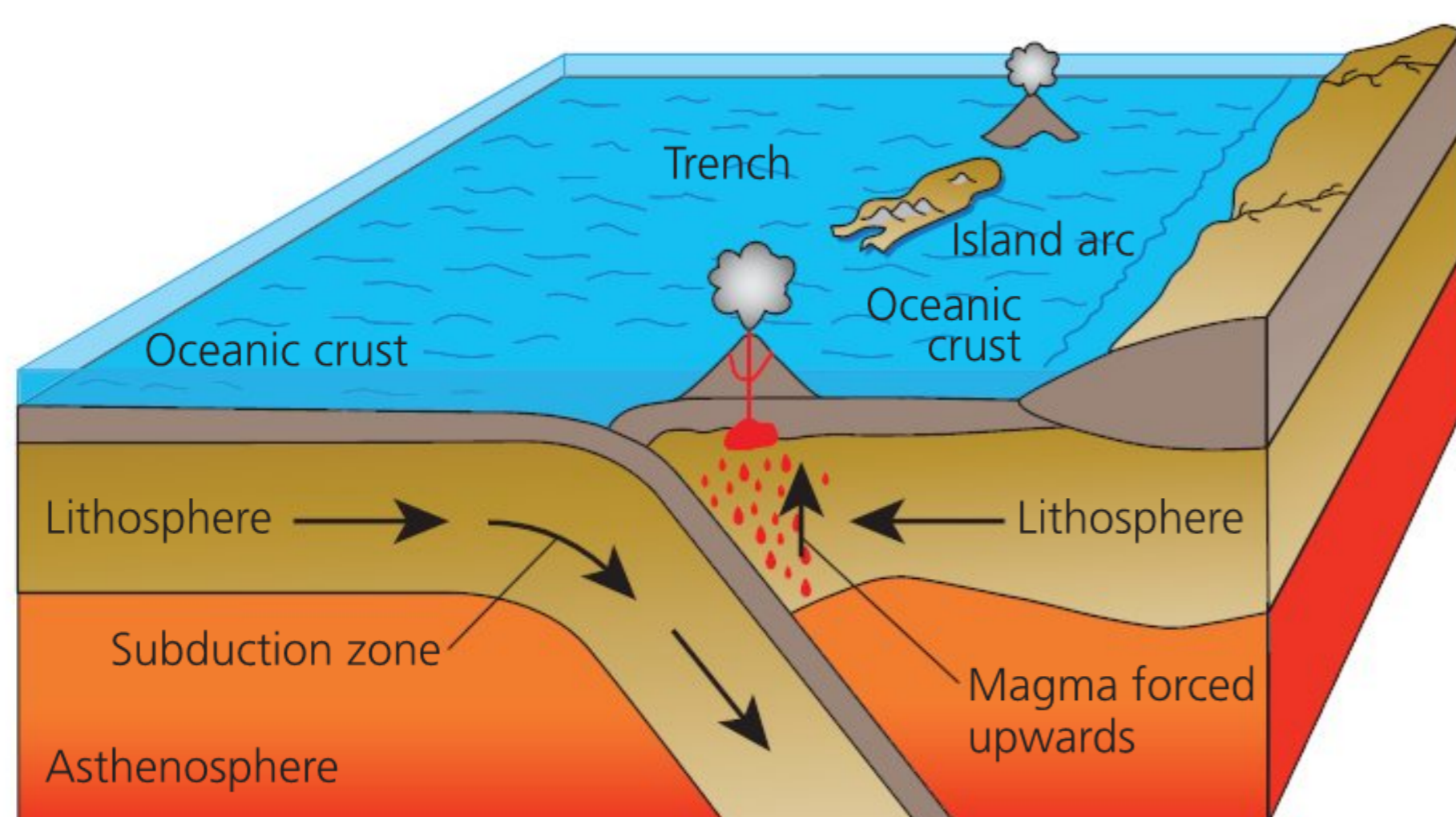
Convergent plate boundaries occur when two plates are moving towards each other. This can occur in three different ways: continental meeting continental crust, oceanic meeting oceanic crust and oceanic meeting continental crust. Each has different effects.

When oceanic crust collides with continental crust, an interesting process takes place called subduction. As the oceanic crust is thinner and less dense than the continental crust it is forced downwards in the meeting of the plates. This subduction process leads to the destruction of oceanic crust as it melts into the mantle. At the same time, magma is forced upwards by this process and can break through the surface as a volcanic eruption. An example of this type of plate boundary is the meeting of the Nazca and South American Plates.



■ **Figure 2.8** A convergent plate boundary where oceanic crust meets continental crust

When two oceanic crusts meet at a plate boundary, a slightly different process occurs. Subduction takes place again, and it will typically be the less dense crust that is subducted. Once again magma is forced upwards and this can create at first volcanic eruptions on the seabed. Over time this can lead to the creation of volcanic islands. For example, many of the Caribbean and Japanese islands were formed due to this process.

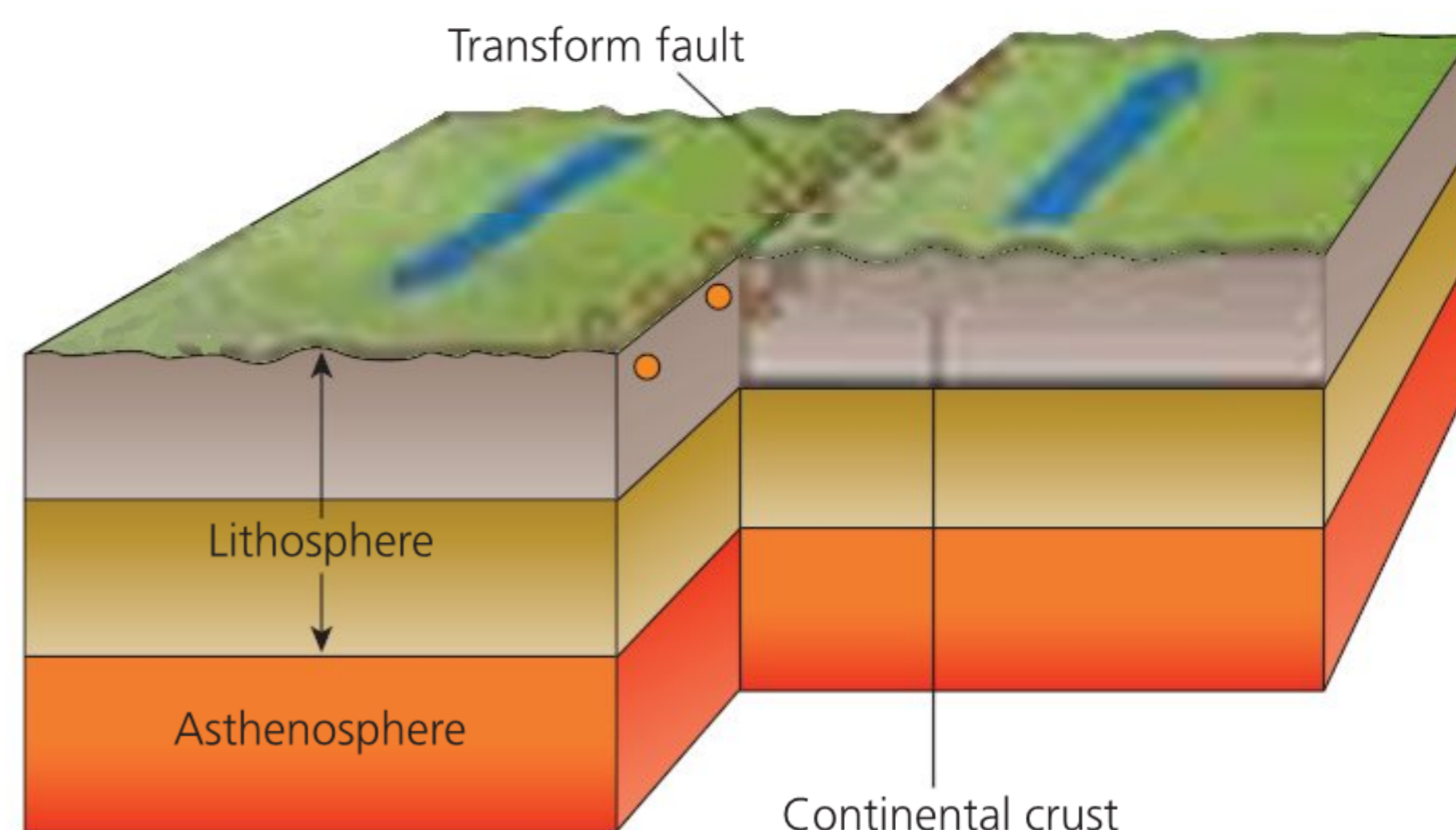


■ **Figure 2.9** A convergent plate boundary where oceanic crust meets oceanic crust

Finally, when two plates collide which are both continental crust, a different process takes place. Rather than subducting, the crust is forced upwards, cracks and moves in different directions. This can create vast mountain ranges. An example where this is taking place at the moment is the meeting point of the Indo-Australian and Eurasian Plates. Where the two plates meet is the location of the Himalayas, which have formed as a result of this collision. In this area earthquakes are quite common but volcanoes don't usually occur.

TRANSFORM PLATE BOUNDARIES

Transform plate boundaries are where two plates slide past one another rather than directly towards each other. In this situation, new plate isn't created or destroyed but the tremendous energy that is produced from the plates sliding past each other occasionally results in earthquakes. The crust at these boundaries is damaged, and geological features form, including fault valleys on land and undersea canyons. An example of a transform plate boundary is the San Andreas Fault, which forms the boundary between the Pacific Plate and the North American Plate.



■ **Figure 2.10** A transform plate boundary

ACTIVITY: Plate boundaries

■ ATL

- Information literacy skills: Present information in a variety of formats and platforms

1 Identify which description and which example match up with each type of plate boundary.

Type of plate boundary	Description	Example
Divergent	Where two plates slide against each other, sometimes resulting in earthquakes	San Andreas Fault, California
Convergent (oceanic and continental)	Where two plates meet each other and subduction does not occur. Mountains can be formed by the pushing upwards of the crust at the plate boundary.	Mid-Atlantic Ridge
Convergent (continental and continental)	Where two plates move away from each other. New crust is formed due to this process.	Meeting point of the Nazca and South American Plates
Transform	At this boundary, oceanic crust is subducted under the continental crust. Volcanic activity can occur due to magma that is forced upwards in this process.	The Himalayas, the meeting of the Indo-Australian and Eurasian Plates

2 Using the information on pages 37–38, do some modelling to recreate the processes taking place at the different types of plate boundaries. You could use modelling clay for this. Create a model of the different plate boundaries, photograph your work and label what is happening.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Knowing and understanding (strand i).

What are the causes and consequences of earthquakes and volcanoes?

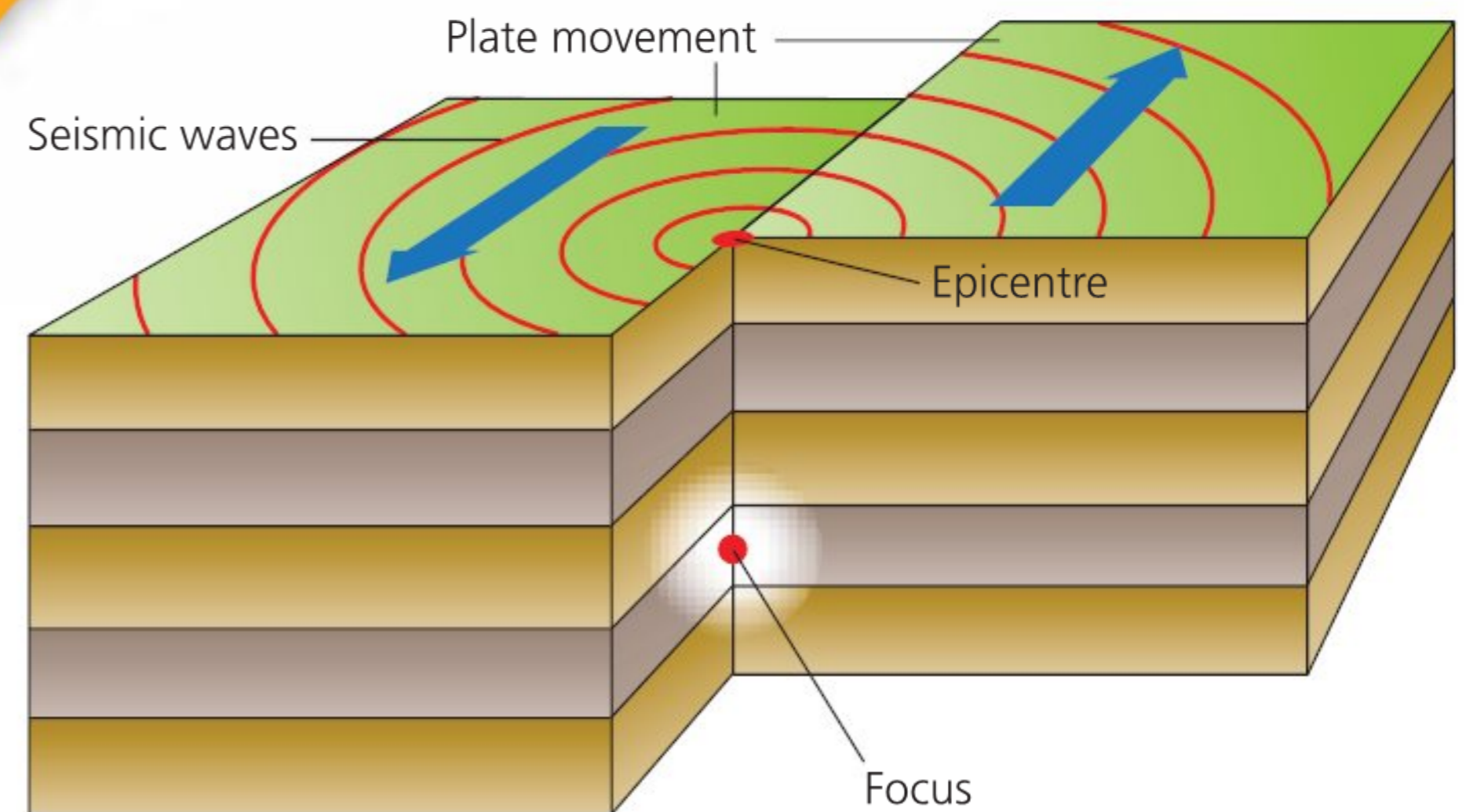
EARTHQUAKES

Causes

Earthquakes are the result of stored energy inside the crust. When released, this energy results in earthquakes of different levels of intensity. They happen along all types of plate boundary.

As the plates move together, apart or against each other, they can sometimes get stuck. This leads to a build-up of pressure which creates earthquakes when it is released. The location where this occurs in the crust is called the **focus**. On the surface of the Earth, the centre of the earthquake is called the **epicentre**. The closer to the epicentre, the higher is the level of intensity of the earthquake (and subsequently the greater is the extent of the damage). This gradually weakens, the further you are from this point.

The strength of an earthquake is measured on the Richter Scale, using an instrument called a seismometer. This measures the strength of the seismic waves that spread from the focus.



■ **Figure 2.11** The location of an earthquake, showing the focus and epicentre



■ **Figure 2.12** Los Angeles earthquake

EXTENSION

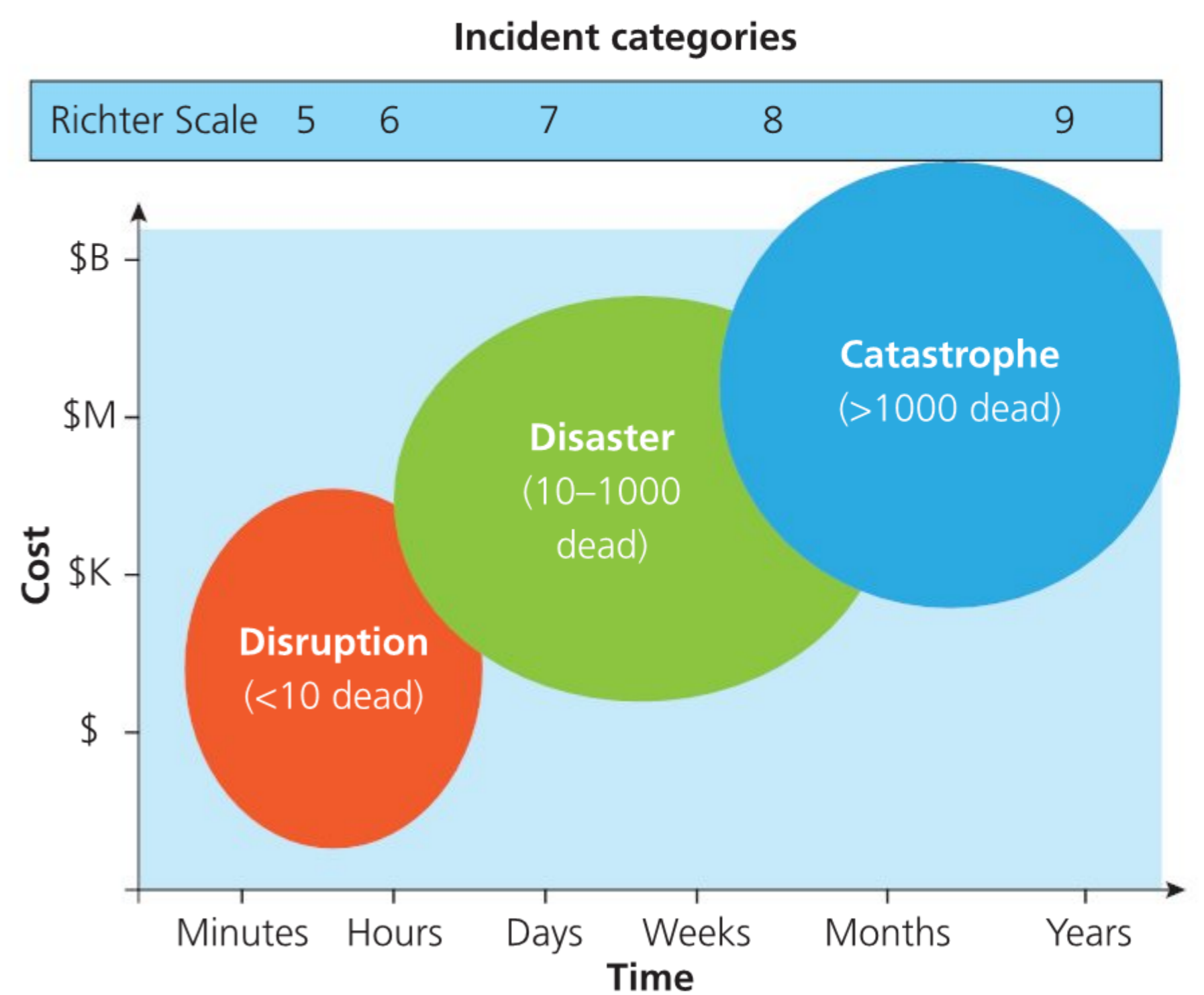
The Richter Scale

The Richter Scale is used by seismologists to record the strength of earthquakes. Each earthquake is given a numerical value from 1 to 10. The number indicates the intensity of the earthquake. The strength of the earthquake goes up ten times between each level. So a Richter Scale 2 earthquake is ten times the strength of a Richter Scale 1 earthquake. This exponential growth means that by the time you get to earthquakes above 7 on the Richter Scale, the forces are extremely powerful and destructive.

The highest ever reading on the Richter Scale took place in Chile in 1960 when the Valdivia Earthquake measured somewhere between 9.4 and 9.6 on the scale.

THINK-PAIR-SHARE

Why do you think it is important to classify earthquakes according to their strengths?
What do you think is the purpose of this?



■ **Figure 2.13** Richter Scale and the impact of different-category earthquakes



■ **Figure 2.14** Damage done during the Valdivia Earthquake in Chile, 1960

Consequences

Earthquakes have different consequences depending on their intensity and the location in which they occur. Low-intensity earthquakes happen all over the Earth all the time, and often people do not really notice them or they are only a minor concern. However, high-intensity earthquakes can cause all sorts of problems.

- The shaking of the ground due to an earthquake can cause significant damage to the infrastructure, including buildings, roads and communication systems.
- Earthquakes are dangerous to humans. They can cause injury and death. People can be trapped in the remains of damaged buildings. Emergency services are typically extremely busy in the aftermath of a severe earthquake, looking for survivors.
- Due to the damage to infrastructure done by earthquakes, diseases can spread easily in the aftermath of an earthquake. If water systems are damaged, people can catch illnesses such as cholera as a result of exposure to unsanitary water.
- Earthquakes can also have secondary effects such as the spread of fire, landslides in elevated areas and flooding. If the epicentre of the earthquake occurs close to or at sea, tsunamis can occur, causing further devastation.
- Earthquakes can also lead to a temporary increase in crime levels. Looting can take place as shops and homes can be robbed by people looking to take advantage of the situation for their own personal gain.
- Earthquakes also have long-term effects. The damaged places have to be rebuilt and new systems have to be set up.

ACTIVITY: The consequences of earthquakes

■ ATL

- Critical-thinking skills: Draw reasonable conclusions and generalizations
- Collaboration skills: Encourage others to contribute

In pairs or groups, copy and complete the following table using the information from this section of the chapter and any of your own ideas. Half of the group should consider the immediate effects, and the other half should consider the longer-term effects. Share your answers with the group.

	Human and social impact	Economic and political impact	Environmental impact
Immediate effects			
Longer-term effects			

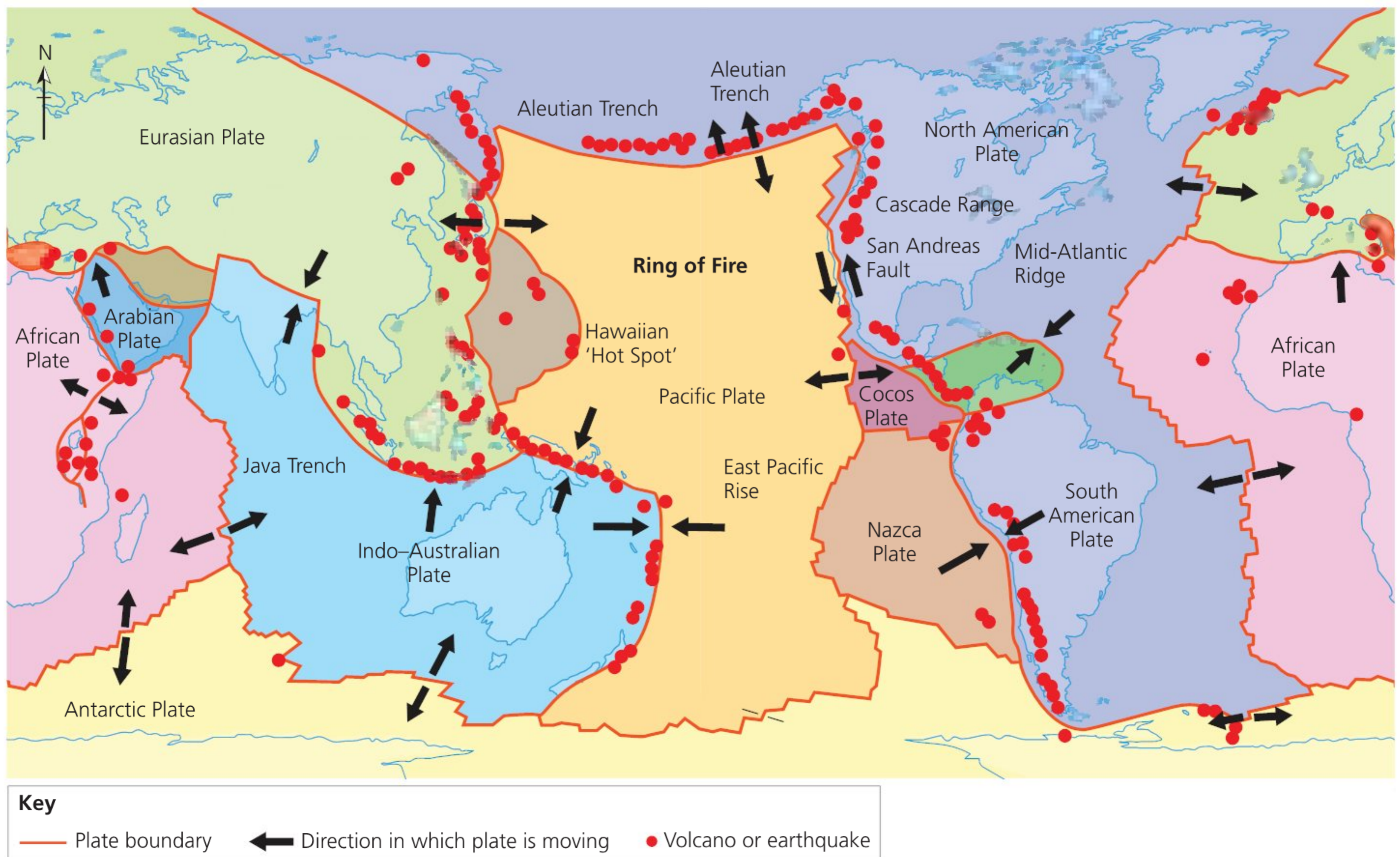
VOLCANOES

Volcanoes can be found all over the world but tend to occur on divergent and convergent plate boundaries. A particularly active region for volcanic activity is known as the 'Ring of Fire'. It is the boundary of the Pacific Plate and includes Japan and Indonesia.

Volcanoes are formed when magma breaks through the Earth's crust due to a build-up of pressure. When magma erupts through the crust it becomes lava, a molten rock that oozes out of the ground. When it cools, it forms rock. Volcanoes also occur underwater and can be found on the ocean floor. The build-up of cooled rock from multiple eruptions leads to the creation of the cone shape that is distinctive of volcanoes.



■ **Figure 2.15** A man watches as Mount Sinabung spews pyroclastic smoke in Indonesia, October 2014



■ **Figure 2.16** World map showing the site of volcanoes and earthquakes and the Ring of Fire

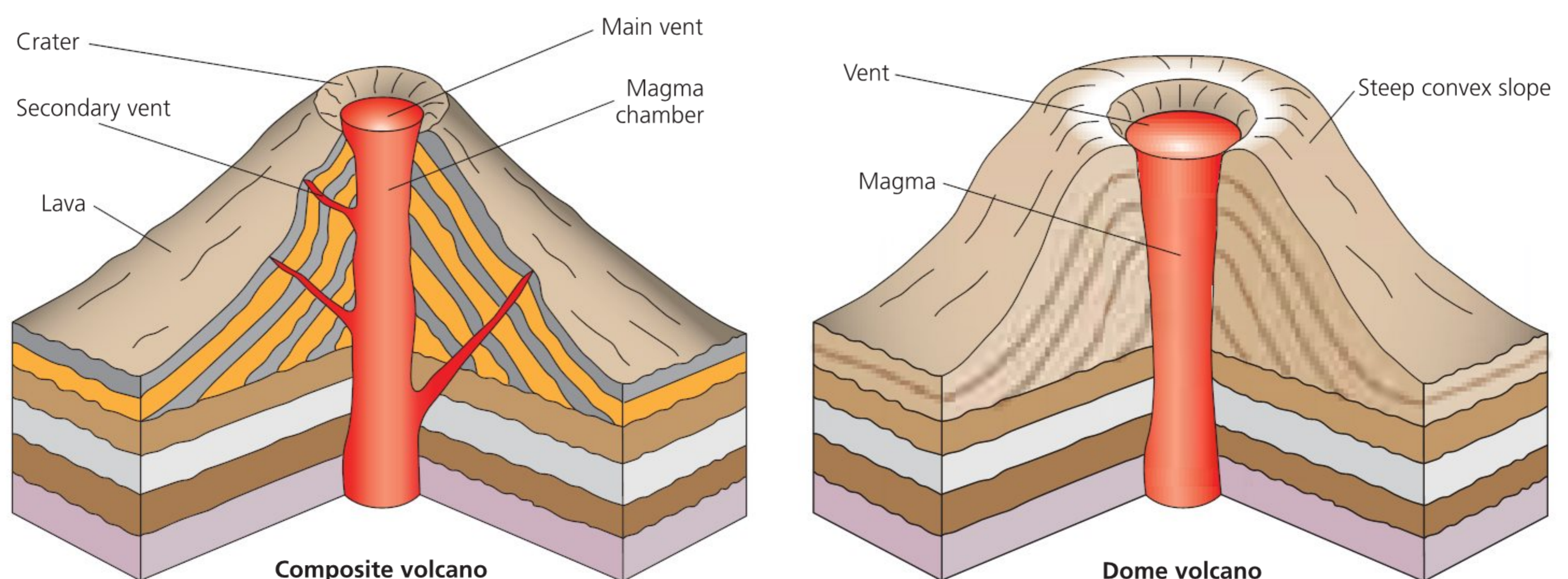
Types of volcano

Not all volcanoes are the same as different factors are at play during their creation and as they change over time. A **shield volcano**, for example, has gentle sloping sides and is formed from gentle eruptions of lava in the place where the crust has been broken through. Shield volcanoes tend to be quite large and stretch widely over an area. Fernandina Island in the Galapagos Archipelago is an example of an active shield volcano. Shield volcanoes are usually found at divergent plate boundaries or on hot spots (areas where the mantle under the plate is hotter than in other areas nearby).

Another type of volcano is a **composite volcano** (also known as a stratovolcano). These are the most common type of volcano and are well known for their steep sides and explosive eruptions. They are built up over time due to an accumulation of ash, rock debris and lava, and are usually found at convergent plate

boundaries. They can grow to be very high. A famous example of a composite volcano is Mt St Helens in the USA. Composite volcanoes' powerful eruptions can result in a **pyroclastic flow**. This is an outpouring of a hot mixture of ash, lava and gases that moves at speed down the sides of the volcano. Composite volcanoes can also erupt from secondary vents on the side of the volcano. The explosive force of an eruption from a composite volcano can be disastrous for communities living nearby. For example, when Mt Vesuvius erupted in 79CE, the city of Pompeii was completely buried under the pyroclastic debris.

A third type of volcano is called a **cinder cone volcano**, which is a fast-growing volcano with steep sides. They can often grow on the sides of shield or composite volcanoes. The range of types of volcano is shown in Figure 2.17.



■ **Figure 2.17** Types of volcano

Consequences of volcanoes

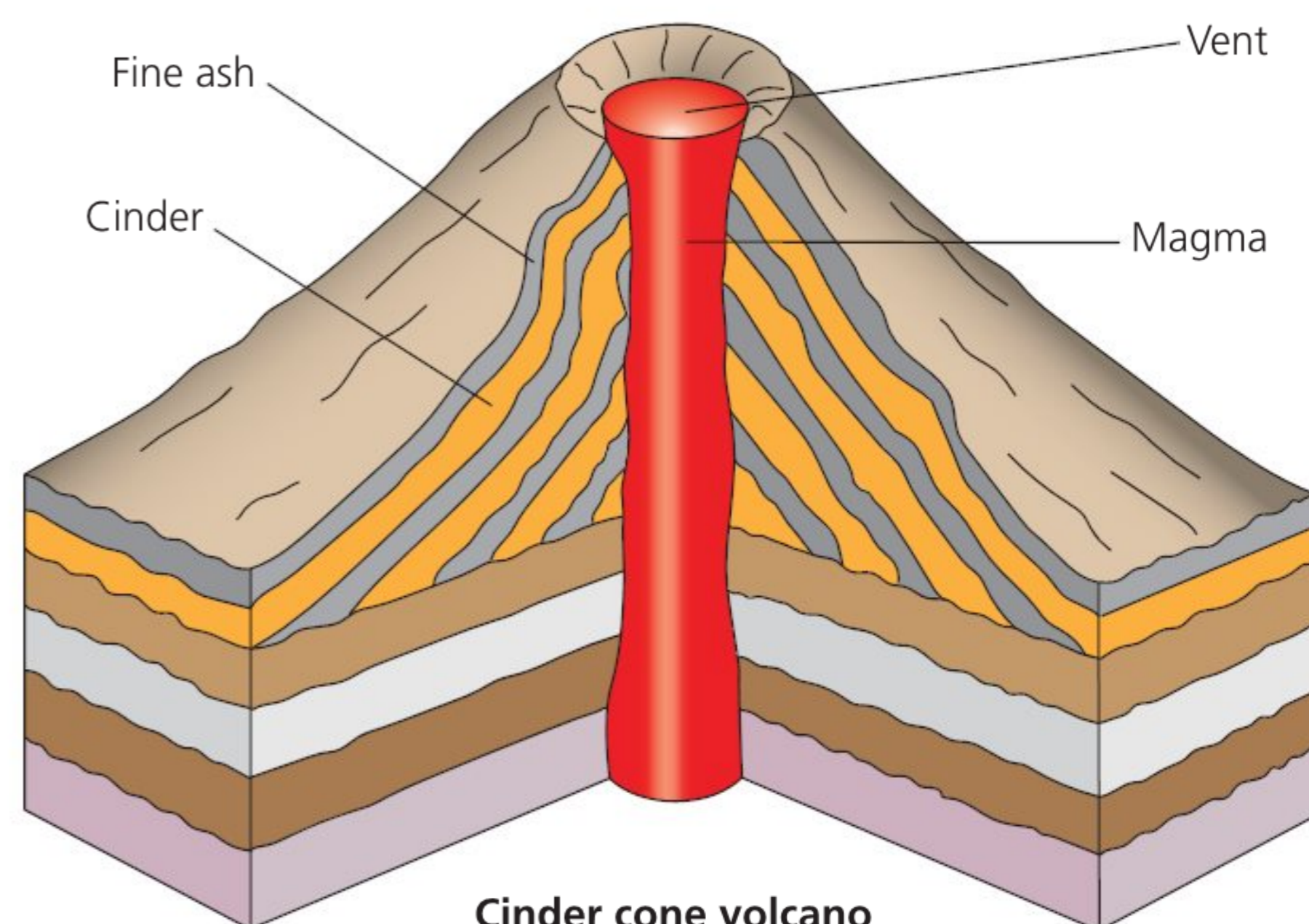
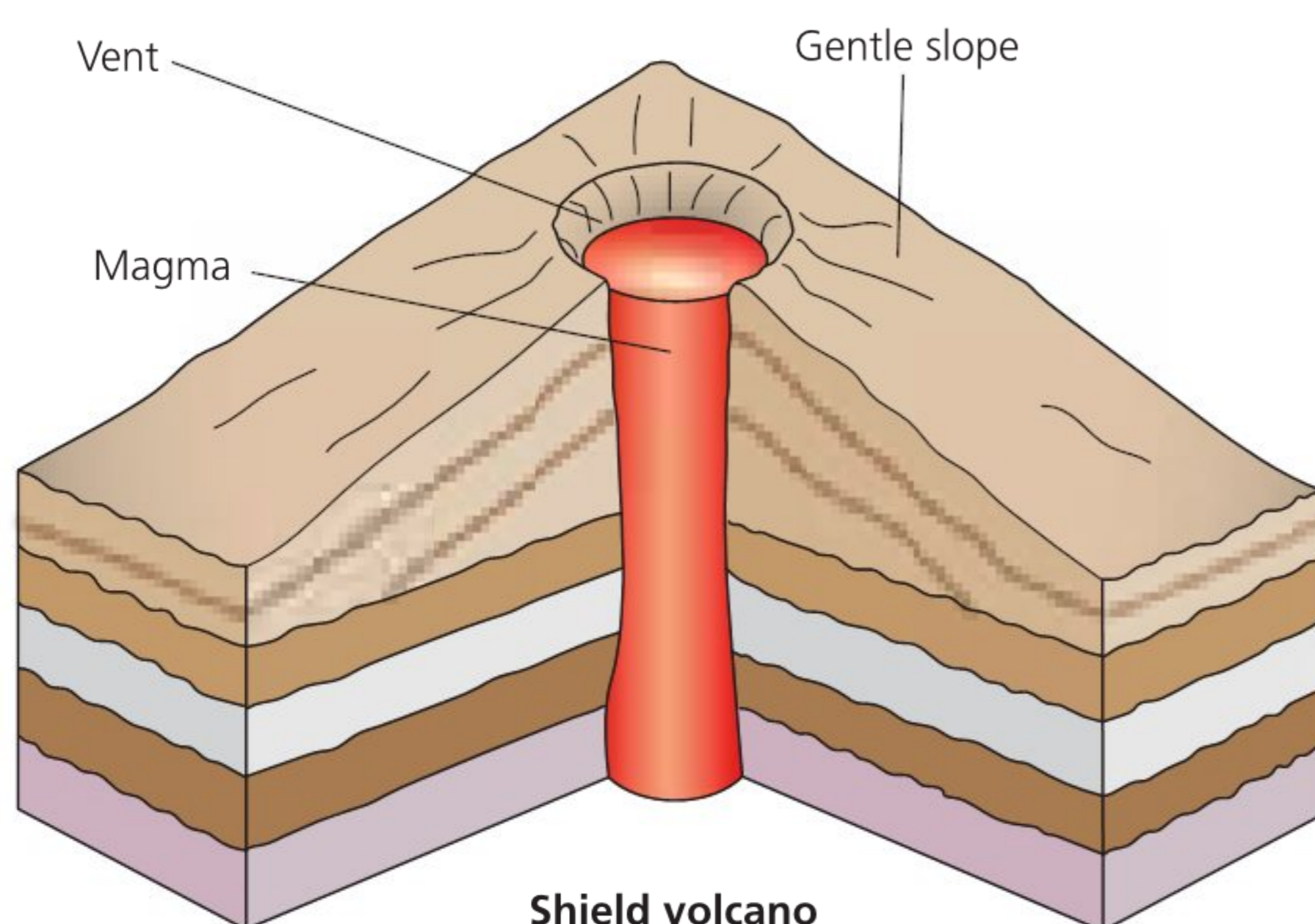
When volcanoes erupt they can have a significant effect on the nearby environment and the lives of the people who live there. You might think that there are only negative consequences, but there are also some positives.

Positive consequences

- Volcanic eruptions can benefit farming considerably. The debris emitted from a volcano can, over time, create a very rich and fertile soil, which is ideal for growing a range of crops.
- Volcanoes can be good for tourism. People are curious about volcanic areas of the world as there is usually a rich diversity of geological formations of interest. Popular sites such as Mt Vesuvius and Krakatoa generate significant sums of money from tourist revenue.

Negative consequences

- Volcanic eruptions can lead to considerable human suffering. Fast-flowing lava can kill people, and suffocation can result from being exposed to the gases and debris in the air.
- Volcanic eruptions and the subsequent hazards can lead to the destruction of plant and animal life. This can lead to an imbalance in the local ecosystem.
- Human settlements and agricultural land can be destroyed as a result of volcanic eruptions. Mudslides can make areas inhospitable for years to come. For example, the volcanic eruption in Montserrat in the Caribbean in the mid-1990s has led to half the island being unfit for human habitation.





■ **Figure 2.18** Mayon Volcano in the Philippines erupting in 2009 – an example of a composite volcano

ACTIVITY: Profile of a volcano

■ ATL

■ Communication skills: Organize and depict information logically

- 1 Go online and research the following volcanoes. Write down what type of volcano each one is:
 - a) Eldgjá, Iceland
 - b) Mauna Loa, Hawaii
 - c) Mount Fuji, Japan
 - d) Wizard Island, USA
- 2 Choose one of the volcanoes from Question 1 and create a profile of the volcano, including the following information:
 - An annotated diagram of this type of volcano
 - Photographs of the volcano
 - A written description of how the volcano was formed and what state it is in today
 - Any interesting facts, figures or stories about the volcano

Include a bibliography showing the resources you used to gather the information. **Present** the work to a high standard, showing clear organization of your work and clarity of written communication.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Knowing and understanding (strands i and ii) and Criterion C: Communicating (strands i, ii and iii).

What are the different ways that societies can respond to natural disasters?

FACTORS INFLUENCING THE IMPACT OF A NATURAL DISASTER

In order to minimize loss of human life and damage to infrastructure, societies need to prepare for the different hazards they may face. However, the impact of the hazard can depend on a variety of factors.

Wealth and level of development



■ **Figure 2.19**

An important factor in determining the impact of a natural disaster is the level of development and wealth of a particular country. Developed countries tend to have the resources to respond effectively to disasters, such as emergency services, specially designed buildings, etc., whereas developing countries may lack the resources to respond and may rely on overseas aid.

Time



■ **Figure 2.20**

Time is an important factor in determining the impact of a natural disaster. For example, if an earthquake happens at night, it can potentially be more devastating as people do not have time to get outside to a safe area away from buildings. Equally, if a disaster strikes during a rush hour in a city, the volume of people can be difficult to manage and potentially very hazardous.

Population



■ **Figure 2.21**

The population size can also determine the impact of a natural disaster. Countries with high population levels can be hit particularly badly when disasters such as earthquakes and volcanoes hit.

THINK–PAIR–SHARE

Are wealthy countries safer from disasters?

In pairs, **list** the reasons why wealthier countries may be better able to deal with the consequences of natural disasters than poorer countries. **Discuss** these reasons with your class. Then **discuss** and **list** the reasons why the level of development might not make a difference to the impact of a natural disaster. Think about what other factors may play a significant role. Finally write an overall response to this inquiry question.

Weather and climate



■ **Figure 2.22**

The weather and climate can also affect the impact of a natural disaster. Very hot weather or large amounts of rainfall can lead to the spread of diseases as the infrastructure struggles to cope with the effects of the disaster.

Be it an earthquake, volcano or an extreme weather event, societies need to respond effectively. The response is usually divided into short-, mid- and long-term measures.

■ **Table 2.1** Short-, mid- and long-term responses to natural disasters

Short-term responses	Mid-term responses	Long-term responses
<ul style="list-style-type: none"> Get people into safe and secure locations Rescue any people trapped or in danger Put out any fires and use emergency services to deal with any dangerous places Ensure that there are supplies of clean water, food, shelter and medical equipment Ask for help from the international community and aid agencies (e.g. Red Cross) 	<ul style="list-style-type: none"> Ensure that transport links are functioning so that aid can reach the people in need Make sure water supplies and electricity are working Open schools and hospitals Rebuild houses 	<ul style="list-style-type: none"> Begin the process of rebuilding roads, buildings and various services Develop education programmes for how people should react at times of natural disasters Create buildings and structures that are better designed to deal with the effects of hazards Improve warning systems Receive long-term aid from other countries if needed

ACTIVITY: Responding to a disaster

■ ATL

- **Organizational skills:** Use appropriate strategies for organizing complex information

Imagine you are a government official who has just received news that a magnitude 7.0 earthquake has struck your country. Close to the epicentre, people are trapped in buildings, and entire villages have been flattened as a result of the earthquake. People are in need of essential services and plans need to be made for the long-term redevelopment of the affected area. Your brief is to write a 300-word action plan detailing the priorities for your government. Decide what needs to be done and in what order. **Explain** the short-term, mid-term and long-term strategies.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating (strands i, ii and iii).

CASE STUDY – NEPAL EARTHQUAKE, 2015



■ **Figure 2.23** Temple damaged during the earthquake



■ **Figure 2.24** People being rescued in the aftermath of the earthquake

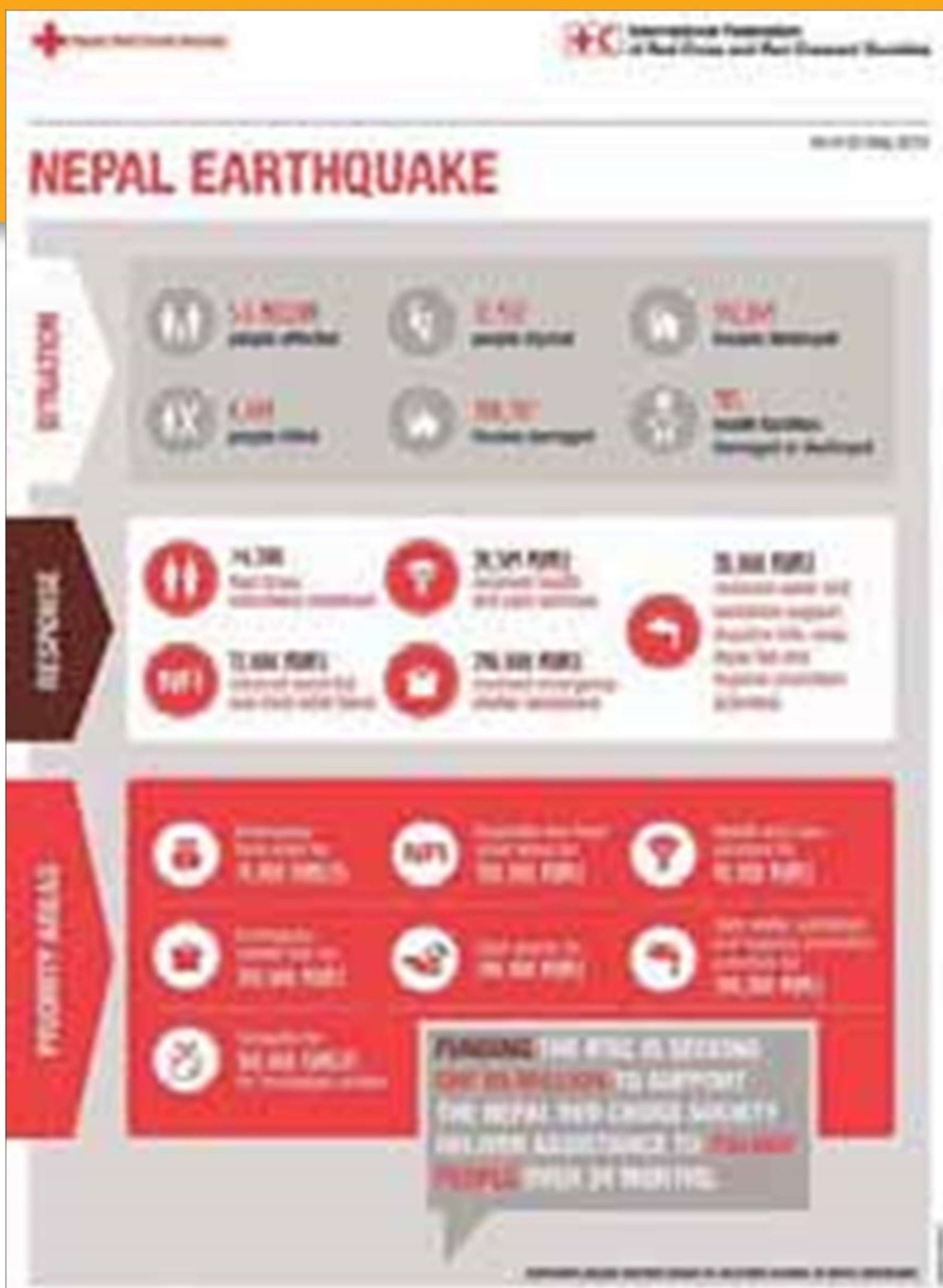
In April 2015 a magnitude 7.8 earthquake struck Nepal in South Asia. The shockwave from the earthquake was massive and caused an avalanche many miles away at Mount Everest, leading to the loss of 22 lives on the mountain. The earthquake completely wiped



■ **Figure 2.25** Map showing the location of the Nepal earthquake

out all settlements in the areas in close proximity to the epicentre. Many important heritage sites were destroyed, including temples in Kathmandu, Nepal's capital. After the initial 7.8 earthquake, there were a series of aftershocks that also had considerable effects on the area. One of the reasons for the extensive damage done in the earthquake was that the focus was at a shallow depth under the ground. Nepal lies on a plate boundary between the Indo-Australian and Eurasian Plates, where two continental crusts push against each other, which leads to occasional earthquakes. The last major earthquake in Nepal prior to 2015 was in 1934 and it is thought that the two earthquakes are linked.

The effects of the 2015 earthquake were devastating, with just under 9000 people losing their lives and 20000 people injured. Avalanches and mudslides were particularly devastating in the aftermath of the earthquake. The main airport in Kathmandu had to be closed several times due to the dangers of the earthquake, which hindered the aid efforts. Women were particularly affected after the earthquake as there was an increase in human trafficking of vulnerable people. Aid agencies including Médecins Sans Frontières and the Red Cross played a key role in many aspects of short-term recovery as did governmental aid from other countries.



■ **Figure 2.26** The work of the Red Cross in the aftermath of the Nepal earthquake (as of May 2015)

CASE STUDY – MOUNT MERAPI VOLCANIC ERUPTIONS, INDONESIA, 2010

In October 2010 a series of eruptions occurred at the active volcano Mt Merapi in central Java, Indonesia. ‘Merapi’ means ‘the one making fire’ and Merapi is one of the most active volcanoes in Indonesia. Throughout history there have been many eruptions from Mt Merapi but the 2010 incidences were particularly severe.

The volcanic eruptions at Merapi are due to the subduction of the Indo-Australian Plate under the Eurasian Plate. This is an ongoing process that makes areas of Indonesia very volcanically active.

The eruptions in 2010 led to a number of hazardous pyroclastic flows as well as toxic ash clouds being released into the atmosphere. They also led to a

number of lahars, which are very dangerous flows of mud. Ash fell into areas a long way from the volcano, including the UNESCO heritage site of Borobudur, leading it to be closed for clean-up operations.

The 2010 eruptions at Merapi were particularly devastating because of the number of settlements of people living close to the slopes of the volcano and in other nearby areas. It is estimated that around 350 000 people were evacuated due to the eruptions and there were 353 fatalities, the highest number of fatalities from a volcanic eruption in the twenty-first century. The eruptions also affected aviation as the ash cloud disrupted a number of flight paths over Java.



■ **Figure 2.27** Location map for Mt Merapi in Indonesia

People responded to the disaster at Mt Merapi in a number of different ways. Many evacuation centres were set up temporarily to look after people whose homes had been destroyed by the volcano. Many of the evacuation centres were public buildings such as schools, churches and government buildings. International aid organizations deployed essential supplies and services to the area to help with the relief effort. This included the provision of food, water, shelter and medical supplies. The Indonesian government also took a variety of short-term and long-term measures to help the people affected. One potential long-term benefit of the eruptions is that the volcanic fall-out will eventually benefit the fertility of the land in the area, with a long-term positive impact on agriculture.



■ **Figure 2.28** Mt Merapi erupting

SOURCE A

Summary of the immediate effects of the Merapi eruptions in 2010 from www.thejakartapost.com/news

The volcanic ash also affected residents in nearby towns. In Surakarta, Central Java, residents were shocked by the sight of volcanic ash covering streets, gardens and roofs. The ash rain continued until around 10 a.m. on Monday.

Surowedanan village in Boyolali, located around 17 km from the peak of Mount Merapi, was also covered by volcanic ash. 'This morning, when I went out of the house at around 5 a.m., I saw ash everywhere,' said Veronica Maria Sayektiana, of Surowedanan. According to Veronica, residents were wearing masks when they ventured out of their homes as the ash was still falling along with the drizzle.

Separately, general manager of Surakarta's Adi Soemarmo Airport, Abdullah Usman, said the volcanic ash from Mount Merapi did not disrupt flights at the airport, as the weather was clear and wind velocity was normal.

However, the airport authorities remained on alert and cleaned the runway twice in the morning. Abdullah said the wind blowing from the north was quite helpful as it blew the volcanic ash away from the airport.

Mount Merapi is one of the most active volcanoes in Indonesia. In 2010 its eruptions left more than 300 people dead and forced almost 400 000 people to take refuge at 639 shelters in Klaten, Magelang, Sleman and Boyolali. The 2010 eruptions also killed the volcano's spiritual keeper Ki Surakso Hargo, known as Mbah Maridjan.

DISCUSS

According to Sources A and B, what were the different ways that the eruptions of Mt Merapi affected individuals and societies who lived in the area?

SOURCE B

News article on the impact of the 2010 eruptions on the village of Bronggang close to Merapi

Soldiers joined rescue operations in hardest-hit Bronggang, a village nine miles from the crater, pulling at least 78 bodies from homes and streets blanketed by ash up to one-foot deep.

Crumpled roofs, charred carcasses of cattle, and broken chairs – all layered in white soot – dotted the smoldering landscape.

The volcano, in the heart of densely populated Java island, has erupted scores of times, killing more than 1,500 people in the last century alone. But tens of thousands of people live on its rolling slopes, drawn to soil made fertile by molten lava and volcanic debris.

Its latest activity started nearly two weeks ago. After Friday's explosion – said by volcanologists to be the biggest since the 1870s – officials announced by loudspeaker that the mountain's danger zone had been expanded to 12 miles.

Previously, villages like Bronggang were still considered to be in the 'safe zone'.

'The heat surrounded us and there was white smoke everywhere,' said Niti Raharjo, 47, who was thrown from his motorbike along with his 19-year-old son while trying to flee.

'I saw people running, screaming in the dark, women so scared they fell unconscious,' he said from a hospital where they were both being treated for burns.

'There was an explosion that sounded like it was from a war ... and it got worse, the ash and debris raining down.'

The greatest danger posed by Merapi has always been pyroclastic flows – like those that roared down the southern slopes at speeds of up to 60 miles per hour.



■ **Figure 2.29** Effects of the Indian Ocean tsunami

CASE STUDY – INDIAN OCEAN EARTHQUAKE AND TSUNAMI, 2004

On 24 December 2004 an earthquake occurred on the seabed of the Indian Ocean close to the Indonesian island of Sumatra. It had a magnitude of 9.2 on the Richter Scale, one of the highest recordings in human history. The earthquake released a series of devastating tsunami waves that affected many coastal areas of the Indian Ocean including Indonesia, Thailand and Sri Lanka. This event has gone down as one of the worst natural disasters in human history with around 230 000 people dying as a result. The waves that reached different coastal areas were massive, in some areas as high as 30 metres, and many travelled far inland. Subsequently, many people did not stand a chance.

At the time, there was no early warning prediction system on the Indian Ocean for these types of hazards. The earthquake had caused the seabed to suddenly rise, leading to huge volumes of water being displaced and causing the tsunami waves. Tsunami waves are difficult to predict as when they are over deep water they are not noticeably big, but when they reach shallower areas near the coast, their size suddenly magnifies, as does the devastation they bring.

Some people were given a natural warning that a tsunami was about to hit. In some areas a ‘disappearing sea’ effect occurred, where the tide went far out. Many people were able to see this as a sign that a dangerous tsunami was on its way. There are stories of heroism from this day, including the actions of Tilly Smith, a ten-year-old girl, who spotted the signs that a tsunami was approaching. She told her parents and they were able to evacuate the beach they were on in Thailand. It is likely that hundreds of lives were saved due to this action.



■ **Figure 2.30** The huge area affected by the tsunami

Unfortunately, in some areas, people walked out towards the sea to observe what was going on, giving them little chance when the wave arrived.

The 2004 Indian Ocean tsunami had a devastating effect on many levels:

- **Humanitarian impact** – Due to the high numbers of casualties and injuries caused by the tsunami, this event has been viewed as one of the worst in history. Aid agencies quickly responded with resources to keep people fed and hydrated, and to reduce the spread of diseases. Various countries provided financial aid to help with the disaster relief.
- **Economic impact** – The economic impact of the tsunami was significant. Some areas were affected more than others, such as the province of Banda Aceh in Indonesia, which was very close to the epicentre of the earthquake. Around the countries of the Indian Ocean, local economies were affected. Fishing industries were damaged as boats were destroyed by the tsunami. Tourism was also affected as many accommodation facilities (hotels, resorts, hostels, etc.) were damaged or destroyed.
- **Environmental impact** – The tsunami also had a severe environmental impact. In many areas the waves reached far inland, as far as two kilometres in places. This affected local ecosystems (for example, destroying mangrove forests), as well as bringing an increase in pollution.

How do disasters affect the identities of societies?

There are many countries in the world that are more prone to disasters than others. They may lie on a plate boundary and so experience more earthquake and volcanic activity. They may have very low-lying flat ground and so experience flooding in their coastal areas. Regular exposure to specific natural disasters can have interesting effects on the identity and culture of a society. Here are a few examples:

- **Tourism** – Ironically, areas that are prone to natural disasters can actually benefit from increased visitor numbers. This is especially the case for volcanic areas where the geological features are often stunning. This affects the identity of a society in terms of the local economy.
- **Arts and culture** – Regular exposure to natural disasters has an effect on people's sense of cultural expression. Disasters affect the environments of places and this is reflected in many different cultural ways but especially the arts. Japan, as an earthquake-prone country, has an earthquake subculture where many works of art, music and literature reflect this important part of their societal identity.
- **Religion and belief** – Areas prone to disasters can experience historical ties with specific religious and supernatural beliefs about the disaster. This includes folklore and sagas about catastrophic events in the past and even gods. For example, Vulcan is the Ancient Roman god of volcanoes and Pele is the Hawaiian fire goddess.



■ **Figure 2.31** Lithograph of the Great Kanto earthquake that struck Japan in 1923 – it struck when many people were cooking, so there were many fires as a result



▼ Links to: Arts

The effect of natural disasters on societies often has an impact on the visual and performing arts in that culture. On these pages there are examples of Japanese art inspired by natural disasters. Research

other examples of this in your arts classes. Perhaps **create** your own piece of art or drama that reflects the impact of a disaster on a society or how a society is affected by disasters.



■ **Figure 2.32** 'The Great Wave off Kanagawa', by Hokusai, c. 1829–1833

ACTIVITY: News report on a natural hazard

■ ATL

- Information literacy skills: Present information in a variety of formats and platforms
- Media literacy skills: Demonstrate awareness of media interpretations of events and ideas

For this summative assessment task you need to **create** a 5–7-minute news bulletin and feature about a natural hazard event of your choice.

You could choose one of the case studies in this book or a different example:

- Nepal earthquake, 2015
- Mt Merapi volcanic eruptions, Indonesia, 2010
- Indian Ocean earthquake and tsunami, 2004
- Bam earthquake, Iran, 2003
- Wenchuan earthquake, China, 2008
- Mt Pinatubo volcanic eruption, Philippines, 1991
- Montserrat volcanic eruption, Caribbean, 1995

Your news bulletin should answer the following guiding question:

‘**Explain** the causes and consequences of the [name] volcanic eruption/earthquake/tsunami in [place] in [date].’

The creation of the news bulletin can be completed in groups. The following steps will help you with the planning process:

- Choose a natural hazard event.
- Research the event – find relevant facts, statistics and images/film footage. Your research should detail the causes, processes and consequences of the event.
- Write a script. Make sure everyone in the group has a role/responsibility.

- Begin filming and be creative!
- Edit the film.

Individually, **create** an action plan and an **evaluation** of the process and results.

■ Table 2.2 Action plan and evaluation

Action plan	Evaluation
<p>The action plan should show how you have organized your work, carried out your research and created the film. It should show how you focused on and followed the research question. You could include:</p> <ul style="list-style-type: none"> ● Time frame of the project ● Group members’ roles and responsibilities ● Research process and notes ● Your resources in the form of a reference list ● Film creation and editing process (storyboarding would be an effective strategy here) 	<p>Once you have completed the news bulletin, write an evaluation of the process and results. Include:</p> <ul style="list-style-type: none"> ● What went well? ● Challenges and how you overcame them ● Things you might do differently next time ● Overall comment on your progress and the quality of the news bulletin

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Knowing and understanding (strands i and ii), Criterion B: Investigating (strands ii and iv) and Criterion C: Communicating (strands i, ii and iii).

! Take action

- ! Look at a news website to find out if any natural hazards have happened in the world recently that require international help. As a class, **organize** a campaign at school to raise awareness of the situation and to offer support to those involved. You could **explore** how social media can be used to inform others about how disasters affect people. You could **explore** how sites such as Twitter and Facebook can be used as vehicles of activism.

Reflection

In this chapter we have looked at the causes and consequences of natural hazards, with a focus on earthquakes and volcanoes. We have discussed the ways that societies respond to these hazards and what factors determine their severity. We have also explored case studies of natural hazards and taken the opportunity to create works based on our understanding.

Use this table to reflect on your own learning in this chapter

Questions we asked	Answers we found	Any further questions now?			
Factual: How is the Earth structured? What are plate tectonics? What are the causes and consequences of earthquakes and volcanoes?					
Conceptual: What are the different ways that societies can respond to natural hazards? How do disasters affect the identities of societies?					
Debatable: Are wealthy countries safer from disasters?					
Approaches to learning you used in this chapter:	Description – what new skills did you learn?	How well did you master the skills?			
		Novice	Learner	Practitioner	Expert
Communication skills					
Organization skills					
Information literacy skills					
Media literacy skills					
Transfer skills					
Critical-thinking skills					
Learner profile attribute(s)	Reflect on the importance of being a good communicator for your learning in this chapter.				
Communicators					

3

How can new technologies affect our identities and relationships?

- Technological **innovations** have different effects on our **identities and relationships with others**.

CONSIDER THESE QUESTIONS:

Factual: What have been some of the major technological breakthroughs in history? How did television shape society? How have computers changed the way we live and work?

Conceptual: In what ways does technology affect our identity and relationships? In what ways can technology affect global interactions?

Debatable: Does technology harm our relationships with others?

Now **share and compare** your thoughts and ideas with your partner, or with the whole class.

○ IN THIS CHAPTER, WE WILL ...

- **Find out** about some of the major technological breakthroughs from history.
- **Explore** how modern technologies such as the television and the computer have affected our identities and relationships with others.
- **Take action** by exploring the ways that technology can be used for social good.

■ These Approaches to Learning (ATL) skills will be useful ...

- Communication skills
- Information literacy skills
- Critical-thinking skills
- Creative-thinking skills

◆ Assessment opportunities in this chapter:

- ◆ **Criterion A:** Knowing and understanding
- ◆ **Criterion B:** Investigating
- ◆ **Criterion C:** Communicating
- ◆ **Criterion D:** Thinking critically

● We will reflect on this learner profile attribute ...

- **Balanced** – as we will discuss the different ways that this aspect of the learner profile is important for understanding the way we can live harmoniously with technology.



■ **Figure 3.1** A family watching their television in the 1950s



■ **Figure 3.2** Boy playing an arcade game in the UK in 1982



■ **Figure 3.3** Commuters on their mobile phones

HEADLINES

Look at the pictures on this page. Choose one of the pictures and write a headline to accompany it that captures the most important aspect or topic that it represents.

KEY WORDS

dystopian
innovation

ethical
social media

THINK-PUZZLE-EXPLORE

Consider your thoughts on technology and then, in groups, use the following routine to **discuss** the topic further.

- What do you think you know about this topic?
- What questions or puzzles do you have?
- How can you explore this topic?



■ **Figure 3.4** Modern-day technology

For many people in the world, technology is a major feature of everyday life. From the smartphone to the television at home, people are connected to technology. This has changed the way that we live, our habits and how we interact with others. In this chapter we will explore how technological innovations have shaped and are continuing to shape our lives and explore the different perspectives on this topic.

ACTIVITY: Reflecting on technology

■ ATL

- Creative-thinking skills: Practise flexible thinking – develop multiple opposing, contradictory and complementary arguments

Reflect upon the role that technology plays in our everyday life using a table like the one below. Then share your thoughts and ideas with others.



■ **Figure 3.5** Technology increasingly affects the way we work and spend our leisure time

Discussion questions	Thoughts
😊 What do you like about technology? What positive effects does it bring to your life? How does it improve things?	
🤔 What questions do you have about technology? What do you want to know more about? How do you think technology will change in the future?	
😬 What worries you about the influence of technology on our lives? Do you have any immediate concerns?	
📊 What is your overall position on how technology affects our identities and relationships?	

REFLECTION

In what ways does technology affect our identity and relationships?

Reflect on this question and write a paragraph in response, using your ideas from the activity on page 62. Try to think about the different ways that technology affects your identity and relationships with others. At the end of the chapter, take some time to review this question to see if you have any new ideas and thoughts to add.

What have been some of the major technological breakthroughs in history?



■ **Figure 3.6** Cave painting from the Stone Age, c. 10 000BCE – located in Santander, Spain



■ **Figure 3.7** Roman aqueduct built in France, c. 19BCE



■ **Figure 3.8** Drawing of Stephenson's Rocket locomotive, c. 1892

Advances in technology have been almost a constant feature of human history since prehistoric times. Humans have always been looking to make improvements to the tools and machines that they use in order to be more effective and creative in the way they lead their lives. Consider the development of tools during the Stone Age as an example. This was an early indication of the human need to make advances. People living during this time developed a range of innovations from basic bows and arrows, spears and axes through to different styles of cave painting. It seems that a disposition towards technological innovation has always pushed people forward.

There have been many stand-out inventions through history. Different civilizations through time have made significant contributions to the advances in technology.

ACTIVITY: Technological breakthroughs of history

■ ATL

- Communication skills: Use a variety of speaking techniques to communicate with a variety of audiences
- Information literacy skills: Present information in a variety of formats and platforms

Create a 5–7-minute presentation on an example of a technological breakthrough from history. You need to **explore** the circumstances surrounding the development of the innovation and consider the different impacts it had on societies at the time and later on. Try to consider the global impact that the innovation had. You could use one of the following examples:

- wheel
- paper
- printing press
- compass
- electricity
- telephone
- steam engine
- light bulb
- x-rays.

Consider using the following questions to help you to **organize** your research and ideas for the presentation:

- What were the circumstances surrounding the development of the innovation?
- How did people respond at the time? Was it widely accepted or was there resistance?
- What was the impact of the innovation at the time of its invention?
- Why is it a significant innovation? How has it affected the world? Try to consider the different types of consequences it had, such as economic and social.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Knowing and understanding (strands i and ii) and Criterion C: Communicating (strands i, ii and iii).

For instance, the Ancient Roman advances in public health improved standards of living through technological innovation. During the Renaissance, the development of the printing press had a significant impact on access to books around the world, and the development of the steam engine during the nineteenth-century Industrial Revolution profoundly changed the world through its effects on transport and industry.

Technological innovations are not, however, always welcomed by people at the time. Sometimes they provoke fear as they challenge the **status quo**

From trains to telephones, new inventions often bring reactions from the general public of cynical dismissal or fear. One of the founders of 20th Century Fox, Darryl Zanuck, famously said in 1946, 'television won't be able to hold on to any market it captures after the first six months. People will soon get tired of staring at a plywood box every night.'

But despite the objections, some technology sticks around and has a lasting effect on the way people live their lives. The effects of new technologies can often be categorized as social, economic, political, cultural, ethical or environmental.

How did television shape society?

Television became a common form of household entertainment after the Second World War. During the 1950s the number of households that had televisions increased rapidly, especially in countries such as the United States and Britain. By the end of the 1950s, just over 85 per cent of the American public owned a television, compared with just 9 per cent in 1950.

There is little doubt that television revolutionized society. It changed the way people lived and how they spent their time. The programmes that are watched reflect the societal concerns and interests of the time. During the 1950s, people watched a range of programmes from sit-coms to sci-fi films. This decade also saw rapid increases in advertising in the home, as many companies saw the potential that television had to reach mass audiences.

Before television, the radio had been the prominent invention for receiving information or listening to programmes. The visuals that accompanied the new technology had a mesmerizing effect on people. Television affected family dynamics, with reports of families watching TV during their family meal or spending hours in front of the TV each day and less time interacting. In Britain in 1953, approximately 20 million people watched the coronation of Queen Elizabeth II on television sets around the country. The television also brought news broadcasts into people's homes, which had an enormous impact on their awareness of events that were happening in the world.

Many turning points in history have been viewed on the television, which has influenced the way in which they have been perceived. For example, the shocking images of the airplanes crashing into the World Trade Center in 2001 will be sealed in many people's memory as they were transmitted live on television.

IN WHAT WAYS DID TELEVISION AFFECT SOCIETY?

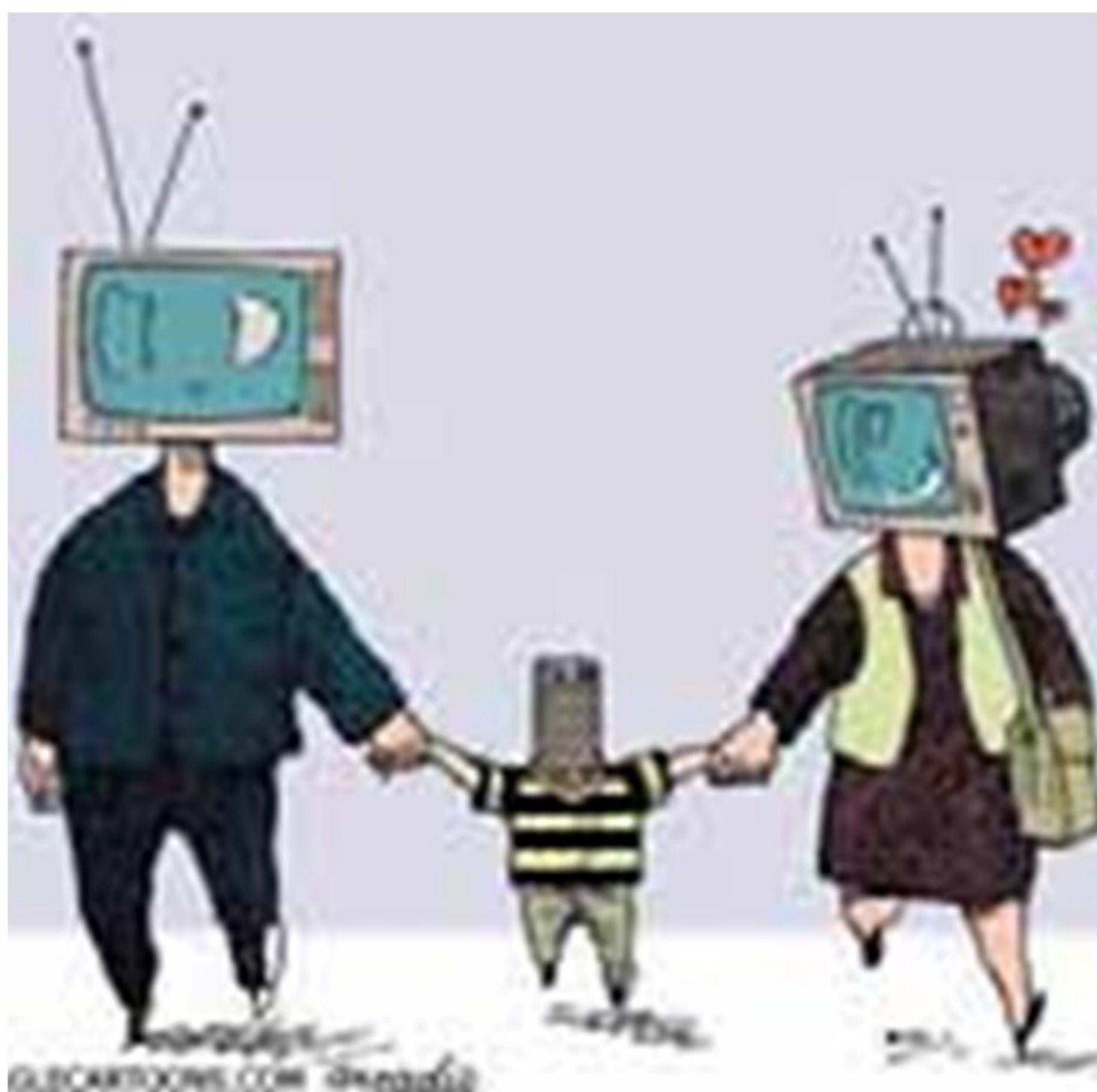
■ Table 3.1

Effect on society	Explanation
Social	Television changed lifestyles as families spent more time indoors watching television. People spent more time talking about television programmes. Sport has always been popular on the television and this has allowed large numbers of people to watch events such as the World Cup or the Olympics. Television has become a part of everyday life for many people around the world.
Economic	Advertising through the television was and still is big business. From household products through to the latest fashions, adverts reach a huge audience. This affects consumer choices and has a considerable economic impact. Television also has a strong educational effect on people through providing programmes that educate on a wide variety of topics from politics through to the natural environment.
Political	The coverage of news events on television has increased political awareness and participation. In 1960, the presidential election debate between Kennedy and Nixon was transmitted into the homes of many Americans, giving them a more in-depth awareness of the relevant issues. The coverage of the Vietnam War later that decade also influenced many people's political beliefs as they watched scenes of the war on their television. Nowadays multiple news channels compete for airtime.
Cultural	Television has a cultural effect on people and as their interests change over time so do the range and type of programmes shown. Television educates people by information about and access to other cultures. Television also creates subcultures of fans who follow particular genres, such as science fiction.
Ethical	Television influences people's moral choices and actions. It can push people's boundaries and allows them to see different perspectives. For example, certain programmes seek to highlight issues relating to attitudes around race, gender and sexuality.

SOURCE A

'I find television very entertaining. Every time somebody turns on the set, I go into the other room and read a book.' – Groucho Marx

SOURCE B



■ **Figure 3.9** Cartoon called 'Dad and Mom Television'

SOURCE C

Extract from an article called 'The social implications of television (or, How we became a bunch of couch potatoes)' by Nick Vlku, May 2002

Television's rapid adoption rate has led to a decline in family interaction. It stems from both the TV's seduction of the child to the parent's use of it as an escape-hatch for child-rearing. The family ritual of sharing the day's experiences during dinner has been replaced by vapid television watching, and minimal interactions between family members. For instance, a young woman in Chicago reminisces about her childhood and says: *'And then all of a sudden I remember becoming suddenly aware of how different everything had become. The kids were no longer playing Monopoly or Clue or the other games we used to play together. It was because we had a television set which had been turned on for a football game. All of that socializing that had gone on previously had ended. Now everyone was sitting in front of the television set, on a holiday, at a family party!'* A number of research studies back this woman's claim. One survey found that 78 percent of respondents indicated no conversation taking place during viewing except at specified times Thirty-six percent of the respondents in another study indicated that the television was the only family activity they participated in during a week! Television has clearly led to a decline in communication and interaction in the family.

SOURCE D

Extract from the Guardian article 'A history of television, the technology that seduced the world – and me' by Andrew Anthony, September 2013

Every major happening is now captured by television, or it's not a major happening. Politics and politicians are determined by how they play on television. Public knowledge, charity, humour, fashion trends, celebrity and consumer demand are all subject to its critical influence. More than the aeroplane or the nuclear bomb, the computer or the telephone, TV has determined what we know and how we think, the way we believe and how we perceive ourselves and the world around us (only the motor car is a possible rival and that, strictly speaking, was a 19th-century invention).

Not only did television re-envision our sense of the world, it remains, even in the age of the internet, Facebook and YouTube, the most powerful generator of our collective memories, the most seductive and shocking mirror of society, and the most virulent incubator of social trends. It's also stubbornly unavoidable.

There is good television, bad television, too much television and even, for some cultural puritans, no television, but whatever the equation, there is always television.

SOURCE E

Advertising can be worn by sports teams that are seen by audiences around the world on the television



■ **Figure 3.10** Logos on a motor sports team

ACTIVITY: The impact of television on society

■ ATL

■ Information literacy skills: Make connections between various sources of information

- 1 What is the message of Source A?
- 2 What is the message of Source B?
- 3 According to Sources C and D, what have been some of the consequences of the television for society?
- 4 What are the main similarities and differences between the views expressed in Sources C and D?
- 5 What does Source E suggest about the relationship between advertising and television?
- 6 'Television has and continues to improve our lives.' To what extent do you agree with this statement? Use the information in this chapter, the sources and your own knowledge when considering this question.

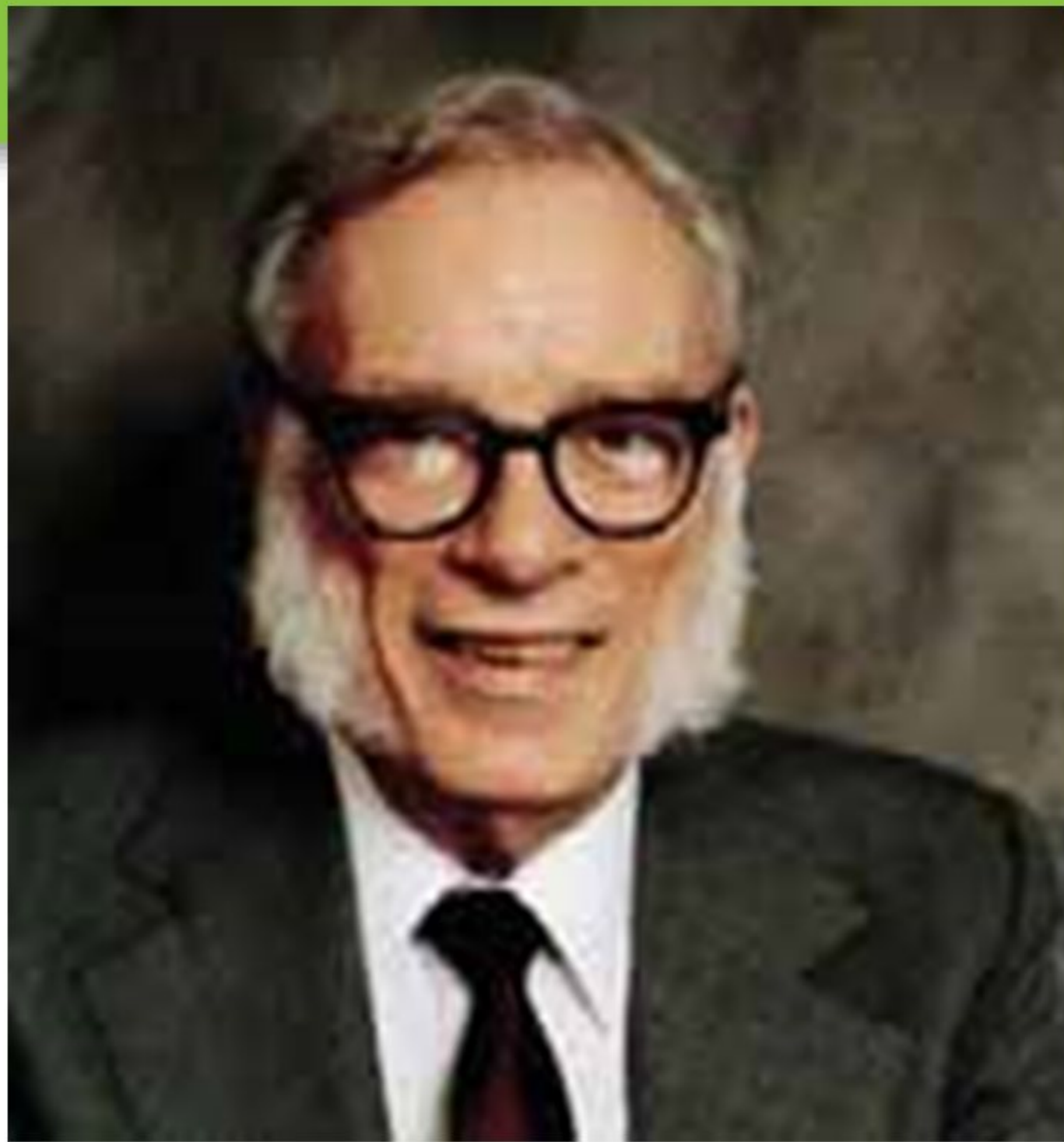
◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion D: Thinking critically (strands ii and iv).

▼ Links to: Physical and health education

There have been concerns among medical professionals for many years about the relationship between watching many hours of television and obesity. You may have heard of the term 'couch potato'! What role do you think television can play in contributing to poor health? In what ways can television provide information that helps people to live a more healthy life?

How have computers changed the way we live and work?



'I do not fear computers, I fear the lack of them.'
– Isaac Asimov, American author

■ **Figure 3.11** How have computers changed our lives?



'I think it's fair to say that personal computers have become the most empowering tool we've ever created. They're tools of communication, they're tools of creativity, and they can be shaped by the user.' – Bill Gates

'The real danger is not that computers will begin to think like men, but that men will begin to think like computers.' – Sydney Harris, American journalist



■ **Figure 3.12** Man wearing the Guy Fawkes mask, which is associated with the group 'Anonymous' who have used computer hacking to direct attacks on different organizations

Like television, computers have changed many aspects of our daily lives. But, it could be argued that computers have gone much further in the ways that they have changed our habits and interactions. To an extent, the television is a passive form of entertainment: we sit, we watch and then process what we are watching. The computer gives us far greater freedom to program, to write, to design, to create and so on. Computers can be used in a passive way, as a means of receiving information, but from the outset has been a technology that requires much more interaction.



■ **Figure 3.13**
The vintage
arcade game
Pac-Man

ENTERTAINMENT

Computers have long been a major source of entertainment for people around the world. A good example of this can be seen in the development of the computer games industry. From the arcade machines of the 1980s, through to the **virtual reality** headsets of the twenty-first century, computers have been a platform for a wide range and type of games. Gaming has its opponents, who worry about the content of the games that are played or the amount of time that people spend on these games. However, computer games also have their benefits, such as improving dexterity and processing times. Whatever your opinion, the development of computer games holds a mirror up to a changing society. More recently, the development of virtual and **augmented reality** games is making the experience of playing them increasingly real.



■ **Figure 3.14** Virtual reality is increasingly changing the nature of gaming entertainment

WORK

Computers have had a profound impact on the way that people work around the world. The freedoms that a computer can provide are quite staggering. Computers perform a huge variety of tasks for all manner of professions. They can be used for research, writing, modelling, drawing, programming, creating inventories and many other tasks. Computers have influenced the culture of work, in that for many jobs, people now expect to sit at a computer for most of the day. They are increasingly a major feature of education, with school students across the world using computers on a daily basis.



■ **Figure 3.15** Designers and architects use computers for various aspects of their work

COMMUNICATION

Computers have had a major effect on the way that we communicate. Previously, most communication between people who lived far from each other was done by telephone. Over time, computers have taken an important place in this area. Video calling through the internet has changed the way many of us communicate. A bigger change in communication though has been the development of **social media** platforms. Sites such as Facebook and Twitter have revolutionized online communication and subsequently the habits of millions. At the end of 2016 there were 1.8 billion users on Facebook. These numbers show the huge part that social media plays in contemporary society. From sharing pictures, to expressing political opinions, social media has a powerful role in modern society.



■ **Figure 3.16** Social media icons

INDUSTRY

Computers are also important beyond their everyday use, in areas such as scientific research and astronomy. **Supercomputers** have been created to carry out specific tasks, for example modelling different scenarios for weather forecasting, medical research or charting the course of a satellite. The potential of computers seems to have no limit as they continually evolve to meet the demands of different industries.



■ **Figure 3.17** Computers used in weather forecasting enable more accurate predictions of future weather conditions

CREATIVITY

Computers have extraordinary power to enhance human creativity and imagination, as seen in the various ways they have impacted the visual arts from digital drawings to special effects in films. Computers can also help people to create new worlds through modelling which can then be explored in games, simulations and films. Some argue, however, that computers can take away the human connection to the creative process and that by automating this aspect of human expression, something gets lost along the way. Critics use Hollywood films that rely heavily on **CGI** (computer-generated imagery) effects as an example of this.



■ **Figure 3.18** Gollum, from *The Lord of the Rings*, created using CGI technology and a motion-capture suit worn by the actor Andy Serkis

WAR

Computers are beginning to play a more prominent role in warfare around the world. To date, this has been along the lines of missile guidance systems and tracking the course of a war. However, with advances in communication systems, cyber warfare has become more of a reality. Revolutionary movements and terrorist organizations have made use of computers to spread dissent or to hack into government sites or those of large organizations to weaken existing power structures.



■ **Figure 3.19** The military have varied uses of computer technology

ACTIVITY: Mind-mapping and creating new enquiries



■ ATL

- Creative-thinking skills: Use brainstorming and visual diagrams to generate new ideas and inquiries
- Critical-thinking skills: Formulate factual, topical and debatable questions



■ **Figure 3.20** A mind map

- 1 Create a mind map in response to the following question: 'How have computers changed the way we live and work?'** Be creative with your design, using colours to categorize the different changes that computers have brought about. Also show links between the different aspects that you identify.
- 2 Use the ideas on your mind map to write some new inquiry questions that are relevant to this topic. Then separate your questions into factual, conceptual and debatable questions.**
As a class you could choose a selection of the questions for further investigation and inquiry.

◆ Assessment opportunities

- ◆ This activity can be assessed using Criterion C: Communicating (strands i and ii).

Creating mind maps

Mind maps are a useful way of communicating your ideas on a topic. They make the interconnections between facts, concepts and ideas visual. The more you practise creating mind maps, the more complex and sophisticated they will become. Use colours and images within your mind map to make individual aspects stand out – either to yourself or to your audience. Mind maps are also useful when revising for a test or exam as they can help you to remember large amounts of information more easily.

THINK–PAIR–SHARE

In what ways can technology affect global interactions?

Global interactions are the various ways in which societies come into contact with other, sometimes through cooperation and at other times through conflict. They are the result of the interdependence of human societies and can take the form of trade, war, online communication and international relations.

In pairs, **list** the technologies that have had a direct impact on global interactions and then **discuss** the following:

- How can technology lead to greater cooperation between societies?
- How can technology lead to greater levels of conflict between societies?

Feed back your thoughts to the rest of the class.

▼ Links to: Arts – Literature

The subject of computers has long fascinated those writing works of fiction. The power of computers over the individual and society has been the inspiration for many books, particularly in the science fiction and fantasy genres. Often, computers and machines are shown to have a controlling or repressive power in a dystopian world. Some writers, however, have chosen to focus on the positive aspects of computers.

DISCUSS

Why do you think developments in computer science may have influenced the writings of authors, especially in the science fiction genre?



■ **Figure 3.21** A reproduction of the machine used to break the Enigma Code during the Second World War, the subject of the novel *Enigma* by Robert Harris

ACTIVITY: Does technology harm our relationships with others?

■ ATL

- Creative-thinking skills: Practise flexible thinking – develop multiple opposing, contradictory and complementary arguments

Write a response to the debatable question for this chapter:

‘Does technology harm our relationships with others?’

Cover both sides of the argument in your response, looking at how technology harms and enhances

our relationships. Also look at the different types of relationships that are affected, such as social, economic and political relationships. You could bring in a range of examples of technology including those from the modern day and from further back in history.

You should aim to write 500–800 words for this task. Remember to include a bibliography of the sources used in your research.

Also complete an **evaluation** of the process and results of this task. Use a table like the one below to help you with your evaluation.

Stage of the assessment task	What went well?	What could have gone better?	What improvement or changes would you make next time?
Researching the topic			
Considering different perspectives			
Writing the response			

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Knowing and understanding (strands i and ii), Criterion B: Investigating (strand iv), Criterion C: Communicating (strands ii and iii) and Criterion D: Thinking critically (strands i and ii).

! Take action

- ! New technologies provide tremendous potential for positive action in the world. Social media can be used to promote messages that help to change opinions and to persuade governments and agencies to act on various issues. Have a class **discussion** on the way that technology can be used to promote action in areas such as human rights or environmental issues.
- ! You might want to **create** a social media page (on Facebook, Twitter, **Fakebook** or another platform) to promote equal rights or environmental issues in your school.
- ! Remember to **stay safe online**. Your school should have guidance for you to follow, and make sure you check the age restrictions for Facebook where you live.



■ **Figure 3.22** Social media now plays an important role in organizing and reporting on protests and marches

Reflection

In this chapter we have briefly explored the effect of technology on everyday life in both historical and contemporary contexts. We have discussed the social, economic and political effects that technology has on our lives. We have also had a chance to reflect upon the positive and negative aspects of these effects.

Use this table to reflect on your own learning in this chapter

Questions we asked	Answers we found	Any further questions now?			
Factual: What have been some of the major technological breakthroughs in history? How did television shape society? How have computers changed the way we live and work?					
Conceptual: In what ways does technology affect our identity and relationships? In what ways can technology affect global interactions?					
Debatable: Does technology harm our relationships with others?					
Approaches to learning you used in this chapter:	Description – what new skills did you learn?	How well did you master the skills?			
		Novice	Learner	Practitioner	Expert
Communication skills					
Information literacy skills					
Creative-thinking skills					
Critical-thinking skills					
Learner profile attribute(s)	Reflect on the importance of being balanced for your learning in this chapter.				
Balanced					

4

Where are all the people?

- The population of human societies **changes** due to a variety of **processes**, and **sustainable** development can help to promote more equity in these societies.

CONSIDER THESE QUESTIONS:

Factual: What has been the pattern of global population change? How can we model population change? What are some of the social issues that can be caused by population change? How can sustainable development promote equity in societies?

Conceptual: What processes contribute to population change? What are the features of equitable and fair societies?

Debatable: Should governments try to control the size of their populations?

Now **share and compare** your thoughts and ideas with your partner, or with the whole class.



■ **Figure 4.1** A tiny sample of the world's population

○ IN THIS CHAPTER, WE WILL ...

- **Find out** about how the world population has changed over time and which processes allow this to happen.
- **Explore** the ways of modelling population change and look at case studies of social issues in different societies due to these changes.
- **Take action** by looking at how sustainable development can promote more equitable and fair societies.



■ These Approaches to Learning (ATL) skills will be useful ...

- Communication skills
- Information literacy skills
- Critical-thinking skills

● We will reflect on this learner profile attribute ...

- Communicators – by using a range of different methods of communicating understandings.

◆ Assessment opportunities in this chapter:

- ◆ Criterion A: Knowing and understanding
- ◆ Criterion B: Investigating
- ◆ Criterion C: Communicating
- ◆ Criterion D: Thinking critically

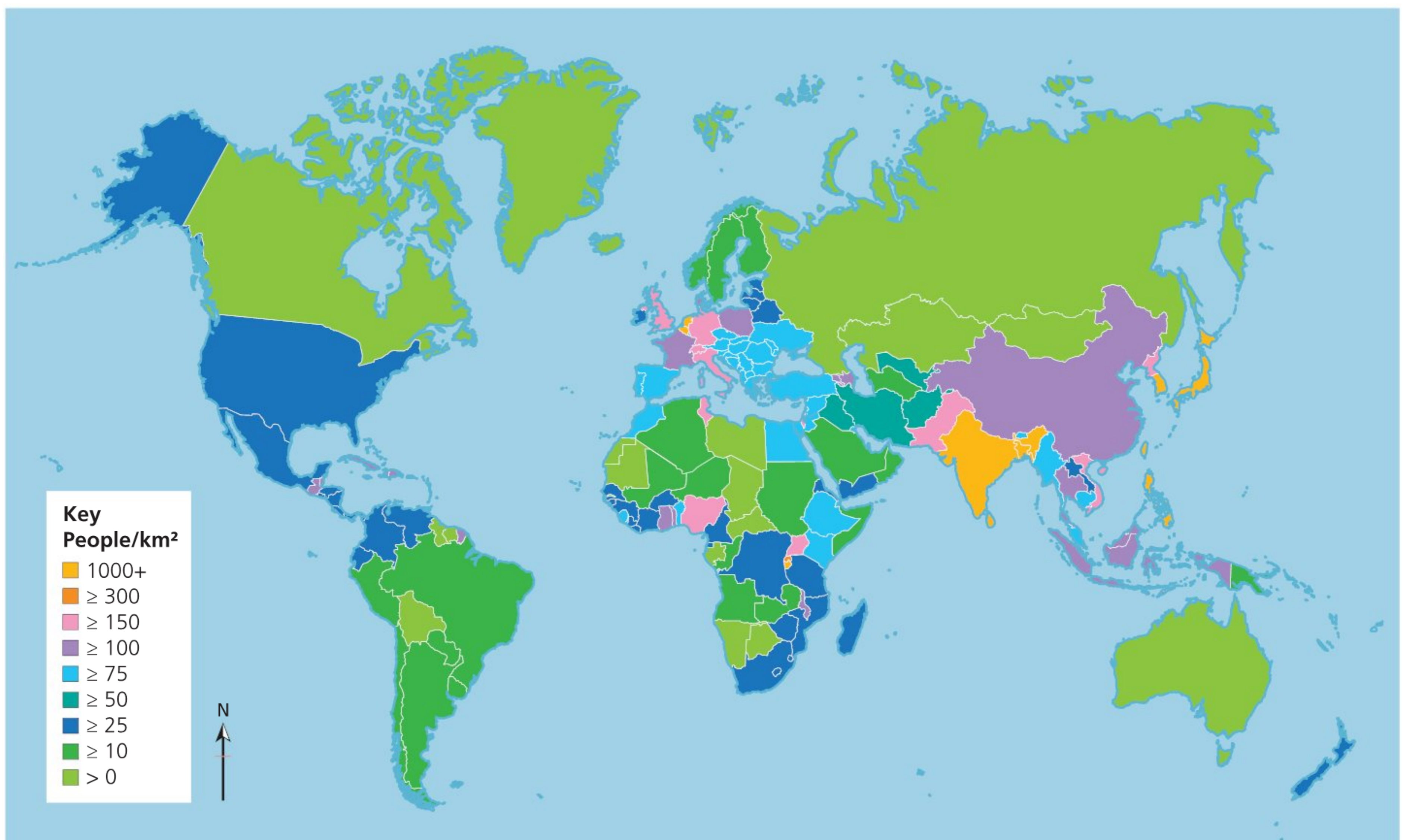
KEY WORDS

birth rate
death rate
demographics

migration
overpopulation
population

In this chapter we will explore the different understandings associated with population change. This will allow us to gain an insight into how the global population has changed through time as well as the different ways of modelling population change. We will reflect on the challenges facing societies at different times of their development and on sustainable solutions to develop more equitable and fair societies.

What has been the pattern of global population change?



■ **Figure 4.2** Countries by population density in 2015

THINK–PAIR–SHARE

Take a look at the world map in Figure 4.2, showing population density levels in 2015. **Discuss** the following questions in pairs:

- **What areas of the world seem densely populated?**
- **What areas of the world seem sparsely populated?**

Estimates in 2011 (<http://video.nationalgeographic.com/video/news/7-billion/ngm-7billion>) suggested that the entire population of the world standing shoulder to shoulder could fit into the area taken up by the city of Los Angeles. What do you think are the arguments to suggest that population is/isn't a global issue?

Discuss your ideas and then feed back to the class.



DATE	1804	1927	1959	1974	1987	1999	2011
WORLD POPULATION TOTAL	1 billion people	2 billion people	3 billion people	4 billion people	5 billion people	6 billion people	7 billion people

■ **Figure 4.3** Total world population, 1804–2011



■ **Figure 4.4** Changes to prehistoric human populations were very small

DISCUSS

What do you think might be some of the reasons for slow population growth before 1804? Why do you think the rate of population growth has increased?

PRE-1800

The world population didn't change a great deal for thousands of years, and it is estimated that the population didn't reach 1 billion until the year 1800. This means that for centuries the world was definitely not a crowded place. Different civilizations came and went, from the Egyptians to the Minoans, all having a slight effect on population change but there was no rapid population growth like we have seen in more recent times. The reason for this is the balance between the death rate and birth rate.

For much of the time before 1800, the birth rate was very high, with families often having between four and eight babies. But the death rate was also very high and, of particular importance, the infant mortality rate was high. This means that despite large numbers of babies being born, many died at a very young age. Added to that, life expectancy was short by the standards of our time. A historical development that did lead to increases in population early on in human history was farming. This effectively allowed more complex societies to emerge, leading to advances in health and population size.

THE INDUSTRIAL REVOLUTIONS OF THE NINETEENTH CENTURY

The world population hit 1 billion in the early nineteenth century during an important historical process known as the Industrial Revolution. The industrial revolution led to an increased interconnectedness around the world due to the effects of colonialism and trade.

People started to live longer as a result of the effects of the Industrial Revolution. This was mainly due to developments in health. The use of antiseptics and anaesthetics in hospitals improved survival rates, vaccinations targeted many deadly diseases, such as smallpox, and improvements in childbirth procedures reduced the infant mortality rate.

However, in some locations the effects of industrialization may have reduced life expectancy. In overcrowded cities, sanitation issues were rife, and many jobs, such as coal mining, were not safe at this time. Despite these issues, the overall pattern was for increased population throughout the industrial revolutions.

THE TWENTIETH CENTURY AND BEYOND

The twentieth century saw massive changes in world population. At the start of the century the population was under 2 billion and by 1999 the population had reached 6 billion. This huge increase is largely due to continued improvements in healthcare that have increased life expectancy and reduced levels of infant mortality. An important development that significantly contributed to high population growth rates during the twentieth century was the change in average family sizes worldwide. After the Second World War there was a **baby boom** in many countries as population growth was encouraged. By the 1960s, the birth rate of many countries around the world was higher than, or significantly higher than, two children per woman. This inevitably results in high population growth. However, in recent years, the average number of children per woman has been declining around the world and this means that population growth should slow down and possibly even decrease if the world average drops to less than two children per family.



■ **Figure 4.5** The 1950s baby boom led to increases in global population as the world recovered from the turmoil of the Second World War

SOURCE A

'Beyond 2050 the world population may start to decrease if women across the world will have, on average, less than 2 children. But that decrease will be slow.' – Hans Rosling, founder of Gapminder

'By improving health, empowering women, population growth comes down.' – Bill Gates

SOURCE C









Extract about global population change from the United Nations Population Fund – www.unfpa.org

It took hundreds of thousands of years for the world population to grow to 1 billion – then in just another 200 years or so, it grew sevenfold. In 2011, the global population reached the 7 billion mark, and today, it stands at about 7.3 billion.

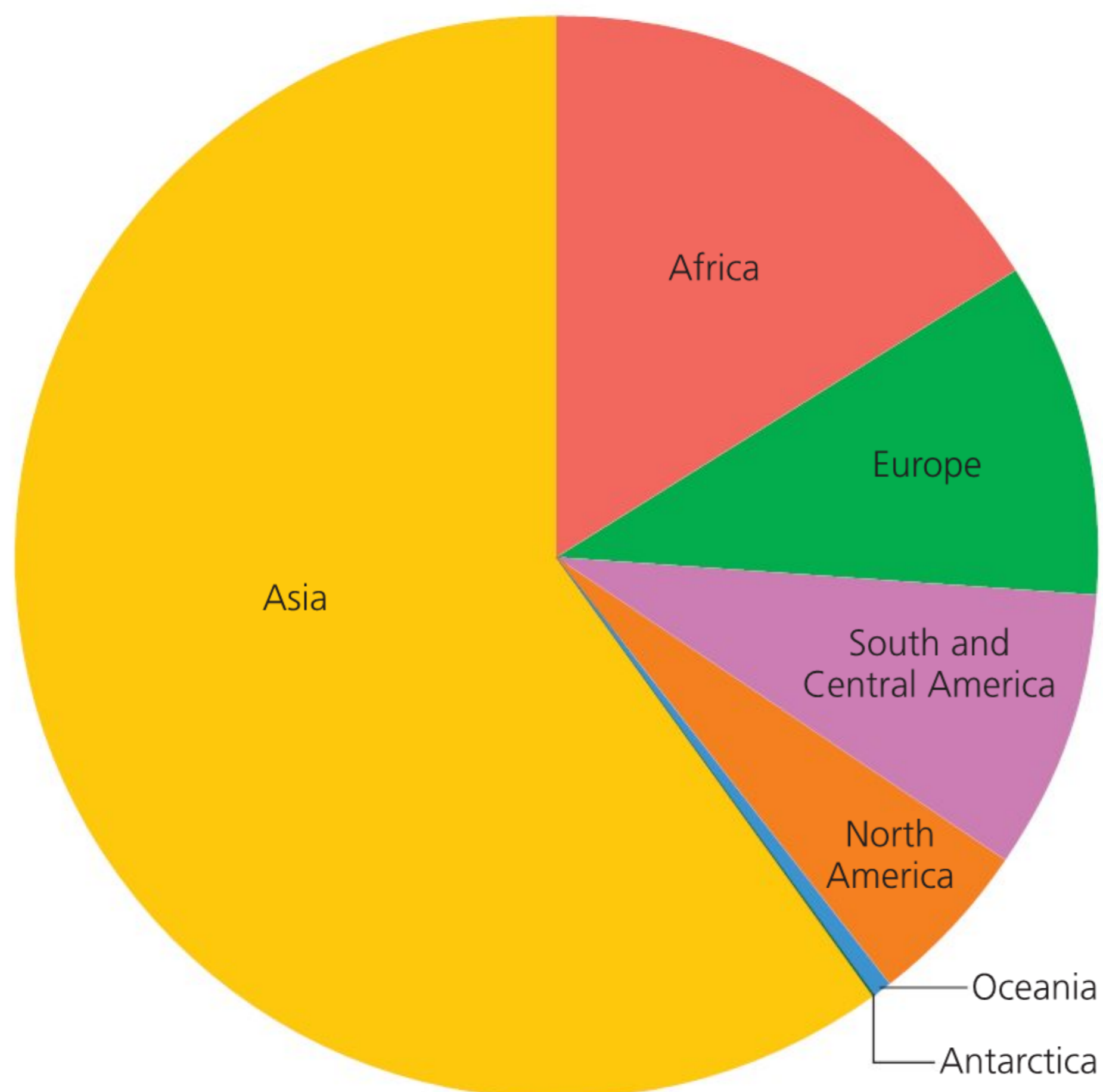
This dramatic growth has been driven largely by increasing numbers of people surviving to reproductive age, and has been accompanied by major changes in fertility rates, increasing urbanization and accelerating migration. These trends will have far-reaching implications for generations to come.

SOURCE B

■ **Table 4.1** The average number of children per woman in a cross section of countries over the past 60+ years

COUNTRY	Average number of children per woman			
	1950	1970	1990	2010
Paraguay 	6.5	5.7	4.5	2.9
South Africa 	6.4	5.6	3.7	2.5
Nigeria 	6.4	6.5	6.5	6
India 	5.9	5.5	3.9	2.6
Japan 	3.5	2.1	1.6	1.4
Brazil 	6.2	5.0	2.8	1.8
Romania 	3.6	2.9	1.8	1.4
France 	2.8	2.5	1.8	2.0

SOURCE D



■ **Figure 4.6** Pie chart showing the proportion of people per continent, 2016

i Population terminology

- **Birth rate** – The number of live births per 1000 people per year
- **Death rate** – The number of deaths per 1000 people per year
- **Infant mortality rate** – The number of deaths of children under the age of one year per 1000 live births
- **Life expectancy** – The expected average life span of people in a particular population
- **Natural increase** – The rate of population growth calculated by subtracting the death rate from the birth rate

ACTIVITY: The pattern of global population change

■ ATL

- Information literacy skills: Make connections between various sources of information

- 1 According to Source A, what factors would lead to a slowing down of global population levels? Explain why you think this might/would occur.
- 2 Study the data in Source B. Are there any patterns in the changes affecting the number of children per woman in the cross section of countries shown?
- 3 Are there anomalies? Why might this be the case?
- 4 Which countries would be experiencing the following:
 - a) rapid population growth
 - b) population growth
 - c) declining population?
- 5 Using Source C and your own knowledge, what do you think are some of the implications of continued population growth? What problems might occur as a result of this growth?
- 6 What information does Source D provide? Write down three conclusions you can draw from the pie chart.
- 7 It is predicted that the population of Africa will increase rapidly during the twenty-first century. What do you think might be some of the challenges and opportunities associated with this?

◆ Assessment opportunities

- ◆ This activity can be assessed using Criterion D: Thinking critically (strands i and ii).

What processes contribute to population change?

There are a variety of processes that contribute towards population change, the most important of which are: birth rate, death rate and migration.

BIRTH RATE

The birth rate of a society is an important factor in population growth or decline. It is the number of live births per 1000 people per year. If this number is relatively high we expect to see increases in population. Both high and low birth rates can put pressure on societies. High birth rates lead to large numbers of young people within a society who subsequently need education and opportunities in the workforce. Low birth rates, on the other hand, can lead to a lack of people to do certain jobs within a society and an **ageing population** that needs to be supported. As we saw on pages 85 and 86, the increase in global population is starting to slow, which is an indicator that, globally, birth rates are decreasing. There are a variety of reasons why societies see reductions in birth rates. One is to do with education about family planning and birth control (for example, the use of contraceptives), another is to do with female empowerment and having the choice to have no children or a smaller number of children.

Governments in the past have often been concerned about the birth rate in their countries. Some have introduced laws relating to birth control while others have encouraged higher numbers of births to increase the size of the population.

SOURCE A



■ **Figure 4.7** A family planning poster from the Singapore government made during the 1970s to encourage couples to have smaller families, as part of the 'Stop at Two' campaign

SOURCE B

Extract about family planning policies introduced in Singapore during the twentieth century from <https://remembersingapore.org/>

After the Second World War, Singapore experienced a post-war baby boom. Overcrowding became a social issue, leading to various problems in housing, education, medical and sanitation. After Singapore's independence, former Prime Minister Lee Kuan Yew was concerned that the uncontrolled growing population would put stress on the economy of a developing Singapore. Thus, the National Family Programme was launched with the Family Planning and Population Board (FPPB) established in 1966.

The campaign reached its peak after 1970, when abortion and sterilisation were legalised. Women deemed low-educated with low incomes were urged to go for sterilisation after their second child, and a range of disincentives, such as lesser benefits in maternity leaves, housing allocations, tax deductions and children's educations, was implemented for those [that] had three or more. The campaign also aimed to discourage families to stop trying for a boy after having two girls.

ACTIVITY: Family planning in Singapore

■ ATL

- Information literacy skills: Make connections between various sources of information
- Critical-thinking skills: Gather and organize relevant information to formulate an argument

- 1 What is the message of Source A? What are the values and limitations of it as a source of information?
- 2 According to Source B, why did the Singaporean government launch its birth control and family planning measures?
- 3 What were the methods used to implement this policy? Are there any ethical issues with these methods?
- 4 According to Source C, what evidence is there of the success of this policy? What challenges might Singapore face nowadays as a result of the birth rate in recent years?
- 5 Should governments try to control the size of their populations? Write a few paragraphs in response to this question. Try to bring in some specific supporting examples.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion D: Thinking critically (strands i, ii and iv).

SOURCE C

Average number of children per woman in Singapore between 1950 and 2010

1950 – 6.5 children	1990 – 1.8 children
1960 – 5.8 children	2000 – 1.6 children
1970 – 3.2 children	2010 – 1.3 children
1980 – 1.8 children	

! Take action: Women's and girls' rights

'Women's status in society has become the standard by which humanity's progress toward civility and peace can be measured.' – Mahnaz Afkhami

'The abuse of women and girls is the most pervasive and unaddressed human rights violation on earth. Women's inequality has profoundly affected our world.' – Jimmy Carter, former president of the USA

- ! One of the reasons for declining birth rates is to do with female empowerment and the choice to have fewer children or no children at all. Many women in the world live in developed countries that offer a good education and economic and social opportunities. Women's rights have gradually improved in these societies through the twentieth and twenty-first centuries but there are still many examples of the oppression of women and girls in the world today.
- ! One of the United Nations Sustainable Development Goals is gender equality. Take action by **exploring** how you can have an impact in your community on this goal: www.globalgoals.org/global-goals/gender-equality/



- **Figure 4.8** Gender equality – Goal 5 of the UN Sustainable Development Goals

- ! You could **create** a presentation to raise awareness about inequality in different countries, or set up a group to look at how women and girls are treated in your school.



■ **Figure 4.9** Factors that contribute to increased life expectancy

DEATH RATE

The death rate is another factor that contributes towards population change. It is a measure of the number of deaths per 1000 people in a particular country or region in a year. Understanding the death rate also involves understanding life expectancy, which is the average age people are expected to live until. If the life expectancy of a particular society is higher then the overall death rate decreases.

A number of factors contribute towards a lower death rate and higher life expectancy, many of which are to do with the level of development within a country. The more developed a country is, typically, the more healthy its population will be. Better services, such as health facilities, better doctor–patient ratios and a higher quality of life all contribute towards a higher life expectancy. Conversely, less developed countries tend to have a lower life expectancy as typically the health services are of a poorer quality and the overall living standards are poorer. In addition, the death rate in a society can change quickly if there is some kind of crisis or disaster, as shown in Table 4.2.

■ **Table 4.2** Factors that can severely affect the death rate

Factors that can severely affect the death rate	Explanation	Example
Conflict and war	Conflict and war lead to dramatic loss of life as well as injuries to people that affect their overall quality of life.	First World War – approximately 38 million deaths Second World War – approximately 60 million deaths
Epidemics	Diseases that spread as epidemics can have severe effects on population sizes. During the medieval era, outbreaks of the plague killed huge proportions of populations.	Spanish Flu epidemic – approximately 50 million deaths
Natural disasters	Floods, earthquakes, tsunamis, volcanoes and other natural disasters can strike with deadly consequences.	Earthquake in Haiti in 2011 – approximately 316 000 deaths
Famine and drought	When the food or water supply becomes extremely low the result is famine and drought.	Ethiopian famine in 1984 – more than 400 000 deaths. Famine in China during the late 1950s, early 1960s – many millions died

ACTIVITY: Living longer

ATL

- Communication skills: Use appropriate forms of writing for different purposes and audiences

Create a magazine article about an area of the world where life expectancy is very high. You could choose a location from Figure 4.10.

Within the article **discuss** the role of the following: diet, climate and environment, lifestyle, standards of healthcare and sanitation, safety of the society.

Within your magazine article you should answer the research question:

'Explain the different reasons why people are living longer in [country name].'

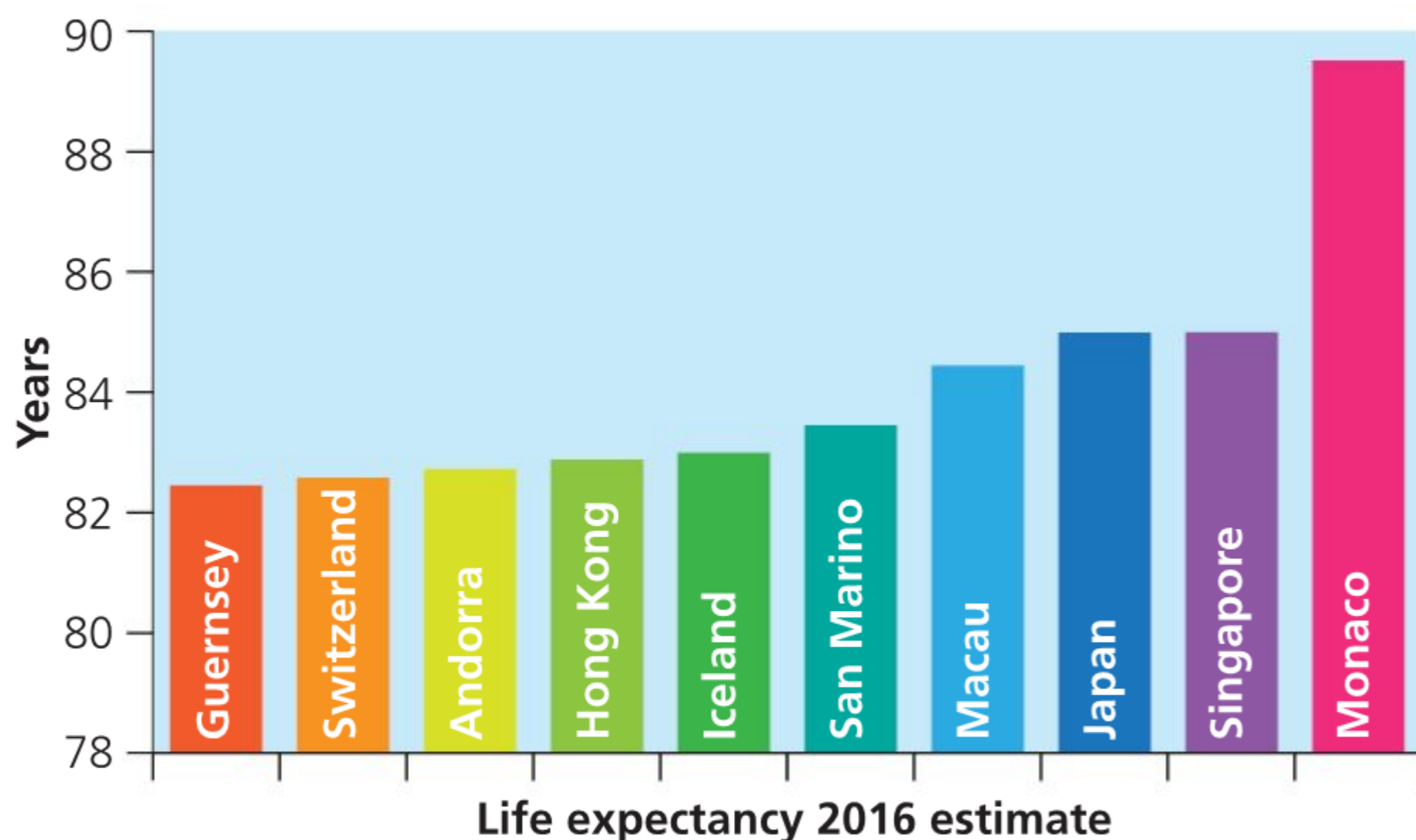
i Explain – Give a detailed account including reasons or causes

From IB MYP Individuals and Societies Guide, 2014

Aim to write 400–700 words. Include images to give your work some visual interest. Include a bibliography of the sources you used at the end of the article.

Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Knowing and understanding (strands i and ii) and Criterion C: Communicating (strands i, ii and iii).



■ **Figure 4.10** Highest ranking countries for life expectancy (based on 2016 estimate, data from CIA *The World Factbook*)



■ **Figure 4.11** An elderly woman in Japan cooking fish – an important part of the Japanese diet

Considering your audience

One of the communication skills that you develop as part of your Individuals and societies course is producing work that is appropriate for the intended audience.

When writing a magazine article:

- Think about the information your audience needs and expects. What age might they be? How would these things affect the way you might write your article?
- Think about the style of writing, structure and presentation that allow you to make a quality

article. How could supporting evidence and examples bring your article to life?

In pairs, **discuss** how you would communicate your ideas in the following situations and the differences in how you would do this for:

- a newspaper front page and story
- an advert for a product that you have designed
- an infographic for primary school students
- an essay question written for your teacher.

By considering your audience, you improve your Criterion C: Communicating skills.

MIGRATION

The third factor that contributes towards the levels of population in a country is migration. Migration refers to the movement of people either out of (**emigration**) or into (**immigration**) a particular country. This number fluctuates depending on a range of circumstances. The reasons why people leave a country or move to another country are known as **push** and **pull factors**.

■ **Table 4.3** Push and pull factors

Push factors	Pull factors
Lack of economic opportunities – there may not be many jobs or wages may be too low	Education – the opportunity to study in a different country
Conflict – people may be trying to escape war	Choice – people may see a better quality of life in a different country
Refugees – they can no longer live in their home country, often because of war or political oppression	Family and friends – people may move to be with family/friends in a different country
Natural disasters – if a country is prone to natural disasters, people may leave in order to be in a more safe or stable country	Environment – another country may have appealing natural or urban environments
	Economic opportunities – another country may offer a variety of jobs, good pay and social security

Most of the time, migration would only have a slight impact on population levels as the proportion of people leaving and entering a country is only a small proportion of the whole. However, there have been times in history when migration levels have been very significant and have affected the overall demographics of a particular country. For example, after the Second World War in Europe, many millions of people (especially Germans and Poles) were displaced and there were a number of years following the conflict when people migrated and settled into different areas of Europe.

Another type of migration that affects countries is internal migration – moving within a particular country. This often takes the form of people moving from rural areas to cities in search of economic opportunities.



■ **Figure 4.12** Ellis Island and the Statue of Liberty – the first view that many migrants get of the USA when entering from a different country. Many immigrants were stationed on Ellis Island before gaining official permission to enter the United States

ACTIVITY: Compass points discussion on migration

■ ATL

- Critical-thinking skills: Develop contrary or opposing arguments

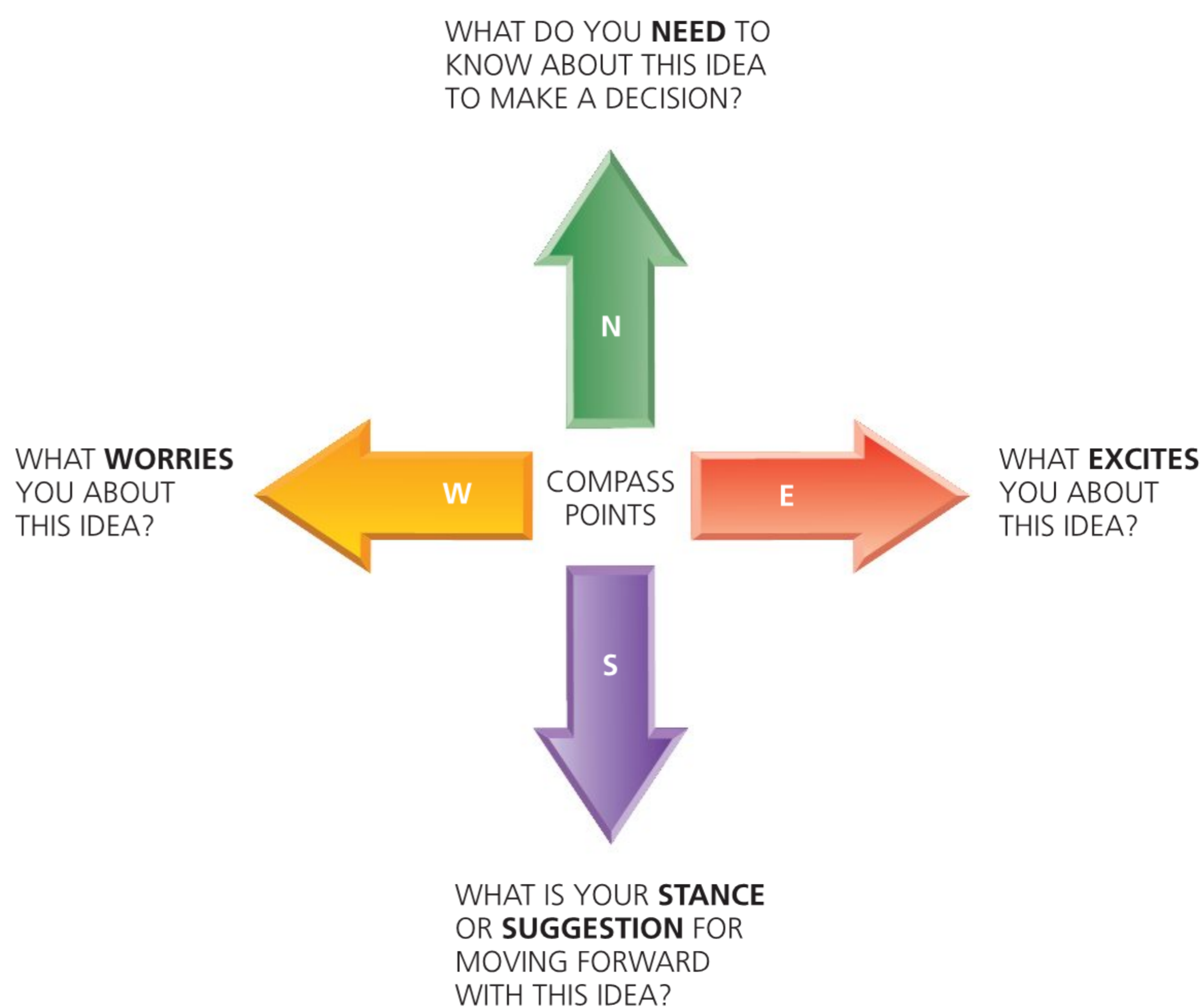
Hold a class **discussion** using the following prompt:

‘Immigration and emigration should be encouraged by different governments around the world.’

Use the compass points in Figure 4.13 to help you to structure your ideas.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating.



■ **Figure 4.13** Structuring ideas for discussion

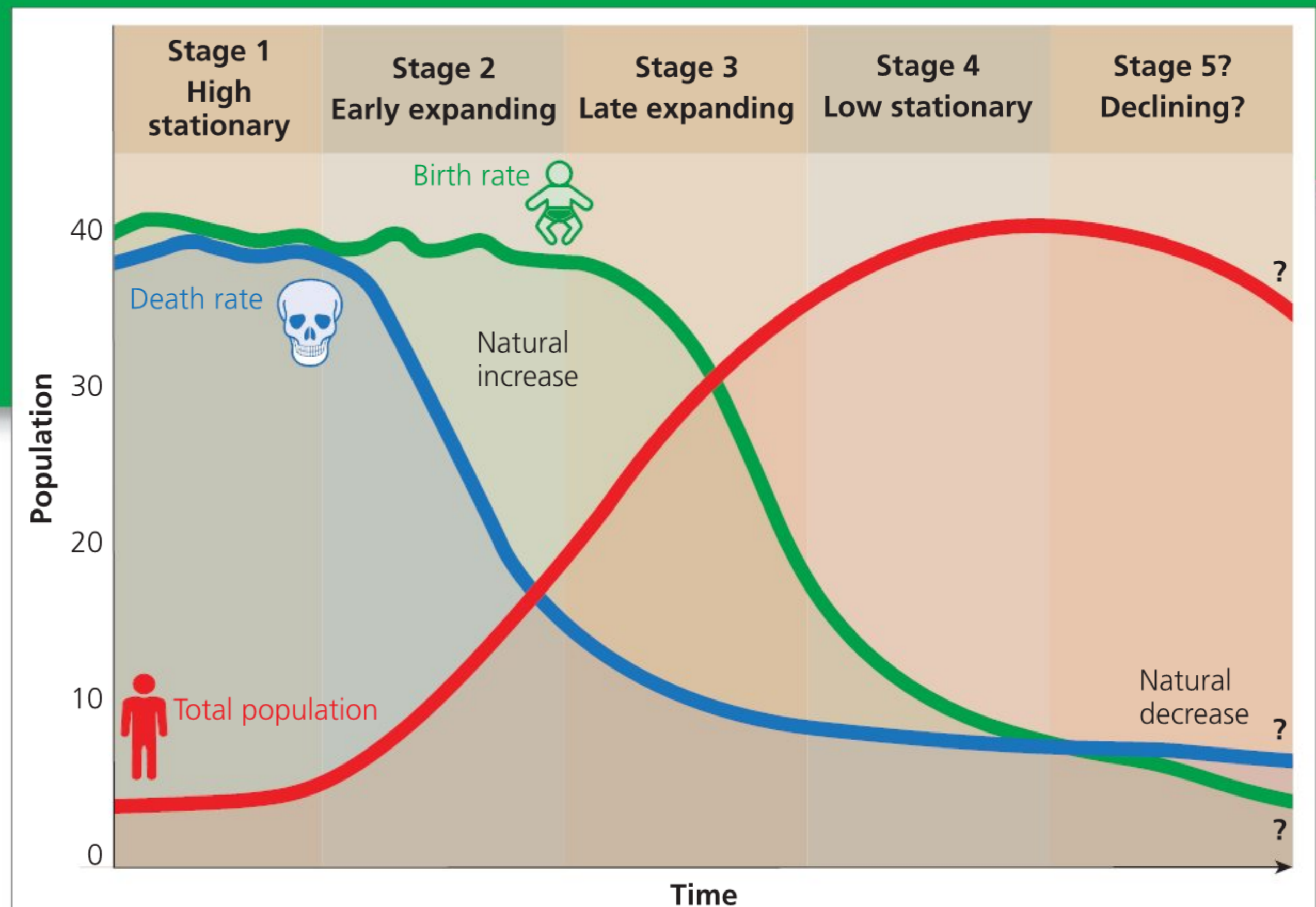
How can we model population change?

Demography is a term used to describe the study of population, using statistics to explain changes in population sizes in the past and to make predictions into the future. Demographers are interested in the changing patterns of birth rate, death rate and migration levels as well as rates of disease in different societies. Various methods, known as models, can be used to make predictions for future population growth and change. One of these models is known as the Demographic Transition Model (DTM).

The idea behind the DTM is that societies move through the different stages of population structure depending on their level of development. The stages are as follows:

Stage 1 – In this stage, often known as **high stationary**, both the birth rate and death rate are very high. They therefore cancel each other out to lead to no (or slight) population growth. This was the stage that much of the world was in prior to 1800 when the patterns began to change. The reason for the high birth rate was the need for workers on farms, social encouragement of large families due to the high numbers of infant deaths and also religious encouragement. Nowadays this type of situation is rare but some remote tribal communities may demonstrate this structure in their population pattern.

Stage 2 – In this stage, known as **early expanding**, we see the maintenance of high birth rates but a drop in death rates. The drop in death rates is mainly due to medical and sanitation improvements. Overall population begins to increase quite rapidly during this stage.



■ **Figure 4.14** The Demographic Transition Model

Stage 3 – The **late expanding** stage of the model sees a continued decline in the death rate and a decline in the birth rate. Population continues to increase during this stage. Birth rates decline as infant mortality rates are reduced and there is less emphasis in society on having large families.

Stage 4 – The **low stationary** stage, which many countries in the world are in now, reflects a stabilising time for overall population. Birth rates continue to fall and death rates stay low. As the birth rate consistently falls, this leads to situations where many families have on average two children or less. This naturally leads to a stabilising of population growth. It is predicted that the world will be moving into this stage in the twenty-first century.

Stage 5 – Often viewed as a theoretical stage but increasingly becoming a feature of the world, this stage is known as the **declining** stage. In this stage we see birth rates dropping below death rates. The reason for this today is largely the choices people are making to have small families or not to have children at all. This can lead to a declining population over time. Countries such as Italy and Spain have seen this happen in their recent history.

ACTIVITY: Modelling population change

■ ATL

■ Critical-thinking skills: Interpret data

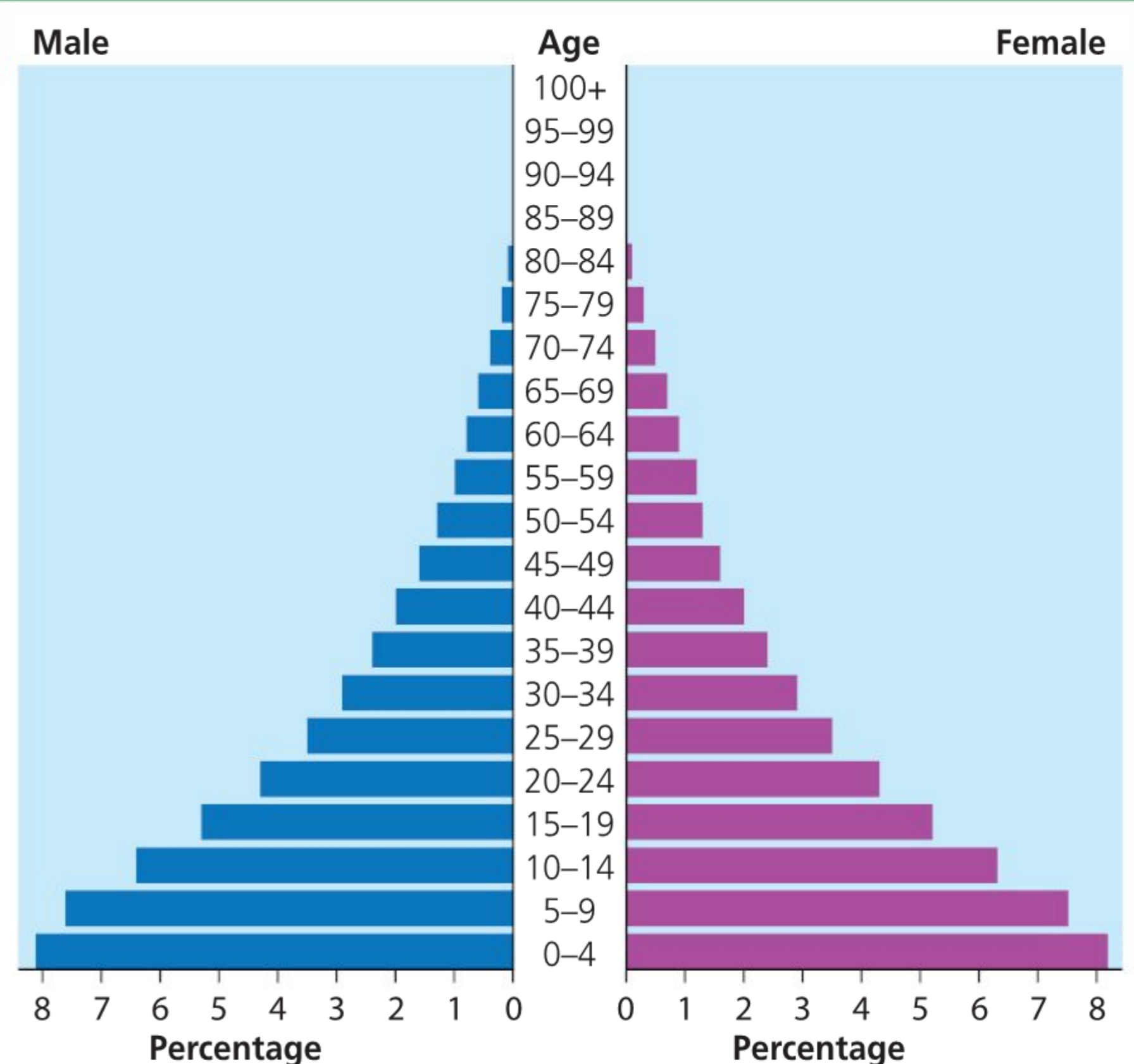
- 1 List the reasons for the following features of the Demographic Transition Model:
 - a) High birth and death rates in Stage 1
 - b) Falling death rate in Stage 2
 - c) Falling birth rate in Stage 3
 - d) Continued population increase in Stage 4
 - e) Declining population in Stage 5
- 2 Choose one of the population pyramids on the right and give three conclusions you can draw from it. Suggest what stage of the Demographic Transition Model you think it lies in.
- 3 For the country where you live, look online for a population pyramid to show recent data on the structure of the population. Copy the pyramid and annotate it to explain what it shows. State what stage of the Demographic Transition Model you think it is in. This website can help you with this task:
<https://populationpyramid.net/>

◆ Assessment opportunities

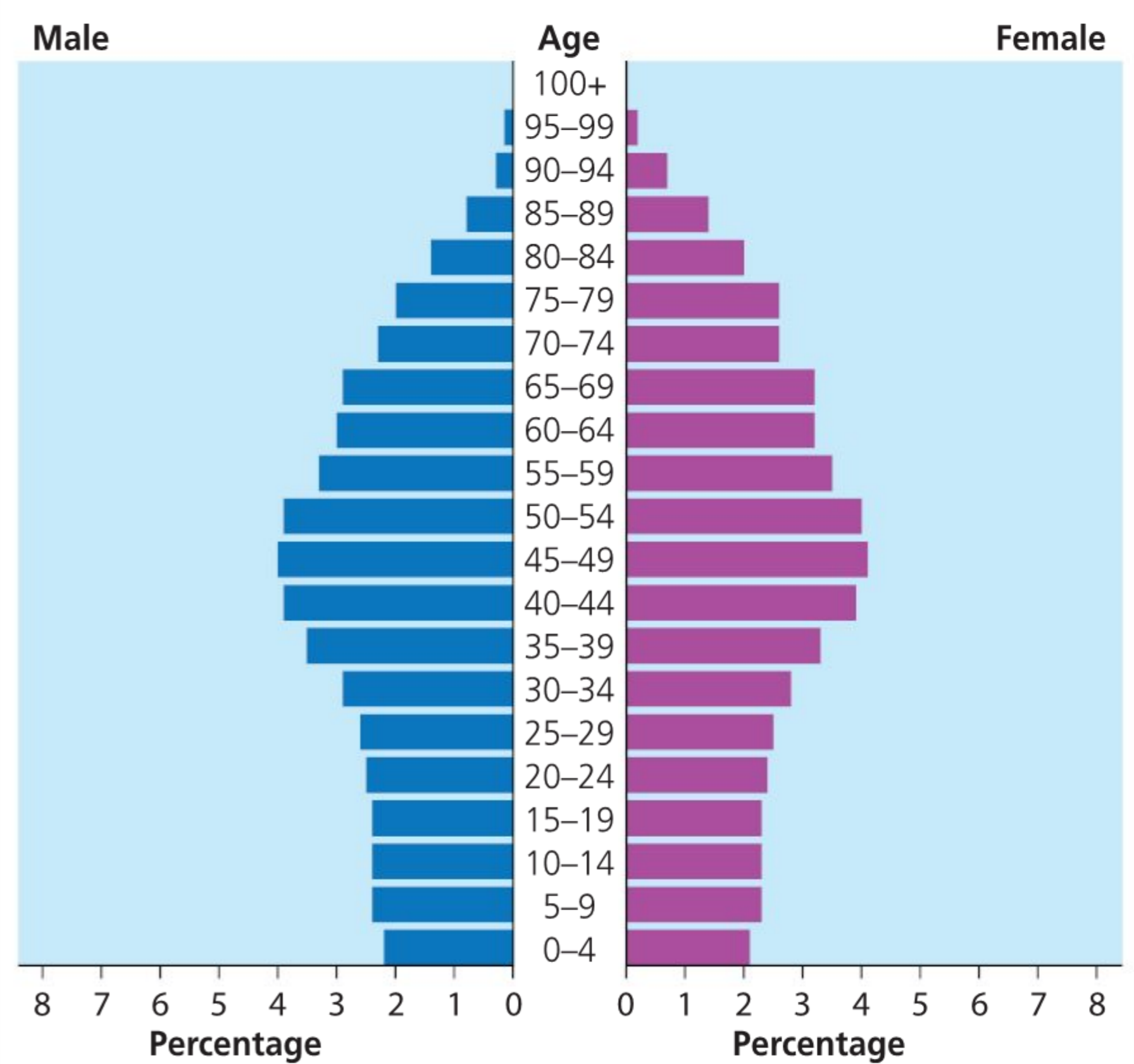
- ◆ In this activity you have practised skills that are assessed using Criterion D: Thinking critically (strand i).

POPULATION PYRAMIDS

The population of a country can be visually represented using a population pyramid as seen in the examples on this page. The population pyramid shows the percentage of the population of a country who are either male or female and what age group they are in. These pyramids help to give an overall understanding of population structure and to predict how it might change in future years.



■ Figure 4.15 Population pyramid for the Democratic Republic of Congo, 2015



■ Figure 4.16 Population pyramid for Italy, 2015

REFLECTION

What do you think are the values and limitations of using models to represent and interpret population sizes and structures?

What are some of the social issues that can be caused by population change?

Changes in the population structure of societies can lead to specific social issues that can present a challenge for governments. The following case studies can be used to explain the effects of population change on a society.



■ **Figure 4.17** Political cartoon about population

DISCUSS

What is the message of this cartoon? What do you think the artist is trying to say? Do you agree?

CASE STUDY – OVERCROWDING IN LAGOS, NIGERIA

Lagos is the largest city in Africa and the former capital of Nigeria. It is a port city with an estimated population of around 16 million (though figures vary). It is Africa's first **megacity** (a city of over 10 million people) and it has significant economic power both regionally and globally. The city's high population is partly due to large numbers of migrant workers moving to the city from other parts of the country and also high birth rates that continue to be a feature of Nigeria's population structure. For instance, in 2015 the average number of children per woman was 5.9. This is a very high number compared to global averages that are closer to two children.

High birth rates and a large influx of people into Lagos have led to a number of social issues. First is the issue of overcrowding, with many people living in slum areas of the city. This includes the floating villages of Makoko where living conditions are particularly difficult. Sanitation is a problem in these areas, which means that diseases can thrive more easily. Overcrowding also leads to increased levels of crime.

In these poor conditions, people are forced to find innovative ways of improving their lives. For example, scavenging for scrap metal among the rubbish dumps can be a means of generating more income.

The second social issue that results from the population structure is the large proportion of the population at a young age. Young people need schooling and later on they need jobs. With such high numbers of young people in the city it is difficult to provide adequate schooling for all and there will also be increased competition for jobs for this generation. This can lead to high levels of unemployment, which itself causes a number of social issues.

Despite these social issues, Lagos is a thriving city that boasts some of the highest standards of living in Africa. Culturally the city is vibrant and significant, with an eclectic music and film scene.



■ **Figure 4.18** Traffic jams in Lagos, Nigeria



■ **Figure 4.19** Location map of Lagos in West Africa

SOURCE A

Extract from the Gulf News

Nigeria is the continent's largest country when it comes to population, with around 160 million people, and the UN estimates it could grow to around 400 million by 2050. Lagos, with its ostentatious* mansions, overcrowded slums, flickering electricity and maddening traffic, provides an example of what such growth can look like. Its population is estimated in the range of 15 million.

The challenges are immense, particularly regarding housing, infrastructure and a lack of jobs for an exploding population of youths, but experts say there is also great potential if managed properly.

If not, unemployed youths could turn to crime or, particularly in the case of Nigeria's mainly Muslim north, extremist movements, observers say.

* *ostentatious* – designed to impress others

SOURCE B

Extract from the Borgen Project website, a non-profit organization that writes about poverty issues in the world

The effects of overpopulation are already acute. Lagos is currently one of the largest cities in the world with an estimated population of about 21 million. Since many people live in slums and the government has few resources to conduct an adequate census, the real population is unknown.

Most residents of cities like Lagos live in severely overcrowded slums. Many houses and apartments consist of just one room to house entire families. More than 50 people can share a bathroom, sink and living space. Youth unemployment in urban areas is around 50 percent. This has fueled an increase in crime which is rampant in many cities. This high level of youth unemployment has also helped fuel the rise of militant groups like Boko Haram.

Nigeria's fertility rate is approximately 5.5 children per woman. The Nigerian government has made some effort to address the problem, but to no avail. It has made contraceptives free but many still do not have access to them and, in a religious society like Nigeria, their use is often frowned upon. Several government campaigns have aimed at encouraging people to have smaller families, but these have failed as well and are at odds with Nigerian cultural values.

Many societies in Nigeria have long valued large families as a sign of prestige and many cultures practice polygamous lifestyles. In some Nigerian villages, families with fewer than eleven children are considered small and incomplete.

This problem is very common in the developing world, where impoverished families view having more children as a plus as they can help the family earn money and do chores. Given high rates of child mortality, many feel the need to have larger families as a safeguard in case some children do not make it to adulthood.

DISCUSS

According to Sources A and B, what are the different consequences of overcrowding in Lagos? What do you think might be some of the solutions to this issue?

▼ Links to: History

'The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.' – Chimamanda Ngozi Adichie, writer

When exploring a topic such as poverty and overcrowding in Lagos, Nigeria, it is important not to simplify the history of the city in a negative light and a single narrative. This does not reflect the actual reality of living there and the different experiences that exist within the city.

Explore how historical narratives and single stories get created by looking at the TED talk from Chimamanda Ngozi Adichie here: www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

CASE STUDY – AGEING POPULATION IN HONG KONG

Hong Kong is a city in South-east Asia that has a population of around 7 million. It has an uneven population distribution, with some areas, such as built-up Kowloon, having extremely high population density and other areas, such as the New Territories, having relatively low population density. The city has high life expectancy and low birth rates, which means that it has an ageing population.

An ageing population means that the proportion of elderly people in society is relatively high. This brings about a range of challenges. In Hong Kong this means there is a greater demand on health services and care facilities for the elderly. It can also lead to a change in the retirement age as life expectancy

increases. Hong Kong also has fairly high levels of elderly people living in relative poverty, so providing a decent standard of living for these people is a challenge for the government.

Having less young people in society creates economic issues; for instance, certain jobs that are traditionally done by the young can no longer be filled. This leads to greater levels of immigration to fill these jobs.

Ageing populations are likely to become a more common feature of more societies around the world in the twenty-first century. Figuring out the best way to support this section of society while also promoting economic growth will be a challenge for many governments in the future.



■ **Figure 4.20** Elderly residents relaxing in a park in Hong Kong

CASE STUDY – DECLINING POPULATION IN DETROIT, USA

Detroit, in Michigan, has recently been going through a process of urban renewal, which is changing the negative outlook that has shaped the city in recent decades. Formerly the home of several automobile manufacturers, Detroit was a thriving city at the centre of the American car industry. As this industry declined, and manufacturing moved to other areas, the city fell into an era of stagnation. This led to its population declining from approximately 1.8 million people in 1950, when the manufacturing industry was at its peak, to 700 000 in 2013; Detroit is often referred to as a shrinking city.

Declining populations are caused by a number of factors including low birth rates, low immigration and high emigration rates. This often happens in areas that are seen to have less economic opportunities or have become undesirable places to live. In the case of Detroit, high numbers of people leaving the city to move elsewhere has been the main reason for the decline.

Population decline has affected Detroit in numerous ways. There are large numbers of abandoned buildings, a lack of infrastructure development and high unemployment rates as there is a lack of job creation. This lack of economic opportunities can then bring about social problems such as increases in alcoholism and drug abuse.

Recently, sustainability projects have been helping to rejuvenate Detroit.

SOURCE A

Extract from an article by Leon Kaye on www.theguardian.com, November 2011

After visiting Detroit for the first time in 17 years, my first jarring impression of the city was the silence. Wide boulevards approaching downtown Detroit were bereft of cars. Once stately neighbourhoods laden with enormous houses emitted no sounds except for my footsteps. What was once the roaring Motor City, it seemed to me, had been reduced to a mumble.

But that initial snapshot belies what is occurring at the grassroots as Detroit's people work hard not only to survive, but to revive their city and even thrive.

SOURCE B



■ **Figure 4.21** Abandoned buildings in downtown Detroit, 2008

▼ Links to: Arts

Representing social issues through the arts

In this section we have explored the issues of overcrowding, ageing populations and declining populations. How do you think these social issues might be represented by the arts? What role do artists (for example, painters, film-makers) have in portraying different environments and social settings?

An interesting movement that began in the nineteenth century but continues today is that of 'social realism'. This is an artistic movement that seeks to portray real life, often representing the lives of poorer people in society.

Pablo Picasso once said that 'art is a lie that tells the truth'. What do you think he meant by this statement?

EXTENSION

In pairs, **list** between 10 and 20 features of fair and equitable societies from your own ideas. Try to think of a range of features that would make societies more fair. You could categorize the features into different themes such as political, environmental, economic and social to help you to brainstorm more examples.

ACTIVITY: Population issues

■ ATL

- Critical-thinking skills: Draw reasonable conclusions and generalizations

Copy and complete the following table to reflect on these population issues. Use the sources on pages 97–102 to provide evidence for each of the issues.

Population issue	Define the issue	Social issues that can result from this problem	Possible benefits of this population issue	Possible solutions to this problem
Overcrowding				
Young population				
Ageing population				
Declining population				

◆ Assessment opportunities

- ◆ This activity can be assessed using Criterion D: Thinking critically (strand ii).

EXTENSION

How can sustainable development promote equity in societies?

Sustainable development can help societies to become fairer places. In 2015 the United Nations launched the UN Sustainable Development Goals, a series of goals to help to make the world a better place. One of the goals is for sustainable cities and communities, and promotes innovative practices that will help cities to become more equitable societies.

How do you think the following practices could help cities and communities to develop in the future?

- Investment in public transport
- Cycle lanes
- Recycling schemes and reusing materials
- Redevelopment of old industrial areas
- The use of renewable energy sources
- More focus on local food and farming

How do you think some of these practices could help to overcome issues such as overcrowding and an ageing population?

ACTIVITY: Population infographic

■ ATL

- Information literacy skills: Collect, record and verify data; Access information to be informed and inform others

For this task you need to **create** an infographic on a country of your choice. The infographic should provide the following information.

Statistical information on:

- Population size
- Birth rate
- Death rate
- Life expectancy
- Infant mortality

Visuals and graphs:

- Map
- A population pyramid
- Relevant image(s) to reflect population structure (for example, photographs)

Aim to answer these questions in the written sections of the infographic:

- What are the reasons for the current population structure?
- Are there any issues for the country with the existing population structure (for example, ageing population)?
- What solutions or suggestions would you recommend for the government to help the country to develop in the future?

You may want to research the work of [Hans Rosling](#) to help think about the answers to these questions.

The infographic should be **presented** to a high standard, show clear organization and pay attention to the quality of visual and written communication.

You should also submit an action plan, including a bibliography. The action plan should show details of your research, time frame, planning and design.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Knowing and understanding (strands i and ii), Criterion B: Investigating (strands ii and iii) and Criterion C: Communicating (strands i, ii and iii).

Reflection

In this chapter we have explored the changing nature of world population through history and reflected on the major factors that contribute towards population change. We took some time to identify different methods of modelling population as well as reflecting on social issues that can arise from specific population structures. Finally we discussed the ways that sustainable development can help societies to become more equitable.

Use this table to reflect on your own learning in this chapter

Questions we asked	Answers we found	Any further questions now?			
Factual: What has been the pattern of global population change? How can we model population change? What are some of the social issues that can be caused by population change? How can sustainable development promote equity in societies?					
Conceptual: What processes contribute to population change? What are the features of equitable and fair societies?					
Debatable: Should governments try to control the size of their populations?					
Approaches to learning you used in this chapter:	Description – what new skills did you learn?	How well did you master the skills?			
		Novice	Learner	Practitioner	Expert
Communication skills					
Information literacy skills					
Critical-thinking skills					
Learner profile attribute(s)	Reflect on the importance of being a good communicator for your learning in this chapter.				
Communicators					

5

What is culture?

- **Culture** forms a part of our shared **identity** with others, is often dependent on **time, place and space**, and can be **expressed in many ways**.

CONSIDER THESE QUESTIONS:

Factual: What is culture? How can culture be expressed? What is multiculturalism? How do different organizations create their own culture?

Conceptual: How does culture depend on time, place and space? How can conflict threaten culture?

Debatable: Do animals have culture? Is it possible to define culture?

Now **share and compare** your thoughts and ideas with your partner, or with the whole class.



■ **Figure 5.1** The tango in Buenos Aires, Argentina

○ IN THIS CHAPTER, WE WILL ...

- **Find out** about culture and the different ways it can be expressed.
- **Explore** different examples of cultural identity and its role in different societies.
- **Take action** by finding opportunities to protect and preserve cultural traditions.



■ **Figure 5.2** Holi festival, India

■ These Approaches to Learning (ATL) skills will be useful ...

- Communication skills
- Critical-thinking skills
- Creative-thinking skills
- Transfer skills

● We will reflect on this learner profile attribute ...

- Reflective – by reflecting on our cultural identity as well as others, to deepen our awareness of different perspectives.

◆ Assessment opportunities in this chapter:

- ◆ **Criterion A:** Knowing and understanding
- ◆ **Criterion C:** Communicating
- ◆ **Criterion D:** Thinking critically

ACTIVITY: 3, 2, 1 bridge

Individually, write down:

- 3 thoughts
- 2 questions
- 1 analogy

... about the word 'culture'.

Once you have done this, share your ideas with another member of the class. Take it in turns to read through the ideas. Do you have the same or different ideas?

You will repeat this activity at the end of the chapter to see how your understanding of culture has changed.

KEY WORDS

culture
heritage
homogenous
multicultural
transcend

What is culture?

'... that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society.' – E.B. Tylor, anthropologist

Culture is a broad term that encompasses many aspects of the lives of individuals and societies, and it is quite tricky to define. There are many definitions of culture, some of which refer to the artistic and social creations of human societies while other definitions go deeper and suggest that culture refers to the values, beliefs and practices of a particular society or group.

Culture is an important term within the field of **anthropology**. Anthropologists seek to understand human societies by exploring behaviour and social structures. Culture for anthropologists is the different ways in which humans express themselves to represent their group identity. We can see that forms of culture have existed throughout human history, from the cave paintings of early human societies through to the multi-faceted ways that people express themselves in the twenty-first century.

Culture is a term that is usually only associated with humans as animals don't display these more complex behaviours. However, there are kinships and forms of creativity within certain species of animal so this can be debated.

DISCUSS

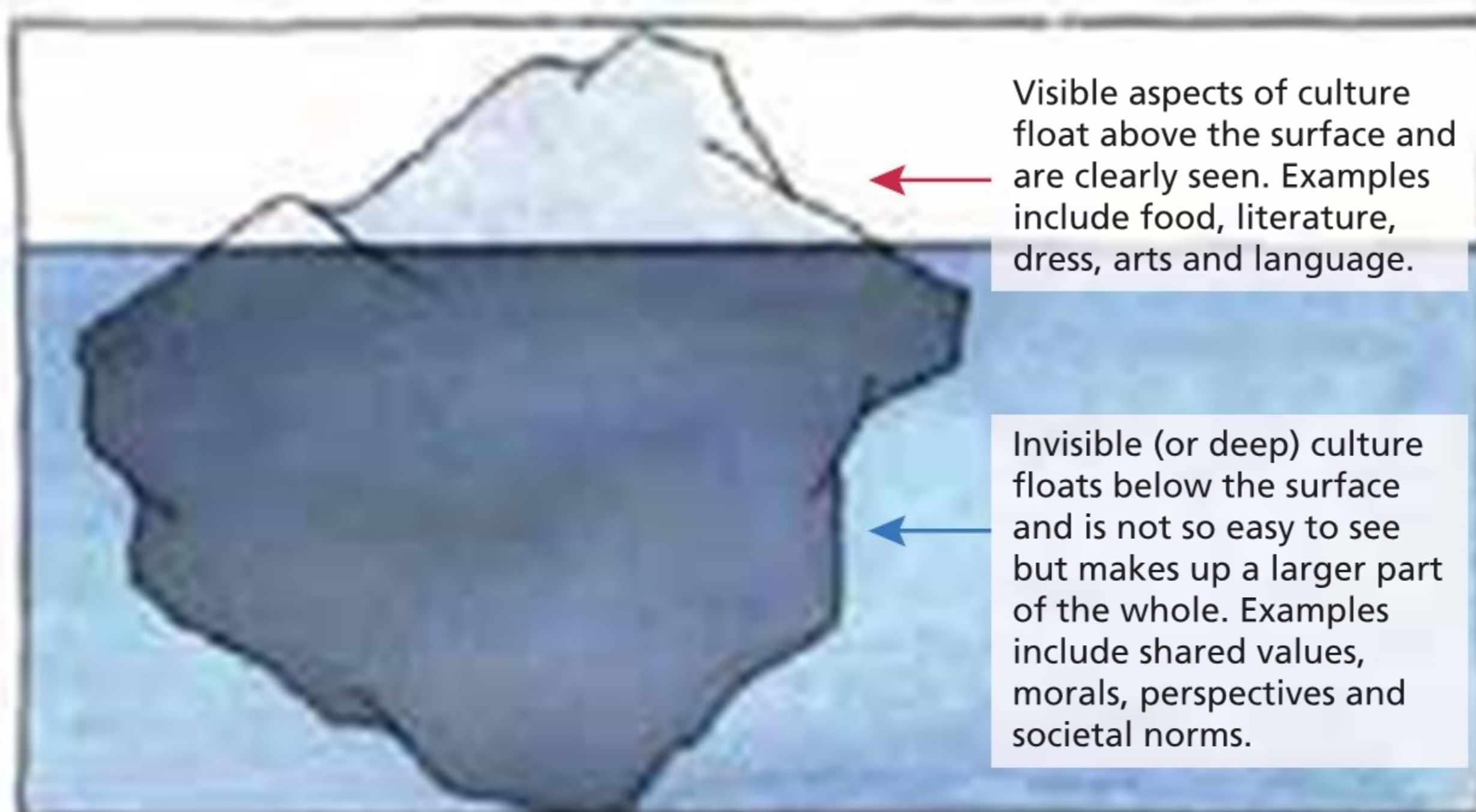
Do animals have culture? What might animal culture include? **Discuss** this question and feed back your ideas in class.



■ **Figure 5.3** Chimpanzees communicating in a group

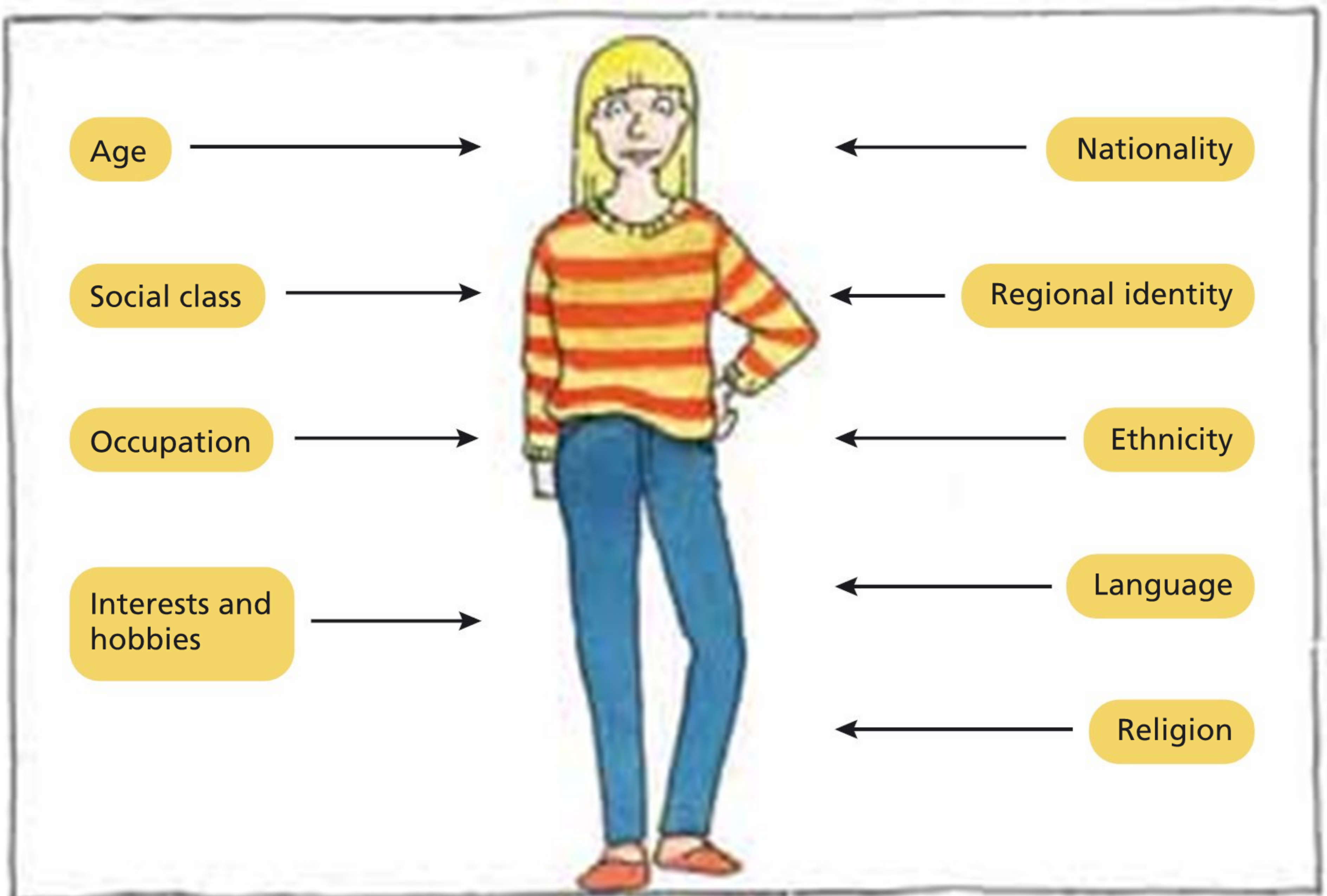
THE CULTURAL ICEBERG?

The '**cultural iceberg**' is an analogy that compares culture to an iceberg, in that both have a smaller visible section and a much larger invisible section. Figure 5.4 explains this further.



■ **Figure 5.4** The cultural iceberg

It is important to remember that culture is something that is shared. Individuals don't possess their own culture. Each individual may have a variety of cultural identities, as illustrated in Figure 5.5.



■ **Figure 5.5** The cultural identities of an individual

ACTIVITY: What is culture?

■ ATL

- Critical-thinking skills: Draw reasonable conclusions and generalizations

1 With the help of the iceberg analogy in Figure 5.4, copy and complete the following table.

Cultural feature	Invisible ✓ or ✗	Visible ✓ or ✗	Explanation
Music			
Festivals			
Religious belief			
Games			
Ways of raising children			
Ideas about beauty			
Flags			
Gender roles			

2 Create a diagram similar to that in Figure 5.5 for yourself. Identify the different cultural groups that you belong to and how each one affects you as a person. Try to include examples.

i Useful terms associated with culture

- **Multiculturalism** – When different cultural or ethnic groups live in the same society and there is the promotion of inclusion and shared values
- **Subculture** – A smaller cultural group who have a shared (often niche) interest, for example, subcultures within music, such as punk rock
- **Intangible Cultural Heritage** – Promoted by UNESCO, this term refers to the different artefacts, values, forms of expression and communities that encapsulate a particular culture
- **Material culture** – An aspect of culture for which there is physical evidence, for example, art, architecture

How can culture be expressed?

The ways in which people express themselves can reflect their cultural identity. From the clothes that are worn to the songs that are sung, these forms of culture are very visible. Culture can also be expressed more subtly through the different attitudes and beliefs that people hold in different situations, which are often due to their environment and upbringing.

The following are some of the ways in which culture can be expressed:

HOLIDAYS AND CELEBRATIONS

Holidays and celebrations often provide clues about a nation's culture. Religious holidays, for instance, can tell you about the predominant religious groups in a society. Holidays and celebrations also give insights into the history of a particular country and traditions that have been passed down through generations over long periods of time.

THE ARTS

The different mediums of art and examples of them often reflect the society in which the artists live. For example, films made in different countries, from South Korea to Poland, reflect the societal issues and values in a particular time period. The arts provide insights into cultural traditions, for instance the Kabuki theatre of Japan. The arts can also transcend national or regional identity, however, and be part of a broader global culture, as seen when they reflect universal human nature or the process of globalization.

TRADITIONAL CRAFTS AND INDUSTRIES

The handicrafts and industries of a society can help us to understand the traditions of that society and reflect its identity. For instance, the tradition of creating Persian carpets in Iran is a symbol of Iranian cultural heritage and identity.



■ **Figure 5.6** Persian carpets

FOOD

Food can reflect regional, national and global culture. Foods from different parts of the world have a distinct identity. For instance, the cuisine of Italy is well known around the world, but only when visiting the country can one properly observe the diversity of regional variations.



■ **Figure 5.7** The Mediterranean diet was recently nominated by UNESCO as having important cultural value for the world

ARCHITECTURE

The differing architectural styles around the world show some degree of cultural identity. This is particularly evident when reflecting on the traditional approaches to building design found in different societies. Architecture can also be used as a showpiece of culture, with some nations investing large sums of money in projects that reflect their societal values and identity. This is also seen in sculptures, where national heroes (for example, sporting or political figures) are cast in bronze to remind people of their achievements.

CLOTHING

The clothes we wear can demonstrate our cultural identity. For instance, many subcultures use clothing as a way of expressing their specific identity. The types of clothes that people wear can also indicate a preference in musical taste. For instance, people who like punk, ska, goth, rock or grunge may wear clothes that reflect their group's cultural identity.

Sports clothing can indicate culture and a sense of belonging. For instance, wearing football or baseball shirts is a popular way of expressing allegiance to a team. Clothing can also reflect national or traditional culture.



■ **Figure 5.8** Men and women dressed in gothic clothing – goths are a musical and artistic subculture that emerged towards the end of the twentieth century

CASE STUDY – THE DAY OF THE DEAD FESTIVAL, MEXICO

Death is a reality for all people around the world. It comes to everyone, and individuals, families and communities have to decide the best way in which to approach it. This has a significant impact on the culture of a society. Death is treated, talked about and celebrated in many different ways around the world. One interesting example is the Day of the Dead festival in Mexico.

The Day of the Dead is a Mexican national holiday. It involves the gathering of family members and friends to celebrate, pray for and remember those people who have passed away. The holiday blends indigenous traditions with Spanish influences after colonization. It originally began with the Aztecs. The Mexican government made it a national holiday in the 1960s, as a symbol of nationalism and unity, but the cultural tradition has much closer ties with the south of the country than the north.

Many exciting things happen during the Day of the Dead festival and Mexico sees an increase in its tourist numbers at this time. People celebrate the dead by building altars (*ofrendas*) that often contain different foods and flowers as gifts. Skeletons can be seen all over the place, both cardboard skeletons and edible sugary skulls (*calaveras*). Marigolds are the flower most commonly used for decorations during the festival. Traditions vary from town to town in Mexico but it is not uncommon for people to spend long periods of time at the grave of their loved ones, even camping over night.

The Day of the Dead cultural tradition is well known around the world and is often featured in movies and books that feature Mexico. It is also celebrated in many areas of the USA where people of Mexican descent live and continue their cultural traditions.

Festivals of the dead are not unique to Mexicans. In China, for example, the Qingming festival or 'tomb sweeping day' is an important cultural tradition that involves tidying the graves of loved ones and making various offerings.



■ **Figure 5.9** The Day of the Dead festival in Mexico

ACTIVITY: Presentation on an example of culture

■ ATL

- Transfer skills: Apply skills and knowledge in unfamiliar situations

In recent years UNESCO has been working to safeguard the Intangible Cultural Heritage of societies around the world. This includes oral traditions, rituals, performing arts, festivals, social practices and the skills to produce traditional crafts. View examples at this website:

www.unesco.org/culture/ich/en/lists

For this task you need to choose one example of Intangible Cultural Heritage from the website or from the examples listed below. Then **create** a short 3–5-minute presentation that provides an overview of your chosen example.

- Summer Solstice festivals in Europe
- Tango, national dance of Argentina
- Falconry in the United Arab Emirates
- Capoeira Circle, martial arts in Brazil
- Peking Opera in China
- Kimchi making in Korea
- Carpet weaving in Iran
- Coffee culture and traditions in Turkey

In your presentation, **explain** the practices involved in the tradition and some of the history behind it. Reflect on its cultural significance to the society that it is from.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Knowing and understanding (strands i and ii) and Criterion C: Communicating (strands i, ii and iii).



Delivering a great presentation

A great skill to develop during your time as an MYP student is that of delivering presentations. It is a skill that will be used throughout your working life. Think about how you can add some extra zest to your presentation. Here are some areas to focus on:

- The design of your slides and the use of visuals
- Voice projection
- Positive body language
- Addressing the whole audience
- Pacing and timing
- Telling a story, which can make presentations more memorable

Get ideas on how to deliver presentations by looking at examples on the TED website: www.ted.com. Remember to practise.

CASE STUDY – GRUNGE MUSIC IN THE 1990s

Many examples of culture have existed for centuries and are deeply rooted in certain traditions and practices (such as the Day of the Dead festival in Mexico), while others emerge from changing societal trends in a short space of time. Music is an area of artistic expression that has given birth to a variety of subcultures, such as blues, punk and grunge.

Grunge music became popular in the late 1980s and early 1990s. It began as a scene in Seattle in the north-west of the USA and in a short number of years it spread around the world. Perhaps the most well known band from the era was Nirvana whose music received global acclaim and helped to spread the

subculture across people in different societal contexts around the world. Young people, in particular, felt an affinity with the musical style and lyrics that promoted anti-consumerism and a laid-back approach to life. The grunge scene influenced popular culture in that it became part of people's daily lives in terms of the clothes they wore and the music they listened to.

Nirvana's guitarist and vocalist, Kurt Cobain, was particularly popular with young people who sought to imitate his style and fashion. His suicide in 1994 brought even more global attention to this music scene and its legacy continues to have an influence to this day.



■ **Figure 5.10** Kurt Cobain – a significant cultural individual

SOURCE A

Extract from a blog post by Anna Garvey, 'My so-called generation: the cultural legacy of 90s grunge kids'

According to the grunge aesthetic, the less it looked like you tried, the cooler you were. The uniform was baggy jeans, worn-out t-shirts, plaid flannel, and Doc Martens.

SOURCE B

Extract from a Telegraph online article on how Nirvana's 1991 album 'Nevermind' changed the cultural landscape

But the music is only one element of Nevermind's legacy. The grunge look changed fashion. In 2014, Vogue called Cobain 'one of the most influential style icons of our time', up there with Audrey Hepburn and Catherine Deneuve. His thrift-store look is still everywhere today. And Nirvana T-shirts are increasingly beloved of teenagers ...

Although their ear-bleeding guitars suggested otherwise, Nirvana also heralded the arrival of a new, caring era after the macho Eighties. Their sleeve notes urged tolerance for minority groups. Cobain was vulnerable and – in the main – empathetic, and people loved him for that.

▼ Links to: Arts

The case study of grunge music is an example of how the arts can have significant impacts on individuals and societies. In groups, brainstorm other examples of artistic movements and subcultures that have had an impact on society.

ACTIVITY: Music and culture

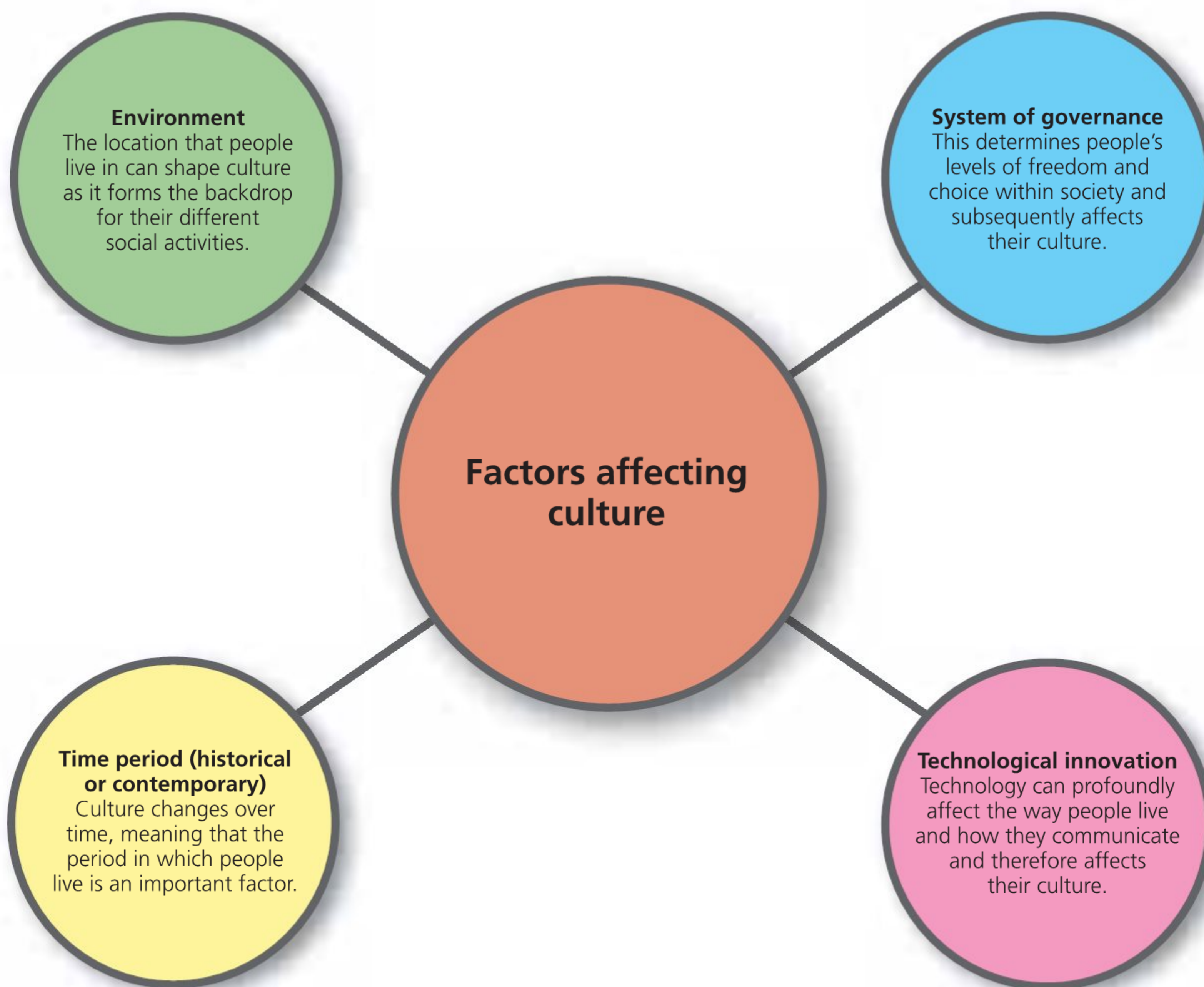
■ ATL

■ Critical-thinking skills: Consider ideas from multiple perspectives

- 1** What do Sources A and B suggest about the social consequences of grunge music?
- 2** What role do you think significant individuals (such as Kurt Cobain) have in the shaping of a cultural movement? Can you think of other examples?

How does culture depend on time, place and space?

Time, place and space play an important role in shaping culture. The time period in which individuals and societies live affects the types and forms of culture. Imagine how different the world was 500 years ago from the twenty-first century, and how this subsequently has led to different cultural identities. Place and space are also important as the specific location that people live or lived in can influence their culture. For example, indigenous cultures are often strongly connected to the natural environments in which their people live. Figure 5.11 explains these ideas with more examples.



■ **Figure 5.11** Factors affecting culture

ACTIVITY: Factors affecting culture

■ ATL

■ Transfer skills: Apply skills and knowledge in unfamiliar situations

Read through the following scenarios. In pairs, **discuss** the different ways in which living in each scenario influences the cultural identity of the society.

- The 1930s during the time of the Great Economic Depression in the USA, when jobs and money were scarce
- The twenty-first century during the development of the internet, which has increased people's ability to connect with others around the world
- As a family in an authoritarian society with high levels of censorship and repression
- In the Sahara desert as part of an indigenous tribe whose traditions have carried on for centuries
- In a liberal country with very high levels of education, freedom and excellent levels of human rights
- The early twenty-first century in Iraq, during the wars that have taken place in the country

What is multiculturalism?

Multicultural societies exist all over the world, as a result of the more interdependent and connected world that has evolved in recent history. Societies have become multicultural through the process of **migration** movement of people from one location to another. There are a variety of factors that have led to the increased levels of migration of people from one area of the world to another, including economic opportunities, the legacy of colonialism and the impact of wars.

Multicultural societies are comprised of many different cultural traditions living side by side. Some societies have been at the crossroads of different cultural traditions for centuries. For example, Bulgaria, in Eastern Europe, hosts a wide variety of different religions, ethnic groups and identities. This is due to its geographic location and how societies have developed in that part of the world. Other societies have become multicultural over time due to different processes that have affected the levels of migration, for instance London in the UK is one of the most multicultural cities in the world, with the make-up of the city changing over time.

The opposite of multicultural societies are **homogenous** societies. These are societies where there is only one or a small number of cultural, linguistic or ethnic identities. There aren't many homogenous societies in the world but Japan and Korea are often labelled in this way.



■ **Figure 5.12** Multicultural London

SOURCE A

Extract from an article on www.independent.co.uk

This ceaseless flow of migration shouldn't surprise us for a second. After all, Londinium was founded by the Romans, conquered by Saxons and Normans and developed as a commercial centre by Italian, Flemish and Baltic traders. It was always a honeypot for potential Dick Whittingtons (he came from Gloucestershire).

If the streets were not paved with gold, the capital always had work, and wages were good. So people poured into what a rather jaundiced 18th-century commentator called 'that great and famous city, which may truly be said, like the Sea and the Gallows, to refuse none'. Without migrants London would never have been famous for silks and watches (made by French craftsmen); it would have lacked ice-cream (made by Italians living in Finsbury) to say nothing of the music of Handel.

True, by the lifetime of my neighbour, Mrs London, newcomers had grown much less conspicuous, but that was just a lull; over the centuries the tide of migration has never stopped. And so today's fears of a multicultural capital are myopic*, because that is exactly what London always was, during the centuries of greatness when it became the top city in the world.

* *myopic – lacking imagination*



ACTIVITY: What is multiculturalism?

■ ATL

■ Critical-thinking skills: Draw reasonable conclusions and generalizations

- 1 According to Source A, what are some of the ways in which London has changed over time?
- 2 What do you **understand** by the term 'multiculturalism'? What do you think are the reasons why multicultural societies have developed in the world?
- 3 What is the message of the poem by Benjamin Zephaniah in Source B? What point is he making in the last few sentences of the poem?
- 4 What do you think might be some of the opportunities and challenges facing multicultural societies?

◆ Assessment opportunities

- ◆ This activity can be assessed using Criterion C: Communicating (strand ii) and Criterion D: Thinking critically (strand ii).

SOURCE B

The British *by Benjamin Zephaniah*

Take some Picts, Celts and Silures
And let them settle,
Then overrun them with Roman conquerors.

Remove the Romans after approximately 400 years
Add lots of Norman French to some
Angles, Saxons, Jutes and Vikings, then stir vigorously.

Mix some hot Chileans, cool Jamaicans, Dominicans,
Trinidadians and Bajans with some Ethiopians, Chinese,
Vietnamese and Sudanese.

Then take a blend of Somalians, Sri Lankans, Nigerians
And Pakistanis,
Combine with some Guyanese
And turn up the heat.

Sprinkle some fresh Indians, Malaysians, Bosnians,
Iraqis and Bangladeshis together with some
Afghans, Spanish, Turkish, Kurdish, Japanese

And Palestinians
Then add to the melting pot.

Leave the ingredients to simmer.

As they mix and blend allow their languages to flourish
Binding them together with English.

Allow time to be cool.

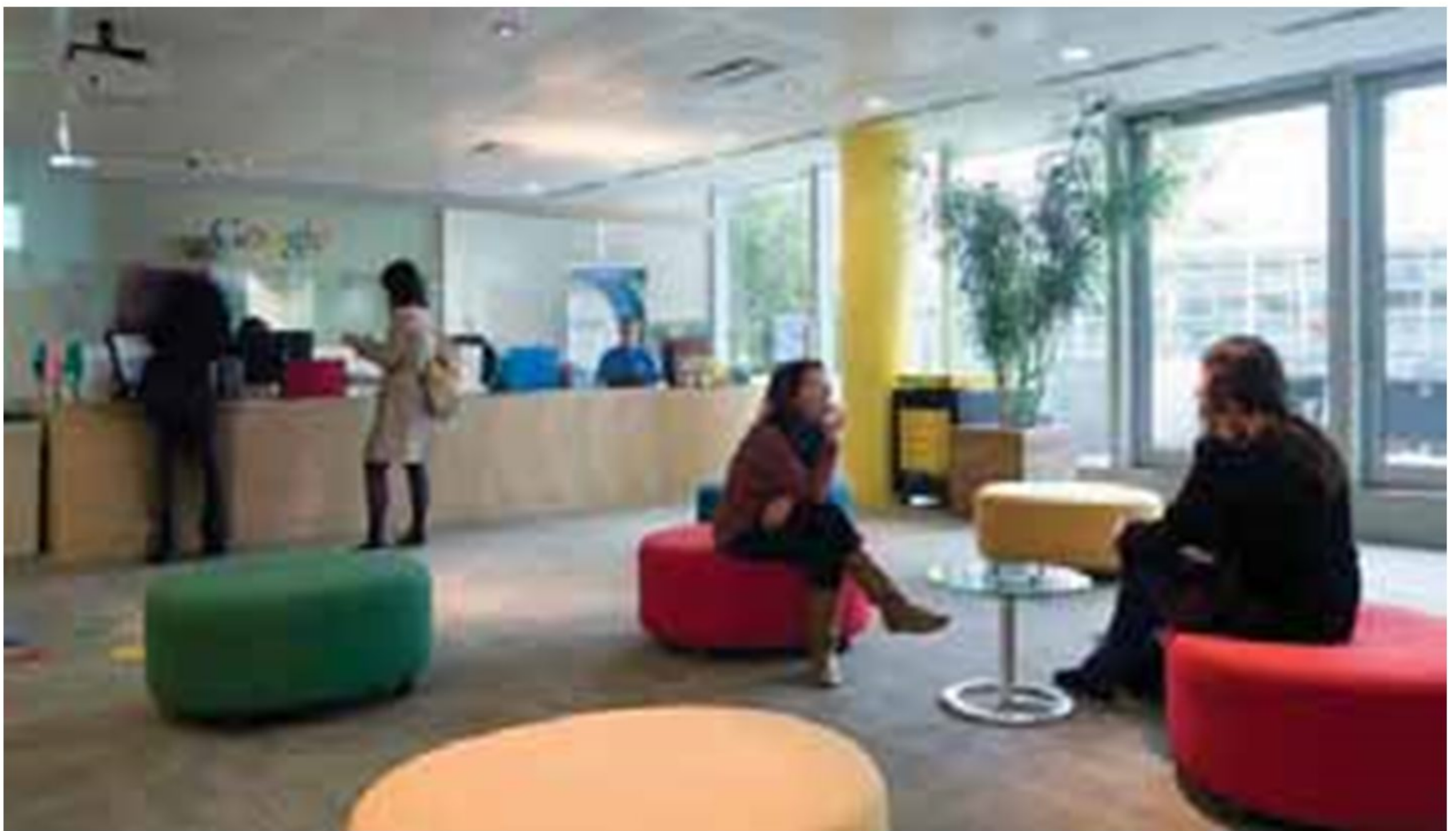
Add some unity, understanding, and respect for the future,
Serve with justice
And enjoy.

Note: All the ingredients are equally important. Treating one ingredient better than another will leave a bitter unpleasant taste.

Warning: An unequal spread of justice will damage the people and cause pain. Give justice and equality to all.

How do different organizations create their own culture?

'Business culture is related to behaviour, ethics, etiquette and more. A business culture will encompass an organisation's values, visions, working style, beliefs and habits.' – <http://businessculture.org/>



■ **Figure 5.13** Google offices

Culture is an important term when looking at organizations from schools and hospitals through to private companies and global brands. Many organizations are said to have their own unique culture. In this sense, it is their form of organizational identity that makes them different.

People who work for the same organization may therefore be influenced by the culture of their workplace. The culture of a particular organization can have a considerable impact on its success and there are plenty of examples of companies with a strong identity and workplace culture being particularly popular with employees, offering greater job satisfaction and therefore achieving a higher work rate.



■ **Figure 5.14** The British armed forces

ACTIVITY: Culture and organizations

■ ATL

- Creative-thinking skills: Use brainstorming and visual diagrams to generate new ideas and inquiries

- 1 In small groups, consider what impressions these organizations give about their culture:
 - Google
 - McDonalds
 - Apple
 - The armed forces
 - Starbucks
- 2 In the same groups, draw a sketch, mind map or diagram to show your ideal school culture. What would it look like? How would this affect the environment, behaviour, attitudes and values of the people in the community?

▼ Links to: Design

To what extent can organizations design their own culture? What role do you think physical space and the design of the working environment would have in affecting this identity? Do you think these cultures are created and designed or are they a reflection of what happens day to day and the people who work there?

DISCUSS

'Organizations with a clear culture and identity are more successful.'

Discuss this statement in groups. Do you agree/disagree? Why? What reasons and examples have you used in your discussion?

HOW CAN CONFLICT THREATEN CULTURE?

Various forms of conflict have had a detrimental effect on culture throughout history. The effects of discrimination, wars, terrorist attacks and genocide have all threatened and destroyed people and their culture. Throughout history there have been numerous conflicts that have threatened specific groups of people, such as indigenous populations in different locations.

Genocide is the extermination of a specific group (such as a religious or ethnic group). For example, during the Second World War, approximately 6 million Jewish people were murdered by the Nazi regime. These horrific examples of human violence destroy lives and threaten the existence of cultural groups.

Shared cultural history and heritage can be threatened by conflict. For example, in 2001, the Taliban in Afghanistan destroyed the giant standing Buddhas of Bamiyan, an important cultural icon for many people around the world.

SOURCE A

Extract from Night by Elie Wiesel. Elie was a survivor of the Auschwitz concentration camp in which over 1 million Jewish people were killed during the Holocaust.

We must take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. Sometimes we must interfere. When human lives are endangered, when human dignity is in jeopardy, national borders and sensitivities become irrelevant. Wherever men and women are persecuted because of their race, religion, or political views, that place must – at that moment – become the center of the universe.



■ **Figure 5.15** Jews being taken aboard a train in Poland to be taken to a concentration camp, a stark reminder of human aggression and intolerance



■ **Figure 5.16** One of the Buddhas of Bamiyan, before and after the Taliban destruction in 2001. How can cultural heritage be protected?

! Take action: Protecting culture

- ! Create a class action project on protecting the cultural heritage of the world.
- ! Have a look at the following web link from UNESCO, which details the heritage sites around the world that are deemed to be in danger: <http://whc.unesco.org/en/danger/>
- ! Brainstorm the different types of action that could be used to help to protect these sites. Consider awareness campaigns, using social media and direct action.
- ! Are there specific sites close to you or in your region where you could target your attention and focus? The #uniteforheritage hashtag is a useful way to connect to this issue quickly.

ACTIVITY: Explain the different ways that culture affects our identity

■ ATL

- Critical-thinking skills: Gather and organize relevant information to formulate an argument
- Communication skills: Organize and depict information logically

For this summative assessment task, you need to write a response to the following question:

'Explain the different ways that culture affects our identity.'

You should aim to write 700–900 words.

Ideas that you could consider:

- **What are the different ways that culture affects your own identity? Discuss personal examples.**
- **What are some of the ways that culture is expressed and thus affects the identities of different groups? Use specific examples with explanation.**
- **Think about the different types and forms of culture – visible, invisible, organizational, material culture, subcultures, multiculturalism.**
- **How could culture change or be affected by time, place and space?**
- **What are the challenges affecting culture and the subsequent effect on identity?**

Essay planning:

- **Remember to include an introduction, body paragraphs and a conclusion.**
- **Provide a bibliography to show the sources used in your research.**
- **Use specific examples as evidence. Be creative as there are many different examples you could look at in this essay.**

◆ Assessment opportunities

- ◆ **In this activity you have practised skills that are assessed using Criterion A: Knowing and understanding (strands i and ii), Criterion C: Communicating (strands i, ii and iii) and Criterion D: Thinking critically (strands i and ii).**

3, 2, 1 bridge

Individually, write down:

- **3 thoughts**
- **2 questions**
- **1 analogy**

... about the word 'culture'.

Once you have done this, share your ideas with another member of the class. Take it in turns to read through your ideas. How have your ideas changed since you completed this activity at the start of the chapter?

Finally, look at the main debatable question for the chapter – 'Is it possible to define culture?' Having completed this chapter, what do you think? **Discuss** and debate the question with others in your class.

Reflection

In this chapter we have explored the different definitions and types of culture that exist in the world. We have identified some of the ways that culture can be expressed and how it affects our identities. Finally we have considered how culture can shape societies and organizations and some of the threats facing culture around the world.

Use this table to reflect on your own learning in this chapter

Questions we asked	Answers we found	Any further questions now?			
Factual: What is culture? How can culture be expressed? What is multiculturalism? How do different organizations create their own culture?					
Conceptual: How does culture depend on time, place and space? How can conflict threaten culture?					
Debatable: Do animals have culture? Is it possible to define culture?					
Approaches to learning you used in this chapter:	Description – what new skills did you learn?	How well did you master the skills?			
		Novice	Learner	Practitioner	Expert
Communication skills					
Critical-thinking skills					
Creative-thinking skills					
Transfer skills					
Learner profile attribute(s)	Reflect on the importance of being reflective for your learning in this chapter.				
Reflective					

6

Why do societies experience revolution?

- At different **times and locations**, societies can experience revolutionary **change**, due to a variety of **causes** and often with long-lasting **consequences**.

CONSIDER THESE QUESTIONS:

Factual: What is a revolution? What were the causes and consequences of the Russian Revolution? What role does propaganda play in revolutions? What were the causes and consequences of the Chinese Revolution?

Conceptual: What are the different types of revolution? What factors determine the significance of an event?

Debatable: Do revolutions always lead to progress?

Now **share and compare** your thoughts and ideas with your partner, or with the whole class.



■ **Figure 6.1** The Carnation Revolution in Portugal in 1974

○ IN THIS CHAPTER, WE WILL ...

- **Find out** about the reasons why societies experience revolution and the different types that can occur.
- **Explore** examples of revolutions in Russia and China with a focus on their causes and consequences.



■ **Figure 6.2** The Romanian Revolution of 1989

■ These Approaches to Learning (ATL) skills will be useful ...

- Organization skills
- Information literacy skills
- Critical-thinking skills
- Creative-thinking skills

● We will reflect on this learner profile attribute ...

- Principled – as revolutions can often involve standing up for certain principles that people believe in.

◆ Assessment opportunities in this chapter:

- ◆ Criterion A: Knowing and understanding
- ◆ Criterion B: Investigating
- ◆ Criterion C: Communicating
- ◆ Criterion D: Thinking critically



■ **Figure 6.3** The Cuban Revolution of 1959

SEE–THINK–WONDER

Look at the photographs on these pages.

- What do you see?
- What do you think about what you see?
- What does it make you wonder?

What other examples of revolutions have you heard of?

KEY WORDS

authoritarian
communism
ideology

Marxism
rebellion
revolution

What is a revolution?



'The revolution is not the apple that falls when it is ripe. You have to make it fall.' – Che Guevara



'The seed of revolution is repression.' – Woodrow Wilson



'Revolution is the festival of the oppressed.' – Germaine Greer



'Those who make peaceful revolution impossible will make violent revolution inevitable.' – John F. Kennedy

■ **Figure 6.4** What is a revolution?

THINK–PAIR–SHARE

Discuss these quotes on revolution. What are the different messages presented about the nature of revolutions?

Societies around the world are constantly changing. These changes reflect the concerns and interests of the people who live there. For the most part, these changes are gradual and, over time, societies slowly change various aspects of their identity. In some situations though, societies experience significant change in a short space of time that can lead to long-lasting effects. This major change is sometimes known as a **revolution**.

Revolutions take place when people decide to change something about society, when they want to see a complete change and move in a new direction. Sometimes this takes the form of a revolution to overthrow the existing government and political system.

Revolutions should not be confused with **rebellions**. Rebellions are acts of resistance or violence to show dissatisfaction with a particular issue. They are usually directed against whoever has power in society at the time. Often, rebellions are put down but sometimes they can bring about change in societies. Examples of famous rebellions include the Peasants' Revolt in England during the fourteenth century and the Taiping Rebellion in China during the nineteenth century.

Revolutions usually occur over a relatively short space of time, and in that time frame, major change takes place. However, there are some revolutions, such as industrial revolutions, that span decades.

Revolutions can be peaceful but they can also be violent. Many political revolutions have been peaceful such as the Velvet Revolution in Czechoslovakia in 1989, while others have involved significant bloodshed, such as the Romanian Revolution of the same year.



■ **Figure 6.5** The Peasants' Revolt of 1381

DISCUSS

- What do you understand by the term 'turning points of history', as referred to in Source A?
- Why do you think revolutions are often described in this way?

SOURCE A

Extract from an article on revolutions from the history website, www.alphahistory.com

Revolutions are the great turning points of history. A revolution is a tumultuous and transformative event that attempts to change a nation, a region or society – in some cases, even the world. Revolutions vary in their aims. Some revolutions, like the American Revolution, seek to overthrow and replace the political order. Others, like the Russian and Chinese Revolutions, seek radical social and economic change. One common factor is that revolutions are fast moving. In a short time, often just a few years, a revolution can bring about significant change and upheaval. Most revolutions are driven by people and groups inspired by hope, idealism and dreams of a better society. These revolutionaries challenge the old order and fight to remove it, while the old order strives to maintain its power. The outcomes are confrontation, conflict, disruption and division, which can lead to war, violence and human suffering. Eventually the revolutionaries emerge victorious and set about trying to create a better society. In most cases, this proves much more difficult than they had anticipated.

ACTIVITY: A cartoon to represent revolution

■ ATL

- Creative-thinking skills: Create original works and ideas; Use existing works and ideas in new ways

Demonstrate your understanding of the term 'revolution' by **drawing** a sketch or cartoon to represent it, **using** the information in this chapter and your own ideas. Think about how you could bring the key concept of change into your drawing.

WHAT ARE THE DIFFERENT TYPES OF REVOLUTION?

Political – Political revolutions are a more common form of revolution and usually involve large groups of people acting to remove the existing government in a country. The French Revolution is an early example of a political revolution where there was a mass uprising against the monarchy. Political revolutions are often inspired by leaders and political groups who offer an alternative to what the system currently provides. Famous political revolutionaries include Fidel Castro and Vladimir Lenin.



■ **Figure 6.6** Commemorative stamp celebrating the revolutionary achievements of Fidel Castro

Social – Social revolutions are mass movements to bring about some form of social change to a society. Examples of this have included the sexual revolution in the 1960s when people campaigned for greater choice over birth control, LGBT (lesbian, gay, bisexual and transgender) rights and availability of contraception. The Civil Rights Movement in the USA during this time and the Counterculture have also been described as social revolutions as they sought to bring about social change to improve people's lives, end discrimination or campaign against wars.



■ **Figure 6.7** A Gay Pride march organized in the USA in 1969

Technological/industrial

Technological advances can also create huge changes in societies. In recent years the expansion of digital communications into our everyday lives can be said to have revolutionized society. The industrial revolutions in Britain, France and other countries during the nineteenth century were largely due to advances in technology that allowed tremendous change to occur.



■ **Figure 6.8** A steel mill from the era of the Industrial Revolution in the UK

Cultural – Cultural revolutions look to change the identity of culture in society. The most famous example of a cultural revolution is that which occurred in Mao’s China during the 1960s and 1970s. Orchestrated by leaders of the Chinese Communist Party (CCP), the Cultural Revolution sought to change the values in society, often with force, using young people known as the Red Guard. It had a negative effect on China, pushing back economic and social progress.

Other cultural revolutions have been more positive, for example the New Culture Movement of the 1910s in China which brought new freedoms and access to literature and gave people more intellectual freedom.



■ **Figure 6.9** Red Guards read from their Little Red Books during the Chinese Cultural Revolution

Religious – Revolutions can also occur when people either reject or embrace the role of religion in society. For example, the role of Islam increased in Iran after the revolution of 1979.



■ **Figure 6.10** The 1979 Iranian Revolution

ACTIVITY: Types of revolution

■ ATL

- **Critical-thinking skills:** Draw reasonable conclusions and generalizations

For each of the descriptions of revolutions below, answer the following questions:

- **What type of revolution do you think this is? Explain your answer.**
- **How do you think this revolution would affect the people who are living there?**
- **What questions do you have about this revolution?**

Description of the revolution

- 1** A movement to reduce the influence of the Roman Catholic Church in terms of family planning and birth control within a country.
- 2** A mass movement to overthrow a dictatorship in a country in Africa. The dictator has enforced repressive policies affecting many people in the country.
- 3** A country in Asia is experiencing rapid economic change. The country is setting up many industrial projects so as to modernize quickly.
- 4** A regime has introduced strict censorship and propaganda policies to ‘re-educate’ the population so that they more closely follow their **ideology**.

REFLECTION

If you were researching a specific revolution, you would need to find a range of sources to help you to develop your understanding of what happened. What do you think would be the values and limitations of the following sources for studying a specific revolution?

- A newspaper from the time
- Photographs of the revolution
- A book written by a historian
- Official government statements on the revolution
- Eyewitness accounts

What were the causes and consequences of the Russian Revolution?

RUSSIA AT THE START OF THE TWENTIETH CENTURY

For centuries Russia had been ruled by a series of monarchs known as the **Tsars**. Prior to the revolution in February 1917, Russia was ruled by Tsar Nicholas II, who was unpopular with many Russian people.

At this time, the Russian Empire spanned a large area of Europe and Asia. It was made up of many different nationalities, including Ukrainians, Georgians and Mongols. For the most part, the climate was harsh, with winters bringing a layer of snow that stayed for months on end. Russia was still very much ruled as a **feudal empire** at the start of the twentieth century, with the vast majority of the population living in poverty. This was in contrast to the higher classes in the Russian cities, who lived in aristocratic comfort. The poor living and working conditions for the vast majority of Russians was a source of discontent that helped to fuel the conditions for revolution.

THE 1905 REVOLUTION

Prior to 1917, there had been a revolution in 1905. This was, in part, a reaction to Russia's loss of the Russo-Japanese War and a protest against the poor working conditions of many people. There were also protests against the Tsarist policy of **Russification** which sought to promote the Russian language and learning for ethnic minorities in the empire, which threatened their identity and customs. The protests included a march on Sunday 22 January to the Winter Palace, to deliver a petition to Tsar Nicholas II. This was led by the labour rights activist Father Georgy Gapon. The protest was suppressed by the Tsar's soldiers and led to the death of hundreds of protestors.

Tsar Nicholas II managed to survive this revolution but was forced to make concessions that did, somewhat, reduce his political power. The October Manifesto, for



■ **Figure 6.11** Tsar Nicholas II

In 1917, Russia underwent tremendous change. In one year there were two revolutions that saw a shift in political power from a centuries-old monarchy to a political party that represented the ideology of **communism**. The year 1917 is seen as a turning point both in the history of Russia and also in global history as the consequences of the revolution were far reaching.

example, signed towards the end of 1905, included a commitment to the introduction of a state **duma** (parliament).

THE IMPACT OF THE FIRST WORLD WAR

The First World War also had a significant effect in bringing the Russian people closer to revolution. Russia declared war on Austria–Hungary and Germany in 1914. From the outset, Russian soldiers faced a harrowing ordeal, having to travel large distances and often being ill-equipped for the demands of the modern war. The Russian army suffered heavy losses of life that affected morale. In addition, the economic resources required to sustain the war effort became increasingly stretched as the war wore on, often leading to food shortages across Russia. To make matters worse, Tsar Nicholas II took personal command of the war effort. This meant that any blame could be directed at him, and it also made it difficult for him to work on governing Russia at the same time.

While Tsar Nicholas II was away at the front, rumours spread of his wife, Tsarina Alexandra, coming under the influence of the mystic Grigori Rasputin. The extent of Rasputin's influence is disputed but the rumours did nothing to improve the popularity of Tsarist rule. In December 1916, Rasputin was assassinated by supporters of Nicholas II.

The harsh living conditions, the unpopularity of Tsarist rule and the impact of the First World War all worked together to make the conditions for revolution more likely.

i February or March revolution

The revolution to overthrow Tsar Nicholas II is called both the February and March revolution. This is due to the fact that at the time the Russian Empire used the Julian calendar rather than the Gregorian calendar. This meant that in Russia at the time it was late February but outside of Russia it would have been March.

THE FEBRUARY REVOLUTION

In February 1917 (March in the Gregorian calendar) during a protest on International Women's Day against food shortages and other issues, conflict broke out between protestors and the troops who were loyal to the Tsar. People had lost faith in the monarchy and there was popular support for the protests. The clashes led to many deaths but eventually large numbers of soldiers joined the protestors, which led to the **abdication** of Tsar Nicholas II and the end of the Russian monarchy. This revolution did not have a great deal of coordinated leadership and has often been described as a popular uprising.

Despite this being a popular uprising there were also political groups seeking either to reduce the **autocratic powers** of the Tsar prior to 1917 or to overthrow the monarchy. This included the **Octobrists** (supporters of the October Manifesto who wanted to see better use of the duma), the **Kadets** (also supporters of the duma) and other groups that supported revolution including the **Mensheviks** and the **Bolsheviks**. The Bolsheviks took control in October 1917 after the October Revolution.

SOURCE A

Extract from a letter written by Tsar Nicholas II to the Tsarina Alexandra during 1915 about the conditions of the war

Again that cursed question of shortage of artillery and rifle ammunition – it stands in the way of an energetic advance. If we should have three days of serious fighting we might run out of ammunition altogether. Without new rifles, it is impossible to fill up the gaps. The army is now almost stronger than in peace time; it should be (and was at the beginning) three times as strong. This is the position we find ourselves in at present. If we had a rest from fighting for about a month, our condition would greatly improve. It is understood, of course, that what I say is strictly for you only. Please do not say a word of this to any one.

SOURCE B

Extract from A People's Tragedy: The Russian Revolution: 1891–1924 by Orlando Figes

With the Russian Empire teetering on the brink of collapse, the tsarist regime responded to the crises with its usual incompetence and obstinacy*. The basic problem was that Nicholas himself remained totally oblivious to the extremity of the situation. While the country sank deeper into chaos he continued to fill his diary with terse and trivial notes on the weather, the company at tea and the number of birds he had shot that day. When Bulygin suggested that political concessions might be needed to calm the country, Nicholas was taken aback and told the Minister: 'One would think you are afraid a revolution will break out.' 'Your majesty,' came the reply, 'the revolution has already begun.'

**obstinacy – being stubborn about a specific situation*

SOURCE C

Extract from Mastering Modern World History by Norman Lowe

Historians agree that Russian failures in the war made revolution certain, causing troops and police to mutiny, so that there was nobody left to defend the autocracy. The war revealed the incompetent and corrupt organization and the shortage of equipment. Poor transport organization and distribution meant that arms and ammunition were slow to reach the front; although there was plenty of food in the country, it did not get to the big cities in sufficient quantities, because most of the trains were being monopolized by the military. Bread was scarce and very expensive.

SOURCE D



■ **Figure 6.12** An American cartoon, 1911

ACTIVITY: The causes of the February revolution – source analysis

■ ATL

- Critical-thinking skills: Gather and organize relevant information to formulate an argument

- 1 With reference to the origin and purpose, what are the values and limitations of Sources A, B, C and D to a historian studying the revolution? Use the table to help you to complete this task.

Source	Origin <i>Where is it from? Who created it? When?</i>	Purpose <i>Why was it made? What is its intention?</i>	Value <i>What makes the source useful as a source of evidence?</i>	Limitation <i>What are potential limitations or issues with the source that may hinder the investigation?</i>
A				
B				
C				
D				

- 2 **Compare and contrast** the views expressed in Sources A and D about the role of the First World War as a cause of the Russian Revolution.
- 3 What is the message of Source D?
- 4 'The February Revolution of 1917 was a direct result of the First World War.' Do you agree? **Explain** your answer using the sources and your own knowledge.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Knowing and understanding (strands i and ii) and Criterion D: Thinking critically (strands ii and iii).

THINK–PAIR–SHARE

What impact do you think the following factors had on the chances of revolution occurring in Russia?

- Living and working conditions for people
- The 1905 revolution
- The actions of Tsar Nicholas II
- The First World War
- Food shortages

REFLECTION

Why do you think historians might disagree over the causes of the Russian Revolution?

EXTENSION

The influence of Marxism on the Russian Revolution

'Revolutions are the locomotives of history.' – Karl Marx

Political groups such as the Mensheviks and the Bolsheviks were influenced by the writing of Karl Marx and Friedrich Engels. Writing during the nineteenth century, these influential theorists had made observations about the conditions of the working classes during the Industrial Revolution and proposed a way for countries to develop in order to improve social equality.

Stage 1 – Primitive Communism/Tribalism

Early societies have limited social and economic structures. Society works through communal sharing and working together for mutual benefit; often there are strong belief systems and conflict with other societies.

Stage 2 – Slavery/Feudalism

Power gradually becomes controlled by a small number of people and a **hierarchical system** emerges. This system usually involves the autocratic power of a ruler (for example, a monarch). People low down in the hierarchy have limited freedoms and economic opportunities.

Stage 3 – Capitalism

With the development of trade and markets comes **capitalism**. This creates more social mobility as there are opportunities for people to create wealth. This system is criticized as it often leads to social and economic inequality.

Stage 4 – Socialism

Socialism seeks to address the inequalities of a purely capitalist system by providing wealth redistribution. This limits the individual's ability to accumulate wealth, and places an emphasis on higher levels of taxation and state control.

Stage 5 – Communism

According to Marx and Engels, this is the final stage when systems of governance are no longer required. There is mutual cooperation, no wars and no private property.

Why do you think these ideas might be popular with revolutionaries?

EXTENSION

Key figures from the Russian Revolution



■ **Figure 6.13** Lenin

Vladimir Lenin

Vladimir Lenin was the leader of the Bolshevik party and later the Communist party. Lenin played an important role in the October Revolution when the Bolsheviks took power in Russia. He ruled Russia (later known as the Soviet Union) from 1917 until his death in 1924. His political theories had a major impact on the development of the Soviet Union as well as influencing other revolutionaries and socialist/communist political groups around the world.



■ **Figure 6.14** Trotsky

Leon Trotsky

Leon Trotsky was another important individual from the October Revolution, a key figure in the Bolshevik party who led the Red Army in the Russian Civil War (1917–22) to maintain and consolidate their power over the country. Trotsky supported the idea of ‘world revolution’ and believed that the Soviet Union could be a model to influence other revolutions in the world. He was assassinated in Mexico in 1940 on an order from Stalin. Trotsky had been defeated in a leadership contest after the death of Lenin and had been exiled from the Soviet Union a number of years before.



■ **Figure 6.15** Stalin

Joseph Stalin

Joseph Stalin was leader of the Soviet Union after the death of Lenin, from the late 1920s until his death in 1953. He is known for his radical policies that transformed the Soviet Union into an industrialized superpower. He is also viewed as a totalitarian dictator whose terror policies caused huge amounts of suffering and who created a network of concentration camps known as gulags.

DISCUSS

Why do you think we often study history through the lens of significant individuals? Can you think of other ways that we can examine the past?

The Russian Revolution and *Animal Farm*



■ **Figure 6.16** George Orwell

'No one believes more firmly than Comrade Napoleon that all animals are equal. He would be only too happy to let you make your decisions for yourselves. But sometimes you might make the wrong decisions, comrades, and then where should we be?' – Squealer the pig

Animal Farm by George Orwell was published in 1945 at the end of the Second World War. It tells the story of Manor Farm and an uprising against the farmer by the animals who live and work there. The animals create a new society based on the ideals of a pig called Major who has similarities to both Karl Marx and Lenin. The tale involves many parallels with the Russian Revolution, including the power struggle between two pigs Napoleon and Snowball, which is similar to that between Stalin and Trotsky. The eventual corruption of the revolution is a critique of what happened in the Soviet Union under Stalin. The book is an allegory for revolution and its consequences.

THE OCTOBER REVOLUTION AND ITS CONSEQUENCES

By the end of 1917, the Bolshevik party had taken control of Russia and began to implement policies that reflected its ideology. The revolution involved the capture of the Winter Palace (the former home of the Tsar), which became an important propaganda symbol for the Communist party.

After the revolution, the Bolsheviks renamed themselves the Communists and immediately experienced challenges to their power from their opponents. Lenin had signed the Treaty of Brest-Litovsk that effectively took Russia out of the war but under unfavourable conditions, which fuelled opposition to Communist rule. This escalated into the Russian Civil War. After a few years, the Communists won this war and consolidated their rule over the newly named Soviet Union.

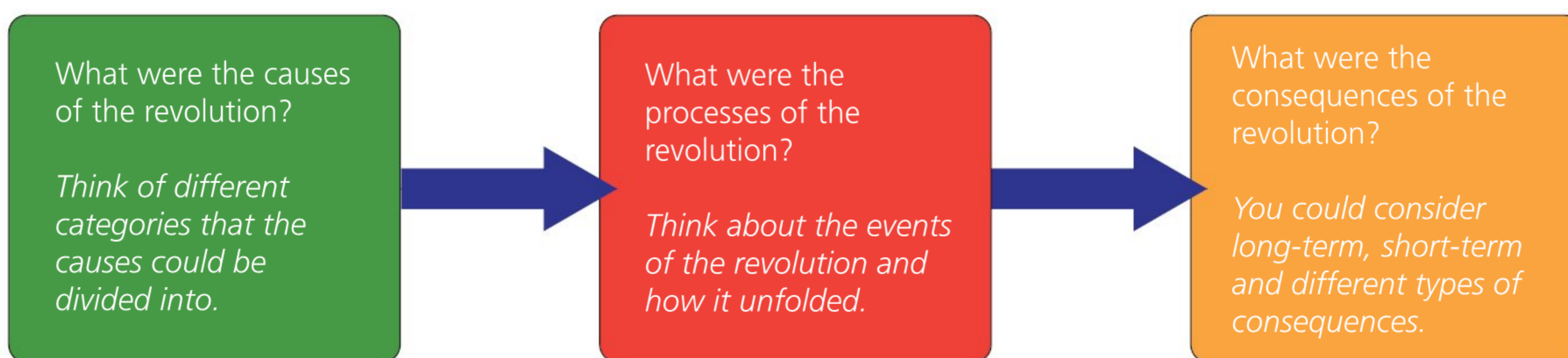
The Soviet Union lasted until 1991 when it broke apart at the end of the **Cold War**. The legacy of the Russian Revolution had a significant impact during the twentieth century. After the Second World War, the communist ideology spread into other parts of the world including much of Eastern Europe, China, Cuba and Vietnam, as well as many other areas.

ACTIVITY: The Russian Revolution – causes, processes and consequences

■ ATL

- Organization skills: Use appropriate strategies for organizing complex information

Taking into consideration the information in this chapter, the sources and further research, use Figure 6.17 to **identify** the causes, processes and consequences of the revolution. This will help you with the summative assessment at the end of this chapter.



■ **Figure 6.17** Causes, processes and consequences of revolution

For further research try the following sites:

www.orlandofiges.info/

<http://alphahistory.com/russianrevolution/>

◆ Assessment opportunities

- ◆ This activity can be assessed using Criterion B: Investigating (strands ii and iii).

Information literacy skills

Internet-based research is an extremely valuable method of gaining information on pretty much any topic that you are looking into. However, there is a wide range of material online and you should consider and reflect upon your approach to research. To develop this skill further, think about the type of websites that you would want to use for research. Your teacher can often provide suggested sites and books as you look at different topics.

Some questions you could think about when considering your sources of information:

- Is the writing too complex? It might be appropriate for older students or adults.
- Is it relevant? Is there enough focus for what you are looking for?
- Is it too simplistic? Maybe it is aimed at younger students.
- Who wrote it? What do you think of the overall quality?

What role does propaganda play in revolutions?



■ **Figure 6.18** Soviet propaganda poster – the text reads ‘Lenin lived, Lenin lives, Lenin will live forever’

Propaganda is used by groups to spread messages, working in a similar way to advertising. We can see examples of propaganda in film, posters, music, art, poetry, radio broadcasts and much more. Revolutionaries have often used propaganda to spread their message during a revolution but also to celebrate the success of a revolution. Propaganda is also used as a tool to spread an ideological message.

On the tenth anniversary of the October Revolution in the Soviet Union, film-maker Sergei Eisenstein was commissioned to make a film to celebrate this achievement. The film, called *October: Ten Days that Shook the World*, tells the propaganda story of the events of 1917. The film was commissioned by the Soviet government, which often used propaganda to build a ‘cult of personality’ around important figures in Soviet history, such as Lenin and Stalin. Propaganda techniques were used to promote their role in the communist ideology and in shaping the direction of the Soviet Union. Interestingly, perceived threats to Stalin’s rule were often edited out of photographs or artworks to diminish their significance.



■ **Figure 6.19** An example of Soviet censors altering history – the man removed from the second image is Nikolai Yezhov, a secret police operative who was executed in 1940 for alleged anti-Soviet activity

ACTIVITY: Revolutions and propaganda

■ ATL

- Creative-thinking skills: Create original works and ideas; Use existing works and ideas in new ways

You have been commissioned by the Soviet Union to create a piece of propaganda to celebrate the 1917 revolution. **Using** the information in this section and your own ideas, **design** your propaganda. You could choose one of the following options:

- Poster
- Short film
- Poem
- Speech
- Music
- Artwork

Think carefully about the overall message you are trying to get across. For visual work, make good use of colour and symbols to make an effective and easy-to-understand piece of propaganda.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating (strand i).

What were the causes and consequences of the Chinese Revolution?

In 1911, the Qing imperial dynasty of China was overthrown as a consequence of a revolution. This ended the centuries-old system of governance and threw China into uncertainty for many years. The events of 1911 proved to be a turning point in Chinese history as they brought about political change and a new identity for China.

CHINA IN THE NINETEENTH CENTURY

Imperial China had been in existence for hundreds of years, with various dynasties ruling the country known as the **Middle Kingdom**. The legacies of these dynasties can still be seen in China today, from the Great Wall of China in the north built to protect the borders, through to the Forbidden City in Beijing which was the former home to the emperor.

During the nineteenth century, the ruling Qing dynasty was led by the Manchus, an ethnic Chinese group from the north-east of China. At the start of the century, China was economically and politically strong but as the century progressed the empire experienced many issues that made revolution more likely.

European colonialism

China's loss of the **Opium Wars** in the middle of the century began the process of the European colonial powers gaining more influence in China. After the first Opium War, Britain took control of Hong Kong and gained special trading privileges into China. By the end of the century, other European countries, including Germany, Japan and Russia, had gained **concessions** into China. The increasing presence of foreigners and their economic influence was unpopular with many Chinese people.

Rebellions

China also experienced rebellions during the nineteenth century. The **Taiping Rebellion** (1850–64), for example, was a massive revolt against the Qing dynasty which led to the deaths of many millions of Chinese people. The **Boxer Rebellion** in 1900 was a further challenge to the authority of the Qing rulers. This rebellion was against the increasing influence of the colonial powers in China as well as against the spread of Christianity in the country. The rebellions in the lead-up to 1911 were a clear indication of discontent with the imperial rule.

Reform movements

Despite the problems faced internally and externally, the Qing rulers did try to modernize and reform China during the nineteenth and early twentieth centuries. Reform programmes included the **Self-Strengthening Movement**, which sought to acquire new technologies and infrastructure to strengthen China. It was widely thought though that this movement did not go far enough in addressing the needs of the country at the time. China's loss in the war with Japan in 1895, to many, was evidence of the failings of this movement. Other reform movements, including the Hundred Days' Reform and the Late Qing Reforms, failed to save the empire from revolution in 1911.

Political groups

By the end of the nineteenth century and at the start of the twentieth century, various political groups were forming in opposition to the Qing rulers. There was much opposition to the rule of Empress Dowager Cixi. An important group that formed in 1905 (by uniting existing political groups) was the **Tongmenhui** (United League), formed by the revolutionary Sun Yat Sen in Tokyo. These groups proposed alternatives to the Qing rule. Sun Yat Sen would later play an important role in the development of the **Guomindang**, who eventually took power in China.



■ **Figure 6.20** Puyi – the last emperor of the Chinese imperial dynasty

SOURCE A

Extract from China 1900–76 by Geoff Stewart

The final downfall was the product of a complex interplay of causes. The child Emperor who could not govern symbolised the impotence of the dynasty, yet it still took much to topple the monarchy. A massive budget deficit was developing to pay for reforms and the reparations dating back to the Boxer Rising. The new armies being phased in to replace the traditional banner armies were particularly expensive and many officers were infected with radicalism. Increased taxes were necessary and new duties were levied on tea, wine, salt and other products, as well as increased land taxes. As if to emphasize the loss of the Mandate of Heaven, torrential rains in 1910 and 1911 deluged the Yangtze valley, causing widespread floods. Grain prices rose, vast numbers died and the cities filled with homeless peasants.

THE XINHAI REVOLUTION OF 1911

There were a series of uprisings throughout China in 1911, known as the Xinhai Revolution, but it was the Wuchang Uprising that resulted in revolution and the overthrow of the Qing dynasty. The emperor at this time was the six-year-old Puyi, who had ascended to the throne after the death of Empress Dowager Cixi in 1908. The Wuchang Uprising was caused by the Qing government's plans to nationalize the railways, which would give control of these networks to foreign banks.

The abdication of the emperor led to the creation of the Republic of China, initially under the control of an alliance between Yuan Shikai, a military leader who helped to stop the revolutionary activity, and Sun Yat Sen, the leader of the Tongmenhui.

SOURCE B

Extract from the abdication decree of Emperor Puyi in February 1912

The Whole Country is tending towards a republican form of government. It is the Will of Heaven, and it is certain that we could not reject the people's desire for the sake of one family's honour and glory.

We, the Emperor, hand over the sovereignty to the people. We decide the form of government to be a constitutional republic.

EXTENSION

Key figures from the Chinese Revolution

Empress Cixi



■ **Figure 6.21** Empress Dowager Cixi

A former concubine to the Xianfeng emperor, **Empress Dowager Cixi** became the Empress Dowager after his death in 1861 and remained in this role until her own death in 1908. She played an important part in the governance of China but has been criticized for many of her actions during her reign. These included the house arrest of the Guangxu emperor after his attempt at radical reform during the Hundred Days' Reform movement at the end of the nineteenth century.

Some historians have praised her efforts to reform China through the policies introduced in the early twentieth century to modernize the political structure and to bring about social reform, including the first steps towards the banning of foot binding.

Sun Yat Sen



■ **Figure 6.22** Dr Sun Yat Sen

An important figure in the founding of modern China. **Sun Yat Sen** was a doctor and a revolutionary who played an important role in events leading up to the 1911 revolution. He spent a number of years outside of China (including time in Japan and the USA), promoting political reform. He helped to shape the founding and ideology of the Guomindang (nationalists) who ruled China from 1927 to 1949 and later on in Taiwan. This included his Three Principles of the People: nationalism, democracy and people's livelihood. For many Chinese he is considered the 'Father of the Nation'. He died in 1925.

Yuan Shikai



■ **Figure 6.23** Yuan Shikai

A warlord, military leader and politician, **Yuan Shikai** suppressed the rebellions of 1911 to form the new government under a banner of Republicanism, briefly allying with Sun Yat Sen. He has been criticized for his failures to live up to the ideals of the revolution by effectively running the Chinese Republic (1912–16) as a dictatorship. At one point he tried to declare himself as the emperor of China, in an attempt to restore the monarchy. His death in 1916 led to an era in Chinese history that was marked by the rule of warlords in different areas of the country that lasted until 1927.

Chiang Kai Shek



■ **Figure 6.24**
Chiang Kai Shek

An important figure in Chinese history after the revolution, **Chiang Kai Shek** took on the leadership of the Guomindang after the death of Sun Yat Sen and was president of China until 1949 when he was defeated in war by the Chinese Communist party. Chiang and the Guomindang retreated to Taiwan to set up a new government from 1949 onwards.

Mao Zedong



■ **Figure 6.25**
Mao Zedong

Probably the most well known figure from Chinese history, **Mao Zedong** was the communist ruler of the People's Republic of China from 1949 to 1976. He played an important role in the founding of the Chinese Communist Party (CCP) and the shaping of its ideology. With others, he led the CCP's Red Army in war against the Guomindang, eventually winning in 1949. His ideology often focused on exploring the revolutionary power of the rural peasants. Mao has been heavily criticized for his actions during his time in power, including the disastrous policies of the Great Leap Forward and the Cultural Revolution.

ACTIVITY: The Chinese Revolution – causes, processes and consequences

■ ATL

- Organization skills: Use appropriate strategies for organizing complex information

Based on information and sources in this chapter, and further research, use the points below to identify the causes, processes and consequences of the revolution. This will help with the end-of-chapter summative assessment.

- **What were the causes of the revolution? Think of different categories that the causes could be divided into.**
- **What were the processes? Think about the events of the revolution and how it unfolded**
- **What were the consequences? You could consider long-term, short-term and different types of consequences.**

For further research try the following sites:

Crash Course World History on China's Revolutions:
www.youtube.com/watch?v=UUCEeC4f6ts

<http://alphahistory.com/chineserevolution/>

◆ Assessment opportunities

- ◆ This activity can be assessed using Criterion B: Investigating (strands ii and iii).

THE CHINESE REPUBLIC AND AFTER

After the revolution, China entered a tumultuous period of history. The republic under Yuan Shikai proved to be short lived and after his death, in 1916, China fell under the control of the regional warlords; this in many ways fragmented the country under different regional powers. During the 1920s, two political parties emerged as challengers to the warlord rule: the nationalists (Guomindang) and communists (Chinese Communist party). They briefly united to defeat the warlords and, by 1927, the nationalists took control of a reunified China. At the same time though, the nationalists turned on the communists and massacred many of them in the White Terror of 1927. This led to the first phase of the Chinese Civil War that eventually, after many years of fighting, led to communist victory in 1949. The Chinese Revolution of 1911 was significant in many ways. It brought an end to the centuries-old system of dynastic rule and brought in a new modern era during which there were many competing ideas as to the best path for China's development.

ACTIVITY: Thinking critically about revolutions

■ ATL

- Critical-thinking skills: Gather and organize relevant information to formulate an argument

This summative assessment task is made up of a reflection task that requires you to **compare** the Russian and Chinese Revolutions and **identify** similarities. There is then an essay task in which you **explain** the causes and consequences of one revolution. Work through the steps to complete this assessment.

- 1 Construct** a Venn diagram to compare the Russian and Chinese Revolutions. Your work on pages 141 and 147 will help you to complete this. Fill in features of each revolution in the circles. **Identify** similarities between the two revolutions and place them in the overlap section.
- 2 Write** a short reflection on your findings using the following prompt:
'Identify the similarities between the Russian and Chinese Revolutions.'
Aim to write 200–400 words. Organize your writing clearly and try to group the similarities into appropriate categories.

- 3 Finally,** write a 500–700-word response to this prompt:

'Explain the causes and consequences of a revolution from the twentieth century.'

For this task you need to choose one case study of a revolution and explain its causes and consequences. Try to **identify two or three** causes and consequences. Make sure your paragraphs contain specific evidence to support your analysis. You could use either the Chinese or Russian Revolution for this task, or you could choose another revolution (for example, Cuban).

Make sure you submit your planning (see activities on pages 141 and 147) and your Venn diagram so as to gain your grades for Criterion B: Investigating.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Knowing and understanding (strands i and ii), Criterion B: Investigating (strands ii and iii), Criterion C: Communicating (strands ii and iii) and Criterion D: Thinking critically (strand ii).

! Take Action

- ! Explore your own political opinions using the website www.politicalcompass.org
- ! Do some research into the different political perspectives of major news companies. Can you see where they would fit on the political compass? Why is it important to be aware of our and others' political biases?

DISCUSS

'Do revolutions always lead to progress?'

Have a small group **discussion** about this question. What examples can you think of where revolution

has led to progress in society? Are there examples of revolutions that have led to problems or regression? You could do some research into other examples of revolution in order to deepen the discussion.

Reflection

In this chapter we have reflected upon the nature of revolutions and the different types that occur in society. We have explored examples of political revolution in China and Russia and focused our understanding on causality. Revolutions are an important aspect of historical inquiry but also have relevance in the twenty-first century and continue to have a significant effect on individuals and societies.

Use this table to reflect on your own learning in this chapter

Questions we asked	Answers we found	Any further questions now?			
Factual: What is a revolution? What were the causes and consequences of the Russian Revolution? What role does propaganda play in revolutions? What were the causes and consequences of the Chinese Revolution?					
Conceptual: What are the different types of revolution? What factors determine the significance of an event?					
Debatable: Do revolutions always lead to progress?					
Approaches to learning you used in this chapter:	Description – what new skills did you learn?	How well did you master the skills?			
		Novice	Learner	Practitioner	Expert
Organization skills					
Information literacy skills					
Critical-thinking skills					
Creative-thinking skills					
Learner profile attribute	Reflect on the importance of being principled for your learning in this chapter.				
Principled					

Glossary

- absolute monarchs** Monarchs who hold high levels of political power
- ageing population** A population where the average age of people is increasing due to improved life expectancy and declining birth rates
- anthropology** The study of human societies and culture
- augmented reality** Digital technology that blends artificial images with reality
- autocratic powers** Making political decisions and policies without democratic consideration
- baby boom** Time period during the 1950s when the birth rates in many countries significantly increased
- Bolsheviks** The communist political group that took power in Russia in October 1917
- capitalism** Economic and political system that allows for private ownership and for profit making
- CGI** Computer-generated imagery, often used by filmmakers to create animations or to have special effects
- cinder cone volcano** A type of volcano with steep sides and often a bowl-shaped crater at the top
- Cold War** Historical time period between 1945 and 1991 that was defined by ideological rivalry between the USA and the USSR
- communism** Political ideology that places emphasis on equality and shared ownership of resources
- composite volcano** The most common type of volcano, built from various layers of volcanic material
- concessions** Things that are granted to people, e.g. tax breaks or improved wages
- constitutional monarchy** A monarchy where the power of the sovereign is limited by the law of the country and is usually of symbolic importance rather than political
- convection currents** Movements in the mantle under the Earth's crust that give rise to tectonic activity
- convergent plate boundary** Where two plates are moving towards each other
- democracy** Political system where people are represented through their ability to vote
- demography** The study of populations
- dictatorship** System where an individual holds absolute power, e.g. Hitler
- direct democracy** A type of democracy where people vote on specific issues to decide whether they should become law
- divergent plate boundary** Where two plate boundaries are moving away from each other
- duma** The name for the Russian parliament
- elective monarchy** System where the monarch is elected into power as opposed to a hereditary system
- emigration** The movement of people out of a country
- epicentre** The main point of impact of an earthquake on the Earth's surface
- epidemic** Widespread disease
- feudal empire** Hierarchical system where power was based on land ownership and position in society
- focus** The point underneath the Earth's crust where an earthquake originates
- hierarchical system** System where some people hold more power than others in society
- homogenous** Usually refers to societies that lack cultural diversity
- ideology** System of ideas, e.g. liberalism
- immigration** The movement of people into a country
- Juche** Translated as 'self-reliance', the official state ideology of North Korea
- Kadets** Russian political group at the start of the twentieth century
- lithosphere** The outer part of the structure of the Earth, consisting of crust and upper mantle
- megacity** A city of over 10 million people
- Mensheviks** A political group in Russia at the start of the twentieth century, follow communist ideology
- Middle Kingdom** Historical name for China
- migration** The movement of people from one place to another
- Octobrists** Group of people who wanted to reduce the power of the Tsar in Russia at the start of the twentieth century

pull factors Factors that encourage people to move to a location

push factors Factors that encourage people to leave a location

pyroclastic flow Hot debris of ash and lava that flows from a volcano, very dangerous to people and the natural environment

representative democracy System where people elect representatives to govern for them

Russification The process that took place under Tsar Nicholas II where Russian language and culture was spread throughout the Russian Empire

self-proclaimed monarchy Situation where an individual declares themselves to be the monarch

shield volcano A broad and low-lying volcano with gentle sides

social media Different platforms such as websites and apps that are used for socializing and networking

socialism Political ideology that places emphasis on government policies to promote equality

status quo The existing situation

supercomputer A very powerful computer

transform plate boundary Where two plates are sliding against each other

Tsar The name for the Russian emperor

virtual reality Simulation created using digital technology where the user can be immersed in an artificial 3D environment

Acknowledgements

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