

MIGRATION

Generic Skills

- Research
- Communication
- Solving problems
- Using Technology
- Critical Thinking
- Task management
- Cooperation
- Citizenship
- Expression

Outcomes

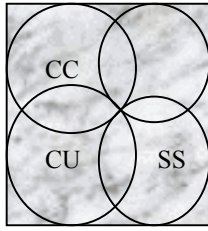
English Stage 3	Science & Technology Stage 3	HSIE Stage 3	Mathematics Stage 4	Creative Arts Stage 3
TS 3.1		CCS 3.1	VA 1	Visual Arts Making and Appreciating Outcomes Stage 3
TS 3.2		CUS 3.3	VA 2	
RS 3.5		CUS 3.4	VA 5	
RS 3.6			VA 9	
RS 3.7			WM 4.5	
WS 3.9			DH 4.1	
WS 3.12 (Computer strand)			DH 4.2	
WS 3.13			DH 4.3	

Integrated Studies

This unit provides opportunities for students to explore the development of the Australian identity and heritage through migration. The unit focuses on the changes in Australian Society, brought about by the post war migrants and the experiences of these migrants.

It incorporates English, HSIE work related directly to the theme as well as Science and Technology related to The Snowy Mountains Hydro Electric Scheme. Mathematics work will consist of Data collection and the use of computer technology to generate charts, graphs and spreadsheets. Students will design questionnaires and proformas for the collection of data.

The unit begins with a review of World War II and the effects on Europe. The resource used for this is *Farewell to Yesterday*, Movietone News. Original Film from 1939 – 1945 Film World Pty Ltd. (available from Grover Smith Associates Pty Ltd PO Box 345 Narrabeen NSW 2101. Phone Fax 02 9982 2790). It was originally purchased at the Australian War Memorial. The usual Y6 Canberra Excursion provided an excellent jumping off point. Students viewed the dioramas of WWII and discussed the history of the war and how it affected Europeans.



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Unit Duration *Approximately 8 weeks*

Subject Matter Focus *In this unit, students will learn about:*

- Significant events which have shaped Australia's identity.
- The cultural diversity of Australia and other nations.
- The contributions of groups to the development of fairness in Australia.
- National symbols such as the Snowy Mountains Scheme and its place in the formation of a young national identity.
- Culture and other factors affecting identity.
- The waves of migration to post-war Australia.
- The origin of words and expressions which have become part of Australian culture.
- How our national identity and culture is represented in media of the time.

Implications for Learning *In this unit, students will have opportunities to:*

- Critically investigate the contributions which migrants have made to Australian society in the post war era, using a variety of resources such as video, photographs, and personal recounts.
- Explore changes in the roles of men, women and children over time.
- Investigate and report on the change in the cultural composition of Australia in the post war era, through reports, and interviews.
- Examine what life was like in the migrant camps in the Snowy Mountains scheme.
- Investigate the cultural diversity of the class and through discussion, interviews and parent/grandparent presentations discover what was like to be a migrant in the post war period.
- Examine different view points of life as a migrant in Australia
- Investigate the way people expressed their cultural identity through clothes, food and language
- Present their information and demonstrate their understandings in a variety of ways.

Literacy Notes

This unit will provide students with opportunities to explore biographies, recounts, factual texts and fiction. An English unit is included in the program.

The HSIE strategy will include mapping, data collection and organisation, development of timelines, brainstorming, developing interview questions, diaries, oral histories, initiating a photograph collection, family trees, consequence charts, cultural activities, excursions, graphing, guest speakers, Internet sites.

Resources

Jamrozik, A., Boland, C. & Urquhart, ., *Social change and cultural transformation in Australia*, Cambridge University Press, Cambridge, 1995

Maloney *Penguin History of Australia*

Nicolls, G., *Images of Australian History*, Thomas Nelson, South Melbourne, 1994

Wormell, I., *Selected Events in Australian History*, Macmillan, 1998

GPO Box 9994 Sydney, 2001, 02 9950 4487/4437, fax 02 9950 4445, email to: schoolstv.abctv@a2.abc.net.au

website: <http://www.abc.net.au/schoolstv>

Addison, Wesley and Longman Australia, 1800 656 685, fax 1800 842 270, website: <http://www.awl.com.au>

Allen and Unwin, 9 Atchison St (PO Box 8500), St Leonards, 1590, 9901 4088 fax 02 9906 2218, email to: melissak@allen-unwin.com.au

Dominie, 8 Cross St Brookvale, 2100, 02 9905 0201/1800 632 323 fax 02 9905 5209 email to: dominie@dominie.com.au website: <http://www.dominie.com.au>

Education Media Australia Pty Ltd, (videos - books - CD-ROMs), 7 Martin St, South Melbourne, Vic, 3205 03 9699 7144 fax 03 9699 4947 email to: ema@peg.apc.org website: <http://www.ema.com.au>

Era Publications, 220 Grange Rd, Flinders Park, SA, 5025, 08 8352 4122 fax 08 8234 0023, e mail to: admin@era-publications.com.au website: <http://www.era-publications.com.au>

Fairfax Education Unit, GPO Box 506, 2001, 02 9282 3166, 1800 628 011, fax 9282 3703 email to: bedmunds@fairfax.com.au website: <http://www.smh.com.au>

Film Australia, PO Box 46, Lindfield, 2070 02 9413 8777 fax 02 9416 9401 email to: sales@filmaust.com.au website: <http://www.filmaust.com.au>

CD-ROMs

Webster's Encyclopedia of Australia, 1997

Webster's History of Australia, 1995

Videos, CD-ROMs and Internet Sites

Multicultural Australia, Classroom Video, 1984 (20 min, Years 5-10).

Australian Identity, Classroom Video, 1987 (20 min, Years 4-7).

Rewind: Making Australia Home, Film Australia, 1997 (5-minute video)

Australia Through Time, Roadshow Interactive, (CD-ROM)

A World of Difference, Educational Media Australia, 1997 (CD-ROM)

Farewell to Yesterday, Movietone News. Original Film from 1939 – 1945 Film World Pty Ltd. (available from Grover Smith Associates Pty Ltd PO Box 345 Narrabeen NSW 2101. Phone Fax 02 9982 2790).

PHOTO 1

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Outcomes and Indicators

English Stage 3

<p>TS 3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well organised ideas dealing with more challenging topics.</p>	<ul style="list-style-type: none"> • Listens to and gives detailed descriptions of a range of settings, people, places and objects. • Listens to and notes key ideas and information from guest speakers, recordings and documentary videos. • Listens to a sustained argument and identifies supporting evidence. • Gives considered reasons for opinions and listens to those of others. • Listens to a short argument and responds by challenging or commenting on a point made. • Engages in more extended, productive group discussion with greater student autonomy.
<p>TS 3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.</p>	<ul style="list-style-type: none"> • Uses a variety of ways to seek relevant information. • Detects strategies that speakers use to influence and audience, eg emotive language, one-sided presentation of information, exaggerated claims. • Prepares a debate, case or presentation, predicting questions and planning answers.
<p>RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.</p>	<ul style="list-style-type: none"> • Evaluates sustained arguments with evidence of various types. • Understands more complex information reports. • Interprets more complex maps, charts, diagrams, graphs and photographs. • Uses e-mail and Internet sources to request and receive information.
<p>RS3.6 Uses a range of comprehension skills and strategies appropriate to the type of text being read.</p>	<ul style="list-style-type: none"> • Uses several strategies for finding information in texts, eg skimming, scanning for specific information, index and glossary. • Adjusts reading strategies for different texts and purposes, looks for keys or symbols when reading a diagram, examines pictures and captions. • Identifies relevant and valid resources for research. • Uses bibliographies.
<p>RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.</p>	<ul style="list-style-type: none"> • Discusses how people from different socio-cultural or minority groups are presented in video, newspaper or magazine articles. • Justifies own interpretation of a text, justifies own opinion about motives and feelings of characters in literary texts.
<p>WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.</p>	<ul style="list-style-type: none"> • Writes sustained arguments and discussions supported by evidence. • Writes a personal response to artworks and documentaries. • Writes texts that include technical and abstract vocabulary. • Uses diagrams, charts, maps, graphs and illustrations relevant to text.

English Stage 3

<p>WS1.12 (Computer substrand) Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways.</p>	<ul style="list-style-type: none"> • Designs and organises information as web pages. • Uses word processing programs to publish research incorporating graphics or tables charts or charts and graphs where appropriate. • Uses word processing software to draft writing prior to final presentation.
<p>WS1.13 Critically analyse own texts in terms of how they have been written, how effectively they present the subject matter and how they influence the reader.</p>	<ul style="list-style-type: none"> • Responds to the writing of others with specific and constructive comments about the organisational patterns in the text. • Reflects on own writing, taking into account the needs of potential readers.

HSIE Stage 3

<p>CCS 3.1 Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage.</p>	<ul style="list-style-type: none"> • Evaluates the significance of Australian achievements in the past considering unsung heroes. • Identifies links between world events and the arrival and plight of immigrant groups. • Refers to the motivating factors behind the actions and achievements of significant groups.
<p>CUS 3.4 Examines how cultures change through interactions with other cultures and the environment.</p>	<ul style="list-style-type: none"> • Identifies significant sites, both past and present and the influence these have on Australian culture and identity, eg Snowy Mountains Scheme. • Examines how cultural diversity causes cultural change, including conflict situations.
<p>CUS 3.3 Describes different cultural influences and their contribution to Australian identities.</p>	<ul style="list-style-type: none"> • Demonstrates an understanding of different viewpoints about what is an Australian identity and gives their own impressions and points of view. • Examines the contributions of some migrant groups to Australian culture and identity. • Examines the responsibility of citizenship.

Science and Technology Stage 3

<p>PP S3.5 Identifies and applies processes involved in manipulating, using and changing the form of energy.</p>	<ul style="list-style-type: none"> • Researches the history of electricity generation and applies findings to design a turbine.
<p>BE 3.1 Creates and evaluates built environments demonstrating consideration of sustainability and aesthetic, cultural, safety and functional issues.</p>	<ul style="list-style-type: none"> • Selects and uses primary and secondary sources to find information about changes to the local environment of the Snowy Scheme over time
<p>DM S3.8 Develops and resolves a design task by planning, implementing, managing and evaluating design processes.</p>	<ul style="list-style-type: none"> • Develop a design to show how the power of water can be used to do work.
<p>UT S3.9 Evaluates, selects and uses a range of equipment, computer-based technology, materials and other resources to meet the requirements and constraints of investigation and design tasks.</p>	<ul style="list-style-type: none"> • Creates a model using simulation software considering funds, energy sources and services

Creative Arts Stage 3

<p>VA S3.2 Make artworks for other people assembling materials in a variety of ways.</p>	<ul style="list-style-type: none"> • Discuss the conditions and requirements of artworks made for a certain purpose • Constructs artworks by combining and manipulating forms, techniques, materials and tools
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Mathematics Stage 4

<p>VA 1 Appreciates that mathematics involves observing, generalising and representing patterns and relationships.</p>
<p>VA 2 Demonstrates a positive response to the use of mathematics as a tool in practical situations.</p>
<p>VA 5 Demonstrates a willingness to work cooperatively with others and to value the contribution of others.</p>
<p>VA 9 Uses mathematics creatively in expressing new ideas and discoveries.</p>
<p>WM 4.5 Determines and applies appropriate mathematical techniques, either mental, written, calculator or computer, in the solution of problems.</p>
<p>DH 4.1 Determines the most appropriate method of collection of data, such as sample or census with reference to discrete or continuous data.</p>
<p>DH 4.2 Displays statistical data in an appropriate form such as a table, chart or graph.</p>
<p>DH 4.3 Reads, interprets and predicts form various types of charts, tables and graphs.</p>

Outcomes and Indicators**Learning Experiences**

<p>TS 3.1 Listens to and notes key ideas, gives reasoned opinions and ideas supported by evidence.</p> <p>WS 3.9 Records information from a variety of sources before writing.</p> <p>CCS 3.1 Identifies links between the world events and migration.</p> <p>RS 3.6 Note taking, identifies and locates resources</p>	<p><i>Learning Sequence 1: What do we know about World War II?</i></p> <ul style="list-style-type: none"> • Visit the Australian War Memorial and have students discuss the conditions, which are shown in the WWII dioramas. The students should note the difficult circumstances, in which the soldiers lived daily. Discussion of the weather conditions, climate in both Europe and Africa, suitability of clothing, the lack of what the students would consider to be normal life. • View the VC collection and have students select citations for WWII and note the names of soldiers and why they were awarded the Victoria Cross. • Have the students brainstorm what life must have been like for the ordinary people during WWI. • List the causes and major events of WWII.
<p>TS 3.1 Listens to and notes key ideas, gives reasoned opinions and ideas supported by evidence.</p> <p>WS 3.9 Records information from a variety of sources before writing.</p> <p>WS 3.12 (Computing) Varies font and layout to suit purpose, uses columns, includes scanned or photographed images.</p>	<p><i>Learning Sequence 2: What was life like for ordinary people during the war?</i></p> <ul style="list-style-type: none"> • Students who have relatives who were alive during WWII should discuss and record what life was like for their gran parents or great grand parents. • View the <i>Farewell to Yesterday</i> video and have students identify conditions that would have made life difficult. Eg. Bombing of major cities, loss of farmland due to major battles, loss of fathers and brothers. Food shortages and lack of normal life patterns. • Students write report for newspaper describing the conditions. (English KLA)
<p>TS 3.1 Listens to a short argument or presentation, and responds by challenging or commenting on a point made.</p> <p>TS3.2 Uses a variety of ways to seek information. Makes a decision to work collaboratively with a peer to solve a problem.</p> <p>RS 3.7 Considers how changes to aspects of a text can alter people's interpretation of the meaning of the text.</p> <p>WS 3.9 Writes sustained arguments and discussions supported by evidence. Undertakes research to extend knowledge of subject matter.</p> <p>DH 4.1 Students will determine the most appropriate method for collection of data.</p>	<p><i>Learning Sequence 3: What is Australian Citizenship?</i></p> <ul style="list-style-type: none"> • Develop a time line throughout the theme to show the War, the beginning of Migration and when there were major events in Australia's modern history. • Investigate the Citizenship Act and the creation of Australian Citizenship in 1949. • What are the rights and responsibilities of Australian Citizenship? What are the requirements now and then? Students will research these topics and as a class, debate whether it should be a requirement of permanent residency to become an Australian citizen. Other 'hot' topics may be presented in exposition or discussion writing. • Students will devise a questionnaire to collect data from their families and each other to discover the diversity of national backgrounds. How many different countries are represented in the class? This data will be collated in spreadsheet form and then converted to graphs using either Microsoft Excel or Claris. • The class will investigate the "White Australia" Policy. A discussion will focus on the effects that this has had on Australian migration from 1946 – 1980.

Outcomes and Indicators Learning Experiences

<i>Learning Sequence 4: What was the Snowy Mountain HydroElectric Scheme?</i>	
<p>RS 3.5 Reads or views extended informational texts for research</p> <p>TS 3.1 Listens to a short argument or presentation, and responds by challenging or commenting on a point made.</p> <p>WS 3.9 Writes sustained arguments and discussions supported by evidence. Undertakes research to extend knowledge of subject matter.</p>	<ul style="list-style-type: none"> • View 'The Power of Water' video and complete a concept map • Discuss 'Could you live without electricity?' • Students work in groups and research the different forms of electricity
<p>VAS 3.2 Constructs artworks by combining and manipulating forms, techniques, materials and tools</p> <p>PPS 3.5 Researches the history of electricity generation and designs a turbine</p> <p>BES 3.1 Selects and uses primary and secondary sources of information</p> <p>DMS 3.8 Develop a design to show how the power of water can be used</p> <p>UTS 3.9 Create a model using simulation software</p>	<ul style="list-style-type: none"> • Students create an abstract collage of the Snowy Mountains area using a range of materials • Students research Hydro-electricity and design a model to explain the process

This sequence used the resource

The Snowy Mountains Scheme The Power of Water - an integrated program

'The Snowy Scheme has had a significant effect on the cultural development of Australia since 1949. Of the 1000,000 people who came to work on its construction, many were migrants who came from over 30 countries after World War II. It can claim to be the birthplace of multi-cultural Australia.' (*Introduction, The Power of Water.*)

The Teacher Resource Guide and Student Activity Booklets are available from Snowy Mountains Hydro-electric Authority Information Centre on call free number 1800 623 776

INDEPENDENT STUDY SHEET

Name

Heading (Your Country Name)

When Did They Come to Australia?

Why Did They Come to Australia?

The Country of Origin

Influence on Australian Culture

Languages Spoken

Problems Facing New Immigrants

Statistics

Other Interesting Information

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