

Year 6

Journeys to Australia

Learning Sequence



Immigrants aboard the 'Empire Brent', 1948

Unit Introduction and pre-unit preparation

Level: Year 6 Australia as a Nation

Topic: Journeys to Australia - Immigration

This unit presents a learning sequence for Year 6 students to develop their historical inquiry skills by investigating the key immigration policies and programs Australia has implemented, identifying a range of reasons for migration.

The learning sequence is a chronological sequence of Australian migration highlighting key events from post Federation to present day.

Individually and as a group, students will inquire and produce narratives of contributions to the development of Australian society by individuals and/or groups who migrated based on evidence from their exploration and examination of historical sources. Throughout the learning sequence students will have opportunities to contribute to discussions and use critical and creative thinking strategies to explore ideas, pose questions, reflect upon new understandings and consider the bigger picture.

The varied stories of migration to Australia over the twentieth century provide students with the opportunity to examine historical perspectives and cultural influences from their own sense of place, their own state or territory.

The following learning sequence is a detailed series of activities, as outlined in the following resources:

- 1) **Teaching program, 'Journeys to Australia' (Resource 1)** is designed to be downloaded and printed in A3 format. You may wish to highlight this Teaching Program to indicate which particular aspects of Year 6 Australian Curriculum: History are covered in this unit, as this program format was designed to teach any topic within the Year 6 Australian Curriculum: History, as all the key elements for this year level are included.
- 2) **MI/B Grid Student tasks (Resource 2)**
- 3) **MI/B Grid Teacher planner (Resource 3)**

Student tasks within the **Multiple Intelligences/Blooms** grid include further suggestions of tasks that could be linked in with the key concepts with the Multiple Intelligences/Blooms grid teacher planner identifying the activity links. Note that while the 'pedagogical approach' and 'teaching and learning sequence' indicate the focus of this unit, the program includes all key elements for this year level and can be used to develop programs for other topics.

Assessment: The presentations (including timelines, digital stories, family trees, museum exhibits and graphic organizers) will culminate in a 'Journeys to Australia' day of explanation and communication in the classroom demonstrating an understanding of cause and effect, perspectives and significance to their audience.

To encourage historical empathy and critical thinking for past, present and future decision-making, including the 'what if?' questions when analysing evidence from the past, a range of relevant national, state and territory sources and site visits are suggested throughout this unit.

Summary of the lesson sequence:

It is expected that teachers will select and modify these suggestions to meet the needs of their learners, available time and resources. Most of the activities are summarized within the MI/B Grid. Students will record all research and activities in a 'My Journey to Australia' journal /scrapbook which the individual student will organize to reflect their own learning style and their chosen activities.



In 1954 the 50,000th Dutch migrant arrived in

Activity 1 First Impressions - Diary Entry: Immigrating to Australia

Part A) – Introduction

Australia is a multi-cultural country with many people born overseas and immigrating. Somewhere in your history, members of your family were born overseas and have migrated to Australia for a variety of reasons. Just how multicultural is Australia?

- Survey your class to identify and record data on their origins.
How many students:
 - Were born in Australia?
 - Both parents were born in Australia?
 - Both grandparents were born in Australia?
- Identify specific continents or countries with your data and record this as a graph to display in the classroom.
- View Interactive '[Choose your own statistics](#)' game from the ABC Splash website
Where do you fit in the big picture of our nation?
Select link to '[Country of Birth](#)'. View and discuss the information in each section of the infographic.
Find more information and topics for discussion under the hyperlink '[More information](#)'.
Next select the link '[Refugees and Asylum Seekers](#)'.
Discuss the information displayed and explore this website for further information to discuss.



Source: State Library Of New South Wales
TLF resource R4944

Part B) - First Impressions – reading historical images

View images of migrants arriving to begin their life in Australia ([Resource 4](#))

Distribute one photo per group; students analyse the photo and complete a graphic organiser to record their collective thinking, such as ([Resource 5](#)) or ([Resource 6](#))

- Who are these people arriving in Australia? Why are they coming? How are they travelling to Australia?
- What are their facial expressions telling you? What is their body language like? Describe their appearance (clothing, ethnicity, etc.).

Use a Y-Chart ([Resource 7](#)) to immerse students in the scenes, imagining that they are arriving by ship (as an immigrant) with their family. Think of the positive and negative senses they are encountering to develop a sense of empathy.

Part C - An Immigrant's Perspective

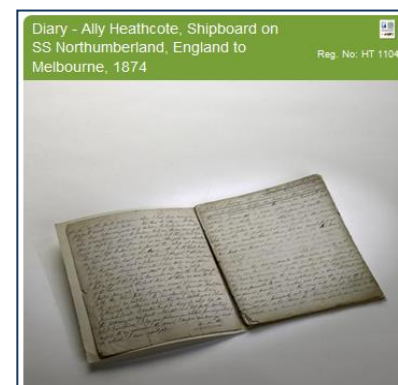
- Read through the excerpt of [Ally Heathcote's diary \(1874\)](#) from Museum Victoria.
- Read extracts from the [diary of Annie Duckles](#) on the website of the National Library of Australia.
Annie and her family migrated from England to Australia in 1912.
What were their main reasons for choosing to start a new life in Australia?
- Discuss the content and emotion used in these diary entries.
- Creative writing from an immigrant's perspective

Suggested Assessment Task: See *Journey to Australia* task sheet ([Resource 8](#))

Students write three parts:

- Information about themselves, such as their background, where they are from and why they are immigrating.
- A diary entry about a day on board a ship on its way to Australia; and
- A second diary entry detailing their first impressions of Australia after arriving.

Students are encouraged to write within a time period of 1900-1950.



Diary - Ally Heathcote, SS 'Northumberland',
England to Melbourne, Victoria 1874

Further supporting resources or information can be found on [Museum Victoria, Departures and Arrivals](#) in the following sections:

- Farewell; Keepsakes and necessities; Australian ports; Land Ahoy; First Impressions and Diary entry on departure.

Additional Curriculum link (English): Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)

Activity 2 Why do people immigrate to Australia?

Focus Question: **Who are the people who immigrate to Australia and why do they come?**

The Federation of the Australian colonies into a single nation in 1901 began the introduction of a range of immigration policies that would shape the future of Australia's population.

- a) View – [Narratives across cultures – 'Our Journeys'](#) from Museum Victoria website

This short film sets the scene as it profiles three immigration stories, one from Sudan and two from Serbia/Croatia.

Why did these people immigrate to Australia?

What impact has this had on their life?

What emotional experiences did these people endure?

- b) Additional short film [Home Away from Home](#) Six immigrants from Greece, England, Fiji, Iran and Ethiopia describe their reasons for emigrating, their experiences soon after arrival and how they feel about living in Australia.
- c) Create a class **PMI chart** on the pros and cons of immigrating to a new country and any questions students have. Continue to add information progressively throughout this unit. (Resource 9)

What questions do you have about the Australian immigration from 1900 – present day?

Who were the people who came to Australia? Why did they come?

- d) Brainstorm in groups using a graphic organiser, such as a concept/mind map, to organise student thinking (Resource 10) to pose questions for each of the main ideas. See sample questions set out on Resource 11. Use a [questioning framework/matrix](#) such as Charles Wiederhold (1995) to promote higher-order thinking in the development of questions.

Suggested incursion to link students to 'real' stories of immigration:

Guest Speaker – invite one or two guest speakers from the community or teaching staff at your school to speak about their personal journey of immigrating to Australia. They speak about when they came to Australia, why they came, their first impressions, how they felt trying to adapt to life in Australia, the trip over here, if they have returned to their country of origin and where they consider 'home' to be.

Six Thinking Hats Brainstorm

Use the *Six Thinking Hats Organiser* (Resource 12) to record ideas, thoughts and questions. Create a space in the classroom where students can continue to contribute their ideas guided by DeBono's Six Thinking Hats throughout the unit on Immigration. See *Six Thinking Hats Resource* (Resource 13) for questions to guide the student's thinking.



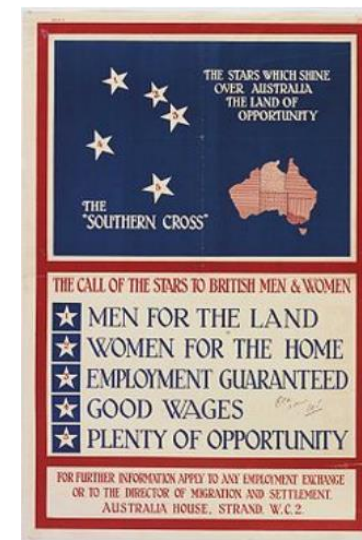
Classroom Display: Six Thinking Hats Brainstorm
Image source: Bek Duyckers Year 6 teacher

Activity 3 Immigration policies (Part 1)

How did Immigration policies, acts and schemes change our nation?

Part A) The White Australia Policy

- Analyse the features of a poster from the Australian Government encouraging migrants to immigrate to Australia in 1928. See Poster analysis task ([Resource 14](#))
- View short film: [The White Australia Policy](#) from ABC Splash website.
- See Teacher Resource background notes and relevant links ([Resource 15](#))
- Introduce the 'White Australia Policy' by giving the students Dictation Test from <http://tenpoundpom.com/dictation.php>. This site includes the opportunity see if you can pass the Dictation Test which was set for immigrants years ago.
- Review the original [Directions for Applying the Dictation Test](#) from the National Archives of Australia
- Using online resources, find newspaper headlines and advertising about the 'White Australia Policy'. Websites such as Trove can be used to find old newspapers.
- **Timeline activity:** Create a class timeline display, adding key information to the timeline about various immigration policies, as they are covered in class. Include dates, key ideas and any visual sources of information. See Sample classroom timelines ([Resource 16](#))
- Suggested activity to further explore the 'White Australia Policy' with '[A walk through 'White Australia' at the National Museum of Australia, 1850 – 2010.](#)



Australian Government poster issued by the Overseas Settlement Office to attract immigrants (1928).

Part B) Populate or Perish

Australia called for protection from USA during World War II, but this required the Immigration Restriction Act to temporarily change. After the war, Australia launched a massive immigration program believing it had narrowly avoided a Japanese invasion. The belief was the country needed to increase the population before another country tried to take over and populate it for us.

View: [Immigration – Fill It or Lose It](#) - an excerpt from the documentary *Admission Impossible* (54 mins) produced in 1992 from the National Film and Sound Archive website, followed by a class discussion, at first based on [Visible Thinking](#) questions such as *What are you wondering?* *What makes you say that?* Then give each group one of these questions to discuss, brainstorm and report back to the class:

- What impacts did these changes have on Australia?
- What difficulties were faced when the war was over?
- What feelings and emotions would the refugees being deported face?
- Australia needed people to work and defend, why do you think it was so important that the White Australia Policy was upheld?

View YouTube - [Episode 2 Part 1 of Immigration Nation](#)

Students identify reasons and examples for why Australia needed migration during this time, (*defence of the country, workers for new industry and infrastructure, stronger economy, links to Britain, refugees*).

Class discussion on key questions:

- Why did Arthur Caldwell face such opposition from the Australian public?
- How was the media of the time used to represent migration?

What was the purpose of the 'Populate or Perish' migration scheme?

Ongoing class activities:

- Class Timeline - add information of policies, dates and key events.
- PMI chart and Six Thinking Hats organisers – continue to add information.



Young immigrants disembarking in Australia, 1921

Activity 4 Immigration policies (Part 2)

How did Immigration policies, acts and schemes change our nation?

Setting the Scene: Immigrants for a day

Part A) Role-play activity

- 1) Take on the persona of a person who is immigrating to Australia.
- 2) Using prior knowledge and information gained from the previous activities, these questions may also assist your students to develop a character:
Which country are you from?
Why do you want to come to Australia?
What do you think it will be like when you arrive in Australia?
Are you leaving your family behind? Who are you coming with?
- 3) Use props to provide the students with a sense of characterisation.



[Australian child migrants leaving Alverstoke 1950](#)

Bags packed it's off to join the ship that will take you to Australia

Part B) Ten Pound Poms

In the years immediately after World War Two, there were increasing numbers of European and Non-European migrants looking to Australia as their new home. Assisted migration schemes were introduced. Adult migrant under the 'Ten-pound Pom' Scheme, paid £10 for their fare, children travelled free.

- To gain further insights of 'what life was like' at this time, View the YouTube video [Postcards from Perth 1954](#)
- Discuss these key ideas: How was Australia portrayed in this video? Why?
What sort of lifestyle were the immigrants expecting?
- Read through a selection of stories about 'Ten Pound Poms' to gain an insight into their personal journey to Australia. A few examples can be found on the National Maritime Museum website, such as [the story of Norman and Enid Hoiles](#) and their young daughter Vandra.
- Write a letter to the local paper in your state in favour of the Ten Pound Pom immigration scheme.
- Add new information of policies, dates and key events to the Class Timeline.
- Continue to add to the PMI chart and the Six Thinking Hats Organisers.

Suggested Assessment Task In groups of five or six, students discuss the pros and cons of the policies, acts and schemes they have explored, including questions they still have. Apply objectivity and perspectives when considering proposals, ideas or suggestions, each group record their findings by completing a **Pros, Cons, Questions (PCQ) Chart** ([Resource 17](#))

Activity 5 What was Life like after World War Two?

Primary sources fascinate students because they are real and they are personal; history is humanized through them. Using original sources, students touch the lives of the people about whom history is written. They participate in human emotions and in the values and attitudes of the past.

Source: <https://www.archives.gov/education/history-in-the-raw.html>

Part A) New Homes after World War II – Displaced Persons Act 1947

- Individually or in pairs, students explore the interactive [New homes](#) on the Scootle website and hear the experiences of two displaced persons, Petronella Wensing and Lilija Brakmanis, as their story is told through each women's collection of personal belongings and information about their backgrounds.
- Students build an own exhibition about their stories, adding descriptions to each exhibit.
- They describe the difficulties faced by migrant women who came to Australia after WWII as displaced persons. Students will classify and describe artefacts according to themes of personal identity and experience.
- Students print a storyboard of their collection, which includes their own descriptive text. They share their storyboard with a partner, discussing and reflecting on similarities and differences.
- As a contrasting learning path, explore pictures and clips of people immigrating to Australia.
- The pictures and clips paint a happy picture for migrants to Australia. Unfortunately this was not always the case.



Further photos and stories of post-war migrants can be explored through the National Archives of Australia website, [Destination: Australia. Sharing our Post-War migrant stories.](#)

Part B) Child Migrants

Additional activity to explore stories of Migration through the experiences of Child Migrants.

Information gathering:

- On the Interactive Whiteboard work through the online exhibition, [On their own: Britain's Child Migrants](#) exploring the story of Britain's child migrants.
- View the short film ['Future citizens, 1947'](#) from the Scootle website
- Listen to [Forgotten Australians: Our History](#) the oral histories of people who were brought to Australia under the Child Migrant scheme.

Group discussion, questioning, analysing and interpreting the sources above.

- Each group completes a T-chart to consider the advantages and disadvantages of being a child migrant. (Resource 18)

Individual English task: write a poem or diary entry to express the emotions that a child migrant would feel in these situations.

Ongoing:

- Add new information of policies, dates and key events to the Class Timeline.
- Continue to add to the PMI chart and the Six Thinking Hats Organisers

Activity 6 Why do people immigrate to Australia? Their Story.

Part A) Explore the life stories of a range of people who lived in a house in Broome and Ballarat and their reasons for coming to Australia through the interactives on the ABC Splash website. Each house requires the students to use clues to match the owners with their country of origin and answer questions to understand why they moved to these towns.



Reflect on the stories of the people in each house.

- Where did they come from?
- Why did they come to Australia?
- Why did they choose that town?
- How did they get there?
- What did they bring with them?



[This house: settling in Broome \(interactive\)](#)

[This house: settling in Ballarat \(interactive\)](#)

Part B) 'Their Story'

- Students identify a person they know, such as a family member or family friend, who has immigrated to Australia.
- Creating a range of open-ended questions to guide their own inquiry.
- Develop questions that promote high-order thinking using a framework such as Charles Wiederhold's (1995) [Questioning matrix](#)

Focus questions:

*Why have people immigrated to Australia?
How have the reasons changed over time?
What contribution have they made to
Australian society?*

See Immigrant Interview Task Sheet ([Resource 19](#))
See Immigrant Interview Questions ([Resource 20](#))

- Students conduct their interviews in their own time, recording their interview using an iPod, iPad or other recording device.
- Recordings are brought into school and written up as a narrative, telling their chosen person's story of immigrating to Australia. Narratives can include photos of the chosen person to complement their story

EXCURSION

Welcome Walls now appear in most port cities around Australia.
Fremantle, WA

More than one third of Western Australia's population was born overseas. The Welcome Walls allows students to identify with those who migrated to Western Australia through the port of Fremantle. The Welcome Walls can be found next to the WA Museum: Maritime on the wharf in Fremantle. The museum provides free Wi-Fi within 15 metres of the building. Students use the Welcome Walls website to identify the stories of those who are listed on the walls. [Museum WA – Welcome Walls website](#)
See suggested excursion sites within the Teaching Program ([Resource 1](#)) for other states around Australia.

Ongoing:

- Add new information of policies, dates and key events to the Class Timeline.
- Continue to add to the PMI chart and the Six Thinking Hats Organisers

Activity 7_What's in My Suitcase? My Suitcase, My Story.

Moving from post war migration from European countries, the following activities will explore Asian migration to Australia.

Part A) Compare and Contrast – photos of ships that transported immigrants from a range of countries during the 1900s. See (Resource 21)

Part B) English and History

In this learning sequence [We Come to Australia](#) from the Asia Education Foundation, students will explore stories of Australians with an Asian heritage who have come to Australia to seek a better life. Students analyse their stories and reflect prior to creating their own suitcase in the following activity

Part C) My Suitcase, My Story'

1) View [Cuc Lam's suitcase video](#) – on the National Treasures website.

Introduce some Visible Thinking strategies, such as [Think, Puzzle, Explore](#) to prompt the students to pose questions about what they are experiencing while watching. Use post-it notes to record their wonderings/questions.



[Cuc Lam's suitcase](#) can be seen on display at the Immigration Museum in Melbourne

In addition, use some of the suggested questions that accompany the video to consolidate student understanding and prompt discussion.

- Why did Cuc Lam flee Vietnam?
- Why did she come to Australia?
- What did she bring in her suitcase? Why did she choose those things?
- What did she sacrifice by leaving her country?
- What has she gained after leaving Vietnam?
- Why is this suitcase a national treasure?

- 2) Create a suitcase from an old shoe box and think about what you would take, if you were immigrating to another country and could only take one suitcase. Bring in items and create written responses to explain why you chose these items and their significance to you.

See *My Suitcase, My Story* task sheet (Resource 22)

Suitcases can be set up as a museum exhibit in the classroom.

Further Migration and Refugee stories can be found on the World Vision website.

A free download resource, [Get Connected: Migration – People on the Move](#)



Classroom Suitcase Display - Year 6 Perth College
Image source: © Bek Duyckers

Activity 8 When did *my* family immigrate to Australia? Our Story.

My Family Tree

The purpose of this task is for each student to demonstrate their inquiry skills by investigating their family origins, including the time and place of their family stories of migration to Australia. With the assistance of their family and/or family friends, each student will endeavour to include four generations of their family if possible:

- 1) the student and their siblings,
- 2) their parents,
- 3) their grandparents and
- 4) their great-grandparents.

For each person they must include:

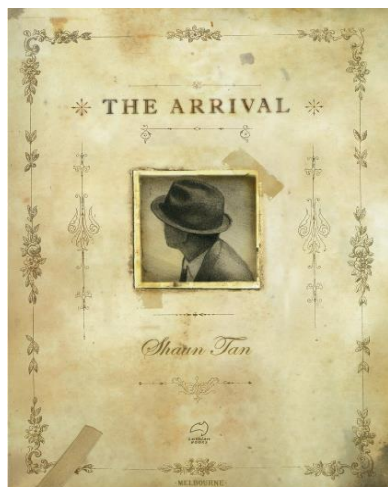
- Name
- Date of Birth
- Date of Death (if applicable)
- Place of Birth (Origin)

See Family Tree Task Sheet ([Resource 23](#))



Family Tree Classroom Display
Image source: © Bek Duyckers

Activity 9 The Arrival



The Arrival by Shaun Tan

English Task

Using a stimulus picture from the picture book '*The Arrival*' by Shaun Tan, brainstorm descriptive language using graphic organiser to categorise ideas.

Use the Brainstorm Mind Map ([Resource 24](#)) or an electronic Mind Map organiser such as

Provide definitions and examples of analogy, simile and metaphors provided and discussed.

Construct a free verse poem using language from the graphic organiser to reflect the theme of immigration from the perspective of the character in the stimulus picture.

Complete task and present using Microsoft Word, including a background that relates to the topic or use Microsoft PowerPoint and include animations and relevant pictures to represent the theme.

Using Paint, Draw, Snippet tools or the Juxtaposer app to create their own digital picture to accompany their free verse poem.

Further activities for *The Arrival* by Shaun Tan can be found on the [Kids Give – The Universal Classroom](#) website

Activity 10 Suggested summative assessment task.

Immigration- Project/Problem Based Learning (PBL) task

Students use their knowledge and understandings and apply these to authentic learning tasks. They reflect and consider their own perspectives when compiling and constructing their knowledge to present to an audience with a real purpose.

In preparation for this task, read the follow blog post by Melinda Kolk on Jul 26, 2011 about authentic learning tasks.

[Project-based learning – essential questions and authentic tasks](#) It contains a task called *Immigration Station*, the starts with the 'essential question',

"What factors contribute to successful relocation of new immigrants?"

The sample task and questions in this blog post could be completed by students in small groups with the end products being brochures, a website or perhaps a multimedia presentation that accompanies their presentation.

This authentic learning task is an ideal summative assessment task for this integrated unit of work.



WEBSITE



Poster information

Sample student 'products' to assist new arrivals to Australia

Image source: © Bek Duyckers

Activity 11 Journeys to Australia Showcase Day

Students invite an audience such as parents, grandparents, family friends involved in their inquiry, teachers and students from other classes to share, perform, present to and interact with during this day. Identify tasks from the MI/B grid student tasks to be presented as a performance task or as part of a classroom display.

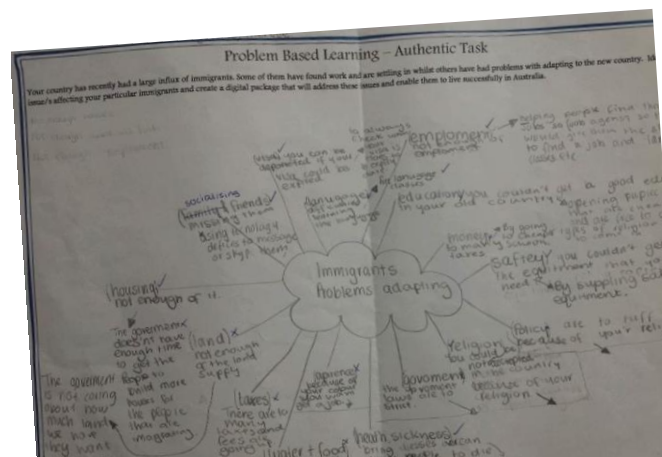
See Multiple Intelligences/Blooms (MI/B) Grid student tasks ([Resource 2](#))

Performance tasks from the MI/Bloom's Grid:

- Digital sound recordings or a radio show or silent movie to re-enact an immigrant's journey to Australia and their first impression
- Dress up and using props, tell their story of immigration
- Perform songs with themes of immigration with instruments created

Display of learning

- 'Their Story' inquiries
- Suitcase museum exhibition
- Family trees
- Data and graph of class origins
- Letters to local paper in favour of the Ten Pound Pom scheme
- Authentic Learning tasks
- Diary entries from an immigrant's perspective
- Board games



Brainstorm of challenges facing immigrants on arrival



'My Story'- suitcase museum exhibition

Image source: © Bek Duyckers

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