

Year 6

Journeys to Australia

Resources



In 1954 the 50,000th Dutch migrant arrived in Australia.

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

Year 6

Student task sheet

Multiple Intelligences	Bloom's Taxonomy: Six Thinking Levels					
	Knowing	Understanding	Applying	Analysing	Creating	Evaluating
Linguistic I enjoy reading, writing & speaking	Make a T-Chart of 'Before & After – Immigration Policies' choosing a specific policy. List some key words and phrases.	Describe what it was like to be an English or Asian immigrant in Australia after World War II.	Match your list of key words and phrases to a significant policy, scheme, event and date. ###	Create a PMI chart on the pros and cons of immigrating to a new country.	Write three sequential diary entries from an immigrant's perspective when arriving in Australia by ship within the time period 1900-1950. ###	Review different Australian immigration policies throughout time. Present your information as a written report, digital story or poster. ###
Mathematical I enjoy working with numbers & science	List Population data before and after the Ten Pound Pom Scheme.	Prepare a flow chart to illustrate significant events that led to immigration policies. ###	Locate the origin of your family members on a map of the world.	Collect and analyse data on which continent or country each class member, their parents and grandparents were born.	Create a graph to display the data collected on birth locations of the class and their family. Extension: create your own infographic using this data.	Design a list of criteria to sort your Immigration sources. Discuss and rank as relevant, reliable or rich sources of evidence. ###
Visual / Spatial I enjoy painting, drawing & visualising	Make an illustrated timeline of Australian immigration policies from the late 1800s to present ###	Use photos to complete a Y-chart of immigrant's emotions arriving in a new country.	EXCURSION Museum View and compare immigrant's items, maps, journals and stories of immigration.	View photos of immigrants arriving in Australia. Complete a photo analysis sheet to identify themes and emotions within the photos.	Create your own family tree going back four generations. Include where each of your relatives were born to identify their origin.	Construct a 6 Thinking Hats mind map and record your ideas, thoughts and questions during the unit. Consider how policies changed over time and where we are at now as a nation. ###
Kinaesthetic I enjoy doing hands-on activities	Complete the Dictation test online. (Ten Pound Pom website)	Make a model or background image for your immigration board game.	Using the models present a group performance of a significant immigration policy.	Write a program for the class 'Journey to Australia' activities. Invite a range of people you know who have immigrated to Australia.	'Journey to Australia' Dress up as a person who has immigrated to Australia and using props, tell your story of immigration. ###	Play some of the board games and rate them. Set criteria to explain your rating.
Musical I enjoy making & listening to music		Discover songs and poems with an immigration theme to perform at our class Journey to Australia day.	Using bush instruments accompany your song. Perform for the class.		Research and make simple bush instruments using recycled materials.	Make a digital sound recording of a radio show or a silent movie to re-enact an immigrant's journey to Australia and their first impression.
Interpersonal I enjoy working with others	Make lists of 'fast facts' on significant immigration policies to use for a 'What policy am I?' game ###	Using a range of primary sources discuss the issues and events that led to immigration policies being implemented. ###	Combine your knowledge of the significant policies and immigrant's stories to design and create a board game of their journeys to Australia. ###	Conduct an historical inquiry and interview a person who has immigrated to Australia in the past. ###	Create 'Their Story', writing the information you collected from the interview into a story of their journey to Australia. ###	SWOT analysis of class' knowledge of Why and How Australia implemented immigration policies at specific time periods. ###
Intrapersonal I enjoy working by myself	Using online resources find newspaper headlines and advertising about the 'White Australia Policy'	Write a letter to the local paper in your state in favour of the Ten Pound Pom immigration scheme. ###	What were the advantages / disadvantages of being a child migrant? ###	Mind map all the things you have learned about how and why Australia implemented each immigration policy ###	Create a suitcase from a shoebox. Bring in items and create written responses to explain why they are significant to you. ###	Find sources to show the effects immigration had on a person who immigrated to Australia - make an annotated timeline poster or digital slideshow.

Class activity

Group activity

Individual free-choice and/or extension task

ENGLISH TASKS

Suggested Assessment task

Resource 3

IMMIGRATION: Who were the people who came to Australia? Why did they come? Year 6 Activity planner

Multiple Intelligences	Bloom's Taxonomy: Six Thinking Levels					
	Knowing	Understanding	Applying	Analysing	Creating	Evaluating
Linguistic I enjoy reading, writing & speaking	Activity 4, 5	Activity 5	Activity 4, 5 ###	Activity 2 - 10	ENGLISH Critical Thinking Persuasive Writing and Speaking ### A1	Activity 4, 5 ###
Mathematical I enjoy working with numbers & science	Activity 4	Activity 4, 5 ###	Activity 8	Activity 1	Activity 1	Activity 4 - 6 ###
Visual / Spatial I enjoy painting, drawing & visualising	Activity 3 - 6 ###	Activity 1	Activity 6	Activity 1	Activity 8	Activity 2 - 9 ###
Kinaesthetic I enjoy doing hands-on activities	Activity 4	Activity 4, 5	Activity 4, 5	Activity 11	Activity 4 ###	Activity 4, 5
Musical I enjoy making & listening to music		Activity 11	Activity 11		Activity 11	Activity 6
Interpersonal I enjoy working with others	Activity 4, 5 ###	Activity 4, 5 ###	Activity 4, 5 ###	Activity 6 ###	ENGLISH Critical Thinking Writing and Speaking ### A6	Activity 4, 5 ###
Intrapersonal I enjoy working by myself	ENGLISH Reading and Critical Thinking Activity 5	ENGLISH Persuasive Writing ### Activity 4	Activity 5 ###	Activity 4, 5 ###	ENGLISH Critical Thinking Writing and Speaking ### A7	Activity 6

Class activity

Group activity

Individual free-choice and/or extension task

ENGLISH TASKS

Suggested Assessment task

Teaching and Learning sequence

Activity 1. First impressions
Activity 2 Why do people immigrate to Australia?
Activity 3 Immigration policies – how did the policies, acts and schemes change our nation?
Activity 4. 3 Immigration policies – how did the policies, acts and schemes change our nation? Part 2
Activity 5. What was life like after World War II?

Activity 6. Why do people immigrate to Australia? Their Story.
Activity 7. What's in my suitcase? My Suitcase, My Story.
Activity 8. When did my family immigrate to Australia?
Activity 9. The Arrival
Activity 10. Authentic Learning Task
Activity 11. 'Journey to Australia' day

Photos: Arriving in Australia



Description

This is a photograph taken in 1968 of a man and a woman in discussion with two men, presumably customs officers, in Sydney. There is a large pile of luggage, including steamer trunks, labelled L T Adams. A young boy waits apparently patiently but uninterested while his parents attend to official matters. Other people can be seen in the background.

Acknowledgements

From the collection of the National Archives of Australia

Copyright

Unidentified

Creator

National Archives of Australia number A1200, L69299

Identifiers

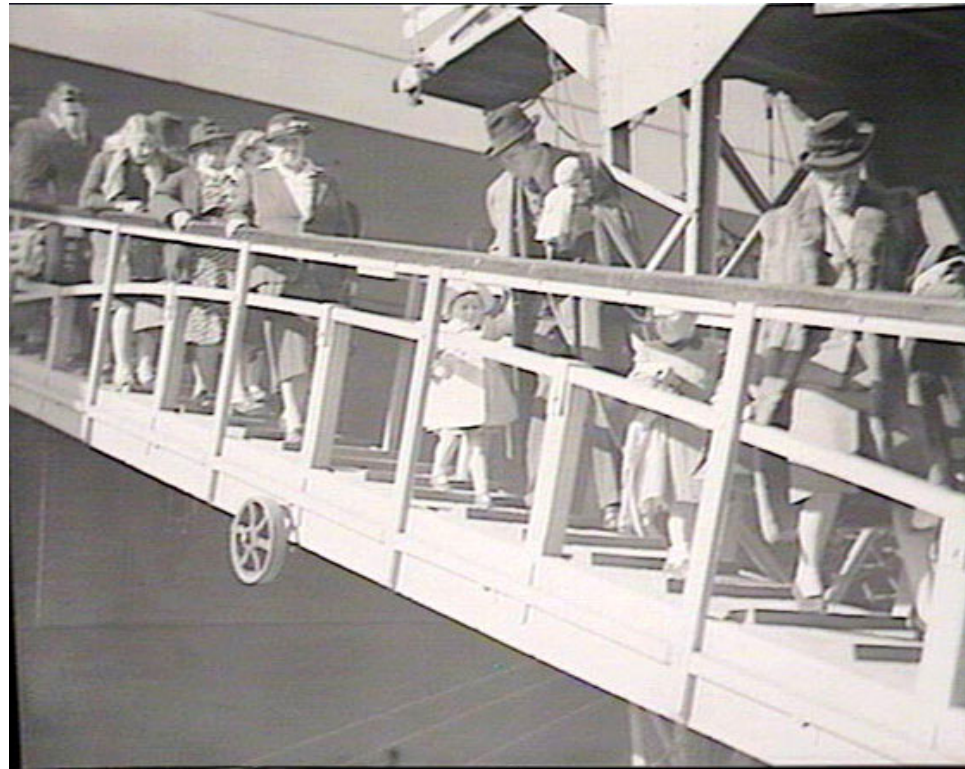
TLF resource R2194

National Archives of Australia, <http://www.naa.gov.au/>

Source

beginning of copyright footer, containing logos, conditions of use and rights statement

Resource 4 *continued*



Description

This is a 10.8 cm x 8.3 cm black-and-white photograph of immigrants from the United Kingdom disembarking, probably from the 'Empire Brent', in Australia in May 1948. Men, women and children watch their footing as they walk down the gangway, some carrying cases and other belongings.

Acknowledgements

Copyright Reproduced courtesy of the Government Printing Office, State Library of New South Wales

Creator Unidentified

Identifiers TLF resource R4944

State Library of New South Wales frame order number GPO 1 - 44813

Source State Library of New South Wales, <http://www.sl.nsw.gov.au/>

Resource 4 *continued*



Immigrants aboard the 'Empire Brent', 1948

This is a 10.8 cm x 8.3 cm black-and-white photograph of immigrants arriving in Australia from the United Kingdom in May 1948 probably onboard the 'Empire Brent'. Smiling men, women and children crowd the railing of the ship's covered passageway. Three of the children sit on the railing, one with a paper streamer hanging from her hand.

Acknowledgements

Copyright Reproduced courtesy of the Government Printing Office, State Library of New South Wales

Creator Unidentified

Identifiers TLF resource R4943

State Library of New South Wales frame order number GPO 1 - 44806

Source State Library of New South Wales, <http://www.sl.nsw.gov.au/>



Photo analysis worksheet

Step 1: Examine the photograph for 10 seconds. How would you describe the photograph?	
Step 2: Divide the photograph into quadrants and study each section individually. What details – such as people, objects, activities – do you notice?	
Step 3: What other information – such as time period, location, season, reason photo was taken – can you gather from the photo?	
Step 4: How would you revise your first description of the photo using the information noted in Steps 2 and 3?	
Step 5: What questions do you have about the photograph? How might you find answers to these questions?	

Adapted from *Teaching with Historic Places*, National Park Service, U.S. Department of the Interior, <https://www.nps.gov/search/?affiliate=nps&query=photo%20analysis%20worksheet>



© 2013 Education Services Australia Ltd, except where indicated otherwise. You may copy, distribute and adapt this material free of charge for non-commercial educational purposes, provided you retain all copyright notices and acknowledgements.

Reading historical images

Who? What? When? For whom? Why?

	What I think	What others think
Who made this image?		
When and for what purpose was it created?		
For what audience was it created?		
What do you see in this image?		
What do you think is happening?		
What do <i>you</i> think about this?		
What might have happened just before and just after the scene in the picture?		
What does this image tell you about different perspectives of the people at that time?		
How might a different person illustrate the same event?		
What questions could you ask to understand more about this?		

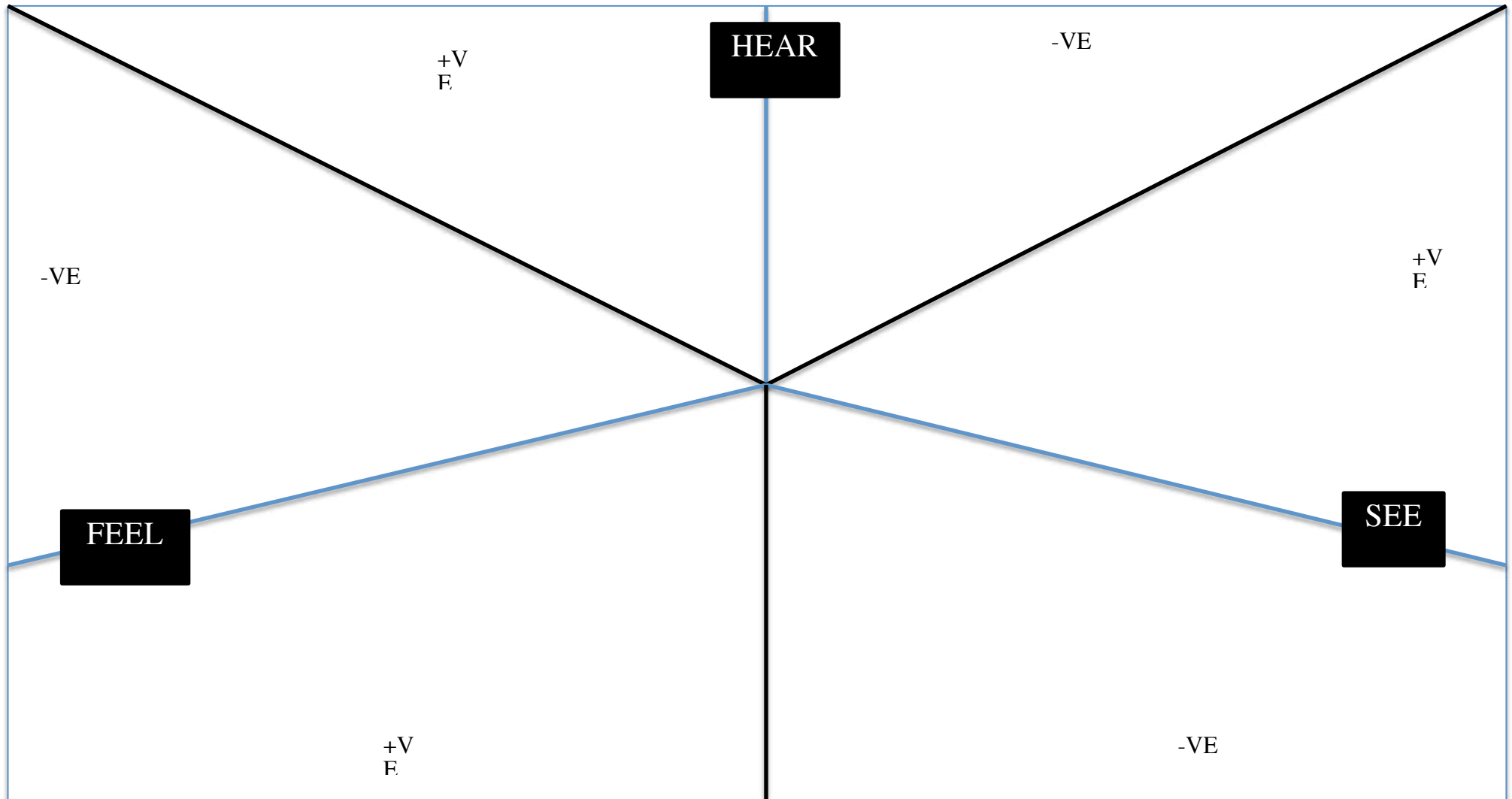
Resource 6

Resource 7

Y-chart

It's 1941 and you have just arrived into the port of your new home. You and your family are emigrating from Britain to a new country, Australia, a place you know very little about. The ship pulls up into the dock where there is a sea of people waiting.

Use the Y-chart to record what you see, hear and feel (positive and negative) as you arrive in your new country.



Journey to Australia...

Immigration is a vital feature of Australia's history and national identity. Since 1788, millions have made the long journey across the oceans to Australia seeking fortune, opportunity and freedom. Many came seeking a new home. Some fled from the ravages of war, hunger, religious persecution or political repression. Others have been lured by a sense of adventure or by the prospect of a new beginning, owning land, making a fortune, or being reunited with loved ones. They came by clipper, steamer and liner until the aeroplane became established as the main means of long distance travel in the 1970s.

These journeys were accompanied by feelings of sadness, excitement, fear and hope. They felt fear when embarking on a dangerous journey or the excitement of setting out to seek a new and prosperous life, and the sadness of leaving family or friends. They ended at a number of ports around Australia, in particular Fremantle, Adelaide, Melbourne and Sydney.

Landing at an Australian port has also been marked by a variety of emotions. For those who migrated by clipper in the 1800s, arrival often meant relief that a long journey had ended safely. Those migrating from continental Europe after World War II were often more concerned with how their new life would differ from the one they had left behind.

Task: You are immigrating to Australia. Write a brief synopsis about you, a diary entry about a day on the journey over to Australia and another diary entry that explains your first impressions upon arriving in Australia.

Think about:

Synopsis of You:

- Who you are.
- How old you are?
- What country you are from?
- Who is coming with you?
- Are there any of your family in Australia for when you arrive?
- Who are you leaving behind? How do you feel about leaving them behind?
- How do you feel about leaving your old country behind?
- What else are you leaving in your old country?
- Why are you coming to Australia?
- What was so bad in your country to make you immigrate?



Diary entry – Journey

- How long is the journey taking?
- What has the weather been like?
- What has the ocean been like?
- How have you felt physically?
- How have you felt emotionally?
- How your family have or whom you are travelling with been feeling?
- What are you thinking?
- What are your sleeping arrangements like? Describe what it looks like, what you are experiencing, how you are feeling because of this.
- Describe the ship.
- Describe what you see each day (as a repetitive day to day notion).
- What food are you eating? How do you feel about this food? What does it look like?
- Who else is on the ship? How many people? Where are they from? Do you talk to any other people on there?
- What do you do on the ship? Have there been any exciting events?
- Are there any bad illnesses going around on-board? What has been the outcome of some of these illnesses?
- How are you feeling about your impending arrival in Australia?
- What are you planning on doing when you first arrive there?



Diary entry – First Impressions

- How are you feeling about arriving in Australia?

Resource 9

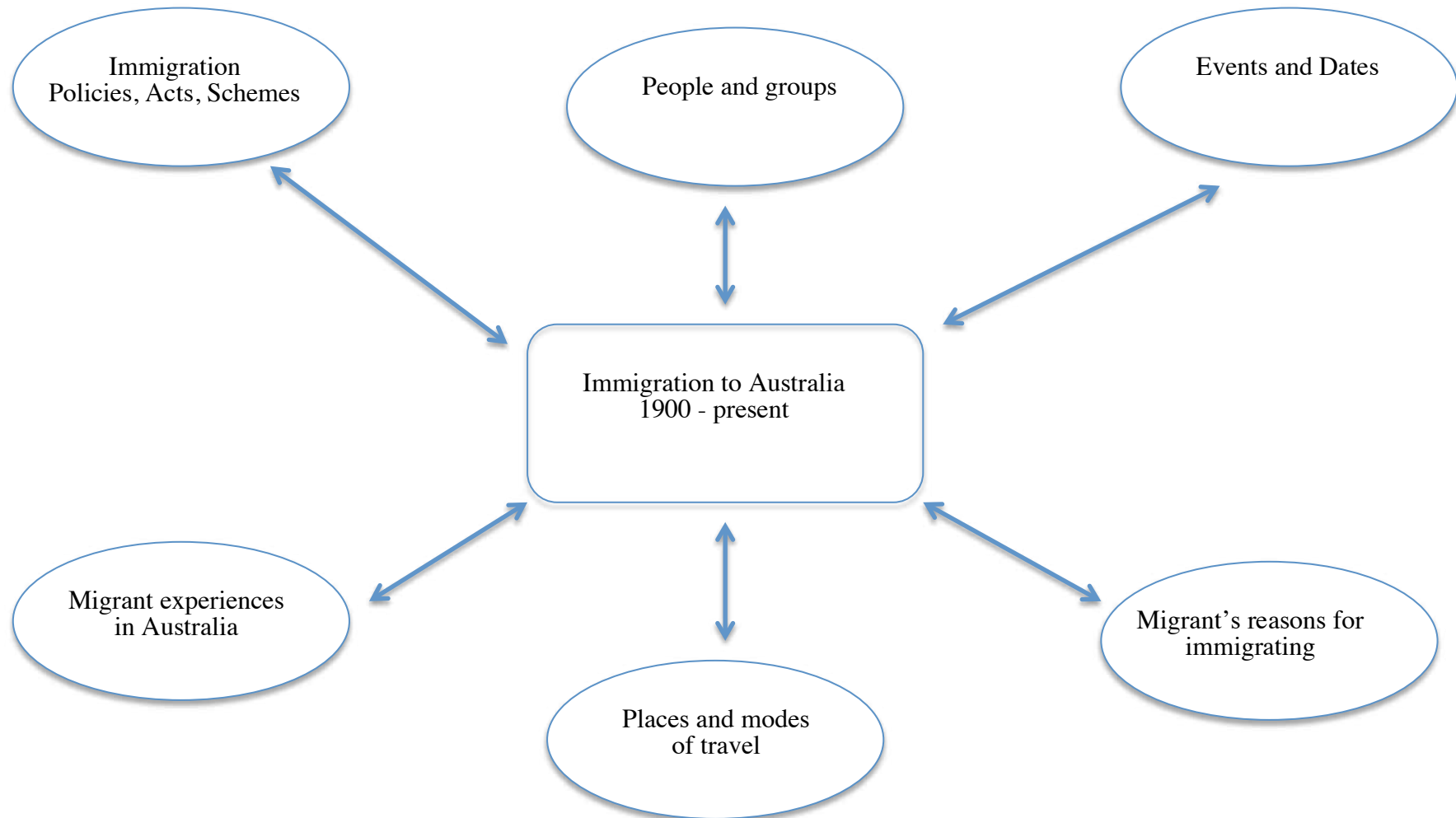
Plus, Minus, Interesting Ideas Chart

Plus	Minus	Interesting

Resource 10

Main ideas

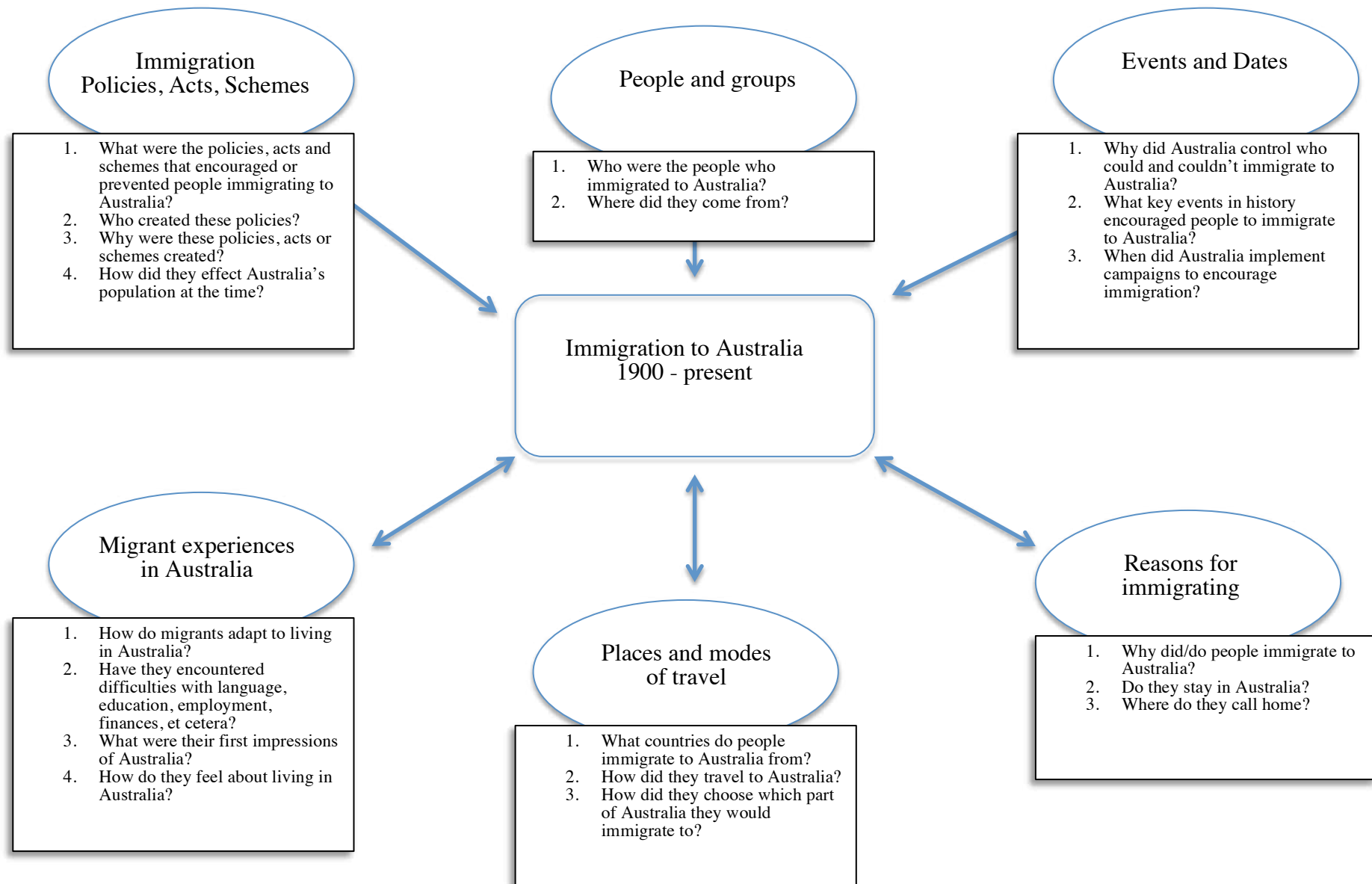
Pose questions for each of these main ideas



Resource 11

Main ideas

Pose questions for each of these main ideas



Six Thinking Hats – Edward De bono

As a framework for your thinking, list your ideas, thoughts and questions on the topic of Australian immigration.

Use the questions provided to get you started.

Add some of your great ideas to the class Six Thinking Hats chart.

Continue to add to both this organiser and the class chart throughout the unit.

	What are the facts? What information do you now have? What information do I need to find out?	
The Facts		
	How do I feel? What do I like about these feelings? What do I not like about these feelings?	
Feelings	What problems could have arisen? What were the disadvantages?	
	Why is this a good idea? What are the advantages?	
Negatives		
	What new ideas are possible? What is my suggestion? How could the situation be changed or improved?	
Positives		
	What thinking is needed in regards to the different perspectives? Where are we now in our approach as a country? What do we need to do next?	
Creativity		
		
The Big Picture		

The Six Thinking Hats as a systematic thinking strategy was devised by Edward de Bono in 1985.
deBono, Edward (1985), *Six Thinking Hats: An Essential Approach to Business Management*, Little, Brown,
& Company
For further information, see <http://educ-reality.com/edward-de-bonos-six-hats/>

Six Thinking Hats Resource



White Hat – Seeking information
 What facts do we know about immigration to Australia?
 What information do I have?
 What information do I need to find out?
 Where can I find this information?



Yellow Hat – Identifying positives and benefits
 Why is this a good idea?
 What are the advantages?



Black Hat – Identifying problems and barriers
 What problems could arise?
 What are the disadvantages?



Red Hat – Identifying and expressing feelings and emotions
 How do I feel about this topic?
 What do I like about these feelings?
 What do I not like about these feelings?



Green Hat – Generating alternative ideas or solutions
 What new ideas are possible?
 What is my suggestion?
 How can this be changed or improved?



Blue Hat – Planning – Goals and Objectives
 What thinking is needed?
 Where are we now?
 What do we need to do next?

The Six Thinking Hats as a systematic thinking strategy was devised by Edward de Bono in 1985.

deBono, Edward (1985), *Six Thinking Hats: An Essential Approach to Business Management*, Little, Brown, & Company

For further information, see <http://educ-reality.com/edward-de-bonos-six-hats/>

Resource 14

Poster analysis



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

What persuasive features have been used on this poster to encourage people to immigrate to Australia? Describe and discuss key features, detailing how each feature persuades through the use of colour, image and use of language.

White Australia Policy Teacher Resource

White Australia Policy

Discuss the 'White Australia' policy, which is introduced in History units focusing on Federation. This policy introduced the use of the Dictation Test: a passage of 50 words in any European language as directed by the officer. In 1902 – 1903 the Dictation test was given 805 times (only 46 people passed). In 1904-1909 it was given 554 times (6 people passed). No one passed the test after 1909.

Immigration Restriction Act 1901 (commonly known as the White Australia Policy)

<http://www.naa.gov.au/collection/a-z/immigration-restriction-act.aspx>

National Museum of Australia – 'A Walk through White Australia'

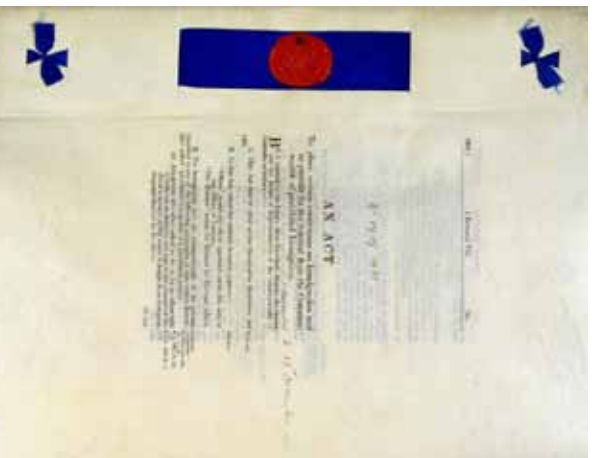
http://www.nma.gov.au/data/assets/pdf_file/0017/19322/White_Australia_colour.pdf

[White Australia](http://www.nma.gov.au/data/assets/pdf_file/0017/19322/White_Australia_colour.pdf)

http://www.nma.gov.au/data/assets/pdf_file/0017/19322/White_Australia_colour.pdf

Class discussion on key questions such as...

- What was the White Australia policy?
- What does it mean?
- Why did it exist?
- Who was it directed against?
- How was this policy justified?
- Who criticised it and why?
- Was this policy effective?
- How did this impact Australian society?
- How did it change over time?



Certificate Exempting from Dictation Test
<http://www.naa.gov.au/records/?ID=80243>

Immigration Restriction Act 1901

<http://www.naa.gov.au/records/?ID=19096>

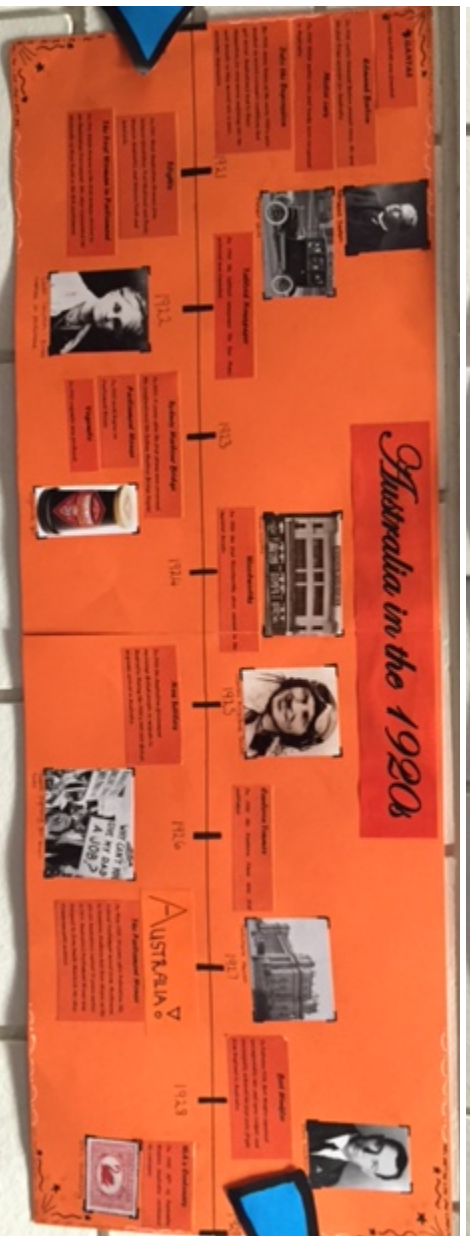
Resource 16

Sample classroom timelines

Prepare a class/group timeline to illustrate significant events, policies, acts and schemes that shaped Australian immigration from Federation to present.

Add progressively to the timeline throughout this inquiry.

Examples:



Resource 17

PCQ chart: Immigration policies, acts and schemes

Outline the pros and cons of the immigration policies, acts and schemes that were implemented by the Australian government from the time of Federation until now. Form questions to further inquire and apply objectivity and perspective when considering proposals, ideas and suggestions.

Pros	Cons	Questions

T-Chart

Reflect on the stories you have read and listened to about child migrants during the 20th century. Consider the advantages and disadvantages of being a child migrant during the 1900s and complete the T-chart below.

Advantages	Disadvantages

Immigrant Interview Task

Conduct an interview with someone about their immigration story. This may be a family member or relative, a friend, neighbour, student or a teacher in the school.

Create a list of questions to ask the person you interview. Use the prompt sheet to help you create open questions on a variety of topics. This will be completed at school.

Interviews need to be conducted by _____. Use an electronic device such as your iPod, iPhone or iPad to record your interview with the person.

Collect photos of the person you interviewed that visually tell us about your selected person. These will be used to compliment the information you have so you can tell their story.

Photos can be brought in and scanned; alternatively they can be scanned at home and emailed to your student email account for use here at school.

The information from your interview tells the story of your chosen person's immigration to Australia. Write their story into a Publisher document from your recorded version and include the photos that you collect. The written piece will be completed at school _____.



Immigrant Interview Questions

Think about some of the questions you would ask people who have left their own countries to come and live in Australia.

Think about topics such as:

- ◇ Reasons for leaving their own country
- ◇ Family - here and there
- ◇ The journey
- ◇ First impressions
- ◇ Difficulties when arrived in Australia
- ◇ Missing the old country
- ◇ Language
- ◇ Working in old country / working in Australia
- ◇ Leaving friends / making new friends
- ◇ Going back to the old country
- ◇ Where is 'home'?
- ◇ Maintaining traditions

When interviewing people you must ask "open" questions - that is, questions which require detailed responses. If your question can be answered with a yes, no or single word, it is not an open question.

Consider:

CLOSED QUESTION: Do you miss your old country?

OPEN QUESTION: What do you miss about your old country?

OPEN QUESTION: What do you not miss about your old Country?

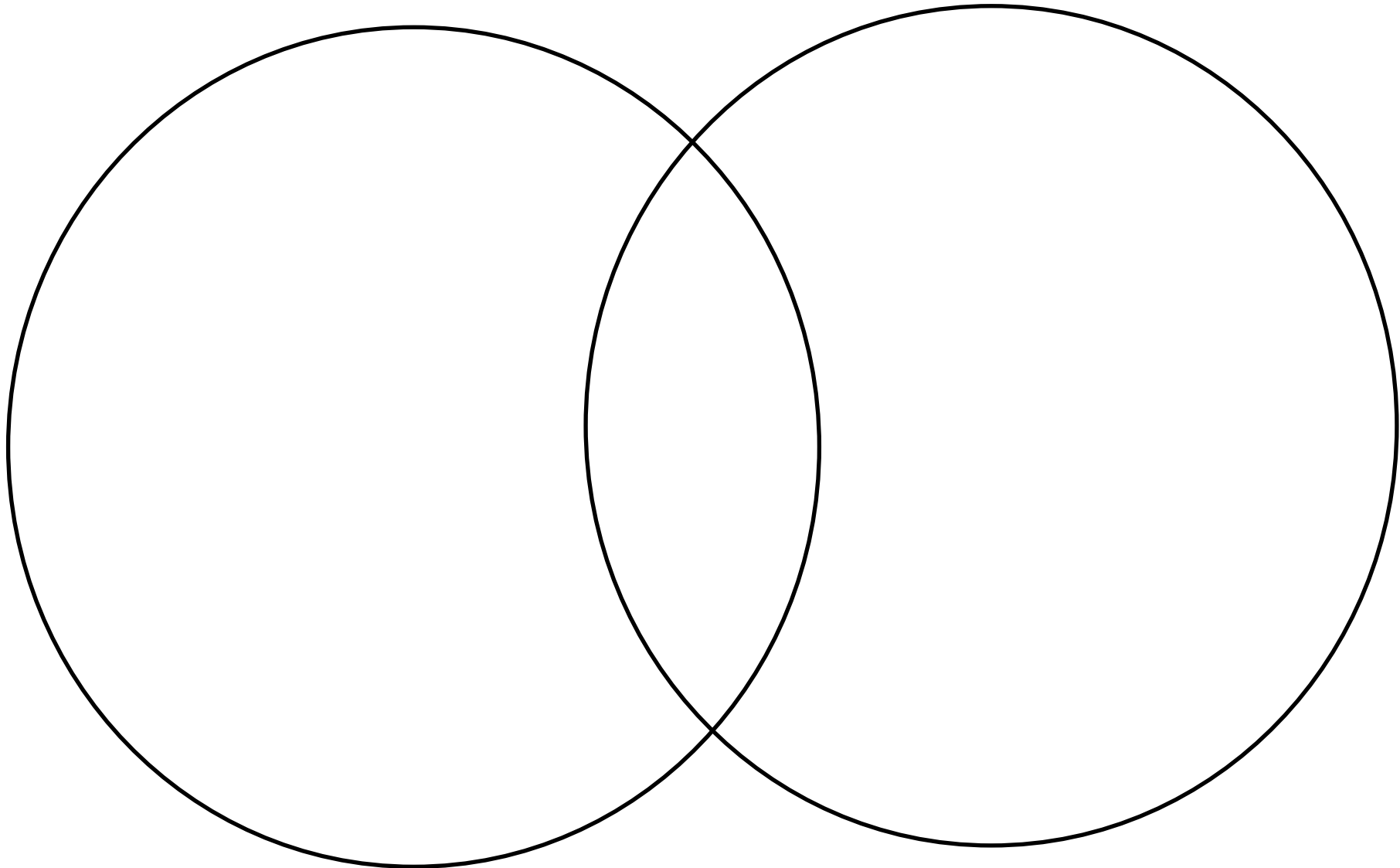
CLOSED QUESTION: Are you glad you left the old country?

OPEN QUESTION: Why are you glad you left your old country?

Resource 21

Compare and Contrast

Complete the Venn diagram to compare and contrast (identify the similarities and differences) between the different types of ships that transported immigrants from a range of countries in the 1900s.



My Suitcase...My Story

Task: You are moving to a new country to live. You are only allowed to take one suitcase with you. What would you take with you? What would you leave behind? Create a suitcase and include items that you would take with you. These items would be special to you and reflect your history or heritage and tell your story.

Ideas of items to include...

Photos

Drawings

Keepsakes

Souvenirs

Little flags

Little models



Resource 22

Write about:

-Who you are

-Where you are from

-Where your family members are from (immediate family and maternal/paternal grandparents)

-Have you gone back or to where your family is from?

-The items you have chosen to include in your suitcase.

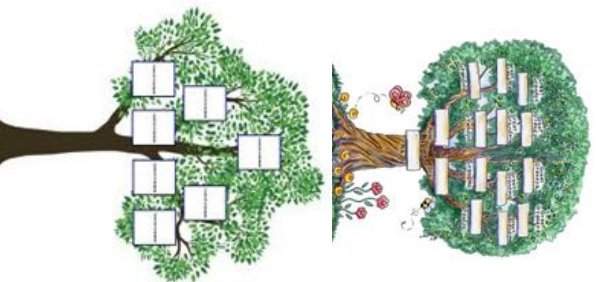
-When writing about the items you have chosen think about:

- What is this item you have chosen to include?
- Why did you choose this particular item?
- Why is this item special to you?
- What particular memories does this item remind you of?

Family Tree Task

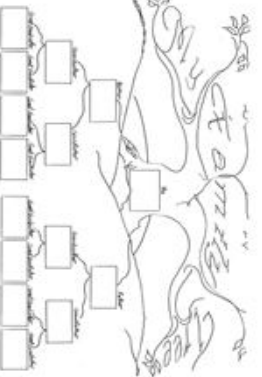
Your task is to create your own family tree.

This will be completed at home.



The purpose of this task is to give you a clear idea about your family and your origins. This is very closely linked to your study of immigration to Australia and the importance of family.

You must include four generations of your family – yourself and siblings; parents; grandparents and great-grandparents.



For each person you must include:

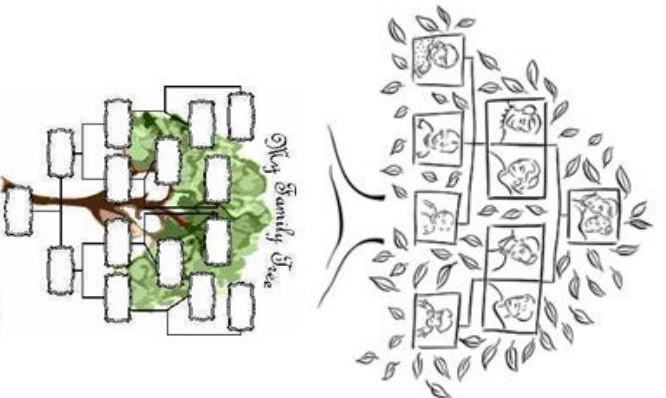
- ◆ Name
- ◆ Date of Birth
- ◆ Date of Death (if applicable)
- ◆ Place of Birth



Your family tree must be A4 sized. You can use the computer to create your family tree or you can hand design / draw it.

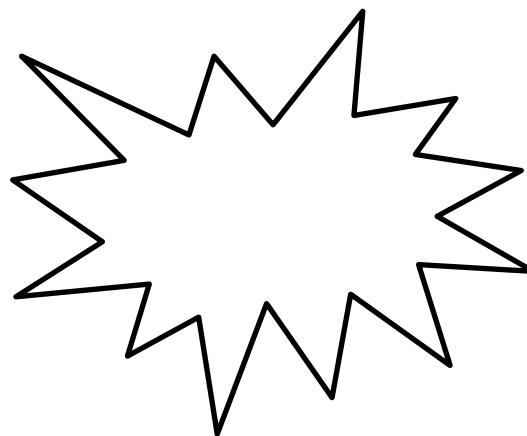
Be creative, have fun and enjoy finding out all about your family.

Use the examples on the left for inspiration.



Resource 24

Brainstorm – Mind Map



AISWA Disclaimer and Copyright statement

Disclaimer: The information contained in this publication is to the best of our knowledge and belief correct at time of publication. However, no warranty or guarantee is or can be provided by AISWA or any member of its staff, and no liability is or can be accepted for any loss or damage resulting from any person relying on or using the information contained in this publication. AISWA values education and equality of all students within Western Australia. However, the views expressed in this publication by the individual schools who participated in the project that resulted in the publication are their own and do not necessarily represent the views of AISWA.

Copyright: This publication was produced for use by educators in Australian schools. Acknowledgement of the Association of Independent Schools of Western Australia would be appreciated in doing so.

@AISWA Educational Publication teacher resource – not for resale