

Teacher Resource

Migration History

Focus Questions

1. Briefly summarise the BTN *Migration History* story.
2. What percentage of Australians were born overseas?
 - a. 25%
 - b. 50%
 - c. 75%
3. When did the First Fleet arrive in Australia?
4. Where did the first wave of migrants to Australia mainly come from?
5. Why did many people migrate to Australia in the 1850s?
6. What was the name of the policy that stopped non-Europeans from living in Australia?
7. Complete this sentence. Australia is now a nation of people from more than _____ different countries.
8. Where are your ancestors from? Discuss in pairs.
9. What contributions have migrants made to Australia over the years?
10. What did you learn watching the BTN story?

Activity

What do you see, think and wonder?

After watching the BTN *Migration History* story, students will respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What did you LEARN from this story?
- What was SURPRISING about this story?

KWLH

Discuss the BTN *Migration History* story as a class. What questions were raised in the discussion and what are the gaps in their knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

What do I <u>k</u> now?	What do I <u>w</u> ant to know?	What have I <u>l</u> earnt?	<u>H</u> ow will I find out?

Key Learning

Students will learn more about the history of migration in Australia.

Curriculum

History – Year 5

The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony.

History – Year 6

Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated.

The contribution of individuals and groups to the development of Australian society since Federation.

Civics and Citizenship – Year 6

The obligations citizens may consider they have beyond their own national borders as active and informed global citizens.

Civics and Citizenship – Year 5 & 6

Identify over-generalised statements in relation to civics and citizenship topics and issues.

Activity

Glossary of key terms

Students will develop a glossary of terms that relate to migration. Below are some key terms and concepts to get you started:

migration	migrant	refugee
emigrate	'push' factors	'pull' factors

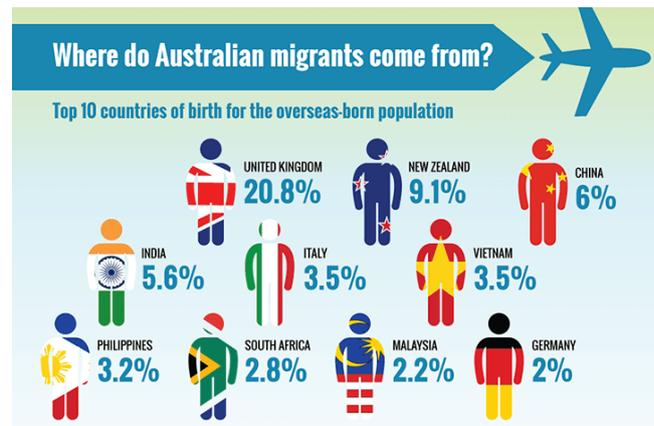
Activity

Migration in Australia

Hold a class discussion about the reasons why people emigrate to another country. Make a list of the 'push' and 'pull' factors that have contributed to people migrating to Australia. 'Push' factors are conditions that drive people to leave their country, for example, a natural disaster. 'Pull' factors are conditions that attract people to a new country, for example, job opportunities. Think about environmental, economic, social and political factors.

Where do Australian migrants come from?

- Go to the [ABC's infographic](#) to learn more about where Australian migrants come from. What surprised you about these statistics?



Create your own classroom set of statistics about migration. Survey your class to find out how many students come from migrant families. Create a graph to illustrate the results.

Activity

Migration Research

Students will be exploring how Australia's identity has been influenced by immigration. They will investigate their own family heritage by researching migration of family members. Alternatively, they could learn about the experiences of a friend who migrated to Australia.

Before students begin their research, ask them to discuss and record what they think it means to be Australian. Share and record the class responses. Keep these responses and compare them with students' thinking at the end of the activity. Discuss what students understand about multiculturalism in Australia. What does cultural diversity mean for Australia? What impact has migration had on the Australia we live in today?

Ask them to think about their own family heritage. What do they know about their own migration stories? Where did family members migrate from and what was the reason for their migration? They may need to speak to their family to find out more information. Using photographs, memorabilia or other culturally significant objects, student will present their migration story in an interesting format. This could include:

- Object/photo display
- Oral presentation
- Short video
- Photo story

After the migration stories have been shared with the class, ask students to reflect on the question posed earlier 'what does it mean to be Australian?'. Compare responses with earlier ones. Identify and explore the migration experience through the eyes of one migrant group that has come to Australia. For example:

- Chinese migrants who worked in the goldfields in the 1850s
- Afghan cameleers who arrived in the 1860s
- Italian or Greek migrants that came to Australia during the 1950s and 60s
- Vietnamese refugees who arrived in Australia after fleeing their homeland in 1975

Students will display their research in an interesting way and include images, text and audio. Students will answer some or all of the following questions:

- Who came?
- Where did they come from?
- When did they come?
- Why did they come?
- What was life like in Australia for them?
- What contributions to Australian life did these individuals or cultural groups make?
- Write a letter from the point of view of a newly arrived person describing their experiences to a family member who remained back home.

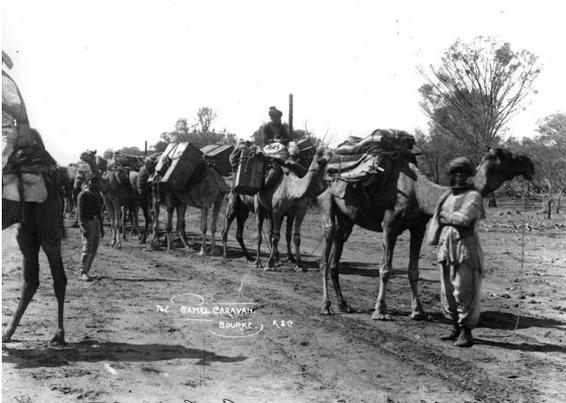
Imagine arriving to a new country as a migrant. Discuss some of the experiences you might have if you were to make your home in a new country. What types of things would help you settle in your new home?

Activity

Visual literacy

Below are images of different migrant groups that have come to Australia since colonisation. Students look at the image and then respond to the following questions:

- What do you see in this image? Describe the setting and who is in the image.
- What do you think is happening?
- If there are people in the image who do you think they are? How do you think they might be feeling?
- What question/s would you like to ask the people in the image?
- Create a caption for each image.



[Afghan Cameleers](#)



[Chinese Migrant](#)



[English Migrants](#)



[Vietnamese Refugees](#)

Activity

Further Investigation - White Australia Policy

The BTN *Migration History* story briefly explains the White Australia Policy introduced in Australia. Students will investigate the policy in more detail. Watch the ABC Education videos [How people felt about the White Australia policy](#) and [Reflections on ending the White Australia policy](#)

The following questions can help guide their research:

- When was the White Australia Policy introduced?
- Why was it introduced?
- What impact did the policy have?
- When and why did the policy end?
- What were the range of opinions about the ending of the policy?
- What impact did the ending of the White Australia policy have?



Useful Websites

Museums Victoria – Journeys to Australia

<https://museumsvictoria.com.au/longform/journeys-to-australia/>

SBS – A brief history of immigration to Australia

<https://www.sbs.com.au/news/a-brief-history-of-immigration-to-australia>

BTN – Chinese Migration

<http://www.abc.net.au/btn/classroom/chinese-migration/10527080>

BTN – Refugees and Migrants

<http://www.abc.net.au/btn/classroom/refugees-and-migrants/10524176>

ABC Splash – Where do Australian migrants come from?

<http://education.abc.net.au/statistics-game/#/view/country-of-birth/big-picture>