

Curriculum links

Attitudes and values

- Extend understandings of the self and others.
- Promote knowledge of the ways in which the past has influenced the present.
- Cultivate an interest in, and understanding of, people from different cultural and ethnic backgrounds.
- Encourage an appreciation of the multicultural nature of Australian society.
- Develop empathy and compassion for newly arrived migrants and refugees.

Historical knowledge and understanding

Content Description	Australian Curriculum
Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war.	ACHHK115 
NSW Syllabus for Australian Curriculum	
Change and continuity, causes and effects of change on Australian society	HT3-3
Struggles for rights and freedoms	HT3-4
Historical inquiry and communication	HT3-5

Historical skills

Historical Skill	Australian Curriculum
Chronology, terms and concepts	Sequence historical people and events. ACHHS117
	Use historical terms and concepts ACHHS118
Historical questions and research	Identify questions to inform an historical inquiry ACHHS119
	Identify and locate a range of relevant sources ACHHS120
Analysis and use of sources	Locate information related to inquiry questions in a range of sources. ACHHS121
	Compare information from a range of sources. ACHHS122
Perspectives and interpretation	Identify points of view in the past and present ACHHS123
Explanation and communication	Develop texts, particularly narratives and descriptions, which incorporate source materials ACHHS124
	Use a range of communication forms (oral, graphic, written) and digital technologies ACHHS125 

NSW Syllabus for Australian Curriculum	Code used in activities
Comprehension: chronology, terms and concepts	Show understanding of historical matters by responding, reading and writing NSW1
Empathetic understanding	Explain why the behaviour and attitudes of people from the past may differ from today NSW2

Thinking processes

Thinking Process	AusVELS
Reasoning, processing and inquiry	AusVELS1
Creativity	AusVELS2
Reflection, evaluation and metacognition	AusVELS3

Other cross-curriculum links

Migration Stories contains links to the general capabilities and cross-curriculum priorities of the Australian Curriculum, the NSW Syllabus for the Australian Curriculum and AusVELS.

General capabilities	Denoted by
Literacy	L
Numeracy	N
Information and communication technology (ICT) capability	ICT
Critical and creative thinking	CCT
Intercultural understanding	IU 
Cross-curriculum priorities	
Aboriginal and Torres Strait Islander histories and cultures	ATSIHC
Australia's engagement with Asia	AEA 
Other important learning	
Difference and diversity	DD

Literacy has been identified as the key indicator of student achievement. Teaching activities and worksheets for this *Migration Stories* unit have been designed to cover a wide range of literacy-based activities.

Text types

The activities make use of the following text types: explanation, review, procedure, description, recount, persuasion, discussion and narrative.

Australia's migration history

The first humans to arrive in Australia were the Indigenous peoples, who migrated to Australia around 60 000 years ago, during the last Ice Age. Because Australia is separated from South-East Asia by the Timor Sea, travelling to Australia in these times was very difficult. It is believed that the Indigenous peoples either constructed a strong ocean-going craft for the journey or entered Australia over a land bridge that once existed between Australia and Papua New Guinea.

It was not until 1788, when a British penal colony was established, that Europeans first arrived as permanent settlers in Australia. Free settlers began arriving in the colonies from 1793. At first it was difficult for Australia to attract migrants, given the country's unappealing convict foundations and its distance from Europe. From the 1830s, government subsidies helped attract more migrants to Australia. This boosted the population and helped expand economic opportunities for the young colonies. The gold rush era, which began in the 1850s, saw a substantial increase in the number of migrants from Britain, Ireland, Germany and China.

The presence of Chinese immigrants on the goldfields led to racial tensions between European and Chinese miners. Racism was particularly charged in the 19th century due to the popularity of Social Darwinism. Social Darwinism was a corruption of Charles Darwin's evolutionary theory known as the 'survival of the fittest'. Social Darwinist racial theory argued that some races were fitter and more intelligent than others and would eventually become dominant. Social Darwinism promoted the belief that 'racial purity' had to be maintained to ensure continued racial superiority—as such, there should be no interracial marriage or breeding. To this end, racially discriminatory immigration policies were introduced in settler societies such as Australia, New Zealand, Canada and the United States. For example, the first Act of the newly federated Australian nation was called the *Immigration Restriction Act* (1901) (also known as the 'White Australia Policy'). The vast majority of the 500 000 migrants who came to Australia in the first half of the 20th century came from Britain, Ireland and Europe.

After World War II, Australia launched a huge immigration program. Australia had narrowly avoided a Japanese invasion and was fearful of the growing power of communism in the Asian region, so the

government promoted large-scale immigration to the Australian people as a case of 'populate or perish'. With European economic infrastructure and housing devastated by the war and the spectre of communism moving through much of Eastern Europe, many Britons and Europeans decided to leave their homeland to begin a new life. Between 1945 and 1960, over 1.6 million people migrated to Australia. War, economic hardship and persecution also saw Australia accepting migrants from Greece and Hungary. Once in Australia, migrants were expected to assimilate—that is, adopt the 'Australian way of life'—forsaking their own cultural backgrounds and identities to assume a new Australian identity.

From the late 1950s, the rigours of the White Australia Policy were gradually relaxed and were finally abolished in 1973. Asian people resumed migrating to Australia in the 1960s, under preferred-skills migration schemes. At the same time, Australia began to appreciate the value of the different cultures that migrants brought to Australia. The assimilation policy was dropped and a new policy, 'multiculturalism', was introduced. Under the multiculturalism policy, all migrant cultures are recognised as Australian. Migrants are free to retain their cultural identity and to celebrate it as Australians.

In 1951, Australia signed the United Nations Refugee Convention, promising to accept refugees escaping war and persecution in their homelands. A large number of Indo-Chinese refugees fleeing the war in Vietnam were accepted into Australia during the 1970s.

Currently, Australia accepts around 13 750 refugees per year under its Humanitarian Migration program. In January 2012, it was suggested that the country should increase this intake to 20 000 per year. In recent years, the issue of refugees arriving without valid entry visas has become highly charged. Mandatory detention centres for unauthorised refugees were introduced in 1992.

Today, Australia is a popular destination for migrants and refugees from all over the world; this includes those fleeing war, persecution and economic hardship, and those simply hoping to enjoy the Australian lifestyle. As such, Australia has become a multicultural and diverse country, with about 25 per cent of the population having been born overseas and about 50 per cent having one or both parents born overseas.

Applying my knowledge about migration

Choose an activity that interests you.
Colour in your chosen suitcase.

Make a chart to show how many migrants arrived in Australia between 1945 and 2010. You will need to look up this information on the internet or in your school library.

Design a 'welcome garden' to welcome migrants to Australia. Think about what plants, features and layout you will need. How will your garden reflect multicultural Australia?

Design a poster to attract migrants to Australia. You might like to think about how the Australian government has encouraged migrants to Australia in the past. Make sure your poster is bright and appealing.

Write a song or poem about friendship with a refugee who comes from a culture different to your own. You might like to do some extra research on refugees to help you write your poem.

Look at the Class Migration Map. Make a chart to show where each student's family lived before they came to Australia. Make a second chart to show when each student's family arrived in Australia. Make a third chart to show how each student's family arrived in Australia.

Perform a mime to explore how a migrant might feel on their arrival in Australia. You might like to read some stories of migrants arriving in Australia to help you plan your mime. Perform your mime for your classmates and be prepared to explain it to them afterwards.

Make a short film covering what you have learned about an event that led people to migrate to Australia. You might like to re-read information about the event.

Why did you choose this activity? Write three reasons for your choice.

- 1 _____
- 2 _____
- 3 _____

What research will you need to do to complete your chosen activity?

What materials will you need to help you create your project?

Take this page to your teacher and explain your choice. Your teacher might help you with further ideas and suggestions.

