In 1954 the 50,000th Dutch migrant arrived in Australia.
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<th>Multiple Intelligences</th>
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<tr>
<td><strong>Linguistic</strong></td>
<td>Make a T-Chart of ‘Before &amp; After – Immigration Policies’ choosing a specific policy. List some key words and phrases.</td>
<td>Describe what it was like to be an English or Asian immigrant in Australia after World War II.</td>
<td>Match your list of key words and phrases to a significant policy, scheme, event and date.</td>
<td>Create a PMI chart on the pros and cons of immigrating to a new country.</td>
<td>Write three sequential diary entries from an immigrant’s perspective when arriving in Australia by ship within the time period 1900-1950.</td>
<td>Review different Australian immigration policies throughout time. Present your information as a written report, digital story or poster.</td>
</tr>
<tr>
<td><strong>Mathematical</strong></td>
<td>List Population data before and after the Ten Pound Pom Scheme.</td>
<td>Prepare a flow chart to illustrate significant events that led to immigration policies.</td>
<td>Locate the origin of your family members on a map of the world.</td>
<td>Collect and analyse data on which continent or country each class member, their parents and grandparents were born.</td>
<td>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.</td>
<td>Design a list of criteria to sort your Immigration sources. Discuss and rank as relevant, reliable or rich sources of evidence.</td>
</tr>
<tr>
<td><strong>Visual / Spatial</strong></td>
<td>Make an illustrated timeline of Australian immigration policies from the late 1800s to present</td>
<td>Use photos to complete a Y-chart of immigrant’s emotions arriving in a new country.</td>
<td>EXCURSION Museum View and compare immigrant’s items, maps, journals and stories of immigration.</td>
<td>View photos of immigrants arriving in Australia. Complete a photo analysis sheet to identify themes and emotions within the photos.</td>
<td>Create your own family tree going back four generations. Include where each of your relatives were born to identify their origin.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Kinaesthetic</strong></td>
<td>Complete the Dictation test online. (Ten Pound Pom website)</td>
<td>Make a model or background image for your immigration board game.</td>
<td>Using the models present a group performance of a significant immigration policy.</td>
<td>Write a program for the class ‘Journey to Australia’ activities. Invite a range people you know who have immigrated to Australia.</td>
<td>‘Journey to Australia’ Dress up as a person who has immigrated to Australia and using props, tell your story of immigration.</td>
<td>Play some of the board games and rate them. Set criteria to explain your rating.</td>
</tr>
<tr>
<td><strong>Musical</strong></td>
<td>Discover songs and poems with an immigration theme to perform at our class Journey to Australia day.</td>
<td>Using bush instruments accompany your song. Perform for the class.</td>
<td>Research and make simple bush instruments using recycled materials.</td>
<td>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.</td>
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<tr>
<td><strong>Interpersonal</strong></td>
<td>Make lists of ‘fast facts’ on significant immigration policies to use for a ‘What policy am I? game</td>
<td>Using a range of primary sources discuss the issues and events that led to immigration policies being implemented.</td>
<td>Combine your knowledge of the significant policies and immigrant’s stories to design and create a board game of their journeys to Australia.</td>
<td>Conduct an historical inquiry and interview a person who has immigrated to Australia in the past.</td>
<td>Create ‘Their Story’, writing the information you collected from the interview into a story of their journey to Australia.</td>
<td>SWOT analysis of class knowledge of Why and How Australia implemented immigration policies at specific time periods.</td>
</tr>
<tr>
<td><strong>Intrapersonal</strong></td>
<td>Using online resources find newspaper headlines and advertising about the ‘White Australia Policy’</td>
<td>Write a letter to the local paper in your state in favour of the Ten Pound Pom immigration scheme.</td>
<td>What were the advantages / disadvantages of being a child migrant?</td>
<td>Mind map all the things you have learned about how and why Australia implemented each immigration policy.</td>
<td>Create a suitcase from a shoebox. Bring in items and create written responses to explain why they are significant to you.</td>
<td>Find sources to show the effects immigration had on a person who immigrated to Australia - make an annotated timeline poster or digital slideshow.</td>
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</table>

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

<table>
<thead>
<tr>
<th>Multiple Intelligences</th>
<th>Knowing</th>
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<tr>
<td><strong>Linguistic</strong></td>
<td>Activity 4, 5</td>
<td>Activity 5</td>
<td>Activity 4, 5</td>
<td>Activity 2 - 10</td>
<td>ENGLISH Critical Thinking Persuasive Writing and Speaking</td>
<td>Activity 4, 5</td>
</tr>
<tr>
<td>I enjoy reading, writing &amp; speaking</td>
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<tr>
<td><strong>Mathematical</strong></td>
<td>Activity 4</td>
<td>Activity 4, 5</td>
<td>Activity 8</td>
<td>Activity 1</td>
<td>Activity 1</td>
<td>Activity 4 - 6</td>
</tr>
<tr>
<td>I enjoy working with numbers &amp; science</td>
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<tr>
<td><strong>Visual / Spatial</strong></td>
<td>Activity 3 - 6</td>
<td>Activity 1</td>
<td>Activity 6</td>
<td>Activity 1</td>
<td>Activity 8</td>
<td>Activity 2 - 9</td>
</tr>
<tr>
<td>I enjoy painting, drawing &amp; visualising</td>
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<tr>
<td><strong>Kinaesthetic</strong></td>
<td>Activity 4</td>
<td>Activity 4, 5</td>
<td>Activity 4, 5</td>
<td>Activity 11</td>
<td>Activity 4</td>
<td>Activity 4, 5</td>
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<tr>
<td>I enjoy doing hands-on activities</td>
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<tr>
<td><strong>Musical</strong></td>
<td>Activity 11</td>
<td>Activity 11</td>
<td>Activity 11</td>
<td>Activity 11</td>
<td>Activity 11</td>
<td>Activity 6</td>
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<tr>
<td>I enjoy making &amp; listening to music</td>
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<tr>
<td><strong>Interpersonal</strong></td>
<td>Activity 4, 5</td>
<td>Activity 4, 5</td>
<td>Activity 4, 5</td>
<td>Activity 6</td>
<td>Activity 4</td>
<td>Activity 4, 5</td>
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<tr>
<td>I enjoy working with others</td>
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<tr>
<td><strong>Intrapersonal</strong></td>
<td>ENGLISH Reading and Critical Thinking Activity 5</td>
<td>ENGLISH Persuasive Writing Activity 4</td>
<td>Activity 5</td>
<td>Activity 4, 5</td>
<td>Activity 6</td>
<td>Activity 6</td>
</tr>
<tr>
<td>I enjoy working by myself</td>
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</tbody>
</table>

#### ENGLISH TASKS
- Activity 1. First impressions
- Activity 2. Why do people immigrate to Australia? Their Story.
- 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 8. When did my family immigrate to Australia?
- Activity 9. The Arrival
- Activity 10. Authentic Learning Task
- Activity 11. ‘Journey to Australia’ day

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**Teaching and Learning sequence**

- Class activity
- Group activity
- Individual free-choice and/or extension task

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**Suggested Assessment task**

### Bloom’s Taxonomy: Six Thinking Levels
- Knowing
- Understanding
- Applying
- Analysing
- Creating
- Evaluating
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.
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

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Creator
Unidentified

Identifiers
TLF resource R4944
State Library of New South Wales frame order number GPO 1 - 44813

Source
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

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Creator Unidentified
Identifiers TLF resource R4943
Source State Library of New South Wales frame order number GPO 1 - 44806

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?


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## Reading Historical Images

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<tbody>
<tr>
<td>Who made this image?</td>
<td>What do you see in this image?</td>
<td>When and for what purpose was it created?</td>
<td>For what audience was it created?</td>
<td>Who made this image?</td>
</tr>
<tr>
<td>When and for what purpose was it created?</td>
<td>What does this image tell you about different perspectives of the people at that time?</td>
<td>What might a different person illustrate the same event?</td>
<td>What do you think about this?</td>
<td>What questions could you ask to understand more about this?</td>
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<td>What do you think is happening?</td>
<td>How might a different person illustrate the image?</td>
<td>What do you think?</td>
<td>What do others think?</td>
<td>What might a different person illustrate the same event?</td>
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<tr>
<td>What do you think about this?</td>
<td>What questions could you ask to understand more about this?</td>
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<td>What questions could you ask to understand more about this?</td>
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**Reading Images**

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.
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 voyage, the excitement of setting out to seek a new life, and the sadness of leaving family or friends behind. They ended at a number of ports around Australia, in particular Fremantle, Adelaide, Melbourne and Sydney.

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:
- 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?
- Why are you coming to Australia?
- What else are you leaving in your old country?
- How do you feel about leaving your old country behind?
- How are you feeling physically?
- What has the ocean been like?
- What has the weather been like?
- How have you been feeling during your journey?
- How long is the journey taking?
- What has the weather been like?
- What have you been feeling physically?
- How have you been feeling emotionally?
- How have you been feeling during your journey?
- What have you been feeling emotionally?
- 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?
- Why are you coming to Australia?
- What else are you leaving in your old country?
- How do you feel about leaving your old country behind?
- How are you feeling physically?
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- What has the weather been like?
- How have you been feeling during your journey?
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- What has the weather been like?
- What have you been feeling physically?
- How have you been feeling emotionally?
- How have you been feeling during your journey?
- What have you been feeling emotionally?
- 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?
- Why are you coming to Australia?
- What else are you leaving in your old country?
- How do you feel about leaving your old country behind?
- How are you feeling physically?
- What has the ocean been like?
- What has the weather been like?
- How have you been feeling during your journey?
- How long is the journey taking?
- What has the weather been like?
- What have you been feeling physically?
- How have you been feeling emotionally?
- How have you been feeling during your journey?
- What have you been feeling emotionally?
- 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?
- Why are you coming to Australia?
## Resource 9

### Plus, Minus, Interesting Ideas Chart

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<thead>
<tr>
<th>Plus</th>
<th>Minus</th>
<th>Interesting</th>
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Resource 10

Main ideas

Pose questions for each of these main ideas

- Immigration Policies, Acts, Schemes
- People and groups
- Events and Dates
- Migrant experiences in Australia
- Migrant’s reasons for immigrating
- Places and modes of travel

Immigration to Australia
1900 - present

AISWA/HTAV resource project.
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Resource 11
Main ideas
Pose questions for each of these main ideas

Immigration Policies, Acts, Schemes
1. What were the policies, acts and schemes that encouraged or prevented people immigrating to Australia?
2. Who created these policies?
3. Why were these policies, acts or schemes created?
4. How did they effect Australia’s population at the time?

People and groups
1. Who were the people who immigrated to Australia?
2. Where did they come from?

Events and Dates
1. Why did Australia control who could and couldn’t immigrate to Australia?
2. What key events in history encouraged people to immigrate to Australia?
3. When did Australia implement campaigns to encourage immigration?

Migrant experiences in Australia
1. How do migrants adapt to living in Australia?
2. Have they encountered difficulties with language, education, employment, finances, et cetera?
3. What were their first impressions of Australia?
4. How do they feel about living in Australia?

Places and modes of travel
1. What countries do people immigrate to Australia from?
2. How did they travel to Australia?
3. How did they choose which part of Australia they would immigrate to?

Reasons for immigrating
1. Why did/do people immigrate to Australia?
2. Do they stay in Australia?
3. Where do they call home?
As a framework for your thinking, list your ideas, thoughts and questions on the topic of Australian immigration. Continue to add to both this organiser and the class chart throughout the unit.

### The Facts
- What do we need to find out?
- Where are we now in our approach as a country?
- What problems could have arisen?
- What were the disadvantages?
- What are the advantages?
- What do I need to find out?
- What information do you now have?
- What information do I need to find out?

### Feelings
- What do I not like about these feelings?
- What do I like about these feelings?
- How do I feel?
- What are my feelings about these?

### Creativity
- What new ideas are possible?
- What is my suggestion?
- How could the situation be changed or improved?
- What could the situation be?
- What is my opinion?

### Positives
- Why is this a good idea?
- What are the advantages?
- What are the advantages?
- What are the advantages?

### Negatives
- What problems could have arisen?
- What were the disadvantages?
- What is the difference?

### The Big Picture
- 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?
- What do we need to do next?
- What do we need to do next?
The Six Thinking Hats as a systematic thinking strategy was devised by Edward de Bono in 1985.


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

The Six Thinking Hats Resource Project.

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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.
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)


National Museum of Australia – ‘A Walk through White Australia’


White Australia

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?
- Why did it exist?
- When does it mean?

Immigration Restriction Act 1901


Certificate Exempting from Dictation Test


History in the Making AISWA/HTAV resource project.

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

Examples:

Add progressively to the timeline throughout this inquiry.
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.

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
<th>Questions</th>
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</thead>
<tbody>
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</table>
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.

<table>
<thead>
<tr>
<th>Disadvantages</th>
<th>Advantages</th>
</tr>
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</table>

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Advantages and disadvantages of being a child migrant during the 1900s and complete the T-chart below.
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.

Collect photos of the person you interviewed that visually tell their story. Use an electronic device such as your iPod, iPhone or iPad to record interviews need to be conducted at school.

The information you have so far can be used to complete your record. Write their story into your own words. 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
◊ Working in old country / working in Australia
◊ Leaving friends / making new friends
◊ Language
◊ Missing the old country
◊ Maintaining traditions
◊ Where is home?
◊ Going back to the old country

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 the old country?
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.
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.

- Photos
- Drawings
- Keepsakes
- Souvenirs
- Little flags
- Little models
- What is this item you have chosen to include in your suitcase?
- Why is this item special to you?
- Why did you choose this particular item?
- What is this item you have chosen to include?

When writing about the items you have chosen think 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?

Ideas of items to include...

My Suitcase... My Story
Family Tree Task

Use the examples on the left for inspiration.

Your family. Be creative, have fun and enjoy finding out all about design / draw it.

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

Place of Birth
Date of Birth (if applicable)
Date of Birth
Name

For each person you must include:

great-grandparents.
Yourself and siblings. ancestors: grandparents and

You must include four generations of your family -

Australia and the importance of family.
Closeley linked to your study of immigration to about your family and your origins. This is very

The purpose of this task is to give you a clear idea

This will be completed at home.

Your task is to create your own family tree.
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