# Migration stories

Stage 3 history. This learning sequence comprises of two short inquiries.

## Topic – Australia as a nation

4 weeks – 90 minutes per week.

### Key inquiry questions

* Who were the people who came to Australia? Why did they come?
* What contribution have significant individuals and groups made to the development of Australian society?

### Overview

Inquiry 1 is a guided inquiry in which students use primary and secondary sources to investigate the reasons people migrated to Australia from 1945, with a focus on post-war British and European migration.

Inquiry 2 is a student-led inquiry in which students record an oral history of a migrant person’s experiences of migration and produce a short documentary to communicate their story.

### Outcomes

A student:

* HT3-3 identifies change and continuity and describes the causes and effects of change on Australian society
* HT3-4 describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples
* HT3-5 applies a variety of skills of historical inquiry and communication.

### Content

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).

Students:

* use sources such as oral history to research stories of migration to Australia, including the experiences of ONE Asian family, explaining reasons for migration
* explain how migrants have contributed to Australian society.

### Historical inquiry skills

Comprehension: chronology, terms and concepts:

* respond, read and write to show understanding of historical matters
* sequence historical people and events (ACHHS098, ACHHS117)
* use historical terms and concepts (ACHHS099, ACHHS118).

Analysis and use of sources:

* locate information relevant to inquiry questions in a range of sources (ACHHS102, ACHHS121)
* compare information from a range of sources (ACHHS103, ACHHS122).

Perspectives and interpretations:

* identify different points of view in the past and present (ACHHS104, ACHHS123).

Empathetic understanding:

* explain why the behaviour and attitudes of people from the past may differ from today.

Research:

* identify and pose questions to inform an historical inquiry (ACHHS100, ACHHS119)
* identify and locate a range of relevant sources to support an historical inquiry (ACHHS101, ACHHS120).

Explanation and communication:

* develop historical texts, particularly narratives and descriptions, which incorporate source material (ACHHS105, ACHHS124)
* use a range of communication forms (oral, written, graphic) and digital technologies. (ACHHS106, ACHHS125).

### Selected historical concepts

Continuity and change – some things change over time and others remain the same, for example, aspects of both continuity and change in Australian society throughout the twentieth century.

Cause and effect – events, decisions or developments in the past that produce later actions, results or effects, for example, events and other reasons that led to migration to Australia; reasons for the struggle for rights and freedoms for various groups in Australia.

Perspectives – people from the past will have different views and experiences, for example, differing attitudes of various groups to Federation or to granting rights and freedoms to women and Aboriginal peoples.

Empathetic understanding – an understanding of another's point of view, way of life and decisions made in a different time, for example, differing attitudes and experiences of living in an Australian colony; understanding the experiences of Aboriginal and Torres Strait Islanders, women and migrants throughout the twentieth century.

Significance – the importance of an event, development or individual/group, for example, determining the importance (significance) of various peoples' contributions to the development of a colony.

Contestability –historical events or issues may be interpreted differently by historians, for example, British 'invasion' or 'settlement' of Australia.

### Assessment

All activities require students to demonstrate their learning. All are assessment for learning activities.

### Vocabulary

Investigate, locate, examine, observe, interview, infer, summarise, record, primary source, secondary source, reliable, evidence, perspective, reproduce, recreate, role play, historical narrative.

Europe, Asia, immigrant, emigrant, migrated, migrant, migration, refugee, asylum, asylum seeker, visa, cause, effect, push and pull factor, ‘populate or perish’, persecute, deport, journey, opportunity, challenge, experience, contribution, society, significance.

## Teaching and learning activities

This learning sequence comprises two inquiries.

### Inquiry 1 – guided inquiry into waves of migration

Students use primary and secondary sources to investigate the reasons people migrated to Australia in the four main waves of migration from 1945, with a focus on post-war British and European migration.

### Stimulus

Read the article in source 1. Discuss the push and pull factors that influenced the Greek orphan girl’s migration to Australia. That is, what factors pushed her out of her birth country and pulled her to migrate to Australia?

Students infer the feelings of the girl arriving in Australia and what her ‘worldly goods’ might have been. In groups of three, students role play the family’s greeting and introduction to her new home.

Students complete the first two columns of a K-W-L chart on post 1900s migration to Australia.

**Source 1** – 12 February 1948 ['Greek Migrant Girl’](https://trove.nla.gov.au/newspaper/article/18060762), The Sydney Morning Herald, p. 4.

‘A pretty 11 years old Greek war orphan stepped from an aircraft at Mascot yesterday afternoon to start a fresh life in a new country.

Carrying a suitcase containing most of her worldly goods, she looked anxiously at the awaiting crowd greeting the plane from Athens. She could not recognise her adopted parents - she had never seen them - but a man in a grey suit at once stepped forward to claim her.

The girl, Paraskevoula Stathoulia, who had lost her father in a German massacre at Kalavrita, has been adopted by Mr and Mrs Con Anthony, of Maroubra Bay Road, Maroubra Junction.

Mr and Mrs Anthony lost their only child soon after its birth. They decided to adopt a Greek war orphan and wrote to relatives in Greece. A photograph of Paraskevoula was sent and they agreed to bring her to Australia. In the bustle of Customs examination, hearing a strange language, Paraskevoula almost burst into tears, but she controlled herself and shortly afterwards she walked firmly away as a member of a family once again.’

– Article courtesy of National Library of Australia, text out of copyright.

### Historical inquiry step 1 – question

With reference to their K-W-L charts, students formulate a set of inquiry questions using the historical questioning scaffold of ‘who, what, when, where, how and why’.

Sample questions:

* Who were the people who migrated to Australia after 1900?
* When and why did they migrate to Australia?
* From where did these people migrate?
* What opportunities were promoted for a life in Australia?
* What were their migration experiences?
* How have migrants contributed to Australia?

Note – Inquiry questions may need to be redesigned through the historical inquiry process.

### Historical inquiry step 2 – research

Reasons for migration to Australia.

**Source 2a** – [70 years of post-war migration (3:31)](https://www.youtube.com/watch?v=YF0CdzOwf7Y), Australian Department of Home Affairs, YouTube.

**Source 2b** – [A History of Immigration in Australia (4:57)](https://www.youtube.com/watch?v=teq__HPNpSI), YouTube – view from 2:50 minutes.

Students view the videos in source 2 to gain an overview of post war migration to Australia. Identify and clarify the key push and pull factors that influenced migration to Australia between 1945 and 1972 through questions such as: Why did Australia want to increase its population? How did the Australian Government attract British immigrants? What positive opportunities did Australia offer British immigrants (pull factors)? Who were displaced persons? What were the negative factors that pushed them out of their country? What pull factors did Australia offer to displaced persons?

Students use source 2, and other secondary sources, to complete table 1.

Table 1 – Reasons for migration to Australia

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Major waves of migration | Start date | The people | Push factors | Pull factors |
| Ten pound poms | 1945 |  |  |  |
| Displaced persons | 1947 |  |  |  |
| Boat people | 1976 |  |  |  |
| Asylum seekers | 1999 |  |  |  |

Pull factors for post-war British and European migrants

Students examine one of the posters in source 3 or 4. Working in pairs, informed by their information in table 1, students use visual literacy and source analysis skills to analyse the poster. They use sticky notes, digital annotation and/or the source analysis scaffold in table 2, to identify:

* what promises were being promoted to British and European migrants
* how Australia was portrayed at the time
* how an improved climate and lifestyle was portrayed.

**Source 3** – Land of Tomorrow, Joe Greenberg (1949), Department of Immigration. Poster such as these were displayed in Displaced Persons’ camps in Europe to encourage migration to Australia.



Joe Greenberg (1949) Land of Tomorrow, poster print, 76.2 x 101 cm, [Museums Victoria Collections](https://collections.museumvictoria.com.au/items/246191). image: public domain. Text extract: [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/).

**Source 4** – Poster advertising migration to Australia, 1962. A series of posters and advertisements were produced to encourage British families to migrate to Australia. These British migrants were known colloquially as ‘Ten Pound Poms’.



(1962) Ten pound fare, colour poster print, [National Archives Australia](https://recordsearch.naa.gov.au/SearchNRetrieve/Interface/ViewImage.aspx?B=8114755). Copyright National Archives of Australia 2017. [CC BY 3.0 AU](https://creativecommons.org/licenses/by/3.0/au/deed.en).

Table 2 – Migration poster analysis

|  |  |  |
| --- | --- | --- |
| Analysis quesssttions | Source analysis | Questions raised |
| Key information  **What is the poster showing, overall, and in the detail?** |  |  |
| What it provides evidence of  **What evidence does the poster contain about migration to Australia?** |  |  |
| Who created it and why  **When, where, why and by whom was the poster made?** |  |  |
| Reliability and usefulness  **How reliable, valid and useful is the poster as a source?** |  |  |

**Personal experiences of post-war migration**

View the videos in sources 5, 6 and 7. Identify the type of source each video provides and discuss how each provides evidence of people’s migration experiences. Brainstorm other types of sources that would provide evidence of migration experiences.

In table 3, students list the key information from of sources 5, 6 and 7 and evaluate their reliability.

**Source 5** – [A Dutch migrant in Lavington (2:41)](http://splash.abc.net.au/home#!/media/2438725/a-dutch-migrant-in-lavington), ABC Splash, 2013. The oral history of a Dutch woman’s experiences of her migration to Australia.

**Source 6** – [A World for Children (2:54)](http://aso.gov.au/titles/documentaries/a-world-for-children/clip1/), Australian Screen, circa1962. A documentary about a group of migrants arriving at Bonegilla Migrant Reception and Training Centre in northern Victoria.

**Source 7** – [Scheyville in 1959, During the Migrant Era (4:46)](https://youtu.be/DAvoejhMXZI), NSW National Parks and Wildlife Service courtesy of Bert Franzen, 1959. A silent film taken by a 1959 resident showing daily life at the Scheyville Migrant Accommodation Centre in Pitt Town, NSW (YouTube).

Table 3 – Personal migration experiences – source analysis table

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Source number | Title and date | Who created it and why | Key information | What it provides evidence of | Reliability and usefulness | Questions raised |
| 5 | A Dutch migrant in Lavington, 2013 |  |  |  |  |  |
| 6 | A world for children, c.1962 |  |  |  |  |  |
| 7 | Scheyville in 1959 |  |  |  |  |  |

### Historical inquiry step 3 – analyse

Students compare the information in table 2 and table 3.

Using pair and share, or as a class, students discuss the question: How was actual life in Australia similar and different to what was promoted to British and European migrants by the Australian Government? This could be represented as a Venn diagram.

### Historical inquiry step 4 – evaluate

Review the evaluations of the reliability of the sources in tables 2 and 3. Are there inconsistencies or contradictions between the sources? Do the inquiry questions need to be redesigned as a result of analysing and evaluating sources?

### Historical inquiry step 5 – communicate

**Role play** of post-war migration experience: Working in groups, students take on role as either a displaced family, or young British family, attracted to the prospect of migrating to Australia who are influenced by either source 3 displayed on the wall of their Displaced Persons’ camp or source 4 displayed at a local community facility in Birmingham, England.

Students role play three snap-shots in the family’s migration journey. In role as a particular family member, they represent the different perspectives of each family member:

* pre-migration – a family conversation in which one parent tries to persuade the other parent to migrate to Australia, providing push and pull factors in their argument, with the resolution being the decision to migrate
* arrival at an Australian migrant centre – arrival and first impressions of Australia at a migrant accommodation centre such as Bonegilla Migrant Reception and Training Centre or Scheyville Migrant Accommodation Centre
* settled in their own home Australia – a family dinner in their own home in which they reflect on the family’s decision to migrate to Australia.

**Reflection**: Students reflect on the historical inquiry process, reflecting on what they learnt, how they learnt it and what else they would like to find out.

## Inquiry 2 – student-led inquiry into a migrant’s story

Students undertake a student-led inquiry into a group, or individual, who migrated to Australia between 1945 and the present. Where possible, students undertake primary research by interviewing local people who have migrated to Australia from their school, family, friends or local community. With reference to the oral history obtained through interview, and other primary sources, students share the person’s migration story in a short documentary. In communities without ready access to migrants, students use recorded oral histories.

Note – The syllabus states that students investigate the story of a group who migrated from one Asian country so ensure some students select an Asian migrant’s story to share with the class.

### Stimulus

**Source 8** – Vietnamese Boat People, PH2 Phil Eggman (15 May 1984). A photographer captures the image of Vietnamese refugees awaiting rescue by the United States Navy, 1984. Found 560 kilometres northeast of Cam Ranh Bay, Vietnam, these 35 Vietnamese refugees were rescued from their 10.5 metre fishing boat after spending eight days at sea.



PH2 Phil Eggman (1984), Vietnamese Boat People, National Archives and Records Administration, Combined Military Service Digital Photographic Files, Public domain via [Wikimedia Commons](https://commons.wikimedia.org/wiki/File:35_Vietnamese_boat_people_2.JPEG).

**Source 9** – [A fishing boat called Freedom: The story of Tu Do](https://www.sea.museum/2015/04/30/a-fishing-boat-called-freedom-the-story-of-tu-do), Kim Tao (2015), National Maritime Museum of Australia.

View source 8 and read the story of the Tu Do, in source 9. The Tu Do was one of six small boats that arrived in Darwin Harbour on 21 November 1977 carrying Vietnamese refugees.

As the story is read, students jot words or sketch images to create ‘graffiti boards’ to represent their reactions, emotions and questions. In groups students discuss their responses and questions.

Activate prior knowledge of the groups of people who have migrated to Australia from 1945 to the present. Ask students what sources would provide information on the stories of people then outline the independent research task.

**Research task –** oral history project.Students:

* identify and select an individual or group who migrated to Australia between 1945 and the present. Where possible this should be a person known to the student, for example, a person from their family or friends, or from school or the local community.
* undertake primary research through interviewing the selected person and video recording the interview to record their oral history. If a personal interview is not possible, students use a pre-recorded oral history selected from the collections in the resources list.
* photograph, or locate photographs of, primary sources that provide evidence of the selected person’s heritage or migration experiences and that add ‘colour’ to their migration story.
* obtain additional information from at least one secondary source, if required.
* share their person’s migration story with the class through a two to three minute documentary that embeds the oral history and two other primary sources.

### Historical inquiry step 1 – question

With reference to their graffiti boards, class discussions and their selected person, students formulate a set of inquiry questions using the historical questioning scaffold of ‘who, what, when, where, how and why’. Refer to the sample questions in inquiry 1.

Note – Inquiry questions may need to be redesigned through the historical inquiry process.

Students also develop a set of oral history interview questions. Sample interview questions:

* What is your country of birth?
* When did you migrate to Australia?
* Why did you migrate to Australia?
* What were your experiences on your journey to Australia?
* What were your experiences when you settled in Australia?
* What special objects did you bring with you?
* How has your life changed and remained the same?
* How do you like living in Australia?
* How have migrants from your birth country contributed to Australia?

### Historical inquiry steps 2 and 3 – research and analysis

Students use tables 4 and 5 to record information sourced from the interview and other primary and secondary sources.

Table 4 – Oral history recording scaffold

|  |  |
| --- | --- |
| Topic | Responses |
| Name and country of birth |  |
| Year of migration |  |
| Reasons for migration (push and pull factors) |  |
| Experiences on migration journey |  |
| Experiences in Australia |  |
| Changes and continuities in lifestyle |  |
| Contributions of migrant group to Australia |  |

Table 5 – Source analysis table

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Source number | Title and date | Who created it and why | Key information | What it provides evidence of | Reliability and usefulness | Questions raised |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

### Historical inquiry step 4 – evaluate

During research and analysis, students evaluate the reliability of the sources. Are there inconsistencies or contradictions between the sources? Do the inquiry questions need to be redesigned as a result of analysing and evaluating sources?

### Historical inquiry step 5 – communicate

Mini documentary:

* Students plan, storyboard and create a two to three-minute documentary that communicates their person’s migration story. The documentary should set the context of the time period in Australian or world events, embed extracts from the recorded oral history and, if possible, other primary sources.

Reflection:

* Students reflect on the historical inquiry process, reflecting on what they learnt, how they learnt it and what else they would like to find out.

## Additional resources

Migration stories – oral histories:

* [Destination: Australia. Sharing our post-war migrant stories](https://www.destinationaustralia.gov.au/stories), National Archives of Australia.
* [Immigrant stories](https://museumsvictoria.com.au/website/immigrationmuseum/discoverycentre/immigrant-stories/), Immigration Museum, Victoria.
* [Our stories](https://www.nma.gov.au/explore/features/object-stories/our-stories), National Maritime Museum of Australia.
* [Stories about migrating to Australia video playlist](https://www.youtube.com/playlist?list=PLD58CC9BAB1ACF24E), NSW Migration Heritage Centre (12 videos).
* [Refugee Week 2017 playlist](https://www.youtube.com/playlist?list=PL9W4pGK2nEZexlophFYc4Zu0xAkNHG3uj), Border TV, Australian Government, Department of Immigration and Border Protection (4 videos).

Digital collections:

* [National Archives Australia](http://www.naa.gov.au/)
* [Trove](http://trove.nla.gov.au/)
* [State Archives and Records of NSW](http://www.records.nsw.gov.au/)

Books:

* I'm Australian Too by Mem Fox and Ronojoy Ghosh (PRC K–2)
* Ziba Came on a Boat by Liz Lofthouse and Robert Ingpen (PRC 3–4)
* The Little Refugee by Anh Do, Suzanne Do and Bruce Whatley (PRC 3–4)
* My Two Blankets by Iren Kobald and Freya Blackwood (PRC 3–4)
* Ships in the Field by Suzanne Gervey and Anna Pignataro (PRC 3–4)
* A True Person by Gabiann Marin and Jacqui Grantford (PRC 3–4)
* Ali's Story by Andy Glynne and Salvador Maldonado (PRC 3–4)
* The Wishing Cupboard by Libby Hathorn and Elizabeth Stanley (PRC 3–4)
* The Peasant Prince by Li Cunxin and Anne Spudvilas (PRC 5–6)
* The Arrival by Shaun Tan (PRC 7–9)
* Out by Angela May George and Owen Swan
* The Lotus Seed by Sherry Garland and Tatsuro Kiuchi
* The Big Book of Australian History by Peter Macinnis

Teacher resources:

* [A Guide to using picture books in History K-10](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/hsie/media/documents/history-es1-s1-s2-s3-s4-s5-guide-to-picture-books-in-history.pdf), Department of Education, 2017.
* [Refugees and migration: Upper primary English, Year 6](http://www.globalwords.edu.au/units/Refugees_UPY6_html/), Global Words: English for Global Education.