

who were the people
who came to australia
and why did they come?



Name: _____

Year: _____ ROOM: _____



What is migration and how has it helped shape Australia?

Look around your class. Have any of your classmates come to Australia from another country? Have any of their parents or grandparents migrated to Australia?

In this unit we explore the theme of migration to Australia after World War 2 (1945): who migrated, why, and their experience of becoming part of the nation.

INSTRUCTION BOX:

Website Resource that we use with our workbook: Australian History Mysteries

At school:

1. Log on and go onto the Internet
2. On the Rosalie website, go to the tab named '**Students**'. Hover the mouse and click onto the link '**Useful Websites**'
3. Click onto the link 'Australian History Mysteries'
4. **Username:** **Password:**
5. Click on '**Primary Resources**' tab
6. Go to: '**Who were the people who came to Australia and why did they come?**'
7. You can now access all of the activities.

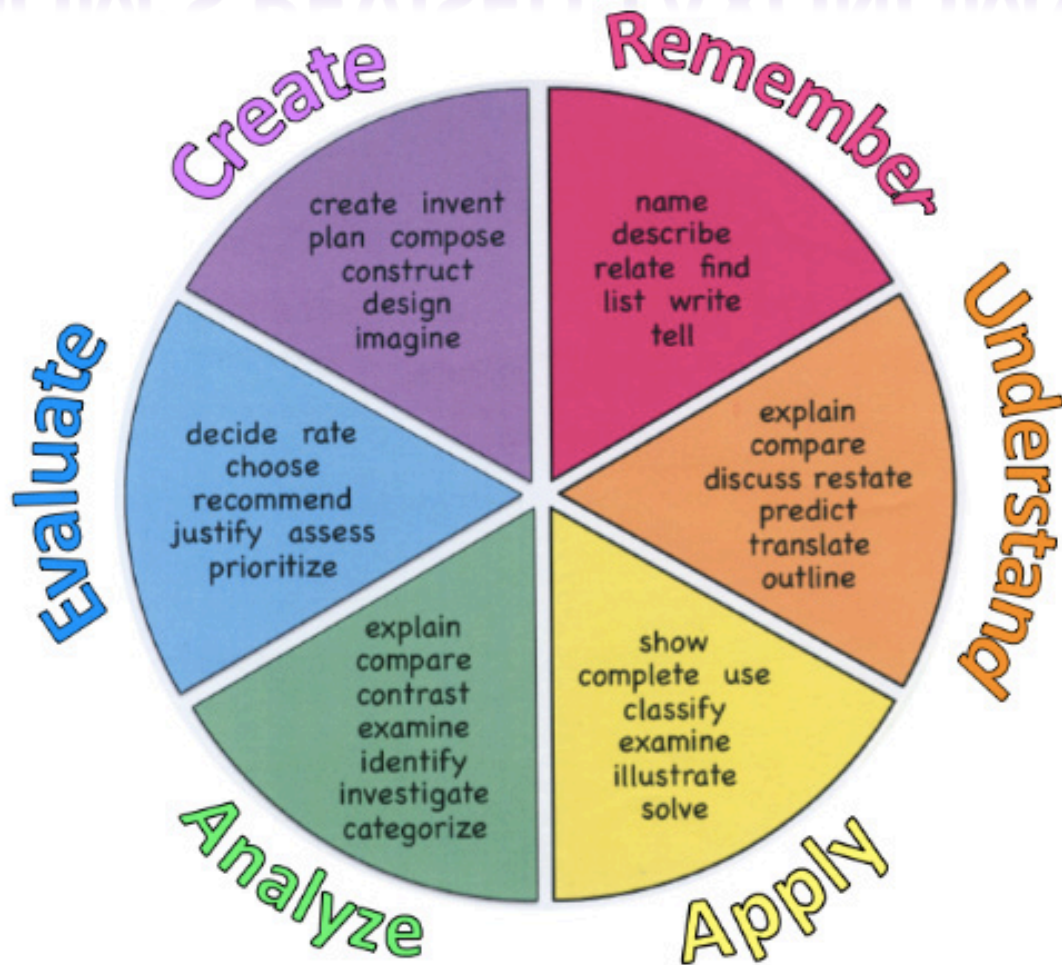
At home: Google: Australian History Mysteries and then follow above instructions

IMPORTANT INFORMATION:

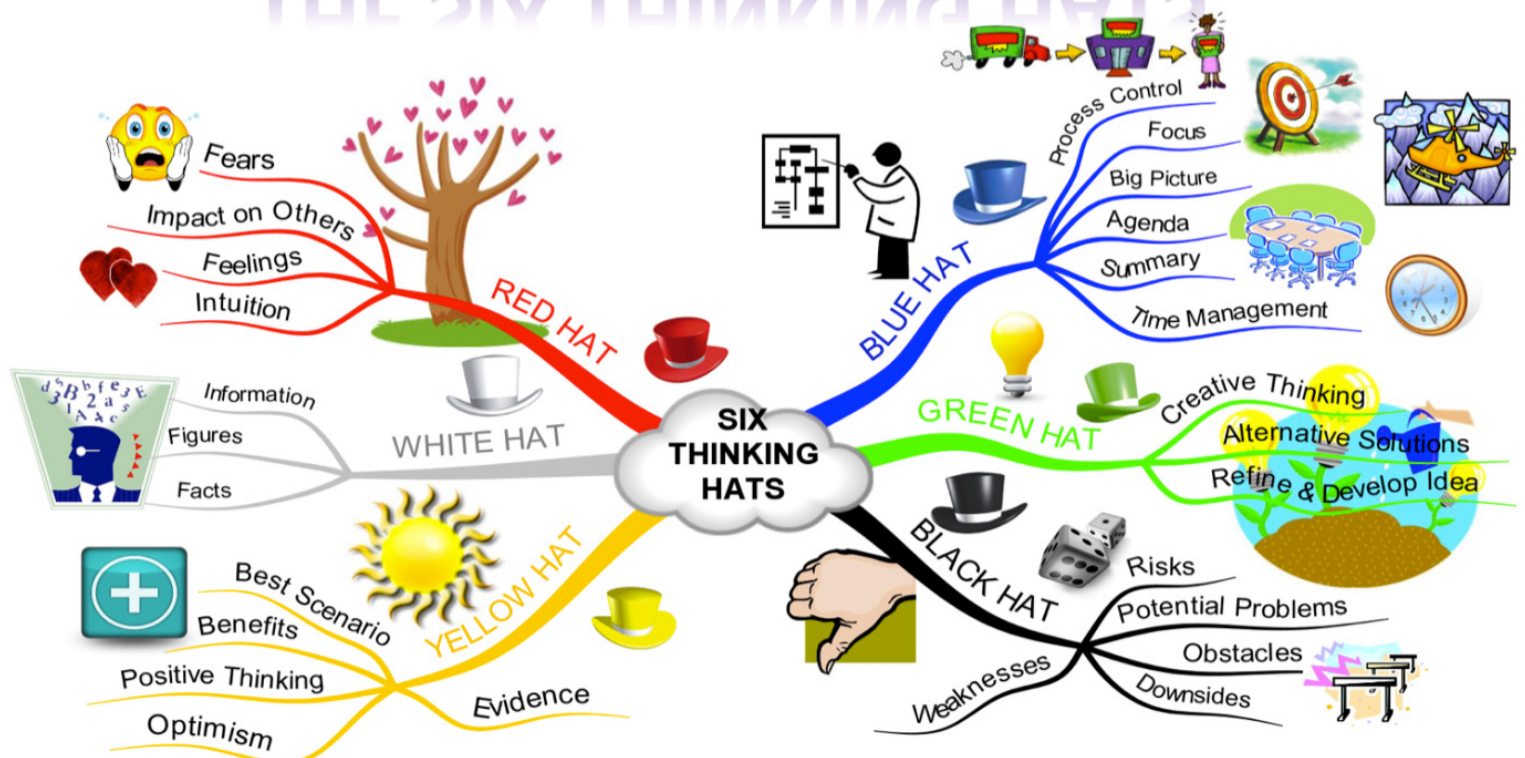
1. If you **forget** your workbook – you will need to complete the work on scrap paper and copy it into your workbook in your own time.
Please be organised and bring your workbook each week. If you lose it, let Mrs C know.
2. Integrated throughout your learning are **thinking skills** such as The Six Thinking Hats and Bloom's Taxonomy.
This is so you use your **BRAIN** to think with depth and breadth, to question why and how history happened and to view events from different perspectives. It should also make you realise that things in the past happened in certain ways because of the attitudes of people, the social structures, the technologies available at the time and the opinions people held. It is hopeful that you will learn to **open your mind** to various ways of how we can use the past to make informed and creative decisions for our future and the future of the world.

RECOMMENDED READING/ USEFUL WEBSITES:

BLOOM'S REVISED TAXONOMY



THE SIX THINKING HATS



How and why did Australia become a nation?



You are **Remembering**, **Understanding** and **Analysing** information as well as **Applying** your knowledge.

Activity 1 – How has migration helped shape Australia?

1 The video is about migration, immigration, and emigration. Match the correct definition with each one:

Migration is: A, B or C?	A When a person leaves one country to go and live in another country
Immigration is: A, B or C?	B When a person goes from one country to another to live
Emigration is: A, B or C?	C When a person comes into a country from another one to live in the new one

2 The film lists many reasons for people migrating. How many can you remember? (You will be able to check when you do Activity 3)



Migration to Australia in the 1950s and 1960s

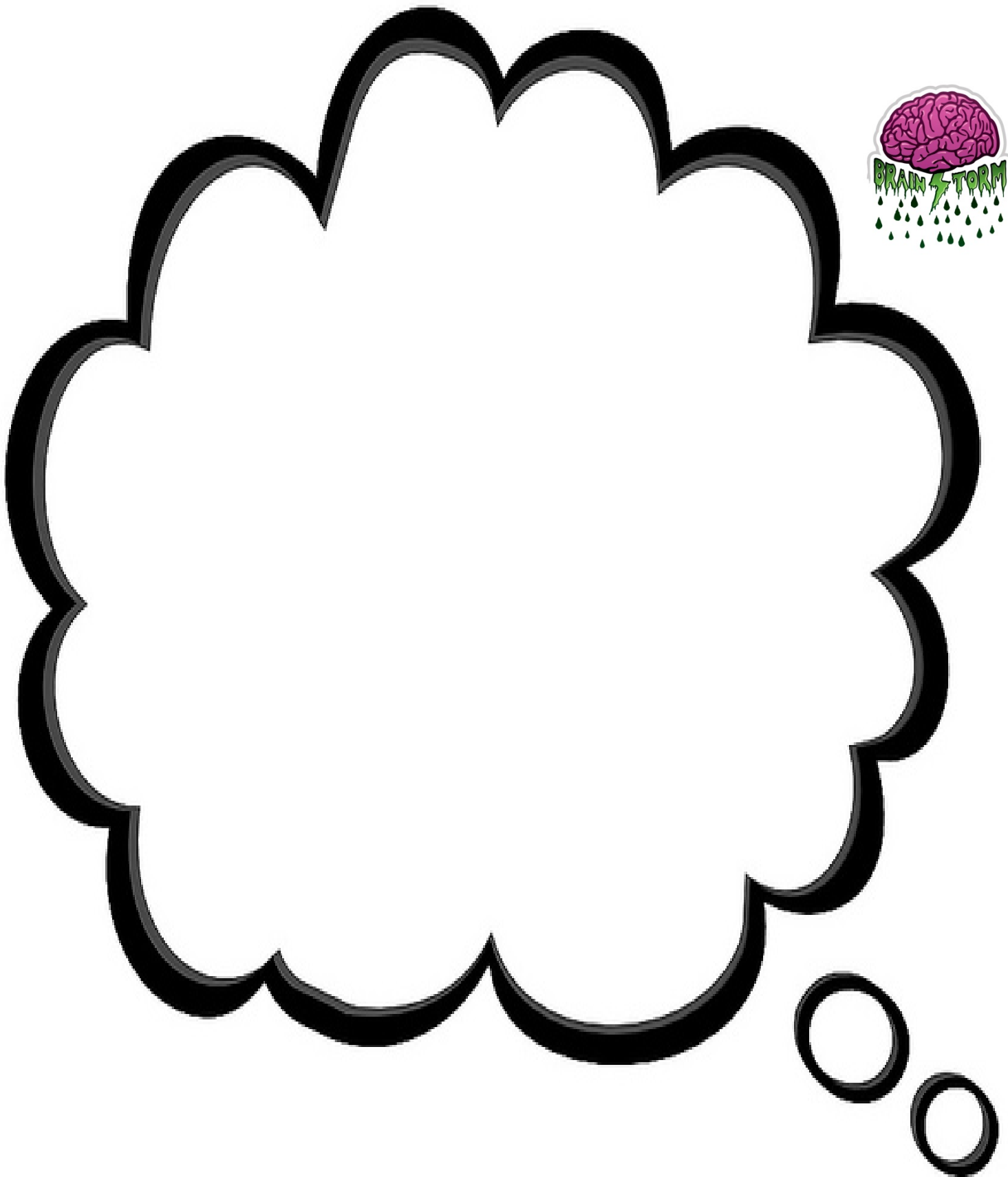
3 World War 2 was in 1939-1945. Before that time most migrants to Australia were from Britain and Ireland. After the war many still came from there. Australia charged them £10 per family for a ticket to come to Australia by boat (children were free). At that time the average wage was about £400 per year. The average wage is \$66,000 per year in Australia today. So, how much would £10 be in today's Australian dollars? (Need a hint? Divide by 40.)



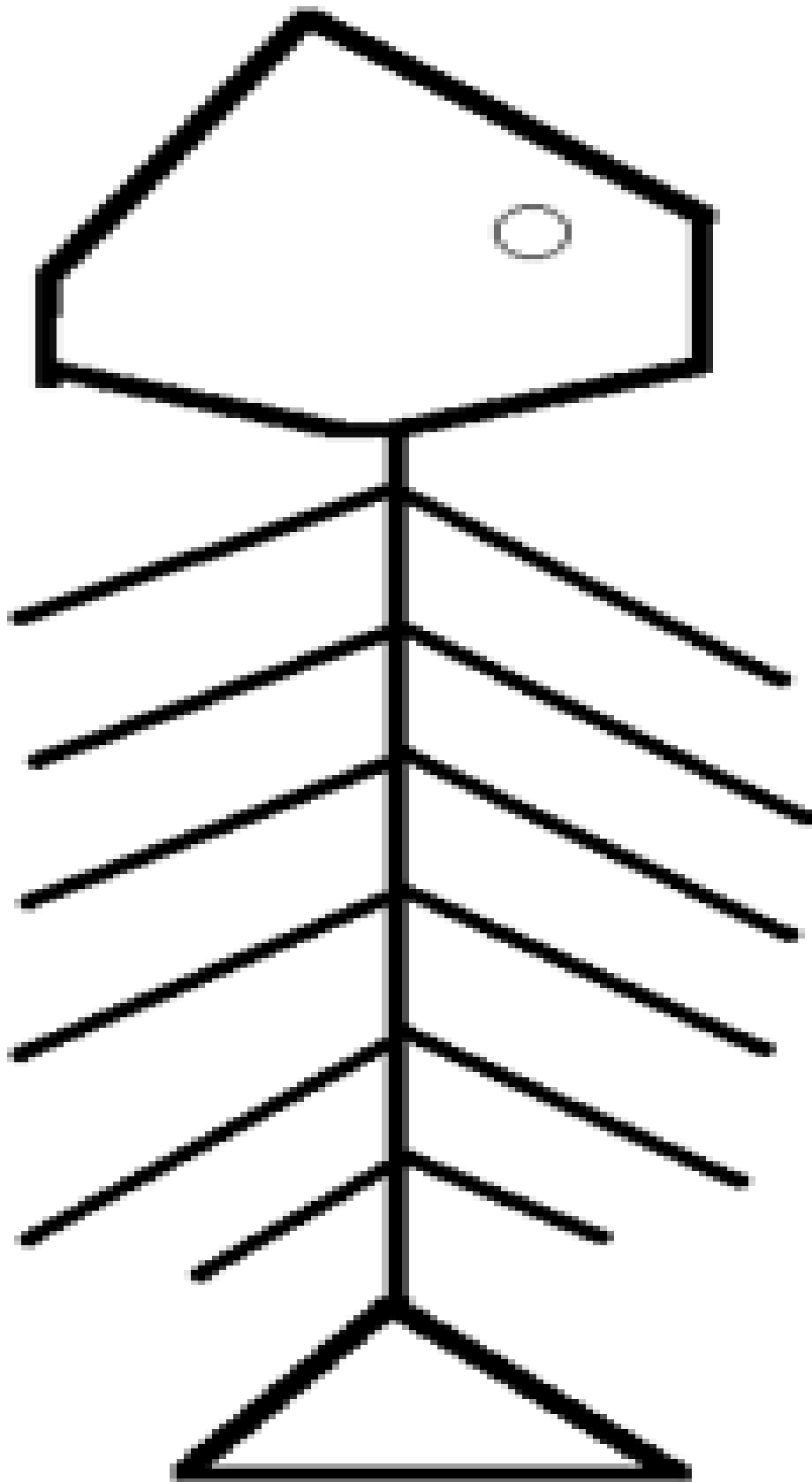
4 World War 2 was a terrible time, especially in Europe, where millions of soldiers and civilians were killed, whole cities were destroyed by bombs, and millions of people became homeless refugees. The film calls them 'DPs'. What does 'DP' mean?



5 Why would some of these people want to come to Australia? **(Green Hat thinking).**
(Brainstorm: a process for generating creative ideas and solutions)



6 Why would Australia want to take some of these people as migrants? **(Green Hat thinking).**
(A fishbone diagram classifies information)

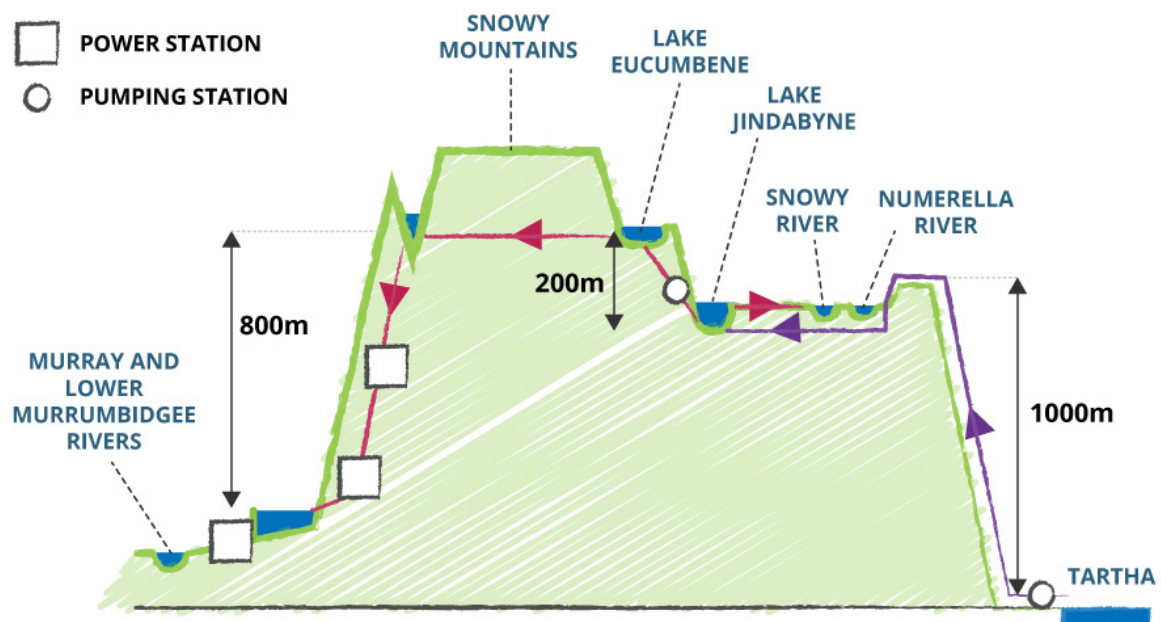


The Snowy Mountains Hydro-Electricity Scheme

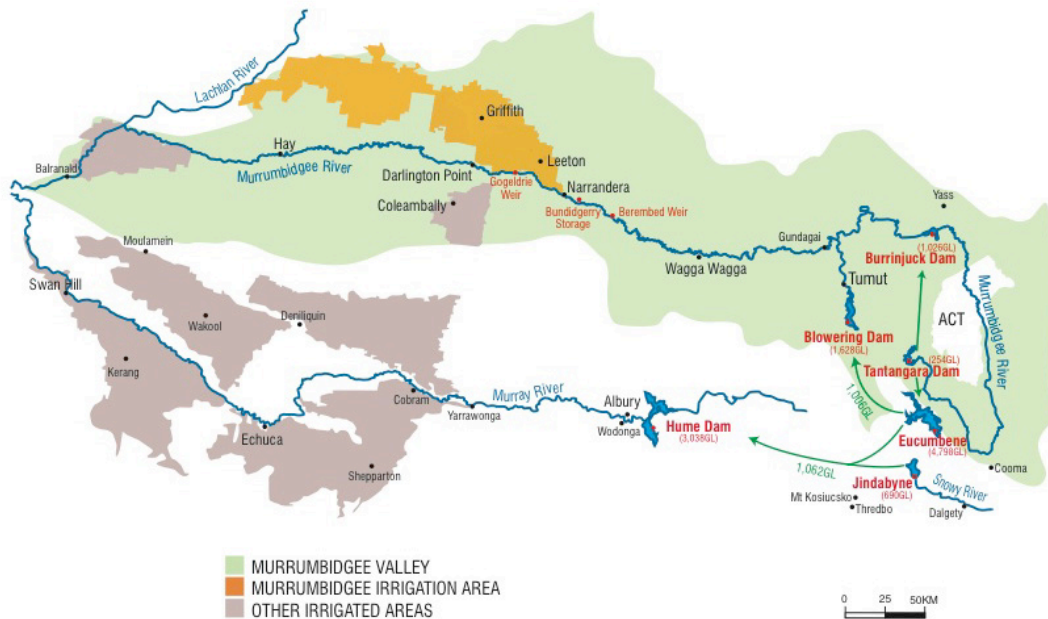
7 Many of the migrants of the 1960s and 1970s worked on the Snowy Mountains Hydro-Electricity Scheme. This was the great project that took **water** from one side of the mountains over to the other to **create electricity**, and to help farmers with water for their crops. Here's how it worked:

- ▼ **A** Most of the rain fell on the east side of the Snowy Mountains, and flowed into the sea through the Snowy River.
- ▼ **B** The government wanted to trap this water, and send it to the west. To do that they had to build dams,
- ▼ **C** then drill through the mountains
- ▼ **D** and build pipelines
- ▼ **D** where the water would be pumped through,
- ▼ **E** collected in dams on the other side,
- ▼ **F** then run down more pipelines where the force of the water would create electricity,
- ▼ **G** and also then provide water for farmers to grow crops. This is called irrigation.

Here is a diagram of that process. Mark these stages on the diagram.



8 Here is a map of the areas where the water was used for irrigation. Name three towns that were part of the Murrumbidgee irrigation Area that was created by this Snowy Mountains water, and three towns in other irrigated areas.



Three towns that were part of the Murrumbidgee irrigation Area that was created by this Snowy Mountains water:

Three towns in other irrigated areas:

9 List some ways that you think migration of the 1950s and 1960s changed Australia.

1970s and 1980s

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WHY DID THE GREAT JOURNEYS OF EXPLORATION OCCUR? COPYRIGHT © AUSTRALIAN HISTORY MYSTERIES.

1990s

12 Which new group arrived in these years?

13 Why were they migrating?


Today

14 Which are the main groups migrating now?



15 Why are they migrating?

Overall

16 What qualities do migrants have that helps them become successful citizens in the new country?

A group of five diverse cartoon children standing in a row, each holding a flag. From left to right: a boy with blonde hair holding the US flag, a girl with pigtails holding the Japanese flag, a girl with long blonde hair holding the French flag, a boy with dark skin holding the UK flag, and a boy with dark skin holding the Chinese flag. They are all smiling and wearing colorful clothing.

17 What do you think would be the best things and the worst things about being a migrant?
(T-charts tell us what is DIFFERENT) Yellow Hat and Black Hat Thinking

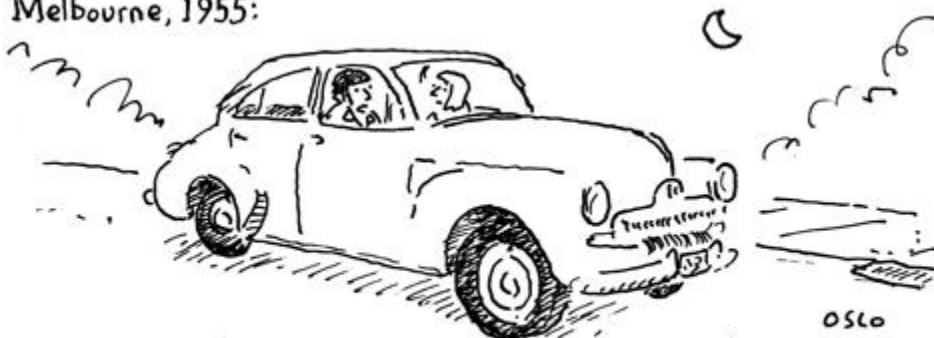
 Best Things	Worst Things 

18 List some ways that you think migration since World War 2 has helped change Australia.

Yellow Hat, Black Hat, Blue Hat and Green Hat thinking



Melbourne, 1955:



"Well, we could get some spaghetti bolognese from one of those new Italian places, or head back to my mum's for some bangers and mash."

19 Talk to your family and identify any migrant connections. These might be very recent, or they might have been many years ago. Discuss.

20 List three questions you would like to ask a migrant about their experience.

1. _____

2. _____

3. _____



Activity 3 – Understanding Causes or Reasons

You are **Remembering**, **Understanding**, **Analysing** and **Evaluating** information.

Complete on the interactive first, then the table below:

Why do people migrate? There can be ‘push’ and ‘pull’ reasons. A ‘push’ reason is one that makes people want to leave a place, it pushes them out. A ‘pull’ reason is something that is attractive about the new place, that makes people want to go to it, it ‘pulls’ people towards it.

Here are 10 reasons that migrants to Australia gave for coming here from another country. Select the correct column — ‘push’ or ‘pull’ and then choose which cause or reason it would be.

Reason & Direction	Push or Pull	Causes/Reasons
1 People were trying to hurt me because I had a different religion to them.		<ul style="list-style-type: none"><input type="radio"/> Environmental<input type="radio"/> Political<input type="radio"/> Social<input type="radio"/> Economic
2 My country was flooded and I lost my home and all my crops and possessions.		<ul style="list-style-type: none"><input type="radio"/> Environmental<input type="radio"/> Political<input type="radio"/> Social<input type="radio"/> Economic
3 I wanted good job opportunities for my children.		<ul style="list-style-type: none"><input type="radio"/> Environmental<input type="radio"/> Political<input type="radio"/> Social<input type="radio"/> Economic
4 I wanted to go to a country with a strong democracy.		<ul style="list-style-type: none"><input type="radio"/> Environmental<input type="radio"/> Political<input type="radio"/> Social<input type="radio"/> Economic
5 I didn’t like the gloomy weather here.		<ul style="list-style-type: none"><input type="radio"/> Environmental<input type="radio"/> Political<input type="radio"/> Social<input type="radio"/> Economic
6 My family was here and I wanted to join them.		<ul style="list-style-type: none"><input type="radio"/> Environmental<input type="radio"/> Political<input type="radio"/> Social<input type="radio"/> Economic
7 My country was dangerous to live in because of crime and gangs.		<ul style="list-style-type: none"><input type="radio"/> Environmental<input type="radio"/> Political<input type="radio"/> Social<input type="radio"/> Economic

8 I wanted a safe and free country where we could grow up without fear.		<ul style="list-style-type: none"> ○ Environmental ○ Political ○ Social ○ Economic
9 My country was at war and I wanted to escape it.		<ul style="list-style-type: none"> ○ Environmental ○ Political ○ Social ○ Economic
10 My country was very polluted and I wanted a healthier place to grow up in.		<ul style="list-style-type: none"> ○ Environmental ○ Political ○ Social ○ Economic



Activity 4 – Who has migrated to Australia since WW2?

You are Understanding, Analysing and Evaluating information as well as Applying your knowledge. You are using White Hat thinking (facts)

There are different push and pull reasons influencing migration to Australia at different times. In some years a war might mean a lot of people from a particular country arrive. Another year it might be a natural disaster that leads to lots of migration from a different country. In other years there might be lots of family reunions.

Who is migrating to Australia today?

On the interactive, go to the link and look at the latest Report on Migration Program. Open the current year PDF and look for the graph that shows the top 10 Source Countries.



[View the report on Migration Program](#)

www.immi.gov.au/media/statistics/pdf/report-on-migration-program-2012-13.pdf

Explain how it is different from the three years you have already studied.

[illegible]

How and why did Australia become a nation?



Activity 5A – Drawing the information together

You are **Remembering**, **Understanding**, **Analysing** and **Evaluating** information as well as **Applying** your knowledge. You are using Black Hat (problems), Yellow Hat (positives) and Blue Hat (big ideas) thinking.



Understanding stories of migration- **Listening to stories**

People have been migrating to Australia to live since 1788. Before that Aboriginal people migrated to Australia from other lands — although this started more than 50,000 years ago!

What is it like to be a migrant to Australia? Here are 10 questions about the migration experience for you to answer.

Divide your class into 6 groups. Each group choose a story, read it, and use the information from that migrant story to answer the 10 questions. Make sure that the answers are recorded for each of the stories. The six stories are typical stories of real migrants from different periods.

1 Where did the migrant come from?	2 When did the person arrive in Australia?
3 Why did the person come here?	4 How did the person get here?

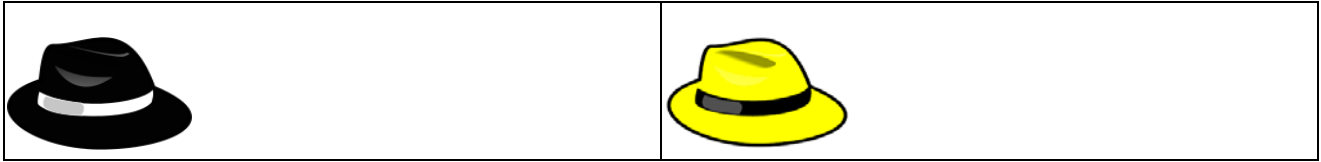
5 Where did the person go to in Australia to settle?	6 What did the migrant do to become part of the new community?
7 What were the difficulties the person faced?	8 Why was the person able to succeed as a migrant to Australia?





9 What were the worst aspects of being a migrant?

10 What were the best aspects of being a migrant?



How and why did Australia become a nation?



Activity 6 – Finding your own stories of migration to Australia


You are **Remembering**, **Understanding**, **Analysing** and **Evaluating** information as well as **Applying** your knowledge. You are using **Black Hat (problems)**, **Yellow Hat (positives)** and **Blue Hat (big ideas)** thinking.

Now that you have seen many stories of migration to Australia you can find your own ones. There will be many people who will be happy to share their story with you. Some may not, so make sure you ask if a person is happy to speak to you and answer your questions.

If a person wants to tell their story you can ask the same questions you asked for the earlier stories. You could record them, or write down their answers. Make sure you thank them for sharing their story with you. If they are not willing, then just thank them politely and keep looking!

Ask your migrant the following questions:

Questions	Answers
What is your migrant's name?	
1 Where did the migrant come from?	
2 When did the person arrive in Australia?	
3 Why did the person come here?	

4 How did the person get here?	
5 Where did the person go to in Australia to settle?	
6 What did the migrant do to become part of the new community?	
7 What were the difficulties the person faced? 	
8 Why was the person able to	



<p>succeed as a migrant to Australia?</p>	
<p>9 What were the worst aspects of being a migrant?</p>	
<p>10 What were the best aspects of being a migrant?</p>	



*Commonwealth
Farm Leases
to 71024*

*Schedule No
47122*

*Onwards
2nd Oct 1930*

*Going to visit
relatives
Intends to come
back within 9/10*

JOINT COMMONWEALTH AND STATE MIGRATION SCHEME, No. 7101

PASSPORT CLEARANCE TO ASSISTED MIGRANTS.

Immigration Department
at *Sydney*
Date *27th Sept 1930*

This is to certify that *Edward Alexander Waite*
who arrived as an assisted migrant at *Sydney* by the
S.S. *Scythia* on *Nov 1924* has satisfied the
requirements of this department. There is therefore no objection, so far as this office is
concerned, to the issue of a Passport in his/her favour.

By Authority: *E. J. Gress*, Government Printer, Melbourne.

NOTE.—This Certificate must be presented at the Passport Office.

1.545, 6.25.—C.7610.

How and why did Australia become a nation?



Activity 7 – Thinking about objects

You are **Remembering**, **Understanding**, **Analysing** and **Evaluating** information as well as **Applying** your knowledge. You are using Black Hat (problems), **Yellow Hat (positives)**, Blue Hat (big ideas), **Red Hat (opinions)** and **Green Hat (ideas)** thinking.

Imagine that each person in your class has to bring something to school that tells a story about them. What would you choose? It might be a report card that tells others about you as a student. It might be a musical instrument that tells us about a skill or love you have. It might be a gift that you got from somebody special, and tells us about your love of and memory of that person. It might be a favourite toy, that tells us about a happy childhood. Or it might be . . .

Choose an object, and be able to explain in your own mind what this object tells us about you, what story about your life it is telling.

Museums do this. They collect objects and display them because the objects tell us stories. Objects can tell us stories about migration to Australia.

Here is an example of an object in a museum.

What do you think this object is, and what story might it be telling us?

After you have thought about it and worked out your answer, click on the link on the Interactive and find out.



This will take you to a video clip on **Cuc Lam's Suitcase. Watch it and answer these questions about the National Treasure featured.**

FOCUS QUESTION

What does this object help me understand about Australian history and heritage?

VIDEO CLIP QUESTIONS

1 Describe the object.

2. Where is it located?

3 Why did Cuc Lam flee Vietnam?

4 Where was Cuc Lam's first location?

5 Why did Cuc Lam come to Australia?

6 What did she carry in her suitcase?

7 Why did she choose those things?

8 What did she sacrifice?

9 What did she gain by fleeing Vietnam?

10 What was this object's main role in Australian history?

11 What are the main reasons it is considered a National Treasure?

12 Look at the way Warren Brown has depicted the object in his cartoon. What message or meaning is he suggesting about the object?




13 What does this object tell us about being Australian?

14 Is the object important to your life today? Explain.

Activity 7 – Thinking about object – Cornell Notes

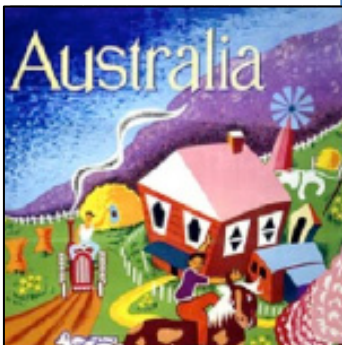
You are Remembering, Understanding, Analysing, Evaluating information as well as Applying your knowledge and and Creating a product. You are using Black Hat (problems), Yellow Hat (positives), Blue Hat (big ideas), Red Hat (opinions) and Green Hat (ideas) and White Hat thinking.

Using the interactive, investigate each object and write BRIEF dot-pointed notes. Pick out the most IMPORTANT information. Write the title of the object underneath each artefact. Then summarise.

Key Points (Objects)	Notes
	
	
	

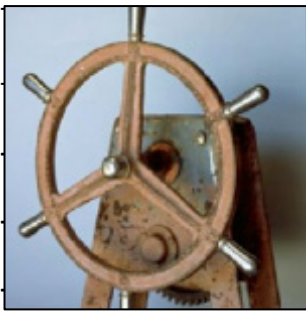
Key Points (Objects)

Notes

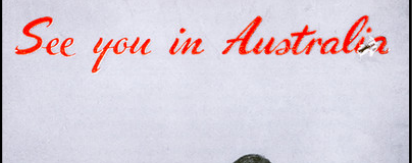








Summarise: what do these objects tell us about migration?



How and why did Australia become a nation?



Mapping migration in my community

Map evidence of migration in your community, identifying what you saw and what it tells you about migration.

What I saw	What it tells me about migration

Create a Poster



St Brendan’s Catholic Primary School, Flemington, Victoria.

Create a poster or an artwork to illustrate your multicultural community.

Here is what one school did to show something about migration. They all drew something that represented them, and placed these in a mosaic. What do you think is the message of this artwork?

Now create your own artwork or poster about migration and your community.

Go the [Media](#) page in the interactive for images which you can use in your artwork.

Reflection (blue hat): write what you liked **(yellow hat)** and didn’t like **(black hat)** about this topic. How could this learning be improved **(green hat)?**
