

UNIT 3

Subject Area: Intercultural Understanding/History **Age:** 10-12 yrs+ **Year Level:** 5/6

Timing: 2 -3 50 minute sessions

Unit Objectives: **Year 5:** Using the Ancestry Atlas students will compare the diversity of their class or school to the diversity of people in Australia during the 1800s. They will compare their ancestor's reasons for coming to Australia and their experiences upon arrival to those of early settlers.

Year 6: The same activity but this time they should use Census data about the diversity of people in Australia since Federation. They will compare their ancestor's reasons for coming to Australia and their experiences upon arrival to those who have arrived since Federation.

Curriculum Objectives:

Year 5:

The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109)

The role that a significant individual or group played in shaping a colony (ACHASSK110)

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 (ACHASSK136)

The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)

Cross Curriculum Links:

Literacy
Personal and Social Capability
Intercultural Understanding
Health Education
Ethical Understanding
ICT Capabilities

Procedure:

1. Following the Ancestry Atlas activity, start a discussion about whether they feel their class has diverse ancestry. Ask: Has Australia been more or less diverse throughout history?
2. Use the [Australian census](#) link in the resources below to compare your Ancestry Atlas data with the periods that census has data for (there is potential to make a graph reading math lesson out of this).
3. The way you proceed with this unit will depend on a few things. You may have students with relatives who have come from other countries, students whose family has been in Australia for as long as they know, students who were adopted, or have some family history that may trigger strong emotions. These are important considerations for how you will want to proceed. In the resources below are links to information about various groups who have migrated to Australia that can be chosen in place of investigating family or done in conjunction with students tracing their family history as a comparison piece.
4. Using Google [My Maps](#) or some other map image have students trace the journey of their ancestors or one of the groups of migrants to the point they arrive to in Australia
5. Students can drop pins along the journey points and insert media links to google docs, slideshows, videos, or audio interviewing relatives around their experiences or doing presentations on historical groups they research. There are some video editing options for smart phones in the resources below. For more project ideas try [Google Historical Voyages and Events](#)
6. Some questions that can be chosen to guide inquiry:
 - Which generation has the most people who have moved country?
 - Which generation seems to have stayed in the one place for the longest?
 - Does anyone want to share anything they know about their family's journey to Australia or any stories they know from their parents or grandparents?
 - Have the country borders on the Ancestry Atlas, based on what the UN recognizes, changed since one of your family members has left? For example, have the country's borders shifted, has the country been divided into other countries given different names?
 - If looking at the historical census data, what does it tell you about the countries from which immigrants came from over the years?
 - What might be some differences in the experiences of those with family members who moved to a new country compared to those who stayed in the same place?
 - What are some reasons for people choosing to move to a new country?
 - How did it feel to move to a new country?
 - What are the main differences felt by those who have moved to a new country?
 - Are there any holidays or events that are still celebrated? Anything that is missed from home that is not available or doesn't happen in the new country?
 - Have you heard of any major ways that some of these countries have changed since people have left them?
 - What has been the migrant experience of a member of your community?
 - What reasons made them want to migrate to Australia?
 - What cultural practices, beliefs or customs have they maintained or adapted?

- How were these practices, beliefs or customs different to the community when they arrived?
- Are there any similarities or differences to their stories and the story of your own family?
- How does the Ancestry Atlas data for your class/school differ from that found in the [Australian census](#)?
- How is the data different to each generation of Australian census data before? (choose what increments of time you want to go back through).
- Were there any industries (example the cattle industry, Snowy Mountain scheme etc) that drew your relatives or those from your community that you interviewed?
- Were there any industries or practices that people who migrated to your community or family created, developed or improved when they arrived? Did they introduce anything new to their community?
- Is your area more or less diverse than any time in history?

Resources

- Australian Census animated demographics <http://www.abs.gov.au/websitedbs/d3310114.nsf/Home/Animated+Historical+Population+Chart>
- Google My Maps <https://support.google.com/mymaps/answer/3024396?hl=en>
- Germans in South Australia <http://www.southaustralianhistory.com.au/german.htm> AND <http://www.germanaustralia.com/e/sth-aust.htm>
- Afghan and Pakistani Camaleers in Australia <http://www.australiangeographic.com.au/topics/history-culture/2011/07/australias-afghan-cameleers/> AND <https://youtu.be/buMLmCBzNSs>
- Chinese on the Australian Gold Fields <http://www.goldrushcolony.com.au/australian-gold-history-culture-info/chinese-australian-gold-fields/anti-chinese-racism> AND <http://www.sbs.com.au/gold/story.php?storyid=46#276>
- The Scottish Highlands Clearance <https://youtu.be/CJUGPVjDPI4>
- The Irish Potato Famine <https://youtu.be/0nOAQAZqvsu>
- White Australia Policy documentary <https://youtu.be/TX6x28dnPVE>
- Options for editing media: **WeVideo** for web and phones. Most iPhones come with iMovie, [here is a tutorial on how to use it](#)
- A good video editing platform you can do on any device is Videoshop, [here is a tutorial](#)
- Photo collections: You can add photos to the video by taking a photo with your device. [Here is how to do it on iMovie for iOS](#)
- Google Historical Voyages and Events <http://larow2.carollarow.com/Voyages/index92.html>