

From Distant Shores

[Australian Curriculum – History – Year 6 and Year 10]



History House Museum

7 Orchard Street

Armadale WA 6112

9399 0419

9399 0670

Introduction:

The purpose of this programme is to immerse students in the study of the contribution made by migrants to the Armadale District. The programme explores the reasons why people came to Armadale, their contributions to the district and their impact on Armadale in the past and today.

Australian Curriculum Links

History Year 6

Historical Knowledge and Understandings: Australia as a Nation

Stories of groups of people who migrated to Australia and the reasons they migrated.

Historical Skills:

Historical questions and research

Historical Skills:

Analysis and Use of resources

Historical Skills:

Perspectives and Interpretations

Historical Skills:

Explanation and Communication

History Year 10

Historical Knowledge and Understanding:

What were the changing features of movement of people 1750-1918?

Historical Skills:

Identify and select different kinds of questions about the past to inform historical inquiry.

Historical Skills

Develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources.

**Proposed Programme Outline:
From Distant Shores – The Story of Migrants in the Armadale District**

Week	Proposed Activities	Proposed assessment markers
1	<p>Immersion Activities: Chose from the following activities.</p> <p>Brainstorm: What do the students already know about migration to Australia? Discuss.</p> <p>Family Tree: Students research their own migrant background. Design a family tree that goes back as many generations as they can to discover where they came from. Remember even Australians came from somewhere else originally.</p> <p>Personal World Map: Once students have completed their family tree they can map the countries their ancestors came from.</p> <p>Class World Map: The countries the students have mapped on their individual world maps can be transferred to a class world map. Discuss.</p> <p>Welcome Wall: Use the information gathered from the Family Trees and the Personal and Class World Maps to create a welcome wall where students state their name, their place of birth and the names and places of birth of any migrants in their family.</p> <p>Audio-Visual Resources:</p> <p><i>Fiction: please check ratings before showing to classes</i></p> <p>My Place – ABC TV Series</p> <p><i>Non Fiction:</i></p> <p>Hello Australia Parts 1-5 Here Comes the Neighbourhood – SBS TV Series</p> <p><i>Documentary Websites</i></p> <p>Try the following sites for downloads of documentaries and information about suitable documentaries:</p> <p>www.bodocus.com</p> <p>www.onlinedocumentaries4u.com</p> <p>www.freedocumentaries.net</p> <p>www.abc.net.au</p> <p><u>See also:</u> The attached list of audio-visual resources available through the City of Armadale libraries. Plus a list of suitable websites.</p>	<p>Selection of Activities as per teacher choice.</p>

<p>2</p>	<p><u>Immersion Activities:</u> Choose from the following activities.</p> <p>Timeline: Students design an illustrated timeline for the different waves of migration to Australia starting with the First Australians.</p> <p>World Map: On a blank map of the world students locate and label the places in the world Australia has received migrants from. You may need to consult the ABS website for up to date statistics.</p> <p>Photograph Analysis: Students can examine the Who, What, Where, When, Why, How, So what? Of each photograph presented. Photographs could include those taken by migrant families of their new home, participating in community activities, the migrant camp.</p> <p>Cartoon Analysis: Students can examine the Who, What, Where, When, Why, How, So what? Of each cartoon presented. Teachers may like to teach cartoon analysis as taught in Upper School. The cartoons should reflect the changing attitudes towards migrants through time – such as the White Australia policy, treatment of the Chinese on the goldfields, boat people, asylum seekers etc.</p> <p>Poster: Students design a poster promoting Australia's need for migrants or Australia as an ideal migrant destination.</p> <p>Information Poster: Students to complete a mini research project on one migrant to the Armadale District. The Oral Histories available from the Birwistle Local Studies Library could be used for this activity <u>or</u> the student could interview a member of their own family who was a migrant <u>or</u> they could interview a resident at a Retirement Village who was a migrant.</p>	<p>Selection of Activities as per teacher choice.</p> <p>Note: There are many migrant posters in the Battye Library in the Alexander Library in Perth for the ten pound POM scheme.</p>
<p>3</p>	<p><u>Immersion Activities:</u> Choose from the following activities.</p> <p>Migrant Festival: Plan and present a migrant festival showcasing the music, food and dances of migrant groups that came to the Armadale District. Students could dress up in traditional costumes to add colour to the event.</p> <p>Guest Speaker: Invite a guest speaker to your school from one of the migrant associations – listed in the telephone directory – to talk about life for migrants coming to Australia.</p>	<p>Selection of Activities as per teacher choice.</p>

6	<p><u>Research Task Implementation:</u></p> <p>Research Task: Planning and Conducting</p>	Planning Documentation as per rubric
7	<p><u>Research Task Implementation:</u></p> <p>Research Task: Conducting</p>	Note taking Documentation as per rubric
8	<p><u>Research Task Implementation:</u></p> <p>Research Task: Conducting / Processing and Translating</p>	Documentation as per rubric
9	<p><u>Research Task Application:</u></p> <p>Research Task: Applying and Communicating Findings</p>	End product of Research Task as per rubrics
10	<p><u>Research Task Presentation and Evaluation:</u></p> <p>Research Task: Applying and Communicating Findings</p> <p>Presentation of Museum Exhibition on “The Story of Migrants in the Armadale District” either mounted at History House Museum or your school library.</p>	ICP Rubric

Resources available through the City of Armadale Libraries:

Title	Author	Call No
Australian Customs [website]		
Canada / Heather Blades.	Blades, Heather.	J 971 BLA
Chinese Australians / Al Grassby and Marji Hill.	Grassby, Al (Albert Jaime), 1926-	QJ 305.8951 GRA
City of Armadale Kelmscott Migrant Camp History Group interpretive plan / prepared by Caroline Harben.		Q 994.11 KEL
Defending the human rights of migrants and asylum seekers in Western Europe [website]		
English Australians / Al Grassby and Marji Hill.	Grassby, Al (Albert Jaime), 1926-	QJ 305.906 GRA
Forced migration online [website]		
The Free Reformed pioneers / Gerrit Johannes Bosveld.	Bosveld, Gerrit Johannes.	284.29 BOS
The Free Reformed pioneers / Gerrit Johannes Bosveld.	Bosveld, Gerrit Johannes.	284.29 BOS
From the frying pan into the fire: being an account of our first ten years in the new country.	Dengler-McKerchar, Rosemarie, 1940-	B/DEN
From the frying pan into the fire: being an account of our first ten years in the new country.	Dengler-McKerchar, Rosemarie, 1940-	B/DEN
From the frying pan into the fire: being an account of our first ten years in the new country.	Dengler-McKerchar, Rosemarie, 1940-	B/DEN
German Australians / Al Grassby and Marji Hill.	Grassby, A. J. (Albert Jaime), 1926-	QJ 305.831 GRA
German-speakers in Australia [website]		
German-speakers in Australia [website]		
Greek Australians / Al Grassby and Marji Hill.	Grassby, Al (Albert Jaime), 1926-	QJ 305.889 GRA
Hello Australia [video recording]: Video 1.		427.9 HEL
Hello Australia [video recording]: Video 2.		427.9 HEL
Hello Australia [video recording]: Video 3.		427.9 HEL
Hello Australia [video recording]: Video 4.		427.9 HEL
Hello Australia [video recording]: Video 5.		427.9 HEL
Hong Kong: migrant lives, landscapes, and journeys / Caroline Knowles, Douglas Harper.	Knowles, Caroline, 1954-	305.906912 KNO
Human cargo: a journey among refugees / Caroline Moorehead.	Moorehead, Caroline.	305.906914 MOO
Immigration Museum [website]		
Interview with Anna Mazurkiewicz [CD] / interviewed by Lesley Choules.	Mazurkiewicz, Anna.	B/MAZ
Interview with Antonio Trifonoff [CD] / interviewed by Lesley Choules.	Trifonoff, Antonio.	B/TRI

Interview with Barbara Bartolo [CD] / interviewed by Lorraine Pearce.	Bartolo, Barbara.	B/BAR
Interview with Biserka Erceg [CD] / interviewed by Jennie Carter.	Erceg, Biserka (Betty).	B/ERC
Interview with George Butler [CD] / interviewed by Lesley Choules.	Butler, George.	B/BUT
Interview with George Stevens [CD] / interviewed by Lesley Choules.	Stevens, George.	B/STE
Interview with Irena Senkowski [CD] / interviewed by Lesley Choules.	Senkowski, Irena.	B/SEN
Interview with Joe Bavich [CD] / interviewed by Kim Fletcher.	Bavich, Joseph.	B/BAV
Interview with John Atkinson [CD] / interviewed by Lesley Choules.	Atkinson, John.	994.11 ATK
Interview with Lidia Doust [sound recording] / interviewed by Lesley Choules.	Doust, Lidia.	B/DOU
Interview with Malcolm Holmes [DVD] / interviewed by Joanne Harris.	Holmes, Malcolm.	B/HOL
Interview with Renato (Bob) Moles [CD] / interviewed by Lesley Choules.	Moles, Renato.	B/ MOL
Interview with Robert Gatani re: parents Charles and Maria Gatani [CD] / interviewed by Lesley Choules.	Gatani, Robert.	B/ GAT
Interview with Vera Buckingham [CD] / interviewer unknown.	Buckingham, Vera.	B/BUC
Irish Australians / Al Grassby and Marji Hill.	Grassby, Al (Albert Jaime), 1926-	QJ 305.89162 GRA
The Italians / Margaret Bettenay.	Bettenay, M.	Q B/ ITA
Jenny's Coffee House : After Yenni / Eugenie Jenny Williams	Williams, Eugenie Jenny	B/WIL
Kelmscott Migrant Camp Christmas Photograph [photograph].		FPH7
Kelmscott Migrant Park project display compiled by Kelmscott Migrant Camps History Group.	Kelmscott Migrant Camps History Group.	BOX 8 (ARM)
Lebanese Australians / Al Grassby and Marji Hill.	Grassby, Al (Albert Jaime), 1926-	QJ 305.89275 GRA
Malta virtual emigration museum [website]		
Migrant Park Interpretive Display Project.		ARCHIVE BOX 41
Migrant Park Kelmscott.		BOX 8 (ARM)
Migrant services directory 2000: a Western Australian guide for migrants and service providers.		DIRECTORIES
Migrants and refugees 1976-1999 / Helen Tropa.	Tropa, Helen.	QJ 325.94 TRE
Migrants and refugees 1976-1999 / Helen Tropa.	Tropa, Helen.	QJ 325.94 TRE
Migration Heritage Centre New South Wales [website]		
Modernism & Australia: documents on art, design and architecture 1917-1967 / Ann Stephen, Andrew McNamara and Philip Goad.	Stephen, Ann.	700.9 STE

My zdesigranty; Parizhskoe tango / Manuela Gretkovskaa.	Gretkowska, Manuela.	RUSSIAN F GRE
Odysseus in the golden west: Greek migration, settlement and adaptation in Western Australia since 1947 / by John N. Yiannakis.	Yiannakis, John N.	305.8893 YIA
Prime Minister of Australia: Apology to Forgotten Australians speech [website]		
Southern Region Italo-Australian Community Foundation Inc: WA 2001 community centenary project.		COUNCIL EPHEMERA BOX 1
Spanish Australians / Al Grassby and Marji Hill.	Grassby, Al (Albert Jaime), 1926-	QJ 305.861 GRA
Split lives: Croatian Australian stories / Val Colic-Peisker.	Colic-Peisker, Val.	B/305 COL
Stories from former residents of the Kelmscott Migrant Camps.		BOX 8 (ARM)
Tales from a suitcase. [Series 2, volume 1] [Video recording]: stories from the migrant experience 1949-1959 / series producer, Will Davies.		305.8009 TAL
Teacher resources [website]		
Ten pound Poms: Australia's invisible migrants / A. James Hammerton and Alistair Thomson.	Hammerton, A.James.	325.24 HAM
Ten pound Poms: Australia's invisible migrants / A. James Hammerton and Alistair Thomson.	Hammerton, A.James.	325.24 HAM
Tramcar Park [photograph].		PH813
Tucker track: the curious history of food in Australia / Warren Fahey.	Fahey, Warren.	398.355 FAH
Tucker track: the curious history of food in Australia / Warren Fahey.	Fahey, Warren.	398.355 FAH
Urbanisation [website]		
War on Terror, Inc.: corporate profiteering from the politics of fear / Solomon Hughes.	Hughes, Solomon.	338.47355 HUG
Welfare of former British child migrants [website]		
Write away [website]		

WEBSITE:

Post World War Two migration – memories and journeys

<http://www.belongings.com.au>

TYPES OF ASSESSMENT suitable for this Research Task

Inquiry-based research activities

This could involve:

- historical inquiries of people, events, eras and ideas
- interpret and evaluate historical sources for reliability, bias, perspective, and motive
- use sources as evidence to support an interpretation
- undertake the research processes
- show ways of obtaining and using information

Field work activities

This could involve:

- participating in community projects
- interact with community members
- display inquiry and communication skills
- select and collect data

Extended answers

This could involve:

- plan a written response
- demonstrate essay writing skills
- write according to audience and purpose
- demonstrate synthesis of information
- incorporate diagrams, maps, data and tables to illustrate a concept
- elaborate and reflect on findings
- use ethical protocols to acknowledge other people's work (eg quotes, in text reference, footnotes, bibliography, annotated bibliography).

Summative assessment

This could involve:

- demonstrate understandings and skills within a set time frame
- apply time management skills.

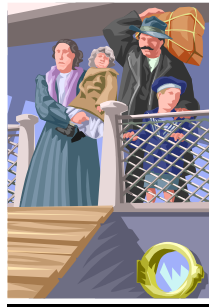
Invigilated assessment

This could involve:

- demonstrate source analysis and interpretation (eg data, text extracts, maps, diagrams, models, images)
- demonstrate understandings and skills within a set time frame
- apply time management skills.



From Distant Shores



STUDENT RESEARCH TASK

What do I have to do?

You will need to select a migrant group or specific family to research and do a presentation, as a part of a class museum exhibition, on your chosen group/family. This can be done individually or in groups of no more than four students.

Once you have conducted your research, you will present your findings in the format you think is most appropriate to fully illustrate the contributions made and are still being made by this group/family to the development of the Armadale District.

Your research notes file will be lodged with the Birtwistle Local Studies Library in the City of Armadale and become a part of the City of Armadale's local history collection.

What do I have to find out?

You will need to find out the following about the migrant group or family you have chosen to research:

- Profession / job before coming to Armadale [or Western Australia]
- Reasons for coming to Western Australia
- Reasons for settling in the Armadale District
- Did they come alone or did they bring their family? Why? Why not?
- Record of their experiences whilst living in the Armadale District
- Contributions made to the Armadale District – socially, economically etc
- Are there still family living in the City of Armadale



Where can I find this information?

History House Museum City of Armadale

- ✓ The Museum collection includes numerous items used by local migrant people

Birtwistle Local Studies Library City of Armadale

- ✓ Photographs, oral histories and documents relating to migrants to the Armadale District

City of Armadale Libraries

- ✓ The libraries have reference books on migration to Australia
- ✓ Also, the libraries have reference books focussing on Western Australia's role in migration

How could I present my research?



Here are some suggestions:

- A written report
- An information panel
- The story of your migrant group/family's experiences in Armadale
- The creation of your family's diary
- An oral presentation – PowerPoint presentation – of your migrant group/family
- An artwork – a mural, storyboard, illustrated timeline – of your migrant group/family experiences
- A comic outlining your migrant group/family's experiences
- A website on your migrant group/family

What now?

You have finished your research and your research notes need to be put in a folder so that you can give it to the Birtwistle Local Studies Library; you now need to think about how you can add your research to the class museum exhibition "From a Distant Shore – Migrants to the Armadale District"

Remember that this presentation will be made to your fellow students, parents, grandparents and other guests. The mounting of the museum exhibition can occur at the History House.

From A Distant Shore



Name:	
Class:	Due Date:

ASSESSMENT CHECKLIST

I have:	
Chosen a migrant group/family to research	
Carefully and thoroughly planned my research task.	
Taken comprehensive notes from the wide variety of sources available to me.	
Written a draft of my research task presentation.	
Had a friend / family member edit my draft.	
Written and created my final presentation of the Research Task.	
Compiled a comprehensive bibliography and included it with my Research Task presentation.	
Collected my notes, filed them in a manilla folder and presented them to the Birtwhistle Local Studies Library.	

Teacher's Comment:
