Subject: History: Year Level: 6

Calling Australia Home

Concept: (big picture)
Australian as a nation
Students learn about the way of life of people who migrated to Australia and their contributions to Australia's economic and social development.

Key Inquiry Questions: (from the curriculum)
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?

Content description: (from the curriculum)
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)

Learning Scenario:
Australia is a nation that has been built on migration. Migration is the movement of people from one nation, place or location to another. Since 1788, people from many nations and cultures have come to Australia to make this land their home. People migrate for difference reasons, e.g. natural disasters, war, political and religious.
Children will work individually to investigate family backgrounds to create a family profile and reasons for migration. Where applicable, family memories will be collected from immediate family members.
They will create interview questions and interview a person who has migrated to Australia.
They will then create a migration story as an e-book.

Curriculum Skills: (including general capabilities)
- Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)
- Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)
- Sequence historical people and events (ACHHS117)

- Use historical terms and concepts (ACHHS118 & CCT)
- Identify questions to inform an historical inquiry (ACHHS119)
- Pose questions to clarity and interpret information and probe for causes and consequences (CCT)
- Identify and locate a range of relevant sources (ACHHS120 & CCT)
- Locate information related to inquiry questions in a range of sources (ACHHS121)
- Identify and clarify relevant information and prioritise ideas (CCT)
- Identify points of view in the past and present (ACHHS123 & CCT)
- Analyse, condense and combine relevant information from multiple sources (CCT)
- Combine ideas in a variety of ways and from a range of sources to create new possibilities (CCT)
- Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)
- Identify and justify the thinking behind choices they have made (CCT)
- Manage and maintain data on different storage mediums – locally and on networks (ICT)
- Use ICT effectively to record ideas, represent thinking and plan solutions (ICT)
- Select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others (ICT)

Core Inquiry Skills:
Identify | Describe | Compare | Explain | Sequence | Question | Locate | Examine | Create | Organise

Pedagogical Framework (Guided Inquiry design)
Phase: OPEN
Description: Create a powerful open that invites the students to engage in the inquiry topic.

Strategies / Tasks	Tools	Skills
Define emigration and immigration.	Year 6 Migration site (Intranet)	Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)
Read or listen to the story Onion Tears by Diana Kidd and answer questions in your PowerPoint portfolio.	Year 6 Migration site + PowerPoint	
		Make connections between students' own experiences and those of characters and events
3 paintings show possible reasons for emigration – what does the picture show?	Migration worksheet for students to complete and save in their portfolio	represented in texts drawn from different

Match each picture to reasons for emigration.		historical, social and cultural contexts (ACELT1613)
Class discussion / share		Comprehend Define Describe Match Read / Listen Tell
Resources		
Onion Tears (Diana Kidd) – physical resource and audio format 3 x images of paintings – Migrants from Britain		

Phase: IMMERSE

Description: Students build their background knowledge by immersion in the content. Students reflect on the content and select a topic for further investigation.

Strategies / Tasks	Tools	Skills
Who migrated and why? Britain - Read about the industrial revolution, potato famine & Scottish Land Clearances and explain by completing worksheet. Italy – Tell three stories about how they settled. Many countries – List the 6 main countries. **Feelings and expectations**	Year 6 Migration site (Intranet) Migration worksheet for students to complete and save in their portfolio	Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524) Comprehend Describe List Read Tell

4 paintings show some of the feelings of people who were migrating to Australia in the 1800s – under each painting list some of the feelings or emotions that you can see these people may have been experiencing		
Resources		
British history – Industrial revolution - http://www.bbc.co.uk/history/british/victorians/speed_01.shtml Irish Potato Famine - http://www.dochara.com/the-irish/food-history/the-irish-potato-famine-1846-1850/ Scottish Land Clearances – School Intranet Italian immigration - http://www.coasit.com.au/ihs/pdf/Italian_migration_1850-1900.pdf Birthplaces of the population of Australia 1861 – 1901 Paintings on migration – images		

Phase: EXPLORE

Description: Students browse and scan through a wide range and variety of resources to explore interesting ideas around their topic.

Strategies / Tasks	Tools	Skills
Why did people migrate to Australia? What are their stories? Uncover the story of a person who has migrated to Australia. Locate and interview a suitable person and present their story as an eBook. Students are presented with the assessment rubric	Interview report example (work sample 4 from Australian Curriculum) Year 6 Migration site (Intranet) Help links on site – Find a person to interview Learning how to be effective interviewer Assessment rubric	Identify and locate a range of relevant sources (ACHHS120 & CCT) Identify points of view in the past and present (ACHHS123 & CCT) Research Locate Prepare
Resources		
History – Work sample 4 – Illustrated oral history – Migration Interview		

Phase: IDENTIFY

Description: Students develop an inquiry question or questions and form a focus for their research. The question or questions will frame the rest of the inquiry.

Strategies / Tasks	Tools	Skills
Uncover the story of a person who has migrated to Australia. Locate and interview a suitable person and present their story as an eBook. Students given guidance in interviewing techniques, especially in developing closed and open questions. Present questions to the teacher.	Year 6 Migration site (Intranet) Help links on site – Write a list of questions to help you find out about the migration story of the person	Identify questions to inform an historical inquiry (ACHHS119) Pose questions to clarity and interpret information and probe for causes and consequences (CCT) Questioning (closed and open) Compose Construct Design Develop
Resources		
Year 6 Migration site (Intranet)		

Phase: GATHER

Description: Students collect detailed information from a variety of information sources – "go broad, go deep"

Strategies / Tasks	Tools	Skills
Uncover the story of a person who has migrated to Australia. Locate and interview a suitable person and present their story as an eBook. Arrange interview for questioning family member.	Year 6 Migration site (Intranet) Help links on site – Conduct the interview with your person (Sound record it if possible)	Use historical terms and concepts (ACHHS118 & CCT) Locate information related to inquiry questions in a range of sources (ACHHS121) Manage and maintain data on different storage mediums – locally and on networks (ICT) Interview Schedule

Resources		
Cameras, sound recorders		

Phase: CREATE

Description: Students organise their gathered information to create their product – "tell the story"

Strategies / Tasks	Tools	Skills
Uncover the story of a person who has migrated to Australia. Locate and interview a suitable person and present their story as an eBook. Family stories are gathered. Information is collated and organised.	Year 6 Migration site (Intranet) Help links on site – Retell the story *Pages*	Sequence historical people and events (ACHHS117) Identify and clarify relevant information and prioritise ideas (CCT) Analyse, condense and combine relevant information from multiple sources (CCT) Combine ideas in a variety of ways and from a range of sources to create new possibilities (CCT) Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124) Use ICT effectively to record ideas, represent thinking and plan solutions (ICT) Construct Interpret Order Organise Produce Select Summarise

Resources		

Phase: SHARE
Description: Students present their product to others to show what they have learned.

Strategies / Tasks	Tools	Skills
Uncover the story of a person who has migrated to Australia. Locate and interview a suitable person and present their story as an eBook. Students deliver their presentation to peers.	Year 6 Migration site (Intranet) Help links on site – Present the story as an eBook	Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125) Select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others (ICT) Communicate Report Show Write
Resources		
School Issuu account		

Phase: EVALUATE
Description: Students reflect on their content learning and the progress through the inquiry process.

Strategies / Tasks	Tools	Skills
Students receive feedback from peers. Students discuss their own strengths and weaknesses.	Rubric	Identify and justify the thinking behind choices they have made (CCT) Select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others (ICT) Assess

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		Reflect
Resources		

Rubric:

Task	Above Expected	Expected	Below Expected
Write a list of interview questions to find out about the migration story of an individual	Develops a range of questions to guide the interview and encourage the interviewee to tell more stories and uses other information sources provided by the interviewee	Develops a range of questions to guide the interview and encourage the interviewee to tell their story	Develops a range of questions with limited structure
Retell the migration story	Events are sequenced in chronological order within relevant sections of the text and are interrelated	Events are generally sequenced in chronological order within relevant sections of the text	Events are not sequenced in chronological order within relevant sections of the text
	Identifies reasons for migrating and relates these to relevant changes in Australian society	Identifies reasons for migrating	Reasons for migrating are not identified
	Identifies and explains effects of migrating on the person with mention of experiences of others	Identifies and explains effects of migrating on the person	Identifies effects of migrating on the person
	Gives details of how this person is making a contribution to Australian society and insights on the person's views about Australia	Gives details of how this person is making a contribution to Australian society	Gives some information about what the person has done in Australia
	Includes and refers to appropriate visuals and other information sources	Includes and refers to appropriate visuals	Includes isolated visuals

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