



Victorian Essential Learning Standards

Sample Unit

Australians – Yesterday And Today

Level 6 - Interpersonal Development, The Humanities – History, Communication

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Introduction

In *Australians – Yesterday and today* students compare and contrast the experiences of two immigrant families or individuals to Australia in the post-World War II period and in present times.

As part of a team, they frame research questions to explore the context for particular migrant stories and make links to historical circumstances in their home country and in Australia.

They also reflect on how they work in a team, delegate tasks and manage their time.

Suggested duration: 9 hours

For further information see the [Teaching, learning and assessment activities](#) section.

Assessment

This unit provides opportunities for students to demonstrate achievement of elements of Level 6 Standards in Interpersonal Development, The Humanities – History and Communication.

It will also help teachers identify ways in which the Level 6 standards support students to develop facets of employability skills.

For further information see the [VELS and Employability Skills](#) section.

Students are assessed on their ability to:

- frame research questions
- analyse the links between individual and family stories and historical circumstances
- use appropriate historical language and conventions
- use a range and variety of sources
- work effectively in teams
- develop a written presentation.

For further information see the [Assessment](#) section.

Acknowledgments

The VCAA acknowledges teachers from Dromana Secondary College, Damascus College and Sovereign Hill who contributed ideas or materials that helped shape this unit.

Victorian Essential Learning Standards

Australians – Yesterday and today provides opportunities to assess students against elements of Level 6 standards and facets of employability skills as detailed below:

For further information see the [Employability Skills](#) section.

Strand	Domain	Dimension	Element of standard	Related Employability Skill
Physical, Personal and Social Learning	Interpersonal Development	Working in teams	... work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams.	... adapts to and contributes to group processes
Discipline-based Learning	The Humanities – History	Historical knowledge and understanding	... analyse events which contribute to Australia's social, political and cultural development.	
		Historical reasoning and interpretation	... frame research questions and locate relevant resources.	
Interdisciplinary Learning	Communication	Presenting	... use subject-specific language and conventions in accordance with the purpose of their presentation to communicate complex information.	Communication – Written <i>... writes accurately and conventionally.</i>

For further information see the [Assessment](#) section.

Teaching, Learning and Assessment Activities

This unit focuses on comparing and contrasting the experiences of two immigrant families or individuals to Australia in the post-World War II period and in present times.

The activities include:

- Activity 1: Introduction to immigration
- Activity 2: Framing the research
- Activity 3: Research
- Activity 4: Developing a written presentation
- Activity 5: Reflection on teamwork.

Activity 1: Introduction to immigration

Activities	Supporting the activities	Assessment
<p>Introduce the unit and assessment.</p> <p>Give students an overview of migration trends to Australia and guide them through an analysis of the data.</p> <p>Ask students to take notes as this will assist them in framing their research questions in Activity 2.</p>	<p>It would be useful to emphasise that students will not only be assessed on their history knowledge and skills but also on their ability to work effectively in a team, to reflect on how they delegate tasks and manage their time.</p> <p>Students could be encouraged to brainstorm why they think people came to Australia.</p> <p>Students may be able to draw on their own family's background to generate ideas.</p> <p>They could use a graffiti wall to record their responses which would be used as the basis for a general class discussion or a jigsaw activity.</p> <p><u>Examples of teaching and learning strategies.</u></p> <p>Provide students with a copy of the hand out titled '<u>Main countries of birth of the population: 1901–2005</u>'. (See <i>Unit Resources</i> page 13)</p> <ul style="list-style-type: none"> • In analysing the data, questions could include: • Where have we come from? • What changes have occurred in Australia's population since 1901? • Which countries did our largest numbers of migrants come from in 	

	<p>the years 1900, 1954 and 2000.</p> <ul style="list-style-type: none"> • What immigration patterns can you identify from 1901 to 2005? • What might account for the different immigration patterns? 	
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Activity 2: Framing the research

Activities	Supporting the activities	Assessment
<p>Provide students with the research task and discuss the requirements.</p> <ul style="list-style-type: none"> • Use the primary source of ‘Immigration stories’ and other sources to compare and contrast the immigration experience of two individuals or two families from the immediate post-World War II period and present time. • Make connections between family circumstances and historical events in both the immigrants’ home country and in Australia. <p>Organise students into teams of 4–5 students.</p> <p>Explain they will be assessed on how well they work in a team</p> <ul style="list-style-type: none"> • how they delegate tasks • manage their time • reflect on how well each member contributed to the team. • In Activity 5 students will write their reflection on how well their team has worked. <p>Ask students in their teams to frame the research questions using the notes they took in Activity 1</p>	<p>See Research task sheet</p> <p>See the <i>Australian Centre for the Moving Image website’s Immigration stories.</i> (www.acmi.net.au/dst_videos_immigration.htm)</p> <p>Students could use a strategy such as Think-Pair-Share to generate their research questions and or use some questions from Activity 1.</p> <p>Guiding questions could include:</p> <ul style="list-style-type: none"> • Why did the individuals or families leave their home country? • Why did the individuals or families decide to migrate to Australia? • What challenges and advantages did Australia offer? • What circumstances affected immigration patterns in Australia? <p>Provide each team with a copy of the <u>Teamwork log</u> (See <i>Unit Resources</i> page 14).</p> <p>Students may need some help in strategies for negotiating roles, allocating tasks, planning and contributing to their team’s presentation.</p> <p>See <u>Establishing Roles</u></p> <p>Students could organise their information using a Venn diagram.</p>	<p>Collect the students’ research questions to assess The Humanities – History – <i>Historical reasoning and interpretation.</i> See <u>Assessment rubric</u> (See <i>Assessment</i> page 8).</p>

	See Venn diagrams	
Remind students that they need to keep an individual list of the resources they use to conduct their research and include a correctly written bibliography.	See the Resource list .	

Activity 3: Research

Activities	Supporting the activities	Assessment
<p>Students will need to research the answers to their questions. They will use this information to address the following presentation topic:</p> <p>What are the similarities and differences between the two groups of immigrants?</p> <p>Provide students with time to conduct their research.</p>	<p>Students use primary sources. See the <i>Australian Centre for the Moving Image website's Immigration stories</i>. (www.acmi.net.au/dst_videos_immigration.htm) and newspapers and official documents of the time, surveys or interviews.</p> <p>Concept maps or flow charts are effective planning and organising tools.</p> <p>See Concept maps.</p>	

Activity 4: Developing a written presentation

Activities	Supporting the activities	Assessment
<p>Provide time for teams to use their research findings to develop a print-based presentation.</p> <p>Explain that:</p> <ul style="list-style-type: none"> all members of the team are required to contribute to the final presentation they will be assessed on their ability to appropriately present their information use appropriate history vocabulary correctly and consistently 	<p>Print-based presentations may include a:</p> <ul style="list-style-type: none"> newspaper feature written report web page slide show with speaker notes 	<p>Collect students' print-based presentation to assess The Humanities – History – <i>Historical knowledge and understanding</i>, The Humanities – History – <i>Historical reasoning and interpretation and Communication – Presenting</i>. See Assessment rubric (See <i>Assessment page 8</i>).</p>
<p>Remind students to maintain their teamwork logs whilst developing their presentations.</p>		<p>Collect students' teamwork log to assess Interpersonal Development – <i>Working in teams</i>. See Assessment rubric (See <i>Assessment page 8</i>).</p>

Activity 5: Reflection on teamwork

Activities	Supporting the activities	Assessment
Ask students to write an individual reflection on how well the members of their team worked using their Teamwork logs to assist.	Reflection on teamwork questions. See <u>Reflection sheet</u> (See <i>Unit Resources</i> page 12)	Collect students' individual reflections to assess: Interpersonal Development – <i>Working in teams</i> . See <u>Assessment rubric</u> (See <i>Assessment</i> page 8).

Assessment

The Victorian Essential Learning Standards support a combination of assessment practices:

- Assessment of learning (summative)
- Assessment for learning (formative)
- Assessment as learning (formative).

The assessment tasks in this unit focus on collection of evidence of student learning for summative purposes. Some components could also be used to support assessment for learning and assessment as learning.

Assessment guide

When assessing student achievement, assessment criteria can be developed from relevant standards and associated tasks or activities. The table below shows the assessment criteria related to the assessment task/s and relevant standards and the expected evidence to be used as the basis for assessment.

The table can also be used to assist teachers to make judgments about whether students are working *at* the standard (achieved the standard), progressing *towards* the standard (have not met expectations of the standard) or progressing *beyond* the Standard (have exceeded expectations of the standard) for specific assessment criteria. It is provided as a guide only and may be adapted or modified to suit particular classrooms and/or student reporting.

Assessment Resource for advice on developing [rubrics](#).

Assessment Task: Australians – Yesterday and today

Evidence	Element of standard	Assessment criteria	Progressing towards the standard	At the standard	Progressing beyond the standard
The Humanities – History – Historical reasoning and interpretation					
Framing the research (Activity 2)	... frame research questions.	Ability to frame relevant questions.	Requires assistance to frame relevant questions.	Frames relevant questions to the research.	Frames questions that explore a wide variety of issues.
Compiling a resource list (Activity 2)	... locate relevant resources.	Ability to source relevant materials.	Uses only given resources.	Locates own materials.	Demonstrates extensive range of resources.
The Humanities – History – Historical knowledge and understanding					
Written presentation (Activity 4)	... analyse events which contribute to Australia's social, political and cultural development.	Ability to make connections between a specific story and the historical context.	Makes limited connections between specific individual/family circumstances and historical events.	Makes connections between specific individual/family circumstances and historical events.	Demonstrates extended evaluation of historical circumstances.

Communication – Presenting					
Presentation (Activity 4)	... use subject-specific language and conventions in accordance with the purpose of their presentation to communicate complex information.	Demonstrates ability to use appropriate history vocabulary correctly and consistently (e.g., immigrants, migration, refugees, asylum seekers).	Demonstrates limited and/or inconsistent use of appropriate history vocabulary.	Use of appropriate history vocabulary consistent with purpose.	Use of appropriate history vocabulary integral to development of ideas and purpose.
Interpersonal Development – Working in teams					
Reflection on teamwork (Activity 5 and ongoing)	... work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams.	Demonstrates ability to reflect on how successfully tasks were delegated.	Uses the journal to provide basic descriptions of how well tasks were allocated	Uses the journal to provide a thoughtful evaluation of task allocation within each session.	Uses the journal to provide a clear sense of allocating tasks across sessions.

Unit Resources

Websites

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the Internet, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to this unit of work, and to check these addresses prior to allowing student access.

Use this resource list as a beginning to help you locate differing views of immigrations from individuals and/ or families.

Stories of Migration

Australian centre for the Moving Image (ACMI)
[immigration stories - digital storytelling \(www.acmi.net.au/dst_videos_immigration.htm\)](http://www.acmi.net.au/dst_videos_immigration.htm)

Live in Melbourne, [Migrant Stories](http://www.liveinvictoria.vic.gov.au/ViewPage.action?contentId=1&languageId=1&siteNodeId=372) (www.liveinvictoria.vic.gov.au/ViewPage.action?contentId=1&languageId=1&siteNodeId=372)

Randwick City Council, [Migrant Story project](http://www.randwick.nsw.gov.au/default.php?id=268) (www.randwick.nsw.gov.au/default.php?id=268)

Migrational Heritage Centre NSW, [Belongings: post World War 11 migration memories and journeys](http://www.belongings.com.au), (www.belongings.com.au)

Department of Immigration, [Success Stories of Australian Migration](http://www.immi.gov.au/media/success_stories/index.htm) (www.immi.gov.au/media/success_stories/index.htm)

Investigating migration to Australia

Department of Immigration and Citizenship
[Fact sheets](http://www.immi.gov.au/media/index.htm) (www.immi.gov.au/media/index.htm)

(The fact sheets will provide a basic overview of the history of migration, circumstances behind waves of migration to Australia and information about Australia's current immigration program.)

[Making Multicultural Australia](http://www.multiculturalaustralia.edu.au) (www.multiculturalaustralia.edu.au)
(Contains primary source materials on Australian immigration including videos, cartoons and parliamentary speeches)

[Populate or perish](http://john.curtin.edu.au/1940s/populate/index.html) (http://john.curtin.edu.au/1940s/populate/index.html)

[Refugee Council of Australia](http://www.refugeecouncil.org.au/current/settlement.html) (www.refugeecouncil.org.au/current/settlement.html)

National Archives of Australia, (Virtual reading room). [VRROOM](http://vrroom.naa.gov.au/main_display.aspx?ObjectType=ResearchModuleDisplay&iResearchModuleId=2#1) (http://vrroom.naa.gov.au/main_display.aspx?ObjectType=ResearchModuleDisplay&iResearchModuleId=2#1) (Use search facilities to find information and photographs about immigration.)

Immigration Museum Victoria
[Immigration to Victoria – a timeline and other resources](http://museumvictoria.com.au/DiscoveryCentre/Websites-Mini/Immigration-Timeline) (http://museumvictoria.com.au/DiscoveryCentre/Websites-Mini/Immigration-Timeline)

[United Nations Cyberschoolbus](http://www.un.org/Pubs/CyberSchoolBus) (www.un.org/Pubs/CyberSchoolBus)
(Use Country at a Glance section to find out about the background to source countries for refugees and use the search facility to find out about policy for refugees.)

Teacher resources

Teaching and Learning Resource

This document provides information about teaching and learning strategies referred to in the task.

Assessment Resource

This document provides information about assessment strategies referred to in the task.

Reflection sheet (See page 12)

Student resources

Main Countries of Birth of the Population: 1901–2005 handout (See page 13)

Teamwork log (See page 14)



Teamwork Log:

During this task, your team must maintain a log that shows each task and who is completing it. This needs to be completed at the beginning of each lesson – like a plan of what you all wish to achieve.

Final Assessment Task – Reflection.

When you have completed the written presentations you will need to be able to reflect on the team's performance and answer the following questions.

- Were you happy with the finished product?
- Were you happy with the way the team worked together?
- What was the best aspect of being in this team?
- Did any member of the team perform better than expected?
- Did the team delegate tasks to the person most suited to complete the job?
- Were you allocated the task best suited to you?
- If you had to work with this team again, what would you do differently?

Handout 1: Population

MAIN COUNTRIES OF BIRTH OF THE POPULATION						
COUNTRY OF BIRTH	1900 (a) '000	1947 (a) '000	1954 (a) '000	1961 (a) '000	2000 (b) '000	2005 (b) '000
United Kingdom and Ireland	679.2	541.3	664.2	755.4	(c)1,164.1	1,137.40
New Zealand	25.8	43.6	43.4	47	374.9	455.1
Italy	5.7	33.6	119.9	228.3	241.7	224.3
Former Yugoslav Republics	n.a.	5.9	22.9	49.8	210	191.2
Viet Nam(d)	n.a.	n.a.	n.a.	n.a.	174.4	177.7
China	29.9	6.4	10.3	14.5	168.1	138.7
Greece	0.9	12.3	25.9	77.3	141.2	129.4
Philippines	n.a.	0.1	0.2	0.4	123	127.2
Germany	38.4	14.6	65.4	109.3	120.2	115.2
India	7.6	n.a.	12	14.2	110.2	113.8
Malaysia	n.a.	1	2.3	5.8	97.6	100.3
Netherlands	0.6	2.2	52	102.1	90.6	87.7
Lebanon	n.a.	n.a.	3.9	7.3	79.9	85.3
Hong Kong (SAR of China)(e)	0.2	0.8	1.6	3.5	56.3	76.2
Total overseas-born	852.4	743.2	1,285.80	1,778.30	4,517.30	4,829.50
Australia	2,908.30	6,835.20	7,700.10	8,729.40	14,639.80	15,499.10
Total population(f)	3,773.80	7,579.40	8,986.50	10,508.20	19,157.00	20,328.60

(a) Census counts.

(b) Estimated resident population at 30 June.

(c) Excludes Ireland.

(d) Includes Cambodia and Laos for 1971.

(e) Includes Macao.

(f) Includes country of birth 'Not stated' and 'At sea' for 1901 to 1971.

Source: Australian Historical Population Statistics (3105.0.65.001); Migration, Australia (3412.0).

(Source: Australian Bureau of Statistics, Year Book 2001, Year Book 2008. Available: <http://www.abs.gov.au/websitedbs/D3310114.nsf/home/home>)

Teamwork Log



Student Materials

*** What does each person think is their greatest strength in relation to each task?

TASKS	TEAM MEMBER RESPONSIBLE	WHY SELECTED?	Achieved task? Yes/No? WHY?	To be done before next session – Homework allocated.