

Title	New Homes after World War II – Displaced Persons Act 1947
Learning area	HASS (History)
Other LAs	HASS (Civics and Citizenship, Economics) English
Year Level(s)	Year 6

Background information

Brief Description of the Task:	Activity 5 from the 'Journeys to Australia' Year 6 Unit within <i>History in the Making</i> https://docs.wixstatic.com/ugd/24e62c_44e0c6716d6346879957ceeffc001800.pdf Students will describe the difficulties faced by migrant women and children who came to Australia after WWII as displaced persons, creating a storyboard of their collection, which includes their own descriptive text, including stories of Migration through the experiences of Child Migrants arriving in Western Australia. Additional ideas related to 'Migration' can be found within the SCSA Year 6 History Sample Teaching and Learning Outline (Week 4-10) https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0018/407331/Humanities-and-Social-Sciences-History-Year-6-Sample-Teaching-and-Learning-Outline.PDF
Context summary	WA Curriculum Content Descriptor: Experiences of Australia's democracy and citizenship , including the status and rights of Aboriginal people and/or Torres Strait Islander Peoples, migrants, women and children (ACHASSK135) Stories of groups of people who migrated to Australia (including from one Asian country), the reasons they migrated (e.g. push-pull factors) and their contributions to society (ACHASSK136)(ACHASSK137)
Description of purpose (Learning Intention)	Students will classify and describe artefacts according to themes of personal identity and experience. Empathy, perspectives and significance will be explored as students write a poem or diary entry to express the emotions that a child migrant would feel in these situations.

Summary of Links to the Western Australian Curriculum *(Relevant areas shaded at completion of the student activities)*

Content Strand	HASS Knowledge and Understanding			HASS Skills			
	Key Concepts History Civics and Citizenship	Continuity and change	Cause and effect	Significance	Perspectives	Empathy	
	Participation		Rights and Responsibilities		Democracy		
General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical Understanding	Personal and social capability	Intercultural understanding
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures			Asia and Australia's engagement with Asia		Sustainability	

Relevant Aspects of the Achievement Standard

Highlighted areas show the parts of the achievement standard relevant to this task, in YOUR context.

At Standard, students develop questions for a specific purpose. They locate and collect relevant information and/or data from primary and/or [secondary sources](#), using appropriate methods to organise and record information. Students apply [ethical protocols](#) when collecting information. They use criteria to determine the relevance of information and/or data. Students interpret information and/or data, sequence information about events, identify different perspectives, and describe [cause and effect](#). They use a variety of appropriate formats to translate collected information and draw conclusions from [evidence](#) in information and/or data. Students engage in a range of processes when making decisions in drawing conclusions. They consider audience and purpose when selecting appropriate communication forms. Students develop a variety of texts that incorporate [source](#) materials, using some subject-specific terminology and concepts. They reflect on findings to refine their learning.

Students recognise that [Australia's democracy](#) is based on the Westminster [system](#), and describe the roles and responsibilities of each level of [government](#) and how laws are made. They identify the [democratic values](#) associated with Australian [citizenship](#) and describe the [rights and responsibilities](#) of being an Australian citizen.

Students identify the imbalance between [needs](#) and [wants](#), and describe how the [allocation \(of resources\)](#) involves [trade-offs](#). They identify the advantages and disadvantages of [specialisation](#) in terms of the different ways businesses organise the provision of [goods](#) and [services](#). Students identify the factors that influence consumer decisions when making choices, and the consequences of those choices for businesses and the consumer.

Students explain the [significance](#) of an individual, group or event on the Federation of Australia, and identify ideas and/or influences of other systems on the [development](#) of Australia as a nation. They describe [continuity](#) and [change](#) in relation to [Australia's democracy](#) and [citizenship](#). Students compare experiences of migration and describe the [cause and effect](#) of [change](#) on society