

YEAR 6 HISTORY: Learning sequence 4

Sikh and Indian Australians

INQUIRY GUIDE - MIGRANT STORIES

HTAWA
History Teachers' Association of Western Australia



The resource was developed by [HTAWA](#), the History Teachers' Association of WA, for the [Sikh Association of Western Australia](#).

YEAR 6 HISTORY: SIKH AND INDIAN AUSTRALIANS

Learning sequence 4: Inquiry Guide - Migrant stories

Deeper thinking and communicating understandings

Learning sequences 1 to 3 have developed the context, engagement and critical thinking skills to support an extended inquiry on stories of people who migrated to Australia from a country in the Asia-Pacific region. For a motivational tool on Vietnamese refugees show the You tube interview of Anh Do: “Pictures of You”. (Type the following into your search engine: You tube, Pictures of you Anh Do) or

<http://www.asiaeducation.edu.au/curriculum/english/details/we-come-to-australia>

Another engaging resource to enable students to check statistics on their chosen country can be found at: ABC Splash statistics game, country of birth.

A. The guided inquiry can be conducted in pairs or individually, with students focusing on:

An individual or group (family) from an Asian background who migrated to Australia (on business/ skills, family reunion or refugee status). The following aspects of the migrant’s experience need to be covered.

- overview of life in the migrant’s country of birth,
- the reasons why they moved to Australia,
- their journey to Australia and expectations of the new country,
- work, family and social life in Australia,
- any problems they faced,
- how they have contributed to Australia,
- their feelings about their migration experience.

B. The student’s choice of their inquiry topic will be influenced by an important factor - whether they are able to incorporate an interview into their research. Discuss the range of people they could approach to interview - family members, neighbours, friends, parents of friends, a local business owner etc. One of the process skills in this assignment will be the development and refinement of interview questions, the stages of and use of the interview. (see Learning sequence 2, Activity 3). The points listed above (some directly from the HASS syllabus) can be used to scaffold the interview questions.

C. The following questions support the key stages of an historical inquiry. These questions could be used as the basis of an inquiry booklet developed by the teacher to support the inquiry process.

A template for the structure of an inquiry process booklet can be found on the SCSA k-10 assessment samples website. Type the following into your search engine: “SCSA k-10 outline”, Click on “Assessing” on the top bar, then “Assessment Activities” click on Year 9 and then Humanities and Social Sciences and choose the HASS History Year 9 Sample Assessment Task- “Turning Points in the Industrial Revolution”. The Inquiry process booklet can be found on pp 4-11 of this task.

1. What do I already know about the topic?

2. What do I need to know?

This will support the construction of a series of interview questions. Teachers should collect and formatively assess the questions to support the development of the student interviews.

3. What are the focus questions for the inquiry topic? Develop at least 5 main focus questions to research. (Review questions from the learning sequences and brainstorm questions on reasons for migration, contributions, problems etc).

4. Researching to answer focus questions - note key points from all books/ internet sites and carefully write down all references for the information.

Focus Question 1 :

Write a detailed reference for the source of this information. (See Bibliography/reference list framework in SCSA k-10 Year 9 assessment sample.)

Repeat for Focus Questions 2, 3, 4, 5, etc (See SCSA k-10 Inquiry process booklet)

5. Organise evidence - Student review or teacher discussion with individual researchers on how to organise and present evidence, incorporating information from the interviews, initial conclusions, deciding what further research is required.

6. Communicating research - sharing research of the particular migrant group. There are many ways the students can communicate their research findings such as creating a digital book, a museum display, a play, a storybook for younger people, a series of posters, a weebly, interactive website (glogster), an oral presentation or a report (an any other creative approach students can devise). This task also incorporates aspects of the English and Geography curriculum.

Ask the students to include a brief reflection from their research. What does this topic mean to me as the learner? What have I learnt? How can I share my findings with others?

D. There are also many exciting ways that student research can be showcased to the school, their parents and the wider community. A discussion on the way that students can share their learning should take place in the early stages of the inquiry. Students will be able to perform, present their research to and interact with their audience of parents, grandparents or teachers and students from other classes. A display of their research findings in the school library, local library or local community centre could also be an exciting option for students.

E. Suggested online links to support research:

<http://www.racismnoway.com.au/teaching-resources/factsheets/74.html>

Chinese immigrants

<http://www.racismnoway.com.au/teaching-resources/factsheets/75.html>

Indian Australians

<http://www.migrationheritage.nsw.gov.au/exhibitions/southasianstories/index-2.html>

A range of interviews from immigrants to Australia from South Asia.

<http://www.migrationheritage.nsw.gov.au/exhibition/belongings/varugheserose/index.html>

A story of an Indian immigrant to NSW

<http://www.asiaeducation.edu.au/curriculum/english/details/we-come-to-australia>

<https://www.humanrights.gov.au/publications/questions-and-answers-about-migrants-multiculturalism>

Human rights Commission including a range of migrant groups

http://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/BN/2012-2013/ImmigrationDebate

<https://museumvictoria.com.au/origins/history.aspx?pid=58>

Sri Lankan immigrants to Victoria

<https://museumvictoria.com.au/origins/history.aspx?pid=218>

Immigration from Burma to Victoria

http://www.karen.org.au/karen_refugees.htm

Karen refugees from Burma

<http://dfat.gov.au/about-us/publications/international-relations/60-years-australia-in-malaysia/chapter4-malaysians-in-australia.html>

Malaysian immigrants

<http://immigrationplace.com.au/immigration-stories/>

<http://waves.anmm.gov.au/Immigration-Stories/Stories-from-our-collection.aspx>

Includes some stories from immigrants from the Asia-Pacific region

<http://splash.abc.net.au/home#!/media/1164134/razia-s-refuge>

The experiences of an Afghani refugee