

FREMANTLE
DISEMBARKING
PASSENGERS

Sikh and Indian Australians

HTAWA



YEAR 6 HISTORY: SIKH AND INDIAN AUSTRALIANS

	CURRICULUM LINKS			
Key concepts	Sources Cause and effect Continuity and change Significance Perspectives Empathy			
Key Inquiry Questions	How did the status and contribution of migrants from India and other Asian countries change throughout the 20th century?			
Historical Knowledge	<p>Students identify the location of Asia and its major countries, in relation to Australia.</p> <p>Experiences of Australia's democracy and citizenship, including the status and rights of migrants (ACHHK114)</p> <p>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 (ACHHK115)</p>			
Historical skills	<p>QUESTIONING AND RESEARCHING</p> <p>Develop and refine a range of questions required to plan an inquiry</p> <p>Locate and collect information and/or data from a range of appropriate primary and secondary sources (interviews, museums, internet)</p> <p>Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise)</p> <p>Use ethical protocols when gathering information and/or data (e.g. acknowledge the work of others, reference work appropriately, obtain permission to use photographs and interviews)</p>	<p>ANALYSING</p> <p>Use criteria to determine the relevancy of information (e.g. consider accuracy, reliability, publication date, usefulness to the question)</p> <p>Identify different points of view/ perspectives in information and/or (e.g. analyse language, identify motives)</p> <p>Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge)</p> <p>Translate collected information to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph)</p>	<p>EVALUATING</p> <p>Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships)</p> <p>Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options)</p>	<p>COMMUNICATION AND REFLECTING</p> <p>Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts</p> <p>Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials</p> <p>Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them)</p>
Achievement standard	<p>The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region (ACHGK031).</p> <p>Students 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.</p>			

Teaching and learning sequences	<p>The Learning sequences in this resource provide opportunities to explore both immigrant experiences and the changing policies of the Commonwealth Government toward Asian migrants and refugees from 1901 until the present. This closely relates to the Cross-curriculum priority of Asia and Australia's engagement with Asia "The nature of past and ongoing links between Australia and Asia". The concept of continuity and change is readily taught through the study of Australian migration and is reflected in the key inquiry question. Other skills and concepts emphasised in this resource include use of sources, cause and effect, empathy, perspectives, interview techniques and historical inquiry. Many examples of migrant experiences are drawn from the Australian Sikh community.</p> <p>The stages of the changing migration policy and practice can be divided into three time-spans, which form the basis of the Learning sequences 1 to 3:</p> <p><u>Learning sequence 1 Was there ever a "White Australia"? 1901 - 1945</u></p> <p><u>Learning sequence 2 The door opens slowly - immigration 1946 - 1972</u></p> <p><u>Learning sequence 3 Multicultural Australia - 1973 to the present</u></p> <p><u>Learning sequence 4 Inquiry guide.</u></p>
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