

Unit Plan - Year 10 History (Practicum 1)

<u>Unit Title:</u> Migration Experiences (1945 - present)	<u>Grade Level:</u> Year 10
<u>Subject:</u> History	<u>School:</u> Loxton High School
<u>Time Frame:</u> 3 weeks	
<p><u>AC Content Descriptions - Historical Knowledge and Understanding:</u></p> <ul style="list-style-type: none"> - The waves of post-World War II migration to Australia, including the influence of world events (ACDSEH144) - The impact of changing government policies on Australia's migration patterns including the abolition of the White Australia Policy, 'Populate or Perish' (ACDSEH145) - The impact of at least ONE world event or development and its significance for Australia such as the Vietnam War and Indochinese refugees (ACDSEH146) - The contribution of migration to Australia's changing identity as a nation and to its international relationships (ACDSEH147) 	
<p><u>Prior Knowledge:</u> Students have spent a week with their subject teacher being introduced to the subject. They have heard from guest speakers about their own migration experiences spanning the globe and time frames. They have also considered the chronology of migration and its influence on multicultural Australia. Other subject areas, such as English, have also been asking some students to consider the refugee experience.</p>	
<p><u>Knowledge Outcomes:</u> <i>students will know...</i></p> <ul style="list-style-type: none"> - definitions of key terms involved with migration - how migration patterns in Australia have changed since 1945 - the policies and attitudes towards migration since 1945 - events that have influenced migration patterns (push and pull factors) - the influence of migration on Australian society 	
<p><u>Skill Outcomes:</u> <i>students will be able to...</i></p> <ul style="list-style-type: none"> - empathise with migrant experiences - critically evaluate current perceptions of migration - analyse historical sources - use historical sources to develop their own historical argument 	
Learning Plan	Assessment

Accommodation for diverse needs:

Resources required:

Lesson 1 + 2, Tuesday 9th June

<u>Unit Title:</u> Migration Experiences (1945 - present)		<u>Grade Level:</u> Year 10
<u>Subject:</u> History		<u>Lesson Length:</u> 105 mins
<p><u>Outcomes (Knowledge + Skill):</u></p> <ul style="list-style-type: none"> - where migrants to Australia have come from since 1945 - how and why this might have changed over time - the world events that coincide with migration patterns - interpreting both language- and statistic-based historical sources 		
Phase	Time	Activity
Starter	15 min	<i>Get To Know You</i> activity.
Starter	5 min	Refer to the guest speakers from the previous week. Ask students if they can remember what were some of the 'push factors' (reasons for leaving) for these people.
Introduction	5 min	<p>Introduce the activity.</p> <p>On the board, list world events and their dates since 1945.</p> <p>Hand out the birthplace statistics sheets. Each group/pair are allocated a decade. (p24 - 26 of PDF - give all pages to all groups, so students can track the changes).</p>
Development	20 min	<p>In books, answer the following questions:</p> <ol style="list-style-type: none"> 1. What changes do you notice in the statistics between your decade and the previous decade? 2. Taking into consideration world events, why do you think the statistics look this way? 3. Write down three questions you have after completing this activity. Research these questions using a laptop and discussing them with your table. Write the answers you find and any website names that you used.
Introduction	10 min	<p>Introduce next activity.</p> <p>Set up a world map with different envelopes attached to different countries of the world. <i>Each envelope contains a packet of information on a particular migration experience from that country to Australia. Resources may also require digital access.</i> In pairs or groups, students select an envelope from a country.</p>

Development	30 min	<p>Students read through their research and answer questions to present to the class.</p> <ol style="list-style-type: none"> 1. Who is your migrant? What is their name, ethnicity? Where are they from? 2. Find a photo of them. 3. What year are they migrating in? 4. What are the push factors involved (reasons for leaving the home country)? 5. Which world event stimulated their migration? 6. What are the pull factors (reasons for coming to Australia)? 7. Three interesting facts about their story. <p>Create a fact sheet.</p>
Plenary	15 min	Students to share fact sheet with the class.
Plenary	5 min	Students write 3 things they've learned about migration today.

Homework: Finish the fact sheet if it has not already been completed.

Differentiation: These activities rely heavily upon group work. Students will be encouraged to pair up with someone they haven't spoken to during the week (lesson on Tuesday). Through peer work, they will be encouraged to challenge

Resources:

- laptops and headphones booked - how?
- PPT that includes all stimulating questions including GTKY activity
- statistics sheets with different decade highlighted for each
- world map
- envelopes with link to individual stories
- sheets with migration terms and definitions mismatched for BU plan.
- headphones
- global-migration activity

Back-up plan:

1. Match migration terms with their definitions. Confirm before gluing in to books.
2. Introduce students to the <http://www.global-migration.info> website and encourage them to explore and consider the patterns. What surprises you?

Notes + feedback:

Mark bookwork from original activity.

Wednesday 10th June, L5 - Lesson Plan

<u>Unit Title:</u> Migration Experiences (1945 - present)		<u>Grade Level:</u> Year 10
<u>Subject:</u> History		<u>Lesson Length:</u> 50 mins
<u>Outcomes (Knowledge + Skill):</u>		
<ul style="list-style-type: none"> - understanding the nature of the Vietnam War - historical empathy 		
Phase	Time	Activity
Starter	5 min	Mark roll. Thank students for their GTKY activity. Introduce myself more.
Introduction	10 min	Migration definitions jigsaw activity. Students will be able to define following key terms: refugee, asylum seeker, illegal immigrant, migrant, immigrant, immigration, emigrant, emigration, economic refugee, political refugee, displaced person.
Development	10 min	Hand out selected images of Vietnamese refugees involved in the MG99 rescue (http://www.abc.net.au/news/specials/the-luckiest-refugees/) What kind of source is this? Primary. Why are primary sources, like photographs, useful? Analyse the photos, cut them out and stick them in an order that students think they would/could have happened in. Draw arrows between each image. <i>Give example on board.</i>
Plenary	5 min	What do you think the story is? Who are these people? What drove them from their home? Go through PPT which explains the story and the Vietnam War. Discuss MG99 situation. Students to write out what actually occurred in their own words.
Assessment	15 min	Hand out the assignment sheet. Read through the assignment - have students read different aspects. Direct students to the instructions to look at the website and complete the table before constructing the letter.
Plenary	2 min	<u>HOMEWORK:</u> Letter-writing assignment. Due Wednesday, Week 8.

Resources:

- PPT with introductory information
- images printed (enough for 25) x 3 each photo
- laptops booked

Back-up:

- Read Stephen Nguyen's poem and answer questions.

Monday 15th June, Lesson 6

<u>Unit Title:</u> Migration Experiences (1945 - present)	<u>Grade Level:</u> Year 10	
<u>Subject:</u> History	<u>Lesson Length:</u> 45 mins	
<u>Outcomes (Knowledge + Skill):</u> <ul style="list-style-type: none">- The waves of post-World War II migration to Australia, including the influence of world events (ACDSEH144)- The impact of changing government policies on Australia's migration patterns including the abolition of the White Australia Policy, 'Populate or Perish' (ACDSEH145)		
<u>Key Questions:</u> What is the 'White Australia' policy? How long did it last? What is 'Populate or Perish'?		
<u>Resources:</u> Laptop trolley booked - 32		
Phase	Time	Activity
Introduction	10 min	What is the <i>White Australia Policy</i> ? Brainstorm on the board with student to scribe. What does it sound like? What do we know about it? When do you think it existed? What do you think it reveals about Australian Society?
Development	15 min	Introductory PPT. Defining the White Australia Policy. Includes discussion on the Immigration Restriction Act (1901). Use information learnt to correct what was written down during the brainstorm.
Development	20 min	Watch video about the White Australia Policy from a 1960s news program. (https://www.youtube.com/watch?v=8MzGR4OJmGE) Answer the following questions: <ol style="list-style-type: none">1. What opinions are presented of the 'White Australia Policy'?2. Why do you think the people in Australia felt this way?3. How is opinion different in Australia today?
Plenary	5 min	Write down three things that you have learned today. Share one with your neighbour.
<u>Homework:</u> Complete letter writing assignment.		
<u>Resources:</u> <ul style="list-style-type: none">- introductory PPT- video link ready		

Tuesday 16th June, L1+2 - Lesson Plan

<u>Unit Title:</u> Migration Experiences (1945 - present)		<u>Grade Level:</u> Year 10
<u>Subject:</u> History		<u>Lesson Length:</u> 105 mins
<p><u>Outcomes (Knowledge + Skill):</u></p> <ul style="list-style-type: none"> - The waves of post-World War II migration to Australia, including the influence of world events (ACDSEH144) - The impact of changing government policies on Australia's migration patterns including the abolition of the White Australia Policy, 'Populate or Perish' (ACDSEH145) 		
<u>Key Questions:</u> What is the 'White Australia' policy? How long did it last? What is 'Populate or Perish'		
<u>Resources:</u> Laptops booked from Home Ec/Tech - choose someone from HG to go over and get them before the lesson.		
Phase	Time	Activity
Starter	10 min	<p>'White Australia' Policy - we discussed it yesterday. Find out who missed out yesterday and make sure they are evenly dispersed throughout the classroom.</p> <p>All students to fill out table (on PPT)</p>
Introduction	5 min	Isolate 1945 - 'Populate or Perish' event on timeline. Define 'Populate or Perish'.
Development	10 min	<p>Source analysis of two posters promoting the 'Populate or Perish' slogan. Display poster on PPT, students to answer questions about the source in their books.</p> <ol style="list-style-type: none"> 1. Is this a primary or a secondary source? 2. What are three pull factors that are displayed in this poster? 3. How do you think this poster is effective in convincing British migrants to come to Australia?
Introduction	5 min	<p>The Australian government wanted to attract British migrants to Australia in order to have a bigger workforce and stop fears of Asian invasion. They offered assisted passage, the payment of a trip from one country to another, to British migrants. They only had to pay 10 pounds to come to Australia, but they had to stay and work for the government for at least 2 years.</p> <p>This meant they would have to advertise for migrants to come to Australia. What aspects of Australia would be attractive to British migrants? Brainstorm - landscape, culture, opportunity, cheap assisted passage...</p>

Development	20 min	Choose one of these aspects of Australia and design a poster which promotes migration of British migrants to Australia. You must include: a slogan, image to support your slogan, and a brief description explaining your design. Blu-tack to the board when completed. Students can view other posters.
Introduction	5 min	Ask them to take out their scaffolded questions sheet. These should have been completed. Task today: is to write your letter, using the research you have done.
Development	40 min	Students to get laptops and research their assignments quietly. Measure progress as students continue working.
Plenary	5 min	Pack up. Homework: Complete letter. Staple cover sheet to front of assignment. Due tomorrow.
<p><u>Homework:</u> Ten Pound Pom Dictation Test - do it yourself and have one other family member do it. Write three sentences about how difficult you found it and whether or not you think it is a fair test. Complete assignment by tomorrow.</p>		
<p><u>Resources:</u></p> <ul style="list-style-type: none"> - SMARTboard - PPT - video downloaded - blank paper for poster design - timeline activity printed 		
<p><u>Back-up:</u></p> <ul style="list-style-type: none"> - Ten Pound Pom dictation test: have the class listen and write down what they hear. - Spend more time analysing each poster design. 		

Lesson 5, Wednesday 17th June

<u>Unit Title:</u> Migration Experiences (1945 - present)	<u>Grade Level:</u> Year 10	
<u>Subject:</u> History	<u>Lesson Length:</u> 50 minutes	
<u>Resources:</u> Laptops booked from Room 42.		
<u>Outcomes (Knowledge + Skill):</u> Reflecting on the positive contributions that migrants have made to Australian culture.		
<u>Key Questions:</u> What makes an effective oral presentation? What are the countries of origin for various migrants in Australia? What are the contributions that they have made to our society?		
Phase	Time	Activity
Admin	5 min	Take the roll, during which time I accept either assignments or a diary from each student. No discussion. Send students to collect laptop trolley from Room 42.
Starter	10 min	We've heard, read and talked about many different stories of migration from many different countries around the world. In pairs, think of as many countries as you can from which people have migrated from to Australia and write them in your books. You have 2 minutes. (TIMER) Talk about the influences that all these different people might have had on Australian culture and society... hmmm. Next week, you'll present on one of these countries and tell us about the influence they've made on our society... especially through food! What makes a good oral presentation? (SCRIBE)

Development	30 min	<p>Hand out assignments.</p> <p>Go through each element (have students read out).</p> <p>Explain for food: there are 24 students in the class, plus 2 teachers. Enough for a small amount per person. If you think you might have trouble being able to do this, come and speak with me.</p> <p>Use questions as a guide.</p> <p>Your first task today will be to establish which country you would like to focus on. You may like to choose the country from which your family comes. Once you've figured this out, you'll need to write the name of your country in the blanks on your sheet. Once you've done this, put your hands on your head, and I'll touch base with you.</p> <p><i>Check to make sure that migrants have actually come from that country and that they are on the right track.</i></p> <p>Get a laptop and begin to research your topic.</p>
Plenary	5 min	<p>Pack up laptops and check.</p> <p>Fill out homework.</p> <p>Send a student to take the laptops back.</p>
<p><u>Homework:</u> Complete research questions for assignment.</p>		

Lesson 6 - Monday, 22nd June

<u>Unit Title:</u> Migrant Experiences (1945 - present)	<u>Grade Level:</u> Year 10	
<u>Subject:</u> History	<u>Lesson Length:</u> 45 mins (end 2.30)	
<u>Learning Objective:</u> For students to be able to understand that there is a difference between the truth of the situation for those seeking asylum in Australia and the way politicians and media. Students to enhance their critical reading skills and formation of their own opinion.		
Phase	Time	Activity
Starter	5 min	Agree/disagree. Use the statements from the lesson. Students have to choose where their opinion lies between strongly agree and strongly disagree. Do this outside if the weather permits.
Introduction	10 min	Students choose a statement (myth) blu-tacked to the board. They answer the following questions: 1. Do you agree with the statement? 2. Why do you agree/disagree with the statement? Go around the classroom and hear answers from students.
Development	20 min	Introduce: effect of political and media spin on our understanding of asylum seekers. Students receive a fact sheet that debunks their myth. They read through and highlight: key words, key facts, interesting phrases or sentences. Has your decision about the statement changed? Write five sentences about what you have learned from the fact sheet Students share their discoveries. <i>If your view has not changed, what have you learnt?</i>
Plenary	10 min	Table groups: Imagine if you were members of federal parliament. You are drafting a bill to put through parliament that states how Australia should respond to asylum seekers. What are five rules that you would have? Write them on the board. Discuss.
<u>Homework:</u> Complete oral presentation. Due tomorrow.		
<u>Back-up plan:</u> Groups look through the solutions that the document suggests. Taboo with key words from the unit.		

Resources:

- statement sheets
- myth sheets
- solution sheets (A3)

Lesson 1+2, Tuesday 23rd July

<u>Unit Title:</u> Migration Experiences		<u>Grade Level:</u> Year 10
<u>Subject:</u> History		<u>Lesson Length:</u>
<u>Objective:</u> Present oral presentations. Gain an understanding of the various countries of origin for migrants to Australia since 1945.		
<u>Resources:</u> Cups, plates, serviettes, drink. Marking templates.		
Phase	Time	Activity
Starter	10 min	Take the roll. Remind students of the importance of being a good audience. What makes a good audience? Let students know of the procedure. After each presentation, take a piece of the food. Return to seats, commence next speaker. Next speaker is chosen out of a hat. They have that time to prepare (set up PPT, etc.)
Development	90 min	Present oral presentations.
Plenary	5 min	Write down three interesting things you learned today. Share with someone you haven't spoken to today.
<u>Back-up plan:</u> Taboo with words from unit.		

Lesson 5, Wednesday 24th June

<u>Unit Title:</u> Migrant Experiences (1945 - present)		<u>Grade Level:</u> Year 10
<u>Subject:</u> Year 10		<u>Lesson Length:</u> 50 mins (end 2.20)
<u>Learning Objectives:</u> To solidify knowledge from the unit regarding definitions and contribution of migrants to Australian culture and international relations.		
<u>Resources:</u>		
<ul style="list-style-type: none"> - laptops booked Room 34 - Taboo cards 		
Phase	Time	Activity
Admin	10 min	<p>Briley to present Oral Presentation. Hand back oral presentation grades. Whole class feedback.</p> <p>Others (Kyle, Jason, Blake) to present at lunch time.</p>
Starter	10 min	<p>Taboo. Describe a key word from the unit without using the word, saying sounds like or rhymes with or starts with, no gesturing.</p> <p>Asylum seeker. Refugee. Boat. Emigrant. Illegal immigrant. Country. Vietnam War. Populate or Perish. White Australia Policy.</p>
Development	15 min	<p>Student-directed quiz.</p> <p>Students are to individually construct five questions that will test their peer's knowledge of the unit. Write the answers also.</p> <p>Split class in half. Go outside or stand in circle: point to someone and ask a question. Person must answer and point to someone else, asking another question.</p> <p>For example, <i>Who invented the slogan 'Populate or Perish'? Arthur Calwell.</i> Flick back through your books.</p>
Good bye!! :(15 min	<p>Thank the students for the past five weeks - hope they've learned something, they've taught me a lot about teaching. Enjoyed getting to know them. Head to the library.</p> <p>Students to complete TfEL survey. Use TfEL slips.</p>