The Arrival – Year 6

This unit uses the book “The Arrival” by Shaun Tan as a stimulus to discuss the experiences and contributions of people who have migrated to Australia. It provides opportunities for students to explore the reasons for migration and the experiences following arrival to a new country. There is a focus on the Australian Curriculum historical understandings of empathy, significance and perspectives as students explore and consider the lives of migrants within their own community and in other places. The unit also provides opportunities for the teaching and learning of English content descriptions across the strands of Language, Literature and Literacy.

Links to the Australian Curriculum: History and English

History Achievement Standard

By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.

Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.
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<td>The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport (ACHHK116)</td>
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<td>Identify questions to inform an historical inquiry (ACHHS119)</td>
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<td>Identify and locate a range of relevant sources (ACHHS120)</td>
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<td>Locate information related to inquiry questions in a range of sources (ACHHS121)</td>
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<td>Compare information from a range of sources (ACHHS122)</td>
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<td><strong>Perspectives and interpretations</strong></td>
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<td>Identify points of view in the past and present (ACHHS123)</td>
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<td><strong>Explanation and communication</strong></td>
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<td>Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)</td>
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<td>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)</td>
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*The Australian Curriculum, Assessment and Reporting Authority, The Australian Curriculum v3.0
http://www.australiancurriculum.edu.au/History/Curriculum/F-10*
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Students are provided with opportunities to focus on the following General capabilities and Cross-curriculum priorities from the Australian Curriculum. Although the General capabilities and Cross-curriculum priorities are embedded into learning area content where appropriate, the following examples are linked to this unit’s specific teaching and learning experiences.
### General capabilities

| Literacy | + understand and use new vocabulary related to the unit, including vocabulary that expresses shades of meaning  
|          | + comprehend visual texts in print that make use of visual elements to represent ideas and events in different ways  
| Numeracy | + use data to develop graphs and tables from population figures  
|          | + develop annotated timelines for key people and events  
| Information and communication technology capability | + plan, locate, retrieve and organise information in meaningful ways  
|          | + assess the suitability of information using appropriate criteria  
|          | + use ICT effectively to record ideas, represent thinking and plan solutions  
| Critical and creative thinking | + pose questions that identify and describe issues beyond their immediate world  
|          | + consider alternative ideas and actions  
|          | + draw on prior knowledge and evidence to formulate solutions to a problem  
| Personal and social capability | + recognise a range of external influences that may impact on their sense of identity, including using historical inquiry to examine factors that lead to a sense of identity for people in other cultures, and for themselves  
|          | + recognise that social cues and means of communication may differ within and between various communities, explaining a point of view that is different from their own  
| Intercultural understanding | + recognise and respond to cultural diversity, its contributions and effects in national and regional contexts  
|          | + look for similarities with people unlike themselves and differences with people they consider to be similar  
|          | + accept that their point of view is one of many and begin to see themselves as others may see them  
|          | + identify and reflect on the impact of stereotypes and prejudices  
|          | + justify decisions, choices and behaviours in relating to others contribute to the development of positive relationships between people from different cultural groups to achieve common goals  

### Cross-curriculum priorities

| Asia and Australia’s engagement with Asia | + develop an understanding of histories of the diverse peoples of Asia and their contributions to the region and the world,  
|                                            | + explore the importance of the traditions, beliefs and celebrations of peoples from the Asia region  
|                                            | + examine the migration to Australia by people from Asia.  
|                                            | + develop an appreciation of the history of Australia-Asia engagement and how this influences contemporary relationships within Australian society and relationships between Australia and the countries of Asia.  

Assessment

The purpose of assessment is to promote, assist and improve learning.
A formal assessment is included with this unit. The purpose is to assess each student’s capacity to research a significant migrant individual or group and their contribution to the development of Australian society. Teachers can use this assessment to gather evidence about each student’s:

+ knowledge, understanding and demonstration of historical skills
+ skill in researching information and developing a position about the contribution of this individual or group to Australian society
+ ability to plan, draft and publish imaginative, informative and persuasive texts using multi-media resources appropriate to purpose and audience
+ understanding and skill across the General capabilities and Cross-curriculum priorities,

An important focus for this unit is to explore understandings of empathy, significance and perspectives as students explore and consider the lives of migrants within their own community and in other places. Each lesson provides teachers with a range of opportunities to observe, monitor and provide feedback to students in relation to their:

+ involvement and participation in lesson activities and discussions
+ knowledge and understanding of key concepts and information
+ understanding and skill across the General capabilities
+ understanding and skills across the Cross-curriculum priorities.

This unit assumes that students have been taught the skills required to research, plan, draft and publish texts using multi-media resources.
Teaching and learning sequence

In this lesson students will:
✚ discuss the cover of the book
✚ begin to read the book “The Arrival” by Shaun Tan
✚ discuss the use of colour in the illustrations
✚ discuss the significance and importance of objects to the family
✚ answer questions about the book and discuss their perspective and views
✚ make predictions about the text
✚ complete a diary entry from the perspective of the main character.

Teaching and learning sequence

In this lesson students will:
✚ revisit their predictions about the book.
✚ continue to read the book
✚ discuss illustrations and ask questions of each other as they read
✚ answer questions about the book and discuss their perspective and views
✚ discuss the experiences of the main character.
✚ complete a diary entry from the perspective of the main character.

Teaching and learning sequence

In this lesson students will:
✚ continue to read the book
✚ discuss illustrations and ask questions of each other as they read
✚ discuss the events depicted through the use of ‘flashbacks’ in time to show past experiences
✚ answer questions about the book and present their perspective and views

Teaching and learning sequence

In this lesson students will:
✚ continue reading the book
✚ discuss illustrations and ask questions of each other as they read
✚ review the illustrations and discuss the events using ‘flashbacks’ in time
✚ discuss the experiences of the main character
✚ discuss and describe the events and the thoughts and feelings of the man, his wife and daughter.

Teaching and learning sequence

In this lesson students will:
✚ finish reading the book “The Arrival” by Shaun Tan
✚ compare significant objects of the family from prior to arrival and after arrival to the new country
✚ discuss how the daughter assists a new arrival
✚ discuss experiences from a range of perspectives
✚ create a plan for action to assist and support new arrivals

Teaching and learning sequence

In this lesson students will:
✚ identify and develop questions to inform an historical inquiry
✚ locate a range of sources and locate relevant information
✚ compare information from a range of sources
✚ identify points of view in the past and present
✚ develop a multimodal presentation
✚ discuss migrants in their local community/country.
Lesson Plan

Title: Leaving a homeland

Learning objectives
+ interpret and analyse ideas from the text "The Arrival" by Shaun Tan
+ discuss how the author has innovated on text structures and images to achieve particular effects
+ explain perspectives of characters and describe the experiences of a person leaving their home

Links to the Australian Curriculum: History and English

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General capabilities

This lesson provides opportunities for students to engage with the following General capabilities:
Teaching and learning sequence

Introduction
The teacher explains to students that the book “The Arrival” by Shaun Tan will be used as the focus for this unit.
(When reading and discussing the book the teacher may work with students in small groups, or alternatively use multiple copies of the book to provide opportunities for students to engage with the illustrations.)

Students:
✚ discuss the cover of the book, including the illustration, the title and the cover design
✚ read Part I of the book “The Arrival” by Shaun Tan
✚ discuss the use of colour in the illustrations and the possible reasons for the choices made by the author.

Body
After the students have independently read Part I the teacher revisits the book with the students.
The following YouTube clip displays Part I in a series of images and may be used in preference to copies of the book.
(Making Visual Narratives: Using Shaun Tan’s book the Arrival in the classroom http://www.youtube.com/watch?v=ToRVZZeYLoG)

Students:
analyse the images on the first and second pages and discuss the significance and importance to the family of the displayed items
✚ identify items of significance and importance within their own families and discuss similarities and differences to items in the book
✚ discuss why similarities and differences exist between the characters’ items and their own
✚ review the remaining pages of Part I and discuss the sequence of events, answering questions such as:
++ What is the family preparing to do?
++ How do the characters feel about this event?
++ How has the author allowed you to understand the feelings of the characters?
✚ interpret and analyse the use of a ‘spiked tail’ in several of the illustrations as the family is walking through the city
✚ examine the use of the image and discuss:
++ what this image may represent
++ why the author may choose to include this image on these particular pages.
✚ predict where the father is going and why he is leaving the family
✚ write a journal entry written from the perspective of the main character (the father) on the night before he is to leave his family
✚ explore and explain the possible reasons for leaving and his thoughts and feelings about this event

The teacher:
✚ explains to students that this book is a story about immigration, where someone leaves their home for a new country
✚ explains to students that the focus of this unit is looking at migration stories, reasons for migration and experiences of migrants upon arrival to a new country
✚ provides a graphic organiser for students to create a KWL chart (What I know, what I want to know and what I have learnt). The final column (what I have learnt) may be completed throughout the unit or at the completion of the learning experiences.
Conclusion

Students:

✚ may choose to share their journal entry with peers or teacher
✚ discuss the man’s thoughts and feelings as identified within the journal entries.

The teacher:

✚ introduces a vocabulary/ key terms list for display as a word wall, with definitions. Words may include: migration, refugees, migrants, immigration, asylum seekers, boat people, culture, beliefs, cultural practices, migration programs.
Title: The Arrival

Learning objectives

✚ interpret and analyse information and ideas in the text to describe experiences of migrant people travelling to and arriving in a new country/place
✚ discuss the perspectives of the main character upon his arrival to this new country/place

Links to the Australian Curriculum: English and History

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General capabilities

This lesson provides opportunities for students to engage with the following General capabilities:
Teaching and learning sequence

**Introduction**

The teacher explains that in this lesson students will continue to read the book ‘The Arrival’ by Shaun Tan. (When reading and discussing the book the teacher may work with students in small groups, or alternatively use multiple copies of the book to provide opportunities for students to engage with the illustrations.)

**Students:**

✚ review what had happened in Part I of the book and revisit what they thought would happen as the story progressed.

✚ read Part II of the book and discuss illustrations and ask questions of each other as they read.

**Body**

After the students have independently read Part II the teacher revisits the book with the students.

**Students:**

✚ analyse the first page of Part II and discuss:
  + what the main character is doing in these illustrations
  + what the main character could be thinking.

✚ interpret the pages where a large group of people are sitting together on the ship and answer questions such as:
  + Who are the people in this illustration?
  + How do the people feel?
  + What makes you think that?

✚ continue to review the story up to pages 12 to 18 of Part II, where the ship arrives at its destination and the people are leaving the ship and going through a series of tasks/situations. Discuss and describe:
  + What is happening during this time in the book?
  + Who is involved in dealing with the new arrivals at this time?

✚ interpret and discuss pages 16 to 18, where the main character is depicted in a series of shots interacting with people in the new country. Explain:
  + what is happening throughout this series of shots
  + how the man may feel in the first set of shots (page 16) and why he feels this way
  + the challenges he is facing (page 16)
  + what the series of shots on page 18 depict

✚ discuss and explain why the author chooses to use certain unusual animals, fonts and images in the illustrations once the man has arrived in the city in the new country

✚ explain the perspectives of the man upon his arrival to this new country and write a journal entry from the man’s perspective, detailing and describing:
  + what he sees as he is walking through the city and when he arrives at the place where he will stay for the night
  + what experiences and events he encounters on arrival to this new country/place
  + what challenges he faces and how he deals with these challenges
  + what he is thinking and feeling upon his arrival to this new place

✚ Students may share their diary entries with their groups and discuss the similarities and differences in the entries.
Conclusion

The teacher plays the following videos for students. The first describes the experiences of 6 people who immigrated to Australia from various countries and for various reasons. The second and third video explore the immigration experiences of two people from two different countries and explains their reasons for immigrating and the challenges faced in their new country.


Following the sharing of diary entries and the viewing of the video, the teacher asks questions to provide opportunities for students to discuss immigration from a range of perspectives:

✚ For what reasons may people choose to leave their home to settle in a different country?
✚ Why might someone leave family behind to go to the new country alone?
✚ What would be the challenges for a new arrival to a country?
✚ Who might be available to assist and support a new arrival to a country?
✚ How might someone assist and support someone recently arrived to a new country?
Title: Experiences of a Migrant

Learning objectives
+ Discuss challenges for new arrivals to a country
+ Explore the use of flashbacks in texts to explain past experiences of migrants or refugees
+ Identify similarities and differences by exploring cultural and social practices, values and beliefs

Links to the Australian Curriculum: History and English

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General capabilities

This lesson provides opportunities for students to engage with the following General capabilities:
# Teaching and learning sequence

## Introduction

The teacher explains that in this lesson students will continue to read the book "The Arrival" by Shaun Tan.

(When reading and discussing the book the teacher may work with students in small groups, or alternatively use multiple copies of the book to provide opportunities for students to engage with the illustrations)

**Students:**
- review what had happened in Parts I and II of the book and revisit what they thought would happen as the story progressed
- read Part III of the book, discuss illustrations and ask questions of each other as they read.

## Body

After the students have independently read Part III the teacher revisits the book with the students.

**Students:**
- revisit pages 1 to 5 of Part III and answer questions such as:
  + What new tasks does the man undertake?
  + What challenges does he experience as he undertakes these tasks?
- interpret and describe the illustrations from pages 6 to 10 of Part III, where the main character meets a woman on the boat/ferry.
- discuss the events depicted on these pages, including the use of 'flashbacks' in time to show the past experiences of the woman in these scenes
- discuss why the author chooses to use 'flashbacks' to explore the past experiences of the woman
- review pages 12 to 17, where the main character meets a man and his son. Describe:
  + how the man and his son assist the main character
  + what experiences they share during this series of events
  + the recount of past events through 'flashbacks' in time.
- analyse the event when the main character is invited to the home of the man, his son and his wife and discuss:
  + what is happening throughout this series of shots,
  + how the main character would be feeling in this set of shots and why he would feel this way
  + what challenges he would be facing and how he is dealing with these challenges
- imagine that a recent arrival to their country has been invited to their place for dinner. Decide upon the country that the new arrival has come from and describe what the new arrival would encounter in having dinner in your home, including cultural and social practices, values and beliefs.
- present the information in a Venn diagram where one circle represents their homeland, one represents the new country and the middle represents the similarities between the two.

## Conclusion

**Students:**
- discuss the similarities and differences identified in inviting a new arrival to your place.
Title: Challenges and opportunities

Learning objectives

✚ Describe the challenges of starting a life in a new country
✚ Identify similarities between the main character and the people he meets who have also immigrated to the new country
✚ Explore and explain the perspectives of the man, his wife and his daughter once they are reunited in the new country

Links to the Australian Curriculum: History and English

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General capabilities

This lesson provides opportunities for students to engage with the following General capabilities:
### Teaching and learning sequence

#### Introduction

The teacher explains that in this lesson students will continue to read the book 'The Arrival' by Shaun Tan.

(When reading and discussing the book the teacher may work with students in small groups, or alternatively use multiple copies of the book to provide opportunities for students to engage with the illustrations)

**Students:**

+ review what happened in Parts I, II and III of the book and revisit what they thought would happen as the story progressed
+ read Part IV of the book, discuss illustrations and ask questions of each other as they read.

#### Body

After the students have independently read Part IV the teacher revisits the book with the students.

**Students:**

+ review pages 1 to 9 of Part IV, where the main character attempts to find employment. Ask students:
  + What reasons may there have been for people not giving him the opportunity to work?
  + What jobs does the man undertake?
  + What challenges does he experience in attempting to do these jobs?
+ interpret and analyse the illustrations from pages 10 to 17 of Part IV, where the main character meets a man in the factory. Discuss the events depicted on these pages, including the use of ‘flashbacks’ in time to show the past experiences of the man in these scenes.
+ discuss the experiences of the main character throughout the remainder of Part IV. Answer questions such as:
  + What is happening throughout this series of shots?
  + How would the main character be feeling in this set of shots?
  + Why might he feel this way?
+ explore the similarities between the main character and the people he meets who share their stories. Describe the connections between these characters.

**Students:**

+ read Part V of the book.
+ analyse pages 2 and 3 and discuss what the main character is doing in these shots
+ review pages 8 and 9. Ask students questions such as:
  + What happens in this series of shots?
  + How does the man feel? How do you know?
+ explore the perspectives of the man, his wife and daughter once reunited and discuss the thoughts and feelings of each character.

#### Conclusion

The teacher asks questions to provide opportunities for students to discuss and explain perspectives of the family members. Questions may include:

+ How would each family member be feeling when reunited?
+ What changes would the wife and daughter notice in their husband/father?
+ How would the thoughts and feelings of the man differ between his arrival and the arrival of his family?
This lesson may be undertaken over a series of lessons and, if possible, lead towards the students creating a plan for action to assist and support new arrivals to their local community or country.

**Title: A new life**

**Learning objectives**
+ Explore changes to family life when immigrating from one country to another
+ Create a plan for action to assist and support new arrivals to their local community or country.

**Links to the Australian Curriculum: History and English**

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**General capabilities**

This lesson provides opportunities for students to engage with the following General capabilities:
## Teaching and learning sequence

### Introduction
The teacher explains that in this lesson students will finish reading the book “The Arrival” by Shaun Tan.  
(When reading and discussing the book the teacher may work with students in small groups, or alternatively use multiple copies of the book to provide opportunities for students to engage with the illustrations)

**Students:**
- review what had happened in Parts I, II, III, IV and V of the book and revisit what they thought would happen as the story progressed
- read Part VI of the book, discuss illustrations and ask questions of each other as they read

### Body
After the students have independently read Part VI the teacher revisits the book with the students.

**Students:**
- explore page 1 of Part VI, where significant objects are depicted as a series of 9 images. Ask students to compare these 9 images to the images on the first page of Part I. Ask students questions such as:
  - What objects are the same or similar?
  - What image does not appear in Part VI? Why is it no longer significant to the family?
- compare the second page of Part VI with page 3 of Part I where the family is depicted sitting at the dining table. Answer questions such as:
  - What is similar in the two images?
  - What changes have occurred over time?
  - How would the characters’ feelings differ in these two images?
  - How do you know?
- discuss what is happening on the final pages of Part VI, where the daughter meets a new arrival to the country. Discuss how the girl assists the woman. Ask students:
  - How do we know that the woman is a new arrival?
  - How does the girl assist the woman?
  - How would the woman have been feeling before meeting the girl and when the girl assisted her?
- view and read stories of child immigrants to a new country (America) from the following website [http://teacher.scholastic.com/activities/immigration/young_immigrants/](http://teacher.scholastic.com/activities/immigration/young_immigrants/) to discuss similarities and differences in the reasons for migration and the experiences of children upon arrival to a new country.
- discuss the experiences of the children on the website with the daughter in the book and describe how life would be different for children in a new country.

### Conclusion
**Students:**
- explain what they have learned through reading the migration story ‘The Arrival’ and viewing and reading other migration stories
- complete the KWL chart by filling in the final column (what I have learnt)
- create a plan for action to assist and support new arrivals to their local community or country.

**The teacher:**
- supports students to take action to assist new arrivals, particularly children, to face the challenges of living in a new country.
This lesson may be undertaken over a series of lessons and leads towards the assessment for this unit. Teachers make decisions regarding the time required to undertake the inquiry process and the assessment.

**Title: Stories of migration**

**Learning objectives**
- Undertake an historical inquiry into groups of migrants to Australia and the reasons for migration
- Complete a research journal to demonstrate evidence of historical skills in undertaking the historical inquiry
- Develop and deliver a multimodal presentation to present their findings about migration to Australia

**Inquiry Questions**
- Who were the people who came to Australia?
- Why did they come?
- What contribution have significant individuals and groups made to the development of Australian society?

**Links to the Australian Curriculum: History**

**History Content Descriptions**

<table>
<thead>
<tr>
<th>Historical Knowledge and Understanding</th>
<th>Historical Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 6- Australia as a Nation</strong></td>
<td><strong>Chronology, terms and concepts</strong></td>
</tr>
<tr>
<td>Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. (ACHHK115)</td>
<td>Use historical terms and concepts (ACHHS118)</td>
</tr>
<tr>
<td>The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport (ACHHK116)</td>
<td><strong>Historical questions and research</strong></td>
</tr>
<tr>
<td></td>
<td>Identify questions to inform an historical inquiry (ACHHS119)</td>
</tr>
<tr>
<td></td>
<td>Identify and locate a range of relevant sources (ACHHS120)</td>
</tr>
<tr>
<td></td>
<td><strong>Analysis and use of sources</strong></td>
</tr>
<tr>
<td></td>
<td>Locate information related to inquiry questions in a range of sources (ACHHS121)</td>
</tr>
<tr>
<td></td>
<td>Compare information from a range of sources (ACHHS122)</td>
</tr>
<tr>
<td></td>
<td><strong>Perspectives and interpretations</strong></td>
</tr>
<tr>
<td></td>
<td>Identify points of view in the past and present (ACHHS123)</td>
</tr>
<tr>
<td></td>
<td><strong>Explanation and communication</strong></td>
</tr>
<tr>
<td></td>
<td>Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)</td>
</tr>
<tr>
<td></td>
<td>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)</td>
</tr>
</tbody>
</table>

**General capabilities**
This lesson provides opportunities for students to engage with the following General capabilities:

<table>
<thead>
<tr>
<th>Teaching and learning sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
</tr>
</tbody>
</table>
| **Body** | **The teacher:**
+ explains to students that the key questions for the inquiry are:
  + Who were the people who came to Australia?
  + Why did they come?
  + What contribution have significant individuals and groups made to the development of Australian society?

**Students:**
+ identify and develop questions to inform an inquiry into reasons for migration and the contribution of a migrant group or individual to the development of Australian society
+ develop a position about the contribution of this individual or group to Australian society
+ locate a range of sources related to migration and locate relevant information
+ compare information from a range of sources
+ identify points of view in the past and present
+ develop a research journal showing evidence of the use of historical skills
+ create a multimodal presentation incorporating source materials, and using a range of communication forms and digital technologies

**Possible resources for the inquiry:**
http://www.multiculturalaustralia.edu.au/ (Multiculturalism in Australia)

**Conclusion** | **Students:**
+ deliver their multimodal presentations to an audience (peers and teacher).
**Suggested assessment**

**Purpose**

The purpose of this assessment is for students to research a significant migrant individual or group and their contribution to the development of Australian society. Teachers gather evidence about a student’s knowledge and understanding and demonstration of historical skills.

**Description**

Students select a significant individual or group who migrated to Australia. They research the significant individual or group and develop a position about the contribution of this individual or group to Australian society.

Students create and deliver a multimodal presentation to present their findings.

**Additional teacher resources for the unit:**

The following resources may assist teachers to provide further information to students about immigration to Australia and other countries. A brief description is provided to assist teachers in the selection of resources.

(Unit of work for students in Years 6-10 and includes photographs of artefacts to provide discussion about immigration to Australia (available through Scootle link on the Australian Curriculum History content description (ACHHK115))

http://www.loc.gov/teachers/classroommaterials/themes/immigration/exhibitions.html
(Multiculturalism in the United States of America)

(Teacher tube video about new immigrants going to school in the United States of America)

(Immigration stories of people migrating to Australia- includes videos and teacher notes)

(Printable graphic organisers)