

“This task was to design a detailed five week Forward Planning Document (FPD) based on a topic or theme that is taught in Foundation – Year 6 HISTORY strand of the Australian Curriculum. The activities must have incorporated Civics and Citizenship and utilise inquiry-based learning. The FPD contains a total of 5 lessons that can be taught over a five week period. Each lesson is assumed to be approximately 50 minutes in length.”

HASS Forward Planning Document

Univeristy of Notre Dame

Keagan Holmes **20140211**

Table of Contents

The History of Vietnamese Refugees Documentary – Recording Sheet.....	3
Instructions for Timeline Creation	4
Overview	4
Instructions	4
Resources.....	4
Timeline Template	5
Timeline Assessment (Observation Checklist)	6
Pull Factors Rope Activity (Introduction).....	8
Objective	8
Instructions	8
Diagram.....	8
Brochure Activity.....	9
Overview	9
Instructions	9
Template Idea	9
Brochure Assessment (Marking Rubric).....	10
Inquiry Question	12
Instructions for News Presentation	13
Research and Brainstorm.....	13
Create.....	13
Present	13
News Story Assessment (Peer Assessment)	14
Brainstorm (Think, Pair, Share).....	16
Culture Windows	17
Culture Windows Assessment (Anecdotal Notes)	18
Flow Chart of Asian Citizenship (A3).....	21
Dramatization and Flowchart Assessment (Self-Assessment).....	22
Rate yourself below on the scale with 0 being poor and 10 being excellent	22
Provide a Short Answer for the Following	22
Bibliography	23

AUSTRALIAN CURRICULUM HISTORY

General Capabilities:

Literacy	Numeracy	ICT	Critical and Creative Thinking	Ethical Behaviour	Personal and Social Competence	Intercultural Understanding
----------	----------	-----	--------------------------------	-------------------	--------------------------------	-----------------------------

Cross-curriculum priorities:

Aboriginal and Torres Strait Islander Histories and Cultures	Asia and Australia's Engagement with Asia	Sustainability
--	---	----------------

WEEK/ LESSON	AUSTRALIAN CURRICULUM LINKS		SPECIFIC LESSON OBJECTIVE	ASSESSMENT (what & how)	TEACHING & LEARNING EXPERIENCES (include learner diversity)	KEY QUESTIONS	RESOURCES
	Historical Knowledge & Understanding	Historical Skills					
Week 5 – Introduction	<p>ACHHK115 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.</p>	<p>ACHHS117 Sequence historical people and events.</p> <p>ACHHS121 Locate information related to inquiry questions in a range of sources.</p> <p>ACHHS122 Compare information from a range of sources.</p> <p>ACHHS118 Use historical terms and concepts.</p>	<p>As a result of this lesson students will be able to:</p> <p>1. Identify key dates and reasons why Vietnamese people immigrated to Australia.</p> <p>2. Locate and compare information from the four different sources.</p> <p>3. Effectively use historical terms when referring to the past.</p>	<p>Checklist A simple checklist will be used using a class list and three columns. Each of the objectives will be represented by a column. The teacher will move around and use observation and questioning to ensure students are meeting objectives. Notes will be taken if needed as well.</p>	<p>Introduction – documentary study with students</p> <ul style="list-style-type: none"> Show students 'The History of Vietnamese Refugees' documentary and get them to make notes on a recording sheet (template below). Question students on the key information presented in the documentary relating to significant dates, people and events. <p>Procedure – create a timeline as a group of migration by Vietnamese</p> <ul style="list-style-type: none"> Students will be told they are working in their desk groups to create a class timeline about Vietnamese Refugee Migration to Australia. Explain to students that they must use the resources presented on the class website (*) and recording sheet to create their timeline slot. Give groups different time eras (>75-80, 81-89, 90-97, 97-now). Students must research their designated era and record that information on the provided A3 template (see next page). Display an example of a finished product on the board. Students should include media to enhance their timeline section. Move around the room while students are working and use a checklist to monitor individual students learning and progress. Ensure students can access the relevant websites and are stay on task by using proximity and reinforcing positive behaviour. <p>Diversity – extending, enabling & catering for diversity</p> <ul style="list-style-type: none"> Extension: students identify specific individuals and map out their personal journey on the larger map. Enabling: prompting students with question cards such as, "What significant event occurred in 1975 that pushed refugees to come?" <p>Conclusion – present findings to the class</p> <ul style="list-style-type: none"> Individual groups present their findings to the class. All eras will be pinned up on the wall to make a continuous timeline. 	<p>When did the Vietnam War end? What did this mean for the Vietnamese people?</p> <p>When did the first Vietnamese refugees come over?</p> <p>How many refugees have come over from Asian countries?</p> <p>What and when was the White Australian Policy?</p>	<p>YouTube https://www.youtube.com/watch?v=0hkUKXerM38</p> <p>Student iPad's</p> <p>Projector</p> <p>Whiteboard</p> <p>A3 card with template printed on</p> <p>Instruction sheets</p> <p>Websites http://goo.gl/CVLj3a http://goo.gl/0HRc8Q http://goo.gl/v677Dm</p>

Vietnam

Significant People

Australia

**DOCUMENTARY
RECORDING SHEET**
The History of Vietnamese Refugees
Name: _____

Significant Dates

Summary

Instructions for Timeline Creation

Overview

Vietnamese Australian makes up a large percentage of Asian immigrants. After the Vietnam War there was an influx of Vietnamese refugees who came to seek solace in Australia away from a war torn country. The events that unfolded around this important part of Australia's history is what students will be investigating today. Students must use information gathered from the documentary and from the websites below to create a section of a class timeline.

Instructions

1. Each group will be given an A3 card with a timeline template.
2. Groups will also be given a focus era to look at.
3. Students must work together to research and find out the:
 - a. Significant people
 - b. Significant events
 - c. Laws
 - d. Statistics

From their designated era and fill out the A3 timeline card they have.

4. Media (photos or drawings) should be used to enhance the poster.
5. Students will then present their poster at the end of the lesson to the whole class.
6. The timeline posters will be hung on the wall in order to show the progression of what has occurred.

Resources

Museum Victoria – History of Immigration from Vietnam (<http://goo.gl/CVLj3a>)



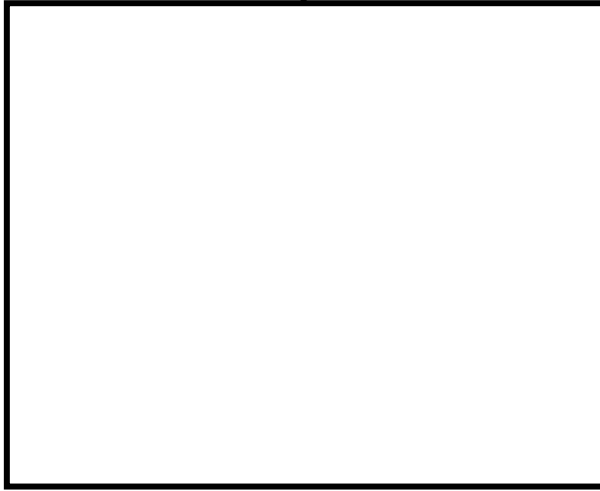
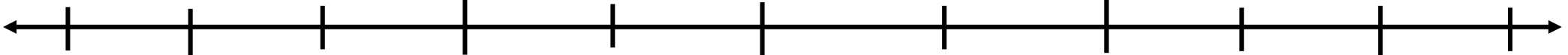
Racismnoway – Australian Communities: Vietnamese Australians (<http://goo.gl/0HRc8Q>)



ABC – Timeline: Vietnamese Immigration to Australia (<http://goo.gl/v677Dm>)



TITLE: _____



Timeline Assessment (Observation Checklist)

Objectives

As a result of this lesson students will be able to:

1. Identify key dates and reasons why Vietnamese people immigrated to Australia.
2. Locate and compare information from the four different sources.
3. Effectively use historical terms when referring to the past.

First Name, SURNAME	Objective 1	Objective 2	Objective 3	Notes
Arlen, COCKRUM				
Arnoldo, CHONG				
Cedrick, LINKOUS				
Emiko, CHRZANOWSKI				
Filomena, RAUSCHER				
Harland, EILER				
Julia, BLUNK				
Isidro, SHADLE				
Jane, GILLAN				
Jeanene, BURROUGHS				
Joshua, LEONHARDT				
Luke, ROBERTS				
Katharina, MCDAVID				
Laurel, FRICKE				
Lewis, VLAHOV				
Marlin, BENCH				
Nydia, BEVANS				
Brendan, WARD				
Rozella, EFFLER				
Sabine, HAYFORD				
Starr, PURSEL				
Thersa, BROSNAHAN				
Willetta, LIBERTO				

WEEK/ LESSON	AUSTRALIAN CURRICULUM LINKS		SPECIFIC LESSON OBJECTIVE	ASSESSMENT (what & how)	TEACHING & LEARNING EXPERIENCES (include learner diversity)	KEY QUESTIONS	RESOURCES
	Historical Knowledge & Understanding	Historical Skills					
Week 6 – Pull Factors	ACHHK115 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.	ACHHS124 Develop texts, particular narratives and descriptions, which incorporate source materials.	As a result of this lesson students will be able to: 1. Identify and describe the pull factors that caused Vietnamese people to immigrate to Australia. 2. Locate information related to inquiry question in a range of sources. 3. Work cooperatively with another student.	Marking Rubric A marking rubric will be used in order to assess the brochure. The rubric will have set of guidelines to measure the achievement of work. The teacher will collect all of the brochures once completed them based on how they match up to the guidelines. The achievement of the students will be measured against a scale of A to D that is defined below.	Introduction – novel review and explicit teaching of pull factors <ul style="list-style-type: none"> Gather all the students on the mat and conduct a short review of the book ‘Onion Tears’ reviewing key points in the story. Use focused questioning to get a grasp of students understanding. Teach students about pull factors using the attached ‘Rope Activity’. Explicitly explain what pull factors are then brainstorm the pull factors of Australia as a class on butcher’s paper. Create a graffiti wall out of this and tell students they can come write on in it if they find new information. Procedure – produce a brochure that advertises pull factors <ul style="list-style-type: none"> Explain to students that they must use the resources presented on the class website (*) to investigate the pull factors of Vietnamese immigration. They may also use examples from ‘Onion Tears’. Tell them they are working with their shoulder partners at their desk. They must display their information about the pull factors of Australia on a brochure to entice immigrants. Display an example of a finished product on board. Move around the room while students are working using proximity to ensure students are getting all the relevant information and are keeping on task. Ensure students can access the relevant websites. Diversity – extending, enabling & catering for diversity <ul style="list-style-type: none"> Extension: students develop push factors to be added to their brochures as well. Enabling: give students brochures that depict why Australia is such a lovely country or give them a list of themes that they must be able to talk about. Students may choose a different medium to present in if it approved by teacher, i.e. trailer, poster, etc. Conclusion – present brochures & consolidate understanding <ul style="list-style-type: none"> Get students to upload all their work under specified file on class Dropbox or collect on USB. Select students to share their brochure and the relevant pull factors with the class. Consolidate understanding of the variety of push factors on a graffiti wall. 	Why would someone like to move from their home to another country? What were the major push factors that drew Vietnamese to Australia? What are the major pull factors for people from Vietnam? Why would someone like Nam-Huong want to move to Australia? What benefits were there for Nam-Huong’s family for moving?	Student iPad’s Projector & Smartboard Children’s Literature ‘Onion Tears’ By Diana Kidd Websites* http://goo.gl/HzDXBY http://goo.gl/XISzYW http://goo.gl/yCFxxq http://goo.gl/nXKICI http://goo.gl/MoR5wM Rope, Islands & Labels Brochure Ex. Worksheet for brochure and activity Marking Rubric Countdown Bomb Timer
	ACHHS121 Locate information related to inquiry questions in a range of sources.	ACHHS122 Compare information from a range of sources.					
	ACHHS119 Identify questions to inform an historical inquiry.						
	ACHHS118 Use historical terms and concepts.						

Pull Factors Rope Activity (Introduction)

Objective

Get students to understand the pull factors for Vietnamese people to Australia, through physically displaying how pulling factors cause's people move.

Instructions

1. Prior to the lesson starting create two islands with either boxes or ropes in the shape of southern Asia and Australia.
2. Get two student to stand up and move to either islands.
3. Hand each of the student's one end of the rope. Tell them to pull on the rope till it is taut.
4. Explain to the class that each of the students represent a country, the one represents Australia and the other representing Vietnam.
5. Ask the class why people from Vietnam would want to move to Australia.
6. If student give an appropriate answer get them to stand up and move behind the 'Australian' holding onto their shoulders.
7. Continue this until there are 4 students holding onto each other's shoulder.
8. Tell the students to start pulling on each other's shoulders ever so slightly, until the 'Vietnamese' move out of their country.
9. Explain what 'pull factors' are to the students.

Diagram



Brochure Activity

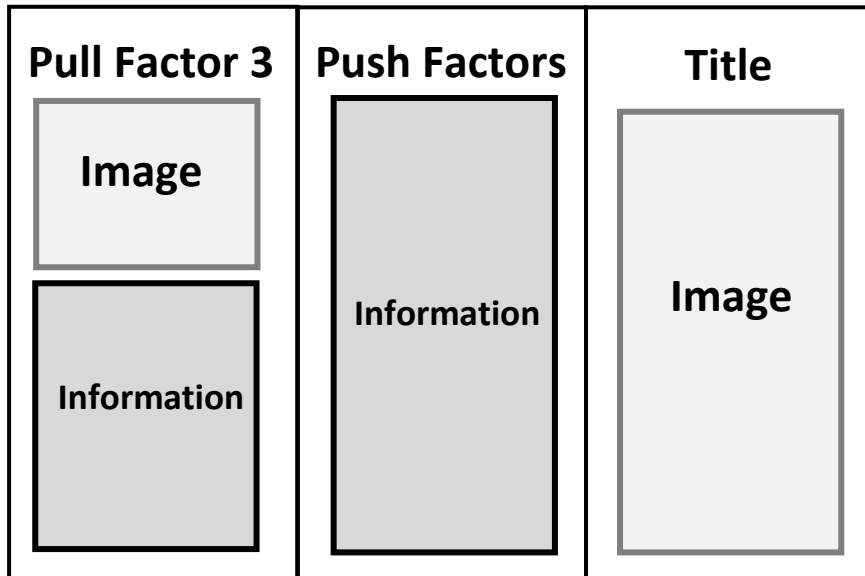
Overview

Instructions

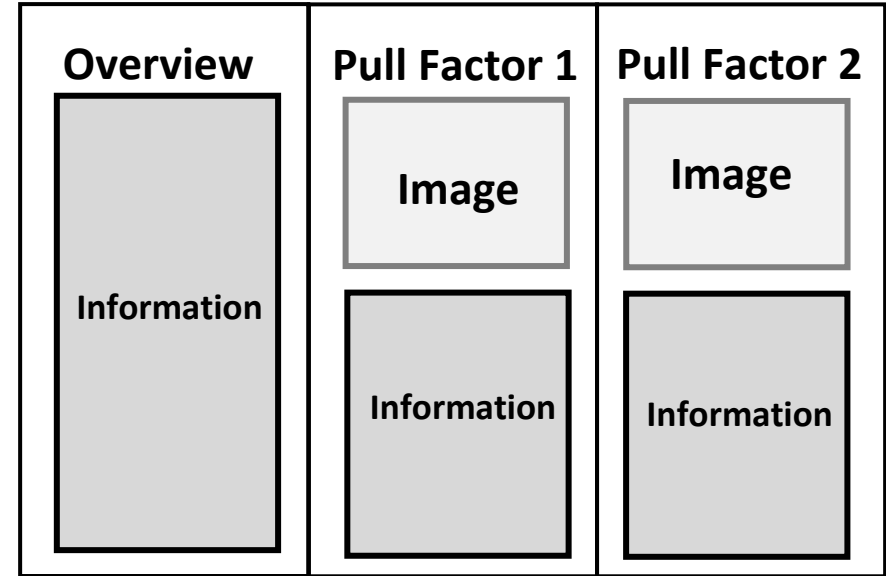
1. Choose three (3) of the pull factors from the brainstorm, these will become the headings of the brochure sections.
2. Research the pull factors and summarise each of them under the headings.
3. Add images to enhance the explanation and appeal of the pull factors.
4. Write a short introduction on the first page that overviews the pull factors of Australia.
5. Ensure to create an interesting and creative design.
6. If you complete your work early then investigate the push factors and add them into your brochure (**extension**).

Template Idea

Front View



Back View



Here is the rubric for the 'Come to Australia' Brochure task. Make sure you have checked off all the sections to ensure that you have completed to the task to a high standard.

Have you worked on your targets??

Task: 'Come to Australia' Brochure

Task:	A	B	C	D
Identify three different pull factors that would have drawn Vietnamese people to Australia.				
Explain each of the five different factors, expanding on why the factor would draw someone to come live in Australia.				
Give a short overview about the pull factors that would bring people to Australia.				
Use persuasive text in order to persuade the readers of the brochure to move to Australia.				
Extension: Identify several push factors that would have caused Vietnamese people to move to Australia.				
Use pictures and graphics to depict some of the enticing pull factors that will draw Vietnamese people.				
Good use design elements in the way the brochure was compiled.				
Overall Presentation of Brochure				
Notes:				

A = Above and beyond, really high standard of work. Congratulation

B = Good work standard, just above average. Well Done!

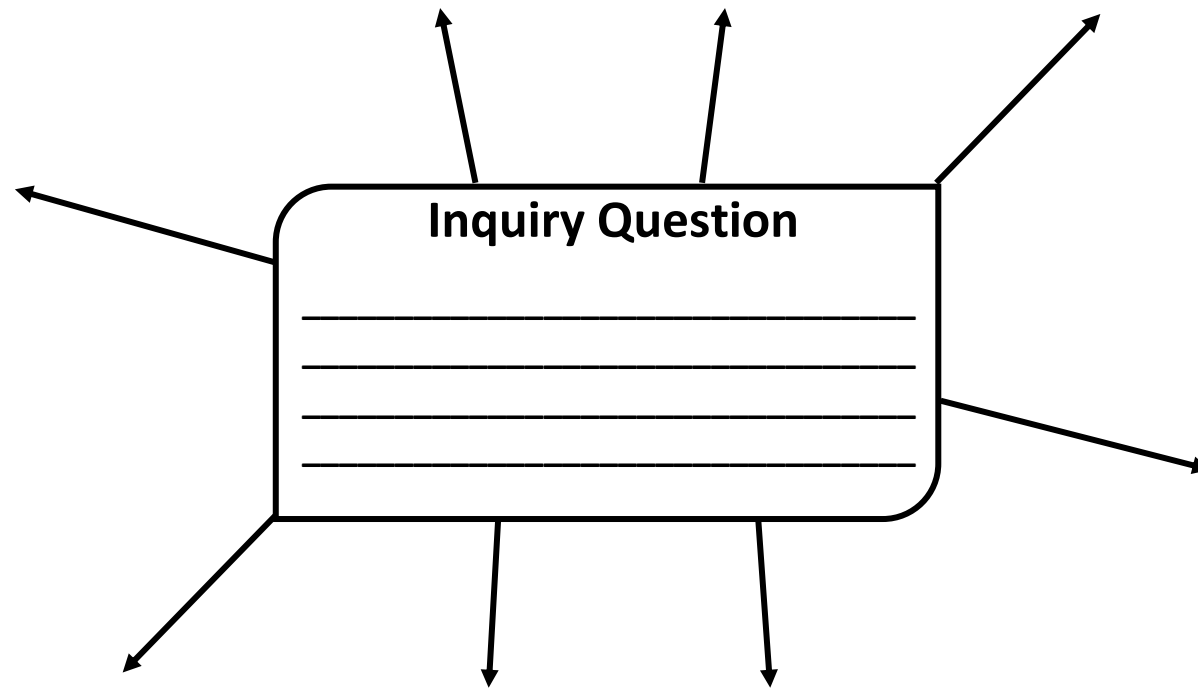
C = You've done just enough. You can do better!

D =Needs more work. You haven't reached your potential!

WEEK/ LESSON	AUSTRALIAN CURRICULUM LINKS		SPECIFIC LESSON OBJECTIVE	ASSESSMENT (what & how)	TEACHING & LEARNING EXPERIENCES (include learner diversity)	KEY QUESTIONS	RESOURCES
	Historical Knowledge & Understanding	Historical Skills					
<p style="text-align: center; font-size: 2em; font-weight: bold;">Week 7 – Push Factors</p>	<p>ACHHK115 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.</p> <p><i>Elaboration</i> - Comparing push and pull factors that have contributed to people migrating to Australia (for example economic migrants and political refugees).</p>	<p>ACHHS125 Use a range of communication forms (oral, graphic, written) and digital technologies.</p> <p>ACHHS121 Locate information related to inquiry questions in a range of sources.</p> <p>ACHHS122 Compare information from a range of sources.</p> <p>ACHHS119 Identify questions to inform an historical inquiry.</p> <p>ACHHS118 Use historical terms and concepts.</p>	<p>As a result of this lesson students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the major push factors that lead to Vietnamese immigration to Australia. 2. Construct inquiry questions based on prior knowledge. 3. Locate information based on inquiry questions and present it. 	<p>Peer Assessment This is an effective assessment technique used to allow both students to share information, but also provide each other with constructive feedback. This assessment will take place at the end of the lesson. Pairs will be watching other pair's videos. They will then write up a plus, minus and interesting sheet that will be submitted with the video. This way students work is critiqued and others learn from it</p>	<p><u>Introduction – novel review and explicit teaching of push factors</u></p> <ul style="list-style-type: none"> Review the previous lesson on pull factors. Using a student as an example, ask the other students what can be done to the person to make him move. Explain to them that he can be pushed or pulled. Explicitly teach that push factors are those that drive people out of a country. Display the definition of refugee/asylum seeker. Brainstorm on the board a variety of push factors that may cause people to move from their country. Prompt students to use prior knowledge from 'Onion Tears' and other research completed. <p><u>Procedure – create new stories about push factors in Vietnam</u></p> <ul style="list-style-type: none"> Explicitly teach students how to construct an inquiry question for research. Get students to develop an inquiry question that will inform them of <u>one</u> push factor that caused Vietnamese immigration. Get students to research their particular inquiry question using the websites (*) provided. Allow students to record information in an explosion chart/brainstorm. Stop students after ten minutes. Get students to pair up with their shoulder partners and share their research. Explain to students that they must work together with their shoulder partner to create two news stories by recording what they have found. They must present their story as if it was on the news. Allow students to be creative and move around the room. Use proximity to ensure students are staying on task. <p><u>Diversity – extending, enabling & catering for diversity</u></p> <ul style="list-style-type: none"> Extension: get students to identify what the most common push factors are using statistics from the web and create a report on this. Enabling: give students example inquiry questions and explosion charts in order to help them develop their own. Students can diversify in the task by creating posters, songs, poems, skits or other things to present their findings in the news report. <p><u>Conclusion – pair up and share videos with groups & peer assess</u></p> <ul style="list-style-type: none"> Get students to share their video with another pair. Each time a video is shown get students to complete a peer assessment for the pair they watched (Positive-Minus-Interesting). Get students to upload videos to class Dropbox and then return their peer assessment to the teacher. 	<p>What were the major push factors that led the Vietnamese to move to Australia?</p> <p>What drove Nam-Huong to move to Australia?</p> <p>What would force you and your family to move? How does that relate to the push factors discussed here?</p> <p>Do you think Vietnam was a nice place to live in after the Vietnam war?</p>	<p>Student iPad's</p> <p>iMovie App</p> <p>Props for News</p> <p>Projector</p> <p>Smartboard</p> <p>Websites* http://goo.gl/ctVBip https://goo.gl/N3xDG5 http://goo.gl/o8kc4Z http://goo.gl/Tyduro http://goo.gl/JGlfTD http://goo.gl/khRjtd</p> <p>Children's Literature 'Onion Tears' By Diana Kidd</p> <p>Inquiry Question Sheet</p> <p>Peer Assessment</p>

Inquiry Question

Task: An inquiry question seeks to find out specific information. It forms the basis of historic research. Your task is to construct an inquiry question and find relative information from the websites provided on the instruction sheet to create an explosion chart of information you found.



Instructions for News Presentation

Research and Brainstorm

1. Students will need to construct an inquiry question based on the idea of push factors for Vietnamese people.
2. Students must then follow the links below to different sources that investigate these factors and so record them.
3. Here is a storyboard to aid in planning the news story (*optional*).

Title:	Title:	Title:	Title:
Description:	Description:	Description:	Description:

Create

4. Students must pair with their shoulder partner to create a news report on what they have found.
 - a. This should be created in iMovie on the iPad.
 - b. Each news segment should not exceed 2 minutes.
 - c. Must address:
 - i. What the push factor is
 - ii. Its severity (how bad it is)
 - iii. How it effects people
 - iv. How it could be minimised
 - d. **Extension:** using statistics and found on website or estimating statistics by relevance, comment on the most common push factor that has had the most impact.
5. Finalise and edit both students' news stories.

Present

6. Students must the pair up with another pair and show them their videos.
7. During this time the group will be completing a peer assessment.
8. Groups will swap and the other group will show the video while the other group completes the peer assessment.
9. Videos should then be uploaded to class Dropbox and peer assessment should be returned to the teacher's desk.


News Story Assessment (Peer Assessment)

Students are required to assess their fellow students using the plus, minus and interesting chart. For plus they will discuss all the positive aspects of the video and the information presented. In minus they will comment on things they didn't like and give constructive feedback on how they will be able to improve next time. For interesting they will need to write down all the things they thought were interesting in the presentation.



Interesting

Plus



Group Members:

Assessors:

PEER ASSESSMENT

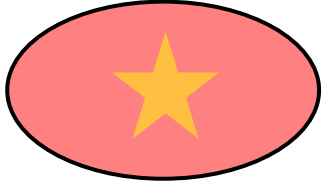
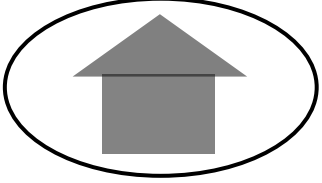
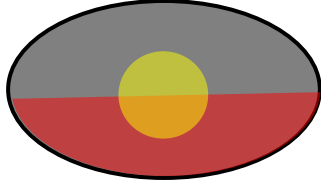
Minus



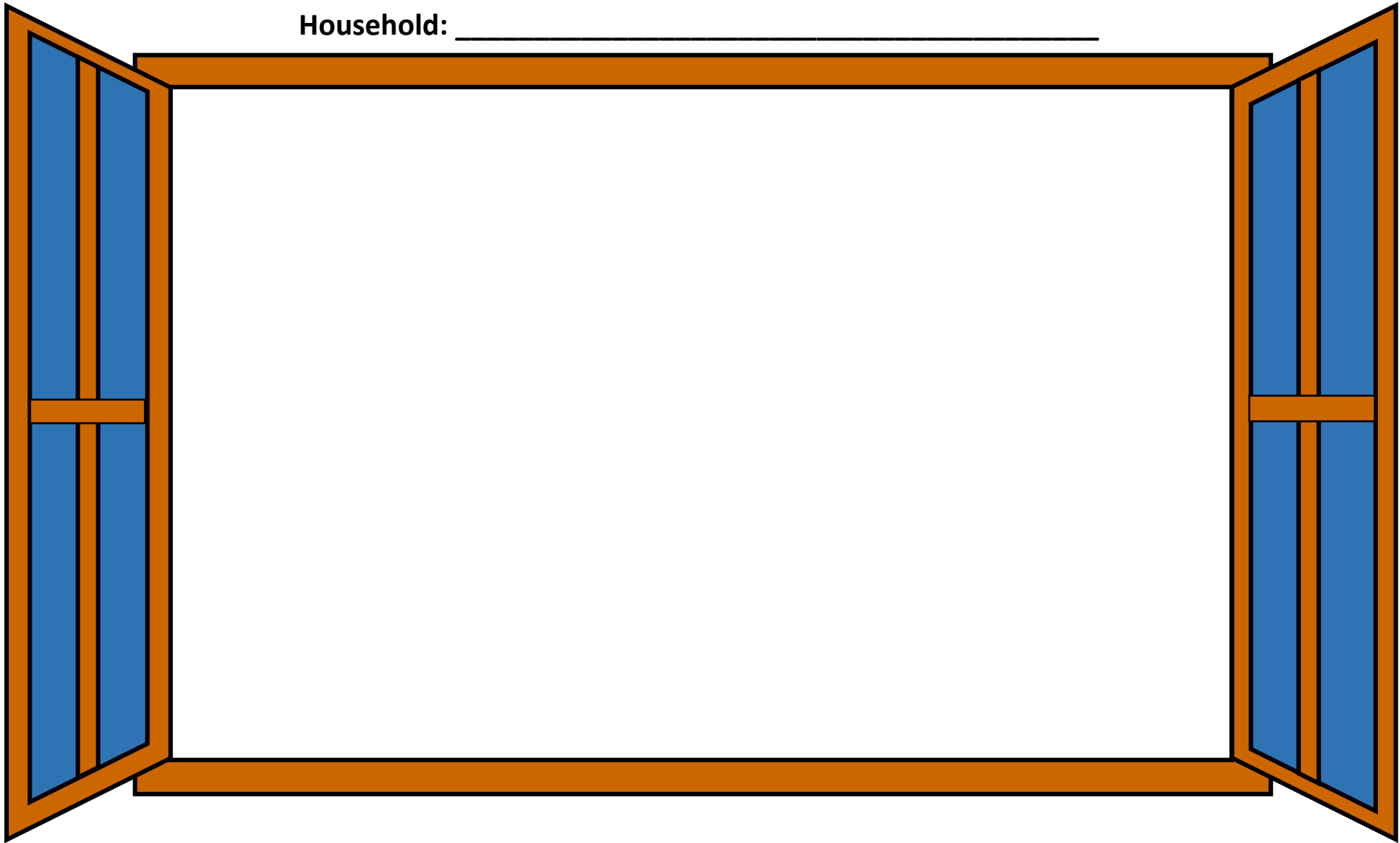
WEEK/ LESSON	AUSTRALIAN CURRICULUM LINKS		SPECIFIC LESSON OBJECTIVE	ASSESSMENT (what & how)	TEACHING & LEARNING EXPERIENCES (include learner diversity)	KEY QUESTIONS	RESOURCES
	Historical Knowledge & Understanding	Historical Skills					
Week 8 – Cultural Reflection Windows	<p>ACHHK115 Stories of groups 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.</p> <p>Elaboration - Describing cultural practices related to family life, beliefs and customs of newly-arrived migrant groups and comparing these with those of the communities in which they settled within Australia.</p> <p>- Connecting stories of migration to students' own family histories (where appropriate).</p> <p>Investigating typical Aboriginal culture and compare it to personal culture</p>	<p>ACHHS125 Use a range of communication forms (oral, graphic, written) and digital technologies</p> <p>ACHHS121 Locate information related to inquiry questions in a range of sources.</p> <p>ACHHS122 Compare information from a range of sources.</p>	<p>As a result of this lesson students will be able to:</p> <p>1. Identify similarities and differences in the cultural practices, daily routine, beliefs and customs of Vietnamese people in comparison to student's personal household and Aboriginals.</p> <p>2. Compare information from different resources to inform their research.</p> <p>3. Effectively work within a group.</p>	<p>Anecdotal Notes These will be taken throughout the lesson. Students will be gone to and asked if they can identify similarities and differences. They will also be observed on how effectively they work in a group situation and gather information to inform their work. Student's notes will be kept and added to the next time a similar lesson takes place checking to see if improvement takes place.</p>	<p>Introduction - read 'My Place' then think, pair, share</p> <ul style="list-style-type: none"> Get students to create a brainstorm about their own household. Explicitly ask them to write about the daily routines, cultural practices, beliefs and customs that are present in their household Student will be read the book 'My Place' and be asked to think about the Aboriginal culture displayed and think about Vietnamese culture: <ul style="list-style-type: none"> - Think: Students will brainstorm what they think would be in a typical Aboriginal household and Vietnamese household. - Pair: Students will pair with their shoulder partners and share ideas. - Share: As a class students will brainstorm the similarities and differences in the cultures. <p>Procedure – create an image of 3 different cultures & their household</p> <ul style="list-style-type: none"> Students will be told that in groups of two they will need to use the information gathered to create an annotated image of the different cultures. Student may produce this as a clip art collage on their devices, newspaper collage, drawing or other creative technique. One student should create the Vietnamese household and annotate it while the other creates the Aboriginal household. Students are to use information gathered in the think, pair and share activity or follow the QR codes (*) for further reading. They will then individually create an image of their own household and annotate that by comparing it to the other two images. Proximity will be used throughout the lesson to ensure students are kept on task and understand what they are doing. <p>Diversity – extending, enabling & catering for diversity</p> <ul style="list-style-type: none"> Extension: students will need to identify reason and justify them about why Vietnamese people would move based on research done. Enabling: students will be given an image of the Aboriginal and Vietnamese households and asked to identify and explain the similarities and differences between the two. There are a variety of creative ways this task can be completed using ICT and concrete materials, students have a wide variety of choice. <p>Conclusion – share and consolidate learning by questioning</p> <ul style="list-style-type: none"> Students share their individual posters with the class and discuss the difference and similarities between the households. Discuss as class: "Why would Vietnamese people move to Australia?" 	<p>What are the major differences and similarities between the three images?</p> <p>Could these households live together peacefully? Why/Why not?</p> <p>What would happen if I put your family in a Vietnamese home?</p> <p>How would Nam-Huong feel in an Australian household?</p> <p>Extension Why would Vietnamese people move to Australia?</p>	<p>Student iPad's</p> <p>Whiteboard</p> <p>Newspapers, Magazines and Scissors</p> <p>Worksheets</p> <p>Children's Literature 'Onion Tears' By Diana Kidd</p> <p>'My Place' By Nadia Wheatley</p> <p>Websites* http://goo.gl/HPOL4S http://goo.gl/1gNLix http://goo.gl/4RqMpD https://youtu.be/QBlkRvVIR_k http://goo.gl/f3yNdj http://goo.gl/jV2Hkp http://goo.gl/Pbiv3e http://goo.gl/5wiQTE</p>

Brainstorm (Think, Pair, Share)

In the following columns you need to brainstorm the different cultural practices, daily routine, beliefs and customs of a typical Vietnamese household, Aboriginal household and your household. You will start by adding information in with a **red pen** for your individual **think** part. When you **pair** with your friend and write more information you will use a **blue pen**. If you find out interesting facts you would like to add when we **share** as a class, you must add the information in with a **black pen**.

		
---	--	---

Household: _____



Task: Inside the window draw one of three households. Each student must complete a Vietnamese and an Aboriginal Household collage/drawing in their pairs. Each student also needs to create an individual one for themselves.

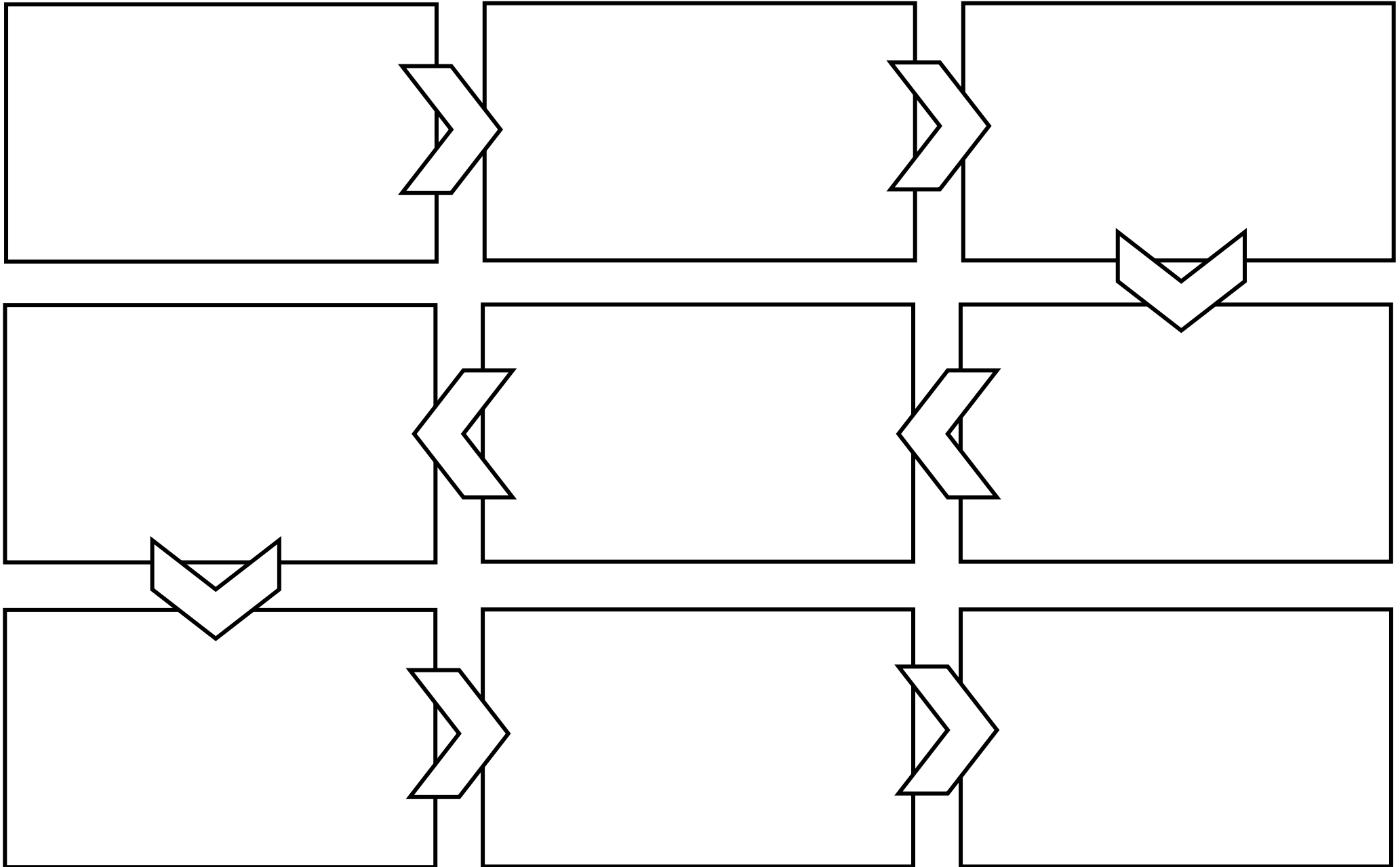
Culture Windows Assessment (Anecdotal Notes)

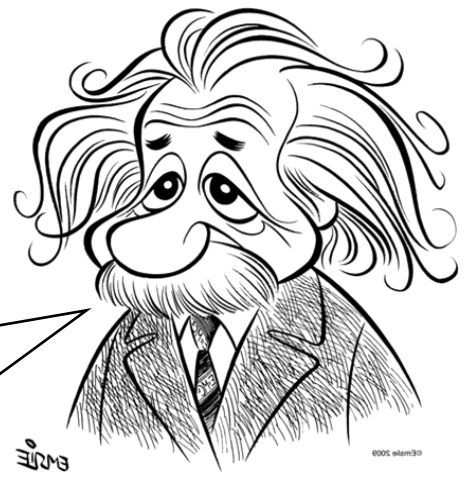
Name	Anecdotal Notes	Name	Anecdotal Notes
Arlen, COCKRUM		Katharina, MCDAVID	
Arnoldo, CHONG		Laurel, FRICKE	
Cedrick, LINKOUS		Lewis, VLAHOV	
Emiko, CHRZANOWSKI		Marlin, BENCH	
Filomena, RAUSCHER		Nydia, BEVANS	
Harland, EILER		Brendan, WARD	

Name	Anecdotal Notes	Name	Anecdotal Notes
Julia, BLUNK		Rozella, EFFLER	
Isidro, SHADLE		Sabine, HAYFORD	
Jane, GILLAN		Starr, PURSEL	
Jeanene, BURROUGHS		Thersa, BROSNAHAN	
Joshua, LEONHARDT		Willetta, LIBERTO	
Luke, ROBERTS		Katharina, MCDAVID	

WEEK/ LESSON	AUSTRALIAN CURRICULUM LINKS		SPECIFIC LESSON OBJECTIVE	ASSESSMENT (what & how)	TEACHING & LEARNING EXPERIENCES (include learner diversity)	KEY QUESTIONS	RESOURCES
	Historical Knowledge & Understanding	Historical Skills					
Week 9 – Dramatizing Narratives	<p>ACHHK115 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.</p> <p>ACHCK038 Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship.</p> <p><i>Elaboration</i> Exploring the experiences of people who have migrated to Australia and who have taken up Australian citizenship, for example those of Asian heritage.</p>	<p>ACHHS125 Use a range of communication forms (oral, graphic, written) and digital technologies.</p> <p>ACHHS123 Identify points of view in the past and present.</p> <p>ACHHS122 Compare information from a range of sources.</p> <p>ACHHS119 Identify questions to inform an historical inquiry.</p> <p>ACHHS118 Use historical terms and concepts.</p>	<p>As a result of this lesson students will be able to:</p> <ol style="list-style-type: none"> Understand the process that Vietnamese people have to go through to become citizens. Recount stories of individuals journeys to Australia. Convey information through dramatizing it in a skit as a group. 	<p>Self-Assessment This assessment gets students to evaluate their own work and their attitude towards the class work during the lesson. The self-assessment will be conducted during the conclusion in silence before students are let out. It will take approx. 5 minutes for them to complete. This will give the teacher feedback on how well the activity and lesson structure worked, and get students to reflect.</p>	<p>Introduction –explicitly teach citizenship, refugees & multiculturalism</p> <ul style="list-style-type: none"> Create a class brainstorm on these key words: citizenship, refugee and multiculturalism. Get students to tap into their prior knowledge. Explicitly teach what each of these mean, specifically in the Australian context, and how they are related to each other. Add these words to the word wall and make them a part of spelling words for the week. <p>Procedure – students work in small groups to dramatize boat people</p> <ul style="list-style-type: none"> Students are placed into six equal groups as chosen by teacher prior Each group is tasked to read a different chapter of the online graphic novel 'The Boat' and then discuss what happens in the chapter. Students must then assign roles to each member in the group and they must practice dramatizing their chapter. Students then return to class and each group presents sequentially. Class Discussion: "How would these experiences shape an individual and their impact as a citizen of Australia?" Student will watch some YouTube videos on how refugees and 'boat people' become citizens of Australia. Students can follow website link (*) for more information on Australian Citizenship for refugees. Students are required to create a flow chart on an A3 poster about how refugees/boat people become Australian Citizens. <p>Diversity – extending, enabling & catering for diversity</p> <ul style="list-style-type: none"> Extension: students will need to find out about how their family became Australian citizens (law change, birth, immigration). Enabling: students will be given a list that is sequential about the steps of citizenship and students will need to write it into their flowchart and then explain each of the bubbles. Students can use ICT to complete their flowchart while also being able to act and be create when dramatizing their chapter. <p>Conclusion – groups present their dramatizations</p> <ul style="list-style-type: none"> Consolidate understanding by creating a rough flowchart of what the process is to becoming an Australian citizen. Review the words learnt in the beginning of the lesson. Get students to complete a self-assessment in silence then collect them before dismissing students. 	<p>How difficult was/is it for Asylum Seekers and Refugees to become Australian Citizens?</p> <p>How refugees/ Asylum Seekers experiences impact them becoming Australian citizens and integrating into our culture?</p> <p>How should we treat 'boat people'?</p> <p>Has your view of boat people changed or stayed the same?</p>	<p>Student iPad's</p> <p>Projector</p> <p>Smartboard</p> <p>Children's Literature 'The Boat' by Nam Le</p> <p>Whiteboard</p> <p>Self-assessment sheets</p> <p>Props and costumes</p> <p>Websites</p> <p>YouTube https://youtu.be/seCaP8zkLC8 https://youtu.be/L9gwctTx5oE https://youtu.be/c4CBzrXY1gU</p> <p>Websites* http://goo.gl/E8IZxt https://goo.gl/xBos2D http://goo.gl/2orZX6</p>

Flow Chart of Asian Citizenship (A3)





Hello: _____

This is a self-assessment... To complete this follow the instruction for each of the sections very carefully. Think about how you conducted yourself throughout the lesson and choose an appropriate response.

Rate yourself below on the scale with 0 being poor and 10 being excellent

How would you rate your behaviour this lesson?

0 1 2 3 4 5 6 7 8 9 10

How would you rate your work ethic (how well you worked) this lesson?

0 1 2 3 4 5 6 7 8 9 10

How would you rate the final product that you produced?

0 1 2 3 4 5 6 7 8 9 10

How would you rate your concentration this lesson?

0 1 2 3 4 5 6 7 8 9 10

Using the thermometer on the side rate your overall input to the lesson?

← Use thermometer on the side

Provide a Short Answer for the Following

How could you improve next lesson? (behaviour, work ethic, final product, concentration, etc.)

How could the lesson be improved?

One thing I learnt and found interesting was...



Bibliography

- ABC News. (2012). *Timeline: Vietnamese immigration to Australia*. Retrieved 8 September 2015, from <http://www.abc.net.au/news/2012-06-20/timeline-of-vietnamese-immigration-to-australia/4080074>
- Australia.gov.au. (2015). *The changing face of modern Australia 1950s to 1970s | australia.gov.au*. Retrieved 8 September 2015, from <http://www.australia.gov.au/about-australia/australian-story/changing-face-of-modern-australia-1950s-to-1970s>
- Australian National Maritime Museum - Waves of Migration. (2015). *Immigration history*. Retrieved 8 September 2015, from <http://waves.anmm.gov.au/Immigration-Stories/Immigration-history.aspx>
- Australian Curriculum, Assessment and Reporting Authority. (2015). *Home - The Australian Curriculum v7.5*. Retrieved 8 September 2015, from <http://www.australiancurriculum.edu.au/>
- Australianmuseum. (2012). *Family - Australian Museum*. Retrieved 8 September 2015, from <http://australianmuseum.net.au/indigenous-australia-family>
- Beyderwellen. (2015). *Why You Should Emigrate to Australia*. Retrieved 8 September 2015, from http://www.beyderwellen.com/immigrate-australia/why_australia.html
- Laoram. (2015). *Top 10 reasons to migrate to Australia | Entity Solutions*. Retrieved 8 September 2015, from <http://www.entitysolutions.com.au/blog/top-10-reasons-migrate-australia>
- Gostudy. (2015). *Living in Australia | Good Reasons to Move to Australia*. Retrieved 8 September 2015, from <http://www.gostudy.com.au/australia/>
- History Learning Site. (2015). *Vietnamese Boat People - History Learning Site*. Retrieved 8 September 2015, from <http://www.historylearningsite.co.uk/vietnam-war/vietnamese-boat-people/>
- Humanrights.gov.au, (2015). *Questions and Answers about Migrants & Multiculturalism | Australian Human Rights Commission*. Retrieved 8 September 2015, from <https://www.humanrights.gov.au/publications/questions-and-answers-about-migrants-multiculturalism>
- Immigrationdirect. (2015). *A Guide to the Process of Seeking Asylum in Australia*. Retrieved 8 September 2015, from <http://www.immigrationdirect.com.au/asylum-australia.jsp>
- Kidd, D., & Montgomery, L. (1991). *Onion tears*. New York: Orchard Books.
- Kwintessential. (2015). *Vietnam - Language, Culture, Customs and Etiquette | global-etiquette | resources*. Retrieved 8 September 2015, from <http://www.kwintessential.co.uk/resources/global-etiquette/vietnam.html>
- Le, N. (2008). *The boat*. New York: Alfred A. Knopf.
- Movingtoaustralia. (2015). Retrieved 8 September 2015, from <http://www.movingtoaustralia.com.au/top-15-tips/ten-reasons-to-move-to-australia/>
- Museumvictoria. (2015). *Origins: History of immigration from Vietnam - Immigration Museum, Melbourne Australia*. Retrieved 8 September 2015, from <http://museumvictoria.com.au/origins/history.aspx?pid=97>
- Myplace. (2015). *Home | My Place for teachers*. Retrieved 8 September 2015, from <http://www.myplace.edu.au>
- Nam Le, S. (2015). *The Boat | SBS. SBS*. Retrieved 8 September 2015, from <http://www.sbs.com.au/theboat/>
- Keagan Holmes

- Nationsencyclopedia. (2015). *Migration - Vietnam*. Retrieved 8 September 2015, from <http://www.nationsencyclopedia.com/Asia-and-Oceania/Vietnam-MIGRATION.html>
- Online-stopwatch. (2015). Retrieved 8 September 2015, from <http://www.online-stopwatch.com/bomb-countdown/>
- Panique.com.au. (2015). *Aborigines - Aboriginals of Australia - First Australians*. Retrieved 8 September 2015, from <http://panique.com.au/trishansoz/aborigine/aborigin.html>
- Photius. (2015). *Vietnam LIVING CONDITIONS - Flags, Maps, Economy, History, Climate, Natural Resources, Current Issues, International Agreements, Population, Social Statistics, Political System*. Retrieved 8 September 2015, from http://www.photius.com/countries/vietnam/society/vietnam_society_living_conditions.html
- Racismnowa. (2015). *Australian Communities: Vietnamese Australians | Fact sheet*. Retrieved 8 September 2015, from <http://www.racismnoway.com.au/teaching-resources/factsheets/76.html>
- Vietnamese Culture and Tradition. (2015). *Vietnamese Culture and Tradition*. Retrieved 8 September 2015, from <http://www.vietnam-culture.com/>
- Vietnam-war.commemoration.gov.au. (2015). *Australia and the Vietnam War | Aftermath*. Retrieved 8 September 2015, from <http://vietnam-war.commemoration.gov.au/aftermath/>
- Visabureau.com. (2015). *Why Emigrate to Australia - Australian Visa Bureau*. Retrieved 8 September 2015, from <http://www.visabureau.com/australia/why-australia.aspx>
- Welch, D. (2015). *Aboriginal Culture - Traditional Life - Housing*. *Aboriginalculture.com.au*. Retrieved 8 September 2015, from <http://www.aboriginalculture.com.au/housing.shtml>
- Wheatley, N. & Rawlins, D. (1992). *My place*. Brooklyn, N.Y.: Kane/Miller Book Publishers.
- Wikipedia. (2015). *Asylum in Australia*. Retrieved 8 September 2015, from https://en.wikipedia.org/wiki/Asylum_in_Australia
- YouTube. (2015). *Applying for a Protection Visa in Australia: the process*. Retrieved 8 September 2015, from <https://youtu.be/seCaP8zkLC8>
- YouTube. (2015). *Kids Introducing Vietnamese Culture*. Retrieved 8 September 2015, from https://www.youtube.com/watch?v=QBikRvVIR_k
- YouTube,. (2015). *Requirements for Australian Citizenship*. Retrieved 8 September 2015, from <https://youtu.be/c4CBzrXY1gU>
- YouTube,. (2015). *Sunrise - Explaining the asylum seeker policy*. Retrieved 8 September 2015, from <https://youtu.be/L9gwctTx5oE>
- YouTube. (2015). *The History of Vietnamese Refugees to Australia - Loì€ng nhÃ¿n Äl£o cuì%a chì• nh phuì%o Uì• C*. Retrieved 8 September 2015, from <https://www.youtube.com/watch?v=0hkUKXerM38>