

## YEAR SIX - AUSTRALIA AS A NATION

### The Chinese Settlers on the Atherton Tablelands

#### OVERVIEW OF PROGRAM -

Using the site of Atherton Chinatown with the Hou Wang Temple and interpretive museum as examples, students will study the development of Australia as a nation, particularly after 1900.

Looking at the development of the Atherton Tablelands from 1900 onwards through the activities of the Chinese settlers.

Learning about what life was like for the Chinese people on the Atherton Tablelands

Examining significant events and people, political and economic developments, social structures and settlement patterns.

The content provides opportunities to develop historic understanding through *key concepts* including *sources, continuity and change, cause and effect, perspectives, empathy and significance*.

These concepts will be investigated within the historical context of the Chinese settlers on the Atherton Tablelands and will provide a focus for historical inquiries.

The two strands of *Historical Skills* and *Historical Knowledge and Understanding* are interrelated and should be taught in an integrated manner.

## YEAR SIX - AUSTRALIA AS A NATION

Students will use the following *Key Inquiry Questions* to discover

- \*Why and how did Australia become a nation?
- \* How did Australian society change throughout the twentieth century?
- \* 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?

This program allows students to develop historical skills through key concepts appropriate to their age and ability.

### *Historical Skills -*

Sequence historical people and events

Using historical terms and concepts

Identify questions to inform an historical inquiry and develop key questions about their local area

Identify and locate a range of relevant sources from the world wide web and local sources

Locate information related to inquiry questions in a range of primary and secondary sources

Compare information from a range of sources

Identify points of view in the past and present

Develop historical texts, particularly narratives and descriptions which incorporate source material

Use a range of communication forms ( oral, graphic, written) and digital technologies to present to audiences

Each section notes the relevant General Capabilities (GC), cross-curriculum priorities (CCP) and links to other learning areas (OLA)

## YEAR SIX - AUSTRALIA AS A NATION

<b>Historical Knowledge And Understanding</b>	<b>Local Context</b> The Atherton Chinatown site, along with the Hou Wang Temple and interpretive museum , lends itself to historical inquiry re:	<b>Student Activities</b>  This includes both pre and post visit activities.	<b>General Capabilities (GC)</b>  <b>Cross Curricula Priorities (CCP)</b>  <b>Other Learning Areas (OLA)</b>	<b>Research and Resources</b>
<p><b>1.</b> Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government .</p>	<p>The background to Australia's Federation with particular reference to the Chinese migrants who settled on the Atherton Tablelands as an aftermath of the discovery of gold.</p> <p>The Chinese contribution to Colonial expansion and Development on the Atherton Tablelands which exemplifies The need and desire for Federation.</p>	<p><b>Student Research and Activities -</b> List the industries on the Atherton Tablelands In which the Chinese Were involved.</p> <p>How did these industries Lead to a desire for federation?</p> <p>Who were the key Political figures of the time and what were their Stances or positions on Federation and non-European migrants?</p>	<p><b>GC -</b> Literacy, Numeracy, Critical and Creative Thinking, Personal and Social Capability , ICT , Ethical Understanding , Intercultural Understanding</p> <p><b>CCP -</b> Aboriginal Histories and Cultures, Sustainability</p> <p><b>OLA -</b> English, Maths, Science, Geography , Arts</p>	<p>Wikipedia  <i>( To be developed)</i></p>

<b>Historical Knowledge And Understanding</b>	<b>Local Context</b>	<b>Student Activities</b>	<b>General Capabilities (GC)</b>  <b>Cross Curricula Priorities (CCP)</b>  <b>Other Learning Areas (OLA)</b>	<b>Research and Resources</b>
		<p><b>Student Activities -</b> Site Visit to Atherton Chinatown . (Conducted by Education Officers on site)</p> <p>Role playing for two Chinese men discussing their reactions to the likelihood of Federation becoming a reality.</p> <p>Create the dialogue of two local European farmers looking forward To the new benefits they Expect to enjoy once Federation occurs.</p>		

## YEAR SIX - AUSTRALIA AS A NATION

<b>Historical Knowledge And Understanding</b>	<b>Local Context</b> The Atherton Chinatown site, Along with the Hou Wang Temple and interpretive Museum, lends itself to Historical inquiry re:	<b>Student Activities</b>  This includes both pre and post visit activities	<b>General Capabilities (GC)</b>  <b>Cross Curricula Priorities (CCP)</b>  <b>Other Learning Areas (OLA)</b>	<b>Research and Resour</b>
<b>2.</b> Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people, Chinese migrants and their children .	The impact of democracy and Citizenship on Chinese Settlers And the initial generation of Australian born Chinese (ABC's).	<b>Student Activities And Research -</b>  How did the White Australia Policy affect Chinese settlers?  How has the situation changed in more recent years with the abolition of the White Australia Policy and the Introduction of Anti Discrimination Laws?  What was the relationship Between the Chinese	<b>GC -</b> Literacy, , Critical and Creative Thinking, Personal and Social Capability , ICT , Ethical Understanding , Intercultural Understanding  <b>CCP -</b> Aboriginal Histories and Cultures,  <b>General Capabilities (GC)</b>	Wikipedia  Trove

Historical Understanding And Knowledge	Local Context	Student Activities	Cross Curricula Priorities (CCP)	Research and Resources
		<p>And Aborigines on the Atherton Tablelands?</p> <p>What contribution did local ABC's Make to the war effort in both World War I and II ?</p> <p>Create an album of historical pictorial evidence to illustrate relevant racial attitudes in Australian society - past and present.</p> <p><b>Student Activities -</b> Site Visit to Atherton Chinatown - ( conducted by Education Officers on site)</p>	<p><b>Other Learning Areas (OLA)</b></p> <p><b>OLA -</b> English, Maths, Science,  Geography , Arts</p>	

## YEAR SIX - AUSTRALIA AS A NATION

<b>Historical Knowledge And Understanding</b>	<b>Local Context</b> The Atherton Chinatown site, Along with the Hou Wang Temple and interpretive museum, Lends itself to historical Inquiry re:	<b>Student Activities</b>	<b>General Capabilities (GC)</b>  <b>Cross Curricula Priorities (CCP)</b>  <b>Other Learning Areas (OLA)</b>	<b>Research and Resources</b>
<b>3.</b> The story of groups of people-namely the Chinese who migrated to Australia and the reasons they migrated particularly since World War Two.	As part of a continuum of Chinese migration, Atherton Chinatown serves as A comparison with more recent times.	<b>Student Activities and Research -</b> What similarities and differences exist Between the Chinese Immigrants of the past and those who settle in Australia today? What reasons are behind their migration?	<b>GC -</b> Literacy, Numeracy, Critical and Creative Thinking, Personal and Social Capability , ICT , Ethical Understanding , Intercultural Understanding <b>CCP -</b> Aboriginal Histories and Cultures, Sustainability <b>OLA -</b> English, Maths, Science, Geography , Arts	<i>(To be developed)</i>

## YEAR SIX - AUSTRALIA AS A NATION

<b>Historical Knowledge And Understanding</b>	<b>Local Context</b> The Atherton Chinatown site, Along with the Hou Wang Temple and interpretive Museum lends itself to Historical inquiry re:	<b>Student Activities</b> This includes both pre and post visit Activities.	<b>General Capabilities (GC)</b>  <b>Cross Curricula Priorities (CCP)</b>  <b>Other Learning Areas (OLA)</b>	<b>Research and Resources</b>
<p><b>4.</b> The contributions of individuals and groups, including Aboriginal people and migrants to the development of Australian society, in such areas as the economy, education, science, the arts and sport.</p>	<p>The Chinese contribution to shaping the social, economic and political life of the Atherton Tablelands.</p> <p>The contribution of significant individuals ( eg members of the Fong On, Jue Sue and Lee Sye families ) in the social, economic and political life of the Atherton Tablelands.</p>	<p><b>Student Activities -</b> Site visit to Atherton Chinatown .</p> <p>Ascertain which ethnic groups are represented in the student group - first generation migrants. - descendants of migrants who are first, second or third generation.</p> <p><b>Student Activities and Research -</b> For recent times (1970's onwards), List famous Chinese or persons of Chinese extraction who are well known Australian citizens and their fields of expertise.</p> <p>How are local Aboriginal people gaining a stronger voice on the Atherton Tablelands?</p>	<p><b>GC -</b> Literacy, Numeracy, Critical and Creative Thinking, Personal and Social Capability , ICT , Ethical Understanding , Intercultural Understanding</p> <p><b>CCP -</b> Aboriginal Histories and Cultures,</p> <p><b>OLA -</b> English, Maths, Science, Geography , Arts</p>	<p><i>(To be developed)</i></p> <p>Wikipedia</p>



<b>Historical Knowledge And Understanding</b>	<b>Local Context</b>	<b>Student Activities</b>	<b>General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)</b>	<b>Research and Resources</b>
		<p>What evidence exists in place names and buildings around the Atherton Tablelands which are a testimony to a "migrant presence "</p>		

