

ART ACROSS THE CURRICULUM | ART AND HISTORY

COLONY TO NATION: IMMIGRATION

ADAPTATION FOR EAL

LEVELS 5-6 (EAL PATHWAY B LEVELS B1 AND B2)

OVERVIEW

This resource introduces students learning English as an Additional Language (EAL) to European migration to Australia in the nineteenth century through the lens of 'push' and 'pull' factors. They connect stories of past migration to their own family histories (where appropriate) and create a boardgame outlining a character's journey to Australia.

LEARNING OBJECTIVES

- Describe reasons that different groups of people migrate to other countries
- Identify push and pull factors that explain the causes and reasons for migration to Australia in the 1800s
- Share information with the class or in small groups about a friend or family member's reasons for migrating to Australia
- Create a board game that details a migrant's experience through their journey and arrival to Australia in the 1800s

LINKS TO THE VICTORIAN CURRICULUM F-10 EAL¹

Level B1

- Use a range of learnt word patterns for appropriate purposes (VCEALL254)
- Use common verb forms correctly (VCEALL311)
- Use formulaic structures (VCEALL314)
- Respond to familiar and new content in texts (VCEALA273)
- Experiment with using a picture or simple English dictionary and/or a home language–English bilingual dictionary to find words (VCEALA276)
- Interact and respond appropriately verbally and non-verbally in simple conversations with teacher or peers (VCEALC241)
- Rehearse or role-play short scenarios or exchanges (VCEALC246)

Level B2

- Use some grammatical rules consistently (VCEALL335)
- Use a range of verb forms correctly (VCEALL391)
- Use a varied and appropriate vocabulary (VCEALL394)
- Respond to cultural ideas in texts (VCEALA354)
- Use a simple English dictionary or class word list to find words, and/or check home language–English bilingual dictionary for meanings (VCEALA357)
- Initiate and maintain short, structured social interactions with increasing fluency (VCEALC322)
- Comprehend social English in most familiar contexts, and use conversation partners to support understanding (VCEALC324)

GUIDE TO USING THIS RESOURCE FOR TEACHERS

The following worksheets have been designed for use in conjunction with the NGV Art and History resource Colony to Nation: Immigration. It includes important background information about the artworks and links to the Victorian History Curriculum, please refer to https://www.ngv.vic.gov.au/school_resource/art-and-history-colony-to-nation-immigration/.

Adaptation for EAL learners	Corresponding section in Art and History resource Colony to Nation: Immigration
Worksheet A. Push and pull factors	1. Introduction to the NGV's Australian Collection, p.2 5. Coming to Australia, p. 12
Worksheet B. Family member or friend migration profile	5. Coming to Australia, p. 12
Worksheet C. Make your own migration board game	6. Migration board game, p. 13

Linking students' own knowledge and background experiences of their migration to Australia will be essential in building understanding about the concepts of migration introduced through *An emigrant's thoughts of home*, 1859, by Marshall Claxton and *Coming South*, 1886, by Tom Roberts.

WORKSHEET A. PUSH AND PULL FACTORS

- Additional visual supports and elaborations of key terms may be needed to support students' understanding (e.g. push, pull, famine, The Industrial Revolution). This can be done through the artworks around the Gallery as well as bilingual dictionaries.
- EAL students will benefit from scaffolding of relevant grammatical structures (e.g. wanted + to + infinitive) to help with formulating their own reasons and ideas about the topic.
- Students may benefit from highlighting processes (verbs) green to see the pattern of the verb tense and placement of words in the sentence.

WORKSHEET B. FAMILY MEMBER OR FRIEND MIGRATION PROFILE

- The template provided can be used to organise students' responses and ensure they are able to participate and engage in class discussions.
- Students can be encouraged to rehearse before sharing their ideas from the template to build their confidence and consolidate their understanding of key vocabulary and concepts.

WORKSHEET C. MAKE YOUR OWN MIGRATION BOARD GAME

- Providing students with the second-person point of view grammatical structure (you + infinitive) and using the simple present tense supports them to use appropriate language to express their ideas. This allows them to focus on building their content knowledge from the artworks and designing a creative board game.
- Lower-level students may need to be assisted further with more complete sentence starters to help them begin their brainstorm (e.g. You forget to bring your _____.)
- Students may benefit from highlighting the participant (noun) red and the processes (verbs) green to see the pattern of the tense and placement of words in the sentence. For example, **You want to start** a new life.
- Some EAL students may not be familiar with typical English board games such as 'Game of life' or 'Snakes and ladders' so these will need to be explained and/or played prior to developing their own game.

WORKSHEET A.

PUSH AND PULL FACTORS

What is a push factor? Something that makes people **want to move away** from a place. (e.g. **want to run away** from danger)

What is a pull factor? Something that makes people **want to move to** a place. (e.g. **want to find** better education, **want to get** a new job)

Answer the questions below about your reason for moving to Australia.

Why did you move to Australia?
I moved to Australia because I/we wanted to _____

Is this a push or pull factor? _____

Read the reasons below about why people came to Australia in the 1800s and write down whether it is a **push** or **pull** factor.

Reasons	Push or Pull?
Some people wanted to flee the potato famine in Ireland.	
Other people wanted to find cheap land for farming.	
Some people wanted to look for a better life.	
Other people wanted to run away from the Industrial Revolution in England.	
Some people wanted to seek fortune in the goldfields.	
Other people wanted to leave Scotland because their land was being stolen.	

Glossary of Terms

famine (n) – not enough food for everyone to eat.

fortune (n) – a large amount of money.

goldfields (n) – a place where people mine for gold.

the Industrial Revolution (n) – a time when people making things by hand lost their jobs because of new machines and big factories.

(n) = noun (thing)

Extension

Write down all the verbs (**green highlighted words**) from the previous table that are used to show 'push' and 'pull' factors. Write down any other words you can think of. You can use a thesaurus to help you.

Factor	Verb
Push factor: wanted to move away	wanted to leave,
Pull factor: wanted to move to	wanted to find,

Copy the sentences into the correct columns 'push' or 'pull' and then add your own ideas about why people move to a new country.

Push	Pull
e.g. Some people wanted to flee the potato famine in Ireland.	e.g. Some people wanted to seek fortune in the goldfields .

WORKSHEET B.

FAMILY MEMBER OR FRIEND MIGRATION PROFILE

Write or draw about a family member or friend who has moved to Australia.

Now, **practise reading your information aloud** and **talk to your group** about your family member or friend.

Name My family member or friend is called _____.	Age _____ is _____ years old.
Home Country He/she came from _____.	City/Suburb moved to in Australia He/she lives in _____.
Reason/s for moving to Australia He/she moved to Australia because he/she wanted to _____.	Push or pull factor?


WORKSHEET C.

MAKE YOUR OWN MIGRATION BOARD GAME

Use the question to write sentences about some of the things that might happen to a migrant in their journey to Australia.

Write your sentences using the participant 'You' and the verb form in present tense (e.g. **You want to start** a new life).

Create a board game with your sentences and add a direction for the people playing the game (e.g. Oh no, miss a turn! Congratulations, roll the dice again!).

	Positive (advantages)	Negative (disadvantages)
Leaving home <i>Why are you moving to Australia?</i> <i>What do you bring with you?</i> <i>Who do you say goodbye to?</i>	You want to start a new life. You remember to bring your _____ You say goodbye to _____	You forget to bring your favourite book.
The sea journey <i>What do you do on the ship?</i> <i>What are some dangers on the ship?</i> <i>Who do you meet on the ship?</i> <i>Are they a friend?</i>	You make friends with the captain of the ship.	You feel seasick.
The new land <i>How do you feel when you arrive in your new country?</i> <i>What is different about Australia?</i> <i>Where do you live?</i> <i>What do you do when you arrive in Australia?</i>	You get a new job.	You miss your family in your home country.
Board game directions 	Roll the dice again Move forward _____ spaces Congratulations! Well done! Great news!	Skip a turn Move back _____ spaces Oh no! Bad luck. Better luck next time.

NOTES

1. For links to the Victorian History Curriculum please refer to National Gallery of Victoria, 'Colony to Nation Immigration', 2020, NGV, Victorian Government, https://www.ngv.vic.gov.au/school_resource/art-and-history-colony-to-nation-immigration/, accessed 7th January 2021.

FURTHER RESOURCES

Victorian Curriculum and Assessment Authority (VCAA), 'Foundation-10 English as an Additional Language (EAL) Curriculum, Pathway B: Mid immersion', Victorian State Government <https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10>, accessed 7 October 2020

Beverly Derewianka, *A New Grammar Companion for Teachers* (2nd ed), Primary English Teaching Association Australia (PETAA), 2020, 'Different kinds of Processes' p. 15-36

Pauline Gibbons, *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*, Hienemann, 2002

Jane D. Hill & Kirsten B. Miller, *Classroom Instruction that Works with English Language Learners* (2nd ed), Hawker Brownlow Education, 2014, Part II: Helping Students Develop Understanding 'Cues, Questions and Advance Organisers p67-85' & 'Nonlinguistic Representations p. 86-98'

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