

# New horizons: Immigration in Australia

## Strand

Time, Continuity and Change  
Culture and Identity

## Core learning outcomes

### *Time, Continuity and Change*

- TCC 3.2** Students create sequences and timelines about specific Australian changes and continuities.
- TCC 3.4** Students organise information about the causes and effects of specific historical events.
- TCC 3.5** Students describe various perspectives based on the experiences of past and present Australians of diverse cultural backgrounds.

### *Culture and Identity*

- CI 3.1** Students identify the contributions of diverse groups, including migrants and Indigenous peoples, to the development of their community.
- CI 3.5** Students explain changing attitudes in different time periods towards gender, age, ethnicity or socioeconomic identities.

## Purpose and overview

Activities assist students to develop understandings about immigration to Australia, the experiences of immigrants over time and how immigrants have contributed to Australia's development. Students gain an understanding of the different perspectives of immigration to Australia since Europeans settled in Australia.

Students use a variety of sources to locate information about past and current events that relate to immigration. They discuss how people have been and may continue to be affected by this social issue.

Videos and literature are discussed and analysed to identify the various perspectives of past and present immigrants from diverse cultural backgrounds. Contributions of migrant groups are investigated and reflected on. Students reflect on how attitudes towards immigration have changed during different time periods and compile a reflections log about immigration to Australia over time.

**Note:** This module provides an overview of activities within each phase, rather than in-depth descriptions of activities as found in other modules developed for this level.



Phases	Activities	Core learning outcomes	Assessment opportunities
<p><b>1. Tuning in to the issue of immigration</b></p>	<ul style="list-style-type: none"> <li>Students listen to, read and discuss stories about children's immigration and refugee experiences at different times. (See 'Paradise' by Morris Gleitzman and 'Australians Don't Have Goats' by Nadia Wheatley in <i>Discovering Democracy Australian Readers for Middle Primary</i> and <i>Discovering Democracy Australian Readers for Upper Primary</i>.)</li> <li>Encourage students to record their personal thoughts and feelings about these stories in a reflections log. Compile a class glossary of words relating to immigration (such as 'immigrant', 'migrant', 'emigrate' and 'refugee').</li> </ul>	TCC 3.5	Reflections on children's experiences as immigrants or refugees, past and present, may provide evidence of demonstrations of TCC 3.5.
<p><b>2. Preparing to find out what we know and what we want to find out about immigration</b></p>	<ul style="list-style-type: none"> <li>Students record what they already know about immigration to Australia on a KWL chart (what we <b>K</b>now, what we <b>W</b>ant to find out and what we have <b>L</b>earnt). Invite small groups of students to brainstorm and list questions relating to what they want to find out about this social issue.</li> <li>Read and discuss the core learning outcomes for this module. Using the elaborations, discuss the know and do aspects that students think will assist them to demonstrate the learning outcomes.</li> <li>Invite students to plan collaboratively some activities that may help them demonstrate the core learning outcomes.</li> </ul>	TCC 3.5	Discussions about what students know and what they want to find out about immigration to Australia may provide evidence of demonstrations of TCC 3.5.

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Phases	Activities	Core learning outcomes	Assessment opportunities
<p><b>3. Finding out about immigration in the past and present</b></p>	<ul style="list-style-type: none"> <li>• Present extracts from a range of videos (see 'Support materials and references') that provide snapshots of the lives of immigrants to Australia at different times. Encourage students to look for information in the videos that answers their questions and to list new questions they would like to explore further. Through discussion encourage students to describe immigrants' experiences when settling in Australia.</li> <li>• Suggest and discuss why people might want to migrate to Australia — for example: <ul style="list-style-type: none"> <li>– for employment opportunities</li> <li>– to live in another part of the world</li> <li>– to be with family members</li> <li>– to escape war or social and political unrest</li> <li>– for a new life after a natural disaster</li> <li>– for a change of climate.</li> </ul> </li> <li>• Use a range of resources to discuss how immigration patterns have changed since Europeans first settled in Australia. Consider: <ul style="list-style-type: none"> <li>– the practice of shipping convicts to penal colonies</li> <li>– the influx of 'free settlers'</li> <li>– the introduction of sheep farming and the start of the gold rushes</li> <li>– the use of Kanaka labour in the Queensland cane fields</li> <li>– the 'White Australia Policy'</li> <li>– World War II and the fear of Japanese invasion</li> <li>– the increase in mining and manufacturing activities</li> <li>– refugees in recent times.</li> </ul> </li> <li>• Ask students to complete a timeline of immigration to Australia since Europeans settled here by copying or cutting and pasting the significant events and dates into correct order (Resource 1).</li> <li>• Assist students to begin to appreciate the experiences of immigrants and refugees by participating in a process drama activity — teacher narration and role description (see Resource 2 and Resource 3).</li> <li>• Encourage students to reflect on what they have learnt in their reflections log.</li> </ul>	<p>TCC 3.2 TCC 3.4 TCC 3.5</p>	<p>Gathering information from the past and present and describing people's experiences that relate to being an immigrant or refugee may provide evidence of demonstrations of TCC 3.5.</p> <p>Discussions of why people might want to migrate to Australia and immigration patterns may provide evidence of demonstrations of TCC 3.4.</p> <p>Creating a timeline of historical events related to immigration to Australia since European settlement may provide evidence of demonstrations of TCC 3.2 and TCC 3.4.</p>

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Phases	Activities	Core learning outcomes	Assessment opportunities
<p><b>4. Sorting out different viewpoints about immigration from the past and present</b></p>	<ul style="list-style-type: none"> <li>• Assist students to analyse a range of print and electronic sources relating to past and current immigration policies. Discuss and compare newspaper reports and government documents. Compare the White Australia Policy with the current 'points' system and outline how these systems affect a range of people. (The Australian Department of Immigration and Multicultural and Indigenous Affairs website contains information about immigration.)</li> <li>• Ask students to view, discuss and critique a range of media cartoons and headlines that highlight the prevailing 'attitude of the day' about immigration. Provide copies of cartoons, headlines and photographs from the past and present and ask students to use them to create a montage (Singer &amp; Liffman 1984 is a useful resource). Model how to write new captions that reflect current attitudes towards immigrants and immigration and assist students to write their own.</li> <li>• Encourage students to reflect on what they have learnt in their reflections log.</li> </ul>	<p>TCC 3.4 CI 3.5</p>	<p>Analysing print and electronic sources for information about past and current immigration policies and how people were/are affected may provide evidence of demonstrations of TCC 3.4.</p> <p>Critiquing newspaper stories, cartoons, photographs and television footage about immigration and writing captions that reflect attitudes towards a group may provide evidence of demonstrations of CI 3.5.</p>
<p><b>5. Going further to investigate evidence of immigrants in our school and community</b></p>	<ul style="list-style-type: none"> <li>• Assist students to conduct surveys of school community members to gather data about the ethnic and cultural origins of students' families.</li> <li>• Invite students to sort and collate this data into graphs that can be used to aid discussions about the diversity of ethnic and cultural groups in Australian communities. Compare students' data with data from the Australian Bureau of Statistics or Department of Immigration and Multicultural and Indigenous Affairs. Relate these local and national data immigration policies and consider how attitudes towards immigration were/are reflected in the nature of communities. Look for evidence of community members acknowledging and valuing cultural diversity and heritages.</li> <li>• Raise students' awareness of the issue of immigration in local Australian communities by assisting them to interview parents/carers who are recent immigrants to Australia.</li> <li>• Encourage students to reflect on what they have learnt in their reflections log.</li> </ul>	<p>CI 3.1 CI 3.5</p>	<p>Explaining changing attitudes towards immigration and immigrants may provide evidence of demonstrations of CI 3.5.</p> <p>Identifying the contributions immigrants have made to the development of communities may provide evidence of demonstrations of CI 3.1.</p>

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Phases	Activities	Core learning outcomes	Assessment opportunities
<p><b>6. Making connections</b> by investigating contributions of immigrants to the local community</p>	<ul style="list-style-type: none"> <li>• Invite students to use historical documents and directories about the local area to investigate the contributions early settlers and immigrants made to the local community.</li> <li>• Assist students to participate in a process drama activity — ‘virtual gallery’ of immigrant stories (see Resource 3).</li> <li>• Encourage students to reflect on what they have learnt in their reflections log.</li> </ul>	<p>CI 3.1</p>	<p>Identifying the contributions of immigrants to the development of their communities may provide opportunities to gather evidence of demonstrations of CI 3.1.</p>
<p><b>7. Taking action</b> by reflecting on and presenting immigrants’ stories to the community</p>	<ul style="list-style-type: none"> <li>• Ask students to sketch well known national and local identities from different times and add conversation bubbles that record the feelings and attitudes about immigration that were held by these people.</li> <li>• Invite students to use a public forum such as a debate or letters to the local newspaper to express their own thoughts and ideas about immigration to Australia today and to trace the changes in attitudes over different time periods.</li> <li>• Assist students to participate in a process drama activity — present immigrants’ stories to another audience (see Resource 3).</li> <li>• Encourage students to reflect on what they have learnt about immigration to Australia, and to record their concluding thoughts, ideas and feelings in their reflections log.</li> </ul>	<p>TCC 3.5 CI 3.5</p>	<p>Describing a range of perspectives after investigating causes and effects of immigration may provide evidence of demonstrations of TCC 3.5.</p> <p>Explaining changing attitudes towards immigration in a public forum such as a debate or letter to a local newspaper may provide evidence of demonstrations of CI 3.5.</p>

## Assessment

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The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

### Assessing learning outcomes at different levels

Activities in this module are designed primarily for students working towards demonstrations of Level 3 learning outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate core learning outcomes before or after this level.

## Using this module

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Activities in this module use a dramatic arts focus to assist students to understand and appreciate the perspectives of immigrants and refugees resettling and adapting to new and often 'foreign' environments.

### Support materials and references

The social issue of immigration may be best supported by examining and identifying the key values of democratic process, social justice and peace as they relate to self and others. A 'values analysis' approach has been included in activities, which may assist students to use strategies for dealing with controversial issues in immigration in order to identify these values and interests. Four key strategies that students could use to analyse immigration are:

- critically diagnosing information and evidence
- asking 'awkward' questions of people and information sources
- recognising the rhetoric — for example, considering whether arguments contain false analogies, emotive language or appeals to prejudice
- cultivating tentativeness (Stradling, Noctor & Baines 1984 in Gilbert 1996, pp. 64–67). For further information about the place of values in education, refer to *Studying Society and Environment: A Handbook for Teachers* 1996.

### Immigration information

Ensure that any resources used reflect elements of family diversity.

Encourage students to talk about their own families and how they are similar to/different from other families. Assist students to appreciate diversity and to respect and show tolerance for family arrangements that are different from their own. Refer to *Friendly Kids, Friendly Classrooms* (McGrath & Francey 1991) and *Different Kids, Same Classrooms* (McGrath & Noble 1993) for further information about creating a warm, supportive and trusting classroom environment that fosters tolerance. Be sensitive to students' varied family situations. Use of questioning in a sensitive way will ensure that students' family situations are valued and acknowledged.

For information about the history of immigration in Australia, consult the *Primary Social Studies Sourcebook – Year 7* (see Support materials and references). For current information about Australia's migration program see [www.immi.gov.au/facts/](http://www.immi.gov.au/facts/)

## Background information

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### Terminology

In this module students have opportunities to become familiar with and use the following terminology:

adapt	information source	respect
biases	issue	roleplay*
controversial	migrants	social justice
democratic process	migrate	tolerance
emigrate	'Mill and Seethe'*	travelling freeze frame*
foreign	peace	understand
freedoms	perspective	United Nations
human rights	process drama*	values
immigrants	refugee	viewpoint
immigration		

\*Refer to the *Years 1 to 10 The Arts Syllabus* and associated materials for further details about these drama terms.

### School authority policies

Be aware of and observe school authority policies that may be relevant to this module, particularly those relating to social justice and anti-racism. Refer to the relevant sections of the following websites:

- The Association of Independent Schools of Queensland, Inc. [www.aisq.qld.edu.au/](http://www.aisq.qld.edu.au/)
- Education Queensland. [www.education.qld.gov.au/](http://www.education.qld.gov.au/)
- Queensland Catholic Education Commission. [www.qcec.qld.catholic.edu.au/](http://www.qcec.qld.catholic.edu.au/)

### Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- begin to understand the concept of freedoms and human rights such as civil, political, social, economic and cultural rights
- be aware of cultural diversity and how this diversity benefits the society in which we live
- respect the rights of others and show tolerance of beliefs and cultures that are different to their own
- understand how majority attitudes and one group's perception of another may lead to prejudice, stereotyping and discrimination
- be informed about the issue of immigration portrayed in the news and to be aware of the multiple perspectives presented.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers.

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

## Links

### **Studies of Society and Environment**

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at [www.qscc.qld.edu.au](http://www.qscc.qld.edu.au) for more information.

This module has conceptual and process links to the following modules:

- Level 2: *A patchwork of memories: Family diversity*
- Level 2: *Our faces: Belonging and identities in Australia*
- Level 2: *Our places: Local area and global environments*
- Level 2: *Our neighbours near and far: Asian cultural study*
- Level 3: *Cattle, gold and sugar cane: Working in the past*
- Level 4: *Walk in my shoes: Cultural study.*

### **Other key learning areas**

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

Links to *The Arts* include:

- DR 3.1 Students negotiate, in and out of role, a range of situations and narratives.
- DR 3.2 Students rehearse and present dramatic action for a specific purpose.
- DR 3.3 Students discuss and interpret the learnings and understandings developed through drama experiences.

## Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.



## A timeline of Australia’s immigration

## Resource 1

Cut out the information. Match the dates with the information to create a timeline. Use reference materials to help you.

<b>1791</b>	<b>1838</b>	<b>1891</b>	<b>1922</b>	<b>1958</b>
<b>1793</b>	<b>1847</b>	<b>1901</b>	<b>1945</b>	<b>1975 – 1976</b>
<b>1831</b>	<b>1848</b>	<b>1914</b>	<b>1947</b>	<b>1979</b>

Description of event	Description of event
The Empire Settlement Scheme was introduced to encourage British people to set up small farms like those in England in Australia’s outback.	The points system was introduced to aid selection of immigrants. Factors included skills, amount of money, age and education, ability to speak English and members of family already residing in Australia.
The first group of 300 Italians came to work on the cane fields along the Queensland coast.	The first German settlers arrived in South Australia and Queensland.
Following World War II, Australia’s first Minister for Immigration, Arthur Calwell, announced a new policy on immigration for Australia, stating that ‘additional population is Australia’s greatest need’.	Caroline Chisholm became known as the ‘immigrant’s friend’ because of the help she gave to female migrants. She organised accommodation and jobs for young women, who often acted as servants for country families.
The first free European settlers arrived in New South Wales on board the <i>Bellona</i> .	The 1901 <i>Immigration Restriction Act</i> was abolished
The first shipload of Chinese labourers arrived in Australia. They worked as farm labourers and domestic servants. Many worked as diggers on the gold fields.	The British parliament passed legislation allowing the sale of colonial Crown land to fund assisted migrants to Australia.
The communist government won the war in Vietnam and the first boat carrying Vietnamese refugees arrived.	Federation resulted in a growth in nationalistic pride, which led to fears of invasion and a ‘need’ to select carefully who would be allowed to enter the country. The White Australia Policy (which excluded non-Europeans) was adopted at this time.
The <i>Queen</i> — the first convict ship to sail directly from Ireland — brought 126 male and 22 female convicts to Sydney.	The outbreak of World War I abruptly ended migration to Australia.
Pacific Islander labourers arrived in the colonies.	

**A refugee's diary****Resource 2**

*When we left Vietnam we went by boat to Malaysia. The villagers called the police and we were sent to a refugee camp. The camp was made up of all sorts of tents crowded together. It was not what we expected. For many weeks we lived on tinned food supplied for us by foreign countries. Every day we had to wait in long lines for food. My brothers helped to dig another well in the village so we would have more water. Life was hard there, but we tried to keep thinking of better days ahead. The hope of a new life kept us going week after week.*

*For two years we waited, living in miserable conditions, hoping that we could get into America or Australia. Finally we were told we could go to Australia. We had waited and hoped for so long that we could hardly believe our good fortune.*

*I am living with my family in a small flat in Melbourne. I am happy that at last I can go to school. I will work hard and study to build my future here. I know my teachers and my new friends will help me. Deep down inside I feel a little sad because I have had such an unhappy childhood. Will this sadness ever go ... and will I always miss the country I cannot go back to?*

Source: *Primary Social Studies Sourcebook Year 7 1988*, Department of Education, Queensland, p. 132.

**Process drama****Resource 3****Phase 3: Finding out**

Use this information about process drama in conjunction with the *Years 1 to 10 The Arts Syllabus* and associated materials. The process drama will provide opportunities for students to demonstrate The Arts Drama outcomes 3.1, 3.2 and 3.3, and Studies of Society and Environment outcomes TCC 3.5, CI 3.1 and CI 3.5.

**Step 1:** Students, in groups, select a particular group of immigrants to investigate using drama. Discuss with students why they are leaving the country — for example:

- employment opportunities
- to travel and see more of the world
- to be with family members
- to escape war or social and political unrest
- for a new life after a natural disaster
- for a change of climate.

**Step 2:** Students select names for themselves in role.

**Step 3:** Students write a role description. (Students will need prior experience to do this — consider modelling this task and/or providing a ‘role description’ template for them to complete.)

**Step 4:** ‘Mill and Seethe’ — On a signal from the teacher, students stop and introduce themselves to each other.

**Step 5:** Students listen and respond to teacher narration (see Resource 2) about a Vietnamese child’s journey to and settling in Australia.

**Step 6:** Reflection: Students list, describe and identify thoughts and feelings that the narration brought to mind.

**Step 7:** Students write a letter home from the boat/ship/plane/train on which they are travelling. The letter shares ideas and feelings in role.

**Step 8:** ‘Time jump’ — Students, in the same groups as in Step 1, prepare a freeze frame of the individuals ten years after they left their own country.

**Step 9:** Tapping into the freeze frames – discuss with students changes they noticed in their roles as ‘new’ immigrants and ‘settled’ immigrants.

**Step 10:** Students participate in an out-of-role discussion and reflection activity. They record ideas and new learnings in a shared drama journal.

**Phase 6: Making connections**

Inform and model for students: ‘We are going to create a ‘virtual gallery’ of immigrants’ stories. What it will look like in the end is a cluster of groups in frozen positions around the gallery [a space such as the classroom or an undercover outdoor area]. As members of the audience walk around and stop in front of a freeze, that freeze comes to life and shares one individual’s “story”. The audience can move continuously around the space.’ (This takes the pressure off students at this level from performing to a large audience before they have the vocal skills to project their voices without damage.)

**Step 11:** Use the research students have conducted into immigrants in the local area to prepare stories for the virtual gallery. Decide which stories will be displayed in the ‘gallery’.

**Step 12:** Divide the class into groups to present the stories (groups should have enough members so that each student can play a significant role in the story).

**Step 13:** Students sequence the events in individual stories.

**Process drama (continued)****Resource 3****Travelling freeze frames**

**Step 14:** Students prepare freeze frames of significant events in individual stories.

**Step 15:** Students share their freeze frames with the class, accept feedback and refine their freezes.

**Step 16:** Students sequence their freezes and rehearse as travelling freezes.

**Step 17:** Assist students to consider performance requirements and to identify audience and performance space. Discuss any changes that may be needed to accommodate the requirements of the audience position and performance space.

**Step 18:** With modelling, students tap into freezes to tell the story. Assist students to use different roles in each freeze to add a dimension to the story, but keeping within the 'story' of the original immigrant.

**Step 19:** Students rehearse and review the sequence of freezes and stories as travelling freezes. Ensure students understand the need to accept feedback and advice as part of the review process. Establish the 'virtual gallery' with students. You may wish to make signs/posters for the gallery space.

**Step 20:** Students write individual reflections in their drama journals and identify and discuss new learnings.

**Phase 7: Taking action**

Establish gallery with students. You may wish to make signs or posters for the displays. (Links to Media strand in the *Years 1 to 10 The Arts Syllabus*.)

**Step 21:** Students present immigrants' stories to an audience such as another class or year level.

**Step 22:** Provide a guest book for audience participants to record responses. Read and discuss audience responses.

**Step 23:** Students record personal responses in their drama journals.

**Step 24:** A class diary or big book could be created outlining the process of creating a virtual gallery of immigrants' stories.

## Support materials and references

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Davis, M. 1989, *Flashback! A Primary Source Approach to Local Area History*, Sunshine Coast Education Centre, Nambour, Qld.

Gilbert, R. 1996, *Studying Society and Environment: A Handbook for Teachers*, Macmillan Publishers Australia, South Yarra, Vic.

Hosty, K. & Australian National Maritime Museum 2000, *Australia's Immigrants — Convicts and Early Settlers 1788–1850*, Macmillan Education Australia, South Yarra, Vic.

McGrath, H. & Francey, S. 1991, *Friendly Kids, Friendly Classrooms: Teaching Social Skills and Confidence in the Classroom*, Longman Cheshire, Melbourne.

McGrath, H. & Noble, T. 1993, *Different Kids, Same Classrooms: Making Mixed Ability Classes Really Work*, Longman Cheshire, Melbourne.

Queensland Department of Education 1988, *Primary Social Studies Sourcebook — Year 7*, Brisbane.

Scott, M. 2000, *Australian Knowledge — Immigration: Making the Australian Character Since 1788*, Grolier Books Australia, Lane Cove, NSW.

Singer, R. & Liffman, M. 1984, *The Immigration Debate in the Press 1984*, The Clearing House on Migration Issues, Richmond, Vic.

Social Education Association of Australia 1995, *Tolerance: A Resource and Activity Book for Schools*, Adelaide, SA.

Trepa, H. 2000, *Australia's Immigrants — Migrants and Refugees 1976–1999*, Macmillan Education Australia, South Yarra, Vic.

### Kits (including audiovisual)

Curriculum Corporation 1999, *Australian Readers Discovering Democracy Middle Primary Collection and Upper Primary Collection*, Curriculum Corporation, Carlton South, Vic.

Curriculum Corporation 1999, *Australian Readers Discovering Democracy Middle Primary Teacher Guide and Upper Primary Teacher Guide*, Curriculum Corporation, Carlton South, Vic.

### Videos

**Film Australia:** Contact details — phone 02 9413 8777, fax 02 9416 9401 or email [www.filmaust.com.au](http://www.filmaust.com.au)

#### *Destination Australia — A Land of Immigrants*

Examines the history of migration to Australia over the last 200 years.

#### *Destination Australia — The Migrant Experience*

Examines the migrant experience in Australia from the early colony.

#### *Immigration — The Waves that Shaped Australia*

Provides a short history of migration to Australia and explores the contributions immigrants have made to Australian society, such as the Snowy Mountains hydro-electric scheme.

#### *Our Century — Episode 20: Through New Eyes*

At the beginning of the last century, immigrants had to be white and preferably British; by the end of it, they came from anywhere to join one of the most diverse populations in the world.

#### *Settlers in a Far Far Land — Muslims in Australia*

A portrait of Muslim life in Australia.

#### *Sun on the Stubble*

Also known as *Valley Between*. Tells the story of Bruno Gunther, a 14-year-old boy from a German family growing up in a small farming community during the 1930s.

**Marcum Projects:** Contact details — phone 07 3801 5600, fax 07 3801 5622 and email [www.marcom.com.au](http://www.marcom.com.au)

Marcum Projects 2001, *Tales from a Suitcase*

A four-part television series shown on SBS. Presents a historical showcase of post-war migrants and their heartfelt and often humorous tales of life in Australia.

### **Websites**

(All websites listed were access in April 2002.)

Australian Bureau of Statistics. [www.abs.gov.au](http://www.abs.gov.au)

Department of Immigration and Multicultural and Indigenous Affairs. [www.immi.gov.au](http://www.immi.gov.au)



**This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:**

***Years 1 to 10 Studies of Society and Environment Syllabus***

***Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines***

***Studies of Society and Environment Initial In-service Materials***

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