

History: Year 10: Migration Experiences (1945-present): The Impact of the Vietnam War and the Khmer Rouge taking power in Vietnam and their significance for Australia

Overall Goals and Aims for the unit:

This unit covers Migration Experiences (1945-present) and focuses on the significances of the Vietnam War and the Khmer Rouge in Cambodia on Australia. By the end of the unit students should understand and be able to demonstrate their knowledge regarding:

- Consequences of the Vietnam war on the Vietnamese people
- Consequences of the Khmer Rouge taking power in Cambodia on the Cambodian people
- The reasons for Vietnamese and Cambodian Refugees leaving their countries
- The means of travel that refugees used and the dangers encountered
- The Australian Government and Public reaction to the refugees
- Experiences of Indo-Chinese refugees in Australia
- The effect that Indo-Chinese refugees have had on Australia

Students will complete a Prezi presentation in order to demonstrate their learning.

Overall Goals and Aims for the 5 lessons:

- Students to learn and understand the challenges and dangers that Vietnamese refugees underwent to get to Australia.
- Students to learn and understand the Australian Government's response to unauthorised refugees between 1977-1982.
- Students to learn and understand the Australian Public's response to Indo-Chinese refugees
- Students to learn how to use Trove to locate and assess the usefulness of newspaper articles
- Students to learn and understand the experiences that Vietnamese migrants encountered living in Australia with a focus on Prejudice and Discrimination

ACARA General Capabilities

- Intercultural understanding
- Asia and Australia's engagement with Asia
- Critical and creative thinking
- Literacy

ACARA Historical Skills

Chronology, terms and concepts

- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS182)

- Use historical terms and concepts (ACHHS183)

Historical questions and research

- Identify and locate relevant sources, using ICT and other methods (ACHHS186)

Analysis and use of sources

- Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS188)
- Evaluate the reliability and usefulness of primary and secondary sources (ACHHS189)

Perspectives and interpretations

- Identify and analyse the perspectives of people from the past (ACHHS190)
- Identify and analyse different historical interpretations (including their own) (ACHHS191)

Explanation and communication

- Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS192)
- Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193)

Lesson Plan - Year 10 History
Indo-Chinese Migration to Australia
The Journey of the Hong Hai

Date/Time:	Friday 20 November, Lesson 8, unit week 2, 1:30 – 2:20 (50 mins)
Location:	Room 10
Aims and Goals:	Students to learn and understand the challenges and dangers that Vietnamese refugees underwent to get to Australia on a deeper level.
Material and Pre-class preparation:	-Laptop (at least 1 between 2), -Link the Scootle interactive activity “ <i>The Journey of the Hong Hai</i> ” https://www.scootle.edu.au/ec/viewing/L779/index.html (Must be logged into to Scootle for link to work)
Students Prior Knowledge:	In the previous lessons students looked at the consequences of the Vietnam War and the Khmer Rouge taking power in Cambodia, on the people in these countries.
Backup Plan:	Provide students with hard copies of 5 Pre-found Articles on public opinion regarding Vietnamese refugees from late 1970’s to early 1980’s. Working in groups of 5, students are to read the articles, discuss and record major ideas presented in the articles and then report their findings back to the class. students will work on 1 article at a time and then rotate after 5-6 mins
Extra time:	Students to discuss what they think it would have been like to make the trip as a refugee to Australia. Consider: leaving your home, the journey and dangers, uncertainty of living in a new country.
Time allocated: Start: (10 minutes)	- Students to come in and settle promptly - Take attendance - Go over the plan for this lesson
(5 minutes)	Re-cap of Consequences of End of Vietnam War.
(30 minutes)	Students to navigate through Scootle program. Students to complete accompanying worksheet.
Finish: (5 minutes)	Come back as a group and go through the answers that students have collected
Homework: (30 minutes)	Write a paragraph on how you would have felt as passenger on the Hong Hai during the journey from Vietnam to Australia and email it to me.
Follow up:	Ask (co-operating teacher) for feedback on how the lesson went. Chase up any issues that were raised from the lesson.

Lesson Plan - Year 10 History
Indo-Chinese Migration to Australia
Government Reaction part 1

Date/Time:	Monday 23 November, Lesson 9, unit week 3, 1:30 – 2:20 (50 mins)
Location:	Room 10
Aims and Goals:	Students to learn and understand the Australian Government's response to unauthorised refugees between 1977-1982. This will be covered over two lessons.
Material and Pre-class preparation:	-Prepare YouTube Video 'The History of Vietnamese Refugees to Australia - Lòng nhân đạo của chính phủ Úc' https://www.youtube.com/watch?v=0hkUKXerM38 -Photocopy of article "Political Debates on Asylum Seekers during the Fraser Government, 1977-1982"
Students Prior Knowledge:	Students have learned the reasons for refugees leaving Indo-China and the means in which they travelled
Backup Plan:	If the YouTube Video cannot be played students will begin the article and worksheets and I will play the video in the next lesson. Students will therefore get through more of the worksheet this lesson allowing extra time for video next lesson.
Extra time:	Students to make a note of the information from this article that they wish to use in their Prezi assignment
Time allocated: Start: (10 minutes)	- Students to come in and settle promptly - Take attendance - Go over the plan for this lesson
(10 minutes)	You tube Video on Government and first Vietnamese refugees. Only watch first 10 minutes
(25 minutes)	Read through relevant sections of article (pgs526-top of 530 and bottom 532-533) answering questions on worksheets as they go. This will take students to question 14 on the worksheet.
Finish: (5 minutes)	Come back as a whole class and go through some of the answers
Homework: (30 minutes)	Complete up to question 14 on the worksheet and make a note of the information from this article that they wish to use in their Prezi assignment
Follow up:	Ask (co-operating teacher) for feedback on how the lesson went. Chase up any issues that were raised from the lesson.

Lesson Plan - Year 10 History
Indo-Chinese Migration to Australia
Government Reaction part 2

Date/Time:	Tuesday 24 November, Lesson 10, unit week 3, 1:30 – 2:20 (50 mins)
Location:	Room 10
Aims and Goals:	Students to continue to learn understand the Australian Government's response to unauthorised refugees between 1977-1982
Material and Pre-class preparation:	--Photocopy of article "Political Debates on Asylum Seekers during the Fraser Government, 1977-1982"
Students Prior Knowledge:	Students have learned the reasons for refugees leaving Indo-China and the means in which they travelled
Backup Plan:	If the YouTube Video did not work last time it will be played this lesson and the students should have less to do on their worksheets and articles in this lesson.
Extra time:	Students to make a note of the information from this article that they wish to use in their Prezi assignment
Time allocated: Start: (10 minutes)	- Students to come in and settle promptly - Take attendance - Go over the plan for this lesson
(5 minutes)	Recap on what was covered in the last lesson. Government reaction to Vietnamese refugees
(30 minutes)	Read through relevant sections of article (pgs 534-535 top and bottom 536- top of 541) answering questions on worksheets as they go. This will take students from question 15 on the worksheet to the end question 22.
Finish: (5 minutes)	Come together as a group and go over answers gathered for final questions on work sheet.
Homework: (30 minutes)	Complete up to question 22 on the worksheet and make a note of the information from this article that they wish to use in their Prezi assignment
Follow up:	Ask (co-operating teacher) for feedback on how the lesson went. Chase up any issues that were raised from the lesson.

Lesson Plan - Year 10 History
Indo-Chinese Migration to Australia
Trove Exercise

Date/Time:	Thursday 26 November, Lesson 11, unit week 3, 1:30 – 2:20 (50 mins)
Location:	Room 10
Aims and Goals:	Students to learn how to use Trove to locate Australian newspaper articles that will contribute to their Prezi assignment
Material and Pre-class preparation:	-Laptop each -Access to Trove http://trove.nla.gov.au/
Students Prior Knowledge:	
Backup Plan:	Provide students with hard copies of 5 Pre-found Articles on public opinion regarding Vietnamese refugees from late 1970's to early 1980's. Working in groups of 5, students are to read the articles, discuss and record major ideas presented in the articles and then report their findings back to the class. students will work on 1 article at a time and then rotate after 5-6 mins
Extra time:	Students to record the evidence from the articles that they wish to use for their Prezi assignment
Time allocated: Start: (5 minutes)	- Students to come in and settle promptly - Take attendance - Go over the plan for this lesson
(10 minutes)	Open up the Trove Website. Conduct a search with the whole class and discuss Key words, dates to search and types of resources to locate
(30 minutes)	Students to locate 3 newspaper articles that they can use for their Prezi assignment on Public Reactions to Vietnamese Refugees in the 1970's and Early 1980's Search prompts "Vietnamese refugees" AND "Letters to the Editor" years 1970-1979 and 1980-1989
Finish: (5 minutes)	Ask some of the students to report back on what they have found
Homework: (30 minutes)	Students to make a note of the information from the articles that they have found that they wish to use in their Prezi assignment
Follow up:	Ask (co-operating teacher) for feedback on how the lesson went. Chase up any issues that were raised from the lesson.

Lesson Plan - Year 10 History
Indo-Chinese Migration to Australia
Prejudice and Discrimination

Date/Time:	Friday 27 November, Lesson 11, unit week 3, 1:30 – 2:20 (50 mins)
Location:	Room 10
Aims and Goals:	Students to learn and understand the experiences that Vietnamese migrants encountered living in Australia: This lesson will focus on Prejudice and Discrimination For this lesson I have purposefully not provided a worksheet with questions for students to find evidence. I want students to work on identifying their own evidence and working out what information is relevant to the task.
Material and Pre-class preparation:	-Photo-copy of <i>The First Wave: The Settlement of Australia's First Vietnamese Refugees</i> , pgs 47-49
Students Prior Knowledge:	Students have covered the Governments response and public opinion regarding Vietnamese refugees
Backup Plan:	
Extra time:	Record the information found in the lesson that will be used for their Prezi assignment
Time allocated: Start: (5 minutes)	- Students to come in and settle promptly - Take attendance - Go over the plan for this lesson
(10 minutes)	-Students to read the photo copy regarding the prejudices and discrimination that occurred when Vietnamese refugees settled arriving in Australia.
(30 minutes)	-Then, working in pairs, discuss the forms of prejudice and discrimination that occurred and the record the evidence that supports their argument. -Identify how these examples may have affected refugees and how you would feel in a similar situation.
Finish: (5 minutes)	Come back as a class and discuss the evidence that students have found
Homework: (30 minutes)	Write a paragraph on how you would have felt having experienced some of the things covered in this article if you had just migrated to a new country. Email the paragraph to me.
Follow up:	Ask (co-operating teacher) for feedback on how the lesson went. Chase up any issues that were raised from the lesson.

The Hong Hai Story: Worksheet

Kieng Giang

What is an asylum seeker?

Why did Truong van Soi decide to leave Vietnam?

What did the Vietnamese fisherman put on their boats for good luck?

How many people did Truong-van Soi get onto his boat? How long and how many attempts did this take?

What two items were essential to the Vietnamese refugees Journey to Australia and Why?

Why were the Vietnamese refugees keeping a look out during their journey?

Kuantan

Why did the Vietnamese refugees return to Malaysia?

Singapore

What happened to the Vietnamese refugees when they reached Singapore?

How much did it cost to buy more fuel in Singapore?

Cirebon

What did the Vietnamese Refugees fear while at sea?

What did the Vietnamese refugees receive while in Indonesia? Name 3 things:

Mataram

Why did the Vietnamese refugees stop at Mataram?

What did the Indonesian officials think the refugees were doing?

What was a great relief that was given to the Vietnamese refugees and why?

Flores

How did the Vietnamese refugees pass the time on board their boat and keep their spirits up?

Darwin

How long did it take to get to Australia from Vietnam?

What was the reaction to the Vietnamese refugees landing in Darwin?

Worksheet for Government Reactions to Indo-Chinese Refugees: 1977-1982

1. Why did the Whitlam Government resist admitting Indo-Chinese refugees into Australia?
2. Which countries did the Fraser Government focus their immigration policies on from 1975-1977?
3. From 1976-1977 how much did unauthorised Indo-Chinese migration increase and how did this affect Government policy?
4. What circumstances occurring in Vietnam contributed to higher numbers of Vietnamese refugees?
5. What event triggered fears of a mass exodus of unauthorised Vietnamese refugees?
6. What external factors increased pressure on Australia to accept higher numbers of Vietnamese refugees?
7. Did the issues arising from unauthorised refugees effect the 1977 election?
8. How did the both the Fraser Government and Opposition use the arrival of unauthorised refugees for their own political purposes?
9. What did Mulvihill imply about unauthorised refugees and what did he advocate as a result?
10. What was Gough Whitlam's stance on unauthorised boat people and what was his proposal?
11. Did Whitlam present boat people in a positive or negative light? What did he say?
12. In what ways did the opinions of Parliament change from between 1978-1980?
13. How did the Fraser Government attempt to gain public support for their immigration policies?
14. What term was used to describe refugees that were believed to just be looking for a better way of life?
15. What did Young and Spender believe that the Government's approach to Vietnamese refugees would do for Australia?
16. Why did the Australian Labour Party believe that Australia had an obligation to re-settle Vietnamese refugees in the 1970's?
17. What was the purpose of the Immigration (Unauthorised arrivals) Bill?

18. What were the reasons given by Macphee for Vietnamese refugees coming to Australia?
19. What 3 functions did the idea that refugees were coming to Australia for a better way of life have?
20. What affect did the term 'genuine refugees' have in political discourse?
21. What links did Spender make between the Vietnamese refugees and the Cuban Mariel boatlift?
22. Why was the arrival of unauthorised refugees from Vietnam a significant event in Australian History?

Article used: Stevens, Rachel. 'Political Debates on Asylum Seekers during the Fraser Government, 1977-1982'. *Australian Journal of Politics and History*, vol. 58. No. 4. Pp. 526-541

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<https://www.youtube.com/watch?v=0hkUKXerM38>

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