

# Aussies: The People of Australia

OVERVIEW & OBJECTIVES	GRADE
<p>This lesson is a series of activities and extensions detailing Australia's population and culture characteristics. Also included are activities to learn about immigration and Aborigines. An Australia skit is a summative activity on Australian culture and history.</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"><li>• Compare Australia's population and culture with the U.S.'s population and culture</li><li>• Describe the population, population distribution, and population density of Australia</li><li>• Describe why people moved to Australia by naming push and pull factors</li><li>• Identify when and where immigrants settled in Australia</li><li>• Identify how Aborigines and immigrants were treated and the influence they have on Australia</li></ul>	8
	TIME
	1-3 days depending on number of activities and extensions selected
REQUIRED MATERIALS	REQUIRED MATERIALS
	<ul style="list-style-type: none"><li>✓ Computer with projector</li><li>✓ Computer access for students internet access</li><li>✓ Handouts: "Aussie Population Information" and "Answer Key", "Immigration to Australia"</li><li>✓ "Tell Me About Australia—48 pages document available on-line at the Australia Embassy <a href="http://www.usa.embassy.gov.au/whwh/TellMefacts.html">http://www.usa.embassy.gov.au/whwh/TellMefacts.html</a></li><li>✓ Textbooks</li><li>✓ Colored pencils</li></ul>

## MINNESOTA SOCIAL STUDIES STANDARD & BENCHMARKS

**Standard 5.** The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).

**8.3.3.5.8** Describe the locations of human populations and the cultural characteristics of Australia/ Oceania.

## SUGGESTED PROCEDURE

### Introduction

The teacher will ask the class: What do the following people have in common? (The teacher selects a few from the following list and shows photos of them for the students to guess their identity: Hugh Jackman, Nicole Kidman, Russell Crowe, ACDC, Keith Urban, Steve Irwin, Greg Norman, Cathy Freeman, Simon Baker, Chris Hemsworth, Hugo Weaving, Elle Macpherson, Naomi Watts.) The teacher explains that they are all from Australia and asks students for other Australians they may know. The teacher asks students what makes Aussies unique? Students will recognize that Australians seem similar in clothing, food, and language but there are differences. For example, Australians dress more casual, they eat more lamb, and although they speak English, they have an accent and unique slang.

The teacher explains that this lesson will address the people and culture of Australia. The teacher provides information to orientate students using a map of Australia and explaining: *The southeast area of Australia was settled first by the British to establish a penal colony. Today, the southeast is the most heavily populated area; in fact, New South Wales has one-third of Australia's population and Sydney alone has one-fifth of Australia's people. As the sixth largest country in land size, Australia's population is comparatively small—about the size of Texas. Thus, immigration is important to Australia and immigrants make up a quarter of the population. Australia is a culturally diverse country with one of the world's highest standards of living.*

## **Population**

The teacher provides basic information about Australia's population including: *Australia's population is 22 million, which is smaller than California (37 million) and Texas (25 million), but four times larger than the population of Minnesota. Australia is about the size of the contiguous United States, but has less than 1/10 of its population.*

*Instruct students to:* Read selected portions of "Tell Me About Australia" <http://www.usa.embassy.gov.au/whwh/TellMefacts.html> available through the Australia Embassy. The forty-eight-page document is a resource for Australia lessons. In this document students are introduced to the people of Australia, including the following topics: *population, religion, language, food and drink* -- pages 21-25 and *clothing, transportation, education, the arts, Aboriginal culture, sports* -- skimming pages 28-39. Note: Students may use their textbook in place of this document.

*Instruct students to:* Make a T-chart comparing the people and culture of Australia and the U.S. after they have completed assigned readings in "Tell Me About Australia" (*population, religion, language, food and drink* (pages 21-25) and *clothing, transportation, education, the arts, Aboriginal culture, sports* (skimming pages 28-39)).

Next, students learn current information about Australia's populations by reading population topics and answering questions using the handout, "Aussie Population Information". Reading: "Main Features" at 3218.0 Regional Population Growth, Australia, 2012 <http://www.abs.gov.au/ausstats/abs@.nsf/mf/3218.0/> from the Australian Bureau of Statistics.

## **Immigration**

The teacher provides basic information about Australia's immigration including: *Australia is a land of immigrants with waves of immigration from different places at different times. Today, one-fourth of Australians were born overseas. In fact, Australia's population of 22 million includes 6 million people born overseas with the largest group from the United Kingdom, which is double the next largest group from New Zealand.*

Students are introduced to Australia's migration by watching two videos: "A History of Immigration in Australia" (4:58) [http://www.youtube.com/watch?v=teq\\_\\_HPNpSI](http://www.youtube.com/watch?v=teq__HPNpSI) and "State of the Nation 2010" (0:38) <http://www.youtube.com/watch?v=nGAkaD2Axow>

*Instruct students to:* Construct an annotated timeline of Australia immigration from 1788 through the World War II European exodus using "Fact Sheet #4—More than 60 Years of Post-war Migration" found at Australian Government, Department of Immigration and Citizenship <http://www.immi.gov.au/media/fact-sheets/04fifty.htm>. Dates, countries, and reasons for immigrating should be noted on the timeline.

The teacher briefly explains the concepts of push-pull factors as reasons that drive people away from their origin country and reasons that attract people to another country. *Push and pull factors may act in concert, driving people away while attracting people to particular countries.* As a class, identify common push and pull factors. *Some people left their country because of repressive governments, religious persecution, warfare, and famine and others came to Australia because of Australia's democratic government, high standard of living, economic opportunity, and the prospect to succeed. Many also immigrated to Australia because of its culture, geography, and proximity to origin country.*

Students are placed in five groups to investigate the push-pull factors of Australia's immigrants from the five major origin countries (United Kingdom, New Zealand, China, India, and Vietnam).

*Instruct student to:* Use "Community Information Summaries" (PDF format with graphics) located at Australia Government, Department of Immigration and Statistics <http://www.immi.gov.au/media/statistics/> to complete the chart, "Immigration to Australia". Note: Students may also access the Australian Visa Bureau "Why Emigrate to Australia" at <http://www.visabureau.com/australia/why-australia.aspx>, which lists push and pull factors.

*Instruct student to:* Report on their origin country using the jigsaw method to complete the chart. Consider the following questions for the class discussion of Australian immigration:

1. Were the push-pull factors different among the groups because of the origin country or the time period they immigrated?
2. Where did the immigrants tend to settle? Why?
3. Why might the median age or sex vary?
4. Australia reported 300 ancestries. How might students in an average Australian school look?
5. English is Australia's official language. Should Australia consider another language as well?
6. Most Australians are Christian. What are the other major religions?
7. What evidence indicates that Australia is becoming more diverse?
8. Do level of education and type of skills make a difference in Australia's immigration policies?

## **Aborigines**

Students will investigate Aboriginal culture and topics in small groups to learn how Aborigines have become a valued part of Australian society. Begin by having students read "Aboriginal Culture" on page 34 in the document "Tell Me About Australia" for an overview of Aborigines. (Student may also read, "Introduction to Indigenous Australia" located under "Introduction" at <http://australianmuseum.net.au/Indigenous-Australia/> for background information.) Next, the teacher should explain Aborigines by reviewing the information explained under "Teacher's Note", located below. Last, the teacher should place students in five groups with the following topics from the website, "Little Red Yellow Black Website: An Introduction to Indigenous Australia" <http://www.aiatsis.gov.au/lryb/> at the Australian Institute of Aboriginal and Torres Strait Islanders Studies. Note: This is an invaluable website to understand Aborigine culture.

1. "Who We Are", including the Aboriginal past, language, and their societies to answer the question: Who are the Aborigines?
2. "Culture and Sport", including Aboriginal music, dance, and sports to answer the question: What traditional and contemporary characteristics of Aborigine culture explain who they are?

3. "Participation", including education, employment, and war service to answer the question: How are Aborigines a part of today's society?
4. "Resistance and Reconciliation", including the role of "Missions" and the attempt to assimilate Aborigines to answer the question: How was placing Aborigines in missions, reserves and stations an attempt to protect and change them?
5. "Resistance and Reconciliation", including resistance, activism, and reconciliation to answer the question: How have Aborigines asserted their rights and identity?

Be sure to tell students to "Read More" at the website page of their topic for personal testimonials. Also, the Australian Museum has further information on a variety of Aboriginal topics at Indigenous Australians Overview <http://australianmuseum.net.au/Indigenous-Australia/>

Students should also read several Postcards of contemporary Aborigines explaining what it is like to be Aborigine at the Indigenous Portal by going to "Indigenous Australia" at "About Australia" from the Australia Embassy <http://www.usa.embassy.gov.au/whwh/australia.html>

Students within their small groups will divide the information to answer their question. They will then complete a group presentation to answer the question, which may be a poster, power point, or presentation of information. Classmates will complete a data retrieval chart to record information from the presentations that answers each of the five questions. Students use their data retrieval chart to complete an assessment by individually explaining: How have Aborigines become a valued part of Australian society?

*Teacher's Note:*

Aborigines are the original inhabitants of Australia with their history estimated to be at least 50,000 years. They have the longest continuous cultural history of any group of people. They lived throughout Australia, adapting to the various environments. Thus, there were numerous culture groups and 600 nations, based on their languages, although the British gave them all a single name, "Aborigines" (see <http://www.abc.net.au/indigenous/map/>). Aboriginal groups who lived in the northern tropical areas had much different lifestyles than those who lived in the central arid Outback and those who lived in the southeast moderate region. In the past 200 years, Aborigines' culture has changed quickly and significantly with the arrival of Europeans.

Europeans treated Aborigines poorly with planned extermination, relocation to reservations, required assimilation, and neglect. Details are provided on the timelines found at: <http://australianmuseum.net.au/Indigenous-Australia/>. In fact, Aborigines didn't receive equal citizenship rights until the Commonwealth Referendum was passed in 1967. Several events occurred to make amends. The first "Sorry Day" was organized in May 1997 by several groups to apologize to the "Stolen Generation" for removing them as children from their families in order to assimilate them. A weeklong series of planned events throughout Australia sponsored by several organizations in May 2000 was labeled "Reconciliation Week". In September recognition and celebration of Aboriginal culture occurred at the 2000 Sydney Olympics when Aboriginal groups were part of the Opening Ceremony and, in particular, when Cathy Freeman was chosen to light the Olympic flame. She went on to win the gold medal for Australia in the 400 meters dash. View the Opening Ceremony at <http://www.youtube.com/watch?v=VKhqKHidUZU>; Cathy Freeman's website at <http://www.cathyfreeman.com.au/biography/>; Cathy Freeman winning the 400 meters at <http://www.youtube.com/watch?v=oeXpoRlvDPw>. Finally, in February 2008, Prime

Minister Kevin Rudd apologized to the “Stolen Generation” acknowledging the federal government’s role in the poor treatment of Aboriginal people over the centuries.

Aboriginal people, who originally numbered almost one million, currently number 455,000 according to the 2006 census, which is 2.3% of the total population of Australia. One-third live in major cities and one-fourth live in remote areas. This compares to non-indigenous people living in major cities (69%) and remote areas (2%). This comparison means that, of the total population living in major cities, 1% are Aboriginal, but in remote areas 48% are Aboriginal. Most Aboriginal people live in urban areas, but make up a small percentage of the population. For example, 29% of the total Aboriginal population, or 148,000 people, live in New South Wales, but they represent only 2% of the population of that state. (The graphs and Indigenous Population Distribution map clarify the data and distribution of the Aboriginal population: <http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/6E6D19F5BB55AD66CA2578DB00283CB2?opendocument>)

Even with significant changes in the past 200 years, some Aborigines retain their culture. They live in remote areas and celebrate their culture within their communities, share their culture with others in urban areas, or maintain their own beliefs at home. However, Aboriginal elders are concerned that Aboriginal children are abandoning their cultures altogether.

(Refer to the lesson, “Settlement of Australia”, for additional information, websites and activities on early Aboriginal history and Aboriginal adaptation to the landscape).

## **Closing**

### *Australia Skit*

Students perform a skit as an interactive activity that demonstrates the history, geography, populations, and settlement of Australia. Videotape the class performance and share them with other classes.

Students in groups read and together create a skit of Australia based on years or decades of history using the list of dates from the website. Students gather information from the Migration Heritage Centre’s “Objects Through Time: Australian Migration History Timeline”. <http://www.migrationheritage.nsw.gov.au/exhibition/objectsthroughtime-history/1600s-1700s/>

In addition, students explore the Aboriginal timeline and incorporate information into the skit.

<http://australianmuseum.net.au/Indigenous-Australia-Timeline-1500-to-1900>. Students include a summary of the years’ historical events, geography of where the events were happening and why, major settlements/cities of Australia’s population, and push-pull factors of immigrants.

## **Extensions**

1. Students examine the interactive population pyramids for Australia and its states and territories by manipulating the tabs at the Australia Bureau of Statistics website. <http://www.abs.gov.au/websitedbs/d3310114.nsf/home/Population%20Pyramid%20-%20Australia>. Students provide three observations of the population in Australia and its states and territories.
2. Students select an immigrant’s video story from “Australia and Me” at <http://australianetwork.com/australiaandme/> and explain why s/he came to Australia, the challenges met, and the contributions made.

3. Students consider the symbols of Australia as valid representations of the country. Students explore the "Symbols of Australia" from the National Museum of Australia website at [http://www.nma.gov.au/exhibitions/symbols\\_of\\_australia/home](http://www.nma.gov.au/exhibitions/symbols_of_australia/home) and explain whether these symbols or representations are ones they would identify for Australia. Students compare these symbols of Australia to the symbols of the United States and discuss answers to questions: How do symbols represent the images of a country and its people? Why are they valid or invalid? Explain what symbol of Australia you think should have been included

### Assessments

- T-Chart to compare the people and culture of Australia with the people and culture of the U.S.
- "Aussie Population Information" handout
- Annotated Timeline
- "Immigration to Australia" handout
- Australia Skit
- Aboriginal Data Retrieval Chart and paragraph

### Websites Resources

- "Tell Me About Australia" available on-line from the Australia Embassy <http://www.usa.embassy.gov.au/whwh/TellMefacts.html>
- "Regional Population Growth, Australia, 2011-12" from Australian Bureau of Statistics <http://www.abs.gov.au/ausstats/abs@.nsf/mf/3218.0/>
- "A History of Immigration in Australia" from YouTube [http://www.youtube.com/watch?v=teq\\_\\_HPNpSI](http://www.youtube.com/watch?v=teq__HPNpSI)
- "State of the Nation 2010" from YouTube <http://www.youtube.com/watch?v=nGAKaD2Axow>
- "Fact Sheet 4–More than 60 Years of Post-war Migration" from Australian Government, Department of Immigration and Citizenship <http://www.immi.gov.au/media/fact-sheets/04fifty.htm>
- "Community Information Summary" from Australia Government, Department of Immigration and Citizenship–Media Statistics <http://www.immi.gov.au/media/statistics/>
- "Why Emigrate to Australia" from Australian Visa Bureau <http://www.visabureau.com/australia/why-australia.aspx>
- "Objects Through Time: Australian Migration History Timeline" from Migration Heritage Centre <http://www.migrationheritage.nsw.gov.au/exhibition/objectsthroughtime-history/1600s-1700s/>
- "Indigenous Australia Timeline–1500 to 1900" from Australian Museum <http://australianmuseum.net.au/Indigenous-Australia-Timeline-1500-to-1900>
- "Indigenous Language Map" from Indigenous at ABC <http://www.abc.net.au/indigenous/map/>
- "Indigenous Australians Overview: Timeline" from Australian Museum <http://australianmuseum.net.au/Indigenous-Australia/>
- "Sydney 2000 Olympic Games Opening Ceremony Highlights" from YouTube <http://www.youtube.com/watch?v=VKhqKHidUZU>
- "Cathy Freeman" from Biography <http://www.cathyfreeman.com.au/biography/>
- "Cathy Freeman 400m Sydney Final" from YouTube <http://www.youtube.com/watch?v=oeXpoRlvDPw>
- "Population Characteristics: Aboriginals" from Australian Bureau of Statistics: Aboriginal Population <http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/6E6D19F5BB55AD66CA2578DB00283CB2?opendocument>
- "Little Red Yellow Black Website: An Introduction to Indigenous Australia" from Australian Institute of Aboriginal and Torres Strait Islanders Studies <http://www.aiatsis.gov.au/lryb/>
- "Indigenous Australians Overview" from Australian Museum <http://australianmuseum.net.au/Indigenous-Australia/>
- "Indigenous Australia" from Embassy of Australia <http://www.usa.embassy.gov.au/whwh/australia.html>

## Aussie Population Information

Go to <http://www.abs.gov.au/ausstats/abs@.nsf/mf/3218.0/> and click "Main Features" to answer the following:

### Population Change:

1. What is Australia's population? \_\_\_\_\_
2. All Australian states and territories population grew between 2007 and 2012, but which three had the greatest growth? \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

### State and Territory Highlights:

3. What city grew the most in New South Wales? \_\_\_\_\_
4. What capital city of Victoria had the greatest growth of any capital? \_\_\_\_\_
5. What city grew the most in Queensland? \_\_\_\_\_

### Capital City Growth:

6. In June 2012, fifteen million people in Australia resided in one of the capital cities. Fifteen million is what fraction of Australia's population? \_\_\_\_\_

### Growth Along the Coast:

7. Besides the capital cities, where did most growth occur? \_\_\_\_\_

### Population Density:

8. What is the population density of Australia? \_\_\_\_\_
9. What state has the greatest population density? \_\_\_\_\_
10. What territory had the least population density? \_\_\_\_\_
11. Look at the Population Density map and identify the area with the *highest* population density.  
\_\_\_\_\_
12. Look at the Population Density map and identify the area with the *lowest* population density  
\_\_\_\_\_

Describe the population, population distribution, and population density of Australia (continue on the back side if needed):



## **Answer Key: Aussie Population Information**

Go to <http://www.abs.gov.au/ausstats/abs@.nsf/mf/3218.0/> and click "Main Features" to answer the following:

### *Population Change:*

1. What is Australia's population? *22.7 million*
2. All Australia states and territories had population growth between 2007 and 2012, but which three had the greatest growth? *Victoria, New South Wales, and Queensland*

### *State and Territory Highlights:*

3. What city grew the most in New South Wales? *Sydney*
4. What capital city of Victoria had the greatest growth of any capital? *Melbourne*
5. What city grew the most in Queensland? *Brisbane*

### *Capital City Growth:*

6. In June 2012, fifteen million people in Australia resided in one of the capital cities. Fifteen million is what fraction of Australia's population? *2/3 (two-thirds)*

### *Growth Along the Coast:*

7. Beside the capital cities, where did most growth occur? *Along the coast particularly Queensland*

### *Population Density:*

8. What is the population density of Australia? *3.0*
9. What state has the greatest population density? *Australian Capital Territory at 160/sq km*
10. What territory had the least population density? *Northern Territory with 0.2 people/sq km*
11. Look at the Population Density map and identify the area with the greatest population density. *South East especially coast*
12. Look at the Population Density map and identify the area with the lowest population density. *Interior*

Describe the population, population distribution, and population density of Australia (continue on the back side if needed):

*Australia's population is 22 million, which is about 4 times larger than MN, but smaller than TX. Most people, two-thirds (2/3), live in the capital cities of the states, with the fewest people in the Northern Territory and interior of the country. The average population density is 3.0, but it is most crowded along the SE coast and least crowded in the interior.*