



Escaping Vietnam



Vietnamese boat people, 1984. Lt. Carl R. Begy.



Vietnamese boat people 2, 1984. PH12 Phil Eggman

When the Australian armed forces pulled out of the war in Vietnam in 1973, there was no evidence of Vietnamese culture in Australia. But over the following decade that would change, and the country's White Australia policy would be truly laid to rest.

The first Vietnamese people to arrive in Australia were children. Just weeks before the end of the war in April 1975, 2500 children were evacuated in 'Operation Babylift'. Some came to Australia, while others went to the USA, Canada and Europe.

Before the war, Vietnam was a divided country. North Vietnam wanted to unify the country and take control. As a communist country, it was supported by the Soviet Union and other communist countries. South Vietnam was anti-communist and supported by allies including the USA and Australia.

When victory went to North Vietnam, many South Vietnamese were afraid for the lives. They wanted to leave the country but were forbidden to do so. Like prisoners, the only way to freedom was to escape.

On the evening of 26 April 1976, a wooden fishing boat arrived in the Tiwi Islands north of Darwin. The five young men on the *Kien Giang* had been at sea for three months, using a map torn from an atlas as their guide. These men were the first 'boat people', asylum seekers from Vietnam.

Over the next five years, a total of 56 boats arrived in Australia, carrying over 2000 people.

In total, about two million people tried to escape Vietnam in boats, reaching refugee camps in Thailand, Malaysia, Singapore and the Philippines. As the camps became very overcrowded, some officials turned boats away and towed them back out to sea.

Australia and other countries agreed to speed up the process of taking refugees from these camps, making an effort to reunite family members of people who had already reached safety in other countries.

Refugees from the camps did not have to continue their journey by sea; they were flown to Australia.

The Vietnam and Australian governments had also agreed to the Orderly Departure Program. Relatives of Vietnamese people now living in Australia were given permission to leave Vietnam safely rather than making the treacherous voyage.

For over 40 years, the Vietnamese community in Australia has contributed to the country's economy and weaved its culture into the fabric of Australia's multicultural society.

Scan the QR code to learn about the amazing rescue of the 'Luckiest Refugees'.



Understand

1. Have the refugees from Vietnam come from the north or from the south?
2. Why were some people in boats not allowed into the refugee camps in other countries?
3. In what ways have Vietnamese people become a part of Australian society?

Write

- Write the script for a dialogue between a news presenter and a journalist reporting on conditions in the refugee camps. Present the dialogue to an audience.

Investigate

- For how long did the Orderly Departure Program last, and in that time how many Vietnamese left their homeland?



Escaping Vietnam



The voyage from Vietnam to Australia was a treacherous one. Not all boats were seaworthy and most were overcrowded. Even if the weather and sea conditions were fair, the pirates were not. As news spread of the refugees leaving Vietnam, pirates were on the lookout for boats, knowing that people on board would be carrying their treasured possessions.



Write

- Write a conversation between an adult who came to Australia as a baby in Operation Babylift, and his or her adopted Australian parents, explaining why he or she wants to return to Vietnam to find his or her family.

Research

- Research the story of the Vietnamese fishing boat, *Tu Do*. From your research, draw a flowchart to describe the life of *Tu Do* and those who sailed in it, from its construction to its restoration.



Escaping Vietnam – 1



The Vietnam War

INTRODUCTION

Everyone experiences conflict in their lives at some time. If you are directly involved you have the power to find a resolution, but if you are not you may have no control and may become a victim of the conflict.

ACTIVITY

The students in a class are divided by their strong beliefs about which camp is best for the whole class to attend. Some want to go on a physically demanding survival camp which includes sleeping in tents and cooking their own meals. The rest want to go on an easier camp, sleeping in dormitories, eating in a canteen and enjoying less strenuous activities. The decision will be made by a democratic vote. Those in favour of the survival camp intimidate the others, threatening them with dastardly deeds if they don't vote for the survival camp. The intimidation works and the class is booked in for a survival camp. Some of those who don't want to go escape the ordeal by feigning illness. The rest are forced to endure the camp.

- Look at the situation from all perspectives.
 - What are the reasons for each groups actions?
 - Which group would you belong with? Explain your choice.
-

CONNECTION

North Vietnam united the country under communism. Many in the south took their chances and escaped by boat. Those who remained were forced to live under the new regime. People who resisted were sent to re-education camps, forced to accept communism.



Escaping Vietnam – 2



Operation Babylift

INTRODUCTION

When making life decisions, one option may include leaving loved ones behind. What do you do? Not choose that option because you can't bear to be parted, or leave your loved ones in the care of people who will look after them?

ACTIVITY

Your family has the opportunity for a new life in a new country where both your parents have been offered good jobs. You will be living where pets are not allowed. You have only just been given a puppy and now you will have to leave it behind. Your grandparents have agreed to look after your pet.

- Discuss advantages and disadvantages of leaving the puppy with your grandparents. How would you feel about the situation?
-

CONNECTION

With the fall of Saigon, many women left their babies in hospitals where they knew they had a better chance of survival. The women believed the chances of survival for themselves and their children would be less if they stayed together. It was a wrenching heartbreak but one they felt they had to make.



Escaping Vietnam – 3



Boat KG4435 (Kien Giang)

INTRODUCTION

For some, the foreseeable future is clearly marked and can be planned for. For others, the way ahead has no direction. What the future holds is a complete unknown.

ACTIVITY

- Compare the scenarios:
 - *Jordan's family is going on a guided cycling holiday. Each day, they know the exact route they will take, the sites they will see, where they will stop for lunch and where they will spend the night. From their final destination, they have booked a flight home. They can mark the whole route on a map before they even leave home.*
 - *Cameron's family is also going on a cycling holiday but only has a rough idea of their route. They will make their decisions each morning and may change their mind during the day. They don't know their final destination so they have not booked a return flight. They will only be able to mark their route when they have cycled it.*
 - Discuss the advantages and disadvantages of each type of holiday. Which one would suit you better? Explain why.
-

CONNECTION

When the men in boat KG4435 left Vietnam, they had an idea of where they wanted to go but it wasn't definite. The course they took depended on what happened each time they reached land. When they reached their destination, they still did not know what would happen next.



Escaping Vietnam – 4



Possessions

INTRODUCTION

We live in a consumer society in which people own far more than they need. How much of what we own is truly important to us?

ACTIVITY

Anya's family had lived in the same large house since her parents married 20 years ago, but now they were moving. Everyone had to go through their possessions and decide whether to keep them, give them to charity or throw them away. It took several journeys to the charity shop and several bin loads to get rid of all the unwanted possessions. On moving day, Anya's parents were happy the only possessions going into the new house were ones they really wanted.

- Discuss possible reasons why so many people have a lot of unwanted possessions in their homes and what they could do to reduce the problem.
 - Who would find it easier to pack up their possessions—a minimalist, a compulsive purchaser, a collector or a hoarder?
 - Discuss each type.
 - Which are you?
-

CONNECTION

When refugees were leaving their homes, they could only take a fraction of their possessions so they had to decide what they truly wanted.



The Vietnam War

To understand why people wanted to escape from Vietnam, you need to learn a little about the country's recent history: the war between North Vietnam with its allies, China and Russia, and South Vietnam with its allies, the USA and Australia.

R 1 Use the following sources to research and answer the questions below.

<https://tinyurl.com/ybodfnm3>

<https://tinyurl.com/c78trqq>

(a) Before and after World War II, Vietnam was a colony of which European country? _____

E/R (b) Which key Vietnamese person in North Vietnam wanted independence for his country? _____

(c) What political ideal did this person follow? _____

(d) Why did the USA refuse to help this person? _____

R 2 Vietnam eventually gained independence but the country was divided. North Vietnam declared war on the south as it was determined the country would be united under one government.

(a) What was the outcome of the war? _____

(b) What was the fate of the conquered people? _____

R 3 (a) Use the following sources to research and write notes for a brief description of re-education camps, who was sent there and why.

<https://tinyurl.com/y7h4dopl>

<https://tinyurl.com/ydy844po>



E/R (b) Choose how to present your description and share it with an audience.

4 On an A3 piece of paper, create an illustrated poster giving a brief explanation of the war in Vietnam.



Operation Babylift

Just weeks before the end of the Vietnam War, 2500 children were evacuated from Saigon, the capital of South Vietnam. Some of those children came to Australia. Today, many of those children are parents with children of their own.

R A 1 (a) Using a 5Ws and H chart, pose a series of questions to conduct an internet inquiry into Operation Babylift.

Q

(b) From your inquiry, write an introduction to a documentary on Operation Babylift.

A E/R 2 From your internet research, choose the story of one person who was evacuated as a child in Operation Babylift and brought to live in Australia.

R

(a) Imagine you are that person. Write an autobiographical narrative that could be used in a documentary (about two minutes long) about Operation Babylift.

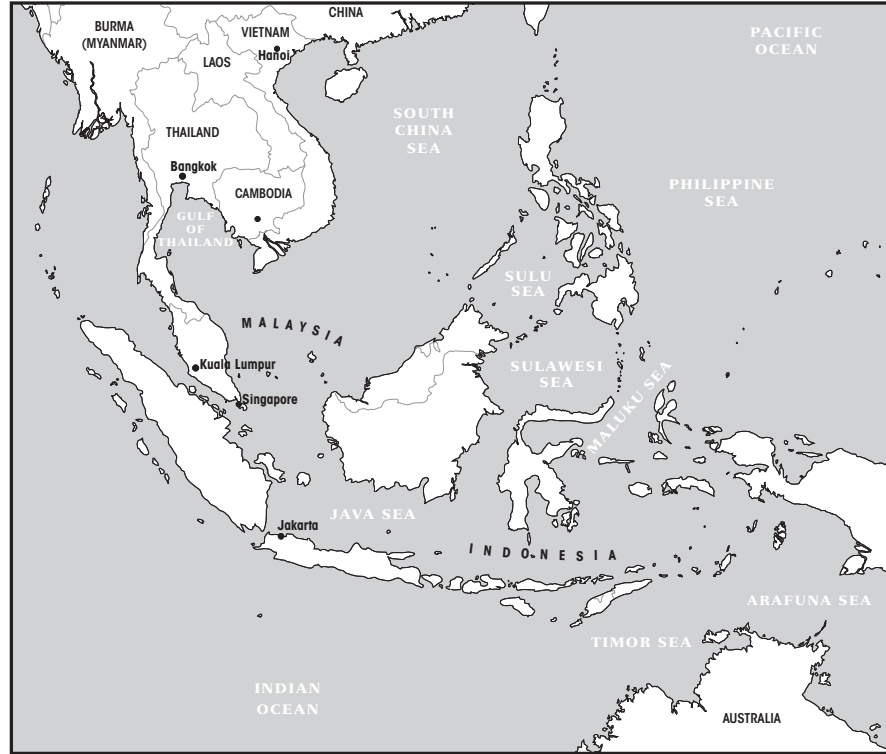
E/R (b) As a group, prepare your documentary using the best introduction and all the narratives. What else will you use to add to your documentary?

c (c) Film and present your documentary to an audience.

Boat KG4435 (Kien Giang)

A year after the end of the Vietnam War, the first boat carrying refugees from the conquered south arrived in Australia. Refugee camps had been set up in other south-east Asian countries where refugees could wait until a host country agreed to take them. But after the success of boat KG4435, many people came directly to Australia, taking their chances on the high seas.

A 1 (a) Read the articles at <https://tinyurl.com/zczletd> and <https://tinyurl.com/ycbk2poh> to discover the story behind the three-month voyage of the Kien Giang and what happened when it arrived in Darwin harbour.



R (b) Use an atlas to help you mark on the map places mentioned in the articles. Draw a line to show the course that was taken.

E/R 2 Plan a short, ad-lib role-play of the voyage, from leaving Vietnam in secret to arriving in Australia and hoping for asylum.

(a) Complete the table.

Characters		Places
In boat	Along the way	

(b) What props will you use to help an audience follow your story?

C (c) Present your role-play to an audience.

E/R 3 If you were an immigration official in Darwin, what would have been your response to the refugees' request? Give reasons for your answer.



Possessions

Refugees left their homes, taking only what they could carry. They were hoping to start new lives somewhere else, somewhere safe. What possessions from their old lives would they need in their new ones?

1 Imagine you and your family have to leave your home, forever. Your parents give you a suitcase to fill, that you will have to carry.

(a) What possessions will you take that are precious to you, that could be used to trade for your safety or as a promise of transport, or that may be useful in your future life?

(b) At home, fill a bag with the possessions you want to take.

Do you think you could carry the bag a long way?

Yes No

How much does the bag weigh?

_____ kg

Will you have to discard some items?

Yes No

E/R (c) Take and print individual photographs of the items you can take.

C (d) Display your photographs on a large piece of paper, as if they are the real items in the suitcase. To an audience, explain what each item is and why you are taking it.

2 (a) Take and print small individual photographs of the items you must leave behind.

(b) Use the photographs to create a montage—a visual reminder of these things.

C E/R (c) Explain why each item is special and how you feel about leaving it behind.

Item	Why it is special/How you feel



Name: _____

Date: _____

1 After World War II, the two main reasons why the government wanted more people to emigrate to Australia were to:

- a boost the economy b introduce multiculturalism c have stronger Olympic teams d expand the defence force

2 Tick the correct statements.

The Australian Government believed the British people would blend in easily with the Australian culture because:

- a they could be easily intimidated. b Britain was the mother country; they had the same British background. c they would be grateful for the opportunities Australia offered. d they were Caucasian.

3 How much did the assisted passage cost for an unskilled adult?

- a 100 pounds b \$100 c ten pounds d ten dollars

4 Tick True or False.

People from Britain wanted to emigrate because:

- (a) they didn't like Britain. True False
 (b) rationing was still in place after the war. True False
 (c) Australia seemed like a wonderful place. True False
 (d) there was a housing shortage after the war. True False

5 When they first arrived in Australia, the British migrants lived in:

- a fancy hotels b beach-side suburbs c old army camps

6 British migrants who returned to Britain but then came back to Australia were known as:

- a 'Kangaroo Poms' b 'Wombat Poms' c 'Didgeridoo Poms'
 d 'Koala Poms' e 'Boomerang Poms' f 'Woomera Poms'

7 Which three countries are known as the 'Baltic states'?

- a England, Ireland, Scotland b Estonia, Latvia, Lithuania c Finland, Norway, Sweden d Denmark, Greenland, Iceland

8 When they arrived in Australia, the most important thing for the Baltic migrants to do was:

- a find a home. b learn English. c make friends.
 d learn to cook. e get married. f find a job.

9 The Eastern Bloc countries of post-war Europe were controlled by:

- a Britain. b Germany. c the USA. d the USSR.



Name: _____ Date: _____

10 After World War II, which European country was split in two: the communist-controlled east and the democratic west?

- a Czechoslovakia b Germany c Hungary d Romania

11 The division between the Eastern and Western Bloc countries was known as the :

- a Berlin Curtain b Berlin Wall c Iron Curtain d Iron Wall

12 At first, Australia agreed to take displaced people who came from northern Europe because:

- a it would be nice for them to live in a warmer country. b they were fair-skinned. c they would learn English quickly. d Australians would like their food.

13 Match each policy with its meaning as it applies to migrants arriving in a new country.

assimilation	•	• migrants mix in with the communities of their new country, taking on its culture and leaving their own behind.
integration	•	• migrants mix in with the communities of their new country, taking on some aspects of its culture but also keeping their own.

14 The building of the Snowy Mountain Scheme in NSW is a key event in Australia's journey to democracy because:

- a people of many nations invested their money in it.
 b it provided water and irrigation to many people regardless of nationality.
 c people of many nations working on its construction learned to respect each other.

15 After the Vietnam War, Vietnamese refugees were fleeing from the government regime of:

- a North Vietnam b South Vietnam c the USA d the USSR

16 After the Vietnam War, the government regime in Vietnam was:

- a communism b democracy c dictatorship d monarchy

17 If they remained in Vietnam, the refugees feared execution or being sent to:

- a concentration camps b re-education camps c refugee camps


18 The first boat carrying refugees from Vietnam arrived in Australia:

- a before the Vietnam War began. a during the Vietnam War. a immediately after the Vietnam War. a one year after the Vietnam War.



Who were the people who came to Australia? Why did they come?

CONTENT DESCRIPTION

- Stories of groups of people who migrated to Australia since Federation and reasons they migrated (ACHASSK136) 

KEY IDEAS

- Who we are, who came before us, and traditional values that have shaped societies
- How societies and economies operate and how they are changing over time
- The ways people, places, ideas and events are perceived and connected
- How people exercise their responsibilities, participate in society and make informed decisions

INQUIRY AND SKILLS

Questioning, Researching, Analysing, Evaluating and reflecting, Communicating

HISTORICAL CONCEPTS

Significance, Continuity and change, Cause and effect, Place and space, Interconnections, Roles, rights and responsibilities, Perspectives and action, Sources, Empathy

GENERAL CAPABILITIES

Literacy, ICT capability, Critical and creative thinking, Personal and social capability, Ethical understanding, Intercultural understanding

OBJECTIVE

To understand the significance of the arrival and acceptance of the first 'boat people' from Vietnam, how it sealed the fate of the White Australia Policy and opened the doors to a multicultural nation



Topic introduction card

FRONT

Preparation

Read through the text with the class. Highlight and discuss topic words, using the glossary and/or a dictionary as necessary.

Scan the QR code to discuss the information. Make notes in a table for future reference.

Understand

Read and discuss the comprehension questions. Encourage students to question any aspect of the text they don't fully understand.

Write

Students research to find out about life in the refugee camps. Encourage them to organise their information in a table. Discuss the types of questions a news presenter might ask so the audience learns about life in the camps, and the answers the reporter at the scene might give. Discuss any features that may give the dialogue a realistic appeal when presented to an audience; e.g. a time delay before the reporter answers the presenter's questions.

Investigate

Students use this website for the answers and other websites for validation.

Answers

Understand

1. south
2. They were already overcrowded.
3. Teacher check. Answers may include: Cuisine, Luke Nguyen; entertainment, Anh Do; politics, Hieu Van Le; religion, Vincent Long Van Nguyen

Write

Teacher check

Investigate

ODP created in 1979, lasted from 1980 to 1997 (17 years), 623 509 Vietnamese left their homeland

BACK

Examine the map and trace possible routes refugees may have taken to reach the camps in Thailand, Malaysia, Singapore and the Philippines.

Write

Ask students to imagine they discovered they were children of Operation Babylift. *No matter how happy they were with their adopted families, would they be curious to know if their parents were still alive in Vietnam or if they had other relatives there?* Discuss the types of things they might want to learn about their natural families and how they would explain this to their adopted parents. *How might they respond?*

Research

Students research to learn about *Tu Do*. Show how a series of events can be presented as a flowchart. Encourage students to create the skeleton of their charts with the facts of the story then embellish them with illustrations, headlines, quotes etc.

Answers

Write

Teacher check

Research

Teacher check



The Vietnam war

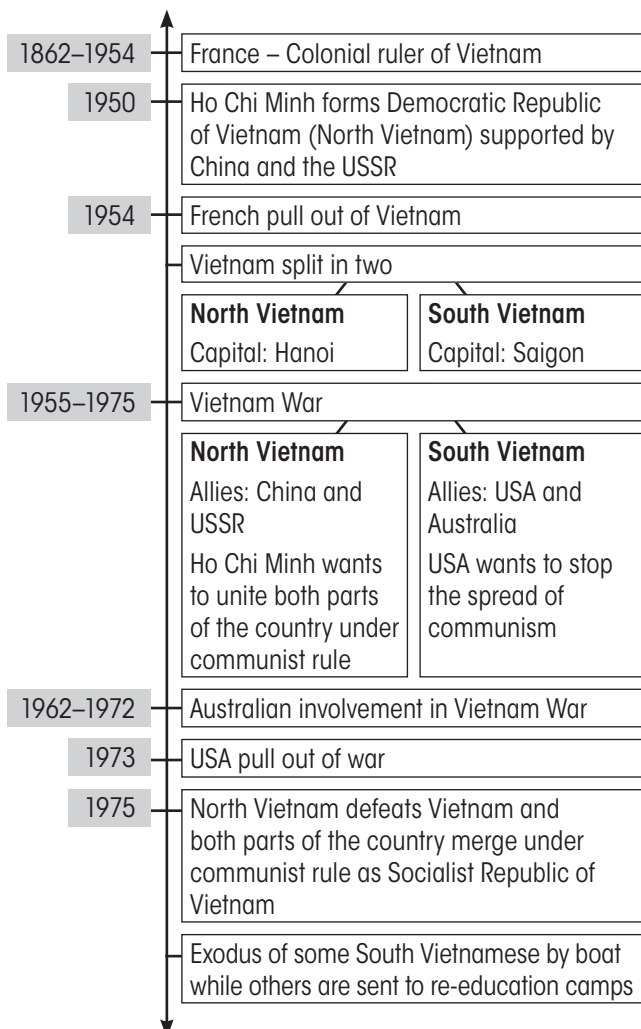
ACTIVITY STARTER CARD

In the story, the survival camp represents communism; those in favour, North Vietnam; those against, South Vietnam; those who feign illness, the boat people. The North Vietnamese took control of the whole country under communism. The South Vietnamese who could not escape were forced to live under communist rule.

How would students in the story who wanted to go on the easier camp have felt about the having to go on the survival camp and being forced to endure the strenuous activities, knowing the vote had not been democratic? If they feared the repercussions of not voting in favour of the survival camp, would they also fear the repercussions of not participating fully in the strenuous activities? Discuss how this would make them feel. Can they imagine what it would have been like living under communist rule and being forced to accept this ideology?

ACTIVITY WORKSHEET

Look at the websites and as students find the information, draw a diagram on the whiteboard to represent it (see example below). Students can use this model as a template to present their own in question 3.



Answers

- France
 - Ho Chi Minh
 - communism
 - The USA did not wish to support the spread of communism in Asia.
- The communist north overcame the south and united the country under communism.
 - Many were sent to re-education camps where they were brainwashed into accepting communism, others fled the country and many were killed.
- 4. Teacher check

Additional activities

- Research the Cu Chi tunnels of the Viet Cong in South Vietnam. Write a tourist guide to explain what the tunnels were and the role they played in the Vietnam war. Use the link at <https://tinyurl.com/p6q7nbo>.
- Research Agent Orange. *What is it, why was it used and what have the effects of its use?* Design a poster damning the use of Agent Orange.



Operation Babylift

ACTIVITY STARTER CARD

The decision to give up a child is a very hard one. *How can students imagine this?* The story of the puppy will help them to empathise with the mothers who gave up their children to the allied forces, knowing that they (the children) would have the chance of a better future and that they (the mothers) might survive better on their own.

ACTIVITY WORKSHEET

Brainstorm questions that might be asked to conduct an inquiry. Organise questions on a 5Ws and H chart, leaving space to write answers.

Explain that a documentary introduction is similar to a summary, mentioning all the key points before each one is dealt with in detail.

Individual stories can be found on the internet. Students choose one that appeals to them and make notes for an autobiographical narrative. In groups of about five, encourage students to look at the introduction each one has done in Question 1 and from these create a single introduction for the documentary. Students decide who is to read the introduction. This will be followed by each student delivering his/her own narrative.

Discuss how they can make their filmed documentary more professional. Perhaps the introduction can be written on a large screen behind the camera so the reader is forced to look up and he/she doesn't appear to be reading, but talking directly to the audience. Perhaps the individual narratives can be read as voice overs while the camera films a series of appropriate images.

Answers

1.–2. Teacher check

Additional activity

- Research to find which other countries the babies and young children were taken to and what they may be doing now to find their birth parents and connect with their heritage.



Boat KG4435 (Kien Giang)

ACTIVITY STARTER CARD

Discuss the advantages and disadvantages of each type of holiday (totally planned and vaguely planned). Students may see positives and negatives in both. The stories describe holidays, but what if life was like that? *Would the pros and cons be more critical?*

After the fall of Saigon, like many South Vietnamese, the future of the men in KG4435 was unknown. When they launched the boat, leaving Vietnam behind, they didn't know if they would survive the voyage, exactly where it would take them or where, if they were lucky, they would eventually settle. *How was this different from the British migrants when they boarded the ships or aircraft in Britain?*

ACTIVITY WORKSHEET

Discuss why some refugees tried to come directly to Australia by boat rather than wait in refugee camps. *Was the risk of sailing in overcrowded boats at the mercy of the seas and other dangers better than waiting in the camps? Was it wrong of them to queue-jump the process of visa application?*

The resources provide a guide to the route the men took. Students locate place names on a map, then mark them on the blank map on the activity worksheet.

Encourage students to imagine the journey the men took. *What must it have been like, day and night, on the open sea without modern navigation equipment? When they arrived in Australia, what must have been the reactions of the local and officials to their request and their voyage? Why would their request have been more easily granted than those of people who try to arrive by boat today?*

Answers

1.–3. Teacher check

Additional activity

- Read the story of one man's experiences of leaving Vietnam for Australia at <<https://tinyurl.com/y77gnc5y>>.



Possessions

ACTIVITY STARTER CARD

Discuss our lives today as a consumer society. *How often do we purchase new things when we really don't need to? Of all the possessions students have, which are truly special to them, ones they couldn't live without?*

Read the story and ask how many trips to the charity shop or how many bin loads their families might have in order to leave behind only the possessions they really wanted.

ACTIVITY WORKSHEET

Give students some time to write a list of their personal items. They highlight the items they would take in their suitcase. Ask them to fill a suitcase at home with the items they want to take. They may have to discard some or they may have room for others. When they have decided what they will take, students take and print a photograph of each item to bring back to school. Students also take photographs of special things they are unable to take with them.

The photographs of items to be taken can be displayed on suitcase-shaped backing paper. The photographs of special items left behind are arranged in a montage. Take a photograph of the montage and add it to the suitcase.

How would students feel if this was really happening to them?

Discuss intangible things they can take with them and those they must leave behind; e.g. memories, love of family or views, sounds and smells of a landscape etc.

Answers

1.–2. Teacher check

Additional activity

- Prepare and present an emotional interview that might have been shown on television between a host and members of a family who have been reunited through the Orderly Departure Program.



	HASS INQUIRY AND SKILLS											
	Who were the people who came to Australia? Why did they come?											
	D	R			A			E & R		C		
	Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASS122) AC	Locate and collect relevant information and data from primary and secondary sources (ACHASS123) AC	Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASS124) AC	Sequence information about people's lives, events, developments and phenomena using a variety of methods including time lines (ACHASS125) AC	Examine primary and secondary sources to determine their origin and purpose (ACHASS126) AC	Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASS127) AC	Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASS128) AC	Evaluate evidence to draw conclusion (ACHASS129) AC	work in groups to generate responses to issues and challenges (ACHASS130) AC	Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASS131) AC	Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASS132) AC	Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASS133) AC
Migrants from the mother country	✓	✓		✓	✓	✓		✓	✓	✓	✓	
The Baltic Experiment		✓		✓	✓	✓		✓	✓	✓	✓	
Escaping Vietnam	✓	✓		✓	✓	✓		✓	✓	✓	✓	

	HISTORY ACHIEVEMENT STANDARDS										
	Who were the people who came to Australia? Why did they come?										
	KNOWLEDGE AND UNDERSTANDING					INQUIRY AND SKILLS					
	explain the significance of an event/development, an individual or group	identify and describe continuities and changes for different groups in the past	describe the causes and effects of change on society	compare the experiences of different people in the past	sequence information about events and the lives of individuals in chronological order and represent time by creating time lines	develop appropriate questions, when researching, to frame a historical inquiry	identify a range of primary and secondary sources and locate, collect, organise and categorise relevant information to answer inquiry questions	analyse information or sources for evidence to determine their origin and purpose and to identify different perspectives	develop texts, particularly narrative recounts and descriptions. In developing these texts and organising and presenting their information, use historical terms and concepts, and incorporate relevant sources		
Migrants from the mother country	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The Baltic Experiment	✓		✓	✓	✓		✓	✓	✓	✓	✓
Escaping Vietnam	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



CONCEPTS OF HISTORICAL INQUIRY		Who were the people who came to Australia? Why did they come?			
		Significance	Continuity and change	Cause and effect	Place and space
The significance to society, particularly to Australian society, of places, events, ideas, phenomena and the contributions and achievements of people	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓
The legacy of past societies in present social, political, intellectual and economic life; the historical, cultural and spiritual value of the remains of the past; and what should be preserved and why	✓	✓	✓	✓	✓
How diverse groups celebrate and commemorate events and the significance of Country/Place to Aboriginal and Torres Strait Islander peoples	✓	✓	✓	✓	✓
How human experiences, for example, family life, technology, colonisation, settlement, migration and citizenship, have differed and/or stayed the same over time	✓	✓	✓	✓	✓
How social, political, environmental and economic ideas, values and challenges have changed or remained the same over time, and the different ways people and institutions have responded to them	✓	✓	✓	✓	✓
Possible social and technological changes and continuities in the future	✓	✓	✓	✓	✓
Reasons for social, political, environmental and economic events and developments over short and long time frames, and the effects on individuals, groups and societies	✓	✓	✓	✓	✓
How events, developments and ideas (for example, technology, exploration, citizenship, natural disasters) have shaped the daily lives of diverse people	✓	✓	✓	✓	✓
How the past and present might influence the future and how knowledge of the past and present can influence plans for possible and preferred futures	✓	✓	✓	✓	✓
How places and the social and economic activities within them have changed and remained the same over time, including Australia's colonial and modern era	✓	✓	✓	✓	✓
Remains of the past and places of cultural or spiritual significance, such as buildings and commemoration sites, and what they reveal about the past	✓	✓	✓	✓	✓
The places and cultures of the world from where Australians of the past and present have immigrated, and how they influenced the places where they settled	✓	✓	✓	✓	✓
Connections between significant and ordinary people, events, developments, phenomena and places through time	✓	✓	✓	✓	✓
How chains of events and developments over short and long time frames are related through multiple causes and effects	✓	✓	✓	✓	✓
How places and peoples have been connected through human endeavour and cultural exchange over time, and what tangible and intangible remains of the past are evident in the present	✓	✓	✓	✓	✓
The role and contribution of a range of individuals, groups and government to the development of society, economy and democracy in Australia and other places	✓	✓	✓	✓	✓
The experiences of citizenship and democratic rights in Australia and the struggle for these by some groups, including Aboriginal and Torres Strait Islander Peoples	✓	✓	✓	✓	✓
Different values, attitudes, actions and practices of individuals and societies in the past, and how they are viewed in the present	✓	✓	✓	✓	✓
How representations of people from a range of groups in the past show social, cultural and emotional factors of the time and place	✓	✓	✓	✓	✓
Different and sometimes opposing perspectives about a person, event, development or phenomena of the past, and how these could create debate or conflict then or now	✓	✓	✓	✓	✓
Anything from the past providing information which adds to our knowledge of that period. A primary source is from that time; A secondary source is an account by someone not directly involved with the event	✓	✓	✓	✓	✓
Sources	✓	✓	✓	✓	✓
Empathy	✓	✓	✓	✓	✓
	Migrants from the mother country	The Baltic Experiment	Escaping Vietnam		