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Kevin Morley
Alexei Gafan

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Migrations

Concepts

Global context: Orientation in time and space

What is the meaning of “where” and “when”?

In this chapter we will explore journeys to find a home. In the examples used, sometimes the people are returning to old homes; sometimes they are looking to find new ones. These migrations not only move people through time and space but from one culture to another.

Key concept: Culture

The idea of **culture** includes learned and shared beliefs. A culture has a set of values, interests and attitudes. In this chapter we will also look at the interactions between cultures and how these cultural interactions affect people migrating from one place to another.

Related concepts: Context and Empathy

Context

Context is the social, historical and cultural settings of events.

Empathy

Empathy is an attitude of understanding – an emotional identification with a person, character, argument or situation. We will examine how empathy is an essential tool in creating relationships and understanding people from other cultures.



Ans

Statement of inquiry

It is often easier to empathize with people from other cultures, times and places when we understand the context in which they have lived.

Unit plan

- ATL focus: Critical thinking skills
- Inquiry 1: What happens when you take children away from their own culture?
- Focus on communication skills: Interviews and opinion pieces
- Inquiry 2: What was the historical context for the children's migration across Western Australia?
- Synthesis: Key and related concepts – Culture and Context
- Inquiry 3: Why do we feel empathy for the narrator of *The House on Mango Street* and people like her?
- Reflection: Listening skills and debatable questions
- Summative assessments: Listening, Speaking, Reading and Writing
- Theory to practice: Action and service

Inquiry 1: What happens when you take children away from their own **culture**?

Conceptual question

Formative listening and speaking skills: Analysing connections

What do you know about the culture of the Aboriginal peoples of Australia? Before you begin this chapter, conduct a class brainstorming session. When you have finished look at the picture then discuss and answer the three questions below.

Discussion and debate

Work with a partner and discuss these points.

1. Describe what you can see in the picture.
2. Create a caption for the photograph.
3. Discuss where, when and why the picture was taken.

Justify your answers.

Key concept: Culture

Culture is the set of learned beliefs within a community. A culture will include shared values, interests, attitudes and patterns of behaviour. A culture can often express itself through language, art and storytelling.

Cultures are constantly changing and evolving. Learning about another culture gives us opportunities to understand diversity and to interact with sensitivity and empathy to others.

In this chapter, you are going to read about the interactions of two very different cultures.



Formative reading skills: Analysing connections

You are going to read a text about two cultures in Australia. Before you read the text, copy the table below. In the first column **Before you read**, write whether you think the statements are true, untrue or partially true.

After you have read the text, state whether you now think the statements are true, untrue or partially true, and then justify your answers with information from the text.

Before you read True, untrue or partially true	Information in the text	After you have read True, untrue or partially true	Justification
	The Australian government has always had very positive policies towards Aboriginals.		
	All cultures in Australia have always been equally valued.		
	Many Australians thought Aboriginal mothers were bad parents.		
	In the 20th century Aboriginal children wanted to live in a modern society.		
	Children are always better off in a dominant majority culture.		
	Governments are able to take children away from their parents.		
	Siblings should always be able to live together.		
	Many Australians do not know their real parents.		

Forced Removal

The forced removal of Aboriginal and Torres Strait Islander children from their families was official Australian government policy from 1909 to 1969. However, the practice took place both before and after this period.

The children who were taken from their families became known as the Stolen Generations. There are Aboriginal people as young as their late 30s and 40s who are members of the Stolen Generations.

At that time there was a lack of understanding and respect for Aboriginal people. Indigenous people were seen as an inferior race. The white majority believed that Aboriginal people lived poor and useless lives.

The dominant racist views in the society meant that many white people believed that Aboriginals were bad parents and that Aboriginal women did not look after their children. Such children were taken from parents so they could be brought up

'White' and taught to reject their Aboriginal culture and heritage.

Children were quite legally placed in institutions and, from the 1950s, were placed with white families. In general the education they received was very poor. Aboriginal children were expected to become labourers or servants. Aboriginal girls were sent to homes to be trained in domestic service.

No one knows how many were taken, as most records have been lost or destroyed. Many parents whose children were taken never saw them again, and siblings who were taken were deliberately separated from each other. Today many Aboriginal people still do not know who their relatives are or have been unable to find them.

Adapted from Reconciliation Australia.

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ATL Critical thinking skills

Critical thinking is thinking that is clear, rational and informed by evidence. Critical thinkers are open-minded and look at matters without bias or prejudice.

Some of the skills you can develop in this exercise are:

- recognizing unstated ideas and bias
- evaluating evidence and arguments
- drawing reasonable conclusions and generalizations.

Look at the responses you noted in the table before you read the text then after you read the text. Are they the same? How have you used critical thinking skills? Discuss your ideas in class.

Discussion and debate

Considering an issue from multiple perspectives

The subject of forced adoption is clearly very sensitive. With your teacher, you may need to use your critical thinking skills to discuss the matter further. Some questions to consider:

- Can the story in the text be understood from different perspectives?
- Are there ever times when children should be removed from their parents?
- How do we build societies where we show equal respect to the different cultures?
- What can we do to avoid repeating the mistakes societies have made in the past?

Formative reading skills: Understanding implicit meaning

Understanding references

The table below picks out particular words from phrases that appear in “Forced Removal”. Copy and complete the table by writing what the words refer to. One example is done for you.

In the phrase ...		the word(s) ...	refer(s) to ...
Example:	“the practice took place” (line 4)	“the practice”	the forced removal of Aboriginal children
1.	“At that time there was a lack of understanding and respect for Aboriginal people” (lines 10–11).	“that time”	
2.	“Such children were taken from parents” (lines 18–19).	“Such children”	
3.	“the education they received was very poor” (lines 24–25)	“they”	
4.	“No one knows how many were taken,” (line 29)	“how many”	
5.	“have been unable to find them” (line 35)	“them”	

Formative reading skills: Understanding explicit and implicit information

You are going to read a review of the book *Follow the Rabbit-Proof Fence*. As you read, think critically about the text by writing down two or three questions you have about the text and the cultures described in it.

After you have read the text, discuss your questions in class.

ATL Critical thinking skills

With a partner, look again at the picture of the children at the beginning of this section. Discuss these questions.

- Why was the picture taken?
- Who took the picture?
- What was the message in the picture?
- How do you feel about the picture now that you have read “Forced Removal”?

Review of *Follow the Rabbit-Proof Fence*

by Doris Pilkington (Nugi Garimara)

Follow the Rabbit-Proof Fence is about one of the dark chapters of Aboriginal Australian history: The Stolen Generations.

The law allowed the authorities “to cause every Aboriginal within any district [...] to be removed to, and kept within the limits of, any reserve”.

Article 31 of the “Aboriginal Protection Act” of 1897 allowed the Australian government to provide “for the care, custody, and education of the children of Aboriginals”. It also stated “any Aboriginal or half-caste children may be apprenticed to, or placed in service with, suitable persons”.

This is the political background, the setting which must be comprehended before the story’s full tragedy can be understood. Three girls, Molly, Gracie and Daisy, are “half-caste” Aboriginal youngsters living together with their family of the Mardu people at Jigalong, Western Australia.

One day a constable comes to take the three girls with him. They are placed in the Moore River Native Settlement north of Perth, some 1,600 kilometres away. Most children never saw their parents again. Thousands are still trying to find them.

This story is different. The three girls manage to escape from the torturing and

authoritarian rule of the settlement’s head. Guided by the rabbit-proof fence, which, at that time ran from north to south through Western Australia, they walk the long distance back to their family.

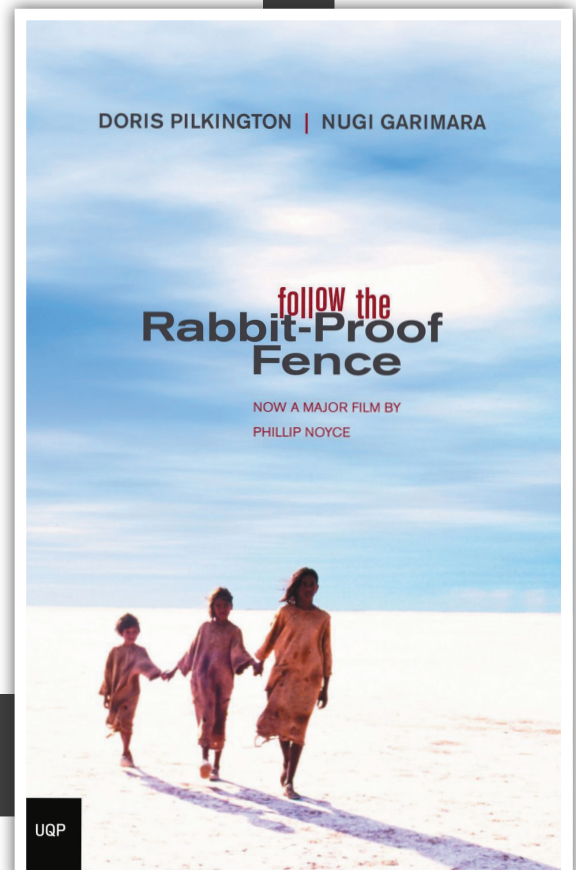
Doris Pilkington (whose traditional name is Nugi Garimara) is not a professional writer. But it is a story that Doris thought it was important to tell. So the book has one major advantage over novels; it’s an authentic account of her mother’s escape and perilous journey home. And this makes her mother’s story even more remarkable, and the reader will be more and more concerned and shocked about the circumstances of that time. In the end you’ll be as happy as the Mardu people when the girls come home, and your understanding of Australian history may have changed.

Adapted from:
<https://www.creativespirits.info/resources/books/follow-the-rabbit-proof-fence>

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Formative reading skills: Analysing connections

Imagine you are going to interview the writer Doris Pilkington/Nugi Garimara. Here are some prepared questions. Use the review of the book *Follow the Rabbit-Proof Fence* to answer the questions. You may find additional useful information in the text “Forced Removal”.

Planning and scaffolding

Create a table like the one below to help you organize both the questions and the answers to them. The person answering should try to give long answers to the questions. You can do this by first answering the question, and then by giving more details, or an explanation.

Question to Doris Pilkington/Nugi Garimara	Her answer	Her reason/explanation/ other details
Please introduce yourself and your book.		
Can you explain why you have two names: Doris Pilkington and Nugi Garimara?		
Is the story a real one?		
Why did you want to tell the story?		
Why were the girls Molly, Gracie and Daisy part of the stolen generation?		
Why were the children forced to leave their parents?		
Why is Mardu culture so important to the girls in the story?		
How did the girls feel about being forced to adopt to another culture?		
How hard was it for the girls to find the way back to their families and the Mardu people?		
How do you feel about the fact that so many people have read your book?		
Is there anything else you would like to say on the subject?		

Formative listening and speaking skills: Conducting an interview



Doris Pilkington Garimara with Everlyn Sampi, who played the character of her mother Molly in the film *The Rabbit-Proof Fence*

ATL Critical thinking skills

In this exercise you can make logical connections between objects and/or ideas.

You also have another opportunity to show your intercultural understanding by imagining the events from the girls' point of view.

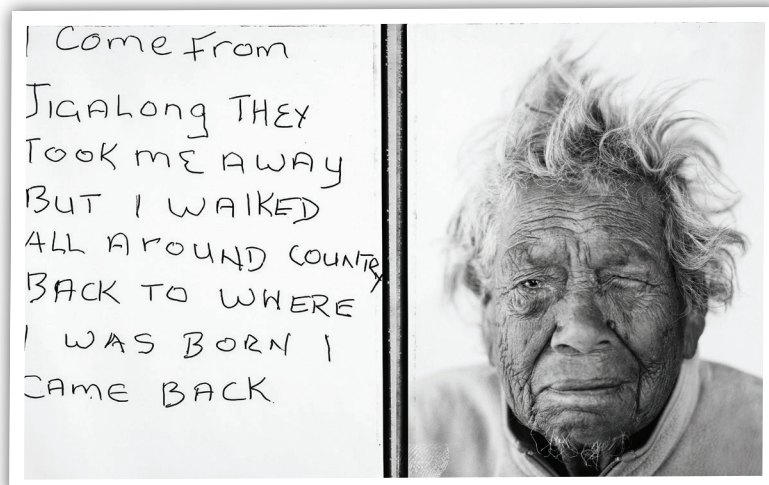
Use the completed table in the exercise on page 52 to carry out a prepared interview. One person can ask the questions and the other can use the table as a cue card to answer the questions. You may of course use your critical thinking skills to ask any other questions you thought about while reading the the text.

Formative writing skills: Writing a critical opinion piece

Before you write

Examine the picture below and the one at the top of page 54. How might the two pictures be connected? What story do they seem to tell?

What moment is being shown in this still from the film *The Rabbit-Proof Fence*?





Discussion and debate (Before writing exercise)

The inquiry question for this section is: “What happens when you take children away from their own culture?”

Imagine that as a ten-year-old you had been taken from your family and placed in another culture. How would you have felt? How would you have reacted?

When you have finished your discussion, write down what you have learned so far about the inquiry question and share your ideas with your class.

Working in pairs or small groups, think again about the work you have completed in this inquiry. Remember that the inquiry question is: “What happens when you take children away from their own **culture**?”.

Make notes on your thoughts and opinions about the following topics.

1. Australia in the 1920s	5. The treatment and education of children taken from their families
2. The differences between Aboriginal and White Australian culture	6. Molly’s background and character
3. The Australian government’s Aboriginal policies	7. The girls’ escape and journey home
4. The treatment of Aboriginal families in general	8. Other aspects of the story

Planning and scaffolding – structure

Using the conclusions you have reached in your discussions, write an opinion column of 300–400 words for your school magazine or for your personal blog. Create a table like the one below to help you organize your thoughts before you write. Use the right-hand column to make your notes.

Introduction	My English teacher said <i>Follow the Rabbit-Proof Fence</i> would be an interesting topic to read about. When I did some research on the book/film/background I found out ...	
Explain the context	In this true story this is what happened. ...	
Thesis (main point)	This made me feel ... because ...	
Three supporting points (see your discussion points above)	A few things struck me worth thinking about. First, ...	
	Next, ...	
	The third thing that struck me:	
Conclusion	What's my conclusion? ...	
Final thought	Let me leave you with this thought ...	

ATL Critical thinking skills

Can you separate opinion from fact? In order to complete the writing task you must:

- gather relevant information to formulate an argument
- revise understanding based on new information and evidence
- avoid unstated bias
- draw justifiable conclusions.

Reflection on Inquiry 1: What happens when you take children away from their own culture?

Now that you have completed this section, what have you learned and what conclusions have you come to?

Planning and scaffolding – language and audience

The opinion piece you are writing will appear in your school magazine or in your personal blog. The topic is a serious one. When addressing your audience, consider the language and style you should use. Will it be:

- formal
- semi-formal
- informal
- slang?

Focus on communication skills

Formative listening skills: Identifying true statements

In MYP English Language Acquisition, identifying true statements is one of the assessment activities you must learn how to handle. Click the headphones icon on the right to find out more about identifying true statements.



You will also find an audio recording for this chapter on the topic of Migrations and a related listening exercise to practise identifying true statements.

Formative listening and speaking skills: Interviews

An interview is a face-to-face conversation in which one person asks questions and the other answers. In the most natural interviews there is an information gap between the interviewer who wishes to know certain information and the interviewee, who has the information necessary to complete a task or solve a problem.

A good interviewer knows how to ask the right questions. A skilled interviewee is able to give the information that the interviewer is looking for. The interview should be carefully structured. It is best to start with general questions and move to more specific ones.

It is important for the interviewer to decide which questions to ask and the order in which to ask the questions.

Two question types

If the interviewer is looking for specific information, it is useful to ask specific “closed” questions, for example, using “What?”, “Where?” or “When?”. Alternatively, the interviewer can ask “or” questions, such as “Do you think X or Y is best?”. Such techniques allow the interviewer to find out precise information. However, such “closed” questions often make the interviewee want to give short answers.

Closed questions	Open questions
Do/did/will you ... ? When/where/what/ ... ? Can/have/might/should you ... ? Which is better/worse/right/wrong – A or B?	Why? How? Can you tell me about ... ? What do you think about ... ? What's your opinion of ... ?
Short answers are likely. Yes/no responses are usually given. These questions are useful for obtaining facts/basic information/quick reactions.	No short answer is possible. These questions allow for thoughtful responses. These questions are useful for obtaining thoughts/opinions/feelings.

It is worth remembering that many interviews are very sensitive and if the interviewee is to speak about something personal, it is much better to use “open” questions, such as “Could you tell me about ...?” or “Could you explain/describe/express ...?”. Such open-ended questions encourage people to talk and explain their ideas and can produce a large amount of information.

Structure

Introduction: in the introduction, you could establish a good rapport with the interviewee saying, for example, “Thanks for coming in today to talk to our journalist”.

You could introduce the interviewee to the readership: “Daniel, thank you for coming to talk to us today about your dangerous journey from A to B”.

The main section: ask about general issues first and then move to specific questions.

Conclusion or “wrap-up”: your final question could allow the respondent to give information about future plans. You might say: “So, what do you see as the next stage?” You could conclude the interview by thanking the interviewee.

Formative listening and speaking skills: Participating in an interview

A new scholarship student has just arrived at your school from overseas. Your school has never received a student from that country or that culture before. You want to interview this student for the school magazine. You are particularly interested in the student’s move from one culture to another one.



Work in pairs. One person is the interviewer and the other is the new scholarship student. Create a set of questions to find out as much as possible about the scholarship student’s:

- background and culture
- hopes for his or her new education
- reaction to the new culture he or she is experiencing.

Put all your questions on a cue card and use it to structure the interview using the techniques you have learned in this section.

ATL Critical thinking skills

Now that you have read about organizing an interview, identify some real-world contexts in which it would be useful to interview someone.

Planning and scaffolding

Plan your questions and be sure that the questions are in the right order on your cue card. Once you have done this, each person in the pair should research a country, region or culture in order to answer the questions. Take it in turns to be the interviewer and interviewee. Also, think about the language you will use when the interviewer and interviewee talk to each other during the interview. Will it be:

- very formal, as if talking very politely to a very important stranger
- formal, as if talking politely to a stranger
- informal, as if talking to a friend?

You may wish to record your performance.

Formative writing skills: Drafting and writing an opinion piece

Use the ideas you have discussed on page 57 to write an opinion piece in your school magazine on one of the following topics.

- We should have more students from other cultures at our school.
- By learning about other cultures we learn more about ourselves.
- Going to school away from home is always a positive experience.

Write 300–400 words.

Your opinion piece in the school magazine will be for a **mixed audience**. It will be read by students, teachers and parents. Think about the language you will use.

Will it be:

- very formal, as if talking very politely to a very important stranger
- formal, as if talking politely to a stranger
- informal, as if talking to a friend?

Planning and scaffolding

Create an attention-grabbing headline. Make the reader think or react.

Introduce the topic.

Explain your thesis (main point) in one sentence and explain the context.

Make a series of points to support your thesis.

Give evidence and examples for each point.

Offer a conclusion. What do you want to say about this topic?

Present your final thought. What life lesson can we learn?