

EXPLORING *The* CHAFFEY TRAIL

# YEARS 5 & 6

YEAR 5 • BECOMING A NATION

YEAR 6 • AUSTRALIA IN THE WORLD

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# Pack Your Bags!

*Immigration, the Chaffey Brothers and Sunraysia*

A Unit of Work for VELS Level 4 (Years 5 & 6)

## Acknowledgements

Museum Victoria, Passport Program. Available at <http://museumvictoria.com.au/pages/2347/passport-education-kit.pdf>.  
Used with permission.

Mildura Social Indicators 2008, located at <http://www.mildura.vic.gov.au/Page/Download.asp?name=MilduraSocialIndicatorsReport2008.pdf&size=2045368&link=../Files/MilduraSocialIndicatorsReport2008.pdf>

ACARA: Australian Curriculum, Assessment and Reporting Authority. Australian Curriculum: History.  
Located at <http://www.australiancurriculum.edu.au/History/Curriculum/F-10>. Accessed July 2011.

VCAA - Victorian Curriculum and Assessment Authority

Revised by Lynda Robertson, July 2011.



# VCAA Victorian Curriculum Learning Focus Links

## *Levels 5 & 6*

- Physical, Personal and Social Learning
  - Civics and Citizenship
  - Civic Knowledge and Understanding Community Engagement
- Discipline-based Learning
  - Historical Knowledge and understanding
    - Students demonstrate an understanding of the histories of some cultural groups which make up Australia today. They make links and appropriate comparisons with contemporary Australia.
    - Students explain the values important to other societies and their own and links between other countries and Australia. They compare and contrast the values and beliefs of Australians and people of other cultures.
    - Students compare aspects of different cultures and countries, in both the past and present, and ask questions about their own society. They sequence events and describe their significance in bringing about particular developments.
  - Historical reasoning and interpretation
    - Students use a range of primary and secondary sources to investigate the past. With support, they frame research questions and plan their own inquiries.
    - They comprehend and question sources and make judgments about the views being expressed, the completeness of the evidence, and the values represented.
    - They use appropriate historical language and concepts to develop historical explanations. They present their understandings in a range of forms.
- Interdisciplinary Learning
  - Communication: Listening, viewing and responding
  - Presenting
- ICT: for communicating
- Thinking Processes: Reasoning, processing and inquiry
  - Creativity
  - Reflection, evaluation and metacognition

## *Victorian Curriculum: History (Year 5)*

### *Key Inquiry Questions*

#### The Australian Colonies

- What do we know about the lives of people in Australia's colonial past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What were the significant events and who were the significant people that shaped Australian colonies?

### *Historical Skills*

- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication

### *Historical Knowledge and Understanding*

- The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096)
- The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)

## *Victorian Curriculum: History (Year 6)*

### *Broad Inquiry Questions*

- Australia as a nation
- Why and how did Australia become a nation?
- How did Australian society change throughout the twentieth century?
- Who were the people who came to Australia? Why did they come?
- What contribution have significant individuals and groups made to the development of Australian society?

### *Historical Skills*

- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication

### *Historical Knowledge and Understanding*

- Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. (ACHHK113)
- Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, and women. (ACHHK114)
- Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. (ACHHK115)
- The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport.

# Pre-Excursion Activities

## *Lesson 1*

### **1. Immigration – what do students know?**

What is immigration? What ideas, experiences or themes does the word immigration bring to mind? Consider completing this as a KWL Chart, to be collected and then revisited at the end of the unit.

### **2. Understanding the immigration experience**

Ask students to think about their home and the Sunraysia area and list the ten best things about living there. Place them in order of priority. Then:

Ask students to imagine they are moving to a new country. Students cross off all the things on this list that they cannot possibly take with them. Discuss how they might feel about leaving these things behind. Of those that remain on the list, which item is the most important?

What are the hopes and fears involved in shifting to a new country?

## *Lesson 2*

### **3. Living stories**

Invite guest speakers from within the school community and from a range of different backgrounds to tell their immigration story.

Sample questions that could be directed to the visitors include:

- When and why did you decide to come to Australia?
- Did you come with family members or travel alone?
- What form of transport did you take to come to Australia?
- What do you remember about the journey?
- What were your first impressions when you arrived?
- What were some of the problems you encountered when you first arrived?
- What are your strongest memories of your country of origin?
- Where do you call 'home'?
- How do you maintain the traditions of your native land while being in Australia?

You may also like to use some short migrant stories to scaffold this task (see Student activity No. 1). These stories could be used if a guest speaker is unavailable.

## *Lesson 3*

### **4. Motivations**

People have immigrated to Australia for many reasons. Consider the following key motivations, as identified by Museum Victoria research:

- A better life (including job opportunity, climate, adventure and land)
- Freedom
- War/Conflict
- Natural disasters
- Family (including love/marriage and family reunion)

#### *Extension ideas*

Prioritise the motivations in order of importance from the most important to the least important or the most common to the least common. This list may be reorganised according to different perspectives. Give reasons.

### **5. Immigration and the media**

Discuss how social and cultural bias may affect media coverage of immigration related issues.

#### *Extension ideas*

- Students write a report on what they have observed of the media's handling of immigration issues and events. Has it been fair? Balanced? One sided? Positive? Negative? Stereotypical?
- Create a noticeboard with examples of both mainstream media and ethnic media. Compare representations of different cultural groups in each. Suggest reasons for these different approaches.

### **6. Journeys**

Getting to Australia means undertaking a journey by boat or plane. Students can research the different makes, models and eras of these two forms of transport. Consider length of journeys, stops on the way and conditions for passengers.

#### *Extension ideas*

- Students either draw or create a model of their chosen transport, highlighting key features.
- Assisted passage: research periods in Australian history when governments actively encouraged immigration. What economic and social needs motivated governments to do this? Where did people mostly come from? How did they find living and working in Australia?

## 7. Immigration over time

Over time, different factors cause immigration numbers to rise and fall. The factors include skills shortages or oversupply, war and conflict, and government population policies.

### *Extension ideas*

- Put students into groups. Each group is to choose a decade from the last 170 years. The group is to design a poster that explains what happened in that decade. The timeline (see Student activity No. 2) and/or the Immigration Museum website <http://museumvictoria.com.au/> can be used to assist in this activity.

## *Lesson 4*

## 8. Victoria's Aboriginal history

It is important for students to understand that Aboriginal people have been living in the area now known as Victoria for more than 40 000 years. The map in Student activity No. 3 shows the Aboriginal languages in this area.

### *Extension ideas*

- What was the area now known as Victoria like before immigrants arrived?
- Compare the use of Victoria's natural resources before and after the arrival of Europeans from 1835.
- Discuss the impact immigration has had on Aboriginal life and culture.
- Investigate the impact of immigration on the environment.

## 9. Current immigration in Sunraysia

The Mildura Rural City Council estimates that there are currently people representing over 50 different cultural backgrounds living in the Sunraysia community. Assist students to interpret the data in the table in Student activity No. 4, and identify the key countries of origin on a map of the world. You may consider getting students to do this individually on a blackline master, or use the projector or large poster world map to pinpoint locations. From this, discuss:

- Which regions of the world do most of Sunraysia's migrants come from?
- What may be motivating these people to come to Sunraysia?

## *Lesson 5*

### **10. Sources of evidence**

Briefly discuss the difference between primary and secondary sources of evidence before students undertake the next task. Primary sources are from the period of time being studied (eg. Photographs, news article, diaries) and secondary sources are developed after the period of time being studied (eg. Textbooks, biographies). You may like to brainstorm a list of primary and secondary sources on the board.

### **11. The Chaffey Brothers**

Using the “Suitcase” of evidence from the Mildura Historical Society, have students construct profiles of George and William Benjamin Chaffey (see Student activity No. 5 for worksheets). Go through the information carefully with students.

### **12. Preparation for bus tour of the local area**

Explain to students that they will be participating in a bus tour of the Mildura area. What evidence is there around the town of Mildura's multiculturalism? Students can also use the 'Interpretive sings' at Psyche Pumps to learn more about the history of the site. See Teacher Notes (see teacher notes Number 1. currently page 111.)

## *Excursion Activities*

### **13. Bus tour – immigration influences**

Students participate in an “Immigration Bus Tour” of Sunraysia to observe the influence of other cultures, and the Chaffey's, in shaping Sunraysia. Please contact the Mildura Historical Society for assistance with sites. The trip should finish at the Psyche Pumps, where students can learn about the history of the pumps and have a BBQ lunch in the shed.

## *Post-excursion Activities*

### **14. My migrant history**

Using the sheet provided in Student activity No. 6, have students investigate their own migrant history. Time should be provided to draft the information they discover and publish it for the rest of the class to read. You may consider creating a class website of the profiles, compiling posters, written reports or oral presentations.



# Student Activity No. 1

## *Migrant profiles*

### Rebecca Greaves

Rebecca Greaves migrated with her family from Buckinghamshire, England to Melbourne in 1849. The family made the voyage hoping for a new life and a better chance of owning their own land in Australia. She arrived on the ship, *Louisa Baillie* with her mother and nine brothers and sisters. The family lived for a time at the Russell Street end of Collins Street before setting up a farm on the Plenty River, near what would become Greensborough. They cleared the property for wheat, potatoes and livestock, and built a family cottage. Rebecca probably worked as a domestic servant, while her brothers headed for the Victorian Goldfields. Her descriptions of the excitement and chaos caused by the Gold Rush are particularly evocative.

*She writes: "...everyone has left town to go to the gold diggings, there is not a man or boy to be seen in the town even the gents at the bank are 'off to the diggings' such an uproar was never known in the colony before...If I were only a young man would not I go gold digging? And even now I feel half inclined to dress in men's clothes and go..."*

Rebecca is indeed a young woman of some pluck and sense of adventure! She is also quite an independently minded girl – her letter hints at marriage offers which she has declined, saying that she wants to *'have my own way a little longer'*.

She also describes bush fires, the price of grain, livestock, the family run and the crops her family cultivated. Rebecca reveals the pain of separation from family that migrants often experience, especially from her older sister Elizabeth, who stayed in England. Nevertheless, Rebecca appears to have thrown herself into her new life in Victoria. In February 1854, she married James Timms at Brighton and they had one child together, Ellen Bessie. Sadly, just two years later the family gathered at Brighton once again to attend Rebecca's funeral. To see the whole letter, visit <http://museumvictoria.com.au/MelbourneStory/Favourite-Objects>

## Simcha Baevski

Simcha Baevski was born on 8 February 1878 at Krichev, in the Russian province of Mogilev, within the Pale of Settlement. Simcha and his brother Elcon fled Russia in the 1890s, their mother organising their departures in great secrecy. Jews in Russia lived in an atmosphere of poverty and persecution. They were victims of frequent attacks. Pogroms (violent attacks against Jews) became rife across the Russian Empire during the late 1800's and fires raged through Jewish quarters. Young men also faced conscription into the Russian army for up to 25 years. Escaping this turmoil, Elcon arrived in Melbourne in 1896. Three years later Simcha arrived in 1899. He was 20 years old, spoke no English and had only a few coins in his pocket.

Simcha assumed the name Sidney - an anglicised version of his Hebrew name. Both brothers adopted Myer as their last name, the second name of their eldest brother Jacob. In 1900, Sidney and Elcon opened a small drapery store in Bendigo. The local women were fascinated. Goods were on display rather than behind counters, and customers could stroll around and touch the merchandise. He advertised and printed store catalogues for those living in smaller country towns and on farms. By 1907 'Bendigo's Busiest Drapers' had over 60 staff and had expanded its premises, becoming Bendigo's leading draper store.

The risks and the careful planning paid off, and in 1911 Sidney opened the first Myer store in Bourke Street, Melbourne. He increased staff wages and closed the store for a fortnight's stock-taking. He then ran a series of full-page newspaper advertisements, and in June, Melbourne experienced its first Myer sale. People flocked to the store for the sale which became an annual event. It was the start of a business empire.

Sidney Myer died of heart failure on 5 September 1934, leaving his fortune to his wife, two sons and two daughters.

However, one-tenth of his wealth was placed in trust for charitable causes. Today, Myer Family Philanthropy comprises the Sidney Myer Fund and The Myer Foundation with a mission to *"build a fair, just, creative, sustainable and caring society through initiatives that promote positive change in Australia, and in relation to Australia's regional setting"*.

(Source: <http://www.myerfoundation.org.au>).

## **James Lamsey**

James Lamsey was born into a family of successful physicians in Canton, China in 1831. He trained as a doctor in China and worked in Canton Hospital until 1851.

He arrived in Australia for the Victorian gold rush in 1853. Many men from southern China travelled to Victoria in 1853 to take part in the Bendigo gold diggings. However James Lamsey didn't make his money on the goldfields, but worked as a doctor in Geelong, Melbourne and Beechworth.

In Beechworth he met and married Scottish woman, Jane Morrison. He then moved to Heathcote for two years before settling permanently in Bendigo. He was said to have one of the most lucrative medical practices in the region and became a prominent member of the Chinese community.

He helped impoverished, sick and convicted Chinese, contributed to the community, welcomed important visitors to Bendigo and helped organise town fairs. He was a member of the Chinese Masonic Society and became Grand Master in the 1890's. He owned several properties in Bridge St, Bendigo and in 1889 built 'Jubilee Villa' a large double-fronted house for his family. James Lamsey died in 1912. His body was embalmed and sent back to China.

## Cuc Lam

Cuc Lam fled Vietnam in 1978 with her husband, Minh. She was escaping the aftermath of the Vietnam War and the communist regime.

Cuc and Minh disguised themselves as fishermen and sailed away in the rickety boat. The boat was usually used to carry fruit and vegetables. The boat was not checked by Vietnamese authorities because they assumed the vessel was unsuitable for the open sea.

Those onboard Cuc's boat had no idea where they were going or how long it would take. They feared they might not survive the journey. After 8 days at sea, Cuc and her friends were picked up in international waters by a Malaysian ship, and taken to a Malaysian refugee camp.

Refugee camps were set up in Malaysia at this time because so many Vietnamese were fleeing from danger. The conditions in the camp were terrible, the only food was fish and rice, and it was never enough. Cuc felt homesick and guilty for leaving her brother and sisters behind.

Cuc and Minh applied to be settled in a new country. After five weeks in the camp, Cuc and Minh were told they would be going to Australia. While still in the refugee camp, Cuc sold her wedding ring to buy a suitcase so that she would not arrive in Australia empty-handed. She says, "I sold my wedding ring so that I would have something in my hands when I came to a new country-something to show for our struggle". They left for Australia on 16 July 1978.

Cuc's suitcase is in the Museum Victoria collection.

An historical artefact is only as powerful as the story that accompanies it. Cuc Lam's suitcase symbolises the individual and collective memories of thousands of refugees now living in Australia.

[www.cv.vic.gov.au](http://www.cv.vic.gov.au)

## Yasser Al-Alyawi

Yasser Al-Alyawi was born in Bagdad, Iraq. Although his family was Shi'a Muslim, Yasser himself did not care much for religion and at 22 he married Shaharazat, a divorced Sunni Muslim woman with two children, Lalian and Raied.

Together they had three more children.

He played the *oud* (lute), and performed in clubs and restaurants around Baghdad. After Iraq's invasion of Kuwait in 1994, and the resulting war, western-style clubs and bars closed. To support his family, Yasser became a driver for international journalists. In this work, he was trained to use television cameras and found work as an

assistant cameraman.

On a routine press round in 2005, Yasser was kidnapped and brutalised by an Iraqi terrorist group, accusing him of being an American sympathiser. Twelve months later a friend was severely tortured by the same group, and word went out that they were after Yasser again.

With the support of colleagues, Yasser and his family fled to Jordan, where they immediately applied to migrate to Australia. After a one year wait, they found their application was successful.

Although Yasser and his wife Shaharazat had been desperate to flee Iraq, they were appalled to discover they would be unable to take the oldest children with them to Australia.

The trip to the airport seemed the longest journey they had ever taken. For safety, Yasser travelled in one car, Shaharazat and the children in another.

The goodbye was devastating. The children howled with grief and fear as Lalian and Raied were torn from their mother's locked embrace. Guilt and pain filled every vein in Shaharazat's body. Her eldest children returned to their birth father.

After two years of negotiations with the children's father, they reached a financial arrangement that secured the children's release. Amongst tears and kisses, Lalian and Raied arrived in Melbourne in November 2008.

A family once more. Safe.

## Student activity No. 2

### *A timeline of immigration to Victoria*

1820s Temporary immigration to parts of the Victorian coast by sealers and whalers.

1830s Arrival of the first permanent non-Indigenous immigrants from Van Diemen's Land, New South Wales and the British Isles.

1840s Assisted immigration of pastoral labourers mainly from Britain. Non-assisted immigrants seek to obtain land for their own runs.

1850s Discovery of gold results in mass immigration from England, Scotland, Ireland, USA, Germany, Denmark and China. Most are non-assisted immigrants, except for the Chinese who are organised as indentured labour. Most come only to seek gold, but many stay as permanent settlers.

1860s Assisted and unassisted immigration continues, often families are brought out by ex-miners.

1870s A period of little immigration, with a large net migration loss.

1880s The end of the period of assisted immigration. Large numbers of Chinese immigrants arrive and settle in Melbourne. Main countries of birth of Australians (in numerical order): Australia, England, Ireland, Scotland, Germany, China, New Zealand, Wales, Pacific Islands, USA, British India, Denmark, Italy.

1890s Period of depression. Net migration loss.

1900s Continued net migration loss. In 1901 the Immigration Restriction Act is introduced – 'White Australia Policy'

1910s New policy of assisted immigration from Britain. Interrupted by the outbreak of war.

1920s Renewal of British immigration assistance schemes. Substantial numbers of Italian immigrants arrive.

1930s Depression stops migration programs. Period of net migration loss.

1940s Start of the Displaced Persons immigration program, particularly from the Baltic countries.

1950s Development of immigration programs from Britain and southern Europe.

1960s Continued migration programs from Britain and Europe. End of the 'White Australia Policy'.

1970s Reduction in assisted immigration programs. Start of period of increased immigration from some Asian countries.

1980s Emphasis on family migration programs.

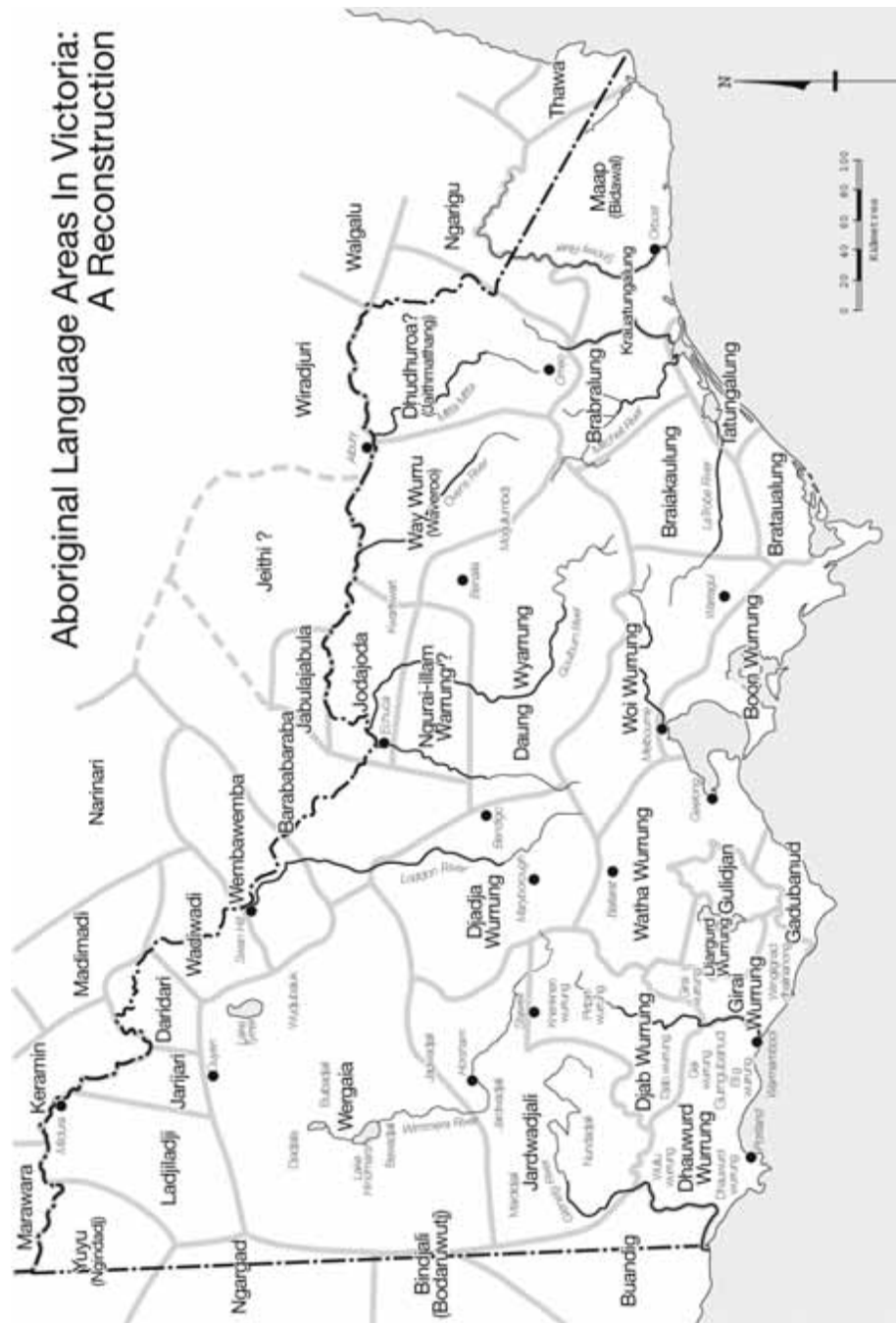
1990s Main countries of birth of Australians 1996 (in numerical order): Australia, England, New Zealand, Italy, Former Yugoslav Republic, Greece, Vietnam, Germany, Hong Kong, Netherlands, Philippines.

2000s Immigration policy favours skilled migration and emphasises English language proficiency.

See: <http://museumvictoria.com.au/Immigration-Timeline/>

# Student activity No. 3

## *Aboriginal Language Areas in Victoria – a Reconstruction*



Ian Clark 1996. Reconstruction of language areas is based on information available at this time.  
 Not suitable for use in Native Title and other land claims.  
<http://museumvictoria.com.au/education>

## Student Activity No. 4

### *Immigration in Sunraysia*

TABLE 6: COUNTRY OF BIRTH BY LOCALITIES

	Mallee Track	Millewa Area	Nangiloc/Colignan	Red Cliffs (Proper)	Greater Red Cliffs	Mildura Central	Merbein	Lymphe	Ouyen	Mildura RCC	Wentworth	Regional Victoria	Melbourne
Total	769	474	606	4,598	6,825	35,615	4,763	5,739	1,493	49,817	6,780	1,333,438	3,592,588
Australia	90.1%	89.7%	75.7%	86.0%	88.1%	83.2%	86.7%	85.6%	90.2%	84.2%	87.9%	84.3%	64.2%
United Kingdom	2.7%	1.3%	1.2%	2.3%	2.1%	1.9%	1.6%	1.3%	1.7%	1.9%	1.7%	3.7%	4.6%
Italy	0.0%	0.0%	0.0%	1.4%	1.2%	1.5%	1.4%	2.3%	0.0%	1.5%	1.0%	0.7%	2.1%
Turkey	0.0%	0.0%	0.0%	0.5%	0.5%	1.2%	0.5%	0.2%	0.0%	1.0%	0.0%	0.1%	0.4%
New Zealand	0.5%	0.6%	3.5%	0.9%	0.7%	1.1%	1.0%	0.9%	0.5%	1.0%	0.8%	0.9%	1.5%
Greece	0.0%	0.6%	0.0%	0.2%	0.1%	0.5%	0.2%	0.5%	0.0%	0.4%	0.1%	0.2%	1.5%
Germany	0.0%	0.6%	0.0%	0.2%	0.2%	0.3%	0.4%	0.3%	0.2%	0.3%	0.2%	0.5%	0.6%
Croatia	0.0%	0.0%	0.0%	0.1%	0.1%	0.2%	0.4%	0.5%	0.0%	0.3%	0.1%	0.2%	0.4%
Polynesia	0.0%	0.0%	2.5%	0.3%	0.2%	0.7%	0.0%	0.6%	0.0%	0.6%	0.3%	0.1%	0.8%
India	0.0%	1.3%	0.0%	0.0%	0.1%	0.3%	0.1%	0.0%	0.0%	0.2%	0.3%	0.2%	1.4%
Other	6.6%	5.9%	17.2%	7.9%	6.8%	9.2%	7.7%	7.8%	7.4%	8.7%	7.6%	9.2%	22.6%
Indigenous	3	16	18	75	108	1,549	137	72	12	1,432	612	15,924	14,127
Indigenous %	0.4%	3.4%	3.0%	1.6%	1.6%	4.3%	2.9%	1.3%	0.8%	2.9%	9.0%	1.2%	0.4%

Source: Table c25c 2006 Census of Population and Housing; Table c128 2006 Census of Population and Housing

p. 6 of Mildura Social Indicators 2008, located at <http://www.mildura.vic.gov.au/Page/Download.asp?name=MilduraSocialIndicatorsReport2008.pdf&size=2045368&link=../Files/MilduraSocialIndicatorsReport2008.pdf>



## Student Activity No. 5

### *Chaffey Migrant Profile*

Information	Source of Evidence
Name of migrant	
Place of birth	
Motivation for coming to Sunraysia (why did they come here?)	
Details of the journey from home country (how did they travel, when?)	
Details of migrant's family members (wives, children)	
Work undertaken in Sunraysia (what was their job?)	
Difficulties faced (both personal and work related)	

Contributions to the Sunraysia community (what good things did they do here?)	
Reaction of local townspeople (how is this person remembered?)	

Extension activities:

- Write a letter to a family member back in their home country, describing their journey to Australia and their new life.
- Students take on the role of the migrant and write a diary entry about their new life in Australia.

## Student activity No. 6

Name: \_\_\_\_\_

### *My Migrant History*

#### INTRODUCTION

1. I have been able to find out about:
  - (a) Family history on my mother's side.
  - (b) Family history on my father's side.
  - (c) Family history on both my mother and father's side.
2. I am going to focus on the information I found out about the migrant history of my mother / father's side of the family because \_\_\_\_\_  
\_\_\_\_\_

#### LEAVING HOME

3. My mother / father's family originally came from \_\_\_\_\_ (country).
4. My great grandparents / great-great grandparents / ancestors were the first members of my family to come to Australia.
5. I know very little / not much / some / a lot about these original migrants.  
Their names were \_\_\_\_\_  
Describe what you know about them: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. They left their home country in the year \_\_\_\_\_ and came to Australia by \_\_\_\_\_ (mode of transport). This journey took a long / average / short period of time. Describe what you know about their journey:  
\_\_\_\_\_  
\_\_\_\_\_

## WHY AUSTRALIA?

Why did my family come to Australia?

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## ARRIVAL

8. What did my ancestors do when they arrived in Australia?

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9. To your knowledge, what was the most difficult thing your family's original migrants had to deal with when they came to Australia?

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10. What else do you know about your family's migrant history?

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## REFLECTION

What was the greatest thing your family's original migrants achieved after they immigrated to Australia (your opinion)?

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In what ways might your life be different if your family had not immigrated to Australia?

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What cultural traditions or customs have you inherited from your ancestors?

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# La Trobe University Students Explore The Chaffey Trail

A group of twenty-three fourth year and four second year Bachelor of Education pre-service teachers from Mildura Campus of La Trobe University spent time in their course titled 'Integrated Studies' exploring and researching local history. A highlight of these studies was an excursion to several of the Chaffey Trail sites and an inspiring presentation by Julie Jewell, Mildura City Council Officer for Community and Culture and Special Projects. Part of her role is as Project Officer for the Chaffey Trail Reference Group.

Julie introduced students to the work of the Reference Group, particularly to the outstanding set of educational materials developed for schools. Julie also offered to provide each student with a copy of the materials, a very generous offer indeed. However, when we consider that many of these pre-service teachers will be working in local schools next year, we believe that this gesture will set in place a most important partnership between Mildura Rural City Council, La Trobe University and local schools in promoting our local history and heritage. I know that the pre-service teachers involved are very enthusiastic about using these materials with their future students.

As part of the course they were introduced to the concept of integrated curriculum, which is the development of studies that cross subject boundaries, particularly in English, History, Geography and SOSE (Studies of Society and the Environment). They also looked at the Victorian Essential Standards (VELS) which is the curriculum used in all Victorian schools. Of particular interest was the new National Curriculum for Australian Schools which will soon be introduced to all Australian schools. The History strand of this places a far greater emphasis on Australian history and introduces local history at a very early stage in the primary school. The Chaffey Trail materials are built around this and highlight the history of this district through the year levels starting at Prep.

Students were required to explore and research a particular site, issue or era of local history and develop a set of background notes for this. They were then required to develop an integrated unit of work, based on VELS and the National Curriculum suitable for use by students

at a particular school level. While not all of these units are based on an official site of the Chaffey Trail they do complement the Chaffey Trail materials effectively. Units include the following topics –

- A journey through time
- Aboriginal Heritage
- Big Lizzie
- Changes in the Chaffey Vision
- Fruit of the Vine
- History of Paddleboats
- Langtree Hall
- Locked up in Wentworth
- Migration
- Mildura in a Time Machine
- Mildura Sister City
- Millewa Pioneer Village
- Multicultural Mildura
- Mungo National Park
- Murray Locks and Weirs
- Paddle Steam to the Past
- Paddle Steamers - different means of transport
- Rio Vista House
- Rio Vista how things changed
- The Legacy of the Chaffey Brothers
- The life and times of WB Chaffey
- The Mildura Marina
- The Spirit of the Chaffey's

These units have been carefully prepared and provide both carefully researched and presented background notes for teachers, and integrated units of work based on VELS and National Curriculum guidelines. With permission of the pre-service teachers involved, I am delighted to make available the units of work on DVD attached.

I would like to congratulate Mildura Rural City Council and the Chaffey Trail Reference Group on the production of these excellent educational materials and wish schools all the best for their use.

BOB WALTON  
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