



WAVERLEY
COUNCIL

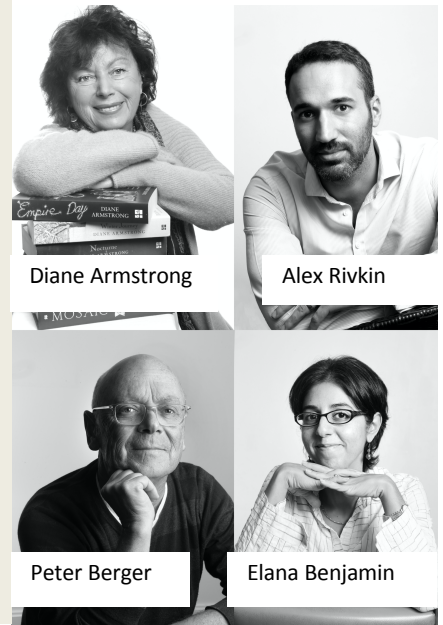
Eat Pray Naches

Jewish Community Stories

School Activity Kit

**STORIES OF POST-WAR
MIGRATION TO AUSTRALIA:
THE UNIQUE AND THE UNIVERSAL**

Stories of Post-War Migration to Australia: The Unique and the Universal



Overview of Activity

Whilst every community and generation of migrants and their descendants have their own unique experiences and challenges, there are also universal, recurring themes that are part of the migration story.

This activity invites students to compare and contrast the experiences of two different migrants or their descendants whose stories are portrayed in the Eat Pray Naches website and to explore the particularities and universalities of the migration experience.

Students can engage in a more personalised exploration and comparison of migration by looking at the experiences of their own family, class, school or within their local community.

ACTIVITY INSTRUCTIONS FOR EDUCATOR AND STUDENTS

Students learn about the migration story and experiences of two people represented on the Eat Pray Naches website, selecting one person from Column A and one from Column B, so they are exposed to range of different stories.

Depending on time, students could work in pairs researching 1 person each, then coming together to share what they have learned. Different pairs could be assigned people so the class covers a wide range of experiences.

Column A	Column B
<ul style="list-style-type: none"> • Morris Eskin • Eleanor Saul • Gertie Jellinek • Elana Benjamin • Vic Alhadeff • Alex Ryvchin • Bob Sitsky • Rabbi Mendel Kastel • Leon Goltsman • Michele Molnar • Henry Benjamin • Susan Bures • Natanya Gross 	<ul style="list-style-type: none"> • Peter Halasz • Ruth Leiser • Diane Armstrong • Rose Fekete • Andrew Havas • Peter Berger • Tami Sussman • Miriam Guttman-Jones • Jody Somogy • Dalia Ayalon-Sinclair • Velvel Lederman • Thomas Wolf • Bernie Jacoby

Step 1:

Using the website to learn about each person students can complete the **Migration Experiences** sheet found below.

Students are to record as much information as they can, whilst realising they may not be able to answer some questions, depending on the material available.

Once complete, these sheets can be shared or put up around the class for others to view.

Step 2: Compare and Contrast the experiences of two different migrant stories

Using the information recorded on the Migration Experiences sheet, students can begin comparing and contrasting the experiences of two migrant stories, using the Unique and Universal Diagram found below to record their comparative analysis to record the unique and the universal experiences of the two migrants.

Students could then be encouraged to look at two other Eat Pray Naches participants and complete another analysis using the Venn Diagram.

Comparison can then be expanded across the class and a broader range of migrants to see if any larger generalisations or patterns of similarities and differences can be identified.

Step 3: Migrant experiences in our own family/class/school or community

Students are to take the **Migration Experience** sheet and interview someone in their own family, class, school or community who has either migrated to Australia or is the child of migrants.

These interviews could then be displayed around the class, with students comparing and contrasting the experiences of two or more stories using the **Unique and Universal Diagram**.

Further comparisons could be made between the population found in the in Eat Pray Naches exhibition and those in your local community.

Alternatively, students could take the information gained from their interview and add information to a number of posters around the classroom under the headings.

- **Country of Origin**
- **Date of Migration and Reasons for Migration:**
- **Reasons for Choosing Australia**
- **Challenges of Migration**
- **Contributions to local community / Australian society**

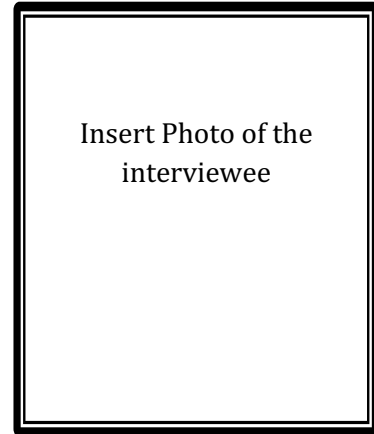
Once completed the class can analyse and reflect on the information recorded on the posters.

Migration Experiences

Name :

Date of Birth :

Country of birth / origin :



When did this person leave their birth country and why did they leave?

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Why did this person choose Australia?

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What did it feel like when this person arrived in Australia? What have been some of the challenges experienced as a migrant (such as opportunities for work, language barriers, isolation, racism) and how were these challenges met?

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What have been some of the responses by others in the community to this person as a migrant?

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How has this person's sense of culture and identity changed through living in Australia?

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What traditional cultural values and customs remain important for this person in Australia?

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How does this person feel they have contributed to their local community and/or Australia society?

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How has this person's culture influenced and shaped the local community and/or Australian society.

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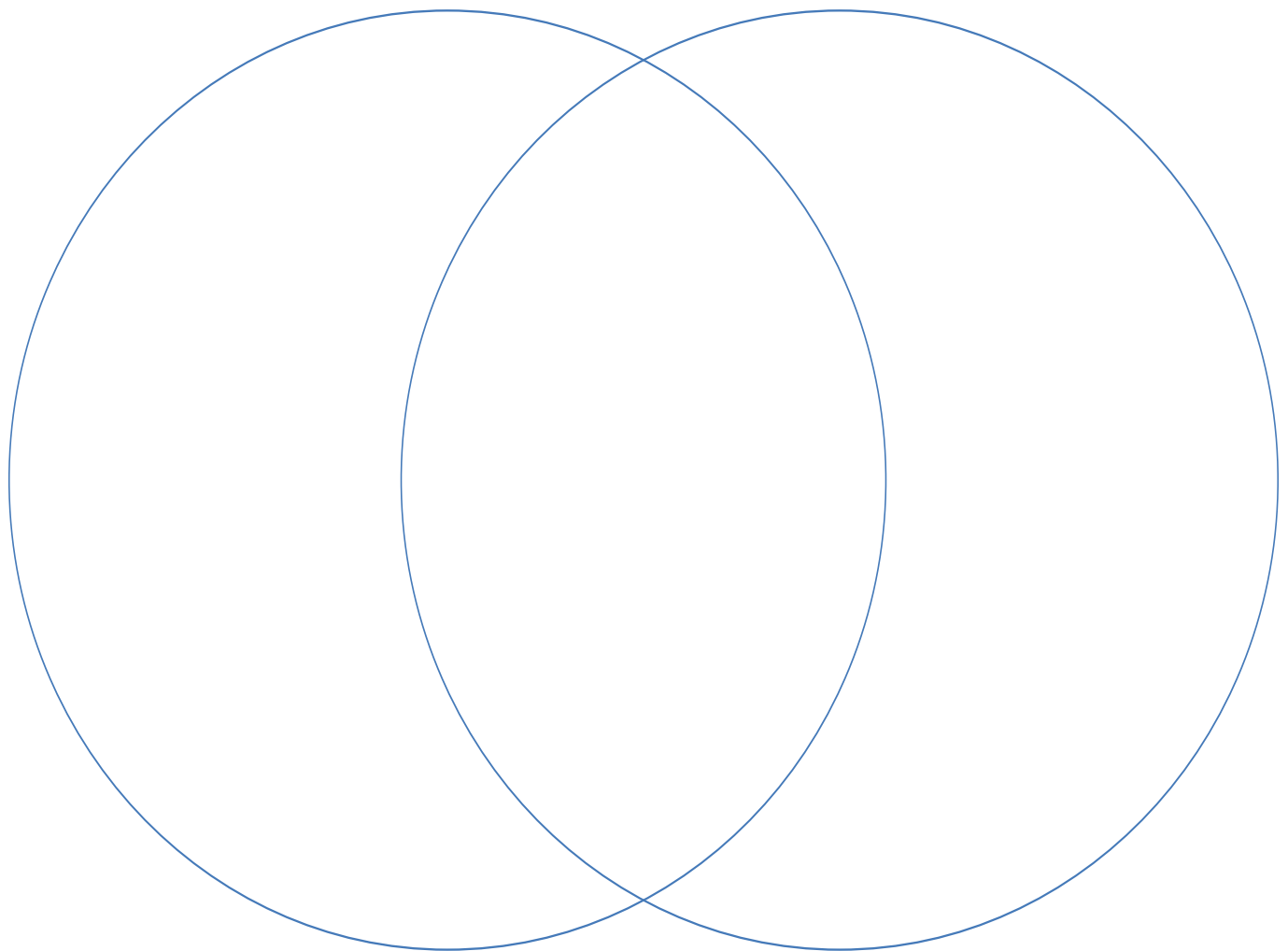
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MIGRATION EXPERIENCES: THE UNIQUE AND THE UNIVERSAL

Use the Venn Diagram to record the migration experiences and information for two migrants. The space where the two circles intersects where the common experiences for both migrants is to be recorded

Name of Migrant: _____



Record the unique experiences here



Record the universal or common experiences here



Record the unique experiences here

SYLLABUS CONNECTIONS

The Globalising World. 5C Migration Experiences

Representations of different cultures in our community.

Students:

1. Recognise different cultures within their school community
2. explore the reasons for migration, eg better living conditions, seeking new opportunities, escape from oppressive regimes, using ICT and other sources as appropriate
3. respond to stories of people who migrated to Australia, including people from Asian cultures
4. compare the stories of different cultural groups' migration to Australia, including people from Asian cultures
5. recognise the conditions, experiences and perspectives of post-war migrants, eg migrant hostels, opportunities for work, language barriers, isolation, racism
6. explore the response of Australians to the arrival of migrants and refugees
Australia's changing culture as a result of post-war migration

Students:

7. identify the impact of different cultures on Australian society, eg food, entertainment
8. investigate the contribution of people from other cultures to Australian life, eg to politics, science, the community, the arts, sport

<http://syllabus.bos.nsw.edu.au/hsie/history-k10/life-skills-content/group/1101/>

The waves of post-World War II migration to Australia, including the influence of significant world events (ACDSEH144)

Students:

1. sequence the main waves of migration to Australia in the 40 years following World War II, identifying numbers of migrants and countries of origin
2. identify significant world events which influenced post-World War II migration to Australia, eg World War II, the Cold War, the Vietnam War, the Gulf Wars and the war in Afghanistan

The contribution of migration to Australia's changing identity as a nation and to its international relationships (ACDSEH147)

Students:

assess the contribution of migrant men and women to Australia's social, cultural and economic development and Australia's changing identity

<http://syllabus.bos.nsw.edu.au/hsie/history-k10/content/1047/>