

Case of the [Enemy Aliens]

An Interrogation of Sources

TOP SECRET



[Contents]

Rationale	3
Educational Theory	4
Structure	5
Curriculum Links	6
- Stage 4 History Mandatory Course	6
- Stage 5 History Mandatory Course	7
- Historical Skills	8
- Life Skills	9
Program Sequence	10
Preparation Suggestions	11
Key Tasks	12
- Getting to Know 'The Enemy'	13
- Briefing the Case	14
- Detective Diary/Journal	15
- Closing the Case	16
Suggested Supporting Activities	17
- Socratic Questioning Warm-up	18
- Discovering 'The Enemy at Home'	19
- Newspapers and Journalism	20
- Community and Multicultural Media	21
- Photographic Records	22
- Family Historian	23
- Source-maker Simulation	24
- Debate	25
Source Guide	26
Appendix	38
- Getting to Know 'The Enemy' PowerPoint notes	39
- Socratic Questions	42
Recommended Texts	44



Case of the [Enemy Aliens]

An Interrogation of Sources

“The ability to ask the right question is more than half the battle of finding the answer”

— Thomas J. Watson

Rationale

Case of the 'Enemy Aliens' is a skills-based education kit based on the idea of the historian as detective. Inspired by the Migration Heritage Centre's online *Enemy at Home* exhibition, this program focuses on the art and strategy of critical thinking and creative questioning. *The Enemy at Home* investigates the experience of German-Australian concentration camp internees as "enemy aliens" during World War I and boasts a wide variety of sources from various perspectives, making it an exemplary case study for student-historians.

This secondary education kit primarily addresses learning outcomes from Stages 4 and 5 of the New South Wales History syllabus, with strong curriculum links to the theme of Immigration. It may also be of value to other subject areas including English, Society and Culture, and Geography.

In this 'Age of Information', students encounter an abundance of sources manifested in ever-evolving formats with easier access. Even so, the skills of critical analysis and healthy scepticism that *Case of the 'Enemy Aliens'* aims to develop remain fundamental.

The overall objective of this education program is for students to acquire and develop critical questioning skills, which they are encouraged to apply in and outside of the school environment.



Educational theory

The Secondary History syllabus stresses the development of skills to undertake the process of historical inquiry. Two theories underlying the design of *Case of the 'Enemy Aliens'* are Socratic questioning and the Facilitator model of teaching.

Socratic Questioning

Based on Socratic questioning – a disciplined questioning – this program focuses on probing students' critical thinking by fostering their ability to ask helpful questions in order to get to the truth. This education program incorporates the six focal points of Socratic questioning:

1. Questions of clarification
2. Questions that challenge assumptions
3. Questions that probe reasons and evidence as a basis for argument
4. Questions about alternative viewpoints and perspectives
5. Questions that probe implications and consequences
6. Questions about the question

The Facilitator Model

The facilitator model of teaching is based on the assumption that *"a student who learns how to learn a subject is far more competent (especially in a world of expanding and changing knowledge) than someone who repeats facts or theories verbatim."*¹ The focus on learning skills (in this case, the art of questioning) is considered to be more important, or just as important, than the content.

This education program is designed to encourage student ownership of knowledge, provide real life connections and promote active and self-motivated learning. The teacher as facilitator will guide students through testing and discussing ideas or conclusions that they come up with. The program's core objective is that students are encouraged to reach and justify their own conclusions.

According to Kolb's learning cycle, facilitators *"lead students through four phases: a concrete experience, a reflective observation, an abstract generalization, and an active experimentation. Ideally, each lesson gives students practice in each of these arenas. Instructors prepare the concrete experience (a case, story, problem, personal reflection), develop reflective questions, introduce relevant abstract material from the discipline, and propose an activity that allows application."*²

¹ *Instructional Design and Teaching Styles: Facilitator Approach*, Indiana State University. <http://www.indstate.edu/cirt/id/pedagogies/styles/id4.html>

² Indiana State University, <http://www.indstate.edu/cirt/id/pedagogies/styles/id4.html>

Structure

Case of the 'Enemy Aliens' is designed as a detective investigation, using the German-Australian community's migrant experience during WWI (particularly that of the Holsworthy German Concentration Camp internees) as the case to be investigated.

Forming the skeleton of the program, physical or digital 'detective folders' will be presented to students (containing a case brief, a guide to asking critical questions, and a variety of sources that students will analyse and critique by questioning reliability and motives.)

The suggested supporting activities aim to aid teachers and students in understanding the unique elements and issues that underlie each source, as well as provide opportunities for students to link and apply learned skills to their own experiences and local community.

The activities have been designed to allow for flexibility and adaptability. Teachers may elect to utilise some or all of the suggested supporting activities, and tailor them to accommodate their class' needs, stage or focus.

Each activity includes multiple approaches and teaching options to cater for students of different levels and abilities.

It is recommended that students maintain a 'detective diary' as a tangible account of the experiences, thoughts and skills they gain throughout the program. To close the case, students may write a short report discussing the German-Australian internee experience with reference to the sources provided (and others they have found) including justification or critical analysis.

The program also links to contemporary media and raises the question of how immigrants and ethnic communities have been, and continue to be, portrayed.

This education kit includes one PowerPoint presentation, *Getting to Know 'The Enemy'* that will introduce the program's subject and aim to students.

List of sources:

- Newspaper article: 'Interned Enemy Subject – Their Treatment in Australia'
- Official Registration Form: 'Ah See' Application for Alien Registration form
- Propaganda Poster: 'Australians Arise!: save her from this shame' recruitment poster
- Diary: 'An illustrated diary of Australian internment camps' by Lt. Edmond Samuels
- Camp Newsletter: 'Kampspiegel'
- Photographs: Dubotzki collection
- Poetry: 'Camp Verses' by German internee
- Oral History: 'Looking Back at Liverpool'
- Letters: by Prisoner of War

Curriculum Links

Stage 4 History Mandatory Course³

Objectives Students will develop:	Outcomes A student:
a knowledge and understanding of the nature of history, past societies and periods and their legacy	4.1 describes and explains the nature of history, the main features of past societies and periods and their legacy
the skills to undertake the process of historical inquiry	4.4 identifies major periods of historical time and sequences people and events within specific periods of time 4.5 identifies the meaning, purpose and context of historical sources 4.6 draws conclusions about the usefulness of sources as evidence in an inquiry 4.7 identifies different contexts, perspectives and interpretations of the past 4.8 locates, selects and organises relevant information from a number of sources, including ICT, to conduct basic historical research
the skills to communicate their understanding of history	4.9 uses historical terms and concepts in appropriate contexts 4.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past

³ Board of Studies New South Wales, *History Years 7-10 Syllabus*, p. 12

Stage 5 History Mandatory Course⁴

Objectives Students will develop:	Outcomes A student:
a knowledge and understanding of significant developments in Australia's social, political and cultural history	5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life
a knowledge and understanding of Australia's international relationships	5.2 assesses the impact of international events and relationships on Australia's history
a knowledge and understanding of the changing rights and freedoms of Aboriginal people and other groups in Australia	5.3 explains the changing rights and freedoms of Aboriginal people and other groups in Australia
the skills to undertake the process of historical inquiry	5.4 sequences major historical events to show and understanding of continuity, change and causation 5.5 identifies, comprehends and evaluates historical sources 5.6 uses sources appropriately in an historical inquiry 5.7 explains different contexts, perspectives and interpretations of the past 5.8 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry
the skills to communicate their understanding of history	5.9 uses historical terms and concepts in appropriate contexts 5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences

⁴ Board of Studies New South Wales, *History Years 7-10 Syllabus*, p. 13

Case of the 'Enemy Aliens' addresses all the historical skills in the New South Wales History 7 – 10 Syllabus as listed below:

Historical Skills⁵

Through the study of History Years 7-10 students will develop skills in:

Comprehension

- read and understand historical texts
- use historical terms and concepts in appropriate contexts
- sequence events within specific periods of time
- explain continuity and change over time

Analysis and use of sources

- identify different types and varieties of sources
- identify the content, origin, purpose and context of historical sources, including ICT sources
- use and evaluate historical sources for the purposes of historical inquiry
- draw conclusions about the usefulness of sources for a specific historical inquiry
- distinguish between fact and opinion

Perspectives and interpretations

- identify perspectives of different individual and groups
- recognise that historians may interpret events differently

Empathetic understanding

- interpret history within the context of the actions, values, attitudes and motives of people from the past

Research

- plan historical research to suit the purpose of an investigation
- locate, select and organise information from a variety of sources

Communication

- select the appropriate form of communication for specific purposes
- communicate effectively using oral, written, computer-based and other forms appropriate to an historical investigation
- use knowledge, understandings and relevant evidence to create appropriate historical texts.

⁵ Board of Studies New South Wales, *History Years 7-10 Syllabus*, p. 16

Life Skills Outcomes⁶

Objectives Students will develop:	Outcomes A student:
a knowledge and understanding of the nature of history, past societies and period and their legacy	LS.1 explores the concepts of time and chronology LS.2 explores personal connections to history LS.3 participates in site studies to explore people, events and issues in Australian history
a knowledge and understanding of significant developments in Australia's social, political and cultural history	LS.6 explores significant developments in Australian social and cultural history
a knowledge and understanding of Australia's international relationships	LS.7 investigates the importance of significant people, events and issues in world history LS.8 investigates the importance of significant people, events and issues in Australian history
a knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups	LS.9 recognises the contribution of Aboriginal people and other cultures to Australian society
the skills to undertake the process of historical inquiry	LS.10 recognises difference perspectives about events and issues LS.11 uses a variety of strategies to locate and select information
the skills to communicate their understanding of history	LS.12 uses a variety of strategies to organise and communicate information

⁶ Board of Studies New South Wales, *History Years 7-10 Syllabus*, pp. 54-55

Suggested Program Sequence

Introductions / Orientation

- 1) PowerPoint introduction introducing the 'Enemy at Home' exhibition, investigation case, and the program's tasks.
(Suggested Activity 1: Socratic Questioning Warm-up)
- 2) After dividing class into small groups, present each group with a detective folder
Allow students time to discover the 'Enemy at Home' online exhibition.
(Suggested Activity 2: Discovering 'The Enemy at Home')

Body of Program

- 3) The class will work through the sources (from the detective folder) together by participating in related suggested activities. One activity can apply to multiple sources, and similarly, one source can be studied using more than several activities. The arrangement of this section is up to the teacher's discretion.

(Suggested Activity 3: Newspapers and Journalism)

Related sources:

- Newspaper article: 'Interned Enemy Subject – Their Treatment in Australia'
- Official Registration Form: 'Ah See' Application for Alien Registration form
- Propaganda Poster: 'Australians Arise!: Save her from this shame'
- Diary: 'An illustrated diary of Australian internment camps' by Lt. Edmond Samuels

(Suggested Activity 4: Community and Multicultural Media)

Related sources:

- Camp Newsletter: 'Kampspiegel'

(Suggested Activity 5: Photographic Records)

Related sources:

- Photographs: Dubotzki collection

(Suggested Activity 6: Family Historian)

Related sources:

- Poetry: 'Camp Verses' by German internee
- Oral History: 'Looking Back at Liverpool'
- Letters: by Prisoner of War

(Suggested Activity 7: Source-maker Simulation)

- All sources related

Summary

- 4) Students will 'close the case' with a report to summarize the investigation
(Suggested Activity 8: Debate)

Preparation Suggestions

To assist students in getting the most out of the program, teachers can beforehand:

- Familiarize students with the differences between primary and secondary sources
- Discuss concepts such as reliability, trustworthiness, usefulness, bias, objectivity and intention in relation to historical inquiry.
- Give a brief overview of multiculturalism, perhaps branching into related contemporary issues today.
- Give an overview of Australian immigration laws, including the *Immigration Restriction Act 1901*, the White Australia Policy and the Dictation test.
- Research the causes of World War I



Courtesy Dubotzki Collection

Key Tasks

These tasks form the skeleton of the *Case of the 'Enemy Alien'* education program:

1. Getting to know 'The Enemy'

A PowerPoint presentation introducing students to the 'Enemy at Home' exhibition as well as providing an overview of the program's aim.

2. Briefing the Case

Introduces the investigation.

3. Detective Diary/Journal

Binds program activities and skills together

4. Closing the Case

Brings the research to a conclusion or final product.



The screenshot shows the Liverpool City Library website with a navigation menu and a list of digital collections. The header includes the text "Welcome to Liverpool City Library" and the Liverpool City Council logo. The navigation menu includes "Exhibition", "Digital Collections", "Contribute", and "Publications". The main content area displays three items:

- Camp verses, written by a German internee at Holdsworth Concentration Camp [manuscript]
N.S.W.
ON LOAN TO HISTORIC HOUSES TRUST FOR EXHIBITION AT MUSEUM OF SYDNEY 7 MAY-11 SEPTEMBER 2011
Archive.
20 pages of handwritten verse.
Liverpool Regional Museum Collection
Holdsworth German Internment Camp collection
- D.V.L. Österreichisches Theater cabaret programm
N.S.W.
ON LOAN TO HISTORIC HOUSES TRUST FOR EXHIBITION AT MUSEUM OF SYDNEY 7 MAY-11 SEPTEMBER 2011
Archive
6 pages
Liverpool Regional Museum Collection
Holdsworth German Internment Camp collection
- German Concentration Camp hat badge [realia]
N.S.W.
ON LOAN TO HISTORIC HOUSES TRUST FOR EXHIBITION AT MUSEUM OF SYDNEY 7 MAY-11 SEPTEMBER 2011
Object
Metal badge, letters are brass in colour with a darker brass coloured crown on top.
Liverpool Regional Museum Collection
Holdsworth German Internment Camp collection

Accompanying images include a manuscript page, a program cover, and a metal hat badge.

**Some sources included in the education kit can be found on
The Liverpool City Library's Digital Collection**

Getting to know 'The Enemy'

Objective:

To begin the program, teachers may show students the *Getting to Know 'The Enemy'* PowerPoint Presentation. This PowerPoint "sets the scene" for the investigation, providing an overview of the time, attitudes, fears and issues surrounding the treatment of German-Australians. It also includes a brief summary of the general issues and controversies related to source inquiry.

The PowerPoint consists of:

- an introduction to the Migration Heritage Centre's online 'Enemy at Home' exhibition
- a brief overview of issues encountered in source analysis
- a brief overview of critical (Socratic) questioning
- an outline of the investigation case and tasks that students will undertake

Instructions:

- Show the *Getting to know 'The Enemy'* PowerPoint presentation
- Class may participate in Supporting Activity 1: 'Socratic Questioning Warm-up'.

THE ENEMY AT HOME GERMAN INTERNEES IN WORLD WAR I AUSTRALIA

The Enemy At Home

During World War One nearly 7000 so-called 'enemy aliens' were interned in camps in New South Wales. One was young Bavarian photographer Paul Dubowitz whose remarkable photographs record the experience of internment from 1915 to 1918. In 2007 his entire archive was discovered in the small German town of Dornum and it has been brought to Australia for the first time.

Dubowitz's photographs tell an extraordinary story. Australians of German and Austrian descent, and Germans captured by the Allies in Asia, were imprisoned in isolated camps. These internees from all walks of life transformed their situation in detention with ingenuity, industry and determination. They created intricate societies with cafes, clubs, newspapers, an array of small businesses, theatres, tennis courts, kitchen gardens, gardens, boat-building and regattas, beach activities and artistic demonstrations.

War-soured relations between Australia and Germany, halted immigration, and overshadowed the lives of many German-Australians. But the wounds healed and the post-war migrant ships brought another wave of German speakers. These 'troubled' migrants proved to be popular new Australians.

Today, the baggage of war has dissipated with a new generation growing up without the prejudice of grandparents or the myth of heroes. There are now some 100,000 Australians of German background. The history of German-Australians is being written at a time when Australia finds itself responding to new challenges brought about by immigration and the nation's changing reactions to individual ethnic communities.

The Enemy at Home online exhibition is a partnership between the NSW Migration Heritage Centre and the Historic Houses Trust of NSW that tells a story of anxiety, ingenuity and resilience that reveals a little-known part of Australia's wartime history.

MIGRATION HERITAGE CENTRE
HISTORIC HOUSES TRUST

Main page of the Migration Heritage Centre's The Enemy at Home online exhibition

Briefing the Case

Objective:

After the PowerPoint introductions about historical analysis and *The Enemy at Home*, students will be introduced to the *Case of the 'Enemy Aliens'* and their primary objectives.

The case brief is as follows:

*The ability to ask the right question is more than
half the battle of finding the answer*
— Thomas J. Watson

Congratulations on taking on this case.

Your task is to investigate the experiences of German-Australian "enemy aliens" during World War I – with particular focus on internees of the Holdsworth [now Holsworthy] concentration camp.

Inside this folder you will find several sources we have collected...some of which, we suspect, are tainted with bias and censorship.

Who created the source? Where is it from? When was it produced?
We already possess this information.

Your task is to go further and ask the *REAL* questions.
Help us evaluate to what extent these sources are reliable.
Yes, we are leaving you the hard work.

(If you had that suspicion from the start, you're already asking the right questions.)

Heed that not all sources or their creators are trustworthy,
Nor is everyone in the position to be truthful.

Question all aspects of the source that the average onlooker would just take for granted.
This is where research requires creativity and imagination.

Good luck, Detectives.

Instructions:

- Show the PowerPoint – *Getting to know 'The Enemy'*
- Divide the class into small investigation groups. You may assign a role to each member of the group.
- As a class, read the case brief included in the detective folders.
- Allow students enough time to look through and discover their detective folders.
- Students can divide the sources into Primary versus Secondary, or according to most to least reliable. It is expected that questions may arise, but these will be tackled during the analysis of sources in program activities.

Detective Diary/Journal

Objective:

This task acts as an adhesive for the experiences, thoughts and skills students will gain throughout the program. The aim is that students will have a tangible record of their progress which they can refer to during the investigation and afterwards.

Instructions:

- Students should record their thoughts and ideas in an exercise book or loose-leaf folder, and then convert into digital form if they wish.
- Students are free to make sketches, diagrams, tables, flow charts or mind maps in their journal. They are encouraged to record their progress in the method they personally find most useful.
- Students may also be interested in taking a scrapbook approach in which they include materials such as relevant articles, source examples, quotes and images.
- Important information to include may be:
 - Date and time
 - Plans for what to do next
 - Research findings
 - Ideas, inspirations and 'light-bulb' moments
 - Questions or issues that arise
 - Record of progress
 - A record of group discussions
 - Commentary
- Reassure students that their journal is for their own perusal and will not be assessed. Hence, they should be comfortable making any notes and comments (in any form) that will be helpful to them in their investigation.

4

Closing the Case

Objective:

The object of this task is to “close the case” and to bring a conclusion (even an open one) to the investigation.

This form of this activity is up to the discretion of the teacher.

Instructions:

- Students can produce a ‘detective report’ or PowerPoint presentation with reference to sources.
- Students can ‘close the case’ as a class, discussing the experiences of the German Australian community during WWI with reference to sources.
- Rather than evaluating the experiences of the German Australian community, teachers may simply ask students to share their judgement of each source, with justification and explanation.
- Students may take part in a class debate about a aspect of the investigation, e.g. the idea of *usefulness* of a source, an in-depth look at one source or a particular format.

CASE CLOSED

Case of the [Enemy Aliens]

An Interrogation of Sources

Suggested Supporting Activities



Socratic Questioning Warm-up

Objective:

This activity could take place after students receive the brief introduction to Socratic questioning in the PowerPoint presentation. This is an opportunity for students to warm-up and practice Socratic questioning, with the focus on analysing a given issue.

This activity should encourage students to branch off in multiple directions.

The objective of this activity is not for students to end up with a solid conclusion, but to disseminate the question by approaching it from various angles, asking more questions, and delving into core and relevant issues in order to better comprehend the 'full picture'.

Instructions:

- A suggested topic of discussion is: "What is 'official history'?"
- Questions that should be asked/considered:
 - Define "official".
 - Who writes it?
 - Whose truth or history is being reported?
 - Does official history really exist?
 - Conspiracy theories?
 - Would you be more likely to trust an official source? Why?
- This activity can take the form of a class brainstorming session, or students can work as individual or in small groups
- Students can create a mind map using the <http://bubbl.us> brainstorm/mind map utility.
- Students may also be asked to brainstorm everyday scenarios where Socratic questions will come in handy. For example, dealing with hearsay/rumours at school.

Discovering 'The Enemy at Home' website

Objective:

Students should be given a chance to visit and investigate the Migration Heritage Centre's *The Enemy at Home* online exhibition.

Instructions:

- Direct students to:
<http://www.migrationheritage.nsw.gov.au/exhibition/enemyathome/the-enemy-at-home/>
- Students read the exhibition introduction, particularly the content in German Australian Community under the 'WWI Australia's home front experience' tab, and Holsworthy Internment Camp under 'The Camps and the System of Internment' tab.
- Students are free to visit other sections on the website.



Pages from the online *The Enemy At Home* exhibition

Newspapers and Journalism

Objective:

This activity supports the newspaper article titled 'Interned Enemy Subject – Their Treatment in Australia' in the source folder. Students will analyse this article as a case study, and then branch out to discuss the power and role of newspapers in the past and present. The issues of ethics in journalism will be explored.

Instructions:

- As a class, discuss the power and role of newspapers and journalists. Make note of different tactics that may be used by newspapers, such as selective quotes, bias, opinion versus objectivity, the selection of facts and statistics to use, catchy headings, a story's placement on the page and within the paper, etc.
- Students may read and research about journalism ethics and standards.
- Discuss the 'Interned Enemy Subject – Their Treatment in Australia' article in the detective folder, focusing on issues of bias and motives.
- Direct students to the National Library of Australia's Australia Trove:
<http://trove.nla.gov.au/>
Make sure students tick the 'Australian content' box under the Search function
- Students can find digitised newspaper articles and pictures relating to immigration in Australia as far back as the 1850s.
- Student can select one example (e.g. article, opinion piece) and analyse the intention, tone, viewpoint and message of the writer, taking into consideration the newspaper it was published in as well as the context.
- Other students may prefer focusing on visual sources such as propaganda, or a particular aspect of sources such as emotional appeal.



Main page of The National Library of Australia's The Trove

Community/Multicultural Media

Objective:

The German-Australian community (and the interns themselves) had their own newspaper. Why do community newspapers exist? Purpose? How are they different from mainstream papers? What does one provide that the other doesn't? Context? Point of view? Bias? Reliability?

Students can investigate multicultural or ethnic/community newspapers/media around them – online or not.

Instructions:

- Discuss the 'Kampspiegel' and 'G.C.C.' sources within the detective folder.
- Students can visit and read through 'Our Newspapers Online' from the NSW Migration Heritage Centre:
<http://www.migrationheritage.nsw.gov.au/exhibitions/ournewspapers/>

"Our Newspapers Online features front pages of first editions and histories of the newspapers contributed by the editors. We highlight the vital role of community newspapers in supporting and informing communities across New South Wales." (MHC)

Students can each select one example from the website and take turns talking about it in their respective groups.

- Students bring in or describe at least one example of multicultural media that they or someone in their family uses.



Main page of the Migration Heritage Centre's Our Newspapers Online

Photographic Records

Objective:

This activity focuses on the analysis of visual sources, specifically photographs. Students will learn about the value of photographs as history sources, utilizing the Paul Dubotzki photo collection as a case study.

Instructions:

- Discuss how visual sources can be used as sources and how they can be analysed. What is the value of photographs? What controversies are associated with photographs as historical sources?
- Students read the Paul Dubotzki: The forgotten collection introduction on the *Enemy at Home* website:
<http://www.migrationheritage.nsw.gov.au/exhibition/enemyathome/paul-dubotzki-forgotten-collection/>
- Students explore the interactive Paul Dubotzki Gallery:
<http://www.migrationheritage.nsw.gov.au/exhibition/enemyathome/paul-dubotzki-gallery/> They can select a several photos and share what they think it reveals about the experience of internees within the concentration camps. It is also important to discuss the photographer's background and intention.
- To provide contrast for discussion, students can visit The Museum of Hoaxes' Photo Archive for examples of photo manipulation throughout history:
http://www.museumofhoaxes.com/hoax/photo_database
- Students may also bring in a photo that they would include in an imaginary autobiography. Ask them to prepare a brief explanation of the photograph, why they chose it, the photographer, the context, and the events that occurred prior and after the photograph was taken.



A snapshot of the interactive Dubotzki Collection, accessible from the Enemy at Home website

Family Historian

Objective:

This activity offers a chance for students to partake in personal research, playing the role of family historian. Using the Migration Heritage Centre's website as a starting point, they learn the value of oral history, family artefacts and other primary sources in historical inquiry.

Instructions:

- Direct students to Belongings – Post World War II Migration Memories & Journeys: <http://www.migrationheritage.nsw.gov.au/belongings/> from the NSW Migration Heritage Centre website
- Discuss why such stories and interviews are so valuable to the MHC and to historical inquiry in general.
- Students can prepare a list of questions and interview a family member about their childhood or migration experience.
- Using YouTube, the teacher can select a few videos of people talking about their experience of migration, prejudice or multiculturalism. The class can discuss the videos.
- Or students can (in groups) choose their own YouTube examples and take turns airing their chosen video in class, relating it to the discussion of the value of oral history.

Main page of the Migration Heritage Centre's Belongings

Simulation/Role play

Objective:

One story or situation can be recounted in various ways by different parties. The activities within this program have encouraged students to consider multiple perspectives and motives. This simulation/role play turns the tables around by giving students the chance to become the source-makers rather than analysts. In groups, students will create a source that expresses or supports their group's stance on a particular issue or situation.

Instructions:

- Decide on a controversial situation that the simulation will revolve around.
(An example may be the Dictation Test)
- Students split into small groups. Each group will adopt a different role and stance/position concerning the chosen issue.
(Groups surrounding the issue of the Dictation Test might be:
 - the Government
 - the Aboriginal community,
 - the wider Australian community who see immigrants as competitors,
 - journalists of a popular newspaper (such as the SMH),
 - and a migrant/refugee community at risk of being excluded, e.g. the Chinese
- Each group will create a source that expresses/supports their position on the issue.
How would these groups express their concern or position?
What format would they use?
- Questions to consider would be:
 - What are the limitations of each source?
 - What are the advantages of each source?
 - What are the motives?
 - What (if anything) do they stand to lose and gain?
 - Who/how large is their audience?
 - Who will listen to them?
 - What reputation do they have and how will this affect the way the public views/responds to them?
 - Who has the least and most power?
 - Which is the rawest source?
 - The context?
- As a classroom, students will gather to discuss how reliable and accurate each source is in understanding the issue.

Debate

Objective:

The final activity will link all the questioning skills students have learned to a more thematic/personal discussion of immigration. They will also share their own experiences of immigration/multiculturalism in relation to contemporary media.

The portrayal of immigrants (and issue of assimilation) will be the focus here. Start by noting the pressure German-Australians faced to hide or even wipe out traces of their own culture.

"For home front Australia the Great War became a blur of the many themes that had dominated nineteenth century Australian life- the working mans paradise vs. free trade and capitalism, the aspiration of a British Australia and a undying loyalty to the concept of the British Empire. However for German Australia it meant sustained scrutiny, suspicion and persecution that eventually erased nearly all traces of the Australian- German community from the cultural landscape in a hysteric ethnic purge. Many families continued to Anglicise their names. At Temora there is evidence of at least one local 'German' family changing their name by deed poll. Many other families clandestinely changed the spelling of their names.

*What remains are places and objects whose heritage is nearly forgotten. Many families are aware of a German presence in their history, but the stigma of World War One and Two has erased almost all traces of it from many families' and community memory."*⁷

Instructions:

- Students may take part in a debate/discussion.

Possible topics:

- Assimilation (language, beliefs, dress, etc.)
 - The identity of Liverpool
 - Multiculturalism
 - The portrayal of migrant/ethnic groups in popular media
- Students who are less comfortable with debating may take part in gathering notes, examples and arguments.

⁷ Quote taken from Stephen Thompson, Migration Heritage Centre, <http://www.migrationheritage.nsw.gov.au/exhibition/enemyathome/german-australian-community/>