**LESSON PLAN: ASIAN HISTORY PERSPECTIVES, MIGRATION EXPERIENCES**

**Lesson structure**

<table>
<thead>
<tr>
<th>Timing (suggested timing sequence)</th>
<th>Introduction/Body content/Conclusion</th>
<th>Pedagogy</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Introduction to the topic of post-1975 Asian migration to Australia</td>
<td>Teacher leads students in a discussion of post-1975 migration and completes brainstorm on the board to ascertain prior knowledge. Students to record.</td>
<td>Whiteboard or IWB</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Introduction to the use of digital resources</td>
<td>Teacher and students discuss how historians research topics and where they might go for information. The key is to lead the students in the right direction without giving them the answer. Discuss the usefulness and reliability of the internet, including Wikipedia. Show the Wikipedia page for the topic and have the students assess the usefulness and reliability of the page. Link back to how historians work and choose sources. Show students an example of a digital resource on the screen and discuss with them how they might research such a large topic and how to limit their search terms. Introduce students to the idea of a wiki and how it works; explain that this will be how they are going to learn about the topic and increase their historical research skills. Show students the front page of the wiki you have created and allocate topics to pairs of students in consultation with their interest, learning needs and prior knowledge.</td>
<td>Digital projector, Computer connected to digital projector, Internet access, List of useful websites that have been previewed by the teacher</td>
</tr>
<tr>
<td><strong>Timing</strong> (suggested timing sequence)</td>
<td><strong>Introduction/Body content/Conclusion</strong></td>
<td><strong>Pedagogy</strong></td>
<td><strong>Technology</strong></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------------------------------</td>
<td>--------------</td>
<td>---------------</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Wrap up of discussion of how historians work, navigation of the website and troubleshooting</td>
<td>Class comes back together and discusses any issues they have encountered already. For example, how to cut down the information, which sites seem easiest to use, and questions they have about the task.</td>
<td></td>
</tr>
</tbody>
</table>
Online resources
www.pbworks.com
http://barkeryear10vietnam.pbworks.com/w/page/11427571/FrontPage
www.pictureaustralia.org/
www.naa.gov.au
www.nla.gov.au
www.nfsa.gov.au

Other resources
Software: Set up the front page of your class wiki so you can allocate topics.

Hardware: Computer, digital projector

People: expert, guest speaker or other school students/contacts

Safety considerations/materials
Cyber safety - refer to Cyber safety page within the History 9-10 package.

Backup plan
Make sure you have checked that the internet is working and that the sites are accessible.
If for some reason you encounter problems you can still run the lesson, but it would need to be modified.
Complete the introduction and most of the body as outlined above. Instead of having the students go immediately to the computers, have them research content in their textbook, making notes about people/places/issues/events that they could investigate to help them with their topic.

Assessment ideas
Three means to assess students: 1) Students can evaluate their own learning, 2) Assess the work of their peers and 3) Teacher evaluation.
It would be good to spend part of one lesson (maybe lesson 4) negotiating with the students the criteria on which they will be judged. Have them think about how they have worked as a pair, what makes a good wiki, how to judge historical accuracy, the purpose of the page and the target audience. A rubric would also be useful at this stage.

Differentiated instruction
Think carefully about whether you are happy for the students to choose their partner and their topic, or whether you need to allocate topics. By its nature, some topics are more challenging than others and may suit students who need extending. By the same token, some topics are more accessible for less capable students.

You can also create topics to fit the needs of your class. For example, you might have researched the life and experience of one migrant in order to check the information and then allocate this to a pair of students who might find the research part of the task challenging.