Percent

<table>
<thead>
<tr><th>Source</th><th>1940s</th><th>1950s</th><th>1960s</th><th>1970s</th><th>1980s</th><th>1990s</th><th>2000s</th><th>2010s</th></tr>
</thead>
<tbody>
<tr><td>Europe</td><td>95</td><td>93</td><td>85</td><td>65</td><td>35</td><td>25</td><td>20</td><td></td></tr>
<tr><td>Africa</td><td>1</td><td>1</td><td>2</td><td>2</td><td>4</td><td>3</td><td>15</td><td></td></tr>
<tr><td>Americas</td><td>1</td><td>2</td><td>3</td><td>7</td><td>4</td><td>3</td><td>3</td><td></td></tr>
<tr><td>Asia</td><td>1</td><td>2</td><td>4</td><td>9</td><td>30</td><td>45</td><td>40</td><td></td></tr>
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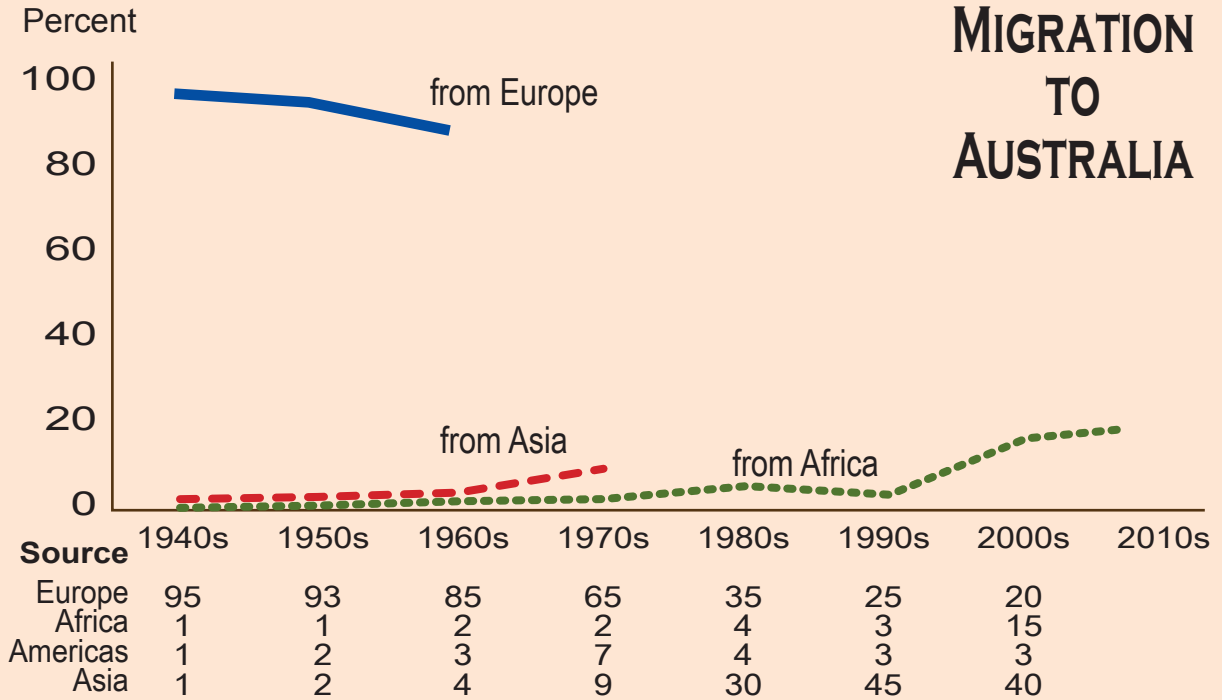</table>

MIGRATION TO AUSTRALIA

from Europe

from Asia

from Africa

Numbers do not add up to 100; some came from New Zealand and other Pacific islands.

1. Finish drawing the graph lines for migration from Europe and from Asia.

2. Optional: Add a line to show migration from the Americas.

3. Write two generalizations about this graph. (Imagine that someone called your phone and asked you to describe the two most important points about the graph.)
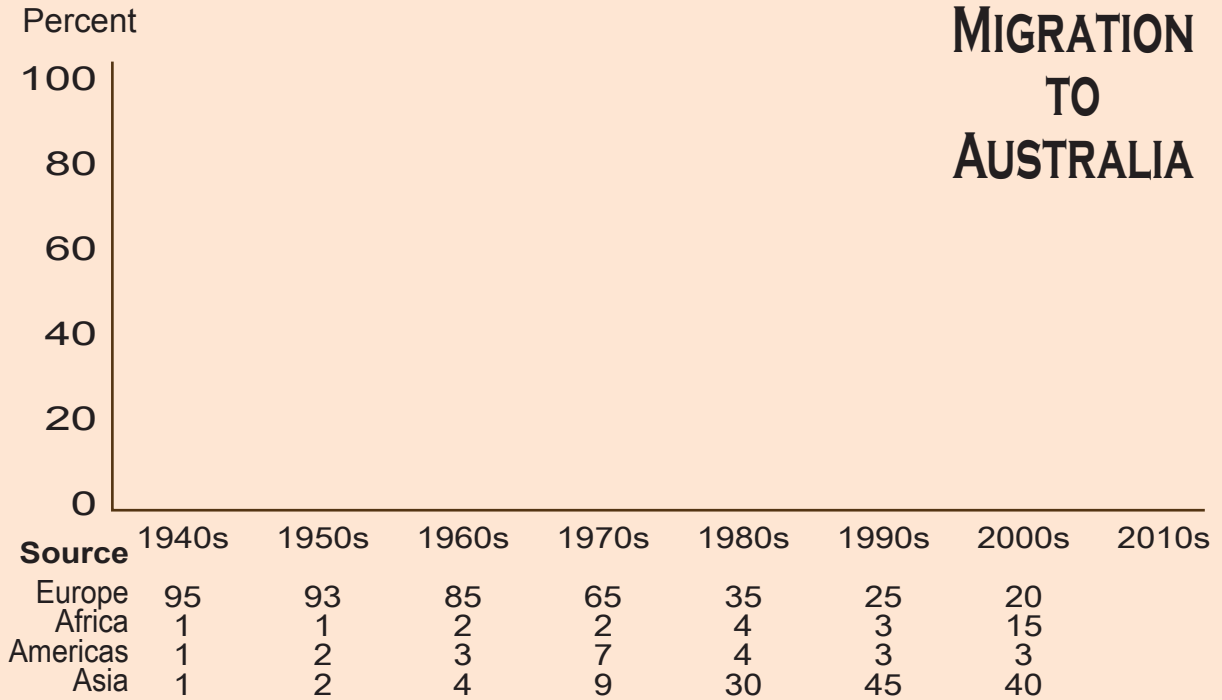
a. _____
_____
_____.

b. _____
_____
_____.

4. What single decade would you describe as most important? Why? _____
_____
_____.

5. What do you predict might happen by the year 2020? _____
_____
_____
_____.

6. What are some implications of these trends for the economy of Australia?
_____
_____
_____
_____.

Percent

MIGRATION TO AUSTRALIA

100

80

60

40

20

0

Source	1940s	1950s	1960s	1970s	1980s	1990s	2000s	2010s
Europe	95	93	85	65	35	25	20	
Africa	1	1	2	2	4	3	15	
Americas	1	2	3	7	4	3	3	
Asia	1	2	4	9	30	45	40	

Numbers do not add up to 100; some came from New Zealand and other Pacific islands.

1. Draw graph lines to show migration from Europe, from Asia, and from Africa.

2. Optional: Add a line to show migration from the Americas.

3. Write two generalizations about this graph. (Imagine that someone called your phone and asked you to describe the two most important points about the graph.)

a. _____
_____
_____.

b. _____
_____
_____.

4. What single decade would you describe as most important? Why? _____
_____
_____.

**5.** What do you predict might happen by the year 2020? _____
_____
_____
_____.

6. What are some implications of these trends for the economy of Australia?
_____
_____
_____
_____.

Migration to Australia – Background Reading

Like the United States, Australia is a land of immigrants.

In the ancient past, sea level was lower, and animals could walk on dry land from Asia to Australia. Human beings took the same route and arrived in Australia long before they crossed the Bering Strait from Asia to the Americas.

When sea level rose, however, migration from other regions slowed to a trickle. Australia began to develop its own unique mix of plants, animals, and human cultures.
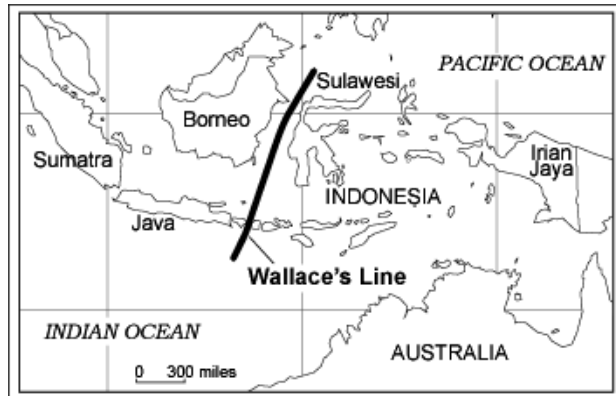
More than 150 years ago, a scientist named Wallace drew a line on a map to separate the biological regions of Asia and Australia. On the Australian side of Wallace's Line, the forests are filled with Eucalyptus trees, which were unknown in other parts of the world. The grasslands had **marsupials** like the kangaroo (a marsupial is an animal that carries its young inside a pouch of skin for the first months or even years of their lives).

Like the plants and animals, the original human cultures of Australia developed with few influences from other parts of the world. The native languages of Australia have few words in common with other languages in Asia or elsewhere in the world. By contrast, many languages in Europe, North Africa, or East Asia are quite similar to their neighbors. For example, French, Spanish, Portuguese, and Italian share the same alphabet and have many similar words. Likewise, Japanese and Chinese are distinct languages, but they use the same characters in their writing.

In the early 1400s, Chinese fleets under Admiral Zheng He traveled to many parts of South Asia and East Africa. Some of those expeditions probably reached the coast of Australia. Those explorers, however, were not looking for places to move. They were just looking for treasures to take back to China. For this reason, they preferred to go to places like Ceylon (Sri Lanka, a large island south of India) and Arabia.

British sailors "discovered" Australia more than 300 years later. One of their goals was to find places to settle. Some of the first colonies in Australia were unusual: they were mining and tree-cutting camps, where the workers were prisoners from England. Later, English and Irish people moved to Australia to make farms and towns, like the ones they started in East Africa and North America.

In the late 20th century, immigration laws were changed, and people began to move to Australia from other parts of the world.

To investigate the changes in migration patterns that have occurred as a result of these changes in laws, you will make graphs of immigration through time. But first, it might help to clarify the difference between push and pull factors in human migration.

Push factors

People move for many reasons. Forces or events that make people want to move away from a place are termed *pushes* or *push factors*. For example, a crop failure or a disease might persuade some people to move away from a place. Many other people might leave because they do not want to work for a landlord any more. Others migrate to escape religious persecution. Still others choose to move rather than get drafted into an army.

Pull factors

Once they decide to move, migrants could choose to move to many different destinations. In most cases, however, something attracts them to one particular place rather than another. Such reasons for choosing a specific destination are termed *pulls* or *pull factors*. Important pulls include good land, jobs, relatives, easy access by ocean or land transportation, or just better weather than you have now.

Waves of Migration

Migrations to Australia up to about 1970 are usually referred to as the Old Migration.

The annual flow of migrants was small until the mid-1800s, when large numbers of people from northern and western Europe began moving to both Australia and the United States.

The United States had another major "wave" of immigrants in the late 1800s. This wave consisted of people from eastern and southern Europe, who were recruited to work in factories and mines. This migration was not very important in Australia, because the country was far from international markets, and few factories were built there.

Migration to both Australia and the United States declined sharply during the Depression of the 1930s and World War II.

The next wave of migration to both countries came in the late 1900s. Some people sought refuge from wars in Southeast Asia. Others left to get away from repressive governments in different parts of the world. Many others came just to work. These people often send money back home to help support relatives left behind, and they plan to return to their home country when they have enough money.

It is not always easy to identify the particular pushes and pulls that cause a particular group of people to migrate at a particular time. The first step is to identify the major "pulses" or "waves" of migration – the years when especially large numbers of people moved from a particular source region. One strategy for doing this is to make a time-graph of migration from various world regions. You can get data from country almanacs, the United Nations Demographic Yearbooks, and various web sites. The Data Sheet in this activity lists the migrants to Australia from several major source areas.

<div align="center">

Teacher's Guide
Migration to Australia
(Adapted from ARGWorld Activity T – Association of American Geographers)

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Overview

Students take data from tables and make a line graph of the number of people moving from different world regions to Australia at various times. This Activity provides background for a series of questions: where did people come from? When did they move from their homelands? For what reason? Where did they go in Australia? What influence did they have on regions they entered?

Learner outcomes and standards

After doing this Activity, a student should be able to:

    1) gather data from tables and construct a graph that shows the flow of immigrants into Australia from different parts of the world at different times in the past
        (Standard 9: characteristics, distribution, and migration of human populations);

    2) name the major ethnic groups that were migrating during selected time periods
        (Standard 10: complexity of cultural mosaics);

    3) identify some of the push and pull factors that influenced the flow of migrants to Australia
        (Standard 13: forces of cooperation and conflict among people).

This Activity can fit a world geography or history unit on migration or Australia. Its use of graphs and focus on ethnic diversity help the Activity relate to several topics in mathematics, social studies, or government, and the use of written summaries can help support language arts classes.

Resources

Time: one or two 45-minute class periods, depending on whether the students are asked to graph additional information from almanacs or other sources

Multimedia presentations on Migration to Australia, Migration to Germany (people pulled by job opportunities after World War II), Two Turkish Students (cousins, one a migrant to Germany and one still living in central Turkey), Pie Graphs (ways of showing population composition), Modern Migrants (reasons for moving to Israel and Saudi Arabia), and Pulaski Road (signs as indicators of migration).

Classroom procedures

    1) Get student attention with questions about ethnic origins and migration; local is better.

    2) Use the multimedia presentation or whiteboard to demonstrate how to graph information from the Data Table (after reviewing the mathematical concept of x-y coordinates, if necessary).

    3) Hand out the Activity and have students chart immigration from various source regions.

    4) Have them "connect the dots" to show migration trend lines.

    5) Explain some reasons for high and low migration years (tie this back to the opening discussion).

    6) If desired, extend by looking at other countries and/or by having students graph local migration, as inferred from county histories, church records, or cemeteries.

Alternative introductions

Some teachers prefer to introduce this topic in a general way, with an abstract discussion of factors that cause people to migrate from one country to another.

> ? What are some reasons why people move?

> ? Why do people move to a new country? (looking for jobs, fleeing from war, persecution, etc.)

Other teachers start with specific, local questions:

> ? Do you know anyone who has moved to your community in the last year or two?

> ? Where did they come from? Do you have any idea why they might have moved?

This Activity is about migration between countries. We will start by looking at ways to show migration on a graph.   This provides perspective for an analysis of specific issues in international migration.

This Activity can also be started:

> - by asking students to name some world regions that are sources of immigrants in recent years. For example, Miami, FL, has many people who came from Cuba, Nicaragua, and Haiti.   Where are these countries? Why might people from these countries prefer Miami as a destination?

> - by asking students to name which areas or states might have been most attractive to immigrants arriving in America or Australia at a specific time in history (say 1850, during the famines in Ireland, or 1880, when Industrialization was nearing its peak).   What was pulling immigrants to Australia or the United States? Where was the settlement frontier during this time period?

Evaluation

The primary skill in this Activity is preparing a line graph from tabular data.   Most middle-school students have already mastered this skill, but it is so important that we have made it a major part of this Activity.   To check student mastery, you could memorize the general immigration pattern on the completed Response Sheet, so that you can see quickly whether students have the same general graph pattern when they try to reproduce the pattern on their Response Sheets.   Those who have difficulty should receive some discreet assistance, either in class or after school.

Essay: "Peaks" in the graph of immigration to a particular country are usually related to world-wide historical events. For example, immigration usually declines during wars (although refugees are an exception), but increases with the development of new industry; discoveries of gold; passage of the Homestead Act in the United States, with its promise of free land; and the expansion of railroads)

Concluding the activity

The primary conclusion is that a series of immigration "waves" from different places at different times have given countries like the United States or Australia a complex mosaic of different ethnic groups in different parts of the country.   Remind students that the purpose of the Activity is not just to find out about the historical events that prompted international migrations.   The goal of the Activity is also to learn how an understanding of migration trends can help us "see" patterns of ethnic geography that can then help us interpret maps on other topics, such as voting, religious preference, or cultural festivals (or, in more extreme cases, civil unrest and terrorist activity).   See also mini-Activity 3S.

Extension and enrichment

One straightforward extension is to encourage students to trace their own family history and ethnicity, perhaps by interviewing a parent, grandparent, or other person. Did they come from a foreign country? Which one? When? Have them map the route of migration. How does their family history fit in with the broad patterns indicated by national statistics?

Individual students or groups can study the migration from individual countries in greater detail. A Census Bureau publication called Historical Statistics of the United States has the raw statistical information needed to make a graph of immigration year-by-year, rather than in twenty-year increments. Unfortunately, comparable data are seldom available for other countries.

Individuals or groups can read and report on the experience of individual migrants. County Historical Societies often have books or diaries of early immigrants to the area. Telephone books and/or cemeteries are intriguing sources of information in some places – students can record names and dates and try to classify them according to their countries of origin.

Many immigrant groups have newspapers, clubs, and other associations; in fact, some long-dormant groups have been revived as people have become more aware of their immigrant "roots." Student investigations of these topics are especially suitable for class or poster presentations.

Finally, students can speculate about future migrations. One especially useful activity is to give students the latitude-longitude coordinates of a location and ask them what they would pack in a container of a specific size if they were moving to that location. This question can trigger an investigation into the physical, biological, economic, political, and/or social geography of the destination. It can also, by inversion, shed some interesting light on the immigrant experience in the past ("if you are not sure whether to take a TV, radio, or CD player to the new country, because you don't know what kind of stations or stores they have there (or even what voltage the electricity is there), how much more difficult must it have been to decide what to take in a time before there was anything like television, newspapers, or the Web to tell us about other places?")

Additional information

United Nations, Statistical Office, Demographic Yearbook. Warning: Not all countries report their data, and those that do may not use the same definitions for things like "urban" or "African"

Telephone book for name exploration; on-line phone books for other areas for extension

Web sites: www.gisca.adelaide.edu.au/gisca/pd/mapping_aust_pop_results.html
www.abs.gov.au/
www.immi.gov.au/
www/wri.org/facts/data-tables.html
unstats.un.org/unsd/
www.un.org/Pubs/CyberSchoolBus/infonation/e_infonation.htm

Migration to Australia
Glossary of terms

aboriginal: indigenous or native; the word "aboriginal" typically refers to the native population of Australia

census: the practice of counting a population and its characteristics; most modern governments conduct a census every five or ten years; a census report has information about age, sex, language, work, and so forth (see the CD unit on Population Pyramids)

Colonial Era: period in history when many European countries claimed colonies on other continents; Australia was part of the British Empire for many years

demography: the study of human populations, population structure, and population movement; the word "demographic" means "about a population"

emigrants: people who move out of a country; also called "out-migrants"

ethnic group: a group of people that have a perceived commonality, such as language, culture, origin, or religion.

immigrants: people who move in to a country; also called "in-migrants"

language indicator: a part of a name or word, such as a distinctive combination of letters, that gives us a clue about that word's origin or what language it comes from (see the CD unit on Place-names)

marsupial: animal that carries its young inside a pouch of skin for the first part of their lives

migration: movement of people from one place to another (see the CD units on Modern Migrants, Migration to Germany, Two Turkish Students, Languages in the Past, or Pulaski Road)

Old Migration: Migration to Australia prior to 1970; a time when large numbers of Europeans moved to Australia and the United States from Europe.

penal: designed for punishment; the penal colonies of Australia were set up for criminals who had been convicted in England

place utility: an economist's term for a person's opinion about how valuable being in a place is; people often migrate to places where they sense higher place utility

pull factors: also called centripetal forces; circumstances that motivate people to move to an area (e.g., employment opportunities, political refuge)

push factors: also called centrifugal forces; circumstances that motivate people to leave an area (e.g., unemployment, war)

Wallace's Line: a line that separates the Asian biological environment from the Australian one; a rise in sea level flooded the land bridge and allowed Australian plants and animals to develop in separate ways

wave of migration: a period in history in which there is a high rate of migration, usually caused by a particular set of circumstances