



Stage 5 GEOGRAPHY: Changing Places

#4: International Migration

Name: _____

HOW TO USE THIS BOOKLET:



Read the information provided within the booklet



Answer the guided activities



Where you have the required equipment, try to complete the prescribed activities.

This will make the lesson content much more interesting, and will help you to understand the concepts being covered.



Complete the matching questions within the Assignment Booklet

If you are having trouble answering them, you can:

- ✓ Call Mrs Lawrence at school on 6785 1184
- ✓ Email Mrs Lawrence at Ariana.lawrence@det.nsw.edu.au
- ✓ FB Messenger Mrs Lawrence as Ariana Lawrence
- ✓ Arrange for a tutorial session with Mrs Lawrence at the school library



Submit this workbook to Mrs Lawrence for Marking

DUE: 26th June 2020

Acknowledgments

Sydney Distance Education High School gratefully acknowledges the following owners of copyright material.

NSW Department of Education

NOTICE ON MATERIAL REPRODUCED OR COMMUNICATED UNDER STATUTORY TEXT
AND ARTISTIC LICENCE

FORM OF NOTICE FOR PARAGRAPH 135ZXA(a) OF *COPYRIGHT ACT 1968*

COMMONWEALTH OF AUSTRALIA

Copyright Regulations 1969

WARNING

This material has been reproduced and communicated to you by or on behalf of Sydney Distance Education High School pursuant to Part VB of the *Copyright Act 1968* (**the Act**).

The material in this communication may be subject to copyright under the Act. Any further reproduction or communication of this material by you may be subject to copyright protection regulation under the Act.

Do not remove this notice.

Writer Modified for Middle School by Elizabeth Heurtier and Katy Pearce

Editor: Marija Gavranic

9

Version date: May 2019

Produced by: Sydney Distance Education High School, Locked Bag 5000, Potts Point, NSW, 1335

Telephone: 9383 0200 Fax: 9383 0222

Email: sydneyh-d.school@det.nsw.edu.au

Website: sydneyh-d.schools.nsw.edu.au



Copyright of this material is reserved to the Crown in the right of the State of New South Wales. Reproduction or transmittal in whole, or in part, other than in accordance with provisions of the Copyright Act 1968 is prohibited without the written authority of Sydney Distance Education High School.

Outcomes

By completing this topic, students are working towards achieving the following outcomes in Geography.

You have the opportunity to learn to:

- Explain processes and influences that form and transform places and environments GE5-2
- Analyse the effect of interactions and connections between people, places and environments GE5-3
- Assess management strategies for places and environments for their sustainability GE5-5
- Acquire and process geographical information by selecting and using appropriate and relevant geographical tools for inquiry GE5-7
- Communicate geographical information to a range of audiences using a variety of strategies GE5-8

The students are working towards the following outcomes in English

EN5-1A

- Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

Build up your Glossary

Match the following key terms below with the correct meaning in the table. **You may need to use a dictionary to help you.**

asylum seeker, civil war, element, trauma

Term	Meaning
	A person who has left their home country because they are at risk of injury, death or wrongful imprisonment.
	A war fought between two groups or factions of a country.
	These are the <i>ingredients</i> of an image or picture. They include the features of the image as well as colours and perspectives. A large empty space in an image is also an element of that image.
refugee	Is another word for asylum seeker and means a person who has been forced to leave their country to escape war, persecution or natural disaster.
symbol	A thing that stands for or represents something else.
Syria	A country in the Middle East. To find out more about the terrible civil war in Syria click here https://www.youtube.com/watch?v=mv6AcnwnBhM
	A deeply distressing or disturbing experience

Introduction

Our focus question for this workbook is:

What is it like to be a refugee seeking asylum in Australia?



Activity 1

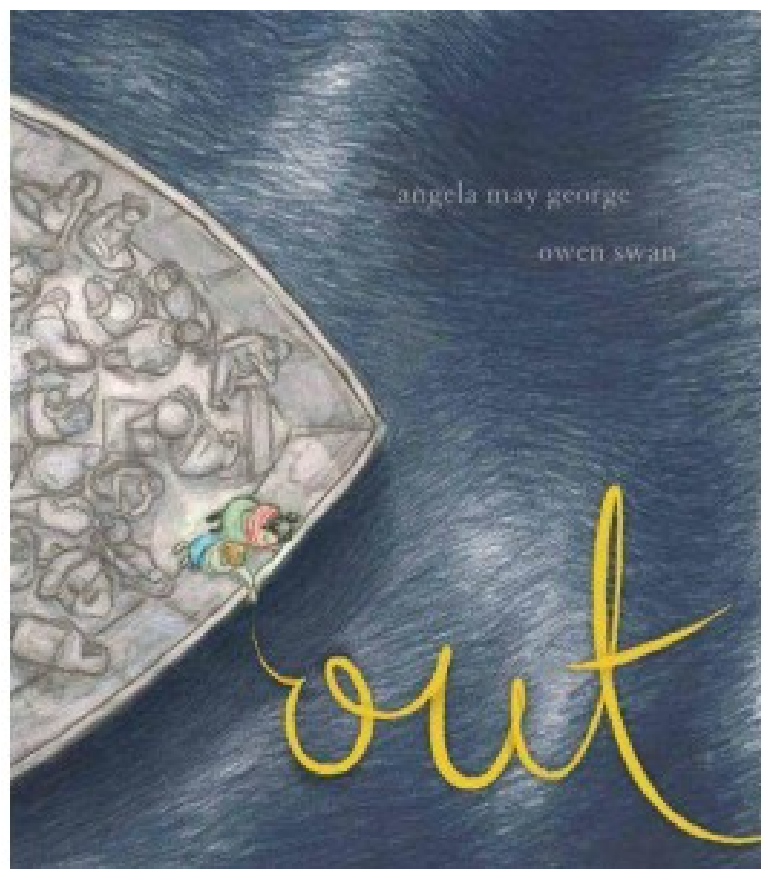
During this topic in Geography we are studying a picture book called Out. The heroine of Out says “I am called an asylum seeker, but that is not my name.”

This book is about a little Syrian girl and her experience as an asylum seeker in Australia. This is not a true story but it could be. Australia has welcomed many refugees from Syria and other countries. By studying this book we can learn more about the experience of these people who seek shelter in our country.

We are studying this picture book to help understand the reasons why refugees leave their country and travel to Australia.

The story will give you an understanding of why people migrate to Australia and the effect migrants have on our country.

Answering these questions will also help us understand some of the consequences of international migration on Australia.



Out

Out is the name of the picture book we are studying this week. The book is about a little **girl's journey** from **war torn Syria** to safety in Australia.

The little girl is an immigrant to Australia. This is why the book is called **Out**. She has to leave or move out of her home and country.



Activity 2



Watch the video **Out by Angela May George** at <https://youtu.be/TlxV5GmSpsc>

1. Write a one sentence response to your viewing of *Out*.

You could write one thing that you learned, felt, understood.

Maybe your response is a question. All responses are valid. There is no right or wrong answer.

An **emotional response** to a story like this is very common. Perhaps you had such a response?

How do the creators of this book create these feelings in us?

The pictures and the storyline of **Out** seem simple. We have to **look closely** at the words and the images to find the **hidden message**.

Symbols are often used by writers because they can **carry** a lot of **meaning and emotion**.

The **elements** in the images, the colours and even the blank spaces are **symbols**.

A symbol can **replace many words** because they hold so much meaning and so much emotion.

Symbols

Some symbols can have **many** meanings for example, a yellow ribbon is a symbol which can have many meanings.

Some of the more common meanings are shown below.



Bring our troops
home from war

Adoptive parents

Prisoner of war

Missing children

Suicide prevention

Soldier missing in
action





Activity 3

1. Match the following symbols with the emotions and meaning they represent. Each symbol has more than one meaning.

peace, messenger, gentleness, life, purity, love, passion, emotion



2. The illustrator of *Out* has included a symbol in every image except the last one. Can you find the symbol? What is it?

3. This story is about a little girl escaping from war. She has to leave her father behind. What do you think that the yellow ribbon symbolises in this book? (What message does this yellow ribbon send to the reader?)

In **Image 1** below, we see the little girl now safe in Australia after the trauma of being attacked in Syria and making the long, dangerous journey to Australia.

We see the memory of the trauma is still with the girl. Her sad face shows us this.

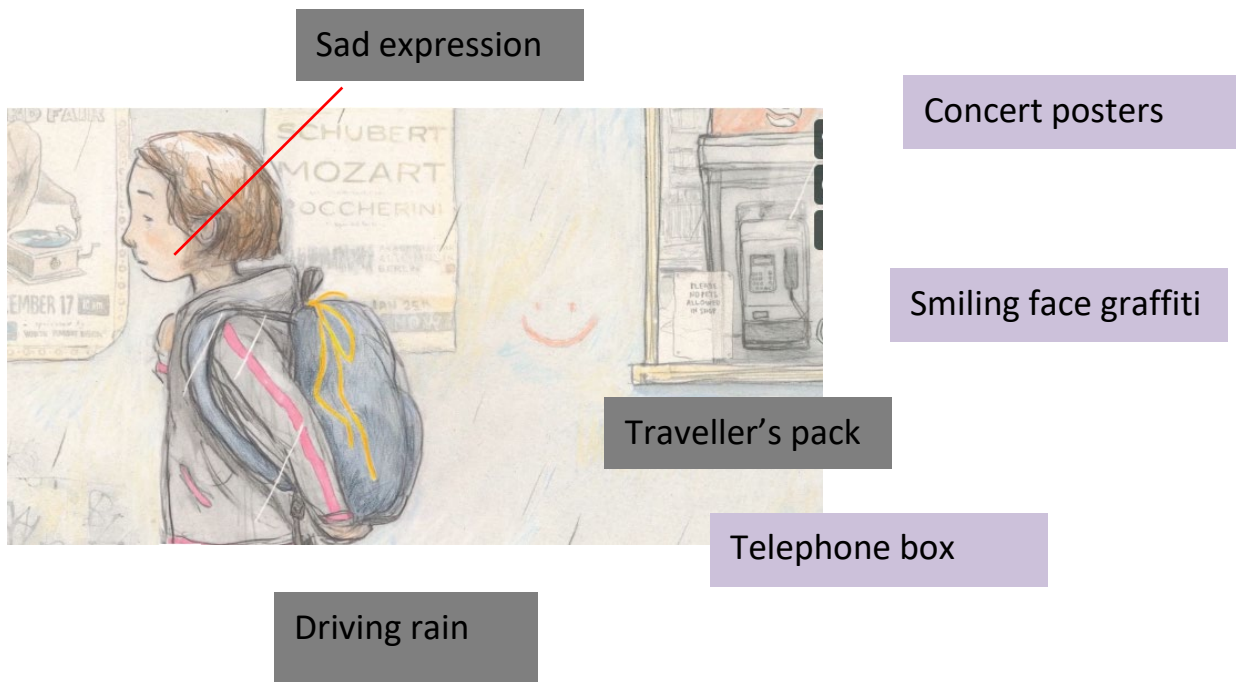
What else can we learn from studying this image?



Activity 4

1. Identify the elements of the picture by drawing a line from the purple text box to the matching element in the picture. The first one has been done for you.

Image 1 The story starts with the little girl safe in her new country.



2. Group the elements into the box which best expresses their meaning. One has been done for you as an example.

These elements show that the little girl has found safety in a peaceful country.

Telephone box

These elements suggest a troubled girl still affected by the war and long journey.

3. Image 2 suggests the **fear and danger** felt by the children.

Find the evidence the artist has created in the **illustration to communicate** these emotions by labelling the boxes correctly.

Phrase Bank

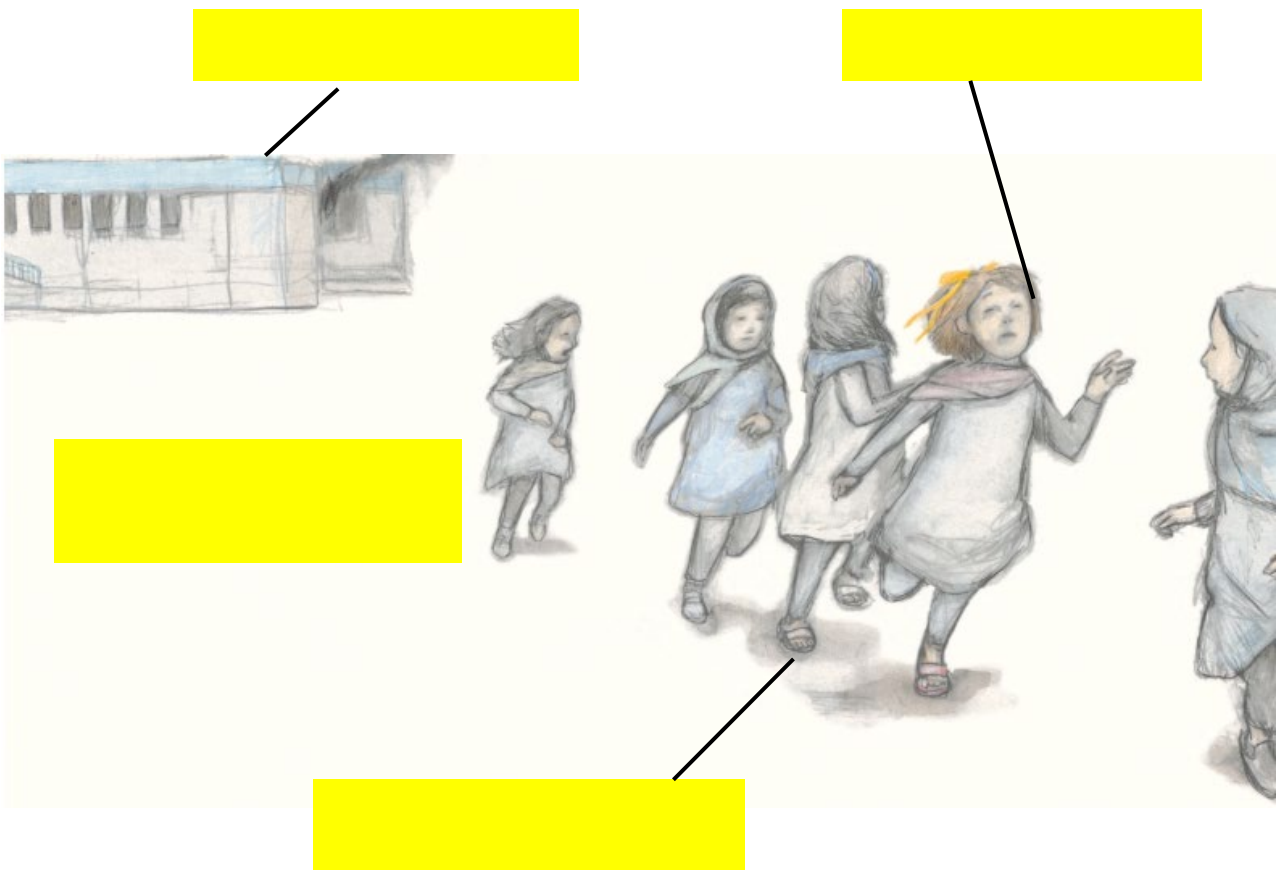
burning building;

children alone, running;

large open, empty space;

scared expressions

Image 2 We are taken back in time to when the little girl's school was bombed. She runs, fleeing with her classmates.



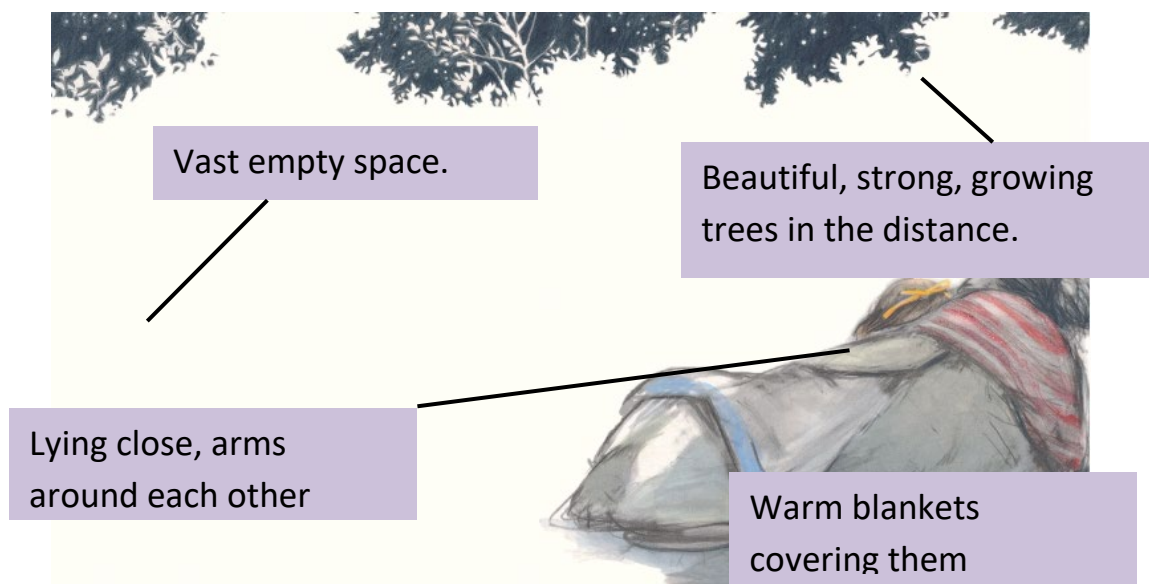


Activity 5

In **Image 3** we see the girl and her mother **lying close together covered by blankets**. They look towards a **fringe** of trees ahead surrounded by empty space.

1. Can you find **possible meanings** for the symbols? Write them in the table.

Image 3 The little girl hides from the bombs with her mother.



Picture Element	Possible Meaning
Beautiful, strong, growing trees in the distance	
Vast empty space	
Lying close, arms around each other	
Warm blankets covering them	

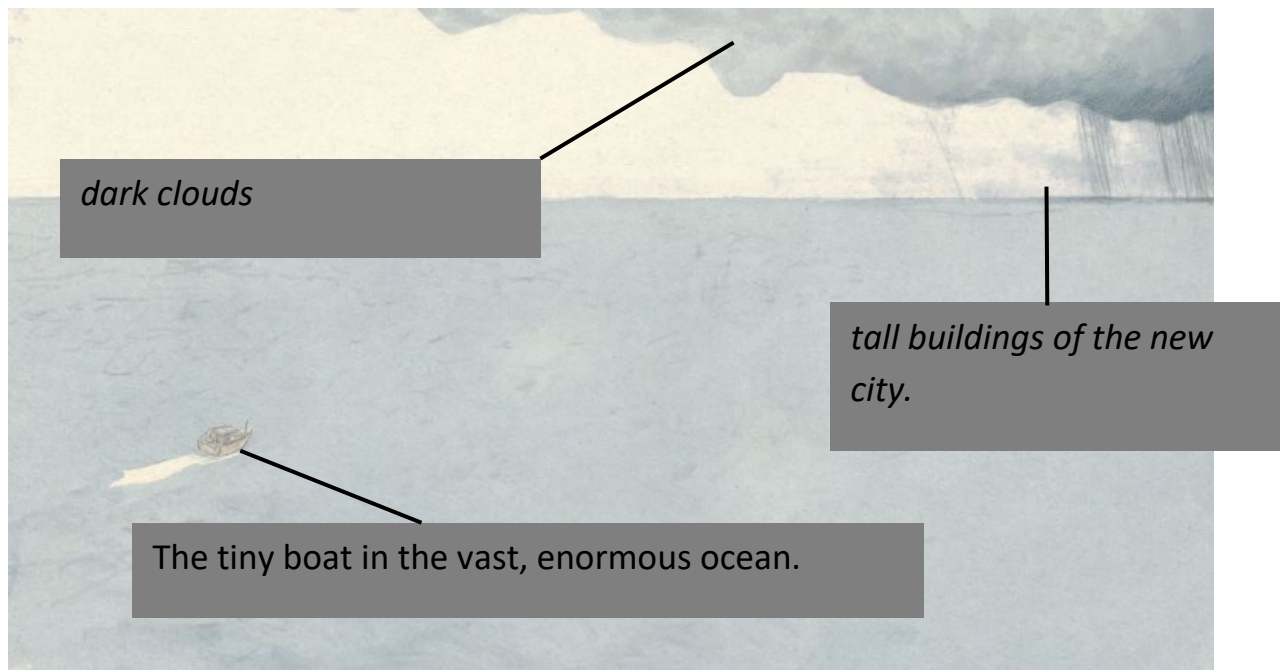


Activity 6

The mother and the little girl are on a boat travelling away from their old home.

1. Can you find possible meanings for the symbols? Write them in the table.

Image 4 The mother and daughter have left on a boat to seek asylum (safety in another country).



Picture Element	Possible Meaning (possible answers)
Dark clouds on the horizon.	
Small boat in the middle of a huge sea.	
Tall city buildings partly hidden by clouds in the distance.	
Washed out colours in grey tones.	

2. a) What do you see in the **two images below**? Be as detailed as you can. Only write what you see **not** what you think it **shows** or **means**.

- _____
- _____
- _____
- _____
- _____

Image 5 and 6 Life on board the asylum boat is shown in these two images.



The fellow travellers are faceless and colourless which shows they are strangers to the child.

b) The mother and child's journey to safety is not easy.



Choose 2 elements that you have identified in a) and explain why these elements suggest the hardships of the voyage. One element has been found for you and its possible meaning recorded.

What I saw in the image	How this element suggests hardship
The fellow travellers are all faceless	This suggests that the mother and the little girl have no real friends or support on the journey.

Image 7 and 8 Safe in a new home.



Images 7 and 8 show the little girl and her mother in their new home.

The artist has used several strategies to show how life has changed for the better for the little girl and her mother.





Activity 7

Understanding how to write **cause** and **effect** sentences is an important skill in all subjects.

We have learnt how symbols are used by the author to create an effect in the reader's mind.

1. Read the following passage and highlight **one strategy (cause)** and the **effect** on the viewer. **The first one is done for you as an example.**
2. Choose **one or two** cause and effect statements. **Colour** the strategy used by the artist **green**. (This is the **cause**).
3. **Colour** the **effect** on the viewer **blue**. An example has been done for you.
4. **Underline the topic sentence** in both paragraphs and the **final linking** sentence in the last paragraph.

*The artist has **used colour** to **show the changing circumstances of the little girl and her mother**. In the early parts of the story when the city is being bombed and the family are seeking asylum on the boat the artist uses **grey, washed out colours and empty areas of canvas** to show the fear, isolation and danger the family is facing. When they arrive in their new home the images are more brightly coloured. The bystanders are shown wearing coloured clothing and relaxing walking dogs and playing. This creates a feeling of peace and wellbeing for the viewer.*

The artist also chooses symbolic elements to communicate the emotion in the images. For example in the later pictures, we see a bed, a light, books on the floor and swings. These elements communicate a sense of safety and peace. The people fill the image where as in the earlier pictures the subject of the pictures is often dwarfed by the surroundings such as the vast ocean and the crowded deck of the boat. This adds to the feeling of isolation and helplessness felt by the travellers. The artist successfully uses colours and symbols to create emotion and meaning for the viewer.

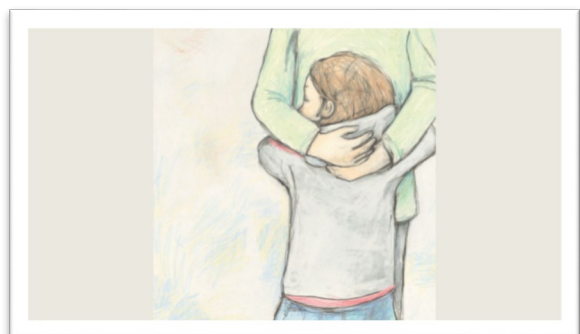


Image 9 A loud noise frightens the little girl in the classroom.



Her classmate is shocked by the little girl's fear.

A loud noise has frightened the little girl.

The familiar classroom materials contrast with the little girl's fear.

She is reminded of the bombs in her home and she hides under the chair.

The author never actually shows us **how difficult life was** for the little girl in her **old country**.

In **Image 9** the little girl has **reached safety** in Australia but a loud noise outside has made her **react in fright**.

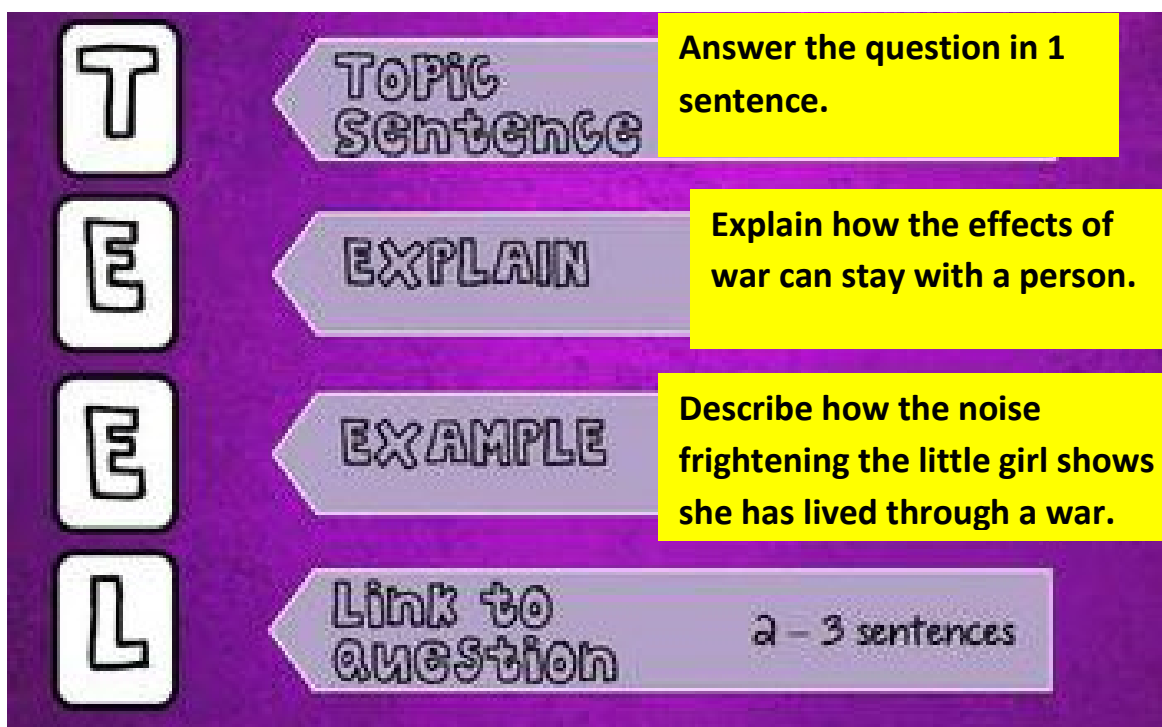


Activity 8

Use the notes on **Image 9** to write a **TEEL** paragraph to answer the question below.

Question: How does the artist use **Image 9** to suggest to the reader that the little girl escaped a war zone to come to Australia?

Remember a TEEL sentence is structured as shown below.



Topic sentence

Use the words in the question to state your point, for example: *The artist uses the image to.....*

Explain

Explain that people who have been **in a warzone** are **traumatised** and even when they return home to safety they can be shocked and terrified by a loud noise because it **reminds them of the bombs**.

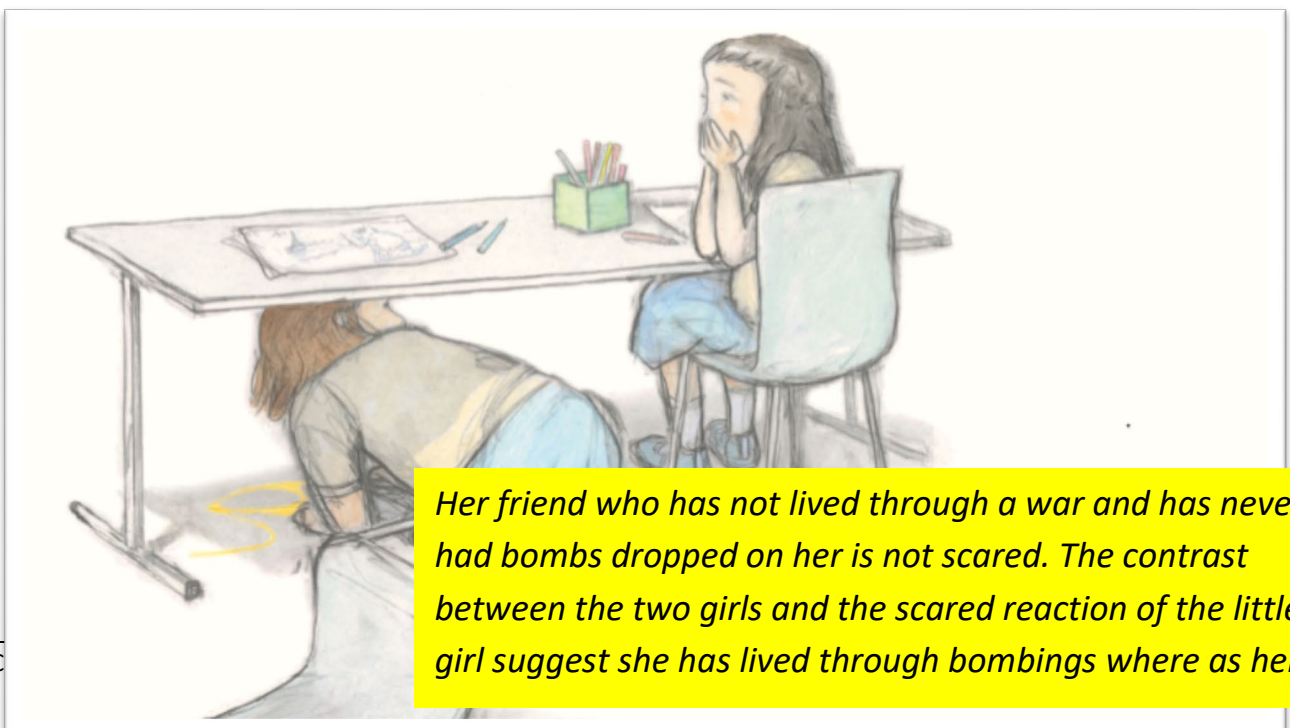
Example

Write a sentence **describing the little girl's reaction** to the bomb and how her reaction which is not normal shows us that she remains frightened by loud noises.

Link

Link *The author does not directly say that the little girl has lived in a war zone but her illustrations allow us to understand this.*

Restate the question showing that you have answered it.



Her friend who has not lived through a war and has never had bombs dropped on her is not scared. The contrast between the two girls and the scared reaction of the little girl suggest she has lived through bombings where as her

The main point of your work this week was to get more of an understanding of what it might be like to be a refugee or asylum seeker coming to Australia.

Remember the focus question for this week.

What is it like to be a refugee seeking asylum in Australia?



Activity 9

Show your understanding of the experience of being a refugee from Syria recently arrived in Australia.

Map of Syria

Title: Map of the world showing the location of Syria



Choose a medium (**drawing, poem, letter, photo** for example) and communicate your understanding of what it would be like to be a refugee from the war zone of Syria.

Student Response: What it would be like to live in Syria

Immigration Flows



Watch the video *Immigration Flows* at

<https://youtu.be/uSM74Pqi288>

Hint: Search 'immigration flows' in the YouTube search bar

This video shows the movement of people around the world.





Activity 10

Strong answers have sentences that are **more like writing** and **less like speaking**. Our aim is to make our sentence answers more **written –like**.

Written language has **fewer** verbs and **more** nouns and adjectives (describing words).

One way of writing a sentence with fewer verbs in it is to **change the verbs** in your sentence **to nouns**.

Verbs are usually converted to nouns by changing the ending of the verb.

Ending (added to change a verb to a noun)	verb	noun
ion	explode	explosion
ment	arrange	arrangement
ation	concentrate	concentration
ing	find	finding
ance	assist	assistance

WHAT IS A ...

NOUN	VERB	ADJECTIVE
<p><u>A noun</u> is a: Person Animal Place Thing</p>	<p>A <u>verb</u> tells you the action in the sentence. What is he, she, or it doing?</p>	<p><u>Adjectives</u> describe nouns, telling you: Color Size Shape Taste Smell Sound Weather Number Texture</p>
<p>doctor park falcon porcupine museum ball stopper popcorn worker</p>	<p>run build race yell roll catch stomp bake shake</p>	<p>pink slippery cloudy circular large loud sweet stinky</p>

For example

Verb	Example	Noun check that it is a noun by putting an “a” or “an” or “the” in front of the word.	Example
demonstrate	He demonstrated the right way to eat.	Demonstrat ion	The climate change demonstration was a success.
arrange	Arrange the flowers in a vase.	arrangem ent	The flower arrangement was lovely.
migrate	Refugees migrate to Europe to escape the war.	migrat ion	The war is leading to migration of people.
find	Find your way home.	find ing	The research finding was important.

1. **To migrate** is the verb describing the activity shown in the video **Immigration Flows**.

Here is a **description** of what this video is about. The describing sentence is written in more **spoken like** language.

*“When you watch the video you see lots of people who **are migrating** all around the world.”*

Change the sentence to a more written like one by changing the verb **are migrating** to a **noun**. Change the verb **migrate** into the **noun** form. Check the table above if you don't know how to write **migrate** as a **noun**.

Start your sentence with: **The video shows.....**

- a) Choose an **adjective** to describe the **way** in which people are migrating as shown by the video. Choose an **adjective** that best describes **how** people are moving around the world. Choose an **adjective** from the list in the box below.

Rapid, slow, consistent,
erratic, terrifying

Decide the features of **the migration**. Add it to your sentence above. Now your sentence will have more detail about the migration of people. Rewrite your finished sentence in the space below.

New sentence with:

- The verb **to migrate** changed to a **noun**.
- An **adjective** added to describe the migration e.g. **slow, quick**, etc.

Start your sentence with **The video shows.....**

Answer eg The video shows the **rapid migration** of a lot of people around the world

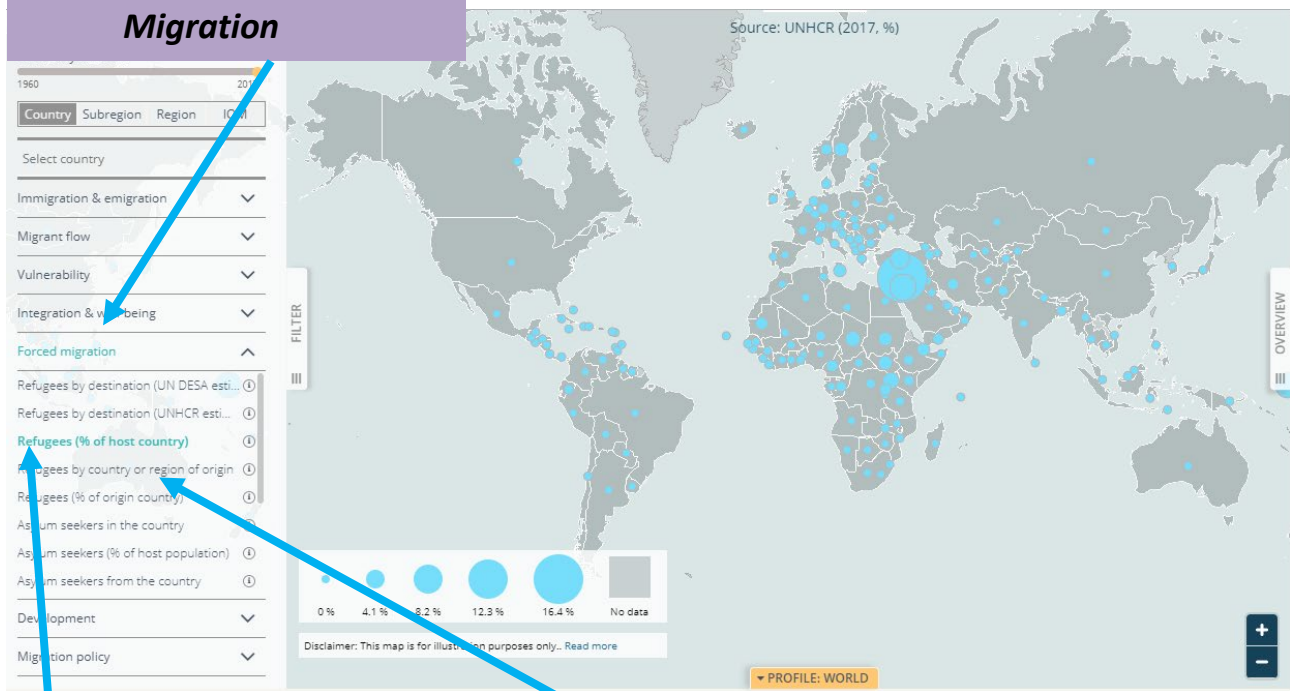


Activity 11: Movement Towards Australia

Visit the *Migration Data Portal*

<https://bit.ly/30xs7uN>

1. Select *Forced Migration*



3. Select *Refugees (% of host country)*

2. Select *Refugees (by country of origin)*

1. Follow steps 1 and 2 to find out what percentage of the country's population is made up of refugees by hovering over the country you are interested in.

For example hovering over Australia will show 0.2%. This means that there are 2 refugees for every 1000 Australians.

Investigate other countries if you are curious.

2. Which country is the most generous towards refugees (has the highest % of refugees) _____

3. Follow **Step 3 Select Refugees by country or region of origin**. This will show from where the largest numbers of refugees come. Investigate Syria. How many refugees fled Syria in 2017? _____
 4. How many refugees fled Afghanistan in 2017? _____
 5. What do you think created so many refugees in these two countries? _____
 6. If you are curious, investigate other countries or parameters and write some of your findings in the space below.
-
-
-

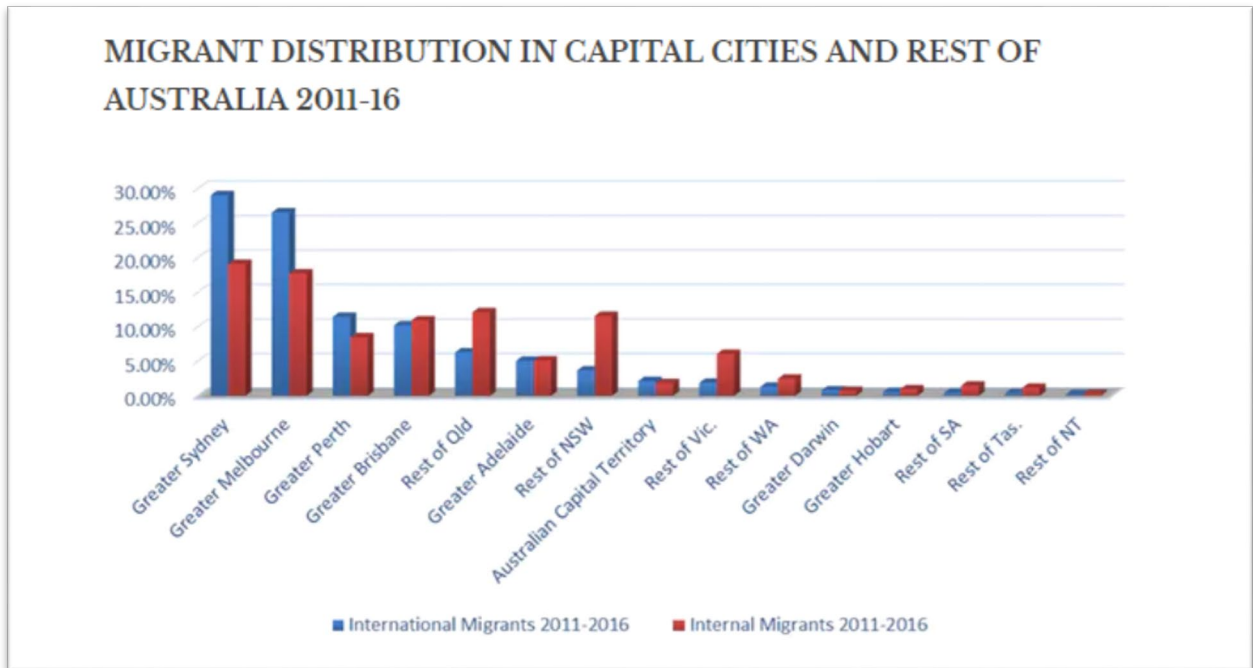


Images of war-torn Syria.
These photos were taken
as people fled from a
bomb site.

Where do Migrants Settle in Australia?

The graph below shows where migrants settled in Australia (for the years 2011-2016).

The graph shows both **international migrants** and **internal migrants**.



Activity 12

1. Which two cities welcomed the most international migrants in this time period? _____
2. Does this graph tell us the **exact number** of immigrants settling in each city or the **proportion of the total number** settling in each city? Circle the correct answer.
3. Give one reason why immigrants are more likely to settle in the big cities in Australia.

4. Name one positive consequence of migrants settling in either Melbourne or Sydney.

5. Name one negative consequence of migrants settling in either Melbourne or Sydney.

Build up your Glossary



Activity 1

Match the following key terms below with the correct meaning in the table. **You may need to use a dictionary to help you.**

asylum seeker, refugee, relative

Term	Meaning
	Someone who is fleeing persecution or conflict in their home country. and leaves their country to ask for protection in another country. (This is a human right available to all people and Australia has signed an international convention agreeing to give asylum to people who need it.
adjective	A word that adds information (modifies) a noun.
demography	The study of the features of human populations such as size growth, density and distribution.
ethnicity	A group of people who share similar culture.
	Someone who is fleeing persecution or conflict in their own country and has been granted refugee status meaning their claims have been assessed and found to be true.
	In comparison to something else. For example, <i>his income was relatively high compared to the rest of the group.</i>

Introduction: Are we full?

This week we continue our investigation of international migration. We are going to investigate immigration in Australia.

This is our key inquiry question

- Is it time to shut the door on new immigrants to Australia?

You may already have a strong opinion about this – many Australians do already as we shall see.

The world is changing very fast and these changes are of course making people feel anxious. As well as living through the biggest time of mass movement of people since ww2 other things contribute such as

- Terrible wars leading to millions of displaced refugees seeking safety
- Terrorism and the spread of horrific and brutal extremists such as Isis
- Increased risk of droughts, heat waves and storms affecting food security
- Artificial intelligence and technological changes which are disrupting traditional jobs

Australians have always been anxious about migration. New Australians have been described as a Peril, menace, evil, wave, tide influx poised to inundate, Australia annihilate and obliterate our cultural and racial homogeneity you have already learnt about the White Australia Policy in History so this is not new to you.

Some politicians are calling for an end to immigration from certain countries and these politicians have been growing in popularity. But Australian politicians from all sides have long supported an unbiased, non-discriminatory migration policy welcoming good people from all countries.

The downside of immigration is it can add to a too rapidly growing population that puts a strain on our infrastructure: traffic gridlock and overcrowding in capital cities, housing prices and environmental damage. But is it correct to blame all this on immigration?

In this set we will look at both sides of the debate. You will use the evidence to make up your own mind.



We are a **nation of immigrants** (one person in every four Australians was born overseas) but is it time to put the brakes on? Our focus question this week is:

Australia, are we full? (Is it time to put the immigration brakes on)?

There is **no one right** answer to this question.

We will be using evidence to help you make up (or change) your mind about this question.

Our cities are **congested** and **housing** is **expensive**. **Hospital waiting times** are blowing out but is all this the **fault of immigrants**?

We hope you enjoy this investigation!



My Thoughts on Immigration



Activity 2

<https://bit.ly/2VSzqK4> Follow this link if you want to do the survey online) or circle your answer below.

Let's start by working out your **feelings** about immigration and multiculturalism.

How much do you **agree** with these statements?

1. What do you think about the number of immigrants accepted into Australia?
 - a) about the right number
 - b) too high
 - c) too low

2. Accepting immigrants from many different countries makes Australia a stronger and better place.
 - a) I strongly agree with this statement.
 - b) I agree with this statement.
 - c) I disagree with this statement.
 - d) I strongly disagree with this statement.

3. Australia should be able to reject immigrants of a certain race or ethnicity. For example, it should be okay to stop Americans (for example) coming to Australia.
 - a) I strongly agree with this statement.
 - b) I agree with this statement.
 - c) I disagree with this statement.
 - d) I strongly disagree with this statement.

4. What do you think is the biggest problem facing Australia today?

Rate these issues on a scale of 1-6 where 1 is *not a problem* and 6 is *a very big problem*.

	Not a big problem	big problem
a) The economy and employment	★ ★ ★ ★ ★ ★	
b) Housing and congested roads and facilities	★ ★ ★ ★ ★ ★	
c) Climate change and the environment	★ ★ ★ ★ ★ ★	
d) Over-population and immigration	★ ★ ★ ★ ★ ★	
e) Terrorism and crime	★ ★ ★ ★ ★ ★	
f) Asylum seekers and boat arrivals of refugees	★ ★ ★ ★ ★ ★	

5. Multiculturalism has been good for Australia.

- a) I strongly agree with this statement.
- b) I agree with this statement.
- c) I disagree with this statement.
- d) I strongly disagree with this statement.

6. Traffic jams, overcrowded trains and hospitals, pollution are all problems in Australia, and immigration is making these problems worse.

- a) I strongly agree with this statement.
- b) I agree with this statement.
- c) I disagree with this statement.
- d) I strongly disagree with this statement.

Demographic Information about Australia

Most Australians (over 80%) agree that immigrants are a **good thing**.

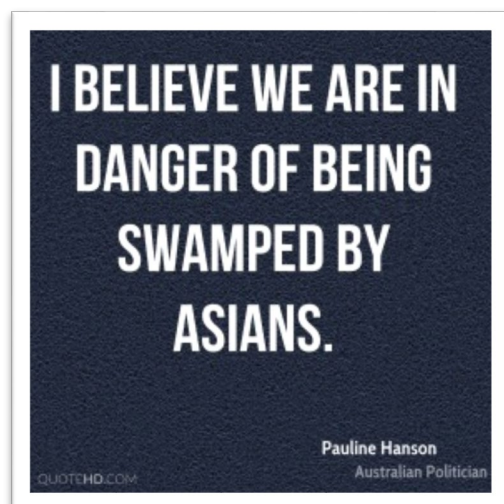
But some are worried about how Australia can **cope** with all the **extra people**.

Politicians **reduced** the number of **permanent immigrants** who can come to Australia in 2019.

Most people agree that a multicultural Australia is a **strong Australia**.

A minority of Australians want immigration to stop. Their **anti-immigration** views get a lot of coverage on **news** and other **media**.

Their voices tend to **drown out** the voices of more than 80% of other Australians who support a **multicultural Australia**.





Activity 3

Complete the topic sentence for the above passage so that it summarises the main idea of this passage.

louder stop support country

While most Australians _____ multicultural Australia and an immigration policy that doesn't discriminate by _____ some Australians, whose voices are _____ are calling for immigration to _____.

Why do all the major parties **support relatively high levels of immigration** year after year after year?

If we look at an Australian **population pyramid**, we can answer this question.

Population pyramids or **profiles** show what our population looks like and what it will look like in the future.

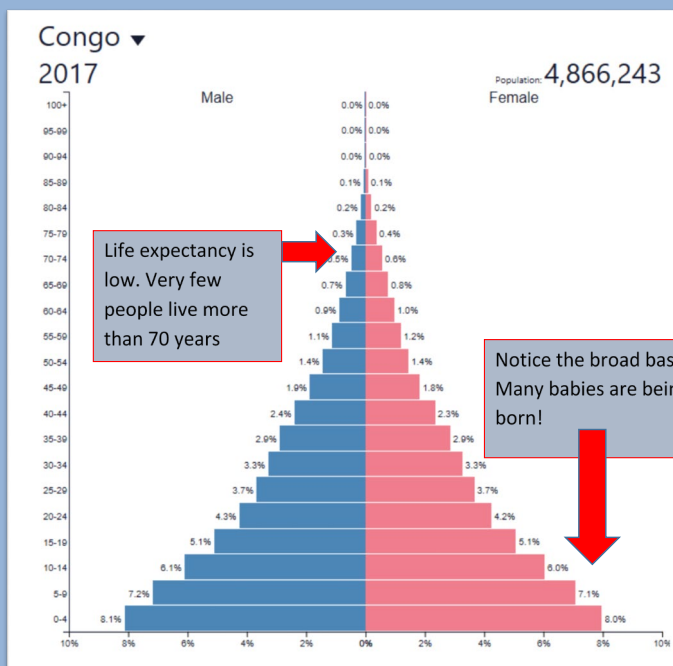
Population pyramids summarise the features of a country's population.

Population Pyramids

Population pyramids are useful because not all populations are the same. They help planners plan for the future.

Title: Population Pyramid for Congo

Some countries have many more young people than older people. Their population pyramid looks like this:

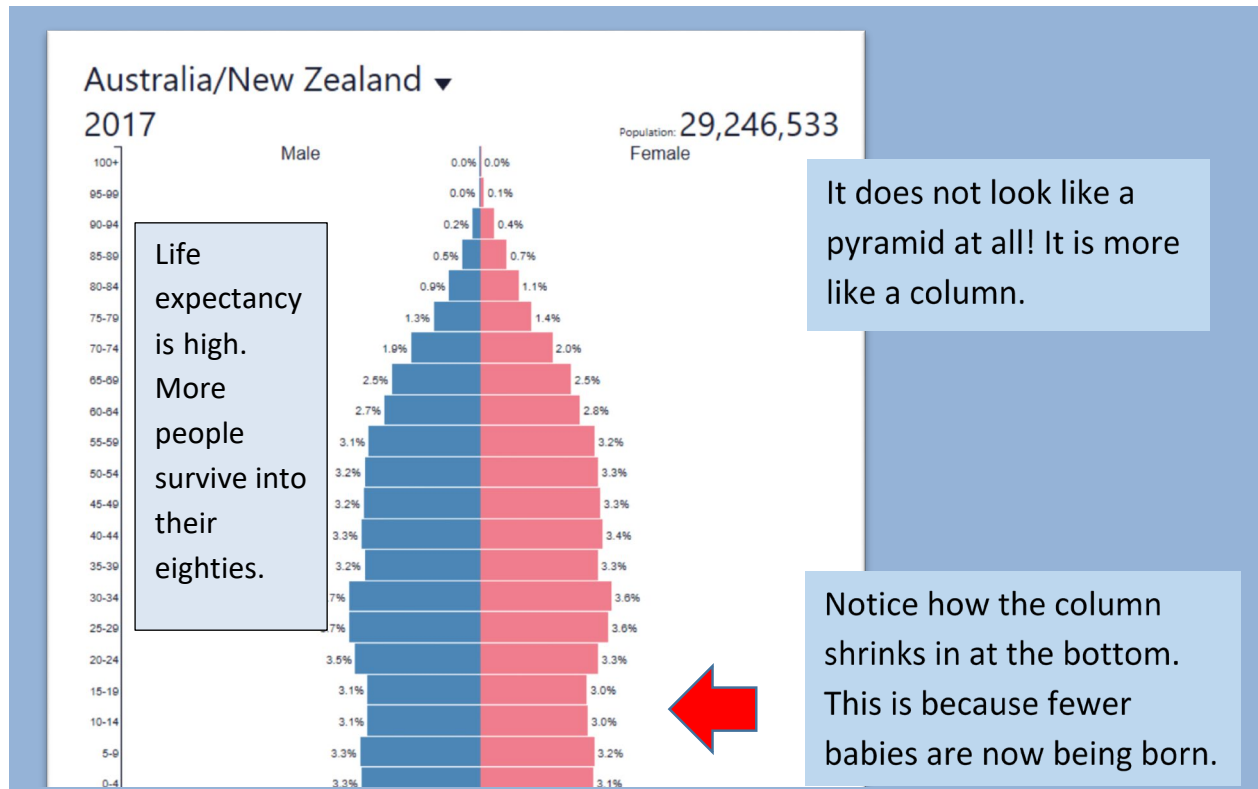


This population pyramid for Congo in Africa shows:

- High birth rates (big families)
- Low life expectancy (most people die at a young age. Few people live to old age)

This population pyramid is typical of a less developed country.

Title: Population Pyramid for Australia/New Zealand



Activity 5

Study the population pyramids for **Australia** and **Congo**

1. Make this sentence more formal and dense by replacing the clause in italics with the technical nouns:

life expectancy is high

birth rate is low,

birth rate is high

life expectancy is low.

a) Australia's population pyramid looks more like a cylinder than a pyramid. This is because *families have fewer children and more people live into their eighties and nineties.*

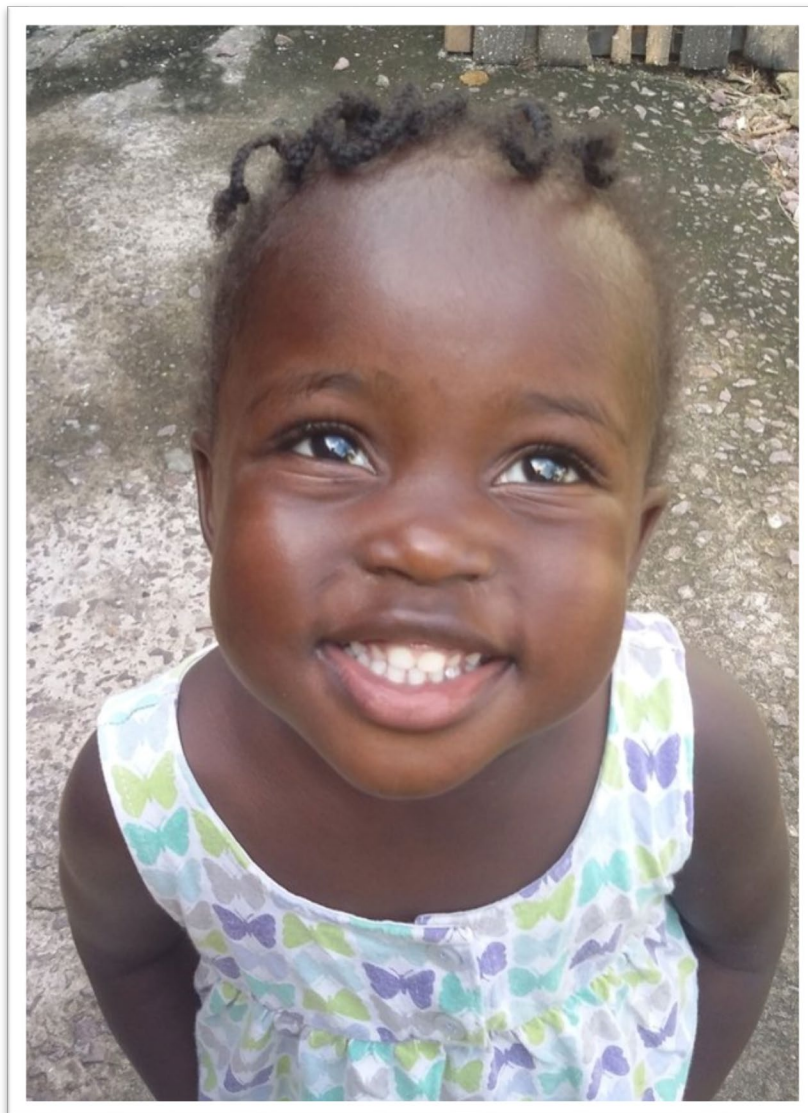
The sentence becomes:

a) Australia's population pyramid looks more like a cylinder than a pyramid. This is because _____ and _____.

b) Congo's population pyramid looks like a real pyramid. It has a broad base because *there are many babies and young people being born*. Poor health care and poverty means that *people do not live very long* so the population angles in to form the narrow peak of the pyramid.

The sentence becomes:

Congo's population pyramid looks like a real pyramid. It has a broad base because _____ Poor health care and poverty means that _____ so the sides of the pyramid slope quickly in to form the narrow peak.



2. Choose the words that make the sentence correct.

a) Australia has a

higher
lower

 birth rate than the Congo.

b) This means that on average women have

fewer
more

 children than families in the Congo.

c)

Very few
Most

 people live to an old age in Congo. (life expectancy was

64.3 years in 2018.

d) The low life expectancy means that the broad base of the pyramid quickly

becomes very narrow and pointy because there are

very few

many

people in their seventies or eighties left alive.





Making your Writing Stronger

We have seen how written language has many nouns and fewer verbs than spoken language.

Reminder

Spoken language has many **verbs**.

Written language has many **nouns**.

One way good writers **reduce** the number of verbs in their writing is by turning **verbs and adjectives that describe processes and qualities** into **nouns**. This is called **nominalisation**.

This is a skill you can master too. It will make your writing stronger!

Examples of **process** and **qualities** that can be changed to **nouns** or **noun group** are shown below.

Process or Quality	Noun/ noun group
the speed at which a population grows or shrinks (process)	a growth rate
the average number of children born per women (process)	a fertility rate
the average age at which people in a population die (process)	a life expectancy
expensive (quality)	expense
poor (quality)	poverty



Activity 4

1. Read this passage about population pyramids and complete the table below.

In the **United States**, the **population is growing** at a very **slow rate** of about 0.8 **percent** annually, which **represents a population doubling time** of almost 90 **years**. This **growth rate is reflected** in the more **square-like structure** of the **pyramid**.

The **total fertility rate** in the **United States** in 2015 **is estimated** at 2.0, which **results** in a **natural decline** in the **population**. A **total fertility rate** of about 2.1 **is required** for **population stability**. As of 2015, the **only growth** in the **United States** **is** from **immigration**.

Find the nouns and verbs and adjectives in the passage above. Nouns are **purple**. Verbs are **red**. Adjectives are **green**.

Word type	Number in passage
Nouns (a noun is a thing or object)	
Verbs (a verb is a doing word)	
Adjectives (give us more information about a noun e.g. "a blue fish ")	

This table shows examples of how the **processes** (which are explained using **verbs**) become **nouns** in written language.

process

noun

The population **is growing quickly** becomes **high growth rate**

The number of babies women **are having is falling** becomes **declining fertility rate**

The population **is decreasing** becomes a **population decline**

The population **isn't increasing or decreasing** becomes **population stability**.

2. Make these clauses more like written language by changing the underlined processes in the sentences to nouns. Choose from the nouns and noun groups in the box below.

children
ensure service provision,
government decision makers
broad based population pyramid
broad based population pyramid

a) In less developed countries like Congo there are many more children than adults which means that the base of the population pyramid is wide.

In less developed countries like Congo a high proportion of _____ creates a _____.

b) Population pyramids can help governments decide what services they need to plan for to make sure everyone has the services they need.

Population pyramids can help _____



Activity 6

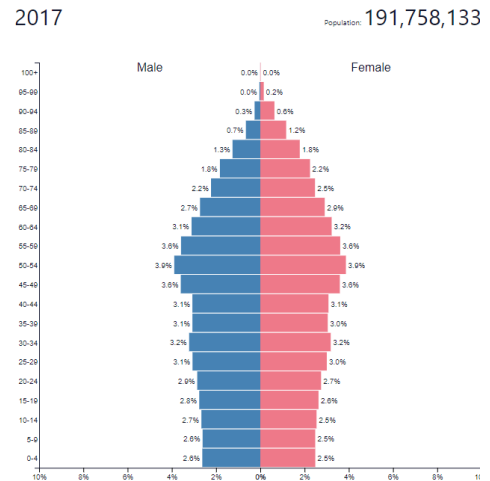
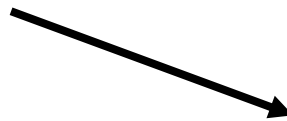


Attempt this question to demonstrate your knowledge and skills at a level of C or above.

Follow the link <https://bit.ly/2J949Oz>

Choose a country or area to study. My country _____

Note: If you don't have internet access you can use the pyramid shown here.



1. Describe the shape of the pyramid.

2. Explain the shape of the population pyramid by talking about birth rate and life expectancy.

3. Do you think this population pyramid belongs to a more developed country or a less developed country? Explain your answer. Your answer can talk about things that change birth rate and life expectancy such as health care and poverty. (B)

4. Is this population growing or shrinking? Explain your answer

Immigration, Life Expectancy and Birth Rate

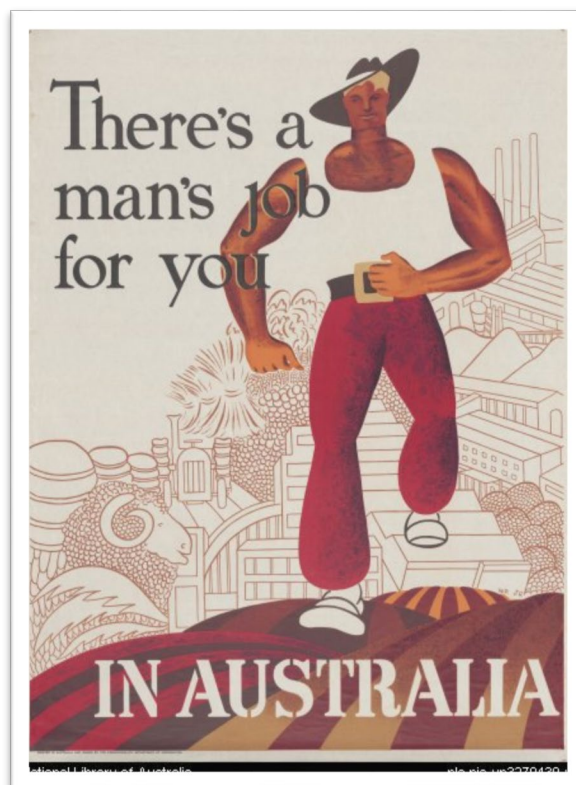
Are immigrants a **problem** or a wonderful **resource**? Should we stop all immigration now or keep up our multicultural immigration program?

The poster below tells us that migrants were **once a valuable resource**. Australia needed migrants to help build dams, houses, roads and airports.

They helped **replace** the thousands of **men killed** in the war.

They helped Australians feel **safer from invasion** by an unfriendly or aggressive neighbour.

Title: Historic Poster Encouraging Migrants to come to Australia in the 1950's



How does the title convey a positive tone to immigrating to Australia?

How does the image of the man male immigrants seem able as a positive contribution to Australia?



Activity 7: Researching the Truth

1. Australia has always accepted migrants from any country in the world.

True/False

2. The first Chinese immigrants came to Australia in search of gold during the Gold Rush of the 1850's. **True/False**

3. Victoria was the first Government to pass a law to regulate the Chinese population. **True/False**

4. Immigration was encouraged after World War 2 because (circle the correct reasons).

- The Government was worried we did not have enough people to defend us from invasion.
- There were many refugees from Eastern Europe that needed a home.
- We needed skilled immigrants for our big building projects such as the Snowy River Scheme.

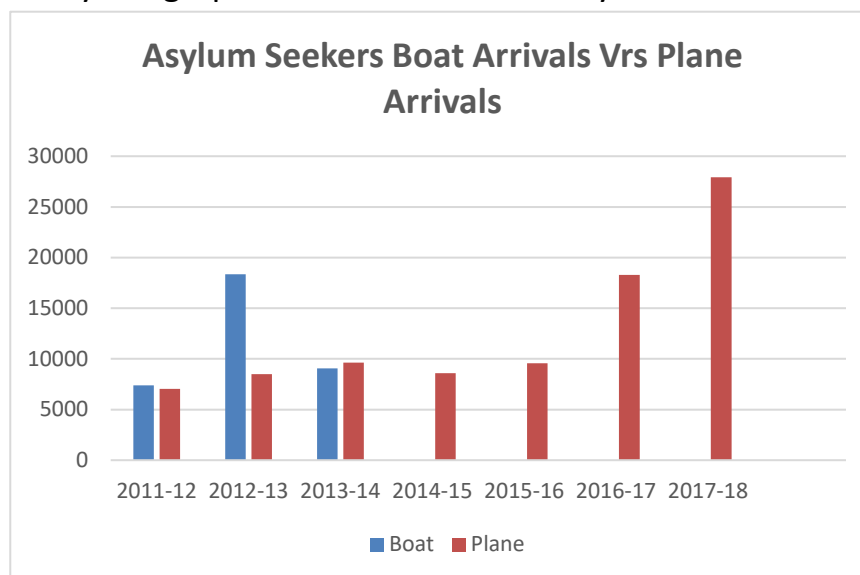
5. The Anti Discrimination Act was passed in the 1970's along with the end to the restricted immigration policy.

True/False

6. In the 1980s, people started worrying about people of Muslim background coming to Australia.

True/False

7. Study the graph below which shows asylum seekers coming to Australia.



Source: Home Affairs
Website-Onshore
Humanitarian
Program

8. Government policy which stops asylum seekers arriving by boat from ever settling in Australia has stopped asylum seekers coming to Australia.

True/False