

ON THEIR OWN

Britain's child migrants

Image (detail) reproduced courtesy of the Molong Historical Society



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Australian Government
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Teacher's Resource

On Their Own teacher's resource

Introduction

Inspired by the stories told in the exhibition, 'On Their Own – Britain's Child Migrants', held at the Merseyside Maritime Museum from 17 October 2014 to 4 October 2015.

This resource contains very clear and easy to use lesson plans, including curriculum links, aimed at Key Stage 2 and Key Stage 3 groups. The objectives and learning outcomes of these lesson plans have been specifically designed to encourage group working, empathy with people and situations from the past and also to make links with their own lives in the present day. They are able to be used as stand alone activities so will still be extremely relevant even after the exhibition has ended.

A number of additional resources to be used during the activities are included in this pack within the pouch on the back cover.

We would obviously advise an accompanying visit to the museum (for example, to the Emigrants to a New World gallery) and links are clearly defined within the lesson plans as to the benefits of organising such a trip. By visiting our website at www.liverpoolmuseums.org.uk/learning you can browse our range of free museum-led activities and also how to make a booking.

The contents of this pack were written by Julie McCann from School Improvement Liverpool for National Museums Liverpool.

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Britain's Child Migrants

KS2 Lesson 1 of 2: Who were Britain's Child Migrants?

Inclusion

- Grouping will be mixed, so that children get the opportunity to work with others of different abilities. The learning will be collaborative with children playing different roles within the group. Adult support will be provided where necessary.

Learning Objectives

KS2 History Curriculum:

- Pupils should address and devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

KS2 English Curriculum:

- Pupils should be taught to develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional);
 - writing about real events.
- Pupils should be taught to read aloud what they have written with appropriate intonation to make the meaning clear.

Preparation

- Teacher to familiarise themselves with the history of Britain's Child Migrants at: <http://www.britainschildmigrants.com/>
- From the 1860s, more than 100,000 children were sent from Britain to Canada, Australia and other Commonwealth countries through child migration schemes.
- Few were orphans; many came from families who were unable to care for them. With the belief that the lives of these children would improve, charitable and religious organisations sent them overseas. They were supported by governments for which these schemes supplied much needed population and labour.
- The lives of these children changed dramatically and fortunes varied. Some succeeded in creating new futures. Others suffered lonely, brutal childhoods. All experienced disruption and separation from family and homeland.
- Child migration schemes received criticism from the outset yet continued until the 1960s. Formal apologies from the Australian Government in 2009 and British Government in 2010 were made but many former child migrants and their families are still coming to terms with their experiences.

Resources

- A3 copies of The Departure Photo Stimulus;
- Enough sets of sorting cards for 1 between 4;
- Class globe or map;
- Tablets or Netbooks linked to the internet for pupils to watch The Voyage films.

Introduction (10 mins)

- Do not make the subject of the lesson explicit just yet, but share the resource The Departure Photo Stimulus.
- Ideally expand the document to A3 and give out copies one between four or five pupils.
- Encourage dialogue within the small groups before they begin to complete each column.
- When each column has been completed take feedback from each group.
- Explain to the pupils that they are going to be learning about Britain's Migrant Children, and that this is actually a photograph of a group of boys travelling to an Australian Institution for 'orphans' called Fairbridge in 1938. NB: The term 'orphans' more often referred to children living in poverty, in workhouses or who were destitute than as it is understood today.
- Explain to the class that during the late 19th century, charities were set up to support emigration of disadvantaged children overseas.
- The thousands of children sent overseas through child migration schemes came from all parts of the UK. They sailed from major ports such as Liverpool, Glasgow, London and Southampton. They had with them a trunk or suitcase full of clothing provided by the sending organisations. Most never returned to their place of birth.
- For the children the departure was a time of uncertainty and separation, but also hope and anticipation.
- On your classroom map or globe, trace the journey from the ports of Liverpool, Glasgow or Southampton to Australia, Canada, New Zealand and Zimbabwe (previously Rhodesia) to show the extent of the journey undertaken by these children without a parent or carer.

Development (10mins)

- Ask children to imagine that they are starting a new life on the other side of the world. Ask them to spend a minute in silence thinking about what they would like to take with them. Now ask them to pair-share with the pupil next to them – did they agree on some of the things they would like to take? What did they disagree on?
- Provide children with cards made from the resource: Sorting Cards (1 set between 4 pupils) and ask them to sort them collaboratively according to how important that item would be for them to take to Canada if they were going to start a new life there. Make a diamond 9 – most important at the top, least important at the bottom, 3 in the middle and 2 above the middle row and 2 below the middle row.
- Once children have ranked their items, share the following: William Quarrier was the founder of The Orphan Homes of Scotland. He was a keen advocate of migrating orphan children overseas, and he alone sent 7000 to Canada. On departure from Quarriers' homes, each child was given a wooden trunk. Inside was a selection of new winter and summer clothes, handkerchiefs, a sewing kit, a tin of pins, thread and bobbin and writing materials. Each child was presented with a Bible which they were expected to read, girls were given straw bonnets to wear for church on Sundays and all children received hobnail boots as they were durable and inexpensive (photographs of these last three as well as the trunk are shown on the sorting cards).
- It was the first time many of the children had owned new clothes, and they kept all their worldly possessions inside the trunk.
- For small group discussion: What do the class like about the Quarriers' children's kits? Is there anything they feel is missing or that they could leave behind?
- Quarrier described the migration of children as accomplishing "so much good at so little cost."
- It cost about £15 to migrate a child, but £12 per year to look after them at home.

Independent Activity (30 mins)

- Divide the class in two. Half watch Two Voyages – Part One - <https://www.youtube.com/watch?v=EJcm8iCovPc> and the other half watch Two Voyages – Part Two -https://www.youtube.com/watch?v=zBqzbW_ZkSU. As they are watching, they should be aware of what they find out about life in Britain for the children, and what life was like on the voyage.
- Children who watched Part One are to write a diary entry as though they are Mary during her voyage from Liverpool to Canada on board Allan Line ship 'Sarmatian' in 1878.
- Children who watched Part Two are to write a diary entry as though they are William sailing from London to Australia in 1950 on board 'SS Ormonde'.
- Remember to include all of the emotions you are feeling. What happened before you boarded the ship, who have you left behind and what is life like on board? Think also about your hopes, dreams and fears for when you arrive at your destination. Try to put all of these things into your diary entry.

Plenary (10mins)

- Children from each group pair up and a child who wrote Mary's diary entry swaps their work with a child who wrote William's diary entry. They read one another's and each pupil writes three things that they like about the diary entry they have read, and one thing that they think can be improved on.
- Explain to the class that they have thought about some of the reasons children were migrated, where they went to and from and what the upheaval must have been like; in your next lesson you will consider the experience of the children when they arrived at their destinations.

Extension

- Hot seat one child as Mary and one as William and get the other class members to ask about their lives. How do they differ from one another's and from the children in class?
- In small groups children produce a piece of drama showing the voyages based on the experiences of Mary and William.
- Imagine that Mary and William are in their 80s and are being interviewed for a radio programme about life for Britain's Migrant Children. What will the interviewer ask and what responses might they give? What might they say about their journey and about travelling far away from their families? Do you think they will feel differently when they look back from old age to the excitement they felt on the voyage?
- Mary would be in her 80s just as William was about to set off – how might he feel if he heard her radio interview as a boy embarking on a voyage of his own?
- Children can discover further information independently outside of school at: <http://www.britainschildmigrants.com/>

Britain's Child Migrants

KS2 Lesson 2 of 2: What was life like for Britain's Child Migrants?

Inclusion

- Pupils work in pairs to gather information and support one another when doing so. The teacher may choose mixed ability pairings for this reason;
- Differentiated templates to support journalistic writing.

Preparation

- Lesson 1 should already have been delivered to the class.
- Teacher should be familiar with the history of Britain's Child Migrants at: <http://www.britainschildmigrants.com/>

Resources

- Post-it notes
- Enough copies of the newspaper template so that each pupil has one that is appropriate to his/her needs.
- Tablets or Netbooks linked to the internet for pupils to access <http://www.britainschildmigrants.com/> - New Lands, New Lives – Schemes Dig In.

Introduction (5 mins)

- Recap on the learning that took place in lesson 1: *Who were Britain's Child Migrants? Why were they chosen? Where did they travel to? What was the voyage like? What did they take with them? When did all of this happen?*
- Give each child two post-it notes; on the first they write the three most interesting things they learnt in lesson 1, and on the second they write something they would still like to find out. These post-its can be displayed on a working wall.

Development (10mins)

- Explain to the class that after the excitement of the voyage, the arrival at their destination was often sorely disappointing for the children.
- Read out this quote from a child about his/her first night in their new country: **"That first night I was not the only one who cried for the ship, for Mum, for England and everyone back there."**
- Upon arrival children were confronted with foreign landscapes so different from their familiar city homes.
- In Canada, children were sent from distributing homes to isolated farmsteads to live and work with families. In Australia, children were taken to remote farm training schools or religious institutions, where they faced long days of hard work and harsh discipline.
- The expectations were that boys would become farmers and girls would be domestics or wives on the land. Most child migrants received limited education and many were set up badly for adult life.

- **"Too young to cross the road, we were deported to the other side of the world to cold, cruel institutions. We were robbed of our identities, our dignity and our families. Our parents lost their children."** International Association of Former Child Migrants and Their Families.
- For decades many former child migrants have struggled to come to terms with their deportation. Many continue to experience trauma and depression well into adulthood and old age as a consequence of their poor treatment, neglect and abuse in childhood.
- Searching for identity and a sense of belonging, former child migrants have raced desperately against time to reconnect with lost mothers, fathers and siblings. For many it has been too late.

Independent Activity(40 mins)

- In pairs, children choose one of the following: David Summerville, Ian Bayliff, Raymond Brand, Pamela Smedley or Yvonne Radzevicius.
- Go to: <http://www.britainschildmigrants.com/> and then New Lands, **New Lives – Schemes Dig In** - within this there are sections for each of those children.
- Imagine you are a journalist writing the story of your chosen child now that he/she has reached adulthood. You will need to provide some background information about Britain's Child Migrants, and then tell the story of your chosen child more fully. Finish off with some hopes or fears for the future. Remember to use an attention-grabbing headline and a picture with a caption.
- See resources: Differentiated Newspaper Templates.
- HA – Blank newspaper template;
- AA – Newspaper template with guidance;
- LA – Newspaper template with orientation completed;

Plenary (5 mins)

- Discuss the following: Which of the children had a positive experience of migration? Who did not? What factors led to the experiences being positive or negative?
- Give out more post-it notes to add to the working wall. What new learning has taken place in this lesson? What questions have been answered from the ones they posted at the beginning of the lesson? What new questions have arisen?
- Display newspaper articles and give children the opportunity to read one another's so that they get the perspectives of different migrant children.

Extension

- Provide opportunities for research into the questions which are still outstanding on the working wall.
- Make links with migration more generally:
- Consider organising a visit to Emigrants to a New World gallery, Merseyside Maritime Museum <http://www.liverpoolmuseums.org.uk/maritime/visit/floor-plan/emigration/index.aspx>
- Consider migration to and from the UK today – perhaps children or the parents can share stories of migration within their own families. Take the opportunity to challenge prejudice and stereotypes (links to Spiritual, Moral, Social and Cultural aspects of learning).

Britain's Child Migrants

KS3 Lesson 1 of 2: Understanding Migration

Inclusion

- Grouping will be mixed, so that children get the opportunity to work with others of different abilities. The learning will be collaborative with children playing different roles within the group. Adult support will be provided where necessary.

Learning Objectives

KS3 History Curriculum

- Pupils should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

KS3 Citizenship Curriculum

- Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

KS3 English Curriculum

- Pupils should be able to summarise and organise materials, and support ideas and arguments with any necessary factual detail;
- Pupils should be able to give short speeches and presentations, expressing their own ideas and keeping to the point.

Preparation

- Teacher to familiarise themselves with the history of Britain's Child Migrants at: <http://www.britainschildmigrants.com/>
- Consider organising a visit to Emigrants to a New World gallery within Merseyside Maritime Museum <http://www.liverpoolmuseums.org.uk/maritime/visit/floor-plan/emigration/index.aspx>
- From the 1860s, more than 100,000 children were sent from Britain to Canada, Australia and other Commonwealth countries through child migration schemes.
- Few were orphans; many came from families who were unable to care for them. With the belief that the lives of these children would improve, charitable and religious organisations sent them overseas. They were supported by governments for which these schemes supplied much needed population and labour.
- The lives of these children changed dramatically and fortunes varied. Some succeeded in creating new futures. Others suffered lonely, brutal childhoods. All experienced disruption and separation from family and homeland.
- Child migration schemes received criticism from the outset yet continued until the 1960s.

Formal apologies from the Australian Government in 2009 and British Government in 2010 were made but many former child migrants and their families are still coming to terms with their experiences.

Resources

- 1 copy of the Migration Mind-map for each class member;
- 1 copy of the matrix for exploring the timeline;
- Class globe or map;
- Projector and whiteboard set up for the whole class to watch Children – Building Blocks of Empire;
- Tablets or Netbooks linked to the internet for pupils to explore the Timeline.

Introduction (10 mins)

- Ask pupils to mind-map their understanding of migration and the reasons people emigrate from the UK. Keep the mind-maps to one side and come back to them.
- Explain that between 1830 and 1930 about forty million people left Europe in search of a new and better life.
- About nine million of them sailed from Liverpool, then the largest emigration port in the world. These people were mostly travelling to North America, Australia and New Zealand - the 'New World'.
- Most who sailed from Liverpool were ordinary people leading ordinary lives. Many found their better life, others were less fortunate.
- Many of them, and their descendants, made major contributions to the development of the countries to which they emigrated. This can be explored more fully through a visit to Emigrants to a New World gallery within Merseyside Maritime Museum
<http://www.liverpoolmuseums.org.uk/maritime/visit/floor-plan/emigration/index.aspx>
- Pupils return to their mind-maps. Now think about children who travelled alone without their families. What might their reasons for migrating be? Add your initial thought about this to your mind-maps (remember that these are just speculative ideas and you are not looking for one correct answer).

Development (15 mins)

- Watch the film - Children-Building Blocks of Empire as a class
<http://www.youtube.com/watch?v=99DdnRmDQ8>
- Did pupils pick up on any more reasons / justifications for child migration in that film which can be added to their mind-maps?
- Explain to the class that during the late 19th century, charities were set up to support emigration of disadvantaged children overseas.
- The thousands of children sent overseas through child migration schemes came from all parts of the UK. They sailed from major ports such as Liverpool, Glasgow, London and Southampton. For the children the departure was a time of uncertainty and separation, but also hope and anticipation.
- On your classroom map or globe, trace the journey from the ports of Liverpool, Glasgow, London or Southampton to Australia, Canada, New Zealand and Zimbabwe (previously Southern Rhodesia) to show the extent of the journey undertaken by these children without a parent or carer.

- Do pupils think that the photographs and video footage of the children having emigrated is an accurate portrayal of what life was like for them? (consider the vested interests of those creating these records).
- How could more accurate information be uncovered? (oral histories, any official or medical records or reports from the time, outcomes of inquiries).

Independent Activity (20 mins)

- Provide pupils with a Timeline Exploration worksheet and tell them to go to: <http://otoweb.cloudapp.net/timeline/> . If time is limited, they may want to begin at 1869 when Maria Rye escorted the first group of children to Canada.
- The timeline is interactive and pupils must select the facts which they find most relevant and compelling. In the second column 'This leads me to think / wonder', they add reflections about the facts in column one, and in the third column they write further questions for investigation.

Plenary (10mins)

- Pupils revisit their mind-maps and add new learning which took place during the independent activity. Allow for discussion about Britain's Child Migrants and give opportunities for the class to share opinions and further questions which may be troubling them.
- As the teacher, try not to provide too much information or your own opinion, instead encouraging pupils to grapple with the issues raised.

Homework

- Pupils endeavour to answer the questions that they themselves raised in the third column of their Timeline Exploration independently outside of school.
<http://www.britainschildmigrants.com/> is a good starting point, but encourage the use of other sources, including some which are listed under links on that website.

Britain's Child Migrants

KS3 Lesson 2 of 2: Achieving Justice

Inclusion

- Grouping will be mixed, so that pupils get the opportunity to work with others of different abilities. The learning will be collaborative with pupils playing different roles within the group. Adult support will be provided where necessary.

Preparation

- Lesson 1 should already have been delivered to the class.
- Teacher should be familiar with the history of Britain's Child Migrants at: <http://www.britainschildmigrants.com/>

Resources

- Post-it notes
- Tablets or Netbooks linked to the internet for pupils to access <http://www.britainschildmigrants.com/> - New Lands, New Lives – Schemes Dig In.

Introduction (5 mins)

- Recap on the learning that took place in lesson 1: What is migration? Who were Britain's Child Migrants? Why were they chosen? When and where did they travel? What was life like? What are some of the ethical issues?
- Ask for feedback from the homework. What questions did the pupils have which they were able to answer? Do they still have some unanswered questions?

Development (5 mins)

- Explain to the pupils that in 2010 the British Prime Minister, Gordon Brown, apologised on behalf of the British State to the former Child Migrants. As a whole class, watch an extract of the speech at The Interactive Timeline, go to the year 2010, <http://otoweb.cloudapp.net/timeline/interactive.html>, the speech can be seen by clicking on the second box.
- Tell the class that in order for this to happen, a lot of pressure must have been put on the government and a campaign must have taken place. It is the job of the class to imagine that they are gathering evidence to present to the government before 2010 to try to persuade them to apologise to the children and their families.
- In Lesson 1 and for homework, pupils will have explored a range of different information according to their own interests and priorities. Within this lesson they will work in mixed-ability groups to bring their learning together and present it to their peers.

Independent Activity(35 mins)

- Pupils will form campaign groups to raise the profile of Britain's Child Migrants. They will work in groups of 5 (mixed ability organised by the teacher). They will pool their existing knowledge

and do further research at <http://www.britainschildmigrants.com/>

- Each group will need to be clear about the background to Britain's Child Migrants and the pertinent issues raised. It would also be helpful to be aware of one or two personal stories to support the campaign. In the time given, each group will produce a poster and / or leaflet and have prepared a 2 minute presentation which may include technology. The groups have quite a lot of freedom, but must be ready to present their work at the plenary.

Plenary (10 mins)

- Each group presents their campaign to the rest of the class. It should be factual, but also include personal anecdotes and appeal to people's emotions as well as their sense of justice.

Extension

- Make this a longer project – present it as a school assembly, contact educationbookings@liverpoolmuseums.org.uk to arrange a visit to the Maritime Museum or contact one of the charities who support former Child Migrants to share some of the good work you have done in school.
- Have a corridor or classroom designated for sharing research into this subject. Provide opportunities for pupils to produce newspaper reports, diary entries and campaign speeches and display all of these.
- Encourage wider discussions about migration and share positive experiences of migration, perhaps inviting members of the school community to share their own experiences.
- Provide opportunities for painting, sculpture or other art-work to be produced to represent the experiences of the child migrants.

Sorting Cards



School Name

Times

*Eye catching headline – may use alliteration,
word play or rhyme*

This is the shameful story of British children taken from their families and transported across the world for ‘a better life.’ Their only crime was that of being born into poverty. Today in a Times exclusive, we will tell the story of _____ a child migrant whose voyage to Australia took place in 19____. Let’s start at the beginning,

Later, _____

*The main body of the article
contains how and why the
story happened, it is written
in chronological order
and will contain quotes.*

Next, _____

Photograph

Caption

Finally, _____

*The re-orientation brings
the story up-to-date and
considers any possible
future developments.*

School Name

Times

*Eye catching headline – may use alliteration,
word play or rhyme*

*The orientation of an article
should contain an outline of
what the story is, where and
when it happened and who it
happened to.*

Photograph

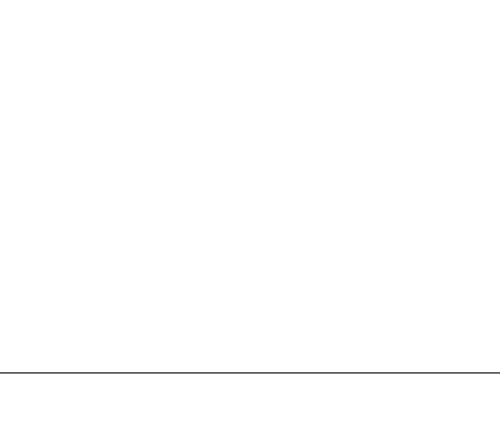
Caption

*The main body of the article
contains how and why the
story happened, it is written
in chronological order
and will contain quotes.*

*The re-orientation brings
the story up-to-date and
considers any possible
future developments.*

Times

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[illegible][illegible]

Starter Activity: Exploring an Historical Image



**What can you see in
the picture?**

**What do you think is
going on here?**

**What makes you
say that?**

Timeline Exploration

I have discovered on the timeline ...

This leads me to think / wonder ...

Now I would like to find out ...

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Migration Mind-Map