

belonging  
A CENTURY CELEBRATED

# SECONDARY SCHOOL

## Student activity sheet masters

The following activity sheets are intended to give students a focus during their visit to the exhibition. If you decide to use these activity sheets (or modifications), you may like to take this approach:

- Organise students into pairs, or small groups of no more than 4 or 5 children. You may wish to assign different roles to different students, ensuring the workload is spread evenly.
- Divide up the class, so that each group is looking at a different part of the exhibition.
- There are a number of distinct sections of the exhibition, each with its own theme. Each group of students should be given a maximum of 3 sections of the exhibition to complete.

This approach will help to circulate students throughout different parts of the exhibition, avoiding overcrowding at key points. It also encourages a team approach to the visit.

### How to divide up the worksheets

- 1 All students should receive the first 2 pages, which includes the instructions for their visit, and a map of the exhibition.
- 2 The 12 sections may be divided among students, so that each group receives a maximum of three sections to complete. Sections may be selected according to relevance to school programs and the interests and abilities of individual students.

belonging  
A CENTURY CELEBRATED

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# belonging

A CENTURY CELEBRATED

**YOUR NAME:**

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**NAME OF PARTNER/GROUP MEMBERS:**

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**Welcome to *Belonging*. We hope you enjoy your visit.**

## WHAT TO DO

- 1 Get together with your group.
- 2 Read the questions and activities on your worksheet, so that you know what to do.
- 3 Explore the exhibition, answering questions and completing the activities as you go.
- 4 Come together with the rest of your classmates and teacher once you have finished.

## SYMBOLS

You will see some symbols on your worksheet. Each one tells you what you need to do.



## Look

Read or find an exhibition panel, picture or display.



## Write

Write or draw something.



## Think

You'll need to think about this one! The answer is not in the exhibition. Talk to your partner or group to share ideas.

# Section 1

## INTRODUCTION



Belonging...

- 1 Explain what you understand this exhibition to be about:  
The *Belonging* exhibition is about...

.....

.....

.....

.....



- 2 What are some of the questions posed by this exhibition?

.....

.....

.....



- 3 Do you feel a sense of belonging in Australia? Why/Why not?  
Do you think it is important for people to feel that they belong? Why?

.....

.....

.....



- 4 Where have the items on display come from?

.....

.....



- 5 What role do these institutions play in preserving our heritage?

.....

.....

.....

# Section 2

## KNOWING THE COUNTRY

### Maps in the mind



Look at the maps in the exhibition. Find as many different kinds of maps as you can.



1 Choose 3 different kinds of maps and complete the table below:

Name/type of map	Description of map <i>(eg. What does the map look like and what information does it give?)</i>
1	..... .....
	..... .....
2	..... .....
	..... .....
3	..... .....
	..... .....



2 How does our understanding of a map of a place help us feel like we 'belong' to a place?

.....  
.....

### Naming the country



3 Using the information in the display, find the European and Aboriginal names for these places:

European name:	Aboriginal name:
Alice Springs	.....
Sydney	.....
Perth	.....
.....	Thagonna (Tas)
.....	Nulta Nulta (NSW)

# Section 3

## SPECIAL PLACES



Look at the pictures and displays and listen to the audio recordings about people's 'special places'.



1 From the photos and audio recordings, give an example of a special place for each category:

Where we grew up .....

Holiday places .....

Lost places .....

Sacred places .....

Final places .....



2 Why do you think people feel these places are special?  
What is it that these special places have in common?

.....

.....

.....

.....



3 How do special places create a sense of belonging?

.....

.....

.....

.....

# Section 4

## WE BELONG TO THE LAND



Look at the various images of Indigenous Australians in this display.



- 1 Choose one photo that you find interesting. What does this image convey about Indigenous people's special relationship with the land?

.....

.....

.....

.....



### Reassessing our history

- 2 Describe the La Grange memorial in Fremantle, Western Australia.

.....

.....

.....



- 3 Why was the La Grange monument regarded as 'offensive' by some people?

.....

.....

.....



### Belonging together – 'The Willows'

- 4 What is 'The Willows' and what impact does it have on the Aboriginal people who live there?

.....

.....



- 5 How does ownership of land for Indigenous Australians create a sense of belonging?

.....

# Section 5

## BUILDING THE NATION (Part A)

### Colonial divisions



1 Until 1901, Australia was made up of 6 separate COLONIES. These were:

- .....
- .....
- .....
- .....
- .....
- .....

### 'One people, one destiny'



2 How did Federation in 1901 change the status of the colonies?

.....

.....



3 How was Federation received? Were people positive about the change?

.....



Look at the photographs and other exhibits which show the celebrations of Federation in 1901.



4 Compare and contrast how people celebrated the events of Federation in 1901 with the Centenary of Federation in 2001. Complete the table below:

	Federation in 1901	Centenary of Federation in 2001
<b>Events</b> What official ceremonies were held?		
<b>Places</b> Where did the people celebrate or hold special events?		
<b>People</b> Who was involved in the celebrations and events?		

# BUILDING THE NATION (Part B)

## Symbols of unity

After Federation in 1901, the Government invited people to submit a design for an Australian flag. Nearly 33,000 entries were received and displayed in the Melbourne Exhibition Building.



1 Draw one of the flag designs in the space below.



2 Describe the similarities and differences between this design for the flag and the actual Australian flag.

**Similarities:**

.....

.....

**Differences:**

.....

.....



3 Why was the transcontinental railway seen as a symbol of Australian unity?

.....

.....



4 What do you think are symbols of Australian unity today?

.....

.....

# Section 6

## PLACE IN THE WORLD (Part A)

Australia has links with countries all over the world.



- 1 Find 4 regions or countries that Australia has links with. Write them down in the spaces below:

•	•
.....	.....
•	•
.....	.....



- 2 Draw lines to match the region or country with its links with Australia:

Region or country	Links with Australia
Great Britain	This region is our closest geographic neighbour.
America	Australia was a 'safe-haven' for refugees from this country.
Asia	Australia is part of the 'Commonwealth'.
Kosovo	During World War II, Australia formed an allegiance with this world power.



- 3 Where do you think Australia's 'place in the world' lies today? Why? Give reasons for your answer.

.....

.....

.....

.....

.....

.....

# Section 6

## PLACE IN THE WORLD (Part B)

### Belonging to the British Empire



Look at the poster in the exhibition called 'Come on boys, follow the flag', as shown here.



Like television and the internet, posters are used to communicate important messages to large groups of people. We can learn a lot by studying the images and symbols used in posters.



1 Describe the scene in the poster.

.....

.....

.....



2 What is the key message that this poster is trying to communicate?

.....

.....

.....



3 What does this tell us about Australia's relationship with other parts of the world?

.....

.....



4 Would this approach work today? Why/Why not? What additional means of communication could be used today to convey a similar message?

.....

.....

.....

# Section 7

## ARRIVALS



Look at the posters promoting Australia to migrants in the 1940s and 50s.



- 1 What were some of the good points about Australia that were promoted to prospective migrants in the 1940s and 50s?

.....

.....



- 2 Do you think these posters conveyed a realistic portrayal of life in Australia at the time? Why/Why not?

.....

.....

.....



### Fitting in

Look at the images of migrants in Australia in the section 'Fitting In'.



- 3 From the scenes in the photos, what helped give migrants a sense of belonging in Australia? What helped them 'fit in'?

- .....
- .....
- .....



- 4 Can you think of other ways of fitting into a new country?

.....

.....



### Becoming a citizen

- 5 Do you think that becoming a citizen of a country increases a migrant's sense of belonging? Give reasons for your answer.

.....

.....

# Section 8

## NOT WELCOME



Listen to the dictation test in the exhibition. The dictation test was used by the Australian government to decide which migrants would be allowed to stay in Australia.

1 Do the dictation test (or at least part of it!). Write down some of the words that you hear.

.....

.....

2 Would you have passed the test?     Yes             No

3 Why were migrants given the test if it was unfair?

.....

.....

4 How do you think most people would go in the test today? Why?

.....

.....



Look at the photographs and information about the dictation test. In 1909, Lorenzo de Gara from the Philippines passed the dictation test in Western Australia. The officials were ‘dismayed’ and so then asked him to paint in watercolours.



5 Why do you think the officials were ‘dismayed’?

.....

.....



6 What does the incident tell you about the attitudes towards migrants at the time?

.....

.....

# Section 9

## MAKING COMMUNITIES



Look at the wide range of photographs in the 'Making communities' section of the exhibition.



1 Choose 2 photographs from the display. Compare and contrast the people, places and events in each photo. How is a sense of community conveyed in each image?

a) .....

.....

.....

.....

.....

b) .....

.....

.....

.....

.....



2 Describe the common feature among these images of communities.

.....

.....



Look at the images of different communities in the exhibition.



3 Give some examples of gatherings, events or activities which reflect this sense of community.

Sport .....

Religion .....

The club .....

Disasters .....

# Section 10

## DRESSED TO BELONG



1 Make a list of three different kinds of uniforms you can see in the photographs.

a) .....

b) .....

c) .....



2 How does wearing a uniform help create a sense of belonging?

.....

.....



3 Do you wear a uniform at school, sport or other activities?  
Does wearing the uniform make you feel like you 'belong'?

.....

.....



### Dress Codes

4 How is a dress code different to a uniform?

.....

.....

5 Give two examples of dress codes you can see on display in the exhibition:

a) ..... b) .....



6 Does your 'group' or other groups at school have a dress code? Give examples.

.....

.....



7 The weather and the environment can influence what we wear.  
What or who else can influence our choice?

.....

.....

# Section 11

## AT WORK

### Belonging to the union



1 What is a trade union?

.....

.....



2 How do trade unions create a sense of 'belonging' in the workplace?

.....

.....

### Belonging in the workplace



3 How does our work help create a sense of 'identity'?

.....

.....



Look at the many different photographs of people at work.



4 Choose one photograph and complete the following:  
Describe the scene.

.....

Are they enjoying their work? Do you think there is a sense of 'belonging'? Why?

.....

### Out of work



5 How does unemployment create a feeling of 'not belonging'?

.....

# Section 12

## HOME (Part A)

### Dream homes



Look at the pictures of different types of Australian homes. In particular, look at the album which shows a range of 'dream' homes in the twentieth century. Choose one picture of an Australian home that you find interesting.



1 How has the Australian 'dream home' changed over the past century? What has influenced this change?

.....

.....

.....

.....

### Home ownership



2 In 1911  % of Australians owned or were purchasing their own homes.

In 1991, that figure had jumped to  %.



3 This level of home ownership is considered as (tick the correct box):

high     low     insignificant



4 How does owning your own home contribute to a sense of personal identity?

.....

.....

.....



5 Do you think that home ownership is a particularly Australian dream? Why/Why not?

.....

.....

# Section 12

## HOME (Part B)



### Home Sweet Home

- 1 What role does the family home play in creating a sense of belonging? How do special events or simple household activities help to make a 'house' a 'home'?

.....

.....

.....



### Backyards

Look at the changing images of Australian backyards projected through the 'window'.



- 2 Make a list of some of the activities you can see in these backyards.

• .....	• .....
• .....	• .....
• .....	• .....



- 3 Is there anything that these backyards have in common?

.....

.....



- 4 What do these images tell us about Australian lifestyles at home? Is there such a thing as 'the Australian way of life'?

.....

.....

.....



### Homelessness

- 5 Is being 'homeless' the same as 'not belonging'? Explain your answer.

.....

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# Section 12

## HOME (Part C)

In the interests of the child



Look at the comments and photos on display in the section 'In the interests of the child'.



- 1 Some Aboriginal and Torres Strait Islander (Indigenous) children were removed from their families because it was thought to be in their 'best interest'. What term is used today to describe Indigenous children taken from the families? Do you think this term is appropriate? Why/Why not?

.....

.....

.....



Look at the photographs of Indigenous children in their new 'homes'.



2. Describe the living conditions of these Indigenous children in their new 'homes'.

.....

.....



- 3 Do you think they feel like they belong? Why/Why not?

.....

.....



- 4 Put yourself in the place of one of the Indigenous children in the photos. Describe how you would feel in the same situation. You might like to think about these questions:

- What emotions are you feeling?
- Who and what are you missing?
- Do you feel like you belong?

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