

belonging

A CENTURY CELEBRATED



Cover: Griffith marsupial,
Frank and Pierina Bastianon
Gerrit Fokkema
1987
State Library of New South Wales

www.belonging.org

Acknowledgements

Belonging is a collaborative project of the State Library of NSW, StateLibrary of Victoria, National Archives of Australia and National Library of Australia.

The exhibition tells the story of a century of nationhood and invites us to think about what it means to 'belong' and 'not belong' in Australia since Federation in 1901.

This education pack is the result of wide consultation with educators and exhibition staff from each of the host venues for the exhibition and the Australian Museum.

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belonging
A CENTURY CELEBRATED

SECONDARY SCHOOL

“Our belonging place is where our spirit and ourself belongs. It has nothing to do with ownership, but rather is about a spiritual connection to place. It is the place that we long for when we are not there, or more tragically, when we do not know where we belong and where our belonging place is.”

An extract from *In the Best Interest of the Child? Stolen Children: Aboriginal Pain/White Shame*, by Link-Up (NSW) and Tikka Jan Wilson, Aboriginal History Monograph 4, published by Link-Up (NSW) Aboriginal Corporation, 1997.

Educational Resources

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1 INTRODUCTION

Belonging... A major event in the Centenary of Federation celebrations in Australia in 2001

Since Federation one hundred years ago, people have felt that they belonged or did not belong in Australia in startlingly different ways. Sometimes connections are with other people, or sometimes a particular place has made people feel at home.

Belonging asks the question: How do you belong in this country?

What experiences evoke life in Australia for you? The smell of the bush or your favourite cafe? The sound of the city streets or the place where you work? The sight of the stars in our sky or the beach where you go for holidays?

For some people there is no belonging here, no sense of home or connection, and there never has been.

A sense of belonging is what ties us together or tears us apart.

This exhibition explores some of the ways that people have experienced belonging in Australia in the twentieth century and concludes by asking students to think about what sort of nation they would like to belong to.

Developed by a consortium of the NAA, NLA, SLNSW and SLV, the **Belonging** exhibition is a major event in Australia's Centenary of Federation celebrations in 2001.

Objectives

The objectives of **Belonging** are to:

- celebrate the Centenary of Federation through an exploration of the concept of belonging;
- explore this concept by means of material drawn from the four participating institutions;
- challenge students to question their assumptions about who has belonged and now belongs in Australia;
- allow students to 'find themselves' in the exhibition, and to explore how they 'belong' in Australia.

How to use these resources

This Education Pack will assist teachers prepare students for a visit to the exhibition. It includes:

- tips on how to prepare students for a visit,
- a series of black-line worksheet masters for use during a visit to the exhibition,
- a range of post-visit activity ideas which will assist in linking the exhibition with your programs at school,
- a list of references and further resources, including websites and other related education kits.

2 CURRICULUM LINKS

Stages and Levels

Middle Secondary School

This educational material has been developed with a focus on the middle secondary levels of school curriculum: Years 9–10 HSIE/SOSE (or relevant Stage/Level depending on the state or territory). There are also significant links with Civics and Citizenship education which is integrated throughout the HSIE/SOSE curriculum.

Senior Secondary School

Belonging also has a range of links with aspects of senior secondary curriculum. Teachers of senior students may wish to adapt the activities and questions provided in this pack to suit the needs of their students.

Other secondary school subjects/levels

Teachers of other subject areas and levels are encouraged to adapt the material to suit the individual needs of students if required. In particular, teachers of Years 7–8 (or level/stage equivalent) and subjects such as Art, English, Media Studies, and Personal Development, will find links with the objects, themes and issues featured in the exhibition.

Key Learning Areas and subjects

SECONDARY SCHOOL—CURRICULUM LINKS

State	Key Learning Area links
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NSW	
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SENIOR SECONDARY:

Modern History—Stage 6

National Studies

Principal focus: significant events, people, groups, ideas and forces for change and continuity in the history of one country (eg Australia) during a significant period of its twentieth century national history.

Community and Family Studies—Stage 6

Individuals and Groups; Families and Communities; Groups in Context; Family and Societal Interactions; Individuals and Work

Life Skills—Special Program of Study—Stage 6

Citizenship and Society Life Skills

MIDDLE SECONDARY:

History—Stage 5

History (Mandatory)

Principal focus: The study of Australian history, incorporating aspects of civics and citizenship, from 1901 to the present. All students must complete a site study.

Content: Australia's relationship with the rest of the world; developments in Australia's political, social and cultural history; the changing nature of Aboriginal and non-Aboriginal relations; and, changes in the rights and freedoms of various gender, cultural, social and economic groups.

Geography—Stage 5

Investigating Australia's Identity

Principal focus: To describe the location, size and other unique characteristics of Australia that influence Australia's identity at local, national and global scales.

Content: Australia's communities and the factors that contribute to a sense of identity.

Citizenship Education Framework

Civics and Citizenship is not a separate entity. It flows from the study of key features of Australia's physical and human geography, and the study of Australia's political, social and cultural history. It is integrated in the History and Geography syllabuses in the HSIE key learning area to ensure that all students develop the knowledge, understanding, skills, values and attitudes necessary for personal competence and responsible participation in Australian society.

STUDIES OF SOCIETY AND ENVIRONMENT Upper Primary Band 4–7**High School Band 7–10**

Examples of content:

- people, events and issues that have contributed to the Australian identity
- changes in paid and unpaid work, family life, leisure
- role of media in reinforcing or changing images or stereotypes
- effects of occupation and dispossession of land
- democratic processes and active citizenship
- impact and contribution of immigration to Australia’s workforce
- Australia’s ties with other parts of the world

Post-compulsory Band 11–12

History, Geography, Political Studies, Aboriginal and Torres Strait Islander Studies

Examples of content:

- war, migration, nationalism
- multiple influences on identity eg. nationality, religion, racial and ethnic heritage
- role of language and symbols and media
- Aboriginal and Torres Strait Islander societies and the effects of loss of cultural traditions and links with the land

Related ‘across curriculum perspectives’

- Australian education
- Multicultural education
- Aboriginal and Torres Strait Islander education

SENIOR SECONDARY:**History**

Unit 1: Twentieth Century Studies (1900–1945)

Unit 2: Twentieth Century Studies (since 1945)

Political Studies

Unit 3: The Australian Political System

Unit 4: The Australian Political System

MIDDLE SECONDARY:**Studies of Society and Environment (SOSE)****Level 6: History**

- The movement of Aboriginal and Torres Strait Islander communities towards self-determination. European colonisation of Australia and the evolution of colonies to nation.
- Change and continuity in Australia in the twentieth century, including post-war migration and the growth of a multi-cultural society.
- Change and continuity in the twentieth century through a study of political, social, economic and technological changes.

Level 6: Geography

- The changing patterns and dynamics of populations.
- People and environment.

Level 6: Economy and Society

- The importance of the international context for the development and sustainability of the Australian economy.
- The democratic processes that facilitate changes to law, and how changes to the law affect individuals, groups and community institutions.
- The relationship between education, training and work options.

Civics and Citizenship education

The Curriculum and Standards Framework aims to help students to become active and informed citizens. This requires them to develop understanding about key elements of Australia’s legal, economic and political systems. It requires an understanding of the history of the country and its people. It requires an understanding of the values that the community shares and an awareness of the rights and responsibilities of citizens. Much of the underlying knowledge of civics and citizenship is found in the SOSE key learning area. Opportunities to explore elements of the attitudes and values associated with developing active citizenship occur across key learning areas.

SENIOR SECONDARY:**A Short Course in the Australian Constitution**

Studies the Australian Constitution and system of government. (Designed to coincide with the Centenary of Federation in 2001.)

Social and Community Studies

Participating in communities: local, state, national and global.

Modern History

- Nationalism and internationalism
- Historical background to contemporary society

MIDDLE SECONDARY:

Studies of Society and Environment

Level 4–6: Time, continuity and change

- People and contributions
- Heritage

Level 4–6: Place and space

- Human–environment relationships
- Stewardship
- Spatial patterns
- Significance of place

Level 4–6: Culture and identity

- Cultural diversity
- Cultural perceptions
- Belonging
- Cultural change
- Construction of identities

Level 4–6: Systems, resources and power

- Participation and decision-making
- Citizenship and government
- Access to power

Optional Years 9–10 Civics

- The creation of a sense of belonging between students and a number of groups and institutions in their lives, now and in the future.
- The creation of the sense of how to live together.

Optional Years 9–10 Geography and 9–10 History

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STUDIES OF SOCIETY AND ENVIRONMENT

Relevant Strands

- Time, Continuity and Change
- Place and Space
- Culture
- Systems

Organisers

- Aboriginal and Torres Strait Islanders: Aboriginal view of the land and sea; Indigenous sense of identity.
- Civics and Citizenship: significant events; democratic principles; ownership of land; Australian identity; community; civic, social and economic systems.

Civics and Citizenship education

Civics and Citizenship education is integrated throughout the HSIE/ SOSE curriculum at various levels. The key Civics and Citizenship concepts related to this exhibition include:

Australian Identities

- Identity—self, family, community
- Significant Australians, national symbols, celebrations, popular images
- Conventions: religious, linguistic, cultural
- Cultural identities
- Cultural diversity
- National heritage: natural and built environments
- Population composition and changes
- Work
- Citizenship
- Global citizenship

Rights and Responsibilities

- Rights: human, civil and legal rights
- Freedom of speech and action
- Responsibilities: human, civic, legal, economic, environmental
- Ethics
- Equality
- Prior occupation

Decision-making and Democratic Processes

- Rules and laws
- The importation of European law
- Law courts: local, state, federal, international
- Justice
- Law enforcement
- Changes to rules and laws: lobby groups, popular protests, referenda
- Conflict
- Democracy: elections, mandates
- Government: types, democratic and non-democratic
- Federation, the Constitution of the Commonwealth of Australia
- Government functions
- Politics

3 BELONGING... THE EXHIBITION

What does it mean to belong?

People have felt that they belonged or did not belong in Australia since Federation in startlingly different ways. Sometimes it was other people they felt connected to, sometimes a particular place made them feel at home.

Belonging is about how we define ourselves and situate ourselves in space and time. It is about how we relate to others, how we perceive others, include or exclude them, identify them as one of ‘them’ or ‘us’. Belonging is the powerful, deep-felt sense of ‘this is my country’ or ‘this is who I am’, or ‘this is my people’. Belonging is about a spiritual home or state of mind.

Key questions

Belonging invites you to consider, ‘Where do I belong?’ The exhibition asks a range of questions about belonging:

- What does it mean to belong in Australia?
- What does it mean to belong to Australia?
- Who belongs? And who does not?
- In what ways do Australians define, sense or feel belonging?
- Have notions of belonging changed over time?
- What does belonging mean to me?
- What are the different ways in which people express belonging?

Themes

Place

An affinity with a place is central to most people’s sense of belonging. This includes a sense of nostalgia for a childhood home, a holiday place, the place where loved ones are buried or where sacred ceremonies are held. For Indigenous people, attachment to the land is fundamental to a sense of belonging. People can feel an emotional attachment to a region, a state, or the whole country.

‘Knowing the country’ comes from experiencing it physically, by drawing ‘mental maps’ of particular areas, and giving it names. ‘Special places’ extends this idea into particular ways of belonging to a place that relates to specific memories and emotions—childhood, holidays, lost places, sacred places and

final places.

‘We belong to the land’ explores the distinctive nature of Indigenous people’s relationship to the land. ‘Building a nation’ tells the story of Federation and the development of the nation. ‘Place in the world’ shows how Australians have viewed their country in relation to the rest of the world—as a part of the British Empire, an ally of the United States, or as a participant in global responsibilities.

People

People are as critical as place to a sense of belonging. The groups to which we belong or from which we are excluded often determine how we see ourselves in relation to the rest of society. ‘Arrivals’ illustrates the experience of arriving in Australia, trying to fit into a different environment, and making the commitment of becoming a citizen. ‘Not welcome’ outlines the stories of individuals and groups regarded as ‘not belonging’ in Australia, often for racial or political reasons.

Many people gain a strong sense of belonging by being part of a community, ‘Making communities’ also includes special communities such as those created by people from a particular homeland, religious faith, or sexuality. Many people experience a special kind of belonging associated with playing on a sporting team. ‘Dressed to belong’ shows how the way people dress can say much about where they feel that they belong. The wearing of a uniform can enforce belonging. The clothes worn by members of organisations such as armies, schools, sporting teams, Masonic lodges, and the kinds of dress considered appropriate for particular occasions, mean that anyone not dressed in a certain way appears not to belong. Informal dress codes also operate among different groups in society. The expectations of society that people should conform to a desired physical shape can prompt some individuals to take drastic measures to make sure that their shape ‘belongs’.

‘At work’ looks at the idea that where we work is integral to our sense of belonging—and that being unemployed can force people to not belong. ‘Home’ teases out the ways in which our homes create our individual sense of belonging—the houses we dream of, build or buy, decorate, and live in with our families. Lack of a home can destroy or deny a sense of belonging: the experience of homelessness and the fate of the Indigenous stolen generations remind us that for some people ‘home’ can be a painful concept.

Sections, themes, exhibits and experiences

Section & theme	Key exhibits & experiences
1 Introduction Where do I belong?	<ul style="list-style-type: none"> • The exhibition begins with the key question ‘Where do I belong?’ and encourages students to consider their place in their family, community and nation.
2 Knowing the country The many ways in which we know the country, so that we feel we belong here. <ul style="list-style-type: none"> • experiencing the country • maps in the mind • naming the country 	<ul style="list-style-type: none"> • <i>My Place</i>, Clifton Hill, 1987 (Donna Rawlins) • Canberra 1912 (W. Lister Lister) • ‘This place already has a name’ contrasting Aboriginal/ European names using a lenticular lens • ‘Come again?’ Town name pronunciation audio game • Audio recording of Dorothea Mackellar reading her poem ‘My Country’
3 Special places Remembering or thinking about our special places can create a sense of belonging. <ul style="list-style-type: none"> • where we grew up • holiday places • lost places • sacred places • final places 	<ul style="list-style-type: none"> • Audio of writers talking about where they grew up • Holiday postcard album • Beach at Williamstown, 1912 • Beach Snapshot, 1938 (Olive Cotton)
4 We belong to the land The special ways in which Indigenous people belong in Australia. <ul style="list-style-type: none"> • maintaining links to country • family country • reassessing our history • shared memories 	<ul style="list-style-type: none"> • La Grange memorial • Ricky Maynard is photos of urban Aboriginal life in Fitzroy and rural areas • Audio of ‘Shared memories’ from Newcastle
5 Building a nation From colonies to states through Federation, and the celebration of state identities. <ul style="list-style-type: none"> • Colonial divisions • ‘One people, one destiny’ • Symbols of unity • Parliament in the national capital • Belonging to a state • Opting out of the nation 	<ul style="list-style-type: none"> • 1938 Sesquicentenary poster • One Destiny CD-ROM • Parliament House opening illuminated address 1927 • Jessie Clarke in Victorian Centenary ballgown, 1934

Sections, themes, exhibits and experiences

Section & theme	Key exhibits & experiences
<p>6 Place in the world</p> <p>Other parts of the world to which Australians consider they belong or have belonged—the British Empire and Commonwealth, as an ally of the United States, or the various homelands from which many have come.</p> <ul style="list-style-type: none"> • belonging to the Empire • looking to America • belonging to the region • international responsibilities 	<ul style="list-style-type: none"> • State Library of Victoria, draped in black and purple, on the day of the funeral of Queen Victoria, 1901 (Beaumont) • ‘Come on boys—follow the flag!’, poster, 1916 (Hackett and Northfield) • John Curtin’s cable to US President Roosevelt
<p>7 Arrivals</p> <p>The experience of arriving and settling in Australia proved to be a difficult experience for some people.</p> <ul style="list-style-type: none"> • expectations • arriving • Australians returning home • fitting in • becoming citizens 	<ul style="list-style-type: none"> • Government poster for display at immigration centres overseas, c.1949 • Various photos of migrants arriving in Australia
<p>8 Not welcome</p> <p>The experiences of a number of individuals and groups considered as not belonging in Australia, often for racial and political reasons.</p> <ul style="list-style-type: none"> • ‘Australia for the white man’ • the dictation test • internees • ‘un-Australian’ • ‘Who’s not welcome now?’ 	<ul style="list-style-type: none"> • White Australia game, 1914 (Francis James Shaw) • An audio of the original dictation test passages used to test migrants in 1927—Would you have passed the test? • Coat hanger made in an internment camp at Hay, NSW (Hans Lindau)
<p>9 Making communities</p> <p>Communities are created around a sense of belonging. They come together because people live in a particular place, help one another, have common interests, or unite to respond to crises. The feelings of belonging can also be inspired by being part of a team or by being a supporter of a team.</p> <ul style="list-style-type: none"> • town and neighbourhood communities • communities of faith • communities of origin • at the club • gay and lesbian communities • pitching in • team spirit 	<ul style="list-style-type: none"> • Bar, Betoota Races, Qld 1961 (David Moore) • The knit-off, Moree Show, NSW, 1987 (John Williams) • Welcoming Pope John Paul II, Randwick Racecourse, NSW, 1996 (Ben Apfelbaum)

Sections, themes, exhibits and experiences

Section & theme	Key exhibits & experiences
<p>10 Dressed to belong</p> <p>There are many ways people are taught to belong in our society—from schools through to role models. What people wear can also mark them out as belonging to a particular group.</p> <ul style="list-style-type: none"> • uniforms—belonging made visible • at the races • dress codes • meeting expectations 	<ul style="list-style-type: none"> • ‘Beautifully slim ... at last’, poster, 1992 (Carol Porter) • The Members Enclosure, Melbourne Cup, 1965 • The Homeboys, Campbelltown, NSW, 1990 (Brendan Esposito)
<p>11 At work</p> <p>Our work is integral to our sense of belonging. It can inspire feelings of solidarity or can be alienating and create a sense of not belonging.</p> <ul style="list-style-type: none"> • belonging to the union • belonging in the workplace • women and work • workless 	<ul style="list-style-type: none"> • Union banner of the Federated Society of Boilermakers, Iron and Steel Ship Builders of Australia, late 1880s (Althouse and Geiger) • Maritime Union of Australia waterfront dispute, April 1998. Crowd rejoicing as the outcome of the appeal is announced, 1998 (Francis Reiss)
<p>12 Home</p> <p>How home and family create our individual sense of belonging.</p> <ul style="list-style-type: none"> • dream homes • house proud • home sweet home • backyards • homeless • in the interests of the child 	<ul style="list-style-type: none"> • ‘Window’with back-projected slowly-changing video images of backyards • William Roberts, an original Anzac, and his family evicted from their Redfern home into the street during the Depression, 1934 (Lethington Maitland) • Daisy Corunna’s Story (Sally Morgan)

4 BEFORE YOUR VISIT

In the week leading up to the excursion, it is recommended that students be involved in some introductory activities to prepare them for the visit. There are also some logistical arrangements which need to be made beforehand.

1 Organise students into small groups

Before arriving at the venue, it is important to organise students into either pairs or small groups (eg no more than five students). This encourages a team approach during the excursion and helps to spread students around the exhibition sections, allowing for better access to displays. The team approach also helps to cover a wider range of themes than could be reasonably covered by one single student.

2 Copy student activity sheet masters

A range of student activity sheet masters have been provided at the back of these notes. The purpose of these activity sheets is to focus student attention on the displays and experiences in the exhibition, and to encourage students to think deeper about the themes and issues raised.

The activity sheets may be modified to suit the needs of individual students and classes.

3 Plan supervision of students

Since the exhibition is a self-guided experience, it is important to provide at least one adult per 20 students (preferably more). We encourage you to invite parents on the excursion to provide additional supervision during the visit.

4 Engage students in some pre-visit activities

The pre-visit activities are recommended as a way to prepare students for themes and experiences of *Belonging*. The first activity is a brainstorming exercise, where small groups of students discuss what belonging means to them. The second activity will familiarise students with a range of new terms used in the exhibition. The third pre-visit activity engages students in a study of images (or documents) to encourage critical thinking and analysis of messages. (See following pages for more details.)

5 Allocate exhibition sections to students

Black line masters for student activity sheets are provided at the back of this pack. Each theme in the exhibition has been divided up, with corresponding

student activity sheets for each section. (Some longer sections have been further divided into Parts A and B.) It is recommended that students work in small groups of up to five to complete the activities. Each group should focus on around three different sections (about three pages). Students may be offered a choice of which themes interest them, or teachers may allocate sections as appropriate. Please photocopy sheets for all students beforehand.

Pre-visit activities

1 What does 'belonging' mean to you?

A class brainstorming activity on the meaning of the word 'belonging' is an ideal way to start preparations for this excursion. The class could work towards creating their own definitions of the word 'belonging', based on the class discussions, and then compare it to the exhibition's portrayal of 'belonging'.

Brainstorming prompts could include:

- What does belonging mean to you?
- Which places do you belong to, if any?
- Which people do you belong to, if any?
- How do you know if you belong, or don't belong?

2 What word or phrase is that?

Familiarise students with the definition of terms featured in, and associated with, the exhibition.

archives: documents, photographs and other records that are kept because of their continuing value; a place where archives are kept and made available for use by the public

artifact/artifact: an object produced, shaped or used by humans

a sense of belonging: to have an affinity with a place or people, a close bond or relationship

belong: to have a proper or fitting place; to have ownership or an affinity with a place or people

centenary: a period of one hundred years

Centenary of Federation: one hundred years since Australia's Federation in 1901

citizenship: in a legal sense, the rights and responsibilities granted to people in recognition of their attachment to a particular country; also refers to the active participation of people in their community

civic: relating to town/ community or to citizenship

collection: a group of objects, documents, photographs etc gathered or displayed together

context: circumstances, issues or facts that surround and help to explain a particular image or object

democracy: a system of government where a nation's people participate in the decision-making process; the principles of equality of opportunity and equal rights

federation: the act of unifying or forming a union of states with a central authority over common affairs, with the states retaining control over their own internal affairs

Federation of Australia: the act of unifying the separate colonies into a single nation known as the Commonwealth of Australia

heritage: something handed down from one's ancestors or the past; a characteristic, a culture, a tradition; natural or cultural heritage

library: a place where books, periodicals, etc are kept and made available for use by people; a collection of books and other documents

museum: a place which conserves and exhibits scientific, historical, artistic or culturally significant objects; displays and interprets objects in a way that is interesting and informative for members of the community

popular culture: aspects of the lifestyle of a group of people eg sport, film, magazines, posters, fashion

3 Images Under The Microscope

The *Belonging* exhibition features a number of photographs, posters and documents which record aspects of our history and culture.

A study of images and documents carried out at school will familiarise students with the process of critical thinking to reveal the context, key messages or story to be conveyed.

Choose from the images featured in the exhibition, or select your own images that may be of interest to students (eg a school photo or school report card).

Discussion questions

Look at the image and discuss the following questions in small groups. Then come together as a class group to share ideas.

Subject: Who or what is the subject of the image?

Location: What is the location of the image?

Date/period: When was the photo taken?/What period does the image belong to?

Physical description: Is it a photograph/poster/coloured/black and white?

Description: What is happening in the image? What are the people wearing? What are they doing?

Message: What message do you get from this image? What story is being told?



Hackett and Northfield 'Come On Boys – Follow The Flag' 1916, coloured poster, National Library of Australia.



Olive Cotton 'Beach Snapshot' 1938, B&W photograph, National Library of Australia.



Brendan Esposito 'The Homeboys', Campbelltown, NSW, 1990, B&W photograph, State Library of NSW.

5 AT THE EXHIBITION

The visit will take approximately one hour. Teachers should remain with their group throughout the visit. Your students' behaviour is your responsibility.

Upon arrival at the venue

A visit to *Belonging* is a self-guided experience for student groups and requires teachers to provide all supervision and direction during the visit. It is recommended that students form either two lines or an orderly group when entering the venue. There may be other groups and members of the public visiting at the same time.

Bag storage

At most venues, students will NOT be able to carry bags or backpacks in the exhibition. Please check with the appropriate venue about bag storage at the time of booking.

At the entrance to the exhibition

Please provide a short introduction or orientation to the exhibition at this stage. It is recommended that you focus students' attention on:

- Preferred behaviour at the exhibition and why (please walk at all times; talking is OK, but do it quietly; touch only exhibits intended for 'hands-on' use; avoid over-crowding exhibits; be courteous and respect the needs of other people in the exhibition.)
- Relevant sections of exhibition for each sub-group
- Use of activity sheets during the visit
- Timeframe (about one hour) and meeting place at the end of the visit

Visiting displays

There is no fixed route through the exhibition. It is recommended that students divide up and focus on the particular sections of their activity sheets. Teachers should move from group to group, providing guidance where required. Once each theme has been covered, students may freely explore other areas of the exhibition at their leisure. Teachers should ensure that students disperse through the exhibition, with a maximum of five students at any one display. It may be possible to complete some questions *away from the actual displays*. In the case where a small group discussion is required, moving away from displays is preferable. Where possible, please direct students to general spaces to complete questions so that other students and members of the public can explore the displays.

Student Activity Sheets

A range of student activity sheets have been provided at the back of these notes. The purpose of these activity sheets is to focus student attention on the displays and experiences in the exhibition, and to encourage students to think more deeply about the themes and issues raised. The activity sheets may be modified to suit the needs of individual students and classes.

It is suggested that the class be divided into small groups of up to five students each. Each group works on a set of activity sheets together, sharing ideas and collaborating on responses.

Please photocopy these sheets and distribute among students before beginning the excursion.

6 AFTER YOUR VISIT

When you return to school, we suggest that students come together as a class group to share and discuss the experience of the exhibition visit.

Ask each group to report back to the class on their focus areas. This could take the form of a short oral presentation, a poster or one page excursion report. In this way, all the exhibition themes can be shared among the group.

The following activities are intended as ideas for teachers in planning post-excursion activities. All activities should be modified to suit the individual needs of your students.

1 Where do I belong?

The following questions are posed at the end of *Belonging*. After visiting the exhibition, the class will be in a better position to discuss some of these questions and think more deeply about their sense of belonging in Australia in the present day. This could also be carried out as a debate or panel-style discussion, with student panelists and questions from a student audience.

- Who are my people?
- Where is my place?
- How do people create a sense of belonging? Is it important?
- What sort of country do I want to belong to?
- What ties us together as Australians? What tears us apart?

2 This Fabulous Century

Carry out a library and internet research into the key events of Australia's history in the last 100 years, from Federation in 1901 to the present day. Create a timeline of key events that have shaped our nation. These could be from politics, sport, science and technology, the arts, or our environment. The class could divide this activity up so that small groups/pairs of students investigate one specific decade in detail. Once complete, the class can bring together their timelines and pin the sections around the perimeter of the classroom.

3 Oral History

Talk to your mother/father and grandparents, other relatives or older family friends. Create an oral history of their experiences growing up as a child. How does it compare to your experience of growing up?

4 Maps In The Mind

In 1987 writer Nadia Wheatley and illustrator Donna Rawlins created a children's book called *My Place*, which tells the story of a Sydney house and neighbourhood over 200 years. Donna Rawlins also drew a 'mental map' of her own neighbourhood in Clifton Hill, Victoria, which is now on display in the exhibition.

Using the book *My Place* as inspiration, draw a map of 'your place'. Include the following in your map: the place where you live (house/flat); your neighbours; roads; other nearby buildings; the activities of the street (eg kids playing, cars, bikes, people walking their dogs etc). Include on your 'map' any special written comments you would like to make about the features of your map and the activities depicted.



Women canning fish, Tasmania, 1948. National Archives of Australia

5 Australia's Neighbours

Australia's relationship with the rest of the world has changed over time. The shift in emphasis away from Britain, and a focus on relations with the Asia-Pacific region, have been significant change in the previous century.

Research Australia's relations with one of its Asia-Pacific neighbours. Include the following information: name and location of country, nature of relationship, issues of concern, trade and economics, cultural and/or sporting links, and tourism.

6 'To be or not to be'

Carry out a class debate on one of the following topics:

"Without citizenship, migrants can never really 'belong' to a country." OR

"All people should formally become citizens of a country, not just residents."

Research can be assisted by a visit to:

www.immi.gov.au/citizen/index.html

7 A Hard Day At The Office

Imagine that you have been transported back to the time and place shown in one of the photographs, just exactly as you are now. It is your first day on the job and you don't know anyone.

Write a short letter to one of your friends or family, telling them about your experiences on the first day. What did you do? Who did you meet? Did you feel like you 'fitted in'? Did you feel like you belonged there?

- What things made you feel like you belonged?
- How could you better 'fit in' at that workplace?



ICI House, East Melbourne, Telephone switchboard, 1958. Wolfgang Sievers. National Library of Australia

8 Working Man's Paradise?

Essay/extended response question:

Look at the poster 'Land of Opportunity'.

Was Australia really a working man's paradise?

Support your answer with research into the social and economic issues surrounding employment and work during the postwar years.

What about the role of women? Given that few married women worked outside the home during the 1950s, it is particularly interesting to consider their experiences as a comparison.



Government poster for display at immigration centres overseas c. 1949. National Archives of Australia.

9 A Nation Divided

What are the six states and two territories that make up Australia? Label these on a map of Australia.

You have often heard the term 'national identity' used to describe our unique Australian way of life. What about 'state identity'? Do you think that individual states in Australia have their own identity? Think about each individual state and territory in Australia. What images and thoughts come to mind?

Write a one-paragraph description that sums up each state's (or territory's) identity. You might like to consider the influence of politics, sport, cultural events, or the natural environment.

10 Celebration of a Nation

Special events and milestones in our nation's history are marked by celebrations, both official ceremonies and informal gatherings of the Australian public. The celebrations and ceremonies to accompany Federation in 1901 were widespread.

Compile an album to record how we celebrated the events of the Centenary of Federation in 2001. In your album, you may include newspaper cuttings, your own personal comments and opinions, memorabilia, photos and other related materials. Include:

- Where the celebrations were located.
- What activities took place.
- Who attended the celebrations.
- What they wore.

11 Curate a mini-exhibition about your school

A curator develops an exhibition and selects the objects, images, documents etc to be displayed and interpreted. An exhibition is a series of displays which bring together objects, images and ideas about a particular theme. These displays often contain images, real objects and specimens, models, information and labels, computer interactives and other hands-on exhibits. An exhibition should tell a story or communicate a series of ideas about a subject, and most importantly, should be enjoyable to visit.

Create a mini-exhibition to showcase what it means to 'belong' to your school. You will need to brainstorm as a class, or in small groups coming together as a large group.

What items could you gather for display that would collectively tell the story of your school? eg school and class photos; items of the school uniform; how the uniform has changed over time; school badges and trophies; famous ex-students; notable sporting and academic achievements; special places in the playground; a map of your school's layout; long-serving teachers; and profiles of 'unsung heroes' such as the canteen workers, school grounds assistants, and office administrators.

12 Be a photographer for a week

Photographs are an important way of recording aspects of our culture and society. These images will provide future generations with an insight into the lifestyle, people and places of the past. Together, a series of images can tell a story and convey a whole set of feelings, emotions and experiences to the viewer.

Take a series of photographs of people, places and

situations at school. You may like to record images of yourself and your friends, in the classroom or even on the way to and from school. Think about the special places in your school, the people who work at school, and the events and activities which make your school the place it is today. What message would you like to be communicated through these images? What story would you like to tell about your school?

Display these photos at a school open day or in your school entrance foyer.

Choose one photograph that you like best and write a short paragraph about what this image says about your school.

7 RESOURCES & REFERENCES

Books/Publications

Arnold, John, Spearritt, Peter and Walker, David (1993) *Out of Empire: The British Dominion of Australia*, Open University, Reed Books.

Clark, Manning *A Short History of Australia* (Various editions and publishers—readily available.)

Cooke, Kaz (1994) *Real Gorgeous: The Truth About Body and Beauty*, Allen & Unwin.

Dermody, Kathleen (1997) *A Nation at Last*, Australian Government Publishing Service.

Foster, S.G., Marsden, S., and Russell, R. (1998) *Federation: The Guide to Records*, Australian Archives, Canberra.

Fox, Charles and Lake, Marilyn (1990) *Australians at Work: Commentaries and Sources*, McPhee Gribble.

Kisch, Egon (1936) *Australian Landfall*, Secker and Warburg.

McDonald, Rowena (1993) *Between Two Worlds: The Commonwealth Government and the Removal of Aboriginal Children of Part-Descent in the Northern Territory*, Australian Archives and IAD Press.

McQueen, Humphrey (1998) *Suspect History*, Wakefield Press.

Modjeska, Drusilla (ed.) (1989) *Inner Cities: Australian Women's Memories of Place*, Penguin.

Morgan, Sally (1987) *My Place*, Fremantle Arts Centre Press.

Read, Peter (1989) *Returning to Nothing: the Meaning of Lost Places*, Cambridge University Press.

Read, Peter (2000) *Belonging: Australians, Place and Aboriginal Ownership*, Cambridge University Press.

Russell, Roslyn and Chubb, Phillip (1998) *One Destiny, the Federation Story: How Australia Became a Nation*, Penguin Books.

Wheatley, Nadia and Rawlins, Donna (1987) *My Place*, CollinsDove.

Education Kits and CDs

One Destiny—the Federation Story, CD-ROM by Global Vision Productions, Australian Heritage Projects, Australian Archives.

(This CD-ROM gives comprehensive coverage of the Federation story and has games and documentation that support several of the themes in **Belonging**.)

Discovering Democracy materials, including the CD-ROM, *Stories of Democracy*, Global Vision Productions, Australian Heritage Projects, Australian Archives.

(The *Stories of Democracy* CD-ROM is designed for middle primary to middle secondary levels, and contains Australian and international material covering such issues as living in communities and citizenship. It contains games and documentation that support several of the themes in **Belonging**.)

1901: Federation and All That, National Archives of Australia. (An education kit produced in 2000 by the National Archives of Australia. Includes a decision-making game. Suitable for upper primary to middle secondary school years.)

Convict Fleet to Dragon Boat CD-ROM.

(This is part of the *Oz on CD* program and focuses on the theme of immigration.)

Host institutions

National Archives of Australia

www.naa.gov.au

National Library of Australia

www.nla.gov.au

State Library of NSW

www.slsw.gov.au

State Library of Victoria

www.slv.vic.gov.au

Websites

Exhibition website

Belonging exhibition website

www.belonging.org

This website features highlights from the exhibition, key quotes and excerpts of text. These education notes are available from the website in PDF format.

Democracy/Centenary of Federation websites

Discovering Democracy

www.curriculum.edu.au/democracy/

Documenting a Democracy

www.foundingdocs.gov.au

Centenary of Federation website

www.centenary.gov.au

Constitutional Centenary Foundation

www.centenary.org.au

Other related websites

State Library of Victoria multimedia catalogue

www.slv.vic.gov.au/slv/mmcatalogue

State Library of NSW Picman

www.slsw.gov.au/picman

National Library of Australia Images1

www.nla.gov.au/images1

National Archives of Australia PhotoSearch

www.naa.gov.au/The_Collection/photosearch

PictureAustralia

www.pictureaustralia.org

Department of Immigration and Multicultural Affairs

www.immi.gov.au/

Department of Immigration and Multicultural Affairs Schools Citizenship Kit

www.immi.gov.au/citizen/index.html

Australia Street Archive

www.australiast.uts.edu.au

Making Multimedia History

www.mmhistory.org.uk/

Making Multimedia History Links page

www.mmhistory.org.uk/main/links.html#oral