

Museum-based activities

The Museum provides a *Student Pathway* (pages 14-18) that teachers can download for students to use on the excursion. The document provides a general introduction to the main themes, exhibitions and spaces of the Museum.

This Pathway can be modified to suit your classroom program and compliment the Pre-visit activities provided. Teachers are encouraged to visit the Immigration Museum prior to the excursion so as to become familiar with the galleries and test the appropriateness of the Pathway for their students. Free entry to Museum Victoria venues, including the Immigration Museum, is available for registered teachers –additional benefits available by subscription to MVteachers, see:

<http://museumvictoria.com.au/education>

Post-visit activities

Reviewing the Student Pathway

The following information will assist teachers and students to review their responses to activities in the Student Pathway.

Ground Floor and Tribute Garden

- Q. 1** Possible responses include: administering the White Australia Policy and Dictation Test; processing and overseeing the arrival and departure of immigrants; assessing and enforcing the payment of duties and taxes; inspecting and storing cargo; testing the quality and legality of cargo; censorship of 'objectionable' material; laboratory; seamen's' shelter; site for other government agencies like Port Authority and State Electricity Commission.
- Q. 2** Modern Australian society is culturally diverse, composed of immigrants from many countries
- Q. 3** The evidence suggests that with 53 language and dialect groups amongst the Indigenous peoples living in the area we now know as Victoria, a rich cultural diversity already existed before the arrival of Europeans.

Leaving home

- Q. 4** Possible responses include: fear; trepidation; hope; excitement; sadness; loss; freedom; release; ambivalence; uncertainty; joy; adventure
- Q. 5.** The Museum's intention in this room is to create an immersive experience where the sounds and images 'wash' over the visitor to create an emotive and personal response. Discussion on how this all works (or doesn't) should draw on the students' responses to help deconstruct the Leaving Home gallery.
- Q. 6. Responses could include: memories; cultural continuity and maintenance; keep sake; love; personal/family/cultural identity; monetary value; historical significance.**





Immigrant Stories and Timeline

- Q. 7** There are 7 'spotlight' stories representing immigration from 1839 to more recent times.
- Q. 8** Possible responses (with reasons given in brackets) include the Chinese in the 1850s and 1880s (racism); non-British immigrants in 1890s and 1900s (Australia wanted to create a new and better Britain); Germans in the 1910s (war); Czech-Jew Egon Kisch in the 1930s (political views); asylum seekers in the 2000s (fears surrounding border security and terrorism).
- Q. 9** Possible responses (with reasons given in brackets) include the British in the 1860s, 1900s, 1910s and 1920s (consolidate claims on the Australian continent, maintain British cultural traditions, ethnicity and institutions, settlement of the land and opening up of pastoral leases, development of the economy, security from invasion); European nations in the 1940s and 1950s (supplement British immigration, 'populate or perish' mentality, supply labour for new and existing industries, international obligations regarding displaced persons and refugees).

By the 1960s Australia started to dismantle its discriminatory immigration practices based on the so called 'White Australia Policy', settling new immigrants in increasing numbers from non-European countries.

Customs Gallery

- Q. 10** John Christie is Australia's 'Sherlock Holmes' - a customs detective who was forced to retire after sustaining wounds in a fight with opium smugglers on Melbourne's wharves. Christie came to Melbourne at the age of 18. He worked on the goldfields, was for a time a professional boxer and later became a police detective famous for his many disguises.
- Q. 11** Possible responses could include: the Hoddle Grid that sets out the CBD; Flinders Street Station; Princess Bridge; Royal Exhibition Building; Old Customs House; Treasury Building; Treasury Gardens; State Parliament; St Patrick's Cathedral; the Turning Basin; State Library of Victoria

Journeys of a lifetime

- Q. 12** Unlike the early days of the colonies, Australia is now self sufficient in food, beverages and other life necessities. However, because of international trade, globalisation and mass migration, Australia still imports many items in which it is, or could be, self-sufficient. This may be due to cheaper prices for equivalent overseas product compared to local product, cultural practices, consumer preferences, perceptions of quality and status, and so on.
- Q. 13** Overcrowding can result in the spread of sickness and disease. Unrest, conflict and fighting may have broken out.
- Q. 14** There are two Origins Kiosks and they contain information on 70 countries drawing on the latest Commonwealth census data.

Getting in

- Q. 15** The answers to the quiz, in order from first to last are: True, False, True, True, False, False

Station Pier: gateway to a new life

- Q. 16** Having left their homes, Station Pier represents for immigrants who landed there the beginning of a new life in Australia.