

Acknowledgements

Program Coordinator

Mario Pinti 2005.

Contributors

Janet Marlow, Simon Dalton and Dr Jacqueline Hollingworth

Design

Pike Design

Cover Image UNHCR, photographer T. Pengilley.

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Contents

Teacher Notes

- Program Outline page 3
- Excursion Checklist page 4
- Curriculum Links page 5
- Immigration Museum – Ground Floor page 6
- Immigration Museum – First Floor Galleries page 7
- Pre-visit activities page 8
- Museum-based activities page 11
- Post-visit activities page 11
- Resources for further study page 13

Student Pathway

- Ground Floor and Tribute Garden page 14
- First Floor Galleries page 15
- Second Floor page 18



Teacher Notes

education kit

Teacher Notes

The mission of the Immigration Museum is to record and interpret the immigration experience of people journeying to Victoria and Australia, and to promote and celebrate our cultural diversity. The exhibitions are based on the elements that are common to all immigration experiences -leavings and journeys, the processes of getting in, arrival and reunions, settlings and impacts.

Students visiting the Immigration Museum are encouraged to understand that there is an immigration story in the life or family history of every non-Indigenous Australian.

Situated in the beautifully restored Old Customs House, the Immigration Museum is an exciting and stimulating environment for learners of all ages.

Program Outline

The *Immigration Pathway* is a self-guided program designed for groups interested in an overview of the immigration history of Victoria and Australia. It is suitable for tertiary and adult education students, as well as for secondary students from Years 9-12.

The *Student Pathway* materials take students on a journey through the ground and first floors of the Immigration Museum. The ground and second floors has temporary exhibitions - ask what is on show when you plan to visit, as the exhibits may be of interest.

The recommended duration of a visit when using these materials is 1.0 to 1.5 hours.

Bookings are essential: telephone 03 9927 2754, 8.30am-5pm weekdays.

In the galleries students will discover objects and information related to:

- personal stories of immigrants to Victoria from the 1800s to the 2000s: how they came, why they came and who they were
- the changing nature of Australian society, particularly Victoria's culturally diverse communities
- data on the many ethnic groups that make up Australian society, such as number of arrivals, age, gender, languages and occupation through tables and graphs
- Indigenous issues since settlement
- broad themes of immigration – leaving home and journeys, arrivals and reunions, settlings and impacts
- the early settlement of Victoria
- landmark events in Australia's immigration history, such as the White Australia policy and the advent of multiculturalism, as well as contemporary issues of immigration
- the role and development of Old Customs House in regulating trade and immigration and as an architectural showpiece of the 'golden era'



Excursion Checklist

Please ensure:

- the **excursion confirmation letter** is checked for date and times and is presented on arrival at the Museum.
- supervising adults have been briefed and have copies of the floor plans.
- *Student Pathway* materials have been downloaded and photocopied for each student.
- students have been divided into small groups to work together in the Museum and know who is in their group.
- students have a pen and, if possible, a clipboard, for their self-guided journey through the museum.
- Students and teachers keep personal items with them at all times; ask students to avoid bringing school bags where possible.



Teacher Notes

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Curriculum Links



Victorian Essential Learning Standards

Strand	Domains	Dimensions
Physical, Personal and Social Learning	Civics and Citizenship	Civic knowledge and understanding Community engagement
Discipline-based Learning		Humanities (History)
	Humanities (Geography)	Geographical knowledge
Interdisciplinary Learning	Communication	Listening, viewing and responding Presenting
	Thinking Processes	Reasoning, processing and inquiry Creativity Reflection, evaluation and metacognition

Victorian Certificate of Education

Units	Areas of Study	Outcomes
Unit 1: Applied history in the local community	People and place Investigating community history	Outcome 1 Outcome 2
	The community historian at work	Outcome 3
Unit 2: Twentieth century history 1945-2000	Issues for the millennium	Outcome 3
Unit 3: Australian History	A new land: Port Phillip District 1830-1860 Nation, race and citizen 1888-1914 Towards a changing society: 1945-present	Outcome 1 Outcome 2
Unit 4: Australian History	Debating Australia's future 1960-2000	Outcome 2

Victorian Certificate of Applied Learning

Strands	Areas of focus	Outcomes
Strand 1: Literacy and Numeracy	Social and personal context of family and community	Literacy for knowledge, public debate and self expression
Strand 4: Personal development skills	Social responsibility Building community Improved self confidence and self esteem Valuing civic participation in a democratic society	Support for the development of other curriculum strands

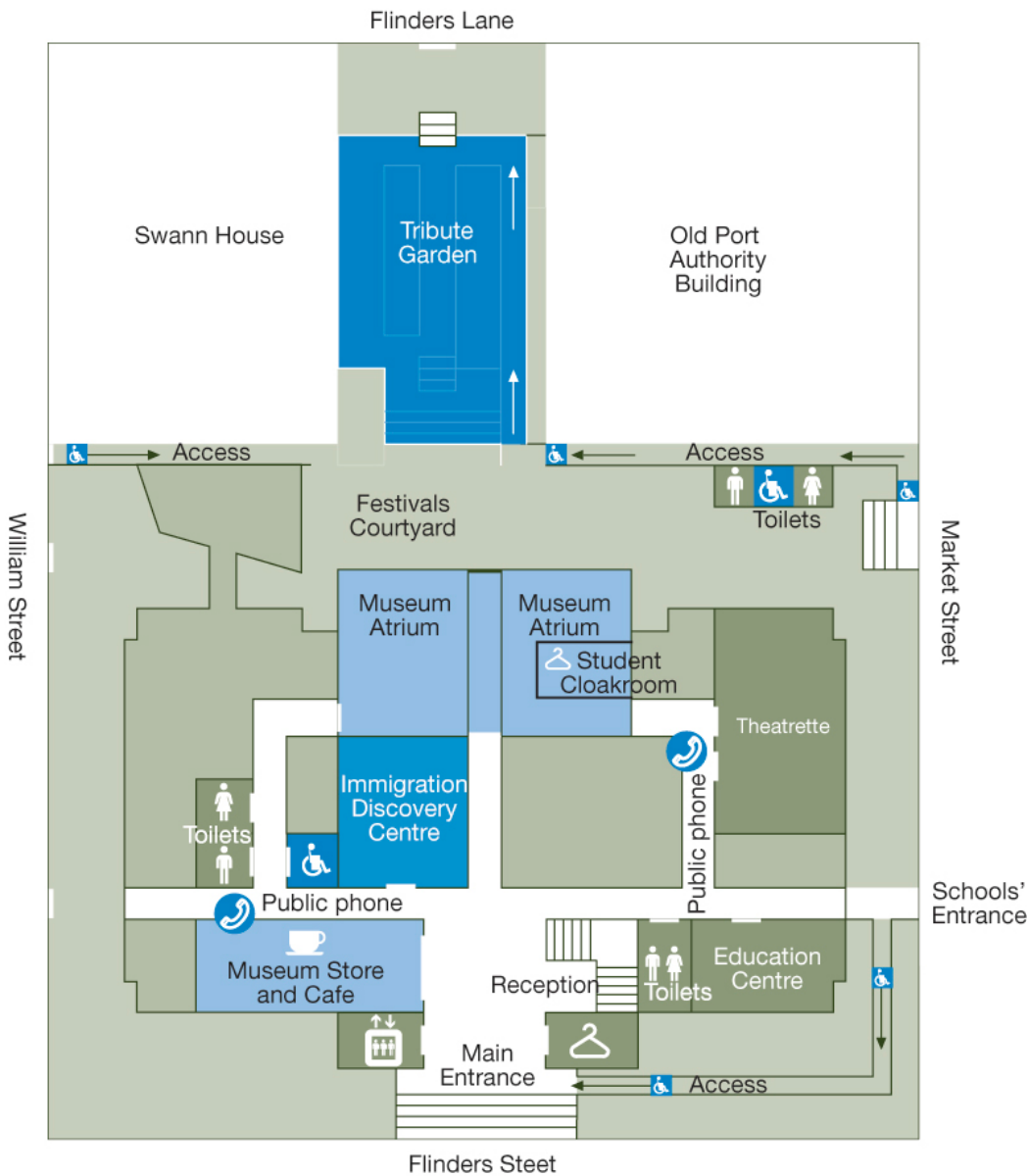
Immigration Museum – Ground Floor

Enter the Old Customs House on the ground floor. The Education Centre, the Immigration Discovery Centre, the Museum Store, the Atrium and the outdoor Tribute Garden are all on this level.

There are five text panels on the ground floor; these explain the story of and offer intriguing insights into the history of the building and immigration policies over the years.

A series of imported and locally produced short-term exhibitions feature on the ground floor and other levels. On the second floor: Station Pier: gateway to a new life -find out why this Melbourne landmark has become such an evocative symbol of Victoria's immigration history.

For information about current and upcoming short-term exhibitions, please visit: <http://immigration.museum.vic.gov.au/exhibitions/> .



Immigration Museum – First Floor Galleries



Leaving home

Film and sound explore the reasons why people left their countries to come to Australia.

Immigrant stories

Here, five displays tell personal stories of immigrants – why they came, where they settled and how they started a new life in Victoria. Around the walls of the gallery is timeline that depicts key events in the history of immigration to Australia.

Journeys of a lifetime

Also known as the Long Room, in here you enter a life-sized boat and imagine what it was like to travel to Australia by ship. Use one of the two *Origins Interactive* computers in the Long Room to find out more about immigrant communities in Victoria.

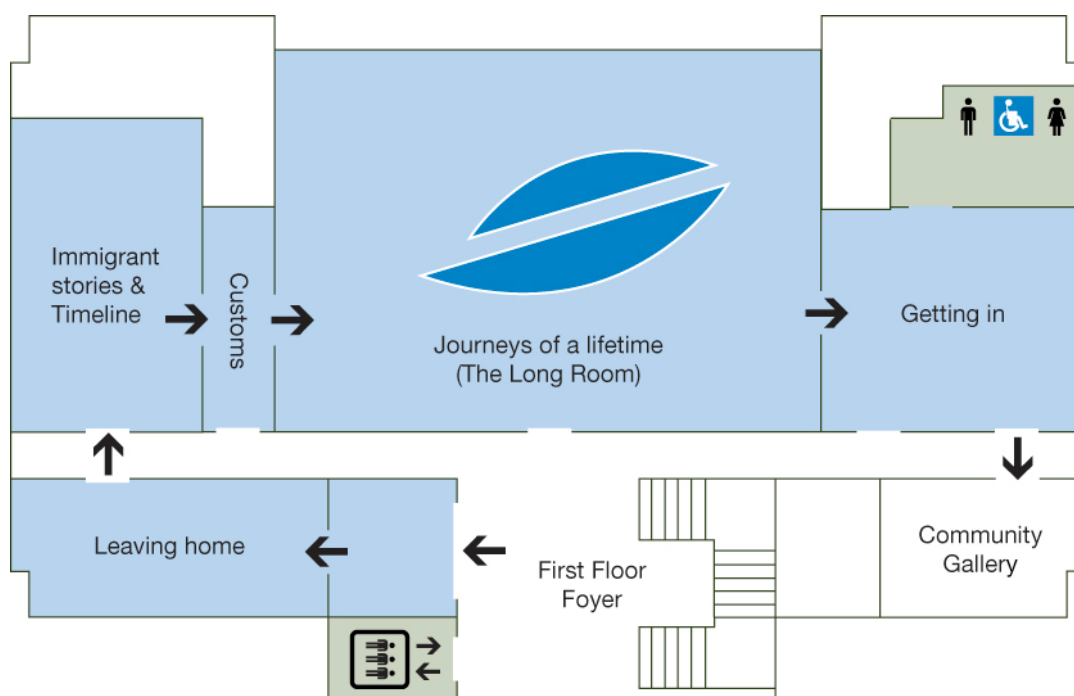
Getting in

The history of Australia's immigration polices dramatically come to life in the Interview Room. Students role play immigration officials and use the computer interactive to 'interview' people applying for residency. Who will be let in and who will be rejected? On what basis will these decisions be made?

Community Gallery

A gallery of changing exhibits. Victorian communities and special interest groups work in partnership with the Museum to create exhibitions that reveal and share our culturally diverse histories.

Teacher Notes



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Pre-visit activities

Museum research shows that student learning is strengthened when preparation and planning occur prior to the day of the excursion, particularly when excursion-related activities are made an integral part of the classroom unit of work or lesson plan. Pre-visit and post visit activities are included in this kit to help with preparation and planning.



1. What do students know about immigration?

A good place to start with the topic of immigration is to find out what students know and don't know about it. The following table includes statements that touch on many aspects of the topic.

Statements	True or False
1. The four largest immigrant groups in Victoria are from Great Britain, Italy, Greece and Vietnam	
2. About 25% of Australia's population is overseas born	
3. The largest wave of immigrants to Australia occurred in the two decades after World War 2	
4. Asylum seekers, refugees and displaced persons have only started coming to Australia since the <i>war on terror</i> started in 2001	
5. The immigration story is one that is common to all non-Indigenous Australians	
6. The biggest problem facing immigrants is boredom and having little to do	
7. Governments for 150 years have actively encouraged and supported people to immigrate to Australia	
8. Up until the 1960s government legislation was used to restrict or exclude the arrival of certain people on the basis of colour, ethnicity, religion or political beliefs	
9. There is a strong link between economic conditions in Australia and immigration numbers	
10. Immigration to Australia, from early settlement to present day, has not had a major impact on the Aboriginal population	

These statements can be tackled in the form of a whole class discussion, by students in small groups or individually. Discussions need only to arrive at provisional answers at this stage. Statements can then be divided up amongst students or small groups who undertake detailed research (which ideally incorporates the Museum visit) to find more definitive answers and report these back to the whole class.



Extension task

An alternative approach to Activity 1, after provisional answers have been reached, is to have students test the validity of the answers with reference to the decades and events contained in the timeline found at:

<http://immigration.museum.vic.gov.au/timeline/>

This website provides the broader historical context of immigration showing both continuity and change. Some examples include:

Statement	Decades where information can be found
Statement 2	1990s
Statement 8	1970s, 1960s, 1950s, 1940s, 1900s, 1890s, 1880s, 1850s
Statement 3	1940s, 1950s
Statement 10	Pre 1830s, 1830s & 40s, 1860s & 70s, 1910s, 1920s, 1960s
Statement 9	1890s, 1910s, 1920s, 1930s, 1940s
Statement 4	1930s, 1940s, 1950s, 1960s, 1970s, 1980s
Statement 7	1860s, 1900s, 1910s, 1940s, 1950s

2. Key questions

Students working on the topic of immigration can benefit from having a key or guiding question that can broaden discussion and lead to a deeper understanding of an aspect of the topic. Allow students to form their own questions. These can stem from discussions that result from activity 1 above or from their own personal experiences and observations. After all, every non-Indigenous Australian has an immigration story in their life or family history, and most students will have an 'opinion' about migrants and migration.

Alternately, use or allow students to modify the following questions.

- Does immigration weaken or strengthen national identity and unity?
- Does immigration cause as much disruption and difficulty for the host population as it does for the immigrants themselves?
- Has Australian society shown itself to be tolerant and accepting of immigrants and ethnic differences?
- Should Australia change its current laws and approaches to refugees and asylum seekers?
- Should ethnic communities preserve their traditions, memories and connections with their homelands?
- If you are an immigrant taking up permanent residency in Australia, should you renounce loyalty to your country of birth?
- Is the motivation to immigrate the same for everyone?

Extension task

As with the statements in Activity 1, students can arrive at provisional answers at the start of the unit that, through research and discussion, are later modified or confirmed as information is found and understanding is developed.



3. Research

At the Immigration Museum objects and stories are used to personalise the history of immigration. These stories have their origins in countries that include: Scotland, Sudan, Turkey, Cuba, Chile, Greece, Russia, Italy, England, Vietnam and Latvia.

In small groups students select one of these countries to research at the following site: <http://immigration.museum.vic.gov.au/origins/> where they will be able to find out about the history of immigration from that country including such information as population, gender, age, religion, language, occupation, timeline and photo gallery.

Ideally students will commence the research prior to the excursion and then look for and take notes of that country's immigrant(s) whose stories feature in the Museum. Together, the online and Museum research will result in a set of data that can be presented as a:

- Human interest story for a newspaper
- A radio or television news item (with an interview of the person/s)
- A presentation to the class under the heading: The Migrant Experience – a case study

Other websites

The more than 9 million people who have immigrated to Australia since 1788 have done so with a vast and rich array of knowledge and skills, memories and traditions, sorrows and joys and hopes for the future.

On the *Stories* webpage at: <http://immigration.museum.vic.gov.au/discovery/stories.asp> are the stories of some of these people and their communities. They include:

Hear her voice Presents the stories of women in the migration process. It looks at their dreams, aspirations, family ties, disappointments and achievements, while capturing some of the diversity of cultural background, patterns of immigration and experiences of settling.

Community of communities Victoria's Spanish speaking community comes from South America, Central America and Spain. While each region has its own history, traditions and character, all Spanish speaking immigrants are united by their common language and religion.

Rituals: linking yesterday, today and tomorrow Learn about the ways immigrants from diverse Arabic backgrounds have preserved, changed or adapted rituals while striving to maintain their cultural integrity in Victoria.

Textiles and tales Who doesn't know how to weave a *dari*? This story tells how many women who have migrated to Victoria have no longer continued with the tradition of weaving.

Trammies: a ride through Victoria's tramway culture The story of Melbourne's tram system, and its workforce, began in 1885. It continues to reflect many of the social and cultural changes and Victoria's cultural diversity.

Journey through diversity: the story of Armenian immigration Today most Armenians live outside of Armenia. This 'Armenian Diaspora' is a product of a long and troubled history, and is one part of the Victorian Armenian community's story.

Safar-e-ma (Our Journey) Afghanistan has a rich culture, and a turbulent history. This is the story of Afghan immigration to Australia, from the 1800s to the wave that began in the early 1980s.

Death: mortality and religious journey Interviews with community spokespeople reveal the diversity of spiritual rituals and cultural approaches to dying, death, grief and remembering in Australia.

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:

www.museum.vic.gov.au/education/mvteachers.asp

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.

Resources for further study

Web sites

Immigration Museum

<http://immigration.museum.vic.gov.au>

The Old Customs House

<http://museum.vic.gov.au/customshouse>

Immigration to Victoria – A Timeline

<http://immigration.museum.vic.gov.au/timeline/>

Origins: Immigrant Communities in Victoria

<http://immigration.museum.vic.gov.au/origins/>

Australian Immigration – Points Test

http://www.immi.gov.au/migration/skilled/advice_doc/gn_pointstest.htm

*The Department of Immigration, Multicultural and Indigenous Affairs (DIMA)
Australia*

<http://www.immi.gov.au/>

DIMA Australian Citizenship information

<http://www.citizenship.gov.au>

Post War Migration

<http://www.immi.gov.au/facts/04fifty.htm>

Public Record Office Victoria

<http://www.prov.vic.gov.au>

National Archives of Australia

<http://www.naa.gov.au>

Videos

Admission Impossible, The Big Picture, Film Australia, 1992

Faces in the Streets: Australia's Changing Population Mix – Part 2. Migration, Multiculturalism and other Issues, 1998

The Migrant Experience, Film Australia, 1998.

Books

Jupp, J., *The Australian People: An Encyclopaedia of the Nation, Its People and Their Origins*, Cambridge University Press, 2001

Presland, Gary, *Aboriginal Melbourne*, Penguin, Melbourne, 1998

Walsh, K., *The Changing Face of Australia: A Century of Immigration 1901-2000*, Allen & Unwin, 2001

Immigration Museum - Fact Files

(these pamphlets are available from the Museum Shop)

Post World War II Immigration to Australia

Cultural Diversity: A focus on indigenous & multicultural Australia

Refugees

History of the Chinese in Victoria

Australian Identity

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



Student Pathway

Student Name



Ground Floor and Tribute Garden

There are three metal text panels in the main foyer area and two in the Atrium (the glassed area down the main corridor). These panels explain the story of the Old Customs House and its role in the history of this state and country.

1. List three activities that have taken place on this site since 1835

Walk through the two glassed doors at the end of the Atrium and go to the Tribute Garden. Here you will find the names of 7285 people who have immigrated to Victoria. Read some of the names.

2. What do these names say about the composition of modern Australian society?

3. Did a diverse population with different languages and customs already exist in the area known as Victoria before European immigrants arrived? Read the metal wall panel just before the first set of steps and the names of the language groups engraved in marble on the first landing. What does the evidence suggest?

Student Pathway

education kit

First Floor Galleries

Leaving home

4. Watch the film on the end wall of the gallery. What are three emotions immigrants might feel on taking the first step to leave their home?

Read the motivations given for why people immigrate. Spend a quiet moment listening to the music and looking at the images projected on the walls around you.

5. What mood or feelings do you think are created by the sounds and images?

Personal possessions and artefacts are also on display representing a diverse range of immigrants and periods of time.

6. Why do objects hold such special significance for immigrants?





Immigrant Stories and Timelines

In this gallery there are a number of exhibits that tell personal stories of migrants – *when* they came, *how* they came, *why* they came and *where* they settled in Victoria.

7. Choose one immigrant story and write a short biography which includes the *when*, *how*, *why*, *where* of their story.

Name: _____

Around the walls of the gallery is a Timeline with key events in the history of immigration.

8. Look for one instance when entry into Australia was made difficult for one or more ethnic groups or individuals (*who* were they, *when* did it happen and *why* do you think it happened?)

9. Look for one instance when a specific ethnic group(s) was actively encouraged to migrate to Australia (*who* were they, *when* did it happen and *why* do you think they were chosen?)

Customs Gallery

In this gallery you will find the story of Old Customs House and the people who worked here.

10. What is John Christies' story?

11. An artists' impression of Melbourne during the late 1800s takes up a whole wall of this gallery. Inspect it closely. Is there anything of Melbourne from that time that remains familiar or recognisable to you?



Journeys of a lifetime

This gallery, also called the Long Room, was originally used by early customs officers to supervise trade and the growing stream of immigrants attracted to the rapidly expanding colony of Victoria.

Today it is used to remember how immigrants journeyed here over time: from clippers to steamers, from ocean liners to planes.

In the Coastal Sailors section, before you enter the 1840s steerage, you will see the types of food and other items stored in barrels and sacks that had to be imported.

12. Are these items still being imported today? Why?

Test the clipper's four bunks. The steerage section usually held 160 bunks of this sort. Sometimes unscrupulous captains, to make more money, crammed a whole family into one bunk.

13. What problems would this overcrowding cause during the many weeks at sea?

While sitting in the plush second class steamer of the 1900s, read the ship's newspaper to see the type of on-board news provided for passengers. Look on the walls to see what was served for lunch on the SS Heracles on September 27th, 1902. Would the range of recreational choices on offer have satisfied you for a 6 week journey across the seas?

14. Access the Origins Interactive kiosk (located at each end of the Long Room) containing information on 70 Victorian immigrant communities. Select a country and record the following information in the table below:

	Country:	
Which year had the highest number of arrivals (and the number)?		
List the reasons for migrating		
	From earliest available data	From most recent available data
Vital facts: (go to graphs)		
Main religion		
Main occupation		
Main language		
Largest age grouping		
Gender breakdown		

Getting In

15. Try to answer true or false for any 3 of the statements in the quiz below -before you enter the *Getting in* gallery, (enter from the *Journeys of a Lifetime* gallery). Once inside, look for evidence that will support or change your answers.

Statement	True or False	Go to...	Gallery evidence
Early colonial and federal governments tried to create a new Britain in Australia		1840-1900 section	
The Dictation Test was used to improve the language skills of migrants		1901-1945 section	
Australia no longer uses race, colour or religion to determine the suitability of immigrants		1973-Today section	
Americans and Britons are the two largest groups of illegal immigrants		Gallery Entry foyer	
Immigration has only recently become a controversial topic		All sections	
Refugees and displaced persons have only been around since the start of the so-called War on Terror' in 2001		Gallery Entry foyer and 1840-1900 section	

In the Interview Room you have the opportunity to play the role of an Immigration Officer and decide who can and cannot come into Australia.

Community Gallery

In this room Victorian communities and special interest groups work in partnership with the Museum to create exhibitions that reveal and share our culturally diverse histories. Have a look and see what's on.



Student Pathway

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