

## Acknowledgements

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

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# 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.

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

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 *Leaving & Arrival* program is suitable for secondary and tertiary students studying Australian History and Geography. Schools can elect to participate in the **Staff led program** which has two components:

*Hands on workshop – 45mins*

Working in small groups students un-pack suitcases filled with objects artefacts and documents revealing the story from a particular wave of immigration. Students identify the major waves of migration to Australia and create a timeline of these waves.

*Workbook activities – 1 hour is recommended*

Students complete evidence gathering activities in the Museum galleries after the Hands On Workshop.

The *Leaving & Arrival* program is linked to Level 6, Humanities of the Victorian Essential Learning Standards and has been developed for Later Years and VCE students studying History, Geography and Economics.

or

Schools can elect to participate in the **Self guided program**. Students are provided with a 10min introduction to the museum and a workbook to guide their visit to the galleries.

### Before the excursion teachers need to:

- have assigned students to small groups for school based and excursion activities;
- ensure students have writing materials and clipboards.



## Victorian Curriculum Links

Victorian Essential Learning Standards [VELS] underpin the education programs and experiences offered to students and teachers within a museum setting. The three interrelated and core strands of the new Domains are fundamental to all Immigration Museum education programs, as they aim to enhance student understanding of themselves and the diverse society in which they live.

- Physical, Personal and Social Learning
- Interpersonal Development
- Personal Learning
- Civics and Citizenship

Discipline-based Learning

- English
- Humanities: Geography
- Humanities: History

Interdisciplinary Learning

- Communication
- Thinking



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## Resources

### Web sites

Visit our web site: <http://museumvictoria.com.au/education>

For a detailed timeline of immigration history visit:

<http://museumvictoria.com.au/DiscoveryCentre/Websites-Mini/Immigration-Timeline/>

For current immigration data, visit the Australian Bureau of Statistics web site:

[www.abs.gov.au](http://www.abs.gov.au)

For information on overseas-born communities living in Australia visit:

[www.immi.gov.au/statistics/stat\\_info/comm\\_summ/](http://www.immi.gov.au/statistics/stat_info/comm_summ/)

For the Department of Immigration fact sheets visit:

[www.immi.gov.au/media/fact-sheets/index.htm](http://www.immi.gov.au/media/fact-sheets/index.htm)

An excellent resource to use for pre or post visit activities for your class is Origins. This web page contains information about Victorian communities from 82 countries of origin. They were selected on the basis of population size: at least 1,100 Victorians were born in each country, according to the 2006 census:  
<http://museumvictoria.com.au/origins/>

### Books

Hocking, G (2001) *To the Diggings!*, Lothian.

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

Jupp, J (1991) *Australian Retrospectives - Immigration*, Sydney University Press.

McMaster, D (2001) *Asylum Seekers: Australia's Response to Refugees*, Melbourne University Press.

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



## A timeline of immigration to Victoria

- 1820** Temporary immigration to parts of the Victorian coast by sealers and whalers.
- 1830** Arrival of the first permanent non-Indigenous immigrants from Van Diemen's Land, New South Wales and the British Isles.
- 1840** Assisted immigration mainly from Britain, as pastoral labourers. Non-assisted immigrants were seeking to obtain land for their own runs.
- 1850** Discovery of gold results in mass immigration from England, Scotland, Ireland, USA, Germany, Denmark and China. Most are non-assisted immigrants, except for the Chinese who are organised as indentured labour. Most come only to seek gold, but many stay as permanent settlers.
- 1860** Assisted and unassisted immigration continues, often families being brought out by ex-miners.
- 1870** A period of little immigration, with a large net migration loss.
- 1880** The end of the period of assisted immigration. Large numbers of Chinese immigrants arrive and settle in Melbourne.
- 1890** Period of depression. Net migration loss.
- 1900** Continued net migration loss. In 1901 the Immigration Restriction Act is introduced - 'White Australia Policy'
- 1910** New policy of assisted immigration from Britain. Interrupted by the outbreak of war.
- 1920** Renewal of British immigration assistance schemes. Substantial numbers of Italian immigrants arrive.
- 1930** Depression stops migration programs. Period of net migration loss.
- 1940** Start of the Displaced Persons immigration program, particularly from the Baltic countries.
- 1950** Development of immigration programs from Britain and Southern European countries.
- 1960** Continued migration programs from Britain and Europe. End of the 'White Australia Policy'.
- 1970** Reduction in assisted immigration programs. Start of period of increased immigration from some Asian countries.
- 1980** Emphasis on family migration programs.
- 1990** Main countries of birth of Australians 1996 (in numerical order): Australia, England, New Zealand, Italy, Former Yugoslav Republic, Greece, Vietnam, Germany, Hong Kong, Netherlands, Philippines.
- 2000** Immigration policy favours skilled migration and emphasises English language proficiency.

From THE JOURNEY - Teachers Guide to the Long Room  
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## Tuning in – Pre-visit activities to engage the students in the topic

### Start with your own story

Teachers can:

- Set up a timeline representing settlement and beyond, ensuring that Aboriginal history of 40 000+ years is acknowledged.

Students can:

- Investigate their own immigration story. Record the following information on a tag: Who came, When, Where from and Why.
- Place the tag along the timeline. Make observations and attempt to explain any patterns that develop.

### Motivations

Teachers can:

- List student responses to the question 'Why do people leave their homeland and come to Australia?'

Students can:

- Break these factors into 'Push' (Things that drive people away from a place) and 'Pull' (Things that draw people to a place) eg. Natural disaster - push, Job opportunity - pull.

### Decade by decade

Teachers can:

- Facilitate a brainstorm about world or Australian events that may have an impact on migration patterns. Ask the students to be specific, eg break down 'war' to specific conflicts.

Students can:

- Attempt to match these events to a particular decade.

### Looking to the future

Teachers can:

- Make a collection of current newspaper articles dealing with immigration issues.

Students can:

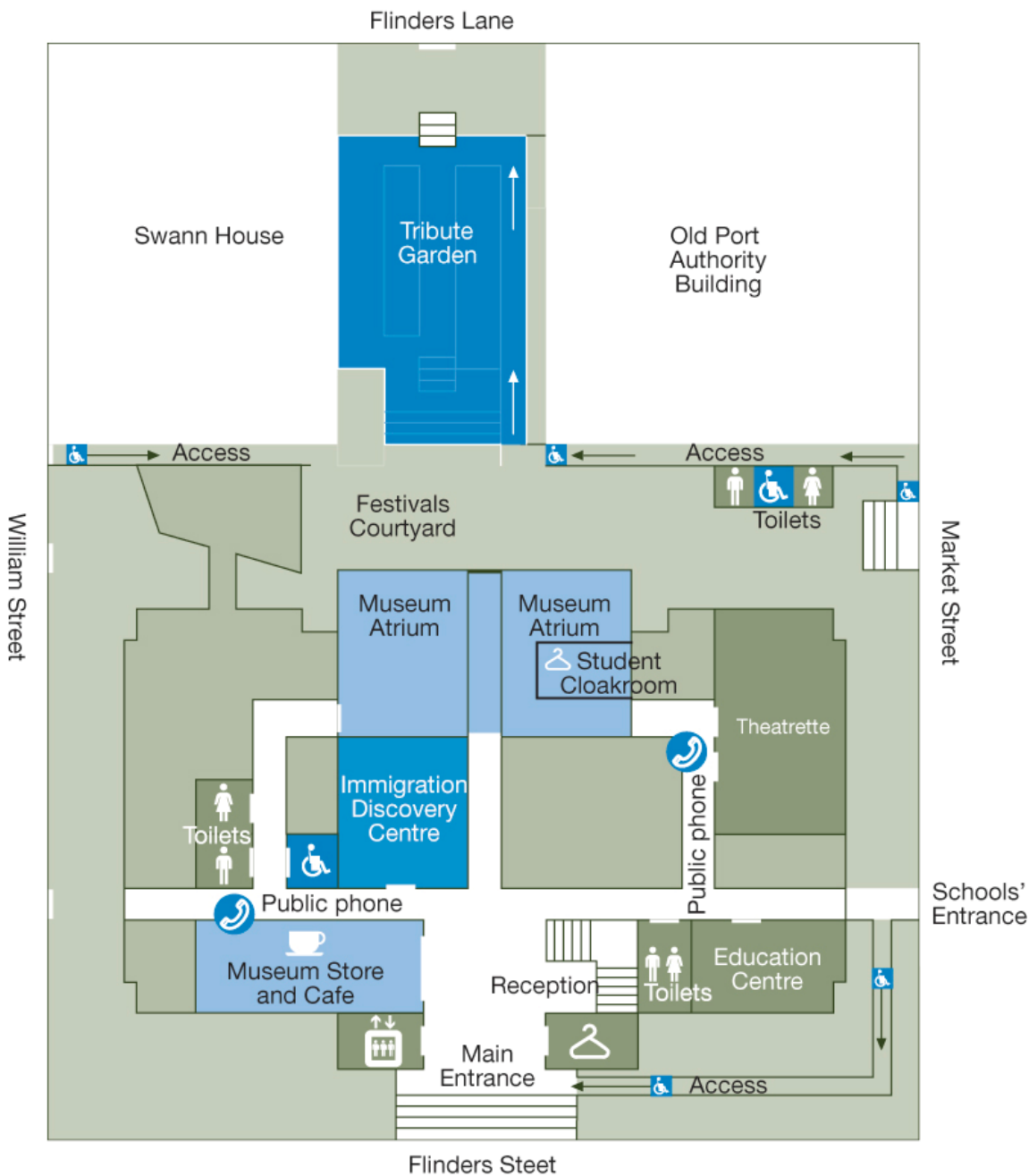
- Predict possible reasons for future waves of migration.
- Predict the countries or regions from which waves of immigrants may come.



## 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.



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# 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

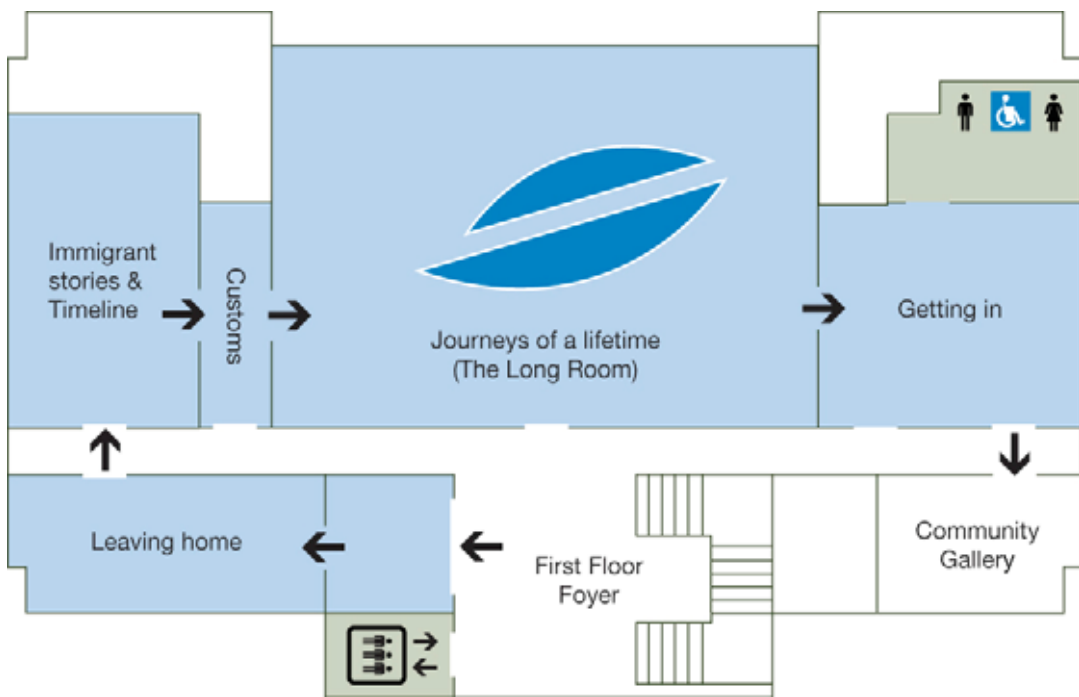
The history of Australia's immigration polices dramatically come to life in the Interview Room. Students role play immigration officials and use the computer interactive to 'interview' people applying for residency. Who will be let in and who will be rejected? On what basis will these decisions be made?

## 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.



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## Back at School

Access the Origins website [www.museumvictoria.com.au/origins/](http://www.museumvictoria.com.au/origins/)

- Select a country and record the following information in the table below:

Country	
Peak year(s) of arrival	
Reasons for coming to Australia	
Make notes about trends you notice in the following categories: Gender, Age, Religion, Occupation and Language.	

- Today Australian Government policy tends to favour skilled migration, how many people come out under Australia's skilled migration program each year?
- 

**Essay response question:** How do Australia's Immigration policies reflect the global refugee problem and issues of population growth within Australia?

You may want to look up: <http://www.immi.gov.au> or <http://www.abs.gov.au> to help you answer the question. Also use the knowledge you have gained from this excursion to assist in writing this essay.



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## Other areas to visit

Check with your group leader as to which areas they would like you to visit.

### First Floor

#### Community Gallery

Each year four local communities present their own cultures and immigration stories in the Community Gallery.

### Ground Floor

#### Tribute Garden

The Tribute Garden records names of individuals and families who have immigrated to Victoria. There are currently 6132 names in the Tribute Garden, representing people from over 90 countries of origin. Look for the names of the Aboriginal language groups on the steps, recognising the languages spoken in this region prior to immigration.

#### Information Discovery Centre

Located in the original vaults of Old Customs House, this is a place where you can:

- Research archives and your family history
- Find out more about the Tribute Garden
- Read about current issues affecting immigration to Victoria.



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