

an education program
at the Immigration Museum

Acknowledgements

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The Journey: Teachers Guide to the Long Room (page 19)

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Teachers may copy material in this program for classroom use.

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

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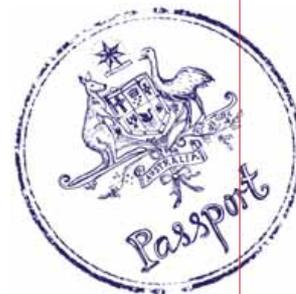
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Teacher notes

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. The exhibitions are based on the experiences that are common to all immigrants – leavings and journeys, the processes of getting in, arrivals and reunions, and 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

Passport is a self-guided program designed specifically for Years 5-8. It explores questions such as 'What motivates people to leave their homeland? What objects and stories, do they bring with them?' through an integrated approach to Humanities (History, Geography) and English. On arrival at the museum, each student receives a Passport booklet that is both a valuable learning tool and a lasting souvenir of their visit.

Passport Plus includes a hands-on museum staff-led session where students uncover the migration stories contained in a collection of suitcases. Students work in teams to unpack the suitcases and develop a profile of the migrant whose belongings they discover. Each student receives a Passport booklet at the end of the session.

Contact the Booking Office to check availability: 03 9927 2754. Prior bookings are essential for all programs.

Aims

- To develop student knowledge and understanding of the history and experience of immigration to Victoria in particular and Australia in general.
- To understand the reasons for immigration and the challenges faced by immigrants to Australia.
- To appreciate that immigration has brought to this country a great variety of people with different stories and cultural backgrounds.

Key concepts

change, community, culture, customs, discrimination, diversity, ethnicity, history, identity, immigration, indigenous culture, influences, multiculturalism, nation, origins, society, tradition.



The excursion: Checklist for teachers and students

- Ensure there are sufficient accompanying adults. The suggested ratio is 1:10 Primary, and 1:20 Secondary.
- Students know the group they are in and who their supervisor is.
- Students have a pen or pencil for the excursion.
- Please discourage students from bringing bags as there is little space for cloaking. If students are bringing lunches please put all the lunches into a tub – provided on arrival.
- It is important that students are briefed beforehand that behaviour such as running, pushing and yelling may damage the exhibits and intrude on the rights of other visitors to enjoy the museum. Students are expected to listen carefully to instructions and focus on set activities.
- Note that no flash photography is allowed in the museum.

The *Passport* booklet

On arrival, each student will receive a *Passport* booklet with a range of engaging activities to guide them around the museum. Each group will begin in a different gallery and progress around the museum in a clockwise direction.



education kit) On-site activities

Immigration Museum – Ground floor

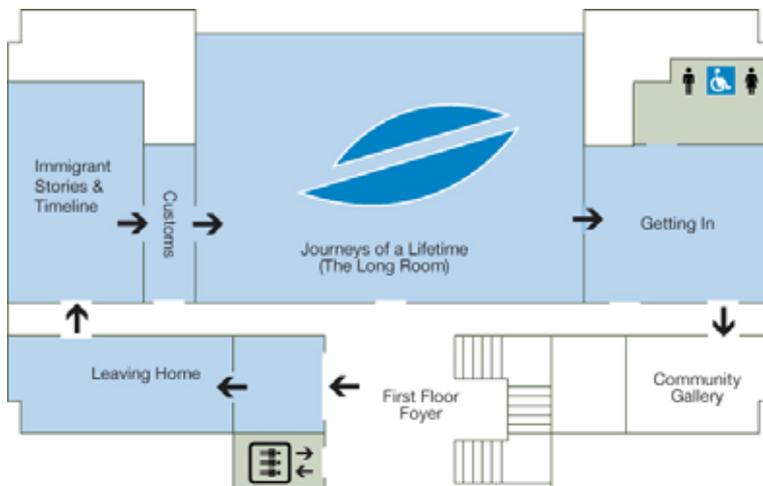


Enter the Old Customs House on the ground floor. The Education Centre, the Immigration Discovery Centre, the Museum Store, the Atrium and the outdoor Tribute Garden are all on this level.



education kit) On-site activities

Immigration Museum – First floor galleries



Victorian Essential Learning Standards

Education programs at the Immigration Museum aim to enhance student understanding of themselves and the diverse society in which they live.

The *Passport* program is linked to Victorian Essential Learning Standards (VELS) Levels 4 & 5, Middle Years of Schooling.

Physical, Personal and Social Learning

- Civics and Citizenship
- Civic Knowledge and Understanding Community Engagement

Discipline-based Learning

- Humanities: Historical Knowledge and understanding
Historical reasoning and interpretation

Interdisciplinary Learning

- Communication: Listening, viewing and responding
Presenting
ICT: for communicating
- Thinking Processes: Reasoning, processing and inquiry
Creativity
Reflection, evaluation and metacognition



Teacher notes

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How to use this resource

Research suggests that school students will learn more in a museum if pre-visit preparation is carried out and the excursion is integrated into a broader body of student learning at the school level - strongly linked to the curriculum. The experience should be learner-centred, with students working in co-operative small groups. Follow-up and reflective sessions back at school are essential.

Additional student learning also occurs if teachers are familiar with the museum site - all teachers can receive individual free entry by presenting their *MVteachers* card. For more information, visit our website

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

- Read the *Passport* education materials; select or modify classroom activities according to your students' interests and unit of work.
- Arrange your students into small working groups and brief supervising adults.
- After approximately 1 hour groups should reassemble at the designated spot. Museum staff will assist with lunch tubs and/or departure.

Assisting students

To assist teachers to prepare groups for their visit to the museum, a copy or pdf of the *Passport* booklet is sent with the booking confirmation letter. To assist ESL students, extracts may be copied to ensure students are familiar with the *Passport* and vocabulary, in addition to undertaking other pre-visit activities.



Teacher notes

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Pre-visit activities

Activities to engage students in the topic



1. Immigration—What do students know?

What is immigration? What ideas, experiences or themes does the word immigration bring to mind?

Extension ideas

- Students fill in a grid that records their prior knowledge on the topic of immigration. This can be collected by the teacher and returned at the end of the unit.

2. Understanding the immigration experience

Immerse students in the concept of immigration prior to your museum visit. Personal experiences and wider family histories are good places to start.

Extension ideas

- Ask students to think about their home and their local area and list the ten best things about living there. Place them in order of priority. Then...
- Ask students to imagine they are moving to a new country. Students cross off all the things on this list that they cannot possibly take with them. Discuss how they might feel about leaving these things behind. Of those that remain on the list, which item is the most important?
- What are the hopes and fears involved in shifting to a new country?

3. Living stories

Invite guest speakers from within the school community and from a range of different backgrounds to tell their immigration story.

Sample questions that could be directed to the visitors include:

- When and why did you decide to come to Australia?
- Did you come with family members or travel alone?
- What form of transport did you take to come to Australia?
- What do you remember about the journey?
- What were your first impressions when you arrived?
- What were some of the problems you encountered when you first arrived?
- What are your strongest memories of your country of origin?
- Where do you call 'home'?
- How do you maintain the traditions of your native land while being in Australia?

Extension ideas

- Students conduct an interview with someone about their immigration story. This may be a family member or relative, a friend, neighbour, student or a teacher in the school.

Collate the information under the following headings:

Name	Country of Origin	Reasons for Migration	Early Experiences in Australia

- Create a large mural showing the journeys people have made from their countries of origin.

4. Motivations

People have immigrated to Australia for many reasons. Consider the following key motivations, as identified by Museum Victoria research.

A better life (including job opportunity, climate, adventure and land)

Freedom

War/Conflict

Natural disasters

Family (including love/marriage and family reunion)

Extension ideas

- Prioritise the motivations in order of importance from the most important to the least important or the most common to the least common. This list may be reorganised according to different perspectives. Give reasons.

5. Immigration and the media

Discuss how social and cultural bias may affect media coverage of immigration related issues.

Extension ideas

- Students write a report on what they have observed of the media's handling of immigration issues and events. Has it been fair? Balanced? One sided? Positive? Negative? Stereotypical?
- Create a noticeboard with examples of both mainstream media and ethnic media. Compare representations of different cultural groups in each. Suggest reasons for these different approaches.

6. Journeys

Getting to Australia means undertaking a journey by boat or plane. Students can research the different makes, models and eras of these two forms of transport. Consider length of journeys, stops on the way and conditions for passengers.

Extension ideas

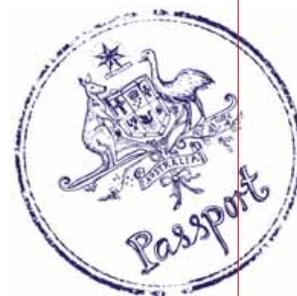
- Students either draw or create a model of their chosen transport, highlighting key features.
- Assisted passage: research periods in Australian history when governments actively encouraged immigration. What economic and social needs motivated governments to do this? Where did people mostly come from? How did they find living and working in Australia?

7. Immigration over time

Over time, different factors cause immigration numbers to rise and fall. The factors include skills shortages or oversupply, war and conflict, and government population policies.

Extension ideas

- Put students into groups. Each group is to choose a decade from the last 170 years. The group is to design a poster that explains what happened in that decade. The timeline on p.9 and/or the Immigration Museum website <http://museumvictoria.com.au/> can be used to assist in this activity.



A timeline of immigration to Victoria

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

See: <http://museumvictoria.com.au/Immigration-Timeline/>



Post-visit activities

Passport booklet answers

This part of the kit provides teachers with the information needed to answer the different sections of the *Passport* booklet. Teachers may choose to review the entire document or pick out relevant sections.

Passport details (Inside cover)

Nationality refers to the country where a person has citizenship. This can be different from Country of Birth. Ask students to explain what it means to belong to a particular country.

First Floor foyer (booklet pg. 4)

Compare modern Melbourne with the picture from 1858 showing the activity at Melbourne Wharf from the Customs House enclosure. The changes are many and varied. What caused the changes? A growing population, expanding industries, the emergence of new technologies, the arrival of road, rail and air as alternative means of transport, and changes to land use and patterns of urbanisation are some of the causes. Encourage students to imagine what the view might have been like before the 1830s.

The Customs House was built adjacent to what is called the Turning Basin, a pool of water wide enough for ships to turn around and sail back down the river. The Yarra Falls prevented ships sailing further upstream. Students might also comment on the proximity of the Customs House to the river, which was to ensure that goods were immediately inspected.

Leaving home (booklet pg. 6)

In this gallery, objects are on display representing different reasons why people migrate. Link an object with a reason: A better life = Gold Scales, War and Conflict = Gun, Freedom = Ballot Box

Students watch a film on immigrants' motivations for leaving their homes. Encourage students to write down how they feel about the film.

Immigrant stories/Timeline (booklet pg. 8)

Discuss with students their choice of story. What reasons did this person have for migrating to Australia? What information/object can students remember about this person? What information did they feel was missing?

Timeline 200 years of immigration to Victoria and Australia

Students can discuss what events they chose as the most important in the given decades and why.



Customs (booklet pg. 10)

John Christie was a Customs Detective who led a very colourful life. He searched ships for smuggled goods until he retired in 1910 after being injured in a fight on Melbourne's docks with knife-wielding opium smugglers.

Customs was important to the government because it was a crucial source of income. Until the introduction of income tax in 1915, Customs raised four fifths of all government revenue. This explains why the building is so grand.

Ask students what they know about Customs today.

Opium smuggling: Opium was a substance that was prevented from entering Australia. However the illegality of opium was driven by anti-Chinese racism rather than a concern about opium.

The Dictation Test: From 1901 to 1958 the dictation test was used to exclude all non-Europeans. Immigrants could be given a dictation test in any European language, so immigration officers could easily exclude whoever they wished.

Journeys of a lifetime (booklet pg. 14)

Students can use their shipboard entries and experiences of being in the boat as the basis for a piece of writing in which they explore the sensory and emotional nature of a voyage to Australia before the age of air travel. It could be the diary entries of a passenger, the captain or a crew member. It could be an incident report about something that went wrong between passengers or passengers and crew.

Students could also develop a class-produced ship newspaper based on what they saw in the boat and recorded in their passport. Ship newspapers were typical of the times, recording gossip, social events, captain's reports, warnings, reminders, weather and ocean details and such like.

Ask students to consider the three eras of sailing represented in the ship. Which era appeals to them most, and why?

The grand architecture of the Long Room is based on an ancient Greek temple.

Getting in (booklet pg. 18)

The *Getting In* Gallery is about how, over time, different government immigration policies have made entry into Australia easier for some people than others.

The gallery is divided into four sections: 1840 -1900, 1901-1945, 1946 -1972 and 1973 -today.

Extension Ideas

- Use the Department of Immigration, Multicultural Affairs fact sheets as a basis for further investigation of Australian immigration policy over time. Find out more at <http://www.immi.gov.au/media/fact-sheets/index.htm>

Getting In showcases the importance of passports and other means of identification for immigrants when entering Victoria and Australia.





Community Gallery (booklet pg. 22)

In this gallery community groups have the opportunity to display their unique histories and cultures to a wide audience. Using objects, stories and collective memory they record the experiences of life in their home country, the journey to Australia and the impact they have made since arriving here.

Extension ideas

- Discuss the impact immigrants have had and continue to make in a range of areas. Make a list of areas, eg. such as sport, music, food and beverage, clothing and style, manufacturing and construction, agriculture, politics and the law.
- Are there cultural groups historically associated with some of these areas of activity? Is this still true today?

Tribute Garden (booklet pg. 22)

There are 7285 names in the Tribute Garden representing people from over 90 countries.

The Tribute Garden's designer included the names of the 36 Indigenous language groups in what is now Victoria to emphasise the cultural diversity of Aborigines and their living connection with the land long before the arrival of settlers. Some of these language groups have not survived, but they are commemorated here.

The names are displayed in three clusters, which represent their geographical connection to the coastline, the interior or the Murray River.

See the map in Pre-visit activities p.8 for the names of the language groups of aborigines in Victoria.

The Tribute Garden as a whole, when entered from Flinders Lane, represents the descent to the Antipodes of immigrants - over thresholds and borders, over water, over tides and time, over coastlines and, eventually, their first step onto the land of the Australian aborigines.

These ideas are interesting to explore with students and may give rise to discussion as to whether Aboriginal people themselves should be considered as immigrants. The Museum's position is to acknowledge that Aborigines peopled Australia long before modern memory. To describe them as immigrants is, therefore, not appropriate.

One class, many cultures

Extension idea

- Through a class poll or survey, students list the number of different nationalities represented in their class. This can then be plotted on a pie graph, with each segment bearing the colour of that nation's flag. To create a more comprehensive picture of how migration has impacted on the class, the collection of data can be expanded to include parents and grandparents.

Passport-Plus Post-visit activities

During the Passport plus program, students unpack the suitcases of five different migrants and develop a profile of the migrant whose belongings they unpacked. These suitcases were designed with information and replicas of objects that would have been brought to Australia by migrants of the period the suitcase represents. Key questions answered during this program are:

What country did they come from?
Were they rich or poor?
How did they come to Australia – by boat or by plane?
Why did they leave their home?
What was their name?

Students construct a story of each migrant and present their information on where they came from, how they arrived, what motivated them to leave and what their name was. Further information regarding these immigrant stories can be found on the following pages and can be used in class to extend student knowledge.

Extension activities

- Each student chooses a story to read. Students take on the role of that person and write a letter to a family member back in their home country, describing their journey to Australia and their new life.
- Each student chooses a story to read. Students take on the role of that person and write a diary entry about their new life in Australia.
- Each student reads one of the five stories. On a class map students plot the journey to Australia the person made.
- Students conduct some in-depth research on the motivation for the person to leave e.g. the pogroms in Russia which prompted Simcha Baevski to flee or the gold rush which prompted James Lamsey to come to Australia.



Post-visit activities

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Rebecca Greaves

Rebecca Greaves migrated with her family from Buckinghamshire, England to Melbourne in 1849. The family made the voyage hoping for a new life and a better chance of owning their own land in Australia. She arrived on the ship, *Louisa Baillie* with her mother and nine brothers and sisters. The family lived for a time at the Russell Street end of Collins Street before setting up a farm on the Plenty River, near what would become Greensborough. They cleared the property for wheat, potatoes and livestock, and built a family cottage. Rebecca probably worked as a domestic servant, while her brothers headed for the Victorian Goldfields. Her descriptions of the excitement and chaos caused by the Gold Rush are particularly evocative.

She writes: "...everyone has left town to go to the gold diggings, there is not a man or boy to be seen in the town even the gents at the bank are 'off to the diggings' such an uproar was never known in the colony before...If I were only a young man would not I go gold digging? And even now I feel half inclined to dress in men's clothes and go..."

Rebecca is indeed a young woman of some pluck and sense of adventure! She is also quite an independently minded girl – her letter hints at marriage offers which she has declined, saying that she wants to '*have my own way a little longer*'. She also describes bush fires, the price of grain, livestock, the family run and the crops her family cultivated. Rebecca reveals the pain of separation from family that migrants often experience, especially from her older sister Elizabeth, who stayed in England. Nevertheless, Rebecca appears to have thrown herself into her new life in Victoria. In February 1854, she married James Timms at Brighton and they had one child together, Ellen Bessie. Sadly, just two years later the family gathered at Brighton once again to attend Rebecca's funeral.

To see the whole letter, visit

<http://museumvictoria.com.au/MelbourneStory/Favourite-Objects>



Post-visit activities

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Simcha Baevski

Simcha Baevski was born on 8 February 1878 at Krichev, in the Russian province of Mogilev, within the Pale of Settlement. Simcha and his brother Elcon fled Russia in the 1890s, their mother organising their departures in great secrecy. Jews in Russia lived in an atmosphere of poverty and persecution. They were victims of frequent attacks. Pogroms (violent attacks against Jews) became rife across the Russian Empire during the late 1800's and fires raged through Jewish quarters. Young men also faced conscription into the Russian army for up to 25 years. Escaping this turmoil, Elcon arrived in Melbourne in 1896. Three years later Simcha arrived in 1899. He was 20 years old, spoke no English and had only a few coins in his pocket.

Simcha assumed the name Sidney - an anglicised version of his Hebrew name. Both brothers adopted Myer as their last name, the second name of their eldest brother Jacob.

In 1900, Sidney and Elcon opened a small drapery store in Bendigo. The local women were fascinated. Goods were on display rather than behind counters, and customers could stroll around and touch the merchandise. He advertised and printed store catalogues for those living in smaller country towns and on farms. By 1907 'Bendigo's Busiest Drapers' had over 60 staff and had expanded its premises, becoming Bendigo's leading draper store.

The risks and the careful planning paid off, and in 1911 Sidney opened the first Myer store in Bourke Street, Melbourne. He increased staff wages and closed the store for a fortnight's stock-taking. He then ran a series of full-page newspaper advertisements, and in June, Melbourne experienced its first Myer sale. People flocked to the store for the sale which became an annual event. It was the start of a business empire.

Sidney Myer died of heart failure on 5 September 1934, leaving his fortune to his wife, two sons and two daughters. However, one-tenth of his wealth was placed in trust for charitable causes. Today, Myer Family Philanthropy comprises the Sidney Myer Fund and The Myer Foundation with a mission to *"build a fair, just, creative, sustainable and caring society through initiatives that promote positive change in Australia, and in relation to Australia's regional setting"*. (Source: <http://www.myerfoundation.org.au>).



Post-visit activities

education kit

James Lamsey

James Lamsey was born into a family of successful physicians in Canton, China in 1831. He trained as a doctor in China and worked in Canton Hospital until 1851.

He arrived in Australia for the Victorian gold rush in 1853. Many men from southern China travelled to Victoria in 1853 to take part in the Bendigo gold diggings. However James Lamsey didn't make his money on the goldfields, but worked as a doctor in Geelong, Melbourne and Beechworth.

In Beechworth he met and married Scottish woman, Jane Morrison. He then moved to Heathcote for two years before settling permanently in Bendigo. He was said to have one of the most lucrative medical practices in the region and became a prominent member of the Chinese community.

He helped impoverished, sick and convicted Chinese, contributed to the community, welcomed important visitors to Bendigo and helped organise town fairs. He was a member of the Chinese Masonic Society and became Grand Master in the 1890's. He owned several properties in Bridge St, Bendigo and in 1889 built 'Jubilee Villa' a large double-fronted house for his family. James Lamsey died in 1912. His body was embalmed and sent back to China.



Post-visit activities

education kit

Cuc Lam

Cuc Lam fled Vietnam in 1978 with her husband, Minh. She was escaping the aftermath of the Vietnam War and the communist regime.

Cuc and Minh disguised themselves as fishermen and sailed away in the rickety boat. The boat was usually used to carry fruit and vegetables. The boat was not checked by Vietnamese authorities because they assumed the vessel was unsuitable for the open sea.

Those onboard Cuc's boat had no idea where they were going or how long it would take. They feared they might not survive the journey. After 8 days at sea, Cuc and her friends were picked up in international waters by a Malaysian ship, and taken to a Malaysian refugee camp.

Refugee camps were set up in Malaysia at this time because so many Vietnamese were fleeing from danger. The conditions in the camp were terrible, the only food was fish and rice, and it was never enough. Cuc felt homesick and guilty for leaving her brother and sisters behind.

Cuc and Minh applied to be settled in a new country. After five weeks in the camp, Cuc and Minh were told they would be going to Australia. While still in the refugee camp, Cuc sold her wedding ring to buy a suitcase so that she would not arrive in Australia empty-handed. She says, "I sold my wedding ring so that I would have something in my hands when I came to a new country-something to show for our struggle". They left for Australia on 16 July 1978.

Cuc's suitcase is in the Museum Victoria collection. An historical artefact is only as powerful as the story that accompanies it. Cuc Lam's suitcase symbolises the individual and collective memories of thousands of refugees now living in Australia.

www.cv.vic.gov.au

<http://museumvictoria.com.au/collections/themes/1912/cuc-lam-migrant-councillor-1952>



Post-visit activities

education kit

Yasser Al-Alyawi

Yasser Al-Alyawi was born in Bagdad, Iraq. Although his family was Shi'a Muslim, Yasser himself did not care much for religion and at 22 he married Shaharazat, a divorced Sunni Muslim woman with two children, Lalian and Raied. Together they had three more children.

He played the *oud* (lute), and performed in clubs and restaurants around Baghdad. After Iraq's invasion of Kuwait in 1994, and the resulting war, western-style clubs and bars closed. To support his family, Yasser became a driver for international journalists. In this work, he was trained to use television cameras and found work as an assistant cameraman.

On a routine press round in 2005, Yasser was kidnapped and brutalised by an Iraqi terrorist group, accusing him of being an American sympathiser. Twelve months later a friend was severely tortured by the same group, and word went out that they were after Yasser again.

With the support of colleagues, Yasser and his family fled to Jordan, where they immediately applied to migrate to Australia. After a one year wait, they found their application was successful.

Although Yasser and his wife Shaharazat had been desperate to flee Iraq, they were appalled to discover they would be unable to take the oldest children with them to Australia. The trip to the airport seemed the longest journey they had ever taken. For safety, Yasser travelled in one car, Shaharazat and the children in another.

The goodbye was devastating. The children howled with grief and fear as Lalian and Raied were torn from their mother's locked embrace. Guilt and pain filled every vein in Shaharazat's body. Her eldest children returned to their birth father.

After two years of negotiations with the children's father, they reached a financial arrangement that secured the children's release. Amongst tears and kisses, Lalian and Raied arrived in Melbourne in November 2008.

A family once more. Safe.



Activities to enrich student understanding



1. Family history

Students can research their family tree over several generations.

Sources of information include:

- Birth, death and marriage certificates
- Immediate family members and relatives
- Photographs and family treasures
- Letters
- Diaries

The following websites may assist students in this research: www.naa.gov.au
www.prov.vic.gov.au

Extension ideas

- Students mark on maps where they live now, where they may have previously lived and where their wider family has come from. Students can research the Australian citizenship website to find a range of information about applying for Australian citizenship. www.citizenship.gov.au What were the reasons for your family's migration? What elements of your family's cultural origins are part of your Australian identity today?

The museum's *Origins* website may assist: <http://museumvictoria.com.au/origins/>

2. Becoming an Australian Citizen

Show students the existing Australian Citizen pledge.

From this time forward, under God
I pledge my loyalty to Australia and its people,
Whose democratic beliefs I share,
Whose rights and liberties I respect, and
Whose laws I will uphold and obey.*

* All new citizens have the choice of making the pledge with or without the words "under God".

Extension ideas

- Discuss the existing pledge. Does it sound genuine? Does it say enough or should it cover more points? Is the language clear and easy to follow?
- Ask students to modify it or write a new one.
- Ask students to research how people can become Australian citizens. What do they think of the requirements? Are they too harsh? Too lenient? What changes, if any, would they make to them? Students can research the Australian citizenship website to find a range of information about applying for Australian citizenship. www.citizenship.gov.au
- Discuss the idea of nationality. What does it mean?

3. Designing a new flag

A country's flag represents its national identity. Australia's flag is made up of the Union Jack and the Southern Cross. What elements of our national identity and background do these two symbols represent? What do students think of our flag? Does it represent our cultural diversity?

Extension ideas

- Students can design an alternative Australian flag.
- Why do some people want a new flag? Why do others oppose change? Ask students what they think. Have a class debate as to whether or not the existing flag should be changed.

4. Prominent Australians

Research the cultural heritage of a prominent Australian from the past or present. e.g. an artist, author, sportsperson, politician, scientist or entertainer.

Extension ideas

- Using a variety of resources, students prepare a brief presentation about this person's cultural background, the main focus being the contribution he or she has made to Australian society.

5. Diverse foods

Use the theme of food to highlight the cultural diversity of Victoria.

Extension ideas

- Students research local multicultural restaurants using newspapers, phonebooks and the Internet.
- Create a grid that shows the results of this research.
- Using different foods, make up a multicultural menu for a dinner party.
- Students compile a recipe book of multicultural dishes. These may be family recipes or from other sources.

6. What has been learnt?

Extension idea

- Refer to Activities to engage students in the topic *1. Immigration—What do students know?* on p.6 How can the student grid now be added to or changed?



Glossary of immigration terms

Assimilation: Until the 1960s, Australian Government policy aimed to ensure that immigrants were assimilated into Australian society, with a view to achieving harmonious settlement. Immigrants were expected to 'blend in' with the dominant cultural group, discarding their own cultures, languages, customs and traditions in order to become completely 'Australian'.

Assisted immigration: From the 1830s, immigrants to Victoria and Australia were offered various forms of assistance, such as passage, land, living allowances or training. For over a century, assistance was provided only for British immigrants. After World War 2, assistance was broadened to other European countries and continued until the 1980s when assistance to all categories except refugees ceased.

Asylum seeker: A person who, after fleeing his or her own country, seeks protection in another country.

Australian Aboriginal person: A member of the Indigenous peoples of Australia.

Census: The official counting of the size and characteristics of a population, for social analysis and government planning. A census was first conducted in Victoria in 1854 and the first national census was taken in 1911. Aborigines were not officially included in the national census until 1971. Each census varies slightly in the characteristics it measures, which can make comparisons between censuses quite complicated.

Chain migration: Migration assisted by family or friends who have immigrated earlier, through information, encouragement or financial assistance (such as fares or accommodation). Sometimes, entire groups of people from villages, towns and cities have been transplanted through this process.

Citizenship: In 1948, the Nationality and Citizenship Act created the status of 'Australian citizen'. Previously, Australians had been 'British subjects'. Citizenship entitles individuals to vote, to stand for parliament, and to apply for an Australian passport. Citizenship also requires an oath or affirmation of allegiance to Australia, obedience to Australian laws, compulsory voting at federal and state elections, jury service and defence of Australia.

Dictation Test: A written entry test that gave Australian immigration officials the power to exclude any non-European immigrants. Immigrants could be required to pass a language test in any European language. If they failed, they were refused entry. The cornerstone of the 1901 Immigration Restriction Act, it was used until 1958.

Displaced Persons: People made homeless and stateless as a result of war, civil war, or the changing of borders by international treaty. After World War 2, enormous numbers of Europeans became stateless. Between 1947 and 1954, more than 170,000 Displaced Persons arrived in Australia, as part of an international resettlement program.

Emigrant: A person who leaves one country to settle in another.



Family Reunion Scheme: An Australian Government scheme that enables family members overseas to be reunited with Australian citizens and permanent residents. The relative in Australia must undertake to act as guarantor for the applicant during the first 12 months after arrival, providing accommodation and financial support.

Immigrant: A person who comes to a country with the intention of becoming a permanent resident or citizen.

Immigration Restriction Act, 1901: Passed by the Australian Parliament in 1901, shortly after Federation, this Act was the cornerstone of the 'White Australia Policy'. It created a series of barriers and disincentives to entry by non-British immigrants.

Integration: From the late 1950s to the late 1970s the Australian Government replaced its 'assimilation' policy with one that promoted integration of immigrants into Australian society. The approach acknowledged that immigrants could become 'Australian' while retaining aspects of their cultural identity and heritage.

Landing Tax: Taxes imposed by state and federal governments on immigrants, in order to restrict or discourage large numbers of immigrants from selected countries. The first landing tax was applied to Chinese people arriving during the Victorian gold rush in the 1850s, and later to immigrants from various European countries during the 1920s and 1930s.

Migrant hostels: Temporary accommodation that housed immigrants arriving in Australia. Since the 19th century, various types of government and privately funded temporary housing have been provided for immigrants. This practice became widespread after World War 2 to process and control the dispersal of the large numbers of people arriving in Australia. British immigrants tended to be housed in central locations, while many others who were not British were sent to camps in isolated rural areas. Many suburban hostels continued to offer support and accommodation for immigrants until the 1980s.

Migration Act, 1958: The first major federal legislation relating to immigration policy since 1901. The 1958 Migration Act abolished the Dictation Test as the method of screening immigrants to Australia. The Act also introduced an entry permit system as the means of controlling immigration. The Act was amended in 1983, replacing the term 'alien' with 'non-citizen' and ending the favoured treatment of British nationals.

Multiculturalism: Since the late 1970s, the Australian Government has promoted multiculturalism in place of 'integration'. Multiculturalism encourages all Australians to maintain their customs and traditions while respecting those of others. At the same time, all Australians are expected to respect and comply with the basic structures and principles of Australian society. Practical measures for achieving a multicultural society have included public funding for the delivery of culturally specific welfare and educational services.

Numerical Multi-factor Assessment System (NUMAS): A points system for the selection of immigrants, introduced in Australia in 1979. It was designed to ensure consistency in the selection of immigrants coming from different countries. Still used, the points system rates the economic and settlement potential of applicants.



Racial Discrimination Act, 1975: Australian Government legislation which prohibits discrimination on the grounds of race, religion, colour, descent or ethnicity.

Refugee: A person who has fled his or her country of origin in fear of being persecuted because of race, religion, nationality, political opinion, or membership of a particular social group. Annual quotas for refugee immigration and resettlement are set by the Australian Government's Humanitarian Program.

Universal Migration Policy: In 1973 the Australian Government introduced a non-discriminatory immigration policy, by which any person, anywhere in the world, could apply to immigrate to Australia, regardless of sex, colour, ethnicity, religion or race.

White Australia Policy: A phrase used to describe the restrictive immigration policies of the colonial and Australian Governments from the 1850s until the 1970s, that aimed to maintain a predominantly white population in Australia. The phrase first appeared in the 1880s and the 1901 Immigration Restriction Act soon became popularly known as the 'White Australia Policy'. The policy remained in force into the 1960s, when it was gradually dismantled, and was finally superseded with the passing of the 1975 Racial Discrimination Act.



Other resources

Most resources are available for loan from the Languages and Multicultural Education Resource Centre – LMERC – in Carlton.
Telephone: 03 9349 1418, Fax: 03 9349 1295



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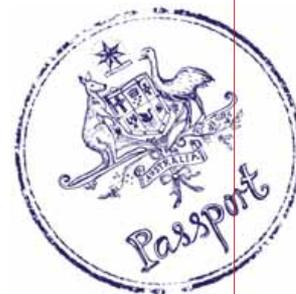
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The Migrant Experience, Film Australia, 1998.

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The immigration saga in the European Union, Volume 1 – No colour, Inside the European Union, Help wanted & Volume 2 – Human trafficking, Identities, Stop the flow.

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

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

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Information about Multicultural Australia

<http://www.multiculturalaustralia.edu.au>

An Introduction to Australian Immigration – Points Test

<http://www.immi.gov.au/media/fact-sheets/index.htm>

The Department of Immigration, Multicultural and Indigenous Affairs

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

Citizenship information

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

History of Immigration to Australia

<http://www.immi.gov.au/media/fact-sheets/index.htm>

Public Record Office

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

National Archives

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



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Organisations

Melbourne Story Exhibition
Melbourne Museum
11 Nicholson St, Carlton, Melbourne, 3053
Phone: 13 11 02
<http://museumvictoria.com.au/MelbourneStory>

Chinese Museum
22 Cohen Place
Melbourne 3000
Phone: (03) 9662 2888
Fax: (03) 9663 2693
<http://www.chinesemuseum.com.au/>

Golden Dragon Museum
P.O. Box 877
Bendigo Vic 3552
Phone: (03) 5441 5044
Fax: (03) 5443 3127
Street Address: 5-11 Bridge Street
www.goldendragonmuseum.org/

The Old Melbourne Gaol
Russell Street
Melbourne 3000
Phone: (03) 9663 7228
Fax: (03) 9639 0119
<http://www.oldmelbournegaol.com.au>

Sovereign Hill
Sovereign Hill Post Office
Ballarat Victoria 3350
Phone: (03) 5337 1100
Fax: (03) 5331 1528
<http://www.sovereignhill.com.au>



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