



SAY AUSTRALIAN
SOUTH SEA ISLANDERS
OUR NAME

HASS, English | Years 1–2

Teacher Resource



Acknowledgement of Country

Queensland Museum acknowledges the First Peoples — the Traditional Custodians of the lands, waters and sky where we live and work. We honour their unbroken connection to Country, culture, and community. We pay respect to Elders past, present and future. We recognise our shared history and commit to embedding First Nations voices in Queensland's continuing story.



Contents

Say Our Name	4
Visiting Queensland Museum Kurilpa	5
Important information	5
Learning resources	5
Other learning opportunities	5
Curriculum links	6
Content descriptions	6
General capabilities	7
Learning objectives	8
Success criteria.....	8
Teacher notes	9
Using this resource	9
Key resources	9
Materials	9
Learning activities	10
Lesson 1: Belonging to groups	10
Lesson 2: Asking the right questions	12
Lesson 3 and 4: Presenting my story	14
Appendix A: <i>Interview questions</i>	16
Endnotes	17



Say Our Name

Why is this exhibition called *Say Our Name*?

Calling a person or group of people by their correct name shows you recognise and respect them. It can also be a way to honour or remember someone — think about when you or your team win an award, and your name is read aloud at assembly!

The opening of *Say Our Name* marks 30 years since the Australian Commonwealth Government recognised Australian South Sea Islander (ASSI) peoples as a disadvantaged group with their own history, culture and identity. Six years later, the Queensland Government formally recognised the contributions and achievements of ASSIs in a [Recognition Statement](#). As a result, a whole generation has grown up being able to say with confidence who they are and where they come from.

But do *you* know who Australian South Sea Islanders are?

ASSIs are descendants of the South Sea Islanders who, between 1863 and 1904, were kidnapped or recruited to work cheaply, mostly on Queensland's cotton and sugar plantations. They also contributed to Australia's farming, maritime, pearling and railway industries, as well as working as house servants and child carers. 62,000 men, women and children were brought from over 80 Melanesian islands, including Fiji, New Caledonia, the Solomon Islands and Vanuatu. The ASSI community has played a significant role in shaping Australia's cultural diversity and history, and in establishing the stability of Queensland's economy.

This exhibition amplifies and celebrates ASSI community voices, experiences and cultural expression.

Today, we *say their name* — Australian South Sea Islanders — to show we respect and value this distinct community of people.



Visiting Queensland Museum Kurilpa

Important information

[Say Our Name](#) opens Saturday 24 August 2024 and runs until Sunday 13 July 2025. The exhibition is located at Queensland Museum Kurilpa (QMK) on Level 2. You can download a [site map here](#).

For information about school visits, including getting here, timing your visit, supervision and group size, cost and invoicing and facilities and services, [visit our website](#). For convenience, this page also includes links to download a risk assessment and certificate of currency, as well as order lunch packs.

For groups of 10+ students or children, please use this [school booking form](#).

Learning resources

To enrich this experience, Queensland Museum [learning resources](#) may be accessed. Creating a free account means you can save, sort, manage and share your favourite resources (including audio and video, objects, events, fact sheets, images, learning resources and loan kits).

[QM Loans](#) is Queensland Museum's object library that suits Queensland schools and early years. The QM Loans collection features kits and sets of museum objects to support the Australian curriculum, early learning and community engagement. We have 24 locations across Queensland to collect and return your education loans kits, including Queensland Museum Rail Workshops (Ipswich), Queensland Museum Cobb+Co (Toowoomba) and Queensland Museum Tropics (Townsville).

Other learning opportunities

SparkLab

Include a visit to QMK's *SparkLab* while you're here! *SparkLab* is an interactive science, technology, engineering and maths (STEM) space, ideal for 6 to 13 year olds. Exhibits and programs link to Australian Curriculum in the learning areas of Science, Technologies and Mathematics. [Click here](#) for further information and to book your visit.

Future Makers

Future Makers is an innovative partnership between Queensland Museum and Shell's QGC business aiming to increase students' uptake of and performance in STEM-related subjects and careers. It also provides curriculum-aligned learning resources and strategies to inspire teachers and increase confidence delivering STEM activities in the classroom. Find out about workshops, online courses, events and resources [here](#).



Curriculum links

This resource is aligned with [Australian Curriculum](#)ⁱ HASS, Years 1–2 and [Australian Curriculum](#)ⁱⁱ English, Years 1–2.

Content descriptions

HASS, Years 1–2	
AC9HS1K01	differences in family structures and roles today, and how these have changed or remained the same over time
AC9HS2K01	a local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance
AC9HS1S01 / AC9HS2S01	develop questions about objects, people, places and events in the past and present
AC9HS1S02 / AC9HS2S02	collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models
AC9HS1S03 / AC9HS2S03	interpret information and data from observations and provided sources, including the comparison of objects from the past and present
AC9HS1S04 / AC9HS2S04	discuss perspectives related to objects, people, places and events
AC9HS1S06 / AC9HS2S06	develop narratives and share observations, using sources, and subject-specific terms
English, Years 1–2	
AC9E1LA01	understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers,
AC9E2LA01	investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions
AC9E1LA03	explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain
AC9E1LA09	recognise the vocabulary of learning area topics
AC9E2LA09	experiment with and begin to make conscious choices of vocabulary to suit the topic



AC9E1LY01	discuss different texts and identify some features that indicate their purposes
AC9E2LY01	identify how similar topics and information are presented in different types of texts
AC9E1LY02	use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions
AC9E2LY02	use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions
AC9E1LY07	create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace
AC9E2LY07	create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace

General capabilities

Knowledge, skills, behaviours and dispositions:

- critical and creative thinking
- digital literacy
- ethical understanding
- intercultural understanding
- literacy
- personal and social capability



Learning objectives

Students are learning to:

- explain how the lives of Australian South Sea Islanders (ASSIs) have changed
- identify and describe features of places that are important to ASSIs, recognising that people describe features of places differently
- recall key ideas and recognise meaning in texts, understanding that texts serve different purposes
- listen to others, using appropriate language features and interaction skills
- make short presentations.

Success criteria

Students will be successful when they can:

- compare their daily lives with the early ASSIs
- discuss why a particular place has cultural value
- find and document literal and nonliteral meaning in various texts
- participate in discussions, using questions with the stems 'where', 'what', 'how' and 'why'
- give a short oral presentation, speaking clearly and with appropriate volume, and using content-specific vocabulary.



Teacher notes

Using this resource

- This resource includes learning activities designed in response to a school visit to [Say Our Name](#).
- Prior to the school visit, prepare students by discussing who Australian South Sea Islanders are, as distinct from other Australian cultural identities.
- Enrich student experience by incorporating key resources into teaching and learning.
- The *Interview questions* ([Appendix A](#)) resource will be completed during [Lesson 2](#).
- Learning activities are organised into four 1-hour lessons.

Key resources

[Explore the objects](#) that represent Australian South Sea Islander culture held in collections across Queensland, particularly the Kastom objects in the [Queensland Museum Collection](#).

Queensland Museum holds over 700 objects in our Australian South Sea Islanders Kastom collection that tell the stories of movement of people from islands in the Pacific to Queensland and the personal objects they brought with them. Through the project we are exploring objects connecting South Sea Islander history and identity. We aim to develop an understanding of objects valued by the community that are held in public and private collections locally, interstate and internationally. As part of the project we aim to digitise as many Queensland Museum collection objects as we can to make them available online.

Materials

Each student will need:

- a printed copy of Appendix items
- a HB pencil
- an eraser
- their workbook

Optional: word processing software and printer to prepare for presentation in [Lesson 3](#).



Learning activities

Lesson 1: Belonging to groups

Inquiry question

- How do our lives compare to the lives of people in the past?

Preparation

- Prepare a still image of the [Recognition Statement Scroll](#) collection item for students to view.

Introductory activity

- On a world map, have students first locate Queensland and then identify the group of islands known as Melanesia. Explain that these islands are where most South Sea Islanders came from.

Learning activities

- At their tables, students discuss what groups they belong to. Include family, school, sporting, cultural, religious, ethnic or hobby groups, as well as geographical community groups, e.g. *Year 2; female; Japanese-Australian; student at Coorparoo State School; house Wentworth; Coorparoo Swim Club; Cyclones basketball; family group is me and my mother; St Stephen's church.*
- Each student should record all the groups they belong to in their workbook. Beside each group, students should record at least one thing that it means to be a member, e.g. *being in house Wentworth means we wear green to sports days; we go to church at St Stephen's because we are Catholic.*
- Think about what you observed during your visit to the *Say Our Name* exhibition. As a class, consider the following questions and record answers on the whiteboard.
 - What does it mean to be an Australian South Sea Islander (ASSI)?
 - Based on the exhibition, do you think people are proud to call themselves an ASSI? Do you think this feeling has changed over the years?
 - Which key objects, photographs, documentation, artworks or stories do you recall? Did you like them? Why or why not?
 - Can you remember some of the things that happened to South Sea Islanders when they came to Australia?
 - Do you remember the names of any important or famous ASSIs who shared their stories in *Say Our Name*?
- Project the [Recognition Statement Scroll](#) on the whiteboard/wall and read through the document as a class.
- Remind students of some historical stories presented in the *Say Our Name* exhibition.

When South Sea Islanders first came to Australia, they were treated very poorly. Some were:



- *tricked into leaving their homes by being offered spots on 'cruises'*
- *kidnapped and forced to work on cotton and sugar plantations*
- *treated like slaves*
- *made to work long hours for very little money*
- *made to work hard in tropical heat, surrounded by other sick and diseased workers.*
- Explain what happened on 25 August 1994, and why it was important.

On this date, the Australian Commonwealth Government formally recognised Australian South Sea Islanders (ASSIs) as a distinct cultural group. This means ASSIs weren't recognised as a group of Australians for over 100 years!

In 2000, the Queensland Government issued a Recognition Statement. The statement included a promise that the ASSIs would 'have equality of opportunity to participate in and contribute to the economic, social, political and cultural life of the state'.

- As a class, discuss what it might have been like for ASSIs *before* they were recognised as an official group. Consider using the following guiding questions:
 - Why do you think ASSIs fought to be recognised as a distinct cultural group?
 - How would you feel if you were not part of the family or community groups you listed in your workbook earlier?
 - Can you think of any reasons why grouping ASSIs all together might be challenging or hard?
 - Can you think of something positive that has come from formal recognition?

Extension activity

- Have a conversation with your family.
 - Have they heard of the Australian South Sea Islanders group?
 - What groups are important to them?
 - Have they ever felt like a group they were part of wasn't being fairly treated?



Lesson 2: Asking the right questions

Inquiry question

- How can we find out what is important to people?

Preparation

- Print a class set of *Interview questions* ([Appendix A](#)).
- Find still or moving images of [collection items](#) to share with students to help them recall their visit to *Say Our Name*. You could print off images or project them on a whiteboard/wall.

Introductory activity

- Students reflect on the previous lesson, discussing their own or their family's responses to the extension activity: *Do you know who Australian South Sea Islanders are? What groups are important to you? Have you been in a group that wasn't fairly treated?*

Learning activities

- Based on the *Say Our Name* exhibition, generate a list of objects, people, places and events that are important to ASSIs (these can be contemporary or historical).
- Choose a few items from the list and as a class, answer the following questions:
 - *Where* was the object or person originally from; *where* was it found/collected or relocated; *where* is it now?
 - *What* is the object, person, place or event called? Does it have different names to different people or groups of people?
 - *How* was the object, person, place or event showcased in the exhibition; *how* was it originally used?
 - *Why* is the object, person, place or event important to ASSIs; has the importance changed, and *why* or *why* not?
- Explain that to investigate why something is important to another person, we use questions starting with the stems: *where*, *what*, *how* and *why*. Hand out a copy of the *Interview questions* ([Appendix A](#)) to each student.
- In pairs, students follow the instructions below.
 - Record your name and your partner's name on the worksheet.
 - Ask your partner to identify an object, person, place or event that is special or important to them.
 - Using interaction skills, ask your partner the *where*, *what*, *how* and *why* questions to understand why their chosen object, person, place or event is special.
 - Document your partner's answers on your worksheet, reading back what you have written to ensure your answers are accurate.



- Swap roles and answer your partner's questions.
- Invite students to share something interesting they discovered about their partner with the rest of the class.
- Collect completed *Interview questions*.



Lesson 3 and 4: Presenting my story

Inquiry questions

- What objects, people, places and events are important to me?
- How do people capture and keep memories?

Preparation

- Encourage students to bring any small items or objects relevant to the significant people, places or events they mentioned in Lesson 2 to school, to show and talk about.
- Provide completed *Interview questions* from the previous lesson. Students will need to look at their own answers.
- If preferred, this task can be completed as an oral presentation, rather than a recorded video diary.

Introductory activity

- Students discuss the important object, person, place or event (the one they answered questions about in [Lesson 2](#)) with an elbow partner. Together, they identify how the object, person, place or event is related to a group the student belongs to, *e.g. their trophy is from winning a chess tournament at the Logan City Chess Club*. Invite students to share this observation with the whole class.

Learning activities

- Go around the class and generate a list of ways that people keep memories. Write responses on the whiteboard. How do students record their memories? Do they remember the video diaries from the *Say Our Name* exhibition?
- Explain that students will be creating a video diary to capture a cherished object, person, place or event. Students should also identify the relevant group that the object, person, place or event is associated with. The presentation should:
 - go for no longer than one-minute, with no more than 100 words
 - contain at least three sentences (including an opening, middle and concluding statement)
 - include any relevant objects to show or talk about
 - include topic-specific vocabulary.

Optional: Presentations can also include background music or projected images if this strengthens communication of the story.

- Guide students to work independently as they develop their scripts.
- When they have completed drafts, give each student the opportunity to read aloud to their table group (or group of 3–4). Invite classmates to engage in *TAG* peer feedback in small groups (feedback could also be given using colour-coordinated post-it notes or via digital/online comment).



- *T* — tell your classmate something you like about the script
- *A* — ask for clarity about something
- *G* — give a suggestion
- Students adjust their script based on feedback and begin practicing their presentation. Provide guidance about including appropriate gestures and varying tone, volume and pace for interest.
- Depending on confidence and ability, students can work in small groups, independently or as a class to produce video diaries. Allow students time to record multiple takes but ensure that each student has the opportunity to produce a video they are happy with.
Note: Recording each video diary in one take with minimal editing will expedite the process.
- As a class:
 - decide where you will display or share video diaries
 - reflect on the process of capturing cherished memories for family or friends to view in the future.



Appendix A: Interview questions

My name is _____

I am interviewing _____

Their important object,
person, place or event is _____

Answer the following questions about the chosen object, person, place or event

What is their official name?	
What do you call them?	
Where are they originally from?	
Where did you first find/meet them?	
How do they work? or What do they do?	
Why are they important to others?	
Why are they important to you?	



Endnotes

ⁱ Australian Curriculum, Assessment and Reporting Authority (ACARA) (2022). *Australian Curriculum, Humanities and Social Sciences (HASS), Version 9.0, 2022*, https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/hass-f-6/year-1_year-2.

ⁱⁱ Australian Curriculum, ACARA (2022). *Australian Curriculum, English, Version 9.0, 2022*, https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-1_year-2.

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