



SAY AUSTRALIAN
SOUTH SEA ISLANDERS
OUR NAME

HASS, English, STEM links: Science | Years 7–8

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.



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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 Civics and Citizenship (HASS), Years 7–8, [Australian Curriculum](#)ⁱⁱ English, Years 7–8 and [Australian Curriculum](#)ⁱⁱⁱ Science, Year 7.

Content descriptions

HASS, Years 7–8	
AC9HC7K05	how values based on freedom, respect, fairness and equality of opportunity can support social cohesion and democracy within Australian society
AC9HC8K06	different experiences of, perspectives on and debates about Australia's national identity and citizenship, including the perspectives of First Nations Australians as owners of their respective nations, and of different migrant groups
AC9HC7S01 / AC9HC8S01	develop questions to investigate Australia's political and legal systems, and contemporary civic issues
AC9HC7S02 / AC9HC8S02	locate, select and organise information, data and ideas from different sources
AC9HC7S03 / AC9HC8S03	analyse information, data and ideas about political, legal or civic issues to identify and explain differences in perspectives and potential challenges
AC9HC7S05 / AC9HC8S05	create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that reference evidence
English, Years 7–8	
AC9E7LA01 AC9E8LA01	understand how language expresses and creates personal and social identities recognise how language shapes relationships and roles
AC9E7LA07 AC9E8LA07	analyse how techniques such as vectors, angle and/or social distance in visual texts can be used to create a perspective investigate how visual texts use intertextual references to enhance and layer meaning
AC9E7LY01 AC9E8LY01	explain the effect of current technology on reading, creating and responding to texts including media texts identify how texts reflect contexts



AC9E7LY02	use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts
AC9E8LY02	use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussion
AC9E7LY03	analyse the ways in which language features shape meaning and vary according to audience and purpose
AC9E8LY03	analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a text
Science, Year 7	
AC9S7H01	explain how new evidence or different perspectives can lead to changes in scientific knowledge
AC9S7H03	examine how proposed scientific responses to contemporary issues may impact on society and explore ethical, environmental, social and economic considerations
AC9S7I08	write and create texts to communicate ideas, findings and arguments for specific purposes and audiences, including selection of appropriate language and text features, using digital tools as appropriate

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:

- understand the values of Australian society and how/why these change
- examine the effect Australia's political and legal systems had on people in the past
- explain the significance of Australian South Sea Islanders (ASSIs)
- develop questions to frame an inquiry
- explore how diverse groups of people form a social identity.

Success criteria

Students will be successful when they can:

- contribute to discussions about Australia's national identity
- observe and discuss the significance of primary and secondary sources
- contribute to discussions about the significant impact ASSIs have had on Australian society
- scrutinise sources using key questions to interrogate origin, purpose/context and perspectives
- write, speak or sign a short reflection to summarise understanding of ASSI cultural identity.



Teacher notes

STEM links

Teachers could complete Future Makers' self-paced online course [Water Matters](#). This free course should take approximately 1–1.5 hours.

Students could then be directed to observe the way water is represented in the *Say Our Name* exhibition. Student tasks in this course align with Science, Geography and Design and Technologies.

Using this resource

- This resource includes learning activities designed in response to a school visit to [Say Our Name](#).
- Enrich student experience by incorporating key resources into teaching and learning.
- Students to complete *Object observations* ([Appendix A](#)) during their visit.
- Learning activities are organised into two 1-hour lessons.
- Teachers may choose to omit or extend learning activities, depending on their specific learning area or interest.

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 or digital copy of Appendix items
- a HB pencil and eraser
- or
- a pen
- their workbook/laptop
- word processing software and internet access.



Learning activities

Lesson 1: Values

Inquiry question

- How do political and legal systems show what a country values?

Preparation

- Prepare a still image of the [Recognition Statement Scroll](#) collection item for students to view.
- For independent or guided research, students can use resources, research, archives gallery images, collections and more that were collated for the [Archaeology, collections and Australian South Sea Islander lived identities](#) (ASSILI) project.

Introductory activity

- Invite students to share a memorable person, event or system from *Say Our Name*. How did the display of this person, event or system in the exhibition affect how you perceived it?
- Project the [Recognition Statement Scroll](#) on the whiteboard/wall and allow students time to read through the document. Prompt students to consider the layout of this document, considering it was produced in 2000. As a class, discuss the purpose of this statement, when Australian South Sea Islanders (ASSIs) were formally recognised as a distinct cultural group in 1994.
- 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:

- *kidnapped or 'blackbirded'*
 - *persuaded or tricked into 'indentured labour' arrangements*
 - *made to work hard and for long hours in tropical heat, surrounded by other sick and diseased workers.*
- In small groups, students work together to answer the following questions. They may need to do further research to support their answers.
 - What does Australian 'national identity' mean? What contributes to our national identity (consider people, objects, places, events and perspectives)?
 - How has the representation of Australian identity changed in the last 150 years?
 - How do events, media coverage or other education opportunities (like visiting *Say Our Name*) contribute to changing perspectives on Australia's national identity?
 - As a class, discuss answers, electing a member from each group to share group responses. Students capture class responses in their workbook.



Lesson 2: Social identity

Inquiry question

- How do groups of people form a social identity?

Preparation

- Students will have completed their *Object observations* ([Appendix A](#)) during their visit to *Say Our Name*. Ensure students have access to these worksheets during this lesson.

Introductory activity

- Invite students to share a memorable object from their *Object observations* worksheet.
- As a class, collate one object from each student's worksheet to get a general idea what everyone noticed.

Learning activities

- Read the following statement aloud:

As South Sea Islanders were brought to Australia from over 80 islands, and records were either poorly kept or non-existent, many South Sea Islanders and their descendants, ASSIs, have lost connection with their home islands, as well as to any extended family.

In 1901, the Pacific Islander Labourers Act (part of the 'White Australia' policy) introduced legislation enabling the deportation of most Pacific Islanders in Australia by 1906. Many South Sea Islanders were afraid to return to their home islands for fear of rejection. They had already changed and adapted to life in Australia.

There are stories of people being separated from family, deported to the wrong island and escaping into the bushland to avoid deportation.

Small numbers of migrants were granted exemption, but these people were often subjected to a life of disadvantage and racial discrimination.

- Pose the question below and ask students to *Think-Pair-Share*.

Why was it important for the Australian Commonwealth Government to formally recognise ASSIs as a distinct cultural group?

- *Think* — spend three minutes considering your own response to the question and write or draw this in your workbook.
 - *Pair* — spend five minutes discussing your responses with your elbow partner and listening to their response. Copy down ideas your partner had that you did not.
 - *Share* — with your partner, decide which responses are most valid or important and raise your hand to share these with the class. As you listen to responses from the class, write down any more ideas you like.
- Pose the question below and ask students to *Think-Pair-Share* with a new elbow partner.



How has such a diverse group of people come together to form a social identity? Give examples from the *Say Our Name* exhibition.

- Students write, speak or sign a short reflection, answering one of the following questions:
 - How does a particular person, event, system or object from the exhibition represent the cultural identity of ASSIs?
 - What are some continuing challenges for ASSIs in Australia? How could these challenges be addressed?
 - What do I think is the most significant message in the *Say Our Name* exhibition?



Appendix A: *Object observations*

Complete observations for at least three objects of interest

Table 1

Object name	
Sketch	Origin
	Condition
	Function
	Modern equivalent (optional)
Method of display	



Table 2

Object name	
Sketch	Origin
	Condition
	Function
	Modern equivalent (optional)
Method of display	



Table 3

Object name	
Sketch	Origin
	Condition
	Function
	Modern equivalent (optional)
Method of display	



Endnotes

- ⁱ Australian Curriculum, Assessment and Reporting Authority (ACARA) (2022). *Australian Curriculum, Humanities and Social Sciences (Civics and Citizenship 7–10), Version 9.0, 2022*, https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/civics-and-citizenship-7-10/year-7_year-8.
- ⁱⁱ Australian Curriculum, ACARA (2022). *Australian Curriculum, English, Version 9.0, 2022*, https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-7_year-8.
- ⁱⁱⁱ Australian Curriculum, ACARA (2022). *Australian Curriculum, Science, Version 9.0, 2022*, <https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-7>.

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