



**SAY** AUSTRALIAN  
SOUTH SEA ISLANDERS  
**OUR NAME**

**HASS, English | Years 5–6**

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](#)<sup>i</sup> HASS, Years 5–6 and [Australian Curriculum](#)<sup>ii</sup> English, Years 5–6.

### Content descriptions

<b>HASS, Years 5–6</b>	
AC9HS5K03	the role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony
AC9HS6K03	the motivation of people migrating to Australia since Federation and throughout the 20th century, their stories and effects on Australian society, including migrants from the Asia region
AC9HS6K05	Australia's interconnections with other countries and how these change people and places
AC9HS5K07	how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal
AC9HS5S01 / AC9HS6S01	develop questions to investigate people, events, developments, places and systems
AC9HS5S02 / AC9HS6S02	locate, collect and organise information and data from primary and secondary sources in a range of formats
AC9HS5S04 / AC9HS6S04	evaluate primary and secondary sources to determine origin, purpose and perspectives
AC9HS5S07 / AC9HS6S07	present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions
<b>English, Years 5–6</b>	
AC9E5LA01	understand that language is selected for social contexts and that it helps to signal social roles and relationships
AC9E6LA01	understand that language varies as levels of formality and social distance increase



AC9E5LA02	understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources
AC9E6LA02	understand the uses of objective and subjective language, and identify bias
AC9E5LA07	explain how the sequence of images in print, digital and film texts has an effect on meaning
AC9E6LA07	identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning
AC9E5LY01	describe the ways in which a text reflects the time and place in which it was created
AC9E6LY01	examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created
AC9E5LY02	use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea
AC9E6LY02	use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions
AC9E5LY03	explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text
AC9E6LY03	analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences

## 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:

- describe cause and effects of change on Australian society
- compare experiences of people in the past
- explain the significance of Australian South Sea Islanders (ASSIs) in society
- develop questions to frame an inquiry
- develop texts to present information.

## Success criteria

Students will be successful when they can:

- observe and document significant primary and secondary resources
- discuss important people, events, developments, places and systems, including placing them chronologically
- write a position statement (an issue they can present an arguable one sentence opinion on) about the significant impact Australian South Sea Islanders have had on Australian society
- scrutinise sources using key questions to interrogate origin, purpose/context and perspectives
- create and present a multimodal presentation to communicate their position statement, supported by primary and secondary sources.





## Teacher notes

### 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 *Exhibition observations* ([Appendix A](#)) to examine sources during their visit. They should complete at least one observation (row) for each category: person, event, development, place and government system. The **UPPERCASE TEXT** has been included as an example observation but can be deleted before handing out.  
**Note:** a 'development' is likely to be represented as a functional or decorative object or method, skill or way of working.
- Learning activities are organised into three 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.

**Optional:** word processing software and internet access.



## Learning activities

### Lesson 1: Who are Australian South Sea Islanders?

#### Inquiry question

- How do Australian cultural identities differ?

#### Preparation

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

- Each student should choose one person, event, development, place or system they observed in the *Say Our Name* exhibition and share their insights with the class.
- Students should be invited to share any relevant family or community stories about migration to Australia.

#### Learning activities

- In small groups, students work together to answer the following questions:
  - Who are Australian South Sea Islanders (ASSIs)?
  - When did South Sea Islanders arrive in Australia?
  - Why did they come to Australia from their country of origin?
  - What were some of the challenges South Sea Islanders faced?
  - How have they contributed to the development of Australian society over time?
  - How do you think the history of South Sea Islanders continues to affect Australian South Sea Islanders?

Students should use their observation notes and further research to prepare short statements in response to each question.

- As a class, discuss answers, electing a member from each group to share group responses. Students capture class responses in their workbook.



## Lesson 2 and 3: Developing and presenting

### Inquiry question

- How is Australian society shaped by migrant groups?

### Preparation

- For independent or guided research, students can use resources, research, archives gallery images, collections and more that was collated for the [Archaeology, collections and Australian South Sea Islander lived identities](#) (ASSILI) project.

### Introductory activity

- Students reflect on the previous lesson, sharing their thoughts about the *significance* of Australian South Sea Islanders for Australian society with the class.

### Learning activities

- Explain that students are preparing a multimodal presentation, which answers the question:  
How have Australian South Sea Islanders and descendants of South Sea Islanders, contributed to Australian society in terms of economic, social, political or cultural life?

Presentations should include the following sections:

1. **Introduction** and position statement (an issue they can present an arguable one sentence opinion on)
  2. **Background**/context, including key dates, events and developments
  3. **Experiences** of ASSIs
  4. **Contributions** ASSIs made to Australian economic, social, political or cultural life
  5. **Significance** to Australian society (historical and continuing)
  6. **Conclusion**
- Guide students to work independently on their presentations. One option is to develop research questions for each section (as demonstrated in [Lesson 1](#)). Students should include primary or secondary sources in each body section to support their statement. They can download or draw images to include in their presentations, as well as bringing any relevant items from home.
  - At the end of Lesson 2, invite students to share their findings with their table group, linking stories and research to compare conclusions about the significance of ASSI contributions. Students reflect on this feedback to improve their own presentations.
  - In Lesson 3, multimodal presentations should be completed. They can be submitted digitally, e.g. as a slideshow or website, or presented as a static display or oral presentation.



## Appendix A: *Exhibition observations*

	Primary	Secondary	Origin	Purpose/context	Perspectives
<i>Person</i>  <b>MAL MENINGA — DIGITAL STORY</b>	✓		<i>IDENTITY AND FAMILY CONNECTION TO TANNER (OR TANNA) ISLAND, VANUATU AND MALAITA, IN THE SOLOMON ISLANDS</i>	<i>MAL MENINGA IS A WELL- KNOWN AUSTRALIAN RUGBY LEAGUE PLAYER WHO IDENTIFIES AS AN ASSI.</i>	<i>WOULD LIKE A FULLER PICTURE OF HIS BACKGROUND BUT DOESN'T THINK THAT WILL HAPPEN AS ELDERS PASS AWAY AND STORIES GET BURIED WITH THEM.</i>
<i>Person</i>					
<i>Event</i>					
<i>Development</i>					
<i>Place</i>					
<i>System</i>					



## Endnotes

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<sup>i</sup> 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-5\\_year-6](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/hass-f-6/year-5_year-6).

<sup>ii</sup> Australian Curriculum, ACARA (2022). *Australian Curriculum, English, Version 9.0, 2022*, [https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-5\\_year-6](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-5_year-6).

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