SAY AUSTRALIAN SOUTH SEA ISLANDERS
OUR NAME

HASS, English | Years 9–10

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

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 9–10 and [Australian Curriculum](#)[ii] English, Years 9–10.

Content descriptions

HASS, Years 9–10	
AC9HC9K05	how and why individuals and groups, including community, religious and cultural groups, participate in and contribute to civic life in Australia and to global citizenship
AC9HC10K05	the challenges to and ways of sustaining a resilient democracy and a cohesive society in Australia and/or in our region or globally
AC9HC9K06	the influence of a range of media, including social media, in shaping identity and attitudes to diversity
AC9HC9S02 / AC9HC10S02	locate, select and compare information, data and ideas from a range of sources
AC9HC9S03 / AC9HC10S03	analyse information, data and ideas about political, legal or civic issues to identify and evaluate differences in perspectives and interpretations
AC9HC9S04	evaluate the methods or strategies related to making decisions about civic participation
AC9HC10S04	evaluate the methods or strategies and outcomes related to making decisions about civic participation
AC9HC9S05 / AC9HC10S05	create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that incorporate evidence
English, Years 9–10	
AC9E9LA01	recognise how language empowers relationships and roles
AC9E10LA01	understand how language can have inclusive and exclusive social effects, and can empower or disempower people
AC9E9LA02	understand how evaluation can be expressed directly and indirectly using devices such as allusion, evocative vocabulary and metaphor
AC9E10LA02	understand that language used to evaluate, implicitly or explicitly reveals an individual's values

AC9E9LA07	analyse how symbols in still and moving images augment meaning
AC9E10LA07	evaluate the features of still and moving images, and the effects of those choices on representations
AC9E9LA08	analyse how vocabulary choices contribute to style, mood and tone
AC9E9LY01	analyse how representations of people, places, events and concepts reflect contexts
AC9E10LY01	analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts
AC9E9LY02	listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interacting skills to present and discuss opinions regarding these texts
AC9E10LY02	listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these texts
AC9E9LY03	analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group
AC9E10LY03	analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes

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:

- improve methods of research using primary and secondary sources

- analyse representations of distinct cultural groups

- form a position or perspective

- use appropriate vocabulary and language features for a podcast.

Success criteria

Students will be successful when they can:

- test inquiry questions to determine a focus/research question that is in scope and scale

- locate, select and compare information, data and ideas from a range of sources, documenting findings

- list and justify evidence that contributes to the cultural identity of Australian South Sea Islanders (ASSIs)

- devise a podcast and its purpose, and then create an episode beginning with a position statement (an issue they can present an arguable one sentence opinion on)

- create a persuasive podcast episode using appropriate style, mood and tone and language.

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.
- 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 HB pencil and eraser

  or

- a pen
- their workbook/laptop
- word processing software and internet access
- blank paper, felt pens and mounting putty or magnets
- audio recording and editing software.

Learning activities

Lesson 1: Developing a focus

Inquiry question

- How do I develop a research question that is in scope and scale?

Preparation

- Students should make note of five of the eight major exhibition themes before visiting Say Our Name: We, South Sea People, Sweet as Sugar, Series of Fragments, Strengthening Connections and Say Our Name For independent 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

- As a class, reflect on the visit to *Say Our Name.* Invite each student to share one new discovery they made.

Learning activities

- Explain that the *Say Our Name* exhibition includes the following major themes:

    o **We, South Sea People** — strength and resilience in the community

    o **Sweet as Sugar** — contextualising South Sea Islander history in the global context

    o **Series of Fragments** — reclaiming ASSI stories by piecing together their stories from multiple different sources and document

    o **Strengthening Connections** — memories and lived experiences, how we keep memories and how we articulate and own them

    o **Say Our Name** — leaving a roadmap/legacy for future generations.

- Students choose (or are assigned) one of these five themes as a research focus. They can also work in pairs or small groups at this time. Research should include:

    o a timeline of significant events

    o perspectives from significant historical and contemporary figures

    o justification of objects included in the exhibition.

- Revising their research, students should create up to three possible position statements.

    Some example position statements for each theme are:

    o **We, South Sea People** — *The prime minister of Australia should release a formal apology to Pacific Islanders for the indentured labour trade.*

- **Sweet as Sugar** — *Queensland's sugar industry would not have had the same economic success without the contribution of South Sea Islanders.*

- **Series of Fragments** — *Without being able to call a place home, objects and people become significant markers of identity.*

- **Strengthening Connections** — *Oral histories are no less reliable than documented histories and are sometimes the only record.*

- **Say Our Name** — *Giving a person/group of peoples a name they support shows respect and acknowledges their existence.*

- Students work in table groups, sharing their shortlist of position statements and giving each other feedback. Explain that the measure of success is a statement that communicates an opinion that is relevant, specific (not too broad), interesting and achievable to support.

Lesson 2: Examining information

Inquiry question

- How do primary and secondary sources support an investigation?

Preparation

- For independent 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

- Share any successful position statements with the class, explaining how the statement meets the measure of success from Lesson 1.

Learning activities

- Students write their position statement on a blank piece of paper and attach the paper to the wall or whiteboard (without their name).

- Invite the class to engage in *TAG* peer feedback for at least five statements (feedback could also be given using colour-coordinated post-it notes or via digital/online comment). Manage the activity so each student receives feedback.

    o *T* — tell your classmate something you like about the statement

    o *A* — ask for clarity about something

    o *G* — give a suggestion

- Encourage students to spend time refining their position statement based on peer feedback.

- Guide students to find three pieces of evidence to support their statement. Evidence should be a combination of primary and secondary sources that can be described without sharing visuals. Students should examine information about the evidence, asking key questions to ensure it can support their position statement. If students cannot support their position statements, they will have to revise them. Key questions may include:

    o *Is the evidence a primary or secondary source?*

    o *How is the evidence displayed/shared and how does this context affect meaning?*

    o *What is the origin of the evidence?*

    o *What is the purpose of the evidence?*

    o *What are some significant perspectives about this evidence?*

- Students continue to work independently to collect relevant evidence.

Lesson 3 and 4: Producing a podcast

Inquiry question

- How can I condense and communicate my research for target audiences?

Preparation

- For independent 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

- Play a podcast with students. You may like to explore Queensland Museum's podcast, Museum Revealed, though students will be making a much shorter episode!

- Invite students to discuss or share their favourite podcasts or radio segments.

Learning activities

- Explain that students will be producing their own podcast episode, including recording a spoken response and editing the audio to make an episode no longer than 2 minutes (about 300 words). Students will need to start with their position statement and use evidence to persuade the audience of their perspective. All direct quotes or research should be properly attributed (either audibly on the episode or in episode notes). Podcasts can also include appropriate background music or sound effects.

  Students could explore the following sites for royalty free music and sound effects:

  o Free Music Archive

  o Freesound

  o Jamendo

- Guide students to complete a draft of their podcast script, using their position statement and research from the previous lessons.

- Once drafts are completed, give each student the opportunity to read it aloud to their table group (ensure someone times the reading). Invite the class to engage in *TAG* peer feedback (feedback could also be given using colour-coordinated post-it notes or via digital/online comment). Encourage students to suggest relevant terms and concepts.

- Encourage students to spend time refining scripts based on peer feedback.

- Students work in pairs to find a quiet spot and record each other's voice.

- Guide students to upload their audio recording onto a device and use editing software to trim or edit audio and add any background music or sound effects.

- Students export their completed podcast episode as a sound file and upload to a shared class platform or school-approved podcast hosting site.

Extension activity

- As a class, decide on a podcast channel name and description, and design a logo. All podcast episodes can be uploaded to the same channel.

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-9_year-10.

[ii] Australian Curriculum, ACARA (2022). *Australian Curriculum, English, Version 9.0, 2022*, https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-9_year-10.