

**BRITISH  
MIGRANTS  
INSTANT  
AUSTRALIANS?**



*Museums Victoria and the History Trust of South Australia wish to acknowledge that this exhibition was developed on the lands of the Boonwurrung and Woi Wurrung peoples and is shown on the lands of the Kurna people. We recognise First People's continuation of cultures and connections to Country, in the face of over two centuries of migration.*



**BEFORE THE VISIT  
DURING THE VISIT  
AFTER THE VISIT**



# BEFORE THE VISIT



## BEFORE THE VISIT

# MIGRATION AND SETTLEMENT— CONTEXT FROM WITHIN THE CLASSROOM

## MIGRATION

My Family Migration story.

Our Community Migration / Invasion, Colonisation and Settlement stories

Use some of these questions to lead a discussion regarding the migration history of Australia – the conversation/ research could also be more specific to the area where your school is located.

Local History societies may offer resources to assist with this activity.

Students can work collaboratively to develop group sets of questions and then pool the questions / develop responses in teams based on personal stories and or the local stories of the place where your school is located.

### Suggested Question Prompts... Migration

- Why?
- When?
- From where?
- What is my connection to migration and how did our family come to be living in this community?
- What is your family migration story?

For information about South Australia's multicultural story visit:  
<https://migration.history.sa.gov.au/resource/south-australias-multicultural-story/>

### Settlement – Invasion, Colonisation ... Loaded terms in the history of people and place

- What is the settlement history of the place where we are currently located?
- Who are the traditional owners of the land where our school is located? Our homes are located?
- When did the first non-Indigenous people arrive to this place?
- Migration history can often be traced through investigation of the built environment. Architectural styles, place names, street names and public spaces often reflect settlement history.
- Create a citizen heritage field trip and spend time collecting data on the names of places in your community. Investigate local cemetery, public spaces and identify names of individuals and groups who have been assigned public recognition. Where did they come from?
- When was your town, city established?
- Who are the people whose names feature prominently in your community?
- Who are the locals ? What languages predominate in your local community history?
- What migration stories can you find?



# DURING THE VISIT



# DURING THE VISIT

The exhibition has four distinct spaces.  
Each space offers the visitor an opportunity to:

- Connect to elements of the migration process through a display of the ways in which 'migration' was sold to those considering leaving the UK and those who would be potential neighbours of the 'new arrivals', those who already considered themselves Australians.
- Consider the process of migration from various points of view. The space where reality meets dream, where the personal meets the policy.
- Contemplate the present and future after hearing personal stories of migration and relocation and the complexity of national identity.

## THE RIGHT TYPE – SELL TO AUSTRALIA / SELL TO THE UK

### One in a Million

Who were the migrants who responded to the dream sold by the Australian and British governments?

### Personal Stories

Delve deeper into individual stories and see the ways memories are recounted and recorded.

### Time for a Chat

- Where does the British migration story fit in the story of settlement in Australia?
- When do you stop being a migrant ? Do you ever?

In each space students should be given the opportunity to collect images and information in order to present a personal reflection of their experience and reaction to the four elements.

In order to create a framework for experiencing each part of the exhibition we are using the **See, Think, Wonder Visible Thinking Routine** from Harvard Project Zero to scaffold the observation and interaction in each space.

Each group of learners will have particular requirements. Please use these suggested guides and construct your own student activity as required. You may want to use social media to collect the data – students could Instagram their responses, snapchat could offer a way to record and interrogate the content.

### In each of the four gallery spaces carry out observations in the following way

1. What do you observe in this space? (List, photograph, film )
2. What purpose do the contents of this part of the exhibition serve? What information are you gathering from this space?
3. What are you thinking about as you interact with the content of this space? What questions do you have about what you have seen?



# AFTER THE VISIT





# AFTER THE VISIT

## MIGRATION STORIES – USING THE OBSERVATIONS FROM THE EXHIBITION VISIT

**Class activities can be developed based on student responses to the exhibition spaces.**

- If students used Social Media platforms to share their responses while in the exhibition they could work in teams to produce responses to the entire exhibition and develop a collective commentary on the exhibition and what they have gained from a visit.
  - The responses collected by individual students can be presented in a range of formats – blog post, podcast, digital story and shared as the introduction to a class project on the impact of migration. Students use the following resources to construct an exhibition which interrogates migration stories of their community
- a. South Australia Multicultural Story**  
<https://migration.history.sa.gov.au/resource/south-australias-multicultural-story/>
  - b. Small Object Big Story**  
<https://museumsvictoria.com.au/learning/small-object-big-story/>
  - c. Making History**  
<https://museumsvictoria.com.au/learning/making-history/>

## IDENTITY, CITIZENSHIP, BEING AN AUSTRALIAN

**In ‘The Chat’ exhibition visitors are asked to consider ideas of Identity and what it means to be an Australian.**

Use the responses to ‘The Chat’ to explore one or all of the following:

- a. What characteristics define Australian Identity ?**
- b. Who is the migrant , who is not ?**
- c. Who are they? Who are we?**
- d. When do you stop being a migrant and start being Australian?**
- e. What does citizenship mean?**

