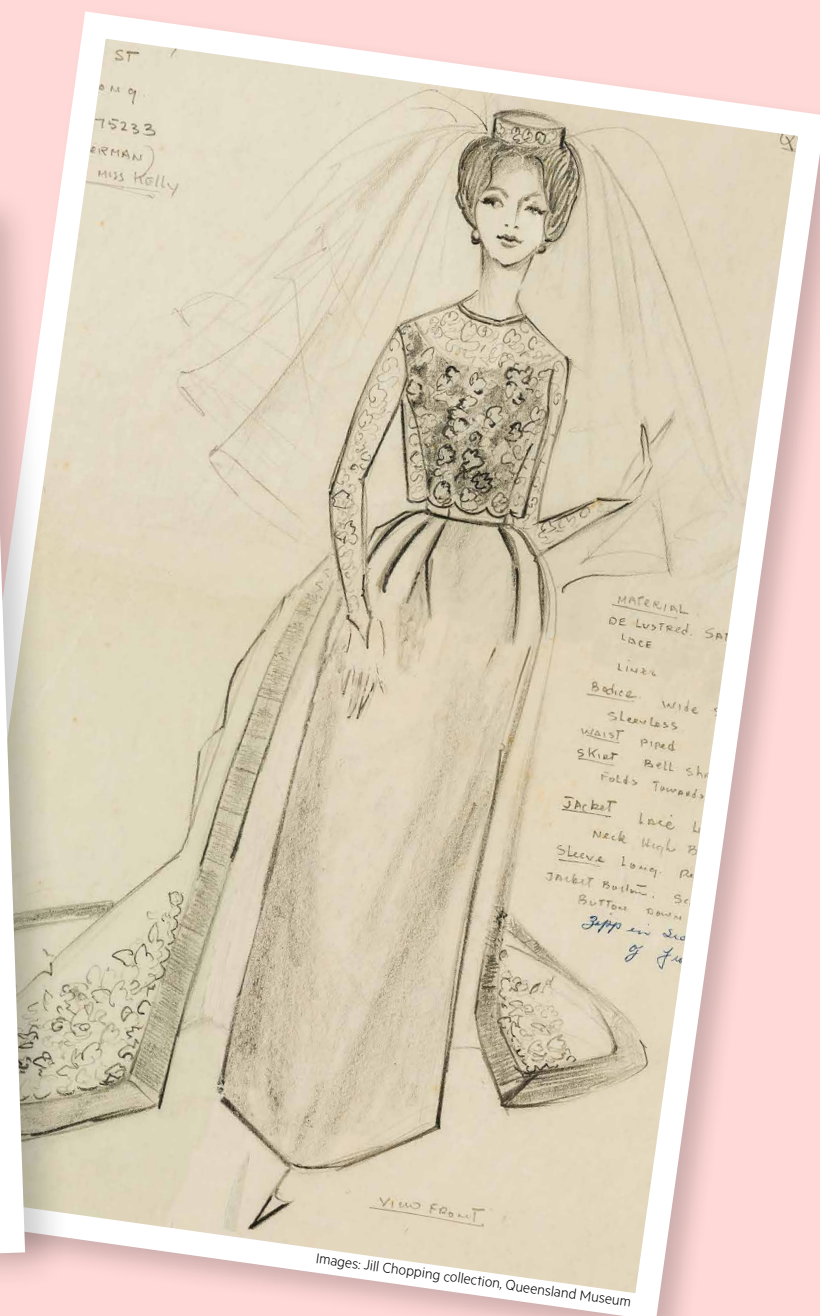


wedding stories from Queensland

18 Sept 2020 to 21 Feb 2021



Images: Jill Chopping collection, Queensland Museum

Teacher Resource and Curriculum Links
Civics and Citizenship (Year 7, 8 and 9)

TECHNOLOGY PARTNER



Queensland Government

Cultural Warning

Aboriginal and Torres Strait Islander visitors are advised that this exhibition may contain images and include accounts of people who have passed away.

We also advise that any racist and derogatory language contained in the exhibition is 'of its time' and does not reflect the contemporary views of the Queensland Museum. We have preserved this to help our audiences understand both past and ongoing experiences of Australian First Nations people and as part of our commitment to truth and reconciliation.



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These teacher notes were developed by Queensland Museum Lifelong Learning and are intended to support teachers when planning a class visit to the exhibition, *I Do! Wedding Stories from Queensland*. Learning Resources produced by Queensland Museum cannot be reproduced or used for commercial purposes in any form. Material remains the property of Queensland Museum, or other therein acknowledged sources, and normal copyright laws apply.

An Introduction to *I Do! Wedding Stories from Queensland*

Marriage has always been a hot topic. The world's greatest writers, poets and singers have lamented, agonised over and celebrated its worth in history and the debate continues to this day. Regardless of which side you sit on, marriage is still relevant. Getting married is a significant life event and no matter how it's celebrated, the act of a marriage ceremony to signify the union of two people is intensely personal and remains an important milestone in many couple's lives.



This exhibition explores the evolving history of 'getting married' in Queensland through individual stories of people who have celebrated their 'big day'. It is through these big life-changing moments – the moment where two people are committed to one another through the union of marriage - that we are able to reflect on how we see ourselves as individuals, couples and as communities living in a particular moment in time. *I Do! Wedding Stories from Queensland* will reveal stories of love, tradition, ritual, war and home. The exhibition will also highlight people's experiences around the recent change in legislation allowing same-sex couples the right to

marry in Australia. These 'getting married' stories will be told through a collection of aspiring wedding fashions that date from the 1840s through to today.

The garments are not displayed chronologically and the exhibition does not attempt to provide a comprehensive history of marriage; rather the curators have adopted a thematic approach to explore the evolving history of 'getting married' in a way that brings out the individual stories of people, couples and communities living in a particular moment in time.

The exhibition explores five themes:

- Love**
- Rites, Rights and Rituals**
- Heart and Home**
- Honouring Tradition**
- Circumstance**



Love

*I seem to have loved you in numberless forms, numberless times ...
In life after life, age after age, forever.*

Rabindranath Tagore, Indian poet and writer, 1861–1941

Weddings are expressions of love. Deeply personal and life changing, a wedding is a moment of joy, romance and excitement, celebrating the shared love of two people, often with family and close friends. Even after a couple have wed, each anniversary sees love evolve and grow as experiences shape their journey through married life together.

Rites, Rights and Rituals

There are a thousand ways to kneel and kiss the ground; there are a thousand ways to go home again.

Rumi, Persian poet and scholar, 1207–1273

For centuries, marriage has been recognised as an important rite of passage. Grounded in family and community, weddings are celebrated through a diverse range of rituals within established cultural, religious or legal frameworks. Until recently, church and state-imposed sanctions have either restricted or denied the right to marry to many Australians, most notably First Australians and same-sex couples.

Heart and Home

Where we love is home – home that our feet may leave, but not our hearts.

Oliver Wendell Holmes, American physician and poet, 1809–1894

Weddings connect us to a greater sense of family and place; they encourage us to reflect on who we are, where we come from and where we are going. They bring to the fore the sacrifices we make to create a unified life with our partner while also rousing within us anticipation and optimism about building a home.

Honouring Tradition

Marriage brings one into fatal connection with custom and tradition, and tradition and customs are, like the wind and weather, altogether incalculable.

Soren Kierkegaard, Danish philosopher, poet and social critic, 1813–1855

Wearing a special dress or suit is a time-honoured tradition of the marriage ceremony. Whether handed down, custom-made or bought for the occasion, wedding garments speak volumes about the people who chose them, those who made them, and the times in which they were worn.

Circumstance



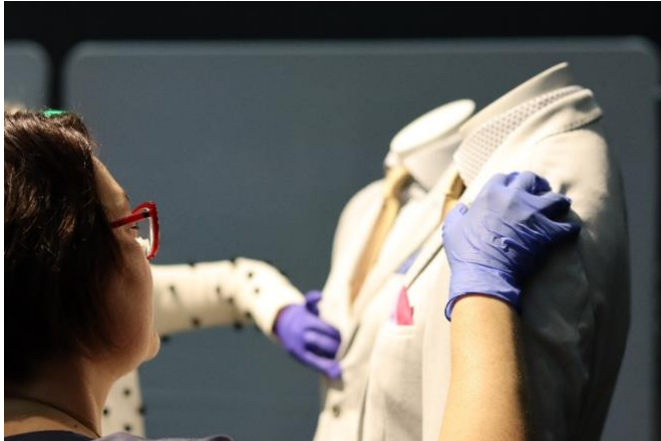
Love recognizes no barriers. It jumps hurdles, leaps fences, penetrates walls to arrive at its destination full of hope.

Maya Angelou, American poet, memoirist and civil rights activist, 1928–2014

In the shadow of war, crisis and uncertainty, love, in its countless forms, prevails. It powerfully shapes our desires, decisions and commitment to overcoming challenges. When families are separated, cities are silenced and the world feels out of control, a wedding can be a defiant celebration of life and an expression of hope for a better future.

Behind the Scenes of *I Do! Wedding Stories from Queensland*

Museum exhibitions involve extensive teamwork. In a behind-the-scenes interview, two members of the *I Do! Wedding Stories from Queensland* exhibition team share their backgrounds, professional pathways and passions, explain some of the scientific and historical skills required for museum work, and discuss how this exhibition was developed. The interview is available at [I Do! Wedding Stories from Queensland](#).



During Your Visit: *Threads* Exhibition

Adjacent to *I Do! Wedding Stories from Queensland* is *Threads*, a free exhibition. A visit to this exhibition may complement the themes studied by your students in *I Do! Wedding Stories from Queensland*.

Threads showcases a stunning collection of fashion and art from Aboriginal Quandamooka artist, Elisa Jane Carmichael. It features six hand woven, sculptural dresses and artwork, *Weaving: past, present, future*. This collection highlights Elisa Jane's connection to country and personal journey to insert Aboriginal narratives into Australia's fashion history.

In this exhibition, Elisa demonstrates how her arts practice creates threads that gives us a pathway to creating awareness about the depth of First Nation's Peoples textile making in Australia and symbolic of interwoven, intergenerational knowledge.



Threads is not only an imagining of what First Nations weaving would be like without interruption, but an opportunity to learn from previous generations and passing on knowledge to a new generation. The exhibition will focus on Aboriginal Peoples and Torres Strait Islander Peoples' living cultures and how people continue to adapt traditional techniques and material, re-interpret forms and maintain the process of passing on traditional knowledge and cultural practices.

Year 7 Civics and Citizenship – Stimulus Questions

These stimulus questions provide a starting point for curriculum-relevant conversations with your students:

1. Which stories and objects in this exhibition support the idea that Australia is a multi-faith and multicultural society? Which cultures and faiths are represented?
2. Considering Bishop Malcolm's story and the design of his cope, answer the following questions:
 - a. How does his cope represent his Christian faith and his Indigenous heritage?
 - b. What significance did his ordination as a bishop have for Indigenous people?
 - c. Do you think his ordination could have been controversial in 1959? Why?
 - d. Why do you think Bishop Malcolm chose to embrace the Christian faith when historically it symbolised suffering for his community?
3. In your opinion, which object in this exhibition best symbolises marriage equality for same sex couples? Why?
4. What was the significance of the introduction of civil celebrants in 1973? What opportunities did this open up for couples who wished to marry?
5. How are the colours of Simone Arnol's Yarrabah mission wedding dress significant?
6. Why do you think people choose to incorporate traditional cultural elements into their weddings? Why are weddings considered an important time to do so? What cultural elements have been included in weddings you have attended?
7. In what way does this exhibition explore human rights issues? Which story resonated with you the most and why?

Year 7 Civics and Citizenship – Australian Curriculum Links

KEY INQUIRY QUESTIONS
<ul style="list-style-type: none"> • How is Australia’s system of democratic government shaped by the Constitution? • What principles of justice help to protect the individual’s rights to justice in Australia’s system of law? • How is Australia a diverse society and what factors contribute to a cohesive society?
KNOWLEDGE AND UNDERSTANDING
Citizenship, diversity and identity
How Australia is a secular nation and a multi-faith society with a Christian heritage (ACHCK051)
How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a ‘fair go’, can promote cohesion within Australian society (ACHCK052)
How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHCK053)
SKILLS
Questioning and research
Identify, gather and sort information and ideas from a range of sources (ACHCS055)
Analysis, synthesis and interpretation
Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS056)
Problem-solving and decision-making
Appreciate multiple perspectives and use strategies to mediate differences (ACHCS057)
Communication and reflection
Reflect on their role as a citizen in Australia’s democracy (ACHCS060)

Year 8 Civics and Citizenship – Stimulus Questions

These stimulus questions provide a starting point for curriculum-relevant conversations with your students:

1. Which stories and objects in this exhibition support the idea that Australia is a multi-faith and multicultural society? Which cultures and faiths are represented? Do you feel that the exhibition represents the breadth of cultural identities in Queensland?
2. Considering Bishop Malcolm's story and the design of his cope, answer the following questions:
 - a. How does his cope represent his Christian faith and his Indigenous heritage?
 - b. What significance did his ordination as a bishop have for Indigenous people?
 - c. Do you think his ordination could have been controversial in 1959? Why?
 - d. Why do you think Bishop Malcolm chose to embrace the Christian faith when historically it symbolised suffering for his community?
3. In your opinion, which object in this exhibition best symbolises marriage equality for same sex couples? Why?
4. Which laws in Australia needed to be amended to allow same-sex marriage to be officially recognised? How did the citizens of Australia participate in this decision?
5. How do the values and beliefs the Quaker religion support the legal recognition of same-sex couples? What role did the Quakers play in advocating same-sex marriage in Australia?
6. What was the significance of the introduction of civil celebrants in 1973? What opportunities did this open up for couples who wished to marry?
7. With regards to Simone Arnol's Yarrabah mission wedding dress, consider:
 - a. How are the colours significant?
 - b. How did traditional Yarrabah marriages differ to Christian ones?
 - c. What issues would this have caused?
 - d. What human rights issues are raised through the story of the Yarrabah people?
8. Why do you think people choose to incorporate traditional cultural elements into their weddings? Why are weddings considered an important time to do so? What cultural elements have been included in weddings you have attended?
9. What was the Queensland Public Service Marriage Bar, and what was its significance? Why do you think the Marriage Bar was first introduced, and what significance did the lifting of this ban in 1969 have on women and men? Which stories in this exhibition explore this?

Year 8 Civics and Citizenship – Australian Curriculum Links

KEY INQUIRY QUESTIONS
<ul style="list-style-type: none"> • What are the freedoms and responsibilities of citizens in Australia’s democracy? • How are laws made and applied in Australia? • What different perspectives are there about national identity?
KNOWLEDGE AND UNDERSTANDING
Government and democracy
The freedoms that enable active participation in Australia’s democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement (ACHCK061)
How citizens can participate in Australia’s democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action (ACHCK062)
Laws and citizens
The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander customary law (ACHCK064)
Citizenship, diversity and identity
The values and beliefs of religions practised in contemporary Australia, including Christianity (ACHCK065)
Different perspectives about Australia’s national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian (ACHCK066)
How national identity can shape a sense of belonging in Australia’s multicultural society (ACHCK067)
SKILLS
Analysis, synthesis and interpretation
Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS070)
Problem-solving and decision-making
Appreciate multiple perspectives and use strategies to mediate differences (ACHCS071)
Communication and reflection
Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS073)
Reflect on their role as a citizen in Australia’s democracy (ACHCS074)

Year 9 Civics and Citizenship – Stimulus Questions

These stimulus questions provide a starting point for curriculum-relevant conversations with your students:

1. Which stories and objects in this exhibition support the idea that Australia is a multi-faith and multicultural society? Which cultures and faiths are represented? Do you feel that the exhibition represents the breadth of cultural identities in Queensland?
2. Considering Bishop Malcolm's story and the design of his cope, answer the following questions:
 - a. How does his cope represent his Christian faith and his Indigenous heritage?
 - b. What significance did his ordination as a bishop have for Indigenous people?
 - c. Do you think his ordination could have been controversial in 1959? Why?
 - d. Why do you think Bishop Malcolm chose to embrace the Christian faith when historically it symbolised suffering for his community?
3. Which laws in Australia needed to be amended to allow same-sex marriage to be officially recognised? How did the citizens of Australia participate in this decision?
4. With regards to the Air BnB campaign for marriage equality, consider:
 - a. How did Air BnB use its influence to promote the legalisation of same-sex marriage?
 - b. Do you think this was a successful campaign? Why?
 - c. What other human rights campaigns have been promoted using the internet and social media recently?
 - d. What are the strengths and weaknesses of social media when used in these contexts?
5. How do the values and beliefs the Quaker religion support the legal recognition of same-sex couples? What role did the Quakers play in advocating same-sex marriage in Australia?
6. What was the significance of the introduction of civil celebrants in 1973? What opportunities did this open up for couples who wished to marry?
7. With regards to Simone Arnol's Yarrabah mission wedding dress, consider:
 - a. How are the colours significant?
 - b. How did traditional Yarrabah marriages differ to Christian ones?
 - c. What issues would this have caused?
 - d. What human rights issues are raised through the story of the Yarrabah people?
8. What was the Queensland Public Service Marriage Bar, and what was its significance? Why do you think the Marriage Bar was first introduced, and what significance did the lifting of this ban in 1969 have on women and men? Which stories in this exhibition explore this?

Year 9 Civics and Citizenship – Australian Curriculum Links

KEY INQUIRY QUESTIONS
<ul style="list-style-type: none"> • What influences shape the operation of Australia's political system? • How does Australia's court system work in support of a democratic and just society? • How do citizens participate in an interconnected world?
KNOWLEDGE AND UNDERSTANDING
Government and democracy
How citizens' political choices are shaped, including the influence of the media (ACHCK076)
Laws and citizens
The key features of Australia's court system and how courts apply and interpret the law, resolve disputes and make law through judgements (ACHCK077)
The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal (ACHCK078)
SKILLS
Questioning and research
Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS083)
Analysis, synthesis and interpretation
Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS084)
Account for different interpretations and points of view (ACHCS085)
Problem-solving and decision-making
Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086)
Communication and reflection
Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS088)
Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089)