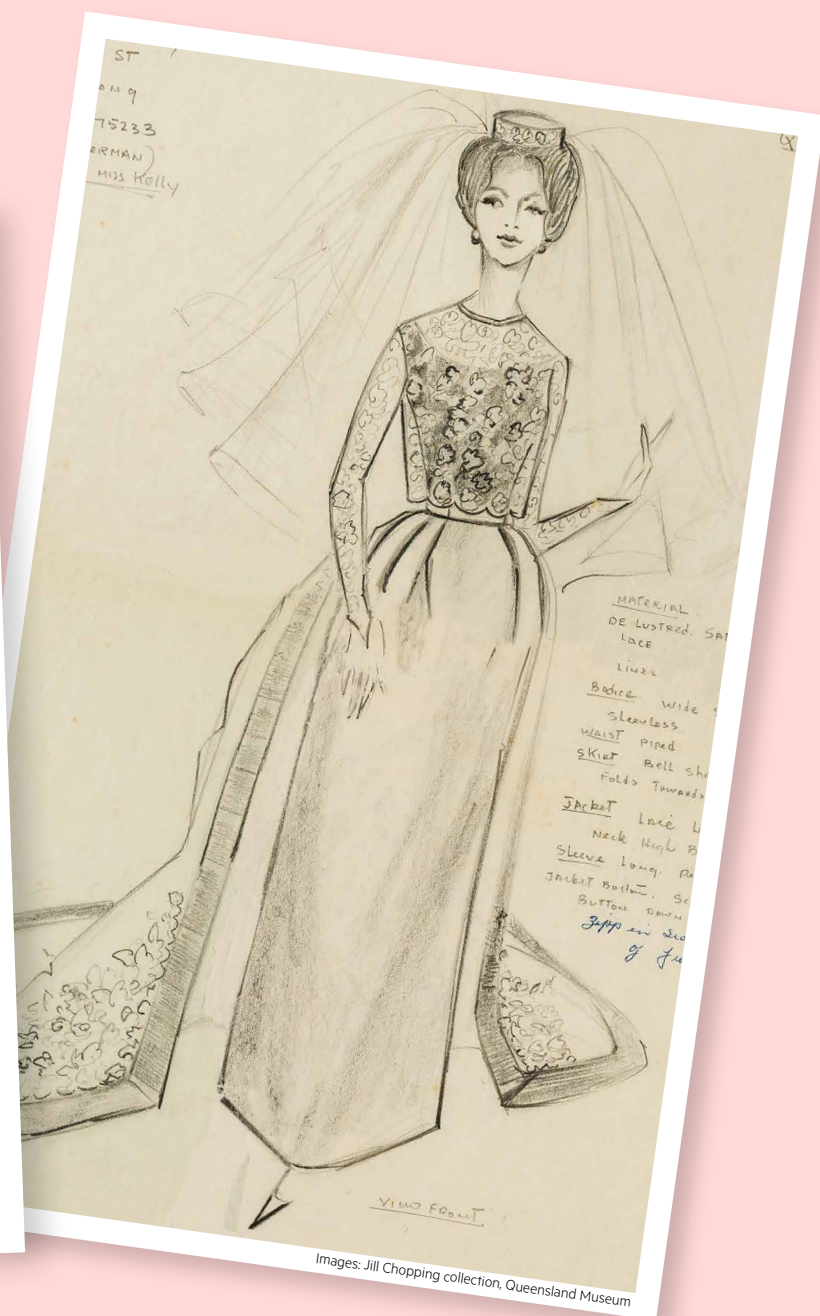


wedding stories from Queensland

18 Sept 2020 to
21 Feb 2021



Teacher Resource and Curriculum Links

Modern History (Year 11 and 12)

TECHNOLOGY PARTNER

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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.

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 11 - 12 Modern History - 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? If this exhibition had been developed fifty years ago, do you think there would have been a different representation of cultures, ethnicities and stories?
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 control, intimidation and suffering for his community?
3. With regard to same-sex marriage:
 - a. Which laws in Australia needed to be amended to allow same-sex marriage to be officially recognised?
 - b. How did the citizens of Australia participate in this decision?
 - c. What legal rights were same-sex couples unable to exercise prior to the legalisation of same-sex marriage that their opposite-sex counterparts could?
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 did this decision reflect about the role of religion in Australia? 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?
 - e. What do you think the motivations of the Anglican Church missionaries were, and how does that explain their actions?

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, men and families? What events led to the lifting of the ban?
9. How did shifts in attitudes and popular culture influence the decisions Jill Chopping and Janet Hogan made about their respective wedding dresses? Do you think fashion or societal change comes first, or do they occur hand-in-hand?
10. What was revolutionary about Marie Gehde's choice of wedding attire? How do you think it reflected her personality and, in general, the changing roles and perceptions of women in the 1970s?
11. Compare and contrast two wedding dresses in this exhibition. What can you infer about the wearer of each dress based only on your knowledge of the appearance of the dress and the era in which it was made? How did you come to these conclusions?

Year 11 - 12 Modern History – Australian Curriculum Links

UNIT 1: UNDERSTANDING THE MODERN WORLD
LEARNING OUTCOMES
<ul style="list-style-type: none"> • understand key developments that have helped define the modern world, their causes, the different experiences of individuals and groups, and their short and long term consequences • understand the ideas that both inspired and emerged from these key developments and their significance for the contemporary world • apply key concepts as part of a historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability • use historical skills to investigate particular developments of the modern era and the nature of sources; determine the reliability and usefulness of sources and evidence; explore different interpretations and representations; and use a range of evidence to support and communicate an historical argument.
HISTORICAL SKILLS
Chronology, terms and concepts
<ul style="list-style-type: none"> • identify links between events to understand the nature and significance of causation, change and continuity over time (ACHMH001) • use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (ACHMH002)
Historical questions and research
<ul style="list-style-type: none"> • formulate, test and modify propositions to historical issues (ACHMH003) • frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHMH004) • identify, locate and organise relevant information from a range of primary and secondary sources (ACHMH005) • practise ethical scholarship when conducting research (ACHMH006)
Analysis and use of sources
<ul style="list-style-type: none"> • identify the origin, purpose and context of historical sources (ACHMH007) • analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument (ACHMH008) • evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument (ACHMH009)
Perspectives and interpretations
<ul style="list-style-type: none"> • analyse and account for the different perspectives of individuals and groups in the past (ACHMH010) • evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective (ACHMH011)

- evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions (ACHMH012)

Explanation and communication

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHMH013)
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (ACHMH014)
- apply appropriate referencing techniques accurately and consistently (ACHMH015)

UNIT 2: MOVEMENTS FOR CHANGE IN THE 20TH CENTURY

LEARNING OUTCOMES

- understand the key features of the movements for change, including the conditions that gave rise to these movements, the motivations and role of individuals and groups, and the short and long term consequences
- understand the significance of these movements, the influence of ideas that were central in their development, and the methods employed
- apply key concepts as part of a historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- use historical skills to investigate these movements in the modern period; judge the reliability and usefulness of sources and the value of different kinds of evidence; explore different interpretations and representations; and use a range of evidence to support and communicate an historical argument.

HISTORICAL SKILLS

Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, change and continuity over time (ACHMH047)
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (ACHMH048)

Historical questions and research

- formulate, test and modify propositions to historical issues (ACHMH049)
- frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHMH050)
- identify, locate and organise relevant information from a range of primary and secondary sources (ACHMH051)
- practise ethical scholarship when conducting research (ACHMH052)

Analysis and use of sources
<ul style="list-style-type: none"> • identify the origin, purpose and context of historical sources (ACHMH053) • analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument (ACHMH054) • evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument (ACHMH055)
Perspectives and interpretations
<ul style="list-style-type: none"> • analyse and account for the different perspectives of individuals and groups in the past (ACHMH056) • evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian’s perspective (ACHMH057) • evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions (ACHMH058)
Explanation and communication
<ul style="list-style-type: none"> • develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHMH059) • communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (ACHMH060) • apply appropriate referencing techniques accurately and consistently (ACHMH061)
HISTORICAL KNOWLEDGE AND UNDERSTANDING
Women’s movements
<ul style="list-style-type: none"> • The legal and political entitlements of women in Western societies, for example the United States, Australia, New Zealand, Great Britain and France at the start of the 20th century, including their right to vote, their right to stand for Parliament, marriage law and property law (ACHMH062) • The significance of World Wars I and II for women and the effect of international agreements, for example the United Nations Declaration on Human Rights on the status of women (ACHMH064) • The early contribution of important individuals, including Vida Goldstein and Emmeline Pankhurst and the subsequent influence of authors, influential women and activists, for example Simone de Beauvoir, Betty Friedan, Kate Millett and Germaine Greer, on the changing nature of women’s demands after World War II (ACHMH065) • The post-war economic and technological improvements that changed women’s lives, for example new technologies in the home, the rise of consumerism and social networking (ACHMH066) • The post-war changes in social conditions affecting women, for example birth control with the introduction of the contraceptive pill; improved pay and employment opportunities; affirmative action; campaigns against violence, war and discrimination and the development of child care services (ACHMH067)

- The importance of legislation in securing changes for women since World War II, for example, Roe vs Wade (US); the Sex Discrimination Act 1984 (Australia); the failure of the United States to ratify the 19th amendment on Equal Rights; the Equality Act of 2010 (UK); and the Human Rights Act of 2001 (New Zealand) (ACHMH068)
- The achievements and legacies of women’s movements (ACHMH069)

UNIT 3: MODERN NATIONS IN THE 20TH CENTURY

LEARNING OUTCOMES

- understand the characteristics of modern nations, the internal divisions and external threats that they encountered, and the different experiences of individuals and groups within those states
- understand the significance of the changes experienced by modern nations and the different paths of development they have taken
- apply key concepts as part of a historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- use historical skills to investigate the history of selected nations, frame questions for research, determine the reliability and usefulness of sources and evidence, explore different interpretations of the past, and use a range of evidence to analyse interpretations and representations, and communicate historical arguments.

HISTORICAL SKILLS

Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, change and continuity over time (ACHMH098)

Historical questions and research

- formulate, test and modify propositions to investigate historical issues (ACHMH100)
- frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHMH101)
- identify, locate and organise relevant information from a range of primary and secondary sources (ACHMH102)
- practise ethical scholarship when conducting research (ACHMH103)

Analysis and use of sources

- identify the origin, purpose and context of historical sources (ACHMH104)
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (ACHMH105)
- evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument (ACHMH106)

Perspectives and interpretations
<ul style="list-style-type: none"> analyse and account for the different perspectives of individuals and groups in the past (ACHMH107) evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective (ACHMH108) evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions (ACHMH109)
Explanation and communication
<ul style="list-style-type: none"> develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHMH110) communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (ACHMH111) apply appropriate referencing techniques accurately and consistently (ACHMH112)
HISTORICAL KNOWLEDGE AND UNDERSTANDING
Australia, 1918-1949 (End of WWI – Election of Menzies)
<ul style="list-style-type: none"> the impact of the Great Depression on different groups within Australian society and the effectiveness of political responses to the crisis (ACHMH122) the key features of post-war reconstruction, including industrialisation, immigration, the provision of social welfare, and attitudes and policies towards Aboriginal and Torres Strait Islander Peoples, and women (ACHMH125)
UNIT 4: THE MODERN WORLD SINCE 1945
LEARNING OUTCOMES
<ul style="list-style-type: none"> understand the distinctive features of the modern world that have emerged since World War II and the historical forces that provided their impetus understand the changes that took place over time, and their significance to the experiences of individuals, groups, nations and the international community apply key concepts as part of a historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability use historical skills to investigate some distinctive features of the world since 1945; frame questions for research; interpret sources and evidence with a focus on reliability and usefulness; and use evidence to evaluate interpretations and representations, and communicate historical arguments.
HISTORICAL SKILLS
Chronology, terms and concepts
<ul style="list-style-type: none"> identify links between events to understand the nature and significance of causation, change and continuity over time (ACHMH171)

- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (ACHMH172)

Historical questions and research

- formulate, test and modify propositions to investigate historical issues (ACHMH173)
- frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHMH174)
- identify, locate and organise relevant information from a range of primary and secondary sources (ACHMH175)
- practise ethical scholarship when conducting research (ACHMH176)

Analysis and use of sources

- identify the origin, purpose and context of historical sources (ACHMH177)
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (ACHMH178)
- evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument (ACHMH179)

Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past (ACHMH180)
- evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective (ACHMH181)
- evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions (ACHMH182)

Explanation and communication

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHMH183)
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (ACHMH184)
- apply appropriate referencing techniques accurately and consistently (ACHMH185)

HISTORICAL KNOWLEDGE AND UNDERSTANDING

A Globalised World

- an overview, as background information, of economic and social conditions in 1945-46, including social displacement and austerity in Europe, Australia and other parts of the world following World War II (ACHMH201)
- the background to, and the key features of, post-war capitalism and communism as competing economic and social systems in the 1950s (ACHMH202)

- the nature of economic and social changes in Australia and one other country up to the 1970s and the impact and significance of these changes for individuals and groups within each society and for relations with other countries (ACHMH204)
- the economic and social impact of global popular culture and technology advances on Australian society in the period 1990-2010 (ACHMH207)

Movements of People

- The nature, extent and global distribution of populations in 1945 and then in 2010 (ACHMH209)
- The circumstances in 1945 contributing to mass movement of people, including the impact of World War II on migration from Europe and its impact on Australian migration policies and on movements within the British Commonwealth (ACHMH210)
- The consequences of the movement of peoples in the period 1945 – 2010, for example urban migration and labour migration, and the experiences of groups that moved and the implications for Australia, Great Britain and the British Commonwealth (ACHMH214)