

highlights

When you arrive at the Museum, we will briefly orient you and your students. Then you are free to explore in teacher-guided groups – please stay with your students throughout your visit.

	FOR STUDENTS	MORE DETAIL
THE HALL	<p>The Museum building was designed to represent the many stories and experiences that create the Australian nation. Imagine those stories as a giant knot, and regard The Hall as the space around it. Look at the paintings on the roof – what do they tell us about Australia and Australians?</p>	<p>The Museum architects saw a giant knot as a metaphor for the strands that tie Australians together. The Hall represents this knot, as if concrete was poured over a rope knot, then the rope was removed, leaving the Hall's internal shape.</p> <p>Outside, the big orange loop points to both the heart of our country, Uluru, and our political centre, Parliament.</p>
OLD NEW LAND	<p><i>Old New Land</i> explores our relationship with Australian land, including the ways people have encountered, lived with and understood land.</p> <p>What is a native animal? Can you find examples? Why do you think early colonists were so fascinated with our native animals?</p> <p>What is an introduced animal? What effect have introduced animals had on our environment? What introduced animals do we have in our area? Find the Diprotodon skeleton – why do you think this animal may have become extinct?</p>	<p>Native animals – have lived in Australia for thousands of years, eg kangaroo, platypus, Tasmanian tiger.</p> <p>Introduced animals – come from other countries. Introduced animals can kill native animals or compete with them for food, destroy native plants, and degrade culturally significant Indigenous sites.</p> <p>Diprotodon – lived in grasslands in central Australia. It became extinct between 10 and 20,000 years ago due to a combination of climate change, hunting and its inability to adapt to changing environmental conditions.</p>
ETERNITY	<p>Eternity brings to life personal stories of 50 ordinary and extraordinary Australians. Their lives, emotions and experiences offer a glimpse into our past, present and future.</p> <p>How many emotions are there? How do you feel when you see the colours of each emotion? Which story is your favourite? Why?</p>	<p>Ten emotions: thrill, separation, joy, passion, loneliness, hope, fear, chance, mystery, devotion.</p> <p>You can help your students explore – choose an object and ask students to discover the story, or pick an emotion and ask how the stories relate to that theme. Students can share their own stories at the far end of this gallery or on our website after your visit.</p>
LANDMARKS	<p><i>Landmarks</i> presents Australian history through people and places. Explore a colonial frontier, your capital city, or a place near your home.</p> <p>Find the story of Australia's gold rush – where was gold found? Who tried their luck on the goldfields? Try out the gold cradle.</p> <p>Find Phar Lap's heart – compare his heart with a normal horse heart and a human heart.</p>	<p>Australian gold fields – <i>Landmarks</i> explores Bendigo in Victoria and Lachlan Valley in New South Wales. Over 40,000 Chinese tried their luck on the goldfield, as well as American, French, Italian, German, Polish and Hungarian gold miners.</p> <p>Phar Lap's heart – slide the poles below Phar Lap's heart to compare sizes.</p>

Where our stories live

AUSTRALIAN JOURNEYS	<p><i>Australian Journeys</i> explores personal stories of migrants, travellers and traders and how their objects connect places in Australia with places around the world. People have journeyed to and from the Australian continent for millennia. Each year almost 11 million people arrive and the same number depart.</p> <p>Find Captain Cook's ballast – what might it be?</p> <p>Find the convict love tokens – what would you inscribe on a token and who would you give it to?</p> <p>Find the national costumes – does Australia have a national dress? What could it be?</p> <p>If you were emigrating and could take only one special object with you, what would it be?</p>	<p>Captain Cook's ballast – iron used to control the buoyancy and stability of the <i>Endeavour</i>. This ballast was thrown overboard in June 1770 when Cook's ship struck a reef along the east coast of Australia. The crew needed to lighten the load to sail free. The ballast was recovered from the ocean floor in 1969, just near current day Cooktown.</p> <p>Convict love tokens – also known as leaden hearts, are coins engraved with convict details and messages of affection. They were made while convicts were awaiting transportation and left with their loved ones as a memento.</p> <p>National costumes – a few costumes are on display, including Rachel Franzen's Irish dress and Guna Kinne's Latvian dress.</p>
FIRST AUSTRALIANS	<p><i>Gallery of First Australians</i> is our largest gallery, housing over 10,000 objects.</p> <p>Upper level – features various communities and includes a welcome space, reflecting the tradition of welcoming a visitor to your country.</p> <p>Find the fibre containers – who would make these containers – men or women? What do you think some of the bags and baskets are made out of? How might the different materials and shapes affect a basket's use? Can you find a container made out of seaweed?</p> <p>Find the stone tools – who would make these stone tools – men or women? What materials are they made from? How do you think they were made? Feel the grinding stones, how do you think they have become smooth?</p> <p>Lower level – focuses on Aboriginal and Torres Strait Islander history since 1788.</p> <p>Find the mission bark hut – can you imagine what it would be like to live in this hut with your entire family?</p>	<p>Fibre containers – are usually made by women, but both men and women use them. String bags are made from native grasses and used for storage, transport and as sieves in preparing food. Baskets are made from native grasses, seaweed (kelp), bark and other plant fibres. Some can store drinking water. Special fibre containers are also used in ceremonies.</p> <p>Stone tools – are usually made by men but some are used by both men and women. As well as stone, they can comprise bone, wood, sinew (from the tail or hind leg of a kangaroo) and resin from the sap of native plants. There are four main techniques for making stone tools: grinding (rubbing together), hammer-dressing (gently tapping), percussion flaking (striking) and pressure flaking (pressing wood or bone against the stone to remove flakes).</p> <p>Mission bark hut – in the 1920s and 30s Aboriginal families were removed from their home land and placed in missions in an attempt by the government to 'civilise' Aboriginal people. This is a replica by Bill Edwards who lived on a mission near Warrnambool in Victoria with his family.</p>
GARDEN OF DREAMS	<p>The <i>Garden of Australian Dreams</i> is an artistic exploration of our nation and encourages visitors to take a symbolic journey across Australia. For every step you take across the stylised map you travel the equivalent of 100 kilometres!</p> <p>This garden is full of symbols. What do you think the lines on the ground represent? Why do you think the Museum is painted in bright colours like red, orange and yellow? Can you see Ned Kelly? What other symbols can you see?</p> <p>Please ask one of our friendly hosts for more information about the Garden's symbols.</p>	<p>Lines that cross the map include surveyors' reference marks, road maps, the dingo fence, and Indigenous nation and language boundaries.</p> <p>A large white concrete structure represents the great Australian dream of owning your own home on a 1/4 acre block with a swimming pool in the backyard.</p> <p>Large angular blue poles represent Jackson Pollack's <i>Blue Poles</i> painting.</p> <p>The signature on the ground is that of our first prime minister Edmund Barton.</p> <p>A large red X on the ground was the common signature for those who could not read or write.</p>