



**ISLAMIC  
MUSEUM  
OF AUSTRALIA**  
ART HERITAGE DISCOVERY

**Multicultural Museums Victoria**

**MULTICULTURAL SNAPSHOTS TOOLKIT:  
TEACHING AND LEARNING UNITS**

**ISLAMIC MUSEUM OF AUSTRALIA**

**UNIT 1: FUSION**

**YEAR 5-6**

## MULTICULTURAL SNAPSHOTS TOOLKIT: TEACHING AND LEARNING UNITS

### Summary:

The *Snapshots* Toolkit provides teaching and learning content, activities, and resources to support students gaining knowledge about the history, culture and faiths represented by Multicultural Museums Victoria. The Toolkit uses selected museum objects to ignite student engagement with multicultural-historical perspectives, intercultural understanding, civic awareness, and the enterprise of migrants who contribute to the Australian identity.

There are **15 teaching and learning units** in the Snapshots Toolkit. The teaching and learning units are organised under the themes of Narrative, Innovation and Enterprise. Each of the five museums of Multicultural Museums Victoria has produced three units each. Each of these units align with the Victorian Curriculum for Years 5-6, 7-8 and 9-10 respectively.

	Hellenic Museum	Museo Italiano	Museum of Chinese Australian History	Jewish Museum of Australia	Islamic Museum of Australia
Innovation	EARTHLY DELIGHTS (Ys 5-6)	COFFEE! (Ys 5-6)	ANCIENT ARTEFACTS (Ys 7-8)	FRAGMENTS (Ys 9-10)	FUSION (Ys 5-6)
Narrative	GODLY TALES (Ys 7-8)	LITTLE ITALY (Ys 9-10)	DANCING DRAGONS (Ys 5-6)	FAITH (Ys 7-8)	STRUGGLE (Ys 9-10)
Enterprise	ODYSSEY (Ys 9-10)	RAGS TO RICHES (Ys 7-8)	ACHIEVERS! (Ys 9-10)	LIGHT (Ys 5-6)	OBSERVANCE (Ys 7-8)

## UNIT 1: ISLAMIC MUSEUM OF AUSTRALIA

### Curriculum alignment: Humanities and Intercultural Capability

#### Victorian Curriculum – Levels 5 and 6 content descriptions

Levels 5-6	Levels 5-6	Levels 5-6
HISTORY	INTERCULTURAL CAPABILITY	CIVICS AND CITERZENSHIP
<b>Historical Knowledge</b> Personal histories ( <i>The Australian colonies</i> )	<b>Cultural Practices</b>	<b>Citizenship, Diversity and Identity</b>
The causes and the reasons why people migrated to Australia from Europe and Asia, and the perspectives, experiences and contributions of a particular migrant group within a colony (VCHHK091)	Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced (VICICCB009)	Identify different points of view on a contemporary issue relating to democracy and citizenship (VCCCC015)
<b>History concepts and skills</b> Using historical sources as evidence	Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and other cultures (VICICCB010)	Investigate how people with shared beliefs and values work together to achieve their goals and plan for action (VCCCC016)
Identify the origin, content features and the purpose of historical sources and describe the context of these sources when explaining daily life in colonial Australia, reasons for migration and causes and effects of Federation. (VCHHC083)	<b>Cultural Diversity</b>	
Describe perspectives and identify ideas, beliefs and values of people and groups in the past. (VCHHC084)	Identify barriers to and means of reaching understandings within and between culturally diverse groups (VICICCD011)	
<b>History concepts and skills</b> Continuity and change	Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups (VICICCD012)	

Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies. (VCHHC085)		
History concepts and skills Historical significance		
Explain the significance of an event and an individual or group that influenced change in the Australian colonies and in Australian society since Federation. (VCHHC087)		

## UNIT 1: FUSION

### Rationale:

This learning sequence enhances student understanding of the historical, cultural, and social significance of selected artefacts found in the Islamic Museum of Australia’s collection. The museum artefacts are examined for their significance both in ancient times, and how they relate in a contemporary Australian context. Examining the relationship between the past and present provides students with an understanding of continuity and change as seen through personal and community contributions to civic life.

**Objectives:** Have students engage with the interactive Multicultural Snapshots Toolkit: The Summit Induction page (<https://mmv.org.au/multicultural-snapshots-summit-induction/>) and Multicultural Snapshots Summit page (<https://mmv.org.au/multicultural-snapshots-summit/>). Here, students can source information provided by multicultural representatives from each of the five museums about the selected cultural artefacts and their significance, past and present. Listen to the Islamic Museum of Australia multicultural representative Azmeena Hussain share how Muslim history, customs and enterprise have helped shape Australia’s identity in the world.

Teaching and Learning cycle		Student activity
<b>Engagement</b>	<p>Invite students to work in pairs to complete the ‘<i>I see, I Think, I Wonder</i>’ worksheet featuring the Islamic Museum of Australia artefacts. Once students complete all sections, have each pair share their responses with another pair, and then with the class.</p> <p><b>Artefacts 1 &amp; 2:</b> As a class, revisit the artefacts, and collate feedback from the students about their responses to the questions for this activity, e.g., Describe what you <i>see</i>.</p> <ul style="list-style-type: none"> <li>• What is noticeable about the shape, colour, texture, and special features of the artefacts?</li> <li>• What material/s were used for the artefacts’ construction?</li> <li>• What decorations appear on the artefact?</li> </ul> <p>Explain what you <i>think</i>.</p> <ul style="list-style-type: none"> <li>• What do you think the artefacts are?,</li> <li>• How were the artefacts made?</li> <li>• When were they made?</li> <li>• What are they used for?</li> <li>• Who made them?</li> </ul> <p>Clarify what you <i>wonder</i>.</p>	<p><b>Visible Thinking Strategies:</b></p> <ul style="list-style-type: none"> <li>• I see, I Think, I Wonder</li> </ul>

	<ul style="list-style-type: none"> <li>• What is the connection between these artefacts and Islam?</li> <li>• Where would I find these artefacts today?</li> <li>• How do the artefacts connect the past with the present?</li> </ul> <p>Establish that both artefacts were produced by an Australian artist, Phillip George, in 2008 and that these surfboards are artworks designed as a response to the 2005 Cronulla riots. Share the story about Phillip George’s personal experience that inspired him to design and make these artworks. Visit the interactive <a href="https://mmv.org.au/multicultural-snapshots-summit/">Multicultural Snapshots Summit (https://mmv.org.au/multicultural-snapshots-summit/)</a> to hear Azmeena speak about the meaning of this artwork.</p>	
<p><b>Building knowledge</b></p>	<p>Explain that this lesson sequence will examine the significance of the Cronulla riots in Australian history, the symbolism of both the surfboard as an icon of Australian life style and its fusion with traditional Islamic designs.</p> <p><b>(1) The Cronulla Riots</b></p> <p>As a class, access and view the following YouTube video clips</p> <ul style="list-style-type: none"> <li>• On this day 11th of December   Cronulla race riots (10 NEWS): <a href="https://www.youtube.com/watch?v=8ZO6d0VT7gQ">https://www.youtube.com/watch?v=8ZO6d0VT7gQ</a></li> <li>• Cronulla riots   Dumb, Drunk &amp; Racist   Starts Wednesday, 20 June, 9.30pm, ABC2: <a href="https://www.youtube.com/watch?v=yfFVMiU6W_w">https://www.youtube.com/watch?v=yfFVMiU6W_w</a></li> <li>• Lebanese-Australians remember 15 years since the Cronulla Riots   SBS News: <a href="https://www.youtube.com/watch?v=6lERYloaMaU">https://www.youtube.com/watch?v=6lERYloaMaU</a></li> </ul> <p>*Additional video resources are listed in the Reference directory</p> <p>In pairs, using the <i>Empathy Scaffold</i> worksheet, have students consider how the ‘news’ of the Cronulla Riots was delivered to Australian audiences at the time of the riots, and how this incident has been perceived by Lebanese-Australians since that time.</p> <p>Use a ‘Freeze Frame’ drama activity to provide a voice for students to express their views about the Cronulla Riots. Each student should take on the persona of someone who was involved in the riots, e.g., a Lebanese-Australian, a rioter, a police officer, a news reporter, a bystander, a shop owner, a taxi driver, etc. One student should take the role of Phillip George. From the information gathered in the video clips and Empathy Scaffold, each ‘character’ provides their perspective (short) story as a reaction to the event. Discuss the term ‘RACISM’ and invite students to share their experiences of what it means and looks like to them. Invite students to make suggestions about how Australians can become more accepting of racial diversity.</p> <p><b>(2) Australian Icons</b></p>	<ul style="list-style-type: none"> <li>• Empathy Scaffold</li> <li>• Freeze Frame</li> <li>• Think-Pair-Share</li> <li>• Pros &amp; Cons</li> </ul>

	<p>As a class, list suggested icons associated with the Australian identity. Highlight the category of ‘surfing’ and have students suggest why ‘surfing’ has become an iconic pastime in Australia. Have students consider the difference between what happened in the Cronulla riots to the idyllic image of surfing. The two are diametrically opposed. Often a source of unity and pride, symbols can also divide and exclude. In pairs, have students investigate at least two other Australian icons, and have these students analyse the circumstances of how these icons were born, for example, the ‘WWI/Gallipoli digger’ is also associated with the terrible circumstances of war, the Aboriginal flag with dispossession, etc. The National Museum of Australia’s website, ‘Symbols of Australia’ is a good source of information. When complete, have the pair share with another pair, and then the class.</p> <p>In pairs, have students complete a Pros and Cons chart to list the ways that their chosen icons include or exclude people or are associated with the idyllic or chaotic.</p>	
<p><b>Transformation</b></p>	<p>In groups of four (4), have students construct a historical timeline of Muslim-Australians in Australia and the establishment of Islam. Have students assess how the early Muslim-Australians contributed to Australian/world innovation. Highlight that with the building of Mosques, Muslim Australians used patterned mosaics.</p> <p><b>(3) Islamic patterns</b></p> <p>Examine the Phillip George, “Inshalla series 2008” again, but this time have students concentrate on the patterns he used on the surfboards. Invite students to suggest what these patterns represent, and from where the artist appropriated them.</p> <p><i>The development of science is one of the pillars of Muslim Civilisation. Mathematics, as part of science also plays an important role and involves algebra and geometry. Tessellations are patterns based on algebraic equations and these patterns are found in Muslim buildings. Tessellation is the tiling of a plane using shapes that create no gaps or overlaps. In Islamic art the geometric figure of the circle represents the primordial symbol of unity and the ultimate source of all diversity in creation. The natural division of the circle into regular divisions is the ritual starting point for many traditional Islamic patterns.</i></p> <p>- <i>Learning from One Another: Bringing Muslim Perspectives into Australian Schools (pdf)</i></p> <p>In groups of four, have students find at least eight (8) examples of Islamic tessellated patterns. Beneath each pattern, students should list which Muslim civilization/era it originated, and ‘where’ (country of origin, building, etc.) the pattern is located, and the symbolism of the design.</p> <p>As a class, inspect the Phillip George, “Inshalla series 2008”, and identify if any of the patterns they found are used in the artwork. Discuss what the patterns used on the surfboards represent to the overall meaning of the artwork as a response to the Cronulla Riots, and as an example of innovative ideas and practices. Have students consider how these patterns</p>	<ul style="list-style-type: none"> <li>• WebQuest Timeline</li> <li>• Analysis of Islamic pattern designs</li> </ul>

	represent 'harmony' and 'balance' by their symmetry and draw attention to how Phillip George was emphasizing how this pattern diametrically opposed the chaotic event of the Cronulla Riots.	
<b>Presentation</b>	<p>Invite students to explore the mathematical concept of Tessellation and then design a tile that could be incorporated into a class wall mural design. Have students write a rationale for their design that reflects either,</p> <ul style="list-style-type: none"> <li>• an aspect of Australian history,</li> <li>• a personal story,</li> <li>• a patterned design fused with an Australian icon, e.g., the Sydney Opera House, a jar of Vegemite, the flag of Australia, a Holden car, etc.</li> </ul> <p>Invite students to pitch their design to the class and have the class vote on the most innovative design. This pitch should include an argument for how their respectful 'fusion' of a cultural icon with Islamic patterns is an example of 'interculturalism'.</p>	Tessellated tile design, and integrated icon
<b>Reflection</b>	<p>Evaluate student knowledge by using Quizlet to generate multiple-choice questions about Islamic patterns, Muslim-Australian history, and the innovative contributions of Muslim people to Australian society. Have students review their previously completed graphic organiser, <i>I see, I Think, I Wonder</i>, and have them complete a <i>I used to think – Now I think worksheet</i>. They should reflect on what they have learned in this unit, and the importance of interculturalism to an Australian identity.</p> <p>Take students on excursion to the Islamic Museum of Australia, or a cultural museum in their town or region that features Islamic artefacts. Invite a member of the Islamic community to speak to students about their beliefs and Islamic-Australian history and patterns. Direct students to further resources on this topic.</p>	<ul style="list-style-type: none"> <li>• Quizlet</li> <li>• I used to think – Now I think</li> </ul>

**Reference Directory – FUSION:**

- 11 Muslim inventions that shaped the modern world: <https://tribune.com.pk/story/1038719/11-muslim-inventions-that-shaped-the-modern-world>
- Abdullahi, Y & Rashid Bin Embi, M. (2013) Evolution of Islamic geometric patterns: <https://www.sciencedirect.com/science/article/pii/S2095263513000216>
- Afghans: <https://adelaidia.history.sa.gov.au/subjects/afghans>
- Australia divided: after the Cronulla riots | 60 Minutes Australia: [https://www.youtube.com/results?search\\_query=Cronulla+Riots](https://www.youtube.com/results?search_query=Cronulla+Riots)
- Australian Federation of Islamic Councils, History of Islam in Australia: <https://www.afic.com.au/history-of-islam/>
- Australia's Afghan cameleers' forgotten history revived by their living relatives <https://www.abc.net.au/news/2020-02-02/descendants-remember-australias-cameleers/11890622>
- Bryant, N (2008) Sydney art fuses surf with Islam, BBC News: <http://news.bbc.co.uk/2/hi/asia-pacific/7769028.stm>
- Cronulla Riot - SBS documentary – 2015: <https://www.youtube.com/watch?v=o3VqB4-EMjw>
- Cronulla riots | Dumb, Drunk & Racist | Starts Wednesday, 20 June, 9.30pm, ABC2: [https://www.youtube.com/watch?v=yfFVMIU6W\\_w](https://www.youtube.com/watch?v=yfFVMIU6W_w)
- Everhart, R., Elliot, K. & Pelco, L. (2016) Empathy Activators: Teaching tools for enhancing empathy development in service-learning classes (pdf): [https://scholarscompass.vcu.edu/cgi/viewcontent.cgi?article=1042&context=community\\_resources](https://scholarscompass.vcu.edu/cgi/viewcontent.cgi?article=1042&context=community_resources)
- Guertin, T (2008) Phillip George: Surfing Gets Spiritual, Zimbio, <https://www.zimbio.com/Phillip+George/articles/2/Surfing+Gets+Spiritual>
- <https://www.youtube.com/watch?v=8ZO6d0VT7gQ>
- Islamic Museum of Australia, Victorian Collection, Surfboards with digital decals, Inshallah Series 2008, 2008: <https://victoriancollections.net.au/items/5ca29e7021ea6a1074a629a1>
- Kohn, R. (2015) Fusion at the Islamic Museum of Australia, ABC RN: <https://www.abc.net.au/radionational/programs/archived/spiritofthings/fusion-at-the-islamic-museum-of-australia/6335524>
- Kohn, R. (2015) Philip George – Borderlands, ABC RN: <https://www.abc.net.au/radionational/programs/archived/spiritofthings/philip-george-borderlands.jpg/6336584>
- Lebanese-Australians remember 15 years since the Cronulla Riots | SBS News: <https://www.youtube.com/watch?v=6lERYloaMaU>
- Learning from One Another: Bringing Muslim Perspectives into Australian Schools (pdf): [https://arts.unimelb.edu.au/\\_data/assets/pdf\\_file/0009/1882566/LFOA.pdf](https://arts.unimelb.edu.au/_data/assets/pdf_file/0009/1882566/LFOA.pdf)
- List of inventions in the medieval Islamic world: [https://en.wikipedia.org/wiki/List\\_of\\_inventions\\_in\\_the\\_medieval\\_Islamic\\_world](https://en.wikipedia.org/wiki/List_of_inventions_in_the_medieval_Islamic_world)
- Muslims in Australia – A brief history into the trade, migration and settlement of Muslims in Australia: <https://crescentwealth.com.au/articles/muslims-in-australia-a-brief-history-into-the-trade-migration-and-settlement-of-muslims-in-australia/>
- Muslims in Australia – A brief history into the trade, migration and settlement of Muslims in Australia: <https://crescentwealth.com.au/articles/muslims-in-australia-a-brief-history-into-the-trade-migration-and-settlement-of-muslims-in-australia/>
- NFSA. Surfing and Surf movies: <https://www.nfsa.gov.au/latest/history-surfing-and-surf-movies-australia>
- NMA: Between the Flags, An Australian icon: <https://www.nma.gov.au/exhibitions/between-the-flags/australian-icon>
- NMA. Cronulla race riots: <https://www.nma.gov.au/defining-moments/resources/cronulla-race-riots>
- NMA. Symbols of Australia: <https://www.nma.gov.au/exhibitions/symbols-australia>
- NMA. The First Surf Life Saving club: <https://digital-classroom.nma.gov.au/defining-moments/first-lifesaving-club>
- On this day 11th of December | Cronulla race riots (10 NEWS): <https://www.youtube.com/watch?v=8ZO6d0VT7gQ>
- Podcast (ABC Media) 2015 – Rachel Kohn discussed the Fusion Exhibition (00:53:50): [https://abcmedia.akamaized.net/rn/podcast/2015/03/sot\\_20150322\\_1805.mp3](https://abcmedia.akamaized.net/rn/podcast/2015/03/sot_20150322_1805.mp3)
- The Art of Islamic Pattern: <https://artofislamicpattern.com/resources/educational-posters/>
- When Islam came to Australia: <https://www.bbc.com/news/magazine-27260027>

**Web resources – Teaching and Learning support:** (F) denotes that the resource is available in FUSE (DET Victoria)

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- (F) Graphic organisers: <https://fuse.education.vic.gov.au/ResourcePackage/LandingPage?ObjectId=4827b7cf-5fe6-4c9d-85e8-6f7defe1336b&SearchScope=All>
  - Best Indesign templates, Art Catalogue: <https://www.bestindesigntemplates.com/brochure/free-art-catalogue-indesign-template/>
  - I See I Think I Wonder: <https://thinkingpathwayz.weebly.com/seethinkwonder.html>
  - I used to think – Now I think: <https://pz.harvard.edu/resources/i-used-to-think-now-i-think>
  - Quizlet: <https://quizlet.com/>
  - Think- Pair- Share: <https://www.readingrockets.org/strategies/think-pair-share>
  - Visible Thinking, Project Zero: <https://pz.harvard.edu/projects/visible-thinking>
  - Sprints, Empathy Square: <https://teachingsprints.com/empathy-square>
  - Drama resource, Developing Freeze Frames: <https://dramaresource.com/developing-freeze-frames/>
  - QCAA, Year 4 The Arts | Freeze it (pdf): [https://www.qcaa.qld.edu.au/downloads/p\\_10/els\\_sa\\_freeze\\_it\\_guide.docx](https://www.qcaa.qld.edu.au/downloads/p_10/els_sa_freeze_it_guide.docx)

**STUDENT WORKSHEET: Islamic Museum of Australia – FUSION - Visible Thinking Strategy**

- *I see:* describe what you see – the shape, colour, texture, special features, decoration, and materials used?
- *I think:* What is the object?, What was it used for?, Who made it?, Why, when and how it was made?
- *I wonder:* What connects this object to Islam? Why is it historically important in the past, and in the present?



**I See ...**

**I Think...**

**I Wonder...**

## Teacher resource - Islamic Museum of Australia – FUSION - Object information sheet



Image retrieved from  
<http://news.bbc.co.uk/2/hi/asia-pacific/7769028.stm>

### PHILLIP GEORGE, “Inshalla series 2008” (2008) – 21 surfboards

Bronze 2008

Fibre glass and carbon fibre with digital decal

213cm x 52cm x 7cm

Iznik 2008

Fibre glass and carbon fibre with digital decal

213cm x 52cm x 7cm

Ummayyad 2008

Fibre glass and carbon fibre with digital decal

213cm x 52cm x 7cm

Phillip George is a Sydney based artist and Associate Professor of Media Studies at UNSW Art & Design. His practice operates across zones of cultural difference, exploring the complexities that exist between East and West. Phillip’s work draws links between Australian beach culture and the fractured, turbulent zones of the Middle East. He has exhibited widely over the past thirty years with exhibitions throughout Australia, Europe, America, and Asia.

The Inshalla surfboard series employ designs from famous mosques and have been exhibited all over the world. They were made in response to the 2005 Cronulla riots and fuse together two iconic traditions, namely Aussie beach culture and complex Islamic geometric art. The full series consists of 30 surfboards are all adorned with intricate Islamic vegetal and geometric designs. The range was called Inshallah, or God willing and was made by George in the hope of bridging the cultural divides between Australian Muslims and other Australians.

Philip George was at Cronulla beach on the day of the riots. He was an avid surfer from Greek heritage. So, his skin is tanned. As he was driving into the beach, a group of surfers menacingly tapped on his van but when they noticed the surfboard at the back they backed off. He realised at that point that his surfboard represented something iconically Australian. Since this time, he was determined to create an artwork that would be a bridge between Anglo-celtic Australians and Middle-Eastern Australians.

#### Reference articles:

Bryant, N (2008) Sydney art fuses surf with Islam, BBC News: <http://news.bbc.co.uk/2/hi/asia-pacific/7769028.stm>

Islamic Museum of Australia, Victorian Collection, Surfboards with digital decals, Inshallah Series 2008, 2008:

<https://victoriancollections.net.au/items/5ca29e7021ea6a1074a629a1>

Guertin, T (2008) Phillip George: Surfing Gets Spiritual, Zimbio,

<https://www.zimbio.com/Phillip+George/articles/2/Surfing+Gets+Spiritual>

Kohn, R. (2015) Philip George – Borderlands, ABC RN:

<https://www.abc.net.au/radionational/programs/archived/spiritofthings/philip-george-borderlands.jpg/6336584>

Kohn, R. (2015) Fusion at the Islamic Museum of Australia, ABC RN:

<https://www.abc.net.au/radionational/programs/archived/spiritofthings/fusion-at-the-islamic-museum-of-australia/6335524>

Podcast (ABC Media) 2015 – Rachel Kohn discussed the Fusion Exhibition (00:53:50):

[https://abcmedia.akamaized.net/rn/podcast/2015/03/sot\\_20150322\\_1805.mp3](https://abcmedia.akamaized.net/rn/podcast/2015/03/sot_20150322_1805.mp3)

**STUDENT WORKSHEET: Islamic Museum of Australia – FUSION - Empathy Scaffold**

Research information about the 2005 Cronulla Riots using the **'THEN'** column. Answer the following questions: What is the issue? When did it happen? Who were the main people involved? What caused the situation?

*"On 11 December 2005 over 5000 mostly Anglo-Australians assembled at Cronulla in Sydney's south to 'reclaim the beach from outsiders'. Violence erupted as the crowd attacked people of Middle Eastern appearance, sparking two further days of rioting. Incited by an attack on surf lifesavers and fuelled by text messages and sections of the media, the riots exposed deep racial tensions."* (National Museum of Australia)

In the **'NOW'** column, describe how Australian media/Anglo-Australian perspectives may, or may not, have changed about Muslim-Australians, and if there have been further incidents of Racism in Australia that mirror the events of 2005.

	THEN	NOW
<b>TIME</b>		
<b>BACKGROUND</b>		
<b>CHOICES</b>		
<b>ISSUES</b>		
<b>ACTIONS</b>		
<b>I Think that.....</b>		

Adapted from Ditchburn & Hattensen, Connection with History: Strategies for Inquiry classroom, Curriculum Press, 2012.

**STUDENT WORKSHEET: Islamic Museum of Australia – FUSION - Pros & Cons Diagram**

Insert images of the two icons you choose in the centre column. Consider the reasons why these icons symbolise both positive associations (Pros) and negative associations (Cons) for Australians? Write your reasons in the appropriate column.

<b>PROs</b>		<b>CONs</b>

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**STUDENT WORKSHEET: Islamic Museum of Australia– FUSION - WebQuest:  
Muslim-Australian timeline**

<p><b>1. Muslims in Australia – A brief history into the trade, migration and settlement of Muslims in Australia:</b>  <a href="https://crescentwealth.com.au/articles/muslims-in-australia-a-brief-history-into-the-trade-migration-and-settlement-of-muslims-in-australia/">https://crescentwealth.com.au/articles/muslims-in-australia-a-brief-history-into-the-trade-migration-and-settlement-of-muslims-in-australia/</a></p> <p><b>2. When Islam came to Australia:</b> <a href="https://www.bbc.com/news/magazine-27260027">https://www.bbc.com/news/magazine-27260027</a></p>	
When did the first Muslims arrive in Australia?	
Where did the first Muslims land in Australia?	
Who were the first Muslim people in Australia?	
Why did Muslim people travel to Australia?	
How did this trade impact the Indigenous people of Australia?	
How do we know that the first Muslims came to Australia?	
What further impact did Muslim-Australians make in Australia?	
Why was Indigenous trade with the Makassans ceased?	
<p><b>3. Australia's Afghan cameleers' forgotten history revived by their living relatives</b>  <a href="https://www.abc.net.au/news/2020-02-02/descendants-remember-australias-cameleers/11890622">https://www.abc.net.au/news/2020-02-02/descendants-remember-australias-cameleers/11890622</a></p> <p><b>4. Afghans:</b> <a href="https://adelaide.history.sa.gov.au/subjects/afghans">https://adelaide.history.sa.gov.au/subjects/afghans</a></p>	
Who were the Afghan Cameleers?	
When did the cameleers arrive in Australia?	
Where did the cameleers come from?	



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How were the Afghan cameleers treated in Australia?	
How did the cameleers contribute to Australia's history?	

**Teacher Resource: Islamic Museum of Australia – FUSION - WebQuest:  
Muslim-Australian timeline**

<ul style="list-style-type: none"> <li>• <b>Muslims in Australia – A brief history into the trade, migration and settlement of Muslims in Australia:</b> <a href="https://crescentwealth.com.au/articles/muslims-in-australia-a-brief-history-into-the-trade-migration-and-settlement-of-muslims-in-australia/">https://crescentwealth.com.au/articles/muslims-in-australia-a-brief-history-into-the-trade-migration-and-settlement-of-muslims-in-australia/</a></li> <li>• <b>When Islam came to Australia:</b> <a href="https://www.bbc.com/news/magazine-27260027">https://www.bbc.com/news/magazine-27260027</a></li> </ul>	
When did the first Muslims arrive in Australia?	From the 1500's
Where did the first Muslims land in Australia?	The northern coastline of Australia, close to Indonesia (the South-East coast of Sulawesi) and Papua New Guinea.
Who were the first Muslim people to arrive?	<ul style="list-style-type: none"> <li>• Makassan fishermen (Indonesians) who travelled to Australia in search of sea slugs and sea cucumbers – which tended to attract high prices from the Chinese due to their use in medicine and cultural cuisine.</li> <li>• Malay pearl-shellers also had regular trade with the Indigenous Australians which lasted from the late 18th to the early 19th centuries.</li> </ul>
Why did Muslim people travel to Australia?	They traded material goods with the Aborigines (and Torres Strait Islanders).
How did this trade impact Indigenous people of Australia?	<ul style="list-style-type: none"> <li>• This trade left lasting impacts on the Indigenous Australian communities in the form of Islamic motifs that were present in certain North Aboriginal communities' traditions and rituals.</li> <li>• Some also stayed and married into Indigenous tribes. This unique amalgamation left lasting impacts on the traditional Australian communities – for instance, in some mortuary ceremonies performed by the Galiwinku community, hymns sung are very similar in sound and tune to Islamic prayers with some words also being borrowed from the Islamic prayer.</li> <li>• The Aboriginal people believe in a certain deity known as Walitha'walitha. This is said to be linguistically derived from the Arabic term Allah ta'ala which means "God the Exalted". Additionally, the prayers they partake in are also similar to Islam in that it requires them to face the west in prayer which, for them, is roughly facing the direction of Makkah.</li> <li>• Malay pearl-shellers also had regular trade with the Indigenous Australians which lasted from the late 18th to the early 19th centuries which – similar to the Makassan traders – led to the development of matrimonial ties and crystallising the Islamic influence on these communities.</li> </ul>
How do we know that the first Muslims came to Australia?	<ul style="list-style-type: none"> <li>• Indigenous rock art in Arnhem Land depicts Makassan boats</li> <li>• The Banumbirr (Morning Star poles) made by Aborigines were made to look like the masts of Makassan boats)</li> <li>• Coins, fishhooks, clay artefacts, and tamarind trees left behind</li> </ul>
Why was Indigenous trade with the Makassans ceased?	The Makassan sea cucumber trade with Aboriginal and Torres Strait Islander peoples ended in 1906, killed off by heavy taxation and a government policy that restricted non-white commerce.
<ul style="list-style-type: none"> <li>• <b>Australia's Afghan cameleers' forgotten history revived by their living relatives</b> <a href="https://www.abc.net.au/news/2020-02-02/descendants-remember-australias-cameleers/11890622">https://www.abc.net.au/news/2020-02-02/descendants-remember-australias-cameleers/11890622</a></li> <li>• <b>Afghans:</b> <a href="https://adelaide.history.sa.gov.au/subjects/afghans">https://adelaide.history.sa.gov.au/subjects/afghans</a></li> </ul>	
Who were the Afghan Cameleers?	They came to Australia to lead camel trains through outback Australia, transporting supplies from cities to regional towns, inland mines, and stations. They were also used as guides on expeditions, located water sources, and ensured a safe journey for travellers. Without their contribution, outback communities would not have been able to survive.
When did the cameleers arrive in Australia?	Camels were first introduced to Australia in the 1840s. The Afghan camel handlers arrived later in the 1860s.
Where did the cameleers come from?	The cameleers were men, primarily from Afghanistan, Pakistan, and India.

<p>How were the Afghan cameleers treated in Australia?</p>	<p>Cameleers were not allowed to bring their families into the country so marriages between Afghan men and Aboriginal women often occurred. Neither were they welcome in towns after dark, and they were not allowed to share facilities like swimming baths or pubs. The Afghans were also forced to live on the opposite side of the train tracks in camps away from the white population. They often enlisted the help of Aboriginal trackers on expeditions, and through their work and common treatment relationships formed.</p>
<p>How did the cameleers contribute to Australia's history?</p>	<p>Their contribution was supplying materials to inland mines, the construction of the Overland Telegraph Line, and desert explorations of the 1870s and 1890s. They built mosques in their 'Ghantowns' in country regions and financed the construction (1888) of the first city mosque in Australia, in Adelaide's Little Gilbert Street. During the gold rushes, many cameleers were astute businessmen who managed to amass significant wealth. But by the late 1920s, the Afghans began packing up their camps and leaving Australia due to mechanization.</p>

**STUDENT WORKSHEET: Islamic Museum of Australia – FUSION - Islamic patterns**

- Find eight examples of Islamic patterning. Beneath each pattern, list where the pattern is located, which Muslim civilizations/eras it originated, and the symbolism of the design.
- Identify if any of these patterns are evident in the artwork, “Inshalla series 2008”, by Phillip George.

**Suggested references:**

- **The Art of Islamic Pattern:** <https://artofislamicpattern.com/resources/educational-posters/>
- **The Stunning Beauty of Islamic Geometric Pattern:** <https://medium.com/however-mathematics/the-stunning-beauty-of-islamic-geometric-patterns-4fb57ed5644a>
- **Geometric Patterns in Islamic Art:** [https://www.metmuseum.org/toah/hd/geom/hd\\_geom.htm](https://www.metmuseum.org/toah/hd/geom/hd_geom.htm)
- **Muslim rule and compass: the magic of Islamic geometric design:** <https://www.theguardian.com/science/alexs-adventures-in-numberland/2015/feb/10/muslim-rule-and-compass-the-magic-of-islamic-geometric-design>

**STUDENT WORKSHEET: Islamic Museum of Australia – FUSION - Tessellation design**

Islamic design is based on Greek geometry, which teaches us that starting with very basic assumptions, we can build up a remarkable number of proofs about shapes. Islamic patterns provide a visual confirmation of the complexity that can be achieved with such simple tools.

Design a tessellated, geometric pattern, based on Islamic designs, that could be incorporated into a class tiled mural. Write a rationale for this design, that reflects a part of Australian history, a personal story, or can be used as a patterned design on an Australian icon.

**RATIONALE**

**Suggested references:**

- **Muslim rule and compass: the magic of Islamic geometric design:** <https://www.theguardian.com/science/alex-adventures-in-numberland/2015/feb/10/muslim-rule-and-compass-the-magic-of-islamic-geometric-design>
- **How to draw a simple Islamic geometric pattern:** <https://www.youtube.com/watch?v=27iVbB656a0>
- **The Meticulous Beauty of Islamic Patterns and How to Create Them:** <https://www.arch2o.com/meticulous-beauty-islamic-patterns-create-check-tutorials/>