

‘Pitching Perspectives’

Using the OMAA as a research tool for
history students

The OMAA Project

Opening the Multilingual Archive of Australia

Teaching Materials Pack

The OMAA Project

Teaching Plan: The OMAA with Students

Learning intentions:

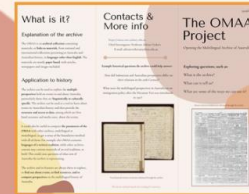
- For students to understand the OMAA
- For students to understand how it can be used
- For students to understand its relevance as a history student

Majority of items required for demonstration are available as part of the teaching pack:



Materials required:

- OMAA Pamphlets — one for each student (*available as part of teaching pack*)



- One OMAA poster per classroom (available as part of teaching pack)

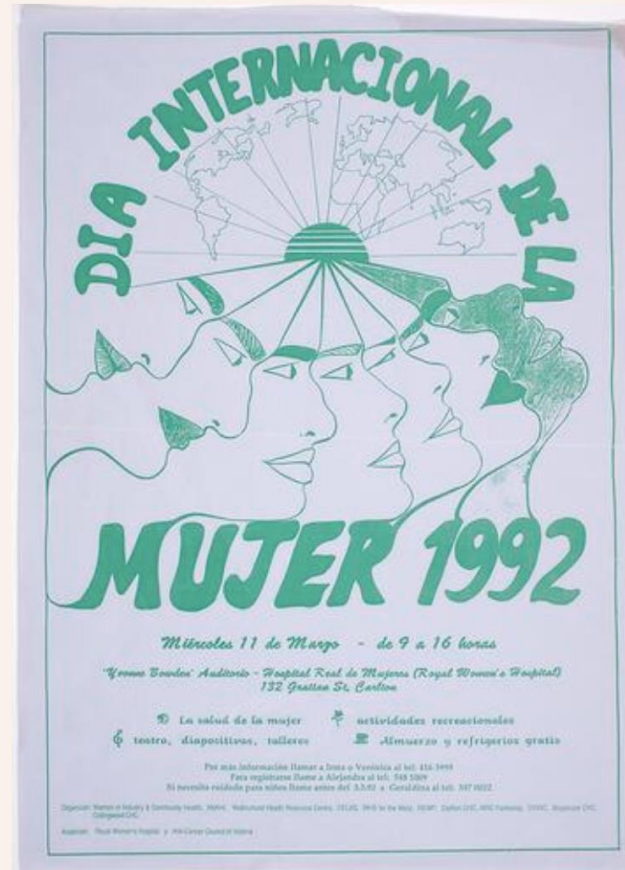


- OMAA example materials, for student viewing (available as part of teaching pack)
 - Spanish poster (available at: <https://omaa-arts.sydney.edu.au/texts/2116/>)
 - Chosen as it is an example of visual media that is available through the OMAA
 - Indonesian report (available at: <https://omaa-arts.sydney.edu.au/texts/1686/>)
 - Chosen as it is an example of text-based media, with a translation provided, that is available through the OMAA
- Projector/ screen to demonstrate with


Guide for demonstration:

- Hand out the pamphlets to students
 - Encourage the students to use the pamphlets for note taking
- Open the homepage of the archive (available at: <https://omaa-arts.sydney.edu.au>)
 - Show students the various tabs and access points for site content, including the materials under 'Teaching resources' and the 'Go to archive button' (available at: <https://omaa-arts.sydney.edu.au/archive/>)


'Día internacional de la mujer 1992' (available at <https://omaa-arts.sydney.edu.au/texts/2116/>)



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THE UNIVERSITY OF SYDNEY  **Opening the Multilingual Archive of Australia**

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Opening the Multilingual Archive of Australia brings together historical materials from national and international collections in languages other than English. We seek to rethink and enlarge narratives about Australia that come solely from English-language sources, by showing modern Australia to be a complex multilingual

Home > The OMAA project > **Teaching resources**

One of our main aims is to make materials available for teaching in both schools and universities. We will be presenting curated collections on specialised topics, beginning with our sample on the Goldfields below.

▼ Goldfields

Settlement Japanese A history of Australia National Library of Australia	Settlement Chinese An Old Story of Gold Mining 金礦古事 National Library of Australia	National boundaries Japanese Australia and India National Library of Australia
National boundaries French Australie 1901-1902, mon journal Tongio West Gippsland State Library of Victoria	Settlement English, German Bernard Otto Holtermann papers, 1864-1876 State Library of New South Wales	Settlement German Black Douglas: ein australischer Roman State Library of New South Wales

Home > **Archive**

Archive

[Search](#) [Reset](#)

Search

Articles Newspapers Images

Languages Subject

Key Periods Current Holder


People Country of Origin

Date 1585 2023

[List](#) [Network](#) [Map](#) [Time Map](#) [Journey Map](#)

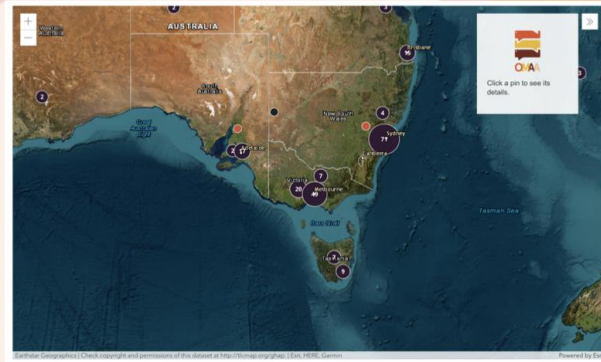
3. Open the map function, under the subject area of 'Gold discoveries' (available at: <https://omaa-arts.sydney.edu.au/archive/?q=%5B%7B%22%3A1090%22%3A%22%26%22%7D%5D>), for example.
 - a. Explain to students how the map function can be used to explore where collection materials are from and what they discuss, and how it can be used to draw potential links between different events.

[List](#) [Network](#) [Map](#) [Time Map](#) [Journey Map](#)



Die Gegenwärtige Lage des Goldbergbaues in Westaustralien

Place name: Sydney
 Language: German
 Country: Australia
 Current holder: National Library of Australia
[Read more](#)
 Close



4. Open the translated Indonesian excerpt 'Kunjungan PM Australia Menzies' (available at: <https://omaa-arts-sydney.edu.au/texts/1686/>) (Printed copy of original report included in Teaching Pack)
 - a. Explain to students how the archive can be used to find translated materials, such as this one.
 - i. A further example is 'Indonesian Responses to the Tiki incident' (available at: <https://omaa-arts-sydney.edu.au/texts/1903/>)

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Kunjungan PM Australia Menzies

[Details](#) Prime Minister Menzies' visit to Indonesia

Abstract

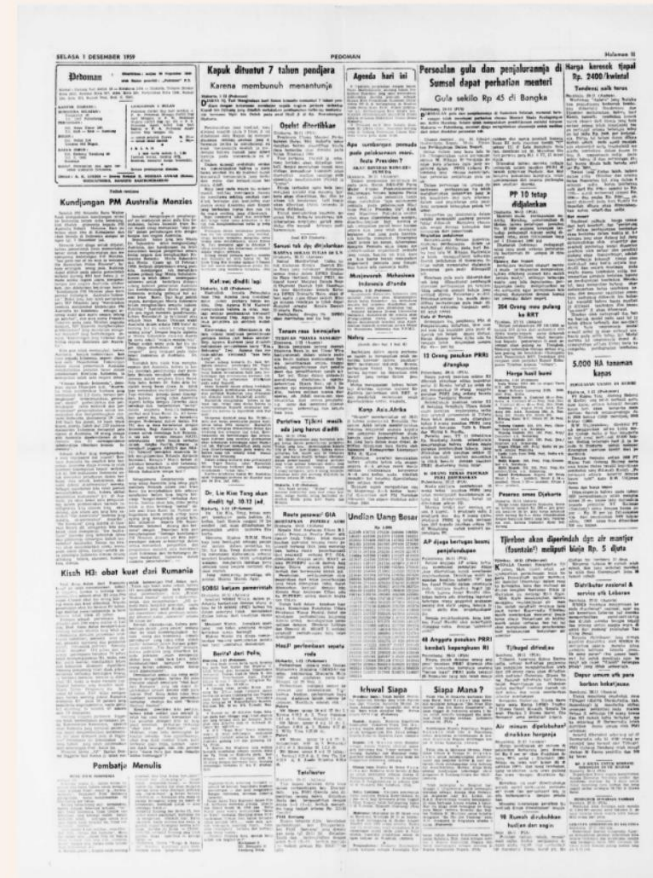
Positive report on PM Menzies' visit to Indonesia, emphasising aid and friendly relations, with the editorial proviso that Australia should not support the Dutch in West Irian/West New Guinea.

Translation

The visit of PM Australia Menzies. Only a short time after PM of New Zealand Walter Nash carried out an official visit to Indonesia, now it's the turn of Australia. PM Robert Menzies. Today he will arrive in Karamanegara (Samarung) and will be in Indonesia until the 7 December.

It is interesting to note also, that the Indonesian government has really endeavoured to positively acclaim and receive the visit of PM Menzies (in English) 'has gone out of its way to welcome the Australian Prime Minister' as they say. This is evident in the government's immediate on Radio Republik Indonesia last Saturday, in which different aspects of the people and country of Australia were explained, giving rise to the conviction that, 'the visit of PM Menzies will strengthen Australian-Indonesian ties.' Other proof can be seen in Minister Iskandar's press statement which

'Kunjungan PM Australia Menzies' (available at: <https://omaa-arts-sydney.edu.au/texts/1686/>)



5. Talking points or summary (of the OMAA) could include:
 - a. Multiple perspectives on historical events
 - i. Historical perspectives can vary for many reasons, including for cultural or linguistic reasons
 - b. The archive can be used to show students how there are many events that have differing perspectives
 - c. Information about which historical events have materials and data available
 - d. The OMAA providing structure for accessing data
 - e. Comparison of the parameters of the OMAA with other archives, to see what boundaries/limitations each has
 - i. Written history compared with other archives that can record more oral traditions
 - f. What the archive contains and what sort of Australia its content represents
 - g. The many Indonesian texts and language documents represented
 - h. Perspectives gained from teachers' personal experiences or expertise
6. Put up poster
 - a. Advise students that the poster is always there to remind them of the archive, should they need or want to use it

The OMAA Project

Opening the Multilingual Archive of Australia



Translation

Aquellas personas dejaron paquetes sospechosos al aire libre y fueron muy groseros. **English:** Those people left suspicious packages out in the open and were so rude.

Unser Transport musste schnell landen, weil wir zu spät zu unserem nächsten Reiseziel kamen und großen Hunger hatten. **English:** Our transport had to make a quick landing, as we were late for our next destination and very hungry.

Explanation of Scenario

In this (fake) scenario, people from multiple linguistic backgrounds show differing perspectives and opinions on a event that occurred including a delivery. The OMAA can help you find varying historical perspectives, and then do further research on them, all through the archive and the materials available in it.

Contact & Links

Website link: <https://omaa-arts.sydney.edu.au>

Chief Investigator: Professor Adrian Vickers

E-mail: adrian.vickers@sydney.edu.au

What is it?

Explanation of the archive

The OMAA is an **archival collection** containing materials, or **links to materials**, from national and international collections pertaining to Australia and Australian history, in **languages other than English**. The materials are mostly **paper based**, with articles, newspapers and images included.

Application to history

The archive can be used to explore the **multiple perspectives** held on events in and about Australia, particularly those that are **linguistically or culturally specific**. The archive can be used as a tool to learn about events in Australian history and then provide the **structure and access to data**, among which are first hand accounts and media texts, about the events.

It could also be useful to compare the **parameters of the OMAA** with other archives, multilingual or monolingual, to get a sense of the boundaries involved with all of them. For example, the OMAA contains **languages of a written tradition**, while other archives contain may contain materials of an oral tradition, or even both! This could raise questions of what sort of Australia the archive is representing.

The archive and its features are always there to explore, to **find out about events**, to **find resources**, and to **compare perspectives** on the multilingual history of Australia.

Contacts & More info

<https://omaa-arts.sydney.edu.au>

Chief Investigator: Professor Adrian Vickers

E-mail: adrian.vickers@sydney.edu.au

Example historical questions the archive could help answer:

How did Indonesian and Australian perspectives differ on their relations in the 20th Century?

What were the multilingual perspectives in Australia on immigration policy after the Dictation Test was introduced in 1901?



Travel journal written in German obtained through the archive

Written and printed on Gadigal Country.

530568492

The OMAA Project

Opening the Multilingual Archive of Australia

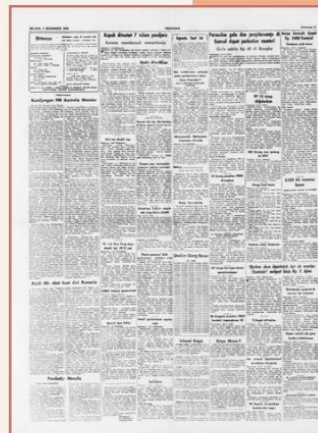
Exploring questions, such as:

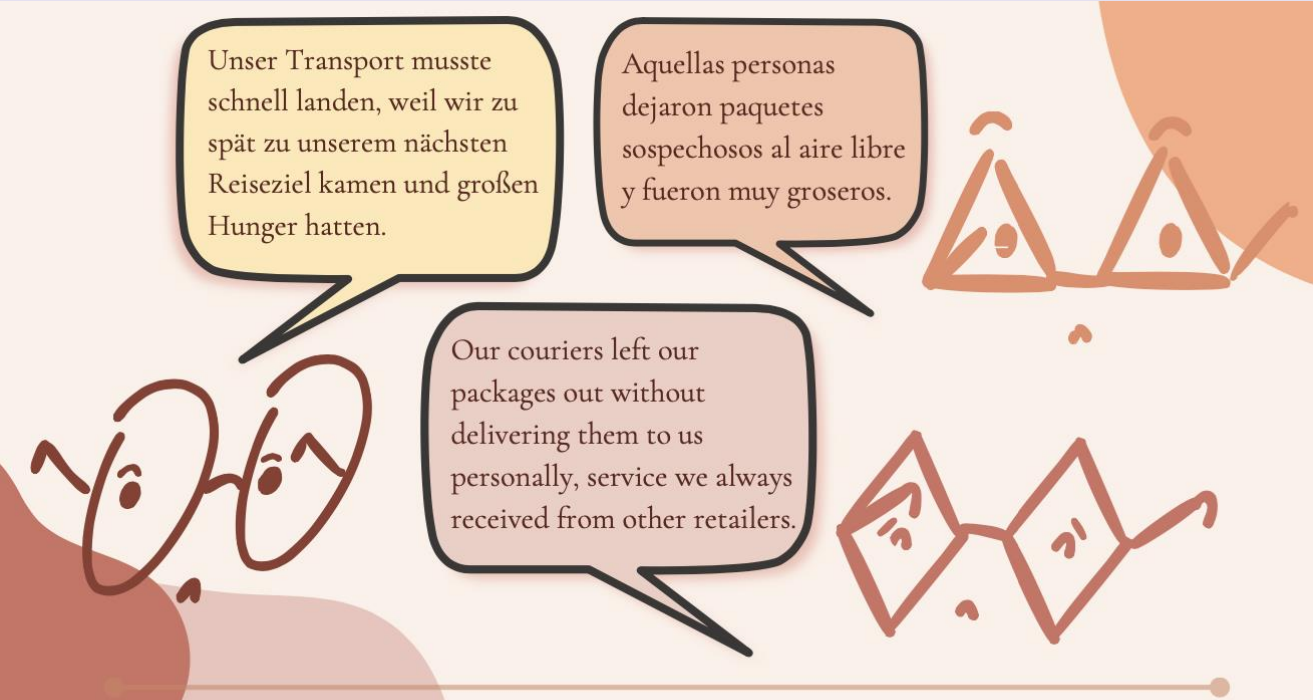
What is the archive?

What can it tell us?

What are some of the ways we can use it?

Poster written in Indonesian obtained through the archive





Unser Transport musste schnell landen, weil wir zu spät zu unserem nächsten Reiseziel kamen und großen Hunger hatten.

Aquellas personas dejaron paquetes sospechosos al aire libre y fueron muy groseros.

Our couriers left our packages out without delivering them to us personally, service we always received from other retailers.

Translation

Aquellas personas dejaron paquetes sospechosos al aire libre y fueron muy groseros. **English:** Those people left suspicious packages out in the open and were so rude.

Unser Transport musste schnell landen, weil wir zu spät zu unserem nächsten Reiseziel kamen und großen Hunger hatten. **English:** Our transport had to make a quick landing, as we were late for our next destination and very hungry.

Explanation of Scenario

In this (fake) scenario, people from multiple linguistic backgrounds show differing perspectives and opinions on a event that occurred including a delivery.

This sketch is designed to demonstrate to you how people who speak different languages, or who come from different cultures, can have widely varying views on historical events. The OMAA can help you find these perspectives, and then do further research on them using the materials it contains.



Thank you!