



Tracking the Dragon

A history of the
Chinese in the Riverina

EDUCATION KIT - PRIMARY



Wagga Wagga
Museum of the Riverina



Communities
arts nsw

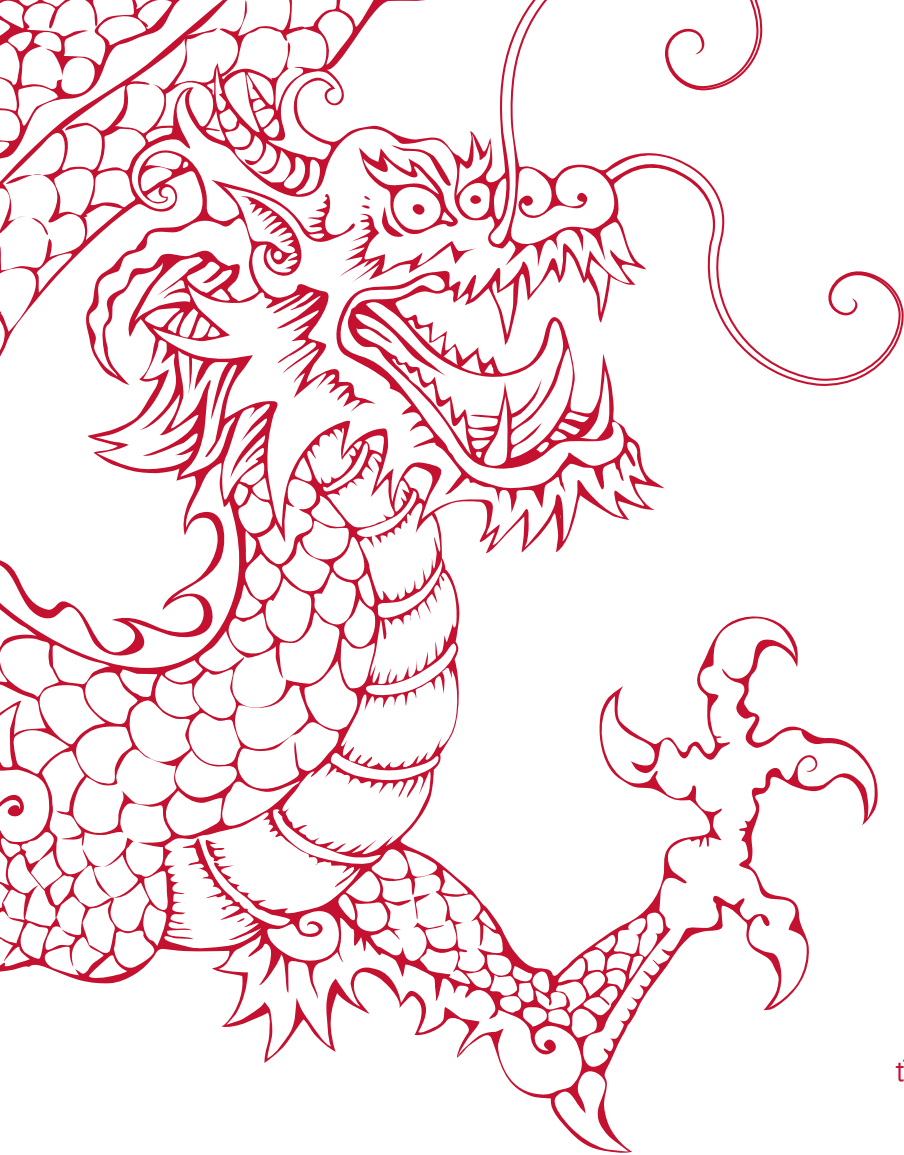
MIGRATION HERITAGE CENTRE
NEW SOUTH WALES



The Migration Heritage Centre at the Powerhouse Museum is a New South
Wales Government initiative supported by the Community Relations Commission
for a Multicultural New South Wales. www.migrationheritage.nsw.gov.au



powerhouse museum
science + design



Tracking the Dragon

A history of the
Chinese in the Riverina

Tracking the Dragon investigates the history of Chinese migration and settlement in the Riverina and features a range of significant objects and photographs. It reveals a complex and poignant story examining the public and private lives of the Chinese Australian migrant experience.

Through this exhibition and education kit students will discover a variety of aspects of the Chinese Australian migrant experience including work, leisure, family life, religion and race relations. In doing so students will develop an appreciation for both the challenges overcome and accomplishments achieved by Chinese Australians in our region in the late 19th century. Exploring key themes of endurance, resourcefulness and reinvention many of which remain relevant to the Australian migrants experience today.

This exhibition and supporting primary education kit addresses learning outcomes from a variety of stage 2 & 3 key learning areas including Chinese, Creative Arts, English, HSIE and Mathematics.

This exhibition and education kit may be of particular value to ESL students as they may readily connect with the themes and ideas explored and relate these to their own life experiences.

Give your students the chance to embark on a learning journey through this significant part of our region's history, which up until now has remained largely untold.

This exhibition will be on display at the Museum's Historic Council Chambers site until Sunday 27 March 2011.

Planning your visit to the Museum



What?

A facilitated excursion to see *Tracking the Dragon – A history of the Chinese in the Riverina*. We encourage you to consult with the Museum Education and Public Programs Officer to develop an excursion program suitable to your students' needs.

Examples of excursion activities include:

- ▶ Drama games emphasising key themes of perseverance, discrimination, courage, new beginnings, acceptance, resourcefulness and resilience.
- ▶ Discussion forums addressing controversial issues surrounding migration.
- ▶ Exhibition tour. Using the information available in the exhibition students assume the role of a tour guide and collectively deliver an exhibition tour.
- ▶ Fan Tan (Chinese gambling game played in Chinese camps in the Riverina).

Where?

Museum's Historic Council Chambers site
Cnr Baylis & Morrow Sts
Wagga Wagga

When?

Tuesday – Friday, 10am - 5pm

How?

For excursion bookings contact the Museum of the Riverina

Phone: 6926 9654

Email: museum@wagga.nsw.gov.au

Learning Outcomes



Subjects	Students will:
Chinese	<p>Develop reading and responding skills by viewing historical documents and objects featuring Chinese script.</p>
Creative Arts	<p>Investigate elements of Chinese culture and the Chinese migration experience in the Riverina and utilise this new found knowledge as a source of ideas, concepts and subject matter in the visual arts.</p> <p>Develop dramatic performance skills and become familiar with examples of theatrical techniques.</p> <p>Use elements of drama to reflect the experiences of the Chinese Australian migrants featured in this exhibition.</p> <p>Using drama techniques explore themes of courage, resourcefulness and resilience featured throughout the exhibition.</p>
English	<p>Develop critical literacy skills by appreciating the different contexts, perspectives and interpretations of local history.</p> <p>Develop visual literacy skills through exposure to a variety of visual mediums.</p> <p>Draw on experiences of Chinese Australian migrants and elements of Chinese culture to compose a range of text types.</p> <p>Appreciate the cultural expression embedded within the texts featured in this exhibition.</p>

Learning Outcomes



Subjects	Students will:
English cont.	<p>Explore key themes of courage, resourcefulness and resilience featured throughout the exhibition and relate these to their own life experience using various text types.</p> <p>Think critically and interpretively about the social issues experienced by Chinese Australian migrants in the Riverina and respond to these issues through oral and written tasks.</p>
HSIE	<p>Examine the social consequences of political decisions regarding immigration including policies like the White Australia policy.</p> <p>Investigate elements of Chinese culture including:</p> <ul style="list-style-type: none">- Leisure- Food- Festivals- Work
Mathematics	<p>Practice division and multiplication skills whilst playing a Chinese Gambling game Fan Tan, which was played in Chinese camps.</p>

Curriculum Links



Chinese, Stage 2 & 3

Stage 2	Using language – Reading and Responding	2.UL.2 Identifies and responds to key words, phrases and simple sentences in context in written Chinese.
	Moving Between Cultures	2.MBC.1 Recognises the link between culture and a sense of identity.
Stage 3	Using language – Reading and Responding	3.UL.2 Organises and responds to key ideas from written texts in familiar contexts.
	Moving Between Cultures	3.MBC.2 Demonstrates understanding of significant cultural values and practices in Chinese-speaking communities.

Creative Arts, Stage 2 & 3

Subject and strand	Stage 2	Stage 3
Visual Arts - Making	VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.	VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.
Drama - Making	DRAS2.1 Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations. DRAS2.2 Builds the action of the drama by using the elements of drama, movement and voice skills.	DRAS3.1 Develops a range of in-depth and sustained roles. DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.

Curriculum Links



English, Stage 2 & 3

Outcomes	Substrands	Stage 2	Stage 3
Writing	Learning to Write Producing Texts	WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.	WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.
	Learning to Write Skills & strategies - Grammar and punctuation	WS2.10 Produces texts clearly, effectively and accurately, using the sentence structure, grammatical features and punctuation conventions of the text type.	WS3.10 Uses knowledge of sentence structure, grammar and punctuation to edit own writing.
	Learning to Write Skills & strategies - Spelling	WS2.11 Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.	WS3.11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words.
	Learning to Write Skills & strategies - Handwriting and Computer Technology	WS2.12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.	WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways.
Talking and Listening	Learning to Talk and Listen Talking and Listening	TS2.1 Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.	TS 3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.
Reading	Learning to Read Reading and Viewing Texts	RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.	RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.
	Learning to Read Skills and Strategies	RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.	RS3.6 Uses a comprehensive range of skills and strategies appropriate to the type of text being read.

Curriculum Links



HSIE, Stage 2 & 3

Outcome	Stage 2	Stage 3
Overview of Change and Continuity – Significant Events and People		CCS3.1 Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage.
Overview of Cultures Outcomes - identities		CUS3.3 Describes different cultural influences and their contribution to Australian identities.
Overview of Cultures Outcomes – Cultural Diversity	CUS2.4 Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.	CUS3.4 Examines how cultures change through interactions with other cultures and the environment.

Mathematics, Stage 2 & 3

Outcome and Substrand	Stage 2	Stage 3
Multiplication and Division	NS2.3 Uses mental and informal written strategies for multiplication and division.	NS3.3 Selects and applies appropriate strategies for multiplication and division.

Suggested Activities



Activity 1

Brainstorming – Activating prior knowledge

You will need:

- ▶ Butchers paper
- ▶ Markers

Instructions:

- ▶ Students work in pairs and using markers and butchers paper brainstorm what they know about Chinese culture with words and pictures. Students then share their thoughts with the rest of the class.
- ▶ Students repeat this activity this time focusing on migration e.g. social issues associated with migration and feelings and experiences associated with migrating.

Activity 2

Bingo

You will need:

- ▶ *Bingo Activity Sheet* and *Teacher Answers*

Instructions:

- ▶ Students complete *Bingo Activity Sheet*.
- ▶ Teacher corrects *Bingo Activity Sheet* using answers provided.
- ▶ Students choose 5 terms listed on the Bingo activity sheet.
- ▶ Teacher randomly selects definitions from the table on the *Bingo Activity sheet*.
- ▶ If the teacher reads out a corresponding definition students may cross off that term from their list of 5 terms.
- ▶ Once all terms have been crossed off students then indicate that they achieved “BINGO”.

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BINGO ACTIVITY SHEET



Bingo is a gambling game that has been played in Australia for many years. 'Fan Tan' is a gambling game that Chinese men in the Riverina in the late 19th Century would play in the Chinese camps.

We're going to play a little bingo today but first we need to know a few important terms and definitions included in the exhibition ***Tracking the Dragon: A history of the Chinese in the Riverina***.

Next to each definition in the table write the term from the list below that you think applies. If you're not sure just have a guess.

Terms

- Certificate of Exemption from the Dictation Test (CEDT)
- Domicile
- Certificate of Domicile
- 'Roll up' advertisements
- Chinese market gardeners
- Guangdong province
- Fan Tan
- Hui
- Chinese camps
- Chinese harrow
- Ginger
- Mooncakes
- Xenophobia
- Opium
- Province
- Subscription board
- The Immigration Restriction Act 1901 (White Australia Policy)
- Racism

Definition	Term (from list above)
After 21 October 1902 any Chinese person who claimed Australia as their permanent residence and wished to leave temporarily could apply for this document.
A permanent place of residence.
These were made for the mid autumn (Zhongqiu) festival, one of the four most important Chinese festivals. The filling is usually made from lotus seed paste.
A fear and or hatred of foreigners.
A substance that was commonplace in the Chinese camps in the Riverina. Smoked using a pipe and kept in vials and tins.
The equivalent to a state in Australia e.g Queensland or NSW.
Contains the names of Chinese members of secret societies. These members would pay an annual subscription fee.
A belief based on the notion that one's own race is superior to another race.
A law passed by the Government of the time that allowed immigration officials to discriminate against people according to their skin colour. (.....)
Located on the fringe of the main towns and close to waterways most of the predominantly male Chinese population lived in these.
Chinese gambling game.
A name for a Chinese secret society.
Almost all Chinese migrants to NSW were from this area located in southern China.
Similar to a plough these were used by Chinese market gardeners to break up the soil before crops were planted.
A plant that was commonly used in Chinese cuisine. Chinese Australian migrants in the Riverina would often give jars of this to Europeans as presents on Chinese New Year.
Prejudice and discrimination against the Chinese were expressed in many forms including these placed in local newspapers encouraging people to meet and protest against Chinese immigration.	'.....'
From the 1880s to the 1930s these Chinese migrants dominated the production and distribution of vegetables in NSW.
A document that was given to Chinese residents of good character who had lived in Australia for five years. This document excused them from the Dictation Test. (.....)

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TEACHER ANSWERS B I N G O



Certificate of Domicile - After 21 October 1902 any Chinese person who claimed Australia as their permanent residence and wished to leave temporarily could apply for this document.

Certificate of Exemption from the Dictation Test (CEDT) - A document that was given to Chinese residents of good character who had lived in Australia for five years. This document excused them from the Dictation Test.

Chinese camps - Located on the fringe of the main towns and close to waterways most of the predominantly male Chinese population lived in these.

Chinese harrow - Similar to a plough these were used by Chinese market gardeners to break up the soil before crops were planted.

Chinese market gardeners - From the 1880s to the 1930s these Chinese migrants dominated the production and distribution of vegetables in NSW.

Domicile - A permanent place of residence.

Fan Tan - Chinese gambling game.

Ginger - A plant that was commonly used in Chinese cuisine. Chinese Australian migrants in the Riverina would often give jars of this to Europeans as presents on Chinese New Year.

Guangdong province - Almost all Chinese migrants to NSW were from this area located in southern China.

Hui - A name for a Chinese secret society.

Mooncakes - These were made for the mid autumn (Zhongqiu) festival, one of the four most important Chinese festivals. The filling is usually made from lotus seed paste.

Opium - A substance that was commonplace in the Chinese camps in the Riverina. Smoked using a pipe and kept in vials and tins.

Province - The equivalent to a state in Australia e.g. Queensland or NSW.

Subscription board - Contains the names of Chinese members of secret societies. These members would pay an annual subscription fee.

The Immigration Restriction Act 1901 (White Australia Policy) - A law passed by the Government of the time that allowed immigration officials to discriminate against people according to their skin colour.

Racism - A belief based on the notion that one's own race is superior to another race.

'Roll up' advertisements - Prejudice and discrimination against the Chinese were expressed in many forms including these placed in local newspapers encouraging people to meet and protest against Chinese immigration.

Xenophobia - A fear and or hatred of foreigners.

Activity 3

Memory Game

You will need:

- ▶ Cardboard
- ▶ Pen
- ▶ Scissors
- ▶ Ruler
- ▶ *Bingo Activity Sheet* in Activity 2
- ▶ Markers

Instructions:

- ▶ Students use terms and definitions from *Bingo Activity Sheet* and small cardboard cards to construct a memory game by completing the following steps:
 1. Divide students into pairs.
 2. Students cut out 36 small cards using scissors and cardboard.
 3. Each term and definition is to be written on a separate card, leaving the reverse side blank.
- ▶ Using the following rules students can then play “memory”:
 1. Lay all cards face down in random order.
 2. The first player turns over any two cards to see if the term matches the definition or vice versa. If they match, then the player keeps the pair of cards.
 3. If the cards don’t match then they must be turned back over and placed in their original position.
 4. The next player then repeats steps 2 and 3.
- ▶ The object of the game is to be the player with the most pairs of cards at the end.

Activity 4

An introduction to Chinese Migration History in Australia

You will need:

- ▶ Computers for each student or one between two
- ▶ Students' exercise book

Instructions:

- ▶ Students go to http://www.nma.gov.au/collections/collection_interactives/
- ▶ Then select 4th listed interactive called **Harvest of Endurance** (students can view this either as html or flash file depending on available software).
- ▶ Students browse through the significant events described throughout the scroll.
- ▶ Students select 5 significant events especially those mentioning market gardeners / gardens, shopkeepers and traders, loyalties to China and Immigration legislation.
- ▶ Students then discuss with the rest of the class the significance of these events to the Chinese Australian migration experience.

Activity 5

The White Australia Policy - Webquest

You will need:

- ▶ Computers for each student or one between two
- ▶ Students' exercise books

Instructions:

- ▶ Students go to the Museum of the Riverina website www.wagga.nsw.gov.au/museum.
- ▶ Students click on *Education* tab, then the *Students* link on the left hand side of the page.
- ▶ Students then select *Tracking the Dragon Webquest*.

Activity 6

The Power of a Piece of Paper

You will need:

- ▶ *The Power of a Piece of Paper Fact Sheet*
- ▶ Blank A4 paper
- ▶ Ink pad – for children to add finger print to their certificate/s (optional)

Instructions:

- ▶ Students read information below either together as a class or individually.
- ▶ Discuss the impact of these documents and dictation test on Chinese Australian migrants either arriving in Australia for the first time or wanting to leave Australia temporarily.
- ▶ Students create their own Certificate of Domicile &/or Certificate of Exemption from the Dictation Test.

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THE POWER OF A PIECE OF PAPER FACT SHEET



Certificate of Domicile

As a result of the White Australia Policy, after 21 October 1902 any Chinese person in NSW who claimed Australia as their permanent residence and wished to leave temporarily could apply for this document.

Even if you were a Chinese migrant who had been living in Australia for a number of years there were no guarantees that the officer at the Customs Department would issue you this certificate.

There had been examples of times when Chinese residents of long standing with numerous favourable character references were denied this certificate.

This left them with the very difficult decision of whether to stay or risk not being able to re-enter Australia because they wanted to visit their family and friends back in China.

Below is an example of a Certificate of Domicile



Image: Ah Du's Certificate of Domicile, Wagga Wagga, 1903. National Archives Australia.

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THE POWER OF A PIECE OF PAPER FACT SHEET



Certificate of Exemption from the Dictation Test (CEDT)

This document was given to Chinese residents of good character who had lived in Australia for five years or more. This document excused the Chinese resident from the Dictation Test, which was introduced as part of the White Australia Policy. This test was designed to exclude certain applicants from entering Australia and was conducted in a language the applicant didn't understand.

Below is an example of a Certificate of Exemption from the Dictation Test (CEDT)

Form 21. COMMONWEALTH OF AUSTRALIA No. 1
DUPLICATE Immigration Restriction Act, 1901-1903 and Regulations.

CERTIFICATE EXEMPTING FROM DICTATION TEST.

I, William Harrison the Collector of Customs for the Port of New South Wales in the said Commonwealth, hereby certify that Jeng Ying Mee Ling hereinafter described, who is leaving the Commonwealth temporarily, will be exempted from the provisions of paragraph 1 of Section 3 of the Act if he returns to the Commonwealth within a period of three (3) years from this date.

Date 22 April 1910

DESCRIPTION.

Nationality <u>Chinese</u>	Residence <u>London</u>
Age <u>42 years</u>	Complexion <u>Dark</u>
Height <u>Medium</u>	Build <u>Medium</u>
Weight <u>Medium</u>	Eye <u>Brown</u>

Particular marks: (For inscription of hand and back of this document.)

Full Paid — PHOTOGRAPHS —



Date of departure 27th March 1910 Destination China

Ship Shanghai

Date of return 1st May 1910 Date 22 April 1910

Form 21. COMMONWEALTH OF AUSTRALIA No. 2
DUPLICATE Immigration Restriction Act, 1901-1903 and Regulations.

CERTIFICATE EXEMPTING FROM DICTATION TEST.

I, William Harrison the Collector of Customs for the Port of New South Wales in the said Commonwealth, hereby certify that Jeng Ying Mee Ling hereinafter described, who is leaving the Commonwealth temporarily, will be exempted from the provisions of paragraph 1 of Section 3 of the Act if he returns to the Commonwealth within a period of three (3) years from this date.

Date 22 April 1910

DESCRIPTION.

Nationality <u>Chinese</u>	Residence <u>London</u>
Age <u>28 years</u>	Complexion <u>Dark</u>
Height <u>Medium</u>	Build <u>Medium</u>
Weight <u>Medium</u>	Eye <u>Brown</u>

Particular marks: (For inscription of hand and back of this document.)

Full Paid — PHOTOGRAPHS —



Date of departure 27th March 1910 Destination China

Ship Shanghai

Date of return 1st May 1910 Date 22 April 1910

Image: Certificates of Exemption from the Dictation Test (CEDT), Mee Ling and Jeng Ying Mee Ling, Temora, 1910. National Archives of Australia.

Activity 7

Significant Locations

You will need:

- ▶ *Significant Locations Activity Sheet*
- ▶ Map of NSW or access to internet (google maps)

Instructions:

- ▶ Students complete *Significant Locations Activity Sheet*

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SIGNIFICANT LOCATIONS ACTIVITY SHEET



Question 1.

Use the following map to mark significant locations featured in the *Tracking the Dragon* exhibition, listed below (Place the relevant letter on the map near the location listed).



Significance	Location
a. The Doon Family settled in....	Tumut
b. George Young's <i>Dragon Restaurant</i> was located in....	Wagga Wagga
c. The largest Chinese camps were located in...	Narrandera, Wagga Wagga, Deniliquin, Hay and Albury
d. Smaller Chinese camps were located in....	Hillston, Booligal, Gundagai and Tumut
e. Tubbo station which employed Chinese labour continuously between the 1860's to the 1930s was located near....	Narrandera
f. Chinese tenant farmers, who rented land from European landowners grew tobacco around...	Tumut and Gundagai
g. Tommy Ah Wah's <i>garage</i> business was located in...	Junee
h. Henry Tie operated a tailor shop from 1908 to 1958 in	Cootamundra
i. Albert Choy originally owned The <i>Sunshine Dry Cleaners</i> in	Narrandera
j. Mee Ling's Chinese store sold both Chinese and European goods. Mee Ling's store was located in	Temora

Question 2.

Write the relevant letter from the previous table, next to the corresponding picture.



George Young opened the Dragon restaurant in Wagga Wagga in 1952. It was the city's first post war Chinese restaurant. He moved to Albury in 1978 where he established the Cathay restaurant. **From the collection of Judith Caldwell.**



The Sunshine Dry Cleaners in Narrandera were originally owned by Albert Choy from Grong Grong. His son and grandson, both named Bill, continue to run the business today. **Photo Barry McGowan.**



From left to right, a very well dressed Chinese man, possibly Dang Ah Chee, a prominent Tumut and Gundagai merchant and tobacco entrepreneur, two Chinese tobacco farmers, and a European buyer. **From the National Library of Australia.**



Tommy Ah Wah's garage ran frequent advertisements in the Junee newspapers. **From the Junee and District Historical Society.**



Tubbo Station (near Narrandera) employed Chinese market gardeners for many years. The slab and shingle market gardener's hut dates back to the 19th Century. **Photo Barry McGowan.**



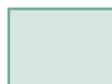
Henry Tie operated a tailor shop in Cootamundra from 1908 to 1958. His reputation for meticulous attention to detail and his insistence on the highest standards attracted clients from other towns in the region. He is pictured here in 1951 with his two sons, Barry and Gordon. **From Graham and Margaret Tie, Canberra.**



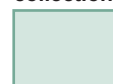
Chinese stores sold both Chinese and European goods. These products are from Mee Ling's store in Temora and show a wide range of popular and well known brands. **From Brian and Barbara Lynch, Wagga Wagga.**



Engraving of the Narrandera Chinese camp, Town and Country Journal, 29 March 1881. The Narrandera camp was the largest in the Riverina. By the end of 1883 the Chinese population was 303 and the total camp population was 340. **From the National Library of Australia.**



The Doon family horse 'Lady' won many local prizes for the best and quietest pony. Hearing of the horse's exploits, the Sydney Royal Easter Show organisers invited the family for an exhibition on show days. From left to right the boys are Bob, Ted, John and Eric. **From the collection of the Doon family, Tumut.**



Activity 8

Families, Friendship and Influence

You will need:

- ▶ *Families, Friendship and Influence Activity Sheet*
- ▶ Blank A4 paper
- ▶ Ink pad – for children to add finger print to their certificate/s (optional)

Instructions:

- ▶ Students complete the *Families, Friendship and Influence Activity Sheet*.
- ▶ Students discuss their answers with the rest of the class.
- ▶ Students then divide into groups of 3-4. Each group chooses one of the images included in the *Families, Friendship and Influence Activity Sheet* and develops a 5 minute skit based on this image. In this skit students must explore one or more of the following themes: friendship, acceptance, new beginnings.
- ▶ Students can then perform this skit for the rest of the class.



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FAMILIES, FRIENDSHIP AND INFLUENCE ACTIVITY SHEET

Despite the racial tensions of the late nineteenth century many Chinese people won a measure of acceptance and respectability in the eyes of white Australia, contributing to charities and corporate life, and in turn inviting Europeans to ceremonies such as the Chinese New Year celebrations.

The will of Chin Chow a resident of Thelangerin Station, Hay provides a touching indication of the ties formed between Chinese and White Australians. In 1890 Chin Chow appointed Robert Percival Mcfarland as the major beneficiary of his estate.

Look at each of the photographs below. Next to each photograph describe how it illustrates the success of Chinese Australian migrants making a new life for themselves in Australia and forging positive relationships with their local community.



Image: George Young's naturalisation ceremony, Wagga Wagga. Private collection.



Image: Bernard, David and Judith Young outside their father's Dragon restaurant, Wagga Wagga. Private collection.



Image: The young Doon boys were talented and passionate footballers and played with the Junior Anglican (JA) and Young Anglican (YA) teams in Tumut. The JA team photo was taken in 1940. From left to right the Doon boys are Bob, Ted, John and Eric. Private collection.



Image: Mary and Bob Doon with baby Robert, June. Early 1950's. From the collection of Mary Doon OAM.

Activity 9

Elements of Chinese Culture

You will need:

- ▶ Computers
- ▶ Lesson Plan Scaffold
- ▶ Other materials may be required depending on students' lesson plan

Instructions:

- ▶ Students are to research an element of Chinese culture from the list below.
- ▶ Students are then to deliver a 5 minute lesson to the rest of the class based on their research. This lesson must include a short introduction, activity and conclusion. Examples of activities include Chinese tea tasting, drawing a Chinese calligraphy character/s, pronouncing simple Chinese greetings etc.
- ▶ Students should submit a lesson plan, using the Lesson Plan Scaffold below prior to presenting.

Chinese tea ceremony, Chinese calligraphy, Chinese language, Traditional Chinese game/s, Tai Chi.

Lesson Plan Scaffold

Learning Outcomes :		
Time	Activity	Resources

Activity 10

The Dragon

You will need:

- ▶ Computers
- ▶ Selection of recyclable materials such as toilet rolls, newspaper, cardboard etc.

Instructions:

- ▶ Students research the significance of Dragons in Chinese mythology.
- ▶ Students collect a variety of Chinese Dragon images.
- ▶ In groups of approx. 4, students plan and assemble a Chinese Dragon using a selection of recyclable materials.

Activity 11

Zodiac Signs

You will need:

- ▶ Computers

Instructions:

- ▶ Students go to the link below and ascertain their Chinese Zodiac Sign.

http://www.cultural-china.com/chinaWH/Kaleidoscope/cultural_tool/Chinese_zodiac_signs/index.html

- ▶ Students then research the meaning of this sign.

Activity 12

Immigration in the media today

You will need:

- ▶ Selection of newspapers/magazines
- ▶ Scissors
- ▶ Exercise book

Instructions:

- ▶ In pairs students cut out newspaper/magazine articles that refer to current issues surrounding immigration.
- ▶ Students read through the article and summarise the main ideas in point form.
- ▶ Students then discuss with the rest of the class what the article was about, what immigration issues are being raised and whether or not any of these link to immigration issues explored in the *Tracking the Dragon* exhibition.

Activity 13

Letter back home

You will need:

- ▶ Exercise book

Instructions:

- ▶ Students assume the character of a Chinese migrant living in the Riverina at the time of the White Australia Policy.
- ▶ Students consider key characteristics of their character e.g. age, profession and gender.
- ▶ Students then write a letter (approx. 1 page in length) addressed to a friend or family member back home in China. This letter should explore one or more of the following pertinent themes: perseverance, discrimination, courage, new beginnings, acceptance, resourcefulness and resilience.

Activity 14

Collage of feelings

You will need:

- ▶ A4 blank paper
- ▶ Collection of magazines and newspapers

Instructions:

- ▶ Using magazines and newspapers students cut out images and text that reflect the feelings and experiences associated with migrating to a new country.
- ▶ Students then use these images and text to create a collage.
- ▶ Students then discuss their collages with the rest of the class and justify their choice of text and images.

Activity 15

Guest speaker

You will need:

- ▶ Member of the Chinese community

Instructions:

- ▶ Invite a member of the local Chinese community to speak to your class about different elements of their Chinese culture.

Useful Links

http://www.asiaeducation.edu.au/for_teachers/curriculum_resources/countries/china_cr/china_resources.html
<http://www.bbc.co.uk/schools/events/chinesenewyear/>
<http://www.chaf.lib.latrobe.edu.au/education/index.htm>
<http://www.chinesemuseum.com.au/about.html>
<http://www.cnto.org.au/chinese-dragon>
<http://www.cultureandrecreation.gov.au/articles/chinese/>
<http://www.harmony.gov.au/>
<http://home.vicnet.net.au/~centfed/>
<http://www.multiculturalaustralia.edu.au/>
http://www.multiculturalaustralia.edu.au/doc/yimei_1.pdf
<http://museumvictoria.com.au/immigrationmuseum/education/resources/?subject=australian-history&searchtype=kit&topic=History&rs=15>
<http://museumvictoria.com.au/discoverycentre/websites-mini/journeys-australia/1850s70s/recording-the-journey-1850s70s/>

Evaluation

We value your feedback and would very much appreciate if you could fill in an evaluation form to be provided by Museum staff at the conclusion of your visit to the exhibition.

Catalogue

Tracking the Dragon Exhibition catalogues are now available from the Museum's Historic Council Chambers site. Cost - \$35 plus \$2 for postage & handling. This catalogue could be used as an excellent education resource for your students.



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