

Chinese Museum: Gallery of Chinese Australian History

Timeline

VELS Learning standard Level 4

-They construct timelines, and develop explanations and narratives in a range of forms.
-Students demonstrate their knowledge and understanding of Australian history: they describe the colonization of Australia and key events in the development of Australia such as...the 1850s gold rushes.

VELS Learning standard Level 6

-Students explain the historical foundations of contemporary issues such as ...multicultural issues and changing community values and beliefs.

VELS Learning focus Level 6

-Students learn about significant issues and events in Australian history, for example, post-World War II immigration.

Read the documents "Chinese History in Australia" and construct a timeline which highlights the different waves of migration by the Chinese to Australia and other key events in their history. Access the Chinese-Australian Historical Images in Australia (CHIA) database at <http://chia.chinesemuseum.com.au/home.html> to find pictures to illustrate your timeline. Be sure to correctly document the origin of the pictures you use.

Chinese Museum: Gallery of Chinese Australian History

Foot binding and body modification

VELS Standards Level 4

-Students compare and contrast the values and beliefs of Australians and people of other cultures. They make comparisons between aspects of different cultures and countries, both in the past and the present, and ask questions about their own society.

VELS Standards Level 5

-Students compare key aspects of past and present societies, for example, social and political ideas and structures, and cultural values and beliefs.

- The use primary and secondary sources in their investigations.

- They use relevant historical evidence, concepts and conventions to support a point of view.

Use the internet and your library to conduct research on the issue of foot-binding to present to your class. Cover key questions such as when it started, why it was practiced, what it involved for all concerned (e.g. the girl, her family, her suitor), the social, cultural and economic aspects of the practice, when and why it stopped. You might also consider the following questions:

1. How have other cultures have engaged in body modification? (e.g. scarification, tattooing, circumcision)
2. What are their reasons for engaging in this practice?
3. To what extent has this been practiced on women?
4. What contemporary practices are undertaken by force and by choice?
5. Try to draw some conclusions about the causes and effects of body modification, whether you support it or not, and why.

Chinese Museum: Gallery of Chinese Australian History

Cartoon document investigation on race relations

VELS Standards Level 5

- Students use primary and secondary sources in their investigations...evaluate historical sources for meaning, point of view, values and attitudes, and identify some of the strengths and limitations of historical documents. They use relevant historical evidence, concepts and conventions to present a point of view.

VELS Standards Level 6

- Students describe and explain the key changes in social and political attitudes, ideologies and values in society in the twentieth and twenty-first centuries.

Access the Chinese Museum website and open up the jpg files of cartoons that were published in the Melbourne Punch in the 1880s. The cartoons express strong points of view about Asian migrants and reveal much about popular opinions at the time. Choose one or two of the cartoons to examine more closely and complete an analysis, using the following questions:

- 1) Describe the cartoon.
- 2) What is the artist's opinion of Chinese people? (Use evidence to support your answer.)
- 3) How does the artist communicate their opinion in the cartoon?
- 4) What fears are expressed about Chinese people?
- 5) Which group or groups of Australians would have supported the cartoon's opinion and why? Might there have been Australians who opposed the cartoon? Why?
- 6) Do you think the cartoon is likely to be an accurate representation of the views of the majority of the population at the time? Why?
- 7) What are the strengths and limitations of the cartoon as a source of historical evidence?
- 8) Are any of the fears/opinions illustrated in the cartoon still expressed today? Where? By whom?
- 9) How important do you think the media is in shaping public opinion? Why?

Chinese Museum: Gallery of Chinese Australian History

Artefacts - stories from the past

VELS Learning Focus Level 2

- By examining artefacts and listening to the oral history of relatives, teachers and community members, students become aware of the various types of geographical and historical evidence. They begin to make basic comparisons between 'then' and 'now'.

VELS Standards Level 3

- Students examine the histories of the cultural groups represented in their class, community and nation.

- Students use a range of historical evidence, including oral history, artifacts, narratives and pictures, to retell events and describe historical characters.

One of the ways we learn about history is through the objects or artefacts which people leave behind them. Artefacts can tell us fascinating stories about the people who used them and life at that period in history. The Chinese museum is full of such artefacts. Find an artefact of your own (from home), which tells a story about you or your family and share this story with the rest of the class orally, or write a short story and draw a picture of the artefact. In your presentation you should try to address the following questions:

1. What is it?
2. Who did it/does it belong to?
3. When was it made? (approximately)
4. Why is it important to you or your family?
5. How does it help to tell a story about you or your family?
6. Is the artefact and object which is still used commonly today? Why/Why not?

Chinese Museum: Gallery of Chinese Australian History

Artefacts - ICT Investigation

VELS Standards Level 5

- Students frame key research questions to guide their investigations, and report on their findings. They use primary and secondary sources in their investigations, document resources, evaluate historical sources for meaning, point of view, values and attitudes, and identify some strengths and limitations of historical documents. They use relevant historical evidence, concepts and conventions to present a point of view.

VELS Standards Level 6

-Students frame research questions and locate relevant resources, including contemporary media and online resources. They use a range of primary and secondary sources and use historical conventions to document sources. They critically evaluate sources of evidence and recognize that in history there are multiple perspectives and partial explanations. They develop historical explanations in a variety of forms and using a range of methods.

Using the Chinese Museum's website, access and browse through the jpg picture files of various artefacts from around the museum, and then complete one of the following activities. (You may also find it helpful to read some of the exhibition notes which provide background information about the artefacts.)

1. Choose 2-3 pictures of different artefacts. Think back to what you learned about the artefacts on your tour, and write a brief paragraph about each, explaining what the artefact is, what it is used for, and what you think it tells us about Chinese culture.
2. Imagine you are an archaeologist and have dug up some of these artefacts, which are now over 1000 years old. Answer the following questions in full sentences:
 1. Are the artefacts useful as historical documents? Why?
 2. What are their limitations as historical documents?
 3. What conclusions could you draw about the type of society which produced them?
 4. What other things might you want to know about this society?
 5. How would you go about proving or disproving your theories about this society as derived from the artefacts?
3. Use the pictures in the gallery to formulate your own research question and conduct some research into the object and/or its significance in Chinese culture.

Chinese Museum: Gallery of Chinese Australian History

Gender exploration

VELS Standards Level 5

- Students compare aspects of past and present societies, for example, social and political ideas and structures, and cultural values and beliefs.

Within the museum, there are many examples of gender differences in things such as clothing and costume, body modification (some females had bound feet, some males had shaved heads), arranged marriages, debutant balls, and work roles within society (women couldn't perform on stage). In Chinese culture, the phoenix represents the yin (female) and the dragon represents the yang (male), the balance of nature.

Explore the notion of gender as it relates to your own society and discuss ideas as a class. Perhaps a class debate could help you explore the issues in more detail. The following questions may be a helpful prompt:

*Does gender affect attitudes towards clothing, body image and modification, marriage, work and expectations in our modern Australian society? How?

*Are there any similarities between then and now in terms of attitudes towards gender? E.g. are high heels a modern form of beautiful but painful and impractical foot binding?

*Are expectations of men and women the same? Why?

*How/where are these expectations communicated to us? How would they have been communicated in the past? What role does the media and television play today?

*Why might people want to rebel against gender expectations?

*How do they do this? What happens? Is it acceptable?

*Do you think gender celebrates difference or acts as a constraint?

Chinese Museum: Gallery of Chinese Australian History

Costumes and symbols

VELS Standards Level 4

-Students compare and contrast the values and beliefs of Australians and people of other cultures. They make comparisons between aspects of different cultures and countries, both in the past and the present, and ask questions about their own society.

VELS Learning Focus Level 5

-Students explore key concepts of governance, the rule of law, justice, religion, liberty, authority, leadership, culture and feudalism. Students begin to use a variety of sources that record the features of these past societies.

-Students examine the ways the culture was expressed through art, music, literature, drama, festivals and education.

The costumes on display in the museum all have a specific function. They may be worn only for marriage or during festivals, display power and status, or be used in performance. Many also contain symbols such as dragons (for men) or fish and birds (for women). Wearing a symbol on your costume to communicate your position or intention to others and is common among many cultures. Modern fashion is still used for this purpose; it tells us much about the personality of the wearer.

Imagine you've been asked to design your own special robe to communicate something about yourself to others. It could be your interests, your status in a group, or your personality. Consider the following questions before you begin:

- What symbol/s would you choose?
- Which colours?
- Which fabrics?
- Will the meaning behind your symbols, colours and fabrics be easily understood by your intended audience? If not, how could you improve this?
- How would it be cut or shaped?

Use ICT, draw a picture of your costume, or write a description of it and provide a short explanation about the meaning your robe communicates to others. Present your ideas to the rest of the class or create a display of your pictures around the classroom.

Chinese Museum: Gallery of Chinese Australian History

Inventions

VELS Standards Level 4

-Students compare and contrast the values and beliefs of Australians and people of other cultures. They make comparisons between aspects of different cultures and countries, both in the past and the present, and ask questions about their own society. They sequence events and describe their significance in bringing about particular developments.

-They use historical vocabulary, including the language of time and comparison. They construct timelines, and develop explanations and narratives in a range of forms.

VELS Learning Focus Level 5

-Students examine the ways the culture was expressed through art, music, literature, drama, festivals and education. They learn about key events, significant individuals, and the influence of trade and contact with other cultures.

-Through their investigations, students develop their understanding of change and continuity over time, and the open-ended nature of historical inquiry. Students examine the influence of ancient and medieval societies on the present day, and make comparisons with contemporary societies and present-day Australia.

VELS Learning Standards Level 5

- They compare aspects of past and present societies...They analyse change and continuity over time, sequence events and develop timelines, and use a range of evidence to describe features of past societies.

- They use primary and secondary sources in their investigations...They use relevant historical evidence, concepts and conventions to present a point of view.

After examining the artefacts in the museum, read the secondary material on Chinese inventions and complete the following activities.

- 1) Create a timeline to show the order in which these inventions were created (in both China and Europe). When finished, see if you can spot any logical progression or development from one invention to another.
- 2) Reflect on what affect trade with foreign nations had on inventions, and what affect inventions had on trade. Use examples from the notes to support your ideas.
- 3) Hypothesise on the following:
 - Why was the invention created?
 - How would you rate its impact on its society at the time? Why?

Consider:

- How many years has it now been in use?

- Has it been developed in that time? In what ways? Did this development happen in the last 100 years?
- What future developments do you predict for these inventions?
- Will they still be useful in 50-100 years time?
- What might that indicate about the rate at which our society is changing?

Chinese Museum: Dragon Gallery

New Year, Moomba and the Dragon

VELS Learning focus Level 4

- Students learn about links between other countries and Australia and develop ideas about Eastern and Western traditions, and about the values that are important to other societies and their own.
- Students develop an understanding of the histories of the cultural groups which have contributed to the Australian identity.

VELS Learning focus Level 5

- Students explore the values and beliefs of societies through their religions, myths and legends.
- Students examine the ways the culture was expressed through art, music, literature, drama, festivals and education.

The Chinese population has contributed much to the cultural life of Melbourne. Melbourne's new dragon, the largest in the world, is brought out to celebrate at both Chinese New Year and Moomba, and the fireworks which we see at many festivals originated in China. Read the information about Dai Loong and the Dragon Gallery in the education program notes, then complete one of the following tasks:

- Use the information as a prompt for a short story, poem, song or script involving a dragon or Dai Loong, the Chinese dragon.
Or
- Conduct some research and either write a short report, make a poster or do an oral presentation to present your findings on one of the following topics:
 - Explore the importance of dragons in Chinese culture, answering basic who, what, where, when, how and why questions.
 - Look into the differences and similarities between dragons and the perceptions of dragons from different world cultures.
 - Find two myths, folktales, stories or even films about dragons and compare their differences and similarities in terms of the dragons' physical appearance, relationships with and impact on humans, and whether they are portrayed positively or negatively.

Chinese Museum: Finding Gold

Traditions and Beliefs

VELS Learning focus Level 4

- Students learn about links between other countries and Australia and develop ideas about Eastern and Western traditions, and about the values that are important to other societies and their own.
- Students develop an understanding of the histories of the cultural groups which have contributed to the Australian identity.

VELS Learning focus Level 5

- Students explore the values and beliefs of societies through their religions, myths and legends.
- Students examine the ways the culture was expressed through art, music, literature, drama, festivals and education.

In the temple of Guan Gong, you learnt about some of the Chinese Gods, that miners consulted their fortunes in the almanac, and that the architecture of the building itself was designed to repel evil spirits through its use of colour, threshold, and entry pillar. Conduct some research to learn more about traditional beliefs and the role they play in Chinese culture. Some suggested topics for investigation are:

- *Ancestor worship
- *Ghosts and spirits/ the afterlife
- *Chinese horoscope
- *Feng shui
- *Dragons

Chinese Museum: Finding Gold

Local History Investigation

VELS Learning focus Level 4

- Students develop an understanding of change and continuity over time through the history and establishment of the growth of Australia.
- Through structured activities they explore links and comparisons with contemporary Australia.
- Students develop an understanding of the histories of the cultural groups which have contributed to the Australian identity.
- Students use a range of written, visual, oral and electronic sources to study the past.

Interview a migrant about their experiences including why they came, how they fared on the journey and what happened once they arrived in Australia. Can you find any similarities/differences between their experience and the experience of the Chinese migrants at the museum? Write up your interview and submit.

Chinese Museum: Finding Gold

Migration - the big journey

VELS Learning standard Level 6

-Students explain the historical foundations of contemporary issues such as ...multicultural issues and changing community values and beliefs.

VELS Learning focus Level 6

-Students learn about significant issues and events in Australian history, for example, post-World War II immigration.

Read the documents “Chinese History in Australia” to explore the reasons why Chinese people came to Australia, how many people came at different times, the challenges they faced and the things they achieved. You may also like to conduct more research using the internet to gain a more in-depth understanding. If you cannot find a definite answer for one of the boxes, either seek more information elsewhere or hypothesise based on what you know. Lay your ideas out in the table below:

When did the migrants arrive?	Why did they come to Australia?	How many migrants came at this time?	What challenges did they face when they arrived?	How did they support themselves and engage in the community? What did they achieve?

Analyse your data by answering the following questions:

- Can you spot any trends or differences?
- Were there any big social, political, economic or cultural changes in China or Australia that influenced a rise in migration in any period?
- What has changed over time about the experiences of the migrants or their reasons for coming? What has stayed the same?
- What have they achieved?
- What has been their lasting impact or legacy for their families and for Australian society?

Chinese Museum: Finding Gold

Traveling to Australia - then and now

VELS Learning focus Level 4

- Students develop an understanding of change and continuity over time through the history and establishment of the growth of Australia.
- Through structured activities they explore links and comparisons with contemporary Australia.
- Students develop an understanding of the histories of the cultural groups which have contributed to the Australian identity.
- Students use a range of written, visual, oral and electronic sources to study the past.

Read the imagined transcript from the journey of the migrants at the time of the gold rush on the boat.

Two male passengers (A & B) are having a conversation while in the background the muffled groaning of a sea-sick passenger (C) can be heard.

B: We have been sailing for more than two months... didn't they say it would only take two months?... We'll start to run out of food.

A: He's really sick over there. Those herbs you gave him haven't helped much yet. I wish this storm would end...

B: You're cooking tonight, aren't you... I wish we had some fresh vegetables. At least before the storm we could catch some fish. I've had enough of eating salted fish and dried vegetables.

A: I need some fresh air. How long before we can go up on deck again?

B: It wasn't so rough today. Maybe they'll let us out tomorrow...

A: Someone told me that the gold fields are three days walk from the port!

B: I was told that it would take twenty days, depending on where you land!

A: I don't care how long I walk, at least we'll be off this boat.

B: I believe the men from Toishan are going to a big town inland. Old Lau said that half the men from his village are already there.

A: Our group is going to a new area in the mountains. They say we have to live in tents in the valleys by the river beds. They're finding new fields of gold every day!

B: Leong says his brother was sending back enough gold every month to feed the whole family for three years. They've bought back the land their grandfather had to sell during the famine two years ago.

C: Imagine finding gold as big as your fist, just on the ground or in the river beds! I'll go home rich!

Hypothesize and consider the differences between traveling then and now. Draw a Venn diagram to represent the differences and similarities experienced by migrants in the gold rush era and modern migrants. In your diagram, consider the following questions:

- *How long does the journey take?
- *What are conditions like on the journey? (comfort, food, accommodation)
- *What hazards does the journey involve?
- *What do they hope they will find?
- *What work will be available? What skills will they need?
- *What personal qualities would you need to make the journey and the migration a success?

Chinese Museum: Finding Gold

Writing home - Life on the diggings

VELS Learning focus Level 4

- Students develop an understanding of the histories of the cultural groups which have contributed to the Australian identity.
- Students use a range of written, visual, oral and electronic sources to study the past.

VELS Learning Standard Level 4

- Students demonstrate their knowledge and understanding of Australian history: they describe...key events in the development of Australia such as...the 1850s gold rushes.
- They describe how other societies are organized; how they express their beliefs and how they make meaning of their world.

“Imagine that you are a Chinese miner. Write a letter to members of your family in China, telling them of your life on the goldfields in Victoria. What are some of the good and bad events and experiences you have had? How do you fill in the little spare time you have? What do you miss most about China and what do you like the most about your life on the goldfields? Have you been one of the lucky ones to strike it rich? Or are you still waiting for your lucky break? What have you done to bring you good luck? (It may help to refresh your memory by reading the section of notes on “Finding gold - Chinese on the goldfields of 19th century Australia”.)

Chinese Museum: Finding Gold

Mapping and geography

VELS Learning Standard Level 4

- Students demonstrate an understanding of key aspects of an Asian country within the Australian region.
- They compare and contrast the values and beliefs of Australians and people of other cultures. They make comparisons between aspects of different cultures and countries, in both the past and present, and ask questions about their own society.
- Students use a range of primary and secondary sources to investigate the past. With support, they frame research questions and plan their own inquiries.

Find a map of China which shows the different provinces. Do some research to determine what languages are spoken, foods eaten, traditions practiced. Perhaps the class could break into pairs and each pair could research a region and present to the class? As a class, reflect: How different are the regions of China? Do they differ more than the states of Australia? Why do you think this might be the case?

Outside the Museum and the Chinatown precinct

Sister cities

VELS Learning Standard Level 4

- Students demonstrate an understanding of key aspects of an Asian country within the Australian region.
- They compare and contrast the values and beliefs of Australians and people of other cultures. They make comparisons between aspects of different cultures and countries, in both the past and present, and ask questions about their own society.
- Students use a range of primary and secondary sources to investigate the past.

VELS Learning Standard Level 6

- They demonstrate an understanding of globalization and understand aspects of Australia's role in the international sphere and in global issues.

Both the lions guarding the entry way to the museum and the archway leading to the museum from Little Bourke St were gifts, the archway a gift from a sister province.

Do some research to explore concept of sister cities. Use the following questions as a guide and share your research with the class:

- *Who are Melbourne's sister cities?
- *Locate them on a map.
- *Why does Melbourne have sister cities?
- *What, if anything, have the cities got in common?
- *What have they done for each other?
- *Do you think sister cities are beneficial to relations between the two countries or their citizens? Explain your answer.

Outside the Museum and the Chinatown precinct

Food

VELS Standards Level 4

- Students make comparisons between aspects of different cultures and countries, in both the past and present, and ask questions about their own society.

Food is one of the best ways to sample and explore another culture. In the Chinese restaurants, groceries, and bakeries of Chinatown, you may have discovered new sights, smells and tastes. Make a list of five new foods you experienced in some way today.

1. _____
2. _____
3. _____
4. _____
5. _____

Imagine a Chinese friend is coming to Australia as a tourist and has asked you to show them some examples of Australian cuisine. Do we have one? Is it a multicultural menu? List five things you might show them or get them to taste. Explain your answers.

1. _____

2. _____

3. _____

4. _____

5. _____
