

## MUSEUM OF CHINESE AUSTRALIAN HISTORY (CHINESE MUSEUM)

### UNIT 1 DANCING DRANGONS (Grade 5-6)

#### Curriculum alignment: Humanities and Intercultural Capability

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

#### History

	Levels 5 and 6
Personal histories <i>(The Australian colonies)</i>	<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</b>
Community histories <i>(Australia as a Nation)</i>	<b>The stories and perspectives of people who migrated to Australia, including from one Asian country, and the reasons they migrated</b>
	<b>Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society</b>
Using historical sources as evidence	<b>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</b>
	<b>Describe perspectives and identify ideas, beliefs and values of people and groups in the past</b>
Continuity and change	<b>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</b>
	<b>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants</b>
Historical significance	<b>Explain the significance of an event and an individual or group that influenced change in the Australian colonies and in Australian society since Federation</b>

## Civics and Citizenship

Levels 5 and 6
Identify who can be an Australian citizen and describe the rights, responsibilities and shared values of Australian citizenship and explore ways citizens can participate in society
Investigate how people with shared beliefs and values work together to achieve their goals and plan for action

## Intercultural Capability

Levels 5 and 6
<b>Cultural Practices</b>
Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced
Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others' cultures
<b>Cultural Diversity</b>
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

## UNIT 1: DANCING DRAGONS

### Rationale:

This learning sequence encourages students to enhance their understanding of the historical, cultural, and social significance of selected artefacts that are on exhibit in the Museum of Chinese Australian History. 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 website, “Snapshots” ([www.http://.....](http://.....)). The website content is organised under three main themes (**1. Innovation; 2. Narrative; 3. Enterprise**). Here, students can source information provided by leading representatives of each of the five museums about the selected cultural artefacts and their significance, past and present. In this unit, a leading representative of the Chinese community, Isabel Zhang, explains how Chinese history, customs, and enterprises have helped shape Australia’s identity in the world.

Teaching and Learning cycle	Student activity
<p><b>Engagement</b></p> <p>Invite students to work in pairs to complete the ‘<i>I See, I Think, I Wonder</i>’ worksheet with the two pictures. Once students complete all sections, have each pair share their responses with another pair, and then with the class.</p> <p>As a class, revisit the two pictures, and collate feedback from the students about their responses to the questions for this activity, e.g.,</p> <p><b>Picture 1:</b></p> <p>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 artefact?</li> <li>• What material/s were used for the artefact’s 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 object is?</li> <li>• How was the artefact made?</li> <li>• When was it made?</li> <li>• What is it used for?</li> <li>• Who made it?</li> </ul> <p>Clarify what you <i>wonder</i>.</p> <ul style="list-style-type: none"> <li>• What is the significance of this artifact?</li> <li>• How is this artefact related to the next?</li> <li>• Where would I find this artefact today?</li> </ul> <p><b>Picture 2:</b></p> <p>Describe what you <i>see</i>.</p> <ul style="list-style-type: none"> <li>• Who are the people and the object in this picture?</li> </ul> <p>Explain what you <i>think</i>:</p> <ul style="list-style-type: none"> <li>• What is the relationship between the people and the object?</li> </ul>	<p><b>Visible Thinking Strategies:</b></p> <ul style="list-style-type: none"> <li>• I See, I Think, I Wonder</li> <li>• WebQuest</li> </ul>

	<p>Clarify what you <i>wonder</i>:</p> <ul style="list-style-type: none"> <li>• How does the artefact represent Chinese culture?</li> <li>• Why is the artefact important, both of the past and present?</li> </ul> <p>Establish that the images in this activity are related to the Chinese Processional Dragon Head and Lion Dance. Emphasise that the 'dragon' is a significant symbol of Chinese culture. Question the class about their prior knowledge of Chinese New Year, the dragon procession, and the Lion dance. Have students access the <a href="#">Snapshots website</a>, and find the interview with Isabel Zhang, and listen to her describe the significance of the Dragon within Chinese traditions and customs.</p> <p>Working in pairs, instruct students to complete the WebQuest investigation about the symbolism of the dragon and the lion in Chinese culture.</p>	
<p><b>Building knowledge</b></p>	<p>As a class, view the YouTube clip, and then discuss how Chinese culture and traditions influence their lives today.</p> <ul style="list-style-type: none"> <li>• HASSCHATS CHINESE MIGRATION: <a href="https://www.youtube.com/watch?v=wFeMBMqE8M8">https://www.youtube.com/watch?v=wFeMBMqE8M8</a></li> </ul> <p>Question students about their prior knowledge of the arrival of Chinese migrants in Australia. Divide the class into four (4) groups. Each group is responsible for developing part of the timeline outlining Chinese-Australian history:</p> <ul style="list-style-type: none"> <li>• Group 1: (prior) 1848 – 1889</li> <li>• Group 2: 1890 – 1929</li> <li>• Group 3: 1930 – 1969</li> <li>• Group 4: 1970 – current</li> </ul> <p>The timeline should include:</p> <ol style="list-style-type: none"> <li>1. Major events occurring that involve Chinese-Australians during each period.</li> <li>2. Noted Chinese-Australians of each period and their narrative/story.</li> <li>3. A picture from the time period that illustrated the life of Chinese-Australians.</li> <li>4. An object/artefact that is representative of Chinese culture in Australia from each period.</li> </ol> <p>The following websites could assist students to gather reliable information from primary and secondary sources and introduce students to the stories of Chinese migrants. Further resource references can be found in this unit's Reference Directory.</p> <ul style="list-style-type: none"> <li>• Immigration Museum, May and Sydney Louey Gung: <a href="https://museums victoria.com.au/immigrationmuseum/resources/immigrant-stories/may-and-sydney-louey-gung/">https://museums victoria.com.au/immigrationmuseum/resources/immigrant-stories/may-and-sydney-louey-gung/</a></li> <li>• Creative Victoria, Chinese Australian Families: <a href="https://cv.vic.gov.au/stories/immigrants-and-emigrants/chinese-australian-families/">https://cv.vic.gov.au/stories/immigrants-and-emigrants/chinese-australian-families/</a></li> <li>• Creative Victoria, Cantonese-English phrase Book: <a href="https://cv.vic.gov.au/stories/immigrants-and-emigrants/language-a-key-to-survival-cantonese-english-phrasebooks-in-australia/arrival-of-chinese-immigrants-to-little-bourke-st-melbourne-c1866/">https://cv.vic.gov.au/stories/immigrants-and-emigrants/language-a-key-to-survival-cantonese-english-phrasebooks-in-australia/arrival-of-chinese-immigrants-to-little-bourke-st-melbourne-c1866/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Timeline template</li> </ul>

	<p>As a class, join each group's timeline into one, and invite each group to share their findings with the class. Display the completed timeline. Invite a member of the Chinese-Australian community to visit the class and speak about their community and how their enterprise contributes to the Australian identity.</p>	
<p><b>Transformation</b></p>	<p>Pose the question: <i>How is the Chinese dragon a symbol of cultural practices and traditions for Chinese-Australians?</i> Visit the <b>Snapshot website</b> to locate the interview with Isabel Zhang. Listen to her speak about the significance of <u>The Millennium Dragon</u>. She states that, "...The Millennium dragon highlights the importance of the Chinese diaspora in retraining important cultural traditions, so they are preserved and not lost."</p> <p>As a class, discuss the term 'diaspora' and its meaning: a group of people who live outside the area in which they had lived for a long time or in which their ancestors lived. Have students consider the effects of migrating: One perspective is those who leave their country of origin by choice, and a second would be those who are impelled to leave. As a class, view Shaun Tan's, <i>The Arrival (animation)</i>: <a href="https://vimeo.com/74292820">https://vimeo.com/74292820</a>. Discuss how Tan has captured the emotional dilemma of a refugee in a new country.</p> <p>In pairs, have students respond to the image within the worksheet with words to describe the emotional impact of a refugee in a new country. On the right-hand side, students should list word to describe to 'pros' of migration, and to the left, the 'cons'. Have students share their responses with another pair, and then with the class. Highlight the most consistent expressions/points that students identify for each.</p> <p>Have students access the <b>Snapshot website</b>, and find the interview with Isabel Zhang, and listen to her describe her decision to immigrate to Australia.</p>	<ul style="list-style-type: none"> <li>• Pros &amp; Cons Diagram</li> <li>• Think-Pair-Share</li> </ul>
<p><b>Presentation</b></p>	<p>Invite students to consider themselves as migrants or refugees. Have them develop a scenario outlining their decisions about what they would take with them, and what would they leave behind. Invite students to complete the Suitcase activity, <i>My Suitcase... My Heritage</i>. In their scenario, students should write about:</p> <ul style="list-style-type: none"> <li>• Where are they coming from and going to?</li> <li>• Who are their family members accompanying them, or those left behind?</li> <li>• What keepsakes are they taking with them, what is left behind?</li> <li>• What is their hope for a new life, what is the life they are leaving?</li> <li>• Select a particular item that reflects their culture and identity and explain its significance. Students should access the Immigration Museum to view the objects selected by previous immigrants: <a href="https://museumsvictoria.com.au/learning/whats-your-story/objects-in-the-kit/">https://museumsvictoria.com.au/learning/whats-your-story/objects-in-the-kit/</a></li> </ul>	<p><i>My Suitcase... My Heritage</i></p>

	Display the students' suitcases and invite particular students to talk about their stories and justify their choices.	
<b>Reflection</b>	<p>Evaluate student knowledge by using Quizlet to generate multiple-choice questions about Chinese-Australian history, cultural artefacts and traditions. Have students review their previously completed graphic organiser, <i>I See, I Think, I Wonder</i>, and have them complete the <i>I used to think – Now I think</i>. They should reflect on what they now know about Chinese-Australian history, traditions and enterprise, and the importance of the Millennium Dragon to contemporary Chinese-Australians. They should also be able to identify Isabel Zang and her family in the second photograph on the '<i>I See, I Think, I Wonder</i>' graphic organiser.</p> <p>Take students on an excursion to the Museum of Chinese Australian History, or a cultural museum in their town or region that features artefacts from Chinese culture. Direct students to further resources on this topic. See extensive list below.</p>	<ul style="list-style-type: none"> <li>• Quizlet</li> <li>• I used to think – Now I think</li> </ul>

**Reference Directory – Dancing Dragons:** (F) denotes that the resource is available in FUSE (DET Victoria)

Asia Education Foundation: <https://www.asiaeducation.edu.au/about-aeaf>

Asialink: <https://asialink.unimelb.edu.au/>

Creative Victoria, Chinese Australian Families: <https://cv.vic.gov.au/stories/immigrants-and-emigrants/chinese-australian-families/>

Creative Victoria, Cantonese-English phrase Book: <https://cv.vic.gov.au/stories/immigrants-and-emigrants/language-a-key-to-survival-cantonese-english-phrasebooks-in-australia/arrival-of-chinese-immigrants-to-little-bourke-st-melbourne-c1866/HASSCHATS>

Chinese Migration: <https://www.youtube.com/watch?v=wFeMBMqE8M8>

History of Chinese Australians: [https://en.wikipedia.org/wiki/History\\_of\\_Chinese\\_Australians#Re-migration\\_and\\_multiculturalism:1973\\_to\\_present](https://en.wikipedia.org/wiki/History_of_Chinese_Australians#Re-migration_and_multiculturalism:1973_to_present)

(F) DET Victoria -China resources:

<https://fuse.education.vic.gov.au/Search/Results?AssociatedPackageId=&QueryText=China&SearchScope=All>

History in Place project, Culture Victoria: <https://cv.vic.gov.au/stories/a-diverse-state/history-in-place>

Immigration Museum, May and Sydney Louey Gung:

<https://museums victoria.com.au/immigrationmuseum/resources/immigrant-stories/may-and-sydney-louey-gung/>

Journeys to Australia: <https://www.historyinthemaking.ais.wa.edu.au/year-6-journeys>

Immigration Museum, Suitcase objects: <https://museums victoria.com.au/learning/whats-your-story/objects-in-the-kit/>

La Trobe University, Chinese Australia - Brief History of the Chinese in Australia:

<https://arrow.latrobe.edu.au/store/3/4/5/5/1/public/education/history.htm>

NAA, Alleged Chinese 'secret society': <https://www.naa.gov.au/learn/learning-resources/learning-resource-themes/society-and-culture/migration-and-multiculturalism/alleged-chinese-secret-society>

NAA, Chinese immigrants and Chinese–Australians in New South Wales: <https://www.naa.gov.au/help-your-research/research-guides/chinese-immigrants-and-chinese-australians-new-south-wales>

NAA, Chinese-Australian serviceman – attestation form: <https://www.naa.gov.au/learn/learning-resources/learning-resource-themes/war/world-war-i/chinese-australian-serviceman-attestation-form>

NAA, Thumbprint identification for Chinese migrants – requirements: <https://www.naa.gov.au/learn/learning-resources/learning-resource-themes/society-and-culture/migration-and-multiculturalism/thumbprint-identification-chinese-migrants-requirements>

NMA, Early Chinese migrants: <https://www.nma.gov.au/explore/features/harvest-of-endurance/scroll/early-chinese-migrants#:~:text=Records%20show%20that%20about%2018,and%20purchased%20land%20at%20Parramatta>

NMA, Gold Rushes: <https://www.nma.gov.au/defining-moments/resources/gold-rushes>

NMA, The Chinese in Bendigo (recording): <https://www.nma.gov.au/audio/behind-the-scenes-landmarks-series/the-chinese-in-bendigo>

NMA, The Chinese in Bendigo (transcript): <https://www.nma.gov.au/audio/behind-the-scenes-landmarks-series/transcripts/the-chinese-in-bendigo>

NSW State Archives & Records, Chinese Migration Stories: <https://www.records.nsw.gov.au/archives/collections-and-research/guides-and-indexes/stories/chinese-migration-stories>

**Pre and Post Workshop Activities, Suitcases: Stories of Migration:**

<https://slwa.wa.gov.au/sites/default/files/Suitcases%20Pre%20and%20Post.pdf>

**Section A – Background: A brief overview of Chinese life and heritage places in Australia:**

<https://laperousemarketgardens.files.wordpress.com/2012/01/tracking-dragon-section.pdf>

Shaun Tan's, *The Arrival* (animation): <https://vimeo.com/74292820>.

Sydney Living Museums, Chinese on the Goldfields: <https://sydneylivingmuseums.com.au/stories/chinese-goldfields>

WA Migration Stories, Chinese Migrants: <https://slwa.wa.gov.au/exhibitions/s/migration/page/chinese>

**Web resources – Teaching and Learning support:**

(F) Graphic organisers: <https://fuse.education.vic.gov.au/ResourcePackage/LandingPage?ObjectId=4827b7cf-5fe6-4c9d-85e8-6f7defe1336b&SearchScope=All>

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>

Timeline template: <https://www.sampletemplates.com/business-templates/sample-timeline-for-kids.html>

Venn Diagram: <https://www.studenthandouts.com/graphic-organizers/relationships/blank-venn-diagram-printables-with-instructions.html>

Visible Thinking, Project Zero: <https://pz.harvard.edu/projects/visible-thinking>

**STUDENT WORKSHEET: MUSEUM OF CHINESE AUSTRALIAN HISTORY – DANCING DRAGONS \_\_ Visible Thinking Strategy**

- *I See: Describe what you see – the shape, colour, texture, and special features and materials used to make this object.*
- *I Think: What do you think the object is? What was it used for? Who made it? When was it made? Where was it made?*
- *I Wonder: What does this object represent about Chinese culture? Why is it important as an artefact of the past?*



The Millennium Dragon (2000-03) – Chinese Museum

I See ...

I Think...

I Wonder...



I See ...

I Think...

I Wonder...

**STUDENT WORKSHEET: MUSEUM OF CHINESE AUSTRALIAN HISTORY, DANCING DRAGONS: Symbolism and Customs**

Investigate the significance of the dragon and lion dance in Chinese mythology and customs.

Watch the clip, **Chinese Lion Dance:** <https://www.youtube.com/watch?v=n-0DJzxUdTE>

And conduct a WebQuest to find information to the questions using the following links:

- **Chinese Dragons: Their Types, History, and Significance:** <https://studycli.org/chinese-culture/chinese-dragons/>
- **Lion Dances at Chinese New Year: Symbolism, Origins and Styles:** <https://www.chinahighlights.com/travelguide/special-report/chinese-new-year/new-year-lion-dance.htm>
- **Parts of a Lion Dance:** <https://sydneyliondance.com.au/parts-of-a-lion-dance>
- **The Almighty Dragon:** [http://en.chinaculture.org/gb/en\\_chinaway/2004-02/25/content\\_45896.htm](http://en.chinaculture.org/gb/en_chinaway/2004-02/25/content_45896.htm)



Dragon image -Copyright 2008-2013 by Michael Thoenes, DrawingTeachers.com and How-to-Draw-and-Paint-Smart.com: <http://www.drawingteachers.com/chinese-dragon-drawing.html>

<b>What is the history, symbolism, and significance of the dragon and the lion in Chinese cultural stories?</b>
<b>How does the dragon in Chinese cultural stories differ from dragons that appear in European cultural stories?</b>
<b>When did the dragon, and lion, appear in Chinese cultural stories? Who was responsible for originating these legends?</b>
<b>What are the different types of dragons, and what do they represent about people?</b>
<b>What do the colours, white, red, yellow and black symbolise about the Chinese dragon?</b>

<b>Why is the Lion dance performed at Chinese New Year? When is Chinese New Year?</b>
<b>How and why does the lion dance costume resemble a dragon?</b>
<b>How does the lion dance relate to Chinese martial arts?</b>
<b>Who performs the lion dance?</b>
<b>What is the importance of the musical instruments and firecrackers to the lion dance performance?</b>
<b>What other characters accompany the lion dance?</b>

**STUDENT WORKSHEET: MUSEUM OF CHINESE AUSTRALIAN HISTORY – DANCING DRAGONS \_\_\_\_ Pros & Cons Diagram**

Consider the reasons why migrants leave their native homeland and settle in a different country. What positive reasons can you think of for this decision (PROs) and what reasons could be negative for this decision (CONS)? Write your reasons in the appropriate column.

PROs		CONS
	 <p data-bbox="467 1451 1133 1525">Lula Chinn (nee Lula Kow Yonn), seated, with her two eldest daughters, Tutoy, left, and Toogee, right, Tasmania, around 1891. (Courtesy Frank Tung Foo Chinn and Museum of Chinese Australian History, FC127)</p>	
<p>Image sourced from Culture Victoria: <a href="https://cv.vic.gov.au/stories/immigrants-and-emigrants/chinese-australian-families/">https://cv.vic.gov.au/stories/immigrants-and-emigrants/chinese-australian-families/</a></p>		




(Based on the HTAV: **Year 6 Journeys to Australia Resources**, My Suitcase...My Story:  
<https://www.historyinthemaking.ais.wa.edu.au/year-6-journeys>)