



澳華歷史博物館
CHINESE MUSEUM

Multicultural Museums Victoria

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

Museum of Chinese Australian History
UNIT 3: ACHIEVERS!
YEAR 9-10

UNIT 3: MUSEUM OF CHINESE AUSTRALIAN HISTORY

Curriculum alignment: Humanities and Intercultural Capability

Victorian Curriculum – Levels 9 and 10 content descriptions

Levels 9 and 10	Levels 9 and 10	Levels 9 and 10
HISTORY	INTERCULTURAL CAPABILITY	CIVICS AND CITERZENSHIP
Historical Knowledge Personal histories <i>(The Australian colonies)</i>	Cultural Practices	Citizenship, Diversity and Identity
The Modern World and Australia - The Globalising World • Migration experiences	Analyse the complex and dynamic interrelationships between and within cultures in a range of contexts and the impact of these interrelationships on their own and others cultural practices (VCICCB017)	Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society. (VCCCC035)
Historical Knowledge Community histories <i>(Australia as a Nation)</i>	Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts (VCICCB018)	Discuss challenges to and ways of sustaining a resilient democracy and cohesive society. (VCCCC036)
Effects of significant post-World War II world events and developments on one major global influence that shaped change in Australian society. (VCHHK157)	Cultural Diversity	Discuss how and why groups, including religious groups, participate in civic life. (VCCCC037)
Changing social, cultural, historical, economic, environmental, political and technological conditions on a major global influence in Australia. (VCHHK159)	Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world (VICCCD019)	Examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events. (VCCCC038)
The perspectives of people and different historical interpretations and debates from the period. (VCHHK160)	Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion (VICCCD020)	
History concepts and skills Using historical sources as evidence		

Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability. (VCHHC123)		
Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs, and values. (VCHHC124)		
Evaluate different historical interpretations and contested debates. (VCHHC125)		
History concepts and skills Continuity and change		
Identify and evaluate patterns of continuity and change in the development of the modern world and Australia. (VCHHC126)		
History concepts and skills Historical significance		
Evaluate the historical significance of an event, idea, individual or place. (VCHHC128)		

UNIT 3: ACHIEVERS!

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, social and cultural contributions to civic life.

Objectives:

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

Teaching and Learning cycle		Student activity
Engagement	<p>Introduce students to the Culture Victoria website and find the Chinese stories of immigration to Australia. Invite students to work in pairs and select one of the stories and respond to the following questions and ...</p> <ol style="list-style-type: none"> 1. Examine the photo for 10 seconds. How would you describe the photograph? 2. Divide the photograph into quadrants and study each section individually. What details, such as, people, objects, activities, etc. do you notice? 3. Note any other information (e.g., time, period, location, season, reason) the photo was taken. 4. How would you revise your first description of the photo using the information noted in point 2 and your further observations? 5. What questions do you have about the photograph? How might you find answers to these questions? 6. Who are the people in the photographs? Why are they important? What industry do they work in? Are they famous? <p>Have students now look at the Student worksheet with the two photographs (Elizabeth Chong and Benjamin Law). They should select one image and respond to it using the same questions, listed above. Once they have completed the Photo analysis, each pair should source formation about their selected person to complete the Photo analysis. For example ...</p> <p>Elizabeth Chong:</p> <ul style="list-style-type: none"> • Elizabeth Chong (culinary expert and chef): https://en.wikipedia.org/wiki/Elizabeth_Chong • 'We were never discriminated against': Elizabeth Chong looks back: https://www.smh.com.au/lifestyle/life-and-relationships/we-were-never-discriminated-against-elizabeth-chong-looks-back-20200214-p540th.html 	<ul style="list-style-type: none"> • Photo analysis • Think- Pair- Share

	<p>Benjamin Law:</p> <ul style="list-style-type: none"> • Benjamin Law (writer): https://en.wikipedia.org/wiki/Benjamin_Law_(writer) • Benjamin Law's top tips for emerging writers: https://www.sbs.com.au/topics/voices/culture/article/2020/07/03/benjamin-laws-top-tips-emerging-writers <p>Have each pair share their information with another pair who choose the alternative image.</p> <p>Access the interview with Isabel Zang on the Museum of Chinese Australian History portal of the Multicultural Snapshots Toolkit website. Have students discuss how Ms. Isabel Zang represents a contemporary example of Chinese-Australians (particularly, Victorians). Have students identify a well-known, contemporary Chinese-Australian and complete a 'Portrait' profile of them, e.g., Elizabeth Chong and Benjamin Law. Display the portraits in the classroom.</p>	
<p>Building knowledge</p>	<p>Using a WebQuest, have students investigate the history of Chinese people in Australia. Develop a <i>Timeline</i> with the information based on the following questions:</p> <ol style="list-style-type: none"> 1. When did Chinese people first arrive in Australia and where did they settle? 2. Why did Chinese people immigrate to Australia? 3. What regions of China did they migrate from? 4. What restrictions were placed on Chinese people migrating to Australia? 5. Who are some important Chinese people of the past who migrated to Australia? <p>References for the timeline can be found in the reference Directory for this unit. Collate the information from the timeline research activity to complete a class history of Chinese immigration to Australia.</p> <p>Invite students to bring to class any photos of their family members who have migrated to Australia and build a photo montage on a pin board or digital gallery. Have students include a brief history of their family story of immigration. Invite students to share their story/stories and family photos with the class.</p>	<ul style="list-style-type: none"> • Timeline • Portrait profile
<p>Transformation</p>	<p>Building on their knowledge of past Chinese immigration issues, have students work in groups of four to complete a <i>Venn diagram analysis</i> of the issues that confront Chinese-Australian people and their communities, past and present. As a class, discuss how ignorance and mis-information about people and cultures can give rise to prejudice and discrimination. Access the past illustrations, posters and advertisements that positioned public opinion to be anti-Asian. As a class discuss the issues of racism that confronted Chinese communities past and present.</p>	<ul style="list-style-type: none"> • Venn Diagram • Critical analysis_Media

	<p>In a group of 4 students, ask students to find further examples of mis-information/bias in the media (newspapers, TV, film, Facebook, Instagram, etc.) that imposes a particular view on the perceptions of the audience about a person/culture/community. The group should analyse the media for persuasive devices that enculturate an audience to a specific point of view.</p> <p>Each group should report back to the class and reflect of why they chose their example and explain the media devices used. As a class, discuss the importance of becoming knowledgeable about an issue, and how this knowledge can dispel ignorance and misinterpretation.</p>	
<p>Presentation</p>	<p>Pose the question:</p> <ul style="list-style-type: none"> • What are the challenges and benefits of living and working in an interconnected and culturally diverse world? <p>Organise the class into groups of six for a <i>Debate</i>. Each group will have three speakers who will argue the case for the challenges, and the remaining three students will present the case for the benefits.</p> <p>Pair the groups into larger communities of 12 students. As one group of six presents their debate, the other group of six will play the roles of timer, moderator, and audience. Allow students to present arguments and rebut contradictory points.</p> <p>As a class, reflect on the respective arguments and poll students to see if their views have changed during the debate.</p>	<p>Debate</p>
<p>Reflection</p>	<p>Evaluate student knowledge by using <i>Quizlet</i> to generate multiple-choice questions about the history of Chinese-Australians. Have students complete the <i>I used to think – Now I think</i>. They should reflect on what they now know about how the media can enculturate specific perspectives about people, cultures and communities, and how important a diversity of cultures have contributed to contemporary Australian life.</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 the Chinese culture and contemporary contributions of Chinese-Australian. Direct students to further resources on this topic.</p>	<ul style="list-style-type: none"> • Quizlet • I used to think – Now I think

REFERENCE DIRECTORY – ACHIEVERS!: (F) denotes that the resource is available in FUSE (DET Victoria)

Museum of Chinese Australian History: <https://www.chinesemuseum.com.au/one-million-storiesapr20>

Sydney Living Museums: <https://sydneylivingmuseums.com.au/stories/chinese-goldfields#:~:text=By%20the%20early%201850s%2C%20news,gold%20fields%20in%20southern%20NSW>

National Museum of Australia, Earliest Chinese contact with Australia: <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>

National Museum of Australia, Timeline of Australian migration (pdf): http://www.nma.gov.au/data/assets/pdf_file/0007/19627/White_Australia_walk_p5.pdf

National Museum of Australia, White Australia Policy: <https://www.nma.gov.au/defining-moments/resources/white-australia-policy>

Chinese On The Goldfields: <https://sydneylivingmuseums.com.au/stories/chinese-goldfields#:~:text=By%20the%20early%201850s%2C%20news,gold%20fields%20in%20southern%20NSW>

La Trobe University, Brief History of the Chinese in Australia: <https://arrow.latrobe.edu.au/store/3/4/5/5/1/public/education/history.htm>

Chinese-Australian Historical Images in Australia: <https://www.chia.chinesemuseum.com.au/biogs/CH00016b.htm>

Holmes Classrooms: <https://holmesclassrooms.weebly.com/impact-of-chinese-immigration.html>

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

NAA *60, Migration and multiculturalism: <https://www.naa.gov.au/learn/learning-resources/learning-resource-themes/society-and-culture/migration-and-multiculturalism>

NAA Chinese-Australian Journeys: records on travel, migration and settlement: <https://www.naa.gov.au/help-your-research/research-guides/chinese-australian-journeys-records-travel-migration-and-settlement>

HTAV, Chinese Anzacs: <https://victoriancollections.net.au/stories/chinese-anzacs>

History of Chinese Australians (Wikipedia): https://en.wikipedia.org/wiki/History_of_Chinese_Australians#Re-migration_and_multiculturalism:_1973_to_present

List of Chinese Australians (Wikipedia): https://en.wikipedia.org/wiki/List_of_Chinese_Australians

Parliament of Australia, Chapter One: Federation and the Geographies of Whiteness:

https://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/APF/monographs/Within_Chinas_Orbit/Chapterone

KPMG, The new Chinese Australian entrepreneurs: <https://home.kpmg/au/en/home/insights/2020/08/new-chinese-australian-entrepreneur-research-report.html>

The 'ABC' Issue - What Is It, What Does It Mean, And Where Is This All Headed?: [https://thisismoonrise.com/features/2018/10/the-abc-issue-what-is-it-what-does-it-mean-and-where-is-this-all-headed#:~:text=Generally%2C%20it%20is%20associated%20with,part%20raised\)%20in%20Australia*](https://thisismoonrise.com/features/2018/10/the-abc-issue-what-is-it-what-does-it-mean-and-where-is-this-all-headed#:~:text=Generally%2C%20it%20is%20associated%20with,part%20raised)%20in%20Australia*)

Second-generation Australians find themselves caught between two worlds: <https://www.abc.net.au/news/2020-12-27/second-generation-australian-migrants-between-two-cultures/13005024>

Four Generations in Australia – my experience as an Australian-born Chinese: <https://www.multiconnexions.com.au/2017/09/11/four-generations-in-australia-my-experience-as-an-australian-born-chinese/>

Teaching and Learning support:

ACMI, Cinematography: <https://www.acmi.net.au/education/school-program-and-resources/film-it-cinematography/>

Complete Guide on Article Analysis (with 1 Analysis Example): <https://nerdify.medium.com/complete-guide-on-article-analysis-with-1-analysis-example-dfb2e993d3f#:~:text=When%20working%20with%20the%20news,a%20personal%20opinion%20is%20included>

Debate Roles and Rules:

https://www.google.com/search?q=roles+in+a+debate&rlz=1C1MSIM_enAU844AU845&og=Roles+in+a+debate&ags=chrome.0.0i67j0i0i22i30l7j0i390.3941j0i7&sourceid=chrome&ie=UTF-8#

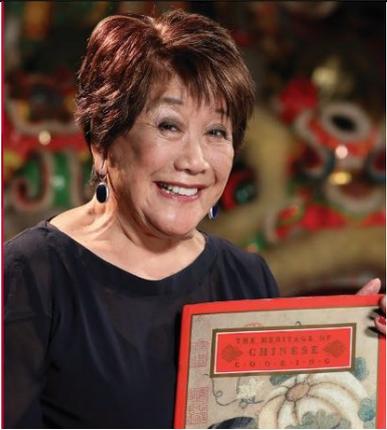
Essential Tips for Conducting a Class Debate: <https://busyteacher.org/7245-conducting-class-debate-essential-tips.html>

Flying Arts Alliance, How to analyse a photograph: https://flyingarts.org.au/wp-content/uploads/How-to-Analyse-a-Photograph_UpperPrimaryWorksheet.pdf
Google Slides Historical Figure Facebook Profile Template: <https://www.teacherspayteachers.com/Product/Google-Slides-Historical-Figure-Facebook-Profile-Template-6249583?st=27a2e74fed6988e5ea5e205ab6968088>
Graphic organisers: <https://www.worksheetworks.com/miscellanea/graphic-organizers.html>
I used to think – Now I think: <https://pz.harvard.edu/resources/i-used-to-think-now-i-think>
Mind maps: <https://www.canva.com/graphs/mind-maps/>
Quizlet: <https://quizlet.com/>
The Debating Cheat Sheet: <https://learn.stleonards.vic.edu.au/debating/files/2013/08/DEBATING-CHEAT-SHEET.pdf>
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>
WebQuest: <https://webquest.org/>
What are the roles of each speaker in a debating team: https://dobroydpt-p.schools.nsw.gov.au/content/dam/doi/sws/schools/d/dobroydpt-p/localcontent/1318003651406_19eb9eeb2f677328012fb99a98a51e56.doc

STUDENT WORKSHEET: MUSEUM OF CHINESE AUSTRALIAN HISTORY –_ACHIEVERS!

VTS - Photo analysis

1. Examine the photo/s for 10 seconds. How would you describe the person in the photograph?
2. Divide the photograph into quadrants and study each section individually. What details, such as, people, objects, activities, etc. do you notice?
3. Note any other information about the photo (e.g., time, period, location, season, reason).
4. How would you revise your first description of the photo using the information noted in point 2, and your further observations?
5. What questions do you have about the photograph? How might you find answers to these questions?
6. Find out who the people in the photographs are? Why are they important? What industry do they work in?

	1		
	2	A	
		B	
	Elizabeth Chong	C	
	D		
	3		
Benjamin Law – actor, writer			

	4	
	5	
	6	

STUDENT WORKSHEET: MUSEUM OF CHINESE AUSTRALIAN HISTORY – ACHIEVERS!
WebQuest
1. National Museum of Australia, Earliest Chinese contact with Australia:

<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.>

Questions	Researched responses
When was the earliest Chinese contact with Australia, prior to the establishment of the first colony in 1788?	The earliest Chinese contact with Australia appears to have come from fishermen searching the north-western coastline of Australia for sandalwood, bêche-de-mer (trepang) and sea cucumbers. Chinese sources refer to a 1477 map that shows the outline of the Australian continent. In the journal of HMS Investigator, Matthew Flinders noted that the Aboriginal people of the Gulf of Carpentaria seemed familiar with firearms and iron tools. He reported seeing pieces of earthen jars, bamboo latticework and other articles which he thought to be of Chinese origin.
Who were the first Chinese immigrants?	Records show that about 18 Chinese settlers had immigrated to Australia before 1848. The earliest known Chinese immigrant to arrive in Sydney is reported to have been Mak Sai Ying. Born in Guangzhou (Canton) in 1798, he arrived as a free settler in New South Wales in 1818 and purchased land at Parramatta. In 1829 Mak Sai Ying (or John Shying, as he became known) was granted the licence for The Lion, a public house at Parramatta. His descendants became cabinet-makers and undertakers in Sydney.
What was the initial reason for the first influx of Chinese immigrants?	Chinese immigrants (from southern provinces of Guangdong (Kwangtung) and Fujian (Fukien) cite a significant rise in population, foreign invasions, rebellions, severe floods and famines between the years 1849 and 1887 were reasons for them to settle in Australia.
What work did Chinese migrants perform in colonial Australia?	Labourers - clearing the bush, digging wells and irrigation ditches, and working as shepherds on the new properties, and tending market gardens.

2. Chinese On The Goldfields: <https://sydneylivingmuseums.com.au/stories/chinese-goldfields#:~:text=By%20the%20early%201850s%2C%20news,gold%20fields%20in%20southern%20NSW>

<https://sydneylivingmuseums.com.au/stories/chinese-goldfields#:~:text=By%20the%20early%201850s%2C%20news,gold%20fields%20in%20southern%20NSW>

Questions	Researched responses
How many Chinese migrants arrived in Australia after the first Gold Rush became known in the 1850's?	It is thought that approximately 7000 Chinese people came to work at the Araluen gold fields in southern NSW. The Chinese miners often worked in organised groups of 30 to 100 men under the direction of a leader, which resulted in their gold digging efforts being very successful. Many of the goldrush Chinese in Victoria were refugees who supported the Taiping Rebellion in China in the 1850s.
Why did conflict occur between the Chinese and Europeans on the goldfields?	Tension stemmed from the European miners' resentment of Chinese successes. This ongoing tension from the European gold miners came to a head in the Lambing Flat Riots, a series of violent anti-Chinese demonstrations in the Burrangong region of NSW. Goldmining at that time was a man's game, and by 1880, there were still less than a hundred Chinese women in the colony, alongside a population of 10,000 Chinese men. By the 1880s, in NSW, there was a strong anti-Chinese sentiment, and many people didn't want Chinese immigrants to live here.
Why were the Chinese unwelcome in the colonies?	There were many reasons for this, they might have not wanted them to work on the goldfields, taking the fortunes of Europeans, or they might not have wanted them to start furniture factories that competed with European jobs. One of the concerns that Sydneysiders had during this period of time about Chinese immigrants was that they were bringing disease and smallpox into the country. Newspapers at that time often ran inflammatory materials, designed to be shocking, scary and give Chinese immigrants a bad reputation. It is discriminatory and racist, but during the 19th century people had different values and attitudes about what was acceptable.
How did the Australian authorities try to restrict the Chinese from trading and profiteering in the colonies?	From the 1860s government legislation was used to try and restrict Chinese people arriving and in 1861 the NSW Gov. passed the 'Chinese Migration Act', which introduced a tariff for Chinese people only.

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

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

What was enacted in 1901 to restrict Chinese immigration?	The Immigration Restriction Act
Why was the Immigration Restriction Act invoked?	Although the Chinese were generally peaceful and industrious, resentment flared up against their communities particularly because of their different customs and traditions. Anti-Chinese leagues were established. Victoria was the first to pass legislation to try and restrict Chinese immigration through the introduction of a specific poll tax in 1855. This was successively followed by New South Wales, Queensland and Western Australia. Often such legislation did not distinguish between naturalised, British citizens, Australian-born and Chinese-born individuals. Legislation in Victoria and New South Wales was repealed in the 1860s but by the 1880s there was a further explosion of anti-Chinese feeling.
How is the 'White Australia Policy' linked to the Immigration Restriction Act?	In 1888, following protests and strike actions, an inter-colonial conference agreed to reinstate and increase the severity of restrictions on Chinese immigration. This was adopted by most Colonies across Australia and provided the basis for the 1901 Immigration Restriction Act and the seed for the 'White Australia Policy'.
Who were the Chinese business pioneers of this early time?	Chinese Australians were business pioneers. Kwok brothers and Ma Ying Piu established the first modern department stores in China from the 1910s onwards. Lin Yik Tong (1892-1903) established the Chinese Commercial Association.

4. Chinese-Australian Historical Images in Australia: <https://www.chia.chinesemuseum.com.au/biogs/CH00016b.htm>

Questions	Researched responses
Which industries did Chinese immigrants establish in Australia?	Furniture making, Market gardening and farming, the banana industry, storekeeping, shipping, labouring and hawking
How were Chinese people involved in the Furniture industry? Did they experience any restrictions?	In Melbourne, Chinese furniture makers were concentrated in Lonsdale, Little Lonsdale, Exhibition streets and some of the lanes at the eastern end of Little Bourke Street. Although they were accused of sweated labour the Victorian 1895 Factories Act Inquiry Board found Chinese workers were actually paid a little more than Europeans. Sometime in the 1880s a Chinese Workers' Union was established in Melbourne. In 1885 about 300 Chinese workers went on strike and by 1888 the Union had won a basic wage, a fifty-hour week, holidays and employment for union members in the furniture making industry. The Victorian Act stipulated that all Chinese (and 'part-Chinese') made furniture had to be stamped accordingly. Strict rules on wages, work hours and building regulations were also imposed on furniture factories. European furniture companies could employ four or more workers to be considered as a manufacturing factory and thus came under strict controls. But, if you were a Chinese-run factory, you only needed to employ one worker to be considered a factory. This meant Chinese factories, particularly small ones were regulated and subject to close scrutiny by inspectors and other government officials in a way their European counterparts were not. This series of threatening legislation galvanised the Chinese community in Victoria. In 1904 the Chinese National Alliance of Victoria was established to safeguard Chinese interests in Victoria.
How were Chinese people involved in market gardening and farming? Did they experience any restrictions?	By the 1900s approximately one third of all Chinese in Victoria, New South Wales and Western Australia were engaged in market gardening. Even before this Chinese on the gold fields grew their own vegetables and those in market gardening at this time possibly made more money than those mining golds. Chinese market gardens tended to operate on a cooperative basis with as many as ten workers, often from the same clan. There were close ties between market garden cooperatives and urban Chinese storekeepers and greengrocers who helped provide gardeners with credit or financial support. Using handmade tools market gardeners worked long hours in this very labour-intensive industry. Crop rotation and double cropping methods were used to grow a range of produce including tomatoes, cauliflower, herbs, leafy vegetables like lettuces. Produce was sold either direct to the market or else through a commission agent who sold the produce on the gardeners' behalf. Although Chinese market gardeners and hawkers are seen as synonymous, due to the high labour intensity of both activities it is unlikely that an individual could perform both concurrently.
How were Chinese people involved in the banana industry? Did they experience any restrictions?	Chinese people played a dominant role in both the growing and importation of bananas across Australia until the 1930s and continue to be active in the area today. Chinese merchants in particular played an important role as commission agents and assisting growers with finance.

	It was common for commission agents to negotiate between the growers and city wholesale merchants. A number of large Chinese wholesale fruit merchants formed in both Sydney and Melbourne at the beginning of the century and profited from Chinese involvement in banana growing.
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List further websites that support reliable and accurate information about contemporary Chinese enterprise in Australia. Pose **three questions** that you want to find answers for prior to Web searching the information:

Questions	Researched responses
1.	
2.	
3.	

STUDENT WORKSHEET: MUSEUM OF CHINESE AUSTRALIAN HISTORY – ACHIEVERS!

Media: critical analysis

Since the news article has a purpose to inform the audience, it is important to understand that the news reports are time-sensitive and usually relate to particular events and incidents. When working with the news article critical analysis, look out for the following:

- Check the headline of the news article and include it in your analysis.
- Focus on structure, voice of the article, tone, and how it is written (use of particular words).
- Examine the structure of the news report to see how much of a personal opinion is included.
- Look for metaphors, alliterations, and allegories to understand author’s true opinion.
- Determine the tone of the article by trying to identify the news report with one word. It can be critical, angry, passionate, satirical or even neutral.

The following web-based articles are examples of recent news media reports:

The Conversation (May 7, 2021)	China retaliates: Suspending its Strategic Economic Dialogue with Australia is Symbolic, but Still a Big Deal	https://theconversation.com/africa/topics/china-australia-relations-30115
The New York Times (May 6, 2021)	Are You Like This Doggy?’ U.S. Embassy Asked Chinese Students. It Backfired.	https://www.nytimes.com/2021/05/06/world/asia/china-us-embassy.html
The Conversation (April 12, 2021)	Australia is Failing to Recognise an Urgent Need: Recruiting more Chinese-Australians into Public Service Yun Jiang, Australian National University	https://theconversation.com/australia-is-failing-to-recognise-an-urgent-need-recruiting-more-chinese-australians-into-public-service-158528
ABC News, Australia (December 17, 2020)	China's Communist Party Accused of Influencing Australia's Chinese-language Media	https://www.abc.net.au/news/2020-12-17/chinese-communist-party-accused-of-influencing-australian-media/12991704

Media critical analysis – include a copy of your news report below

Media headline	
Image	
Image caption	
Journalist /date/ time/URL	

STUDENT WORKSHEET: Museum of Chinese Australian History – ACHIEVERS!
Portrait Profile

