

## EPISODE 14 | 1878: HENRY

Unit focus: History

Year levels: 3–6

### EPISODE CLIP: HENRY'S LIFE

#### ACTIVITY 1: SCHOOL

Subthemes: Multiculturalism; Relationships; Social order and education

Henry is expelled for blowing up his school after miscalculating the strength of one of his inventions. His school, typical of public education of the times, is portrayed as a small one-room building with only one teacher. While Henry attends school, his Chinese friend, Franklin, works for his father and does not receive a formal education.

#### Discover

- Ask students what they think going to school was like in the 1870s. When discussing schools during this time in Australia, ask students the following questions:
  - 1 Who would have attended school and who was excluded?
  - 2 What were schools like, how were they built?
  - 3 How many rooms would a typical school in Henry's era have?
  - 4 How many students were in a typical class?
  - 5 What were their ages?
  - 6 What types of subjects did they learn?
  - 7 What materials did they use to write with?
  - 8 What was the typical routine for a school day and school year?
- The following websites may be useful:
  - 1 Sovereign Hill Education, '1850s School Life, Research Notes for Primary Schools', <http://sheducationcom.ascetinteractive.biz/uploads//SovHill%20Schoolife%20notes%20ps1.pdf>
  - 2 Scholastic, 'The Olden Days', <http://teacher.scholastic.com/lessonrepro/lessonplans/oldendays.htm#school>
- Using a Venn diagram, ask students to compare and contrast a school of 1878 with their own school.

#### Reflect

- Introduce students to the digital museum box tool on the Museum Box website at <http://museumbox.e2bn.org/>. The tool assists students to collect images, data and facts to help them create their reflection. Students can collect information on an event, person or historical period by placing items in a virtual box. You can display anything from a text file to a movie.
- Ask students to collect data on early education in Australia. Have students create a web page, Word document or slideshow presentation using the title *Schools: then and now*. Students can use images and graphs that they find in their research to visually illustrate the differences.



- Students could use the questions and answers from their research to write quiz questions for a game in which the class is divided into two teams. The teams are scored on how many questions each team answers correctly.

### **Download**

Student Activity Sheet H14.1: School

## **Aligned resources**

Aussie Educator, 'History of Australian education',

[www.aussieeducator.org.au/education/other/history.html](http://www.aussieeducator.org.au/education/other/history.html)

IFHAA Australian schools, 'The Evolution of Education in Australia',

[www.historyaustralia.org.au/ifhaa/schools/evelutio.htm](http://www.historyaustralia.org.au/ifhaa/schools/evelutio.htm)

Museum Box, <http://museumbox.e2bn.org/>

Pioneer Settlement Museum Swan Hill, [www.pioneersettlement.com.au/](http://www.pioneersettlement.com.au/)

Scholastic, 'The Olden Days',

<http://teacher.scholastic.com/lessonrepro/lessonplans/oldendays.htm#school>

Sovereign Hill Education, History program, 'Catholic Education in Ballarat',

[http://sheducationcom.ascetinteractive.biz/?id=historyresources#Cath\\_Ed](http://sheducationcom.ascetinteractive.biz/?id=historyresources#Cath_Ed)

Sovereign Hill Education, '1850s School Life, Research Notes for Primary Schools',

<http://sheducationcom.ascetinteractive.biz/uploads//SovHill%20Schoollife%20notes%20ps1.pdf>



## School

**1** In this clip Henry and his classmates run away from the burning remains of the school after one of his inventions doesn't go to plan.

**a** What things do you notice about Henry's school?

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**b** How does it compare to your school?

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**2** Research what schools were like in Henry's time (1870s) and answer the questions.

**a** How many rooms would a typical school in Henry's era have?

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**b** Where would you find similar schools today?

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**c** How many students were in a typical class?

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**d** What were the ages of the students attending school?

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Name: \_\_\_\_\_

e What subjects did they learn?

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f What materials did they write with?

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g Who was excluded from going to school?

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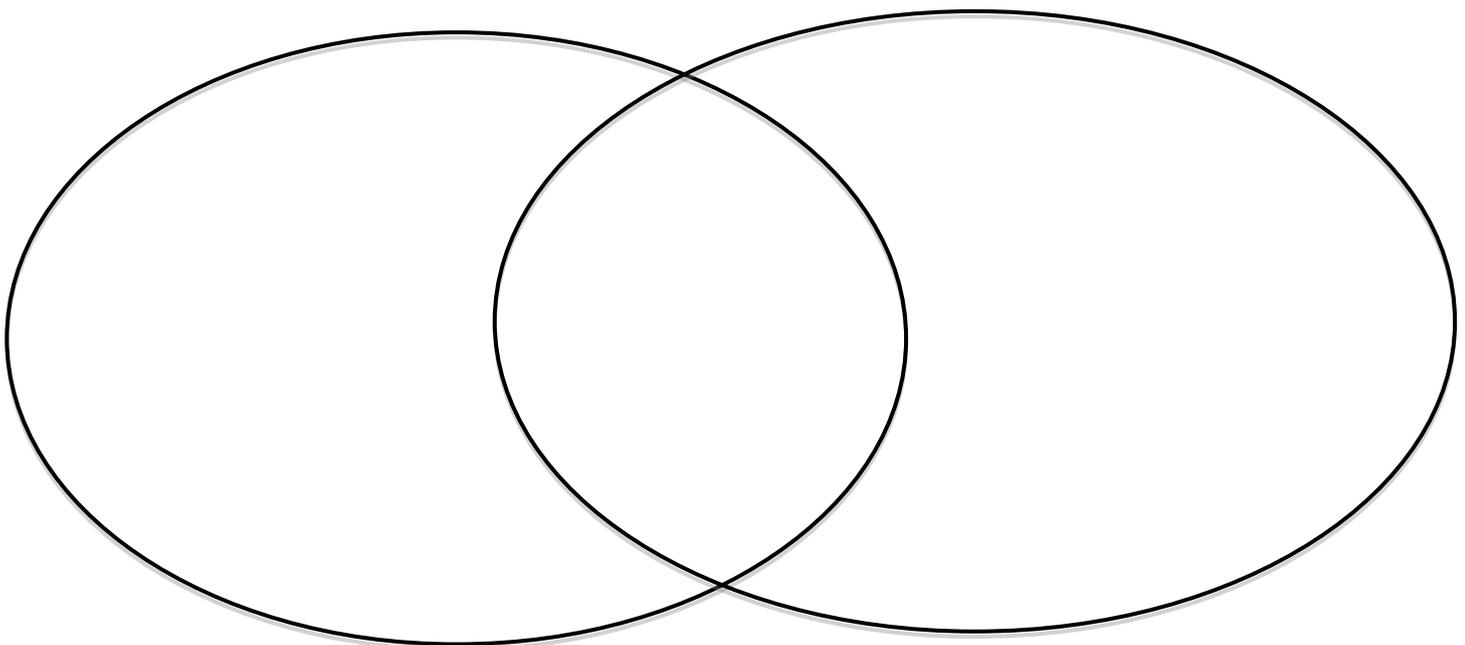
3 Collect data on early education in Australia to design and create a web page, Word document or slideshow presentation using the title **Schools: then and now**. Use images and graphs that you find in your research to illustrate the differences.

4 Use your answers to questions 1 and 2 to complete the Venn diagram **Schools: then and now**.

### Schools: then and now

Schools in Henry's time  
(1870s)

Schools today



## EPISODE CLIP: HENRY'S LIFE

### ACTIVITY 2: CHILDREN AT WORK

Subthemes: Multiculturalism; Relationships; Social order and education

Many children worked in the 1870s and this clip shows both Henry and Franklin working for their respective families. In the late 19th century, laws about when and how long children could work were very different to today. In this clip, the children are shown counting out repetitive tasks, showing the menial nature of some types of manual work that children were expected to perform.

#### Discover

- As a class, discuss the type of work that Henry does in the clip. Ask the students to think about the physical nature of his work. Ask students the following questions:
  - 1 How many times does Henry repeat the same task in his work?
  - 2 Why did children need to help their parents?
- Ask students to research different types of work performed by children in Henry's time. The following websites are a good starting point for teacher research and could be used by upper-primary students.
  - 1 Australian Human Rights Commission, 'Children's Rights', [www.hreoc.gov.au/human\\_rights/children/index.html](http://www.hreoc.gov.au/human_rights/children/index.html)
  - 2 Scholastic, 'History of Child Labour', [www2.scholastic.com/browse/article.jsp?id=5428](http://www2.scholastic.com/browse/article.jsp?id=5428)
  - 3 The Victorian Web, 'Child Labor', [www.victorianweb.org/history/hist8.html](http://www.victorianweb.org/history/hist8.html)
- Ask students to compare the type of work children did in the early days of Australia to the work they are expected to do today. Make a list of 'chores' that children did and still do in a two-column table, one column headed 'Past' and the other 'Present'.
- After students have researched the types of work undertaken by children in the 19th century, read a passage that describes the conditions of child labour from *Great Expectations* by Charles Dickens, to the class. You may find similar passages in other Dickens novels. Most of his works are available for free download from the University of Adelaide website, eBooks@Adelaide, <http://ebooks.adelaide.edu.au/>

#### Reflect

- Ask students to consider, if they were a child in the 19th century, what their day or week would entail. Ask them to write a diary entry for a day in the life of a child worker from Henry's era. Ask them to reflect on how it might feel to work long hours, and ask them to describe their tasks.
- Alternatively, older students might write a letter to the newspaper outlining the rights of children and argue 'for' or 'against' child labour.

#### Download

Student Activity Sheet H14.2: Children at work



## Aligned resources

Australian Human Rights Commission, 'Children's Rights',  
[www.hreoc.gov.au/human\\_rights/children/index.html](http://www.hreoc.gov.au/human_rights/children/index.html)

eBooks@Adelaide, <http://ebooks.adelaide.edu.au/>

Scholastic, 'History of Child Labour', [www2.scholastic.com/browse/article.jsp?id=5428](http://www2.scholastic.com/browse/article.jsp?id=5428)

The Victorian Web, 'Child Labor', [www.victorianweb.org/history/hist8.html](http://www.victorianweb.org/history/hist8.html)



## Children at work

Research the different types of work undertaken by children during Henry's time. Look at the internet and reference books from the library to help you with your research. Answer the following questions:

1 What type of physical labour did this work involve?

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2 Was this type of work repetitive? If so, how was it repetitive?

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3 Do children still perform this type of work today? Why is this so?

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4 Why were children needed to help their parents with their work during the 19th century?

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## EPISODE CLIP: THE DOUGH MACHINE

### ACTIVITY 3: INVENTIONS THAT CHANGED AUSTRALIA

Subthemes: Chores, business and employment; Inventions and electronic media

The late 19th century saw significant changes in the way basic items such as food and clothing were manufactured. Successful new inventions helped save time and increased productivity, allowing many more items to be made and sold. These changes expanded economic growth and had a major influence on how people lived.

#### Discover

- Ask students to consider how technology and technological inventions have changed people's lives and the manner in which we work. Ask students to research and find examples of Australian inventions, for example, the Coolgardie safe or the stump-jump plough. In a small group, have students develop a timeline and list the inventions in time order along the timeline.
- As a class, discuss how inventing new machines needs new ideas and creative thinking. Inventors usually set themselves a problem that they try to resolve through design and new ideas, testing them, producing the most successful items and marketing them to the general public. Some inventions don't always work or are too ahead of their time.
- Ask students to individually research one famous Australian inventor. Make sure they answer the questions:
  - 1 How did the inventor make their discovery?
  - 2 Did they experience many setbacks in the invention process?
  - 3 What did they produce, when, where, and how?
  - 4 What impact did the invention have on how people lived and worked in the era of the invention?
  - 5 What other inventions did they produce?
- The following website may be useful:  
Power House Museum, Australia Innovates, [www.powerhousemuseum.com/australia\\_innovates/](http://www.powerhousemuseum.com/australia_innovates/)

#### Reflect

- Once students have completed their research work, have students create a vodcast or prepare an oral presentation with them acting in the role of the inventor. Students should explain the history behind their invention, and why it changed the world. Students should include pictures, diagrams and models to aid their presentation.
- Provide students with **Student Activity Sheet H14.3 Inventions that changed Australia** for them to create a first-person dialogue introducing their inventor.

#### Download

Student Activity Sheet H14.3: Inventions that changed Australia

### Aligned resources

Power House Museum, Australia Innovates, [www.powerhousemuseum.com/australia\\_innovates/](http://www.powerhousemuseum.com/australia_innovates/)



## **Inventions that changed Australia**

**1** Research a famous Australian inventor and answer the following questions:

**a** Who is the inventor and when did they live?

\_\_\_\_\_  
\_\_\_\_\_

**b** What did they produce? When did they make their invention and where?

\_\_\_\_\_  
\_\_\_\_\_

**c** How did the inventor make their discovery?

\_\_\_\_\_  
\_\_\_\_\_

**d** What, if any, setbacks did they experience in the invention process?

\_\_\_\_\_  
\_\_\_\_\_

**e** What impact did the invention have on how a person lived and worked around the time that the item was invented?

\_\_\_\_\_  
\_\_\_\_\_

**f** What other inventions did they produce?

\_\_\_\_\_  
\_\_\_\_\_

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\_\_\_\_\_



## EPISODE CLIP: THE DOUGH MACHINE

### ACTIVITY 4: STAPLE FOODS

Subthemes: Chores, business and employment; Food; Inventions and electronic media

Bread is a staple food or a basic item that most people consume every day. In this activity, students investigate how the production, manufacture and distribution of staple food items such as bread, milk and fruit have changed since Henry's time.

#### Discover

- As a class, ask students to think about the food they eat. They should list up to ten items of food that they usually eat. Ask students to consider:
  - 1 How has the food been made?
  - 2 What types of machines are used to grow, manufacture and transport this food?
  - 3 How has food production changed since Henry's time?
- Ask the students to research one basic food item that they eat regularly. The research should investigate the following questions:
  - 1 How has the amount of time spent making these items changed over time?
  - 2 How have the number and quality of these items changed over time?
- Refer to the following websites for more information:
  - 1 History of the Bread Industry in Australia, [www.gograins.com.au/grainsnutrition/ie/ie16\\_1.html](http://www.gograins.com.au/grainsnutrition/ie/ie16_1.html)
  - 2 The Story Behind a Loaf of Bread, [www.botham.co.uk/bread/index.htm](http://www.botham.co.uk/bread/index.htm)

#### Reflect

- Ask students to create a concept map with an image of the staple food in the centre, for example potato, wheat, milk or meat. Using the image, they are to explore how the food has been grown, harvested, sorted, refined, manufactured, packaged, transported, distributed to shops, sold and stored at home. They could either find images of the different stages and processes or draw them on the chart. Additionally, they should look at how the same food was treated in Henry's time, that is, in the 1870s.
- As a class, display and share the students' charts. Discuss the comparison between the way the food item has been produced in the past and the way the food item is produced today.

#### Download

Student Activity Sheet H14.4: Staple foods

### Aligned resources

History of the Bread Industry in Australia, [www.gograins.com.au/grainsnutrition/ie/ie16\\_1.html](http://www.gograins.com.au/grainsnutrition/ie/ie16_1.html)

The Story Behind a Loaf of Bread, [www.botham.co.uk/bread/index.htm](http://www.botham.co.uk/bread/index.htm)



## **Staple foods**

Research a basic food item that you enjoy eating. You could choose an item such as bread, potatoes, milk or meat. Answer the following questions in the space provided.

- 1** What types of machines have been used to grow the food item, manufacture it and transport this food to your house?

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- 2** How has the production and manufacturing of the item changed since Henry's era?

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- 3** How has the amount of time spent producing and manufacturing this item changed over time?

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- 4** How have the number and quality of this item changed over time?

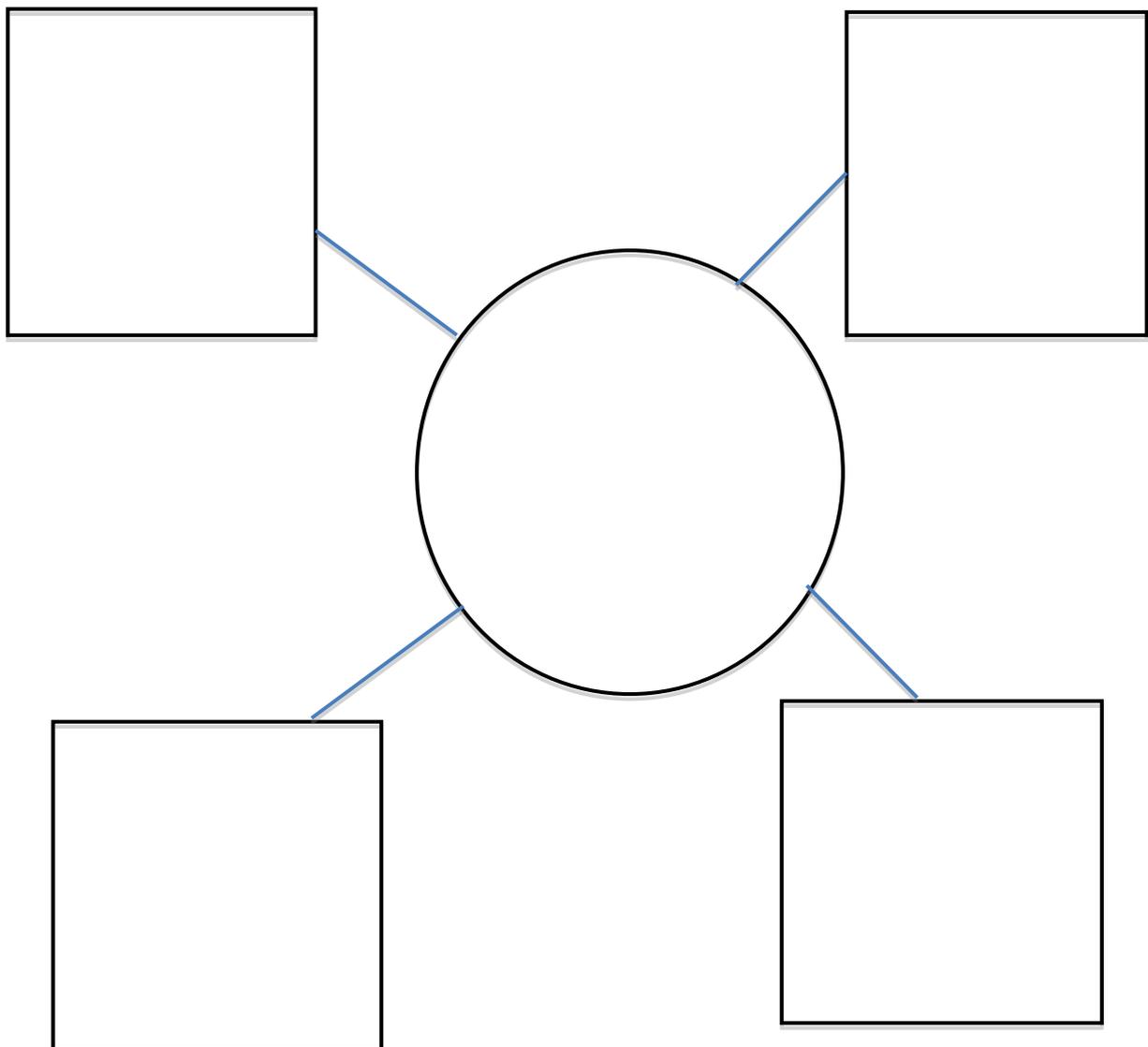
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- 5 Create a concept map. Use the sample concept map as a starting point. Put an image of a staple food in the centre, for example, potatoes, bread, milk or meat. Find out how the food is grown, harvested, sorted, refined, manufactured, packaged, transported, distributed to shops, sold and stored at home. Find images of the different stages of production and processes, or draw them on the chart. Additionally, look at how the same food was produced in the 1870s. Then compare the two charts.



## EPISODE CLIP: THE PENNY-FARTHING

### ACTIVITY 5: TRANSPORT

Subthemes: Inventions and electronic media; Transport

New modes of transport were being invented towards the end of the 19th century. These inventions changed how people travelled and the time it took to get from place to place.

#### Discover

- As a class, ask students to think about the types of transport they use to get to school. Initiate a discussion in which students consider the origins of these modes of transport and how their introduction changed people's lives and the way they worked.
- Divide the class into small groups and ask them to research the penny-farthing. Make sure they find out who invented it, when and where. They could also research the type of transport that preceded the penny-farthing and what replaced it.
- Ask students to consider Henry's modification to the seat of the penny-farthing. Ask them to list what modifications were made and to think of one other modification they would make to the penny-farthing. Students could draw the modification and explain why they made it.
- The following websites may be useful:
  - 1 Museum Victoria, Transport Collection timeline, <http://museumvictoria.com.au/collections/>
  - 2 Thomas, R and Sydenham, S, *Road Transport: A Timeline* [online], (2005), <http://www.kidcyber.com.au/topics/roadtrans.html>

#### Reflect

- Ask the students to individually research a historical vehicle used for transport, using the internet and library resources. The research information could be presented as a poster or brochure about the vehicle. Ask students to include a picture of their chosen vehicle and list some important facts and statistics. They should find out:
  - 1 Who invented it and in what year?
  - 2 What was it made of? What did it look like?
  - 3 How fast did it move? What type of fuel did it use?
  - 4 How many people could use it? Was it for public or private use?
  - 5 What impact did it have on the way people lived and worked at the time of its invention?
- In small groups, ask students to create a timeline of transport in Australia. They may wish to use the TimeRime website, <http://timerime.com/>. This website tool provides a template for students to create an online timeline, which allows for the inclusion of graphics and multimedia elements.
- Alternatively, the students could share and compare their research items and develop a graph or ladder listing the researched vehicles from slowest to fastest. These speeds should equate to different types of historical transport. Students could present their graph or ladder to the whole class.



## **Download**

Student Activity Sheet H14.5: Transport

## **Aligned resources**

Museum Victoria, Transport Collection timeline, <http://museumvictoria.com.au/collections/>  
\_\_\_\_\_, Victorian Railways, <http://museumvictoria.com.au/railways/>

National Museum of Australia, 'Ranken Coach',  
[www.nma.gov.au/interactives/makingtracks/ranken/theCoach.htm](http://www.nma.gov.au/interactives/makingtracks/ranken/theCoach.htm)

Sovereign Hill Education, 'Transport of the 1850s',  
<http://sheducationcom.ascetinteractive.biz/uploads//SovHill%20transport%20notes%20ss1.pdf>

Thomas, R and Sydenham, S, *Road Transport: A Timeline* [online], (2005),  
<http://www.kidcyber.com.au/topics/roadtrans.html>

## **Useful resources from Education Services Australia**

L675 *The Cobb & Co coach*

L679 *The Enterprise: paddle steamer on the Murray*



## Transport

Research the penny-farthing bicycle. Then answer the following questions.

- 1 Who invented it, when and where?

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- 2 What type of transport was used before the penny-farthing was invented and what came after it?

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- 3 Think about the changes Henry made to the seat of the penny-farthing. What modification did Henry make to the penny-farthing?

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- 4 Think of one other modification you would make to the penny-farthing and make a sketch in the space below. Explain why you made this modification.



Name: \_\_\_\_\_

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**5** Research a historical transport vehicle, using the internet and library resources. Create a poster or brochure using your research on the vehicle. Include a picture of your chosen vehicle and list some important facts and statistics. Find out:

**a** Who invented it and in what year?

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**b** What was it made of? What did it look like?

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**c** How fast did it move? What type of fuel did it use?

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**d** How many people could use it? Was it for public or private use?

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**e** What impact did it have on the way people lived and worked at the time of its invention?

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## EPISODE CLIP: THE PENNY-FARTHING

### ACTIVITY 6: THE BLACKSMITH

Subthemes: Chores, business and employment; Inventions and electronic media

Manufacturing in the mid-19th century was hands-on and relatively small in scale. Being a blacksmith meant working with hot iron and using equipment such as tongs, anvil, bellows and iron hammers. It is a very physically demanding profession.

#### Discover

- Ask students if they know what a blacksmith is and what work they may do? In pairs, ask them to research the work of the blacksmith. Find out if blacksmithing is still a viable occupation today. Some useful websites include:
  - 1 Picture Australia, [www.pictureaustralia.org/apps/pictureaustralia?term1=blacksmith+tools&Submit=search&action=PASearch&attribute1=any+field&mode=search](http://www.pictureaustralia.org/apps/pictureaustralia?term1=blacksmith+tools&Submit=search&action=PASearch&attribute1=any+field&mode=search)
  - 2 NSW HSC Online, 'Blacksmith', [http://www.hsc.csu.edu.au/metals\\_engineering/careers/2341/Blacksmith.htm](http://www.hsc.csu.edu.au/metals_engineering/careers/2341/Blacksmith.htm)
  - 3 Wise Geek, 'What does a Blacksmith do?', [www.wisegeek.com/what-does-a-blacksmith-do.htm](http://www.wisegeek.com/what-does-a-blacksmith-do.htm)
- Ask students to evaluate if the work of the blacksmith was an important job in Henry's time. Ask students why they think blacksmiths are rarely used today.
- Ask students to find a poem or story about a blacksmith that they can share with the class. For example, 'The village blacksmith' by Henry Wadsworth Longfellow at <http://www.readbookonline.net/readOnLine/1218/>

#### Reflect

- Ask students to watch the clip, **The blacksmith**, and draw up a plan of a blacksmith workshop showing where all the tools and equipment are kept.
- Select one of the objects that the blacksmith makes and draw up a diagram of how it is made. Some examples you could use are: a horseshoe, whip, bridle or saddle. This diagram should include different types of tools and some examples of the processes the blacksmith uses to make the object. Each stage of production should be accompanied with a brief explanation of the process.

#### Download

Student Activity Sheet H14.6: The blacksmith

### Aligned resources

Picture Australia (search for 'blacksmith tools'), [www.pictureaustralia.org/apps/pictureaustralia?term1=blacksmith+tools&Submit=search&action=PASearch&attribute1=any+field&mode=search](http://www.pictureaustralia.org/apps/pictureaustralia?term1=blacksmith+tools&Submit=search&action=PASearch&attribute1=any+field&mode=search)

NSW HSC Online, 'Blacksmith', [www.hsc.csu.edu.au/metals\\_engineering/careers/2341/Blacksmith.htm](http://www.hsc.csu.edu.au/metals_engineering/careers/2341/Blacksmith.htm)

Wise Geek, 'What does a Blacksmith do?', [www.wisegeek.com/what-does-a-blacksmith-do.htm](http://www.wisegeek.com/what-does-a-blacksmith-do.htm)



## The blacksmith

Find out what a blacksmith does and then answer the following questions:

1 Why were blacksmiths important in Henry's time?

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2 Are blacksmiths still working today? Where could you find a blacksmith today?

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3 Draw a diagram of the blacksmith workshop shown in the clip.



Name: \_\_\_\_\_

- 4 Select one of the objects the blacksmith makes and draw a diagram of how it is made. Include the different types of tools and some examples of the processes the blacksmith uses to make the object. Provide an explanation of what happens at each stage.

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## EPISODE CLIP: THE CHINESE DRAGON

### ACTIVITY 7: NEW YEAR'S DAY TRADITIONS

Subthemes: Celebrations; Customs and traditions; Multiculturalism

Chinese migrants brought their own culture and traditions to Australia during the 19th century. One important ceremony was, and still is, the celebration of the Chinese New Year.

#### Discover

- Different cultures celebrate the new year in different ways. Ask students how their family celebrates New Year's Day. Look at the different cultural composition of the class and concentrate on the traditions that the children are familiar with first.
- In pairs, ask students to select another culture and investigate how and when the new year is celebrated in that culture. Ask students the following questions:
  - 1 When do they celebrate the change of year?
  - 2 Do they have special foods to celebrate?
  - 3 What other activities are involved in celebrating the new year?
- The following websites may be useful:
  - 1 Chinese New Year, [http://education2.uvic.ca/Faculty/mroth/438/CHINA/chinese\\_new\\_year.html](http://education2.uvic.ca/Faculty/mroth/438/CHINA/chinese_new_year.html)
  - 2 Wikipedia, 'New Year', [http://en.wikipedia.org/wiki/New\\_Year](http://en.wikipedia.org/wiki/New_Year)
- Ask students to investigate why the dates for Chinese New Year are always changing.
- As an extension activity, students could research the calendars used by the ancient cultures of Egypt, China and South America.

#### Reflect

- Divide the class into small groups and allocate a country to each group. Students are to research how each country celebrates the new year. They can present their findings to the class as a slideshow presentation or an interactive presentation.

#### Download

Student Activity Sheet H14.7: New Year's Day traditions

### Aligned resources

Chinese New Year, [http://education2.uvic.ca/Faculty/mroth/438/CHINA/chinese\\_new\\_year.html](http://education2.uvic.ca/Faculty/mroth/438/CHINA/chinese_new_year.html)

Wikipedia, 'New Year', [http://en.wikipedia.org/wiki/New\\_Year](http://en.wikipedia.org/wiki/New_Year)



## **New Year's Day traditions**

**1** In pairs, choose a culture other than your own and answer the following questions:

**a** When do they celebrate the change of year?

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**b** Do they use special foods to celebrate the new year?

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**c** What other activities are involved in celebrating the new year?

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**2** Investigate why the dates for Chinese New Year are always changing.

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**3** Prepare a presentation illustrating the new year celebrations of the culture you have been researching. Then present your research to your class as a slideshow presentation or a poster.

## EPISODE CLIP: THE CHINESE DRAGON

### ACTIVITY 8: CHINESE NEW YEAR

Subthemes: Celebrations; Customs and traditions; Multiculturalism

Cultural symbols are powerful ways people come together and share their identity. In traditional Chinese culture, dragons are used to frighten away evil spirits in the New Year celebrations.

#### Discover

- As a class, view the clip, **The Chinese dragon**, and discuss the importance of the dragon in Chinese festivals. Discuss the idea of symbolism and how symbols are used to share traditional meaning.
- Ask students to consider what the dragon represents in this clip. Discuss the dragon as a symbol of positive hope triumphing over fears for the future.
- Ask students to research and list the 12 Chinese New Year animals from the Chinese calendar. Ask students to develop a profile of their family members, particularly the year they were born and which Chinese New Year animal they were born under.
- The following websites may be useful:
  - 1 Asia Education Foundation, Asia-related literary texts to support the Australian Curriculum for English, year 2, [www.asiaeducation.edu.au/verve/\\_resources/Y2eltTITLEsb221110.pdf#xml=http://search.curriculum.edu.au/taxis/search/pdfhi.txt?query=Chinese+New+Year&pr=www.aef.edu.au&prox=page&rorder=500&rprox=500&rdfreq=500&rwfreq=500&rlead=500&rdepth=0&sufs=0&order=r&cq=&id=4d8087b37b](http://www.asiaeducation.edu.au/verve/_resources/Y2eltTITLEsb221110.pdf#xml=http://search.curriculum.edu.au/taxis/search/pdfhi.txt?query=Chinese+New+Year&pr=www.aef.edu.au&prox=page&rorder=500&rprox=500&rdfreq=500&rwfreq=500&rlead=500&rdepth=0&sufs=0&order=r&cq=&id=4d8087b37b)
  - 2 —, Now more than ever we live in one world, Key curriculum areas: Visual Arts, [www.asiaeducation.edu.au/for\\_school\\_leaders/school\\_change/project\\_resources/now\\_more\\_than\\_ever\\_we\\_live\\_in\\_one\\_world/nmteb\\_key\\_curriculum\\_areas\\_visualarts2.html](http://www.asiaeducation.edu.au/for_school_leaders/school_change/project_resources/now_more_than_ever_we_live_in_one_world/nmteb_key_curriculum_areas_visualarts2.html)
  - 3 Chinese Museum, [www.chinesemuseum.com.au/](http://www.chinesemuseum.com.au/)

#### Reflect

- Each student cuts out and decorates a section of the dragon using the template in **Student Activity Sheet H14.8: Chinese New Year**. Students illustrate each section with words and pictures of their hopes and issues they think are important for the future. Every student creates a link in the dragon. When complete, the dragon will stretch around a classroom or along a corridor. Groups of students can be selected to make the dragon's head and tail.

#### Download

Student Activity Sheet H14.8: Chinese New Year



## Aligned resources

Asia Education Foundation, Asia-related literary texts to support the Australian Curriculum for English, year 2,

[www.asiaeducation.edu.au/verve/\\_resources/Y2eltTITLEsb221110.pdf#xml=http://search.curriculum.edu.au/tehis/search/pdfhi.txt?query=Chinese+New+Year&pr=www.aef.edu.au&prox=page&rorder=500&rprox=500&rdfreq=500&rwfreq=500&rlead=500&rdepth=0&sufs=0&order=r&cq=&id=4d8087b37b](http://www.asiaeducation.edu.au/verve/_resources/Y2eltTITLEsb221110.pdf#xml=http://search.curriculum.edu.au/tehis/search/pdfhi.txt?query=Chinese+New+Year&pr=www.aef.edu.au&prox=page&rorder=500&rprox=500&rdfreq=500&rwfreq=500&rlead=500&rdepth=0&sufs=0&order=r&cq=&id=4d8087b37b)

—, Now more than ever we live in one world, Key curriculum areas: Visual Arts,

[www.asiaeducation.edu.au/for\\_school\\_leaders/school\\_change/project\\_resources/now\\_more\\_than\\_ever\\_we\\_live\\_in\\_one\\_world/nmteb\\_key\\_curriculum\\_areas\\_visualarts2.html](http://www.asiaeducation.edu.au/for_school_leaders/school_change/project_resources/now_more_than_ever_we_live_in_one_world/nmteb_key_curriculum_areas_visualarts2.html)

Chinese Museum, [www.chinesemuseum.com.au/](http://www.chinesemuseum.com.au/)



Name: \_\_\_\_\_

Student Activity Sheet E14.8  
Activity 8: Chinese New Year

Episode 14 | 1878: Henry  
Clip: The Chinese dragon

## Chinese New Year

- 1 Research, list and illustrate the 12 animals used in the Chinese calendar. Find out the characteristics of each animal. Develop a profile of your family members and list the year they were born and what Chinese New Year animal they were born under.

<b>Chinese New Year animal</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Characteristics</b>				
<b>Chinese New Year animal</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Characteristics</b>				
<b>Chinese New Year animal</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Characteristics</b>				



Name: \_\_\_\_\_

Family member	Year of birth	Chinese New Year animal	Characteristics



Name: \_\_\_\_\_

- 2 Cut out and decorate a section of the class dragon. Illustrate it with words and pictures of your hopes and issues that you think will be important in the future. Then your teacher will join the pieces together so the dragon can stretch around your classroom or along the corridor.

