



Discovering Asia

ABOUT THESE BOOKS

Each book in the Discovering Asia series has been created to support the Australian Curriculum cross-curriculum priority: Asia and Australia’s Engagement with Asia. Covering eight countries, the series explores an interesting range of Activities from traditional folktales through to contemporary issues. Students will discover the fascinating peoples and places, histories and cultures of Asia.

Find out what students already know about the focus country. Have them write statements about the country, compile a class list and discuss. Are there any subjects the students want to find out about this country? Create a list and then see if some may be covered by looking through the Table of Contents. Students can make fact charts about their own countries.

There are two digital activities for students to use for text types – Blog Maker and Poster Maker. These can be used to write narrative, persuasive, reports, recounts and instructional texts. All of the books are levelled at 30+.

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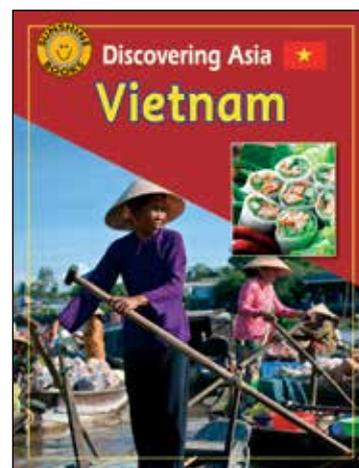
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VIETNAM

Sample Text type: Narrative folktale

Title: *The Story of the Milky Way*

Theme: This folktale explains an origin of the Vietnamese name for the Milky Way and why the month of July is wet.



Before Reading

Talk about folktales and the meaning of them – how different cultures have stories that are traditionally passed down orally and often explain a phenomenon or provide a moral lesson.

Discuss the title and encourage students to share any knowledge they have of the Milky Way. Discuss why it might have been called this. Predict what might happen in the story.

During Reading

Focus Questions:

1. What work did Nguu Lang do?
2. How does the story link the seventh month to the rainy season? (tears of joy and sadness)

After Reading

Talk about the lunar year. What does lunar year mean?

Students write a narrative story to describe a natural phenomenon. They can create characters and describe the chain of events. They can even include a moral to the story.

Cross-Curricular Activities

- Have students research the different ways that people use the Mekong River. They present findings in a picture and word collage that uses no more than ten pictures and 20 words. Do the same for the nearest local river. Students write three similarities and three differences between these rivers.
- Find a folktale from a different part of the world that explains the Milky Way. A search might be for “Milky Way in mythology”. Students retell the story.
- Make a timeline of Ho Chi Minh’s life.
- Compare New Year’s festivals in Vietnam to another Asian country, such as Songkran in Thailand or Seollal in South Korea. Draw a Venn diagram and have students label it to show the differences and similarities.
- Students research alternative fillings for spring rolls, e.g. prawns. They write a recipe for spring roll fillings with ingredients available in the area. They could use the Poster Maker.

INDONESIA

Sample Text type: Instruction

Title: *Make a Batik T-shirt*

Theme: Using the information in the previous procedural text (Batik Making), students are given step-by-step instructions on how to make their own batik pattern on a T-shirt.

During Reading

Focus questions:

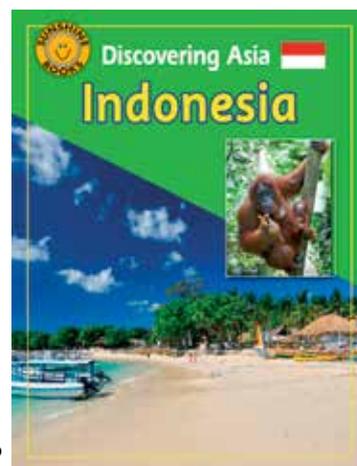
1. Why is brown paper bag or cardboard included in the materials?
2. How does the glue help to make the pattern?

After Reading

Talk about the method of transferring patterns to paper or fabric such as wax resist where areas are masked out, stencils or stamps. Students choose a method of applying pattern to fabric and describe it with step-by-step instructions. They explain what the method is, give a list of materials, write the method and then describe the results.

Cross-Curricular Activities

- Use Google Earth or other websites to find evidence that forests are being burned in Indonesia to make way for plantations and farmland. Have students label the images to explain the evidence.
- They use the Poster Maker to write a persuasive text for a limit to the planting of palm plantations.
- Students use the Blog Maker to write about a holiday in Bali.
- Go to Wikipedia and access the animated diagram that shows the increasing size of Anak Krakatau since 1927. Students can make a graph showing the increase in height from 1927 up to the 21st century.
- Have students identify the flowers on page 5 and label them. They find pictures of other tropical flowers in Asia, download the images or draw them and present in a chart.

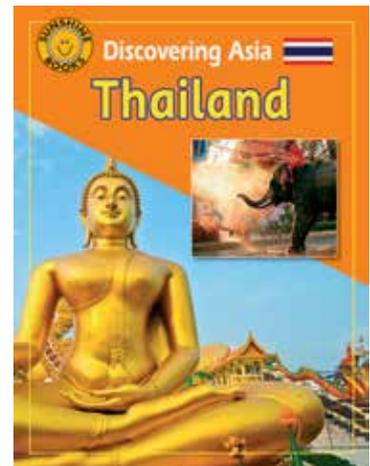


THAILAND

Sample Text type: Narrative folktale

Title: *Why Parrots Echo the Words of People*

Theme: This folktale tells the story of how an intelligent bird was more truthful than its owner and how parrots came to say only the words they are taught by their owners.



Before Reading

Talk about folktales and the meaning of them – how different cultures have stories that are traditionally passed down orally and often explain a phenomenon or provide a moral lesson.

Discuss the title and encourage students to share any knowledge they have of parrots.

During Reading

Focus questions:

1. How can you tell that Sunan is a good liar? (tried to stay calm)
2. Do students think it is useful that parrots only echo what people say?

After Reading

Talk about keeping pet birds. Students write a report about keeping birds as pets. They research the cost, the care and the need for parrots to be stimulated as they are highly sociable creatures.

Cross-Curricular Activities

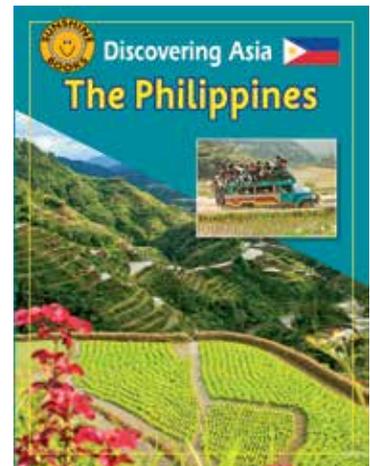
- Students work independently to investigate the mystery of the Naga fireballs of the Mekong River. They present an argument to explain what they might be.
- Students find an image of a rubber plantation. They label the elements that show this is a rubber plantation and not a forest. They draw a flow diagram to show the steps they went through to get the image and write an explanation to go with it.
- On page 10, the fisher has a bundle floating in the river. Ask students: What do you think this is? Have them write an explanation. (fishing tackle, lunch)
- Students make a list of things we use that are made from natural rubber.
- The Siamese cat is a native of Thailand. Students find other animals that are natives and list them in a table with their country of origin.

THE PHILIPPINES

Sample Text type: Explanation

Title: *Growing Rice*

Subject: Rice is the staple diet of millions of people in Asia. This is an explanation of how it is grown and harvested.



Before Reading

Students discuss what they know about rice. They list the different types (basmati, black, brown, red, jasmine, sticky, arborio) and their experience of dishes that include rice.

During Reading

Focus questions:

1. Why is it important that rice grows in flooded land? (pest and weed control and a means of irrigation)
2. What part of the plant do we eat?

After Reading

Students write the explanation of how rice is grown in Australia. They make a chart to show the differences between rice growing in Australia and in the Philippines. They define what their explanation is about, discuss the different ways rice grows, how it is used and then conclude with a sentence about the different uses of rice in the two countries.

Cross-Curricular Activities

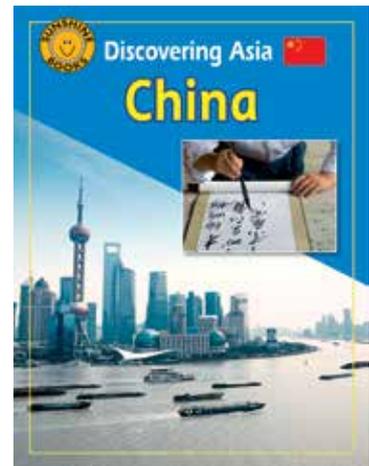
- Students make a flow chart to show the steps in growing rice from planting the seed to sending rice to the mill.
- They make a step-by-step instruction showing how to cook a simple recipe that uses rice. The Poster Maker can be used to show the instructions and a picture of the finished dish. (sushi, congee, fried rice, pilaf)
- Have students make a two-minute video demonstrating to children in another country how to play a street game that they enjoy, e.g. hopscotch.
- Find out how to play a street game that children play in another part of the world. Students write the instructions and teach their classmates how to play that game.
- Students make a slide show to show the history of the Jeepney from its origins as a Jeep in 1943 to the E-Jeep today. They use no more than five pictures and 50 words. The Poster Maker can be used to produce this.
- Together find out more about the Tagalog language and how it has influenced the spoken language in the Philippines. Students then write a report on the findings.

CHINA

Sample Text type: Report

Title: *The Dragon*

Subject: The Chinese revere the dragon in culture, sport and mythology.



Before Reading

Students discuss what they know about the dragon, both real and imagined.

During Reading

Focus questions:

1. Why do you think lizards are sometimes described as dragons?
2. How does the dragon relate to the weather? (breathes water vapour to make clouds, glows to make lightning)

After Reading

Dragons are common in the folktales of China and other countries. Students write a report on dragons. They can include dragons in stories they have read, games they have played, sports teams, or television programs. They write an opening statement, detail some facts about the dragons they are writing about and conclude with the reasons the dragon is important in their report.

Cross-Curricular Activities

- Students write a short poem about something in the book. They use Google Translate or a similar Internet tool to translate the poem into Chinese. They copy and paste the Chinese text of the poem alongside the English text and illustrate it.
- Students work out what animal their birth year was. They find out what qualities people who were born in that year are reputed to have. They make a star diagram of those qualities and put a picture of themselves in the middle.
- Together look at the tower in the picture of Shanghai on the cover and page 5. Use the clues in the picture to begin an Internet search for an image of the building. (Oriental Pearl Tower) Students list five interesting facts about the building and then use Google Earth to see what the view is like from the observation deck.
- Students find out how a lock system works. Then draw a cross-section diagram of the stages a ship must pass through.
- Students draw the flags of China and other Asian countries and write labels to show what they symbolise. They compare these to their country's flag and what it symbolises.
- Students use the Blog Maker to write a blog about being a tourist on the Yangtze river and visiting the Three Gorges Dam. They describe everything they see.

SOUTH KOREA

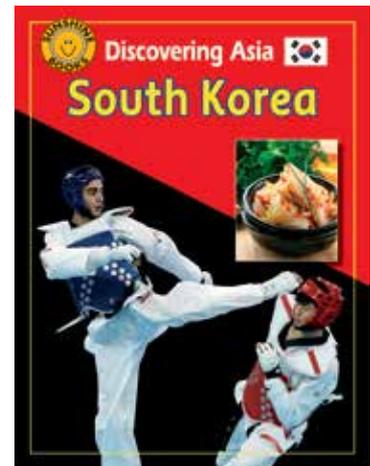
Sample Text type: Report

Title: *Taekwondo*

Subject: Taekwondo is the most popular martial art in the world. Students investigate martial arts.

Before Reading

Students discuss what they know about martial arts. Do any of them practise one? Can they name some other martial arts and which countries they might come from. (judo, karate, jujitsu, wushu, kendo, tai chi)



During Reading

Focus questions:

1. What is the key difference between taekwondo and other martial arts? (use of the feet)
Why is this so effective? (legs have the longest reach)
2. Why do you think people practise taekwondo?

After Reading

Compare Taekwondo with another martial art. Make a similarities and differences chart to show how they compare. Then they write a report on taking up a martial art, the techniques you learn and conclude with the positive reasons for practising.

Cross-Curricular Activities

- Students take photographs of friends or classmates playing a game that they enjoy. They use the photos and words in a slide show or in the Poster Maker to explain to someone from a different country how the game is played.
- Students create a fact sheet or promotion to advertise a product from South Korea that they have at home. It might be a mobile device, a household appliance, a car or bike.
- Students use the Poster Maker to encourage people to visit Seoul to ride on the roller coaster at the Samsung Theme Park.
- Compare Korean writing to Chinese and/or Japanese writing. Use Google Translate to copy and paste examples of the writing. Students use a table to show the differences in the way the characters are formed. They may be able to access the relevant fonts on a computer.
- Students read or listen to the folktale *The Man Who Bought the Shade of a Tree* (page 6) about owning a tree and its shade. They write a persuasive argument for and against owning shade.

JAPAN

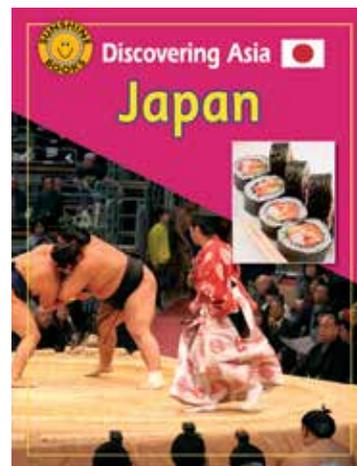
Sample Text type: Procedure

Title: *Origami*

Subject: Origami is the art of paper folding. The word means “folding paper”.

Before Reading

Students discuss what they know about origami. They share their experiences of making shapes out of paper. Have any students followed a procedure like this to make something? Did it work? Were the instructions clear?



During Reading

Focus questions:

1. What was the first use of origami?
2. Do you think the size of the paper at the beginning is important?

After Reading

Find a diagram that teaches you how to make another simple origami animal. Practise making the animal and then film a two-minute video to show others how to do it. Write the procedure with an introductory sentence about the origami animal, the materials you need (include the size of paper), the step-by-step instructions and then a conclusion about what you can do with your origami animal. (Students can view the fast forward video from page 18 in the digital version of the book.)

Cross-Curricular Activities

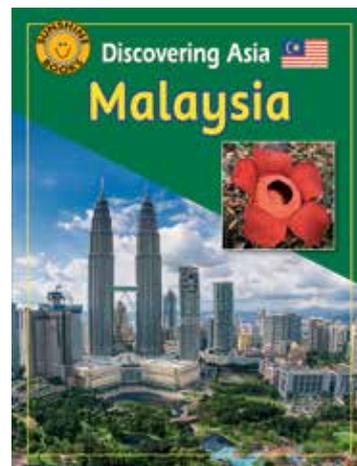
- Students write a haiku about something they have read in the book. They use Google Translate or a similar Internet tool to translate the poem into Japanese. They print the poem in both languages and illustrate it.
- There are free “manga camera” apps available for mobile devices. Have students create a manga style comic strip with three pictures taken with the app.
- Students gather information about the life of a sumo wrestler. They use the Blog Maker to write about their day as if they were sumo wrestlers.
- Together use Google Earth to take the Tour Guide around the top of Mount Fuji. Have students imagine they are the pilot of the plane. They write a commentary to tell the passengers what they are seeing. Students can demonstrate their commentary as they show classmates the “tour”.
- Have students explain what the Japanese words on page 5 mean and illustrate them. They can present them as a video for someone wanting to learn about the influence of Japan in their country.

MALAYSIA

Sample Text type: Recount

Title: *Huge Underground Chamber Found in Sarawak*

Subject: A newspaper report recounting the experience of three cavers in Sarawak, Malaysia.



Before Reading

Students discuss their knowledge of caves. Has anyone ever been into a cave inside the earth?

During Reading

Focus questions:

1. How do you think the correspondent of this newspaper got the information about the discovery of the cave?
2. Why do you think the cavers were looking in that area of Borneo? (underground stream, mountainous area)

After Reading

Students recount a trip to the Sarawak Chamber. They use the Internet to research the route and create a travel itinerary. They write their conclusion about the imagined difficulties on their trip.

Cross-Curricular Activities

- Use Google Earth to see what the view is like from above the Petronas Towers. Students can take a screen grab and label instances of the eight-pointed star.
- Students create a labelled chart to show the differences between pygmy elephants found on Borneo and the Asian elephants found on Peninsular Malaysia.
- Students use Poster Maker to describe a recipe for preparing a tropical fruit. They write five steps in their method.
- Students use the text on the Diamond Building to make a list of sustainable and non-sustainable sources and materials. They can research and add more to their list.