



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 16 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.

All of the books are levelled at 30+.

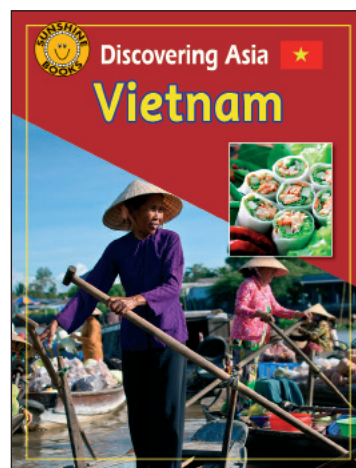
CONTENTS	page
Vietnam	2
Indonesia	3
Thailand	4
The Philippines	5
China	6
South Korea	7
Japan	8
Malaysia	9
India	10
Nepal	11
Singapore	12
Myanmar	13
Hong Kong	14
Sri Lanka	15
Myanmar	16
Pakistan	17

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.

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:

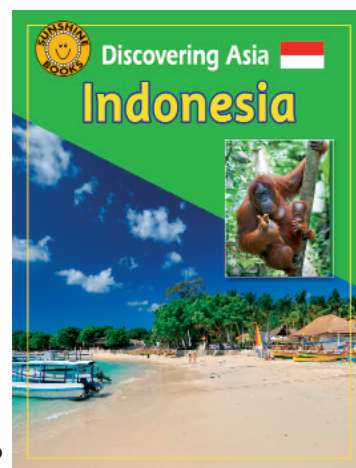
1. Why is brown paper bag or cardboard included in the materials?
2. How does the glue help to make the pattern?

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.
- Students write a persuasive text for a limit to the planting of palm plantations.
- Students write a blog about a holiday in Bali.
- Search for 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 in the books and label them. They find pictures of other tropical flowers in Asia, download the images or draw them and present in a chart.

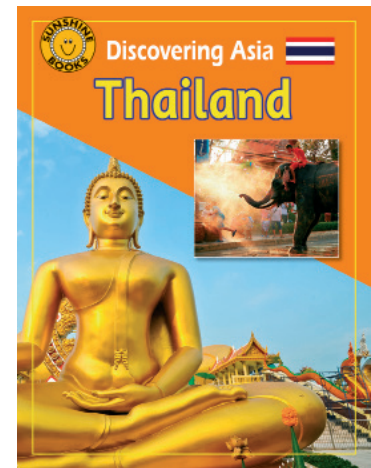


THAILAND

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

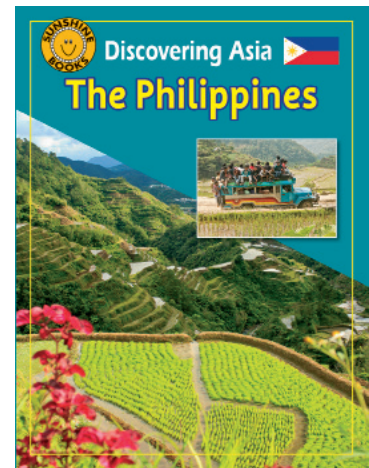
Students write the explanation of how rice is grown in Australia. They make a chart to show the differences between rice growing in Australia and in the Philippines. They define what their explanation is about, discuss the different ways rice grows, how it is used and then conclude with a sentence about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

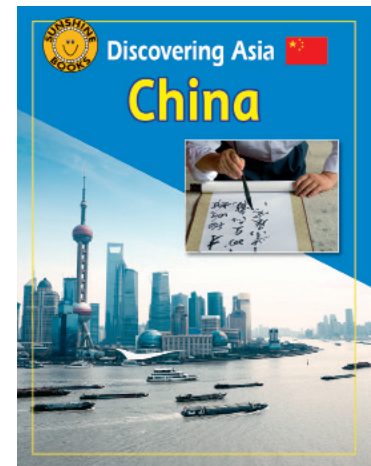
1. Why do you think lizards are sometimes described as dragons?
2. How does the dragon relate to the weather? (breathes water vapour to make clouds, glows to make lightning)

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 an internet translation 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 find and image of the Oriental Pearl Tower in Shanghai. 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 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:

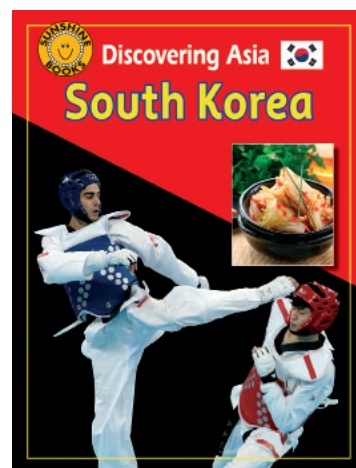
1. What is the key difference between taekwondo and other martial arts? (use of the feet)
Why is this so effective? (legs have the longest reach)
2. Why do you think people practise taekwondo?

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 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 make a poster 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 an internet translation tool 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* 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:

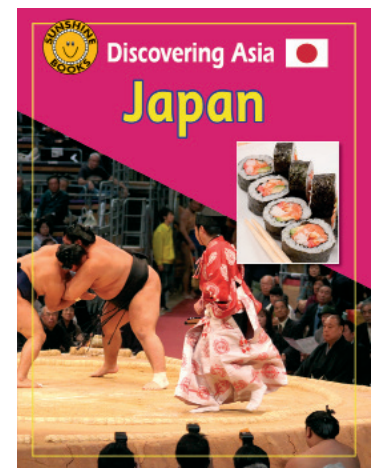
1. What was the first use of origami?
2. Do you think the size of the paper at the beginning is important?

After Reading

Find a diagram that teaches you how to make another simple origami animal. Practise making the animal and then film a short 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.

Cross-Curricular Activities

- Students write a haiku about something they have read in the book. They use an internet translation 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 write a blog or diary 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 research and find five Japanese words, translate them 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:

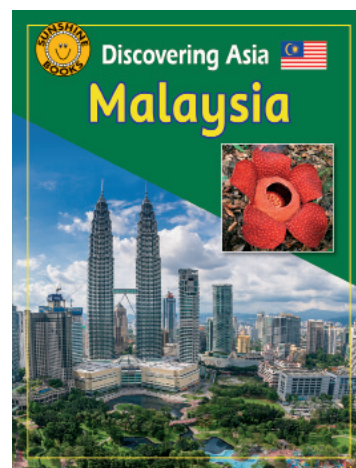
1. How do you think the correspondent of this newspaper got the information about the discovery of the cave?
2. Why do you think the cavers were looking in that area of Borneo? (underground stream, mountainous area)

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 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.



INDIA

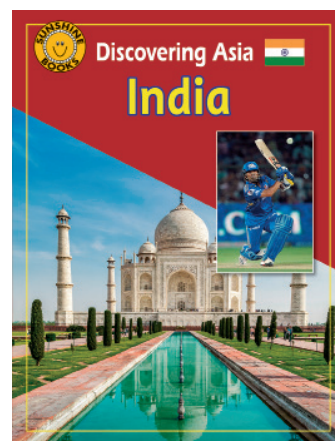
Sample Text type: Narrative folktale

Title: *How the Elephants Lost Their Wings*

Theme: An explanation of the origins of some features of animals and plants in India.

Before Reading

Talk about folktales, how they have been passed down over time and how they seek to explain how things came to be.



During Reading

Focus Questions:

1. How were the flying elephants useful to god?
2. What other animals might cause problems if they had wings? Why?

After Reading

Students make up a narrative story to explain a feature of a plant or animal that is native to their country. They research and retell a myth or legend that explains something about the natural environment.

Cross-Curricular Activities

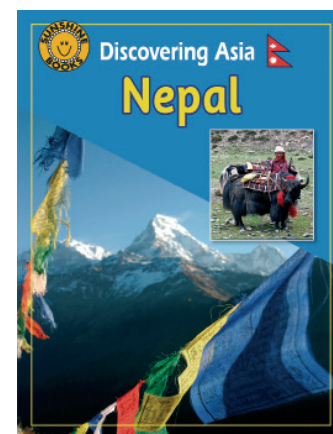
- Students use Google Earth to get a bird's eye image of the Taj Mahal. They use a drawing program to label some of the features of the Taj Mahal that are shown on pages 14-15 in the book. Have them mark where they think the photo on page 14 was taken from.
- Students use the Internet to find and save rangoli pattern templates. They can add colour using an art program.
- Students research how Diwali is celebrated in their own community or country.
- Have students work in small groups to find three good photographs that illustrate the importance of the monsoon in India. They share the images with the rest of the class and explain which one they think is best, and why.
- Students make a step-by-step recipe to show how to cook an India dish using spices.

NEPAL

Sample Text type: Explanation

Title: *How the Himalayas Were Formed*

Theme: Geological forces cause the Earth's surface to produce mountains as high and vast as the Himalayas.



Before Reading

Students discuss what they know about the Himalayas. They talk about famous mountaineers they know and expeditions to climb high mountains or cross icy lands. Ask: What sort of conditions do you think these people have to deal with? (equipment, food, climate, communications)

During Reading

Focus questions:

1. Have any students ever flown over mountains and looked down at them? What did they notice?
2. Why do they think there is always snow on these mountain tops?

After Reading

Using a photocopy of the world, have students cut up the continents and piece them together like a jigsaw puzzle. Ask questions to show proof that there have been movements in the Earth's crust over millennia. What do they notice about Africa and South America (they fit together); India, Antarctica and Australia (they fit on the east coast of Africa). Students draw a diagram or create a 3D model to show how a collision of the Earth's plates can cause mountains to rise above the land.

Cross-Curricular Activities

- Students use a search engine to answer questions about how scientists are sure about the theory of plate movements. For example: Have fossils of fish been found on high mountains? Are some rocks in South America the same as those in Africa?
- Students identify a plant or creature in the Himalayas, such as a rhododendron tree or the snow leopard, and write a sentence about it.
- Students look through catalogues that show modern climbing equipment. They can draw or download pictures to create a list of items necessary for a mountain expedition.

SINGAPORE

Sample Text type: Report

Title: *Why is Singapore So Successful*

Theme: This report discusses reasons for Singapore's success.

Before Reading

Students discuss what they know about Singapore.

During Reading

Focus questions:

1. What is a trade route?
2. How important is technology to the success of the port in Singapore?
3. Look at the route in the map on page 11. Can students tell how ships pass into the Mediterranean Sea and across North and South America? (via canals)

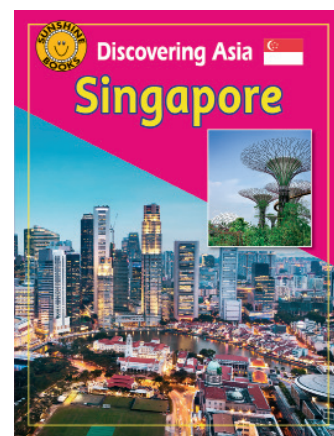
After Reading

Talk with students about how trade might be different today from centuries ago when traders operated between China and India.

They discuss how modern ships are loaded with goods in containers and the role the big cranes play. (Everything is a uniform shape and size and can be stacked.)

Cross-Curricular Activities

- Students create a poster to show the school rules.
- Students investigate the history of corporal punishment. They make arguments for and against forms of corporal punishment.
- Have students study the history of trade routes and how the cities along these routes – on land and on the sea – became wealthy and important places. Key words might include Silk Road, trade routes.
- Students make a list of city states through history and write a sentence about what led to their demise.
- Students can make a chart and list some of the plants in the two greenhouses in the Gardens by the Bay – plants that tolerate dry, hot conditions and those that prefer cool, damp conditions.



MYANMAR

Sample Text type: Recount

Title: *Lake Inle Travel Blog*

Subject: The writer spends a few days on Lake Inle and the area around it and writes about his stay.

Before Reading

Talk about blogs and diaries, how they work and why they are written. Ask students to recount experiences of visiting places that are very different from what they are used to.

During Reading

Focus questions:

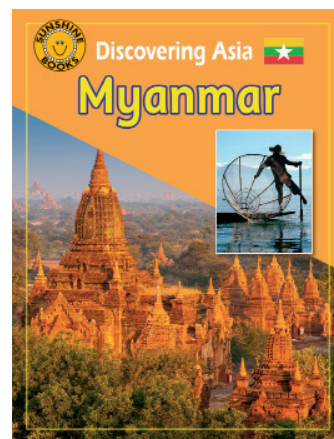
1. How do you think the writer found out about this lake and the places to visit while there?
2. How does the writer of the blog feel about the Lake Inle area? How do the people who live there feel about the lake?

After Reading

Students imagine they are a fisher from Lake Inle who is visiting their community. They write an entry for his travel blog.

Cross-Curricular Activities

- Students can play chinlone using a hacky sack. Remind them that it isn't about winning or losing; it is about beautiful moves and trying not to drop the sack.
- Students write their own blog about a holiday. They can print pictures for their blog and make a poster to display in the classroom.
- Students research cat breeds and trace where their names came from, e.g. Persian, Burmese, Siamese, Manx, Birman. They print pictures of the different cats and label them.
- Use Google Earth to explore Lake Inle from above. Have students identify and label things like floating gardens, houses, tourist resorts, boats and gardens on the land.
- Students work in groups to prepare and record a television news item on the day Cyclone Nagis hit Myanmar.



HONG KONG

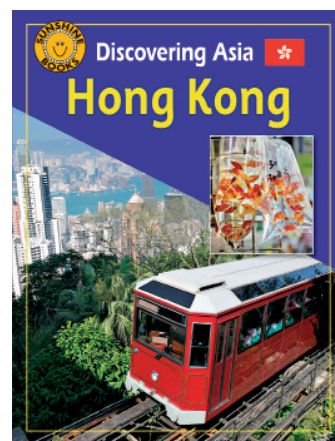
Sample Text type: Report

Title: *Getting Around*

Theme: The public transport system in one of the most populous places on Earth.

Before Reading

Have a class discussion about public transport locally. Students talk about their experiences of catching buses or trains. Has anyone travelled on a ferry?



During Reading

Focus questions:

1. Have any students ever travelled on a subway system? How did people get around without creating bottlenecks? What sort of signage was there about platforms and times?
2. Ask: Why do you think the moving footpath moves downhill in the morning? What does this mean for the people who live and work in Hong Kong?

After Reading

Have students use the internet to find public transport maps of other cities such as London, New York, Tokyo and Paris. They compare the extent, the design and the use of colour in the maps.

Cross-Curricular Activities

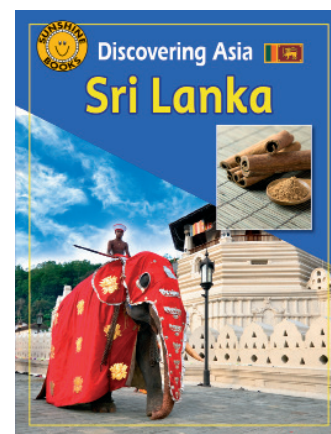
- Students search on the Internet for 360-degree panoramic images taken in or above Hong Kong. Have them record five new things they learnt about the place or its people. They then present the image and their findings to the rest of the class.
- Students find a panoramic image of the Temple Street Night Market in Hong Kong. They look for and record clues about climate, language, road rules, transport, houses etc.
- Students draw a coloured picture of themselves in their favourite clothes. They research "feng shui colours" on the internet and label their picture with things those colours symbolise in feng shui.

SRI LANKA

Sample Text type: Narrative – folktale

Title: *Andare and the Giant*

Theme: Bravery can be shown through cleverness rather than brute force.



Before Reading

Talk about folktales, how they have been passed down over time and how this story shows how someone can win against a force greater than they are.

During Reading

Focus questions:

1. Do you think it is better to use your brains or your strength in a fight?
2. Do you think Andare was motivated by the presents or his loyalty to the king?

After Reading

Students write and present the story of *Andare and the Giant* in a different text type and/or media for example:

- Re-write the story as a news story on the front page of the Kandayan Times.
- Design a poster to advertise the fight between Andare and the giant.
- Imagine the fight was going to be televised live. Film sports interviews with Andare and the king after the fight had been called off.

Cross-Curricular Activities

- Students imagine they have the opportunity to write a sentence or two about themselves on the mirror wall at Sigiriya. They write something that might be interesting and puzzling to people who visit the wall in 100 years time.
- Students research a famous sports person they admire and write a newspaper story about their greatest achievement.
- Students choose a simple skill from a sport or game they are familiar with and write a step-by-step explanation on how to perform it, or create a “How To” video about that skill.
- Students imagine a sporting skill or trick that they would like to have named after them and write an imaginary newspaper story about the first time they performed it. They could record a post match TV or radio interview about their skill.
- Search for an online video of Kanyan Dance. Follow this with another video of a different kind of traditional dance. Have students create a Venn diagram to show differences and similarities between the two types of dance.

TAIWAN

Sample Text type: Report

Title: *Taipei 101*

Theme: This report looks at Taipei's tallest building.

Before Reading

Students discuss what they know about Taiwan and its capital city, Taipei.

During Reading

Focus questions:

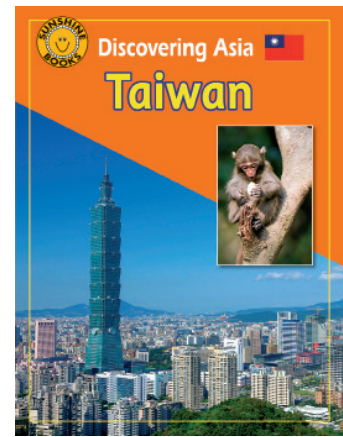
1. What is a skyscraper?
2. Are there any skyscrapers where you live? Have you ever been up a very tall building?
3. Look at the diagram on page 19. Can students recognise any of the buildings from their shape? They can check online to see if there are any more recent tall buildings.

After Reading

Talk with students about how tall buildings are used to show how modern and successful a country is. Are tall buildings a good idea? Is this a good use of space? Students discuss and research the pros and cons of tall buildings in cities. They discuss how these tall buildings use technology to ensure they are safe and environmentally green.

Cross-Curricular Activities

- Students draw or import a picture of a razor scooter and label the parts.
- Students use the Internet to find a simple scientific experiment that will allow them to create their own salt crystals. They perform the experiment as a class.
- Using string tied to a number of washers, demonstrate what a pendulum is and how it works. Then give groups of students some materials such as string, washers, sheets of card, tape, pencils and scissors and ask them to demonstrate how a pendulum in the middle of a skyscraper might prevent the building swaying so much in high winds or in an earthquake. Have each group find a simple experiment that teaches something about pendulums and have them demonstrate it to the rest of the class.
http://www.youtube.com/watch?v=7_AiV12XBbl



PAKISTAN

Sample Text type: Recount

Title: *On the Karakoram Highway*

Subject: The writer travels from Pakistan to China on this remote highway.

Before Reading

Talk about blogs and diaries, how they work and why they are written. Ask students to recount experiences of visiting places that are very different from what they are used to.

During Reading

Focus questions:

1. Do you think the writer enjoyed himself on this trip? Was he a good observer of the people and places?
2. How does the writer of the blog feel about the Karakoram Highway? Would you like to take this trip?

After Reading

Students write a travel blog on a road trip they have been on with their family or in a school party. They note the sights, the road conditions and one particular thing that happened.

Cross-Curricular Activities

- Students research the highest point in their local area, the highest mountain in their country and compare them to the height of K2. They can create an info-graphic to show the relative sizes.
- Students research the landslide that created Lake Attabad in 2010 and draw a star diagram to show some of the effects of the landslide on the people in the area.
- Have students research apricots and create a chart to show why apricots are good for you.
- Students work in pairs to research dolphin facts. One researches the Indus River dolphin, the other researches the bottle-nosed dolphin. They collaborate in the creation of a Venn diagram that shows similarities and differences between the two types of dolphin.
- Students use the internet to find a photo of a street scene in Pakistan that shows some people in traditional clothing. Have them label their image with some of the words for Pakistani clothing they have learnt.

