

Sydney's Chinatown – Investigating a built site

by Julie O'Keeffe

Links with HSIE syllabus outcomes and subject matter

STAGE 2

CHANGE AND CONTINUITY

CCS2-2 Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments.

- ☐ The contribution of people and groups from other countries to Australian heritage.
- ☐ The contribution of people and associated places and events to community heritage, including knowledge of original Aboriginal nations and boundaries.
- ☐ Differing viewpoints on community heritage.
- ☐ Continuing and changing roles, traditions, practices and customs in the local community.

CULTURES

CUS2-3 Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.

CUS2-4 Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.

- ☐ The diversity of groups within and between communities.
- ☐ Easily recognisable symbols used by the local community, eg. coats of arms.
- ☐ Languages spoken within communities.

ENVIRONMENTS

ENS2-5 Describes places in the local area and other parts of Australia and explains their significance.

ENS2-6 Describes people's interactions with environments and identifies responsible ways of interacting with environments.

- ☐ Geographical terminology (eg. north / south / east / west Equator, Tropic of Cancer, Tropic of Capricorn, North / South Pole).
- ☐ Significant natural, heritage and built features in the local area, New South Wales and Australia, and their uses.
- ☐ The location of major cities, rivers and mountains in New South Wales and the capital cities in Australia.
- ☐ Local and other Australian communities
- ☐ Environmental changes
- ☐ Groups associated with places and features, including Aboriginal people.
- ☐ Management and care of features, sites, places and environments.

SOCIAL SYSTEMS AND STRUCTURES

SSS2-7 Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.

- ☐ Local government structure and processes
- ☐ Use of technology in monetary exchange
- ☐ Goods, services and facilities in communities

Websites on education in China

China Education and Research Network (CERNET) <http://www.cernet.edu.cn/HomePage/english/index.shtml>

China Scholarship Council <http://www.csc.edu.cn/en/>

Why visit Chinatown?

What do we want students to learn from visiting and investigating the site of CHINATOWN?

Some examples to focus on to link site visit with HSIE syllabus requirements with Stage 2 and 3 outcomes and subject matter statements (pages 54, 55, 60 and 61).

- ☞ Define Chinatown — describe what Chinatown is and why the area is called Chinatown.
- ☞ Research the origin of the name 'Chinatown'.
- ☞ Explain why Chinatowns were established in many parts of Australia, including cities.
- ☞ Locate in a Sydney directory the names of the streets that make up Chinatown.
- ☞ Locate on a map the position of Chinatown in relation to the CBD area of Sydney.
- ☞ Identify significant landmarks around chinatown that would have encouraged the establishment of Chinatown in the area it is, eg. close to a harbour, close to rail transport, markets.
- ☞ Recognise and draw features of Chinatown that distinguish it from other areas.
- ☞ Observe differences in the style and ages of buildings and make statements about the length of time Chinatown has been a part of the Sydney area.
- ☞ Communicate observations about how Chinatown has changed over time, eg. different types, size and design of buildings; communities that access the business sector; tourism focus.
- ☞ Assess and explain the relevance of Chinatown in contemporary Sydney.
- ☞ Identify and describe continuing traditions and customs that are still a part of life in Chinatown today, eg. herbal medicine, celebrations including Chinese New Year, Moon Festival and Dragon Boat racing.
- ☞ Investigate and report on the actions being undertaken by various groups to maintain Chinatown, eg. Chinese community, Sydney City Council, Heritage Society.
- ☞ Identify and list how Chinatown has influenced people's lifestyle, eg. *yum cha*, a place to go for an outing, food preferences, shopping opportunities.
- ☞ Discuss and describe the effects the visit to Chinatown has had on students individually.
- ☞ Identify and name the diversity of languages used in Chinatown, eg. Chinese, English, Thai, Korean, Indonesian, Japanese.
- ☞ Recognise and reproduce some symbols associated with Chinatown, eg. Chinese script, lanterns, lions, gateways.
- ☞ Identify the range of employment opportunities provided through the businesses of Chinatown, namely jobs.
- ☞ Categorise businesses as retail, wholesale, commercial or financial.
- ☞ Create flow charts to show how some needs of people visiting Chinatown are met, eg. Chinese restaurant—from wholesaler to consumer.

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Exploring a built site – Sydney's Chinatown

by Julie O'Keeffe

Teachers will need to access appropriate maps from a street directory to include with their students' worksheets.

Name: Date:

Write the names of the streets you explore in Sydney's Chinatown.

Welcome to
Chinatown

Welcome to
Chinatown

Welcome to
Chinatown

Welcome to
Chinatown

Welcome to
Chinatown

Welcome to
Chinatown

Welcome to
Chinatown

Welcome to
Chinatown

Welcome to
Chinatown

DIXON ST.

湯馬士街

WELCOME TO CHINATOWN

歡迎光臨華埠

EXPLORING A BUILT SITE – SYDNEY'S CHINATOWN

- 🐞 Chinatown is a mixture of very old and very new buildings.
Find the age of these buildings.

BUILDING	STREET	AGE
Japanese Takeaway	Ultimo Road	
Central Plaza Chemist	Goulburn Street	
Sydney Chinese Medical & Natural Therapy Centre	Sussex Street	
Chinese Ginseng & Herbs Co.	Ultimo Road	

- 🐞 Circle the oldest.

- 🐞 Compare the oldest building with a very new building, eg. Market City.
Explain how the new building is different from the old building.

EXPLORING A BUILT SITE – SYDNEY'S CHINATOWN

- 🐼 Dixon Street is closed to traffic. It is a mall.
LIST the ways people use the mall space.

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐



- 🐼 Sydney City Council is responsible for looking after Chinatown. What evidence can you see of the services provided by the local government?
LIST and DRAW examples of your evidence.

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

EXPLORING A BUILT SITE – SYDNEY'S CHINATOWN

List some different kinds of shops and their names.

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Where do many of the goods sold in Chinatown come from?

List 10 products, and the place where they're produced.

1

2

3

4

5

6

7

8

9

10

TQC 百靈敦 超級市場
凱莎琳

Burlington Supermarket

鯽魚草魚

Kingfish/Grassfish

~~5.50~~

4.30

kg

Specials

Which shop have you found the most interesting?

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Why?

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EXPLORING A BUILT SITE – SYDNEY'S CHINATOWN

LIST the names of the organisations in Chinatown that deal with money transactions.

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How do the Commonwealth Bank and St George Bank meet the needs of the Chinese community in Chinatown?

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FLOW CHARTS

Sugar cane juice (Dixon House)

Mother Chew's dumplings (East Ocean Arcade)

Making noodles (Prince Centre, near Burlington Centre)

EXPLORING A BUILT SITE – SYDNEY'S CHINATOWN

 LIST examples of different written scripts seen.

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.....

 DRAW examples of some different scripts. LABEL each example.

Name:

Date:

EXPLORING A BUILT SITE – SYDNEY'S CHINATOWN

What I liked about Chinatown.

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What I enjoyed about Chinatown.

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What I found most interesting about Chinatown.

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CREATE a representation of your impressions of Chinatown.
Use images and words.

EXPLORING A BUILT SITE – SYDNEY'S CHINATOWN

Sussex Street Newsagency

🐿 Look in the window. What are some unusual features?

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🐿 Go inside the shop. Go to the back of the shop What did you find?

.....

.....

🐿 Don't forget to look up. Who would shop here?

.....

🐿 Next door, look at the tanks above the butcher's shop / supermarket.
What do they contain?

.....

Jewellery shop

🐿 How do you buy items?

.....

.....

Everspring Supermarket

🐿 DRAW and label 3 things that you wouldn't see in Coles at Katoomba?