



The Learning Progression Frameworks describe significant signposts in reading and writing as students develop and apply their literacy knowledge and skills with increasing expertise from school entry to the end of year 10.

## Overview

This TSM contains information and suggestions for teachers to pick and choose from, depending on the needs of their students and their purpose for using the text. The material provides multiple opportunities for revisiting the text.

“Chinese New Zealanders” provides an overview of Chinese migration to Aotearoa New Zealand from the 1860s until the present day. The article outlines push-and-pull factors that contributed to various waves of migration, how Pākehā New Zealanders responded to these waves, and adaptations made by Chinese migrants as they adjusted to their new home.

This article:

- provides information on Chinese migration to Aotearoa New Zealand
- covers a wide timespan, from 1866 to the present day
- is organised into sections with headings and text boxes
- describes push-and-pull factors that contributed to Chinese migration

- has strong citizenship themes, exploring ways that interest groups lobbied the government and examples of racism at individual and structural levels
- provides a springboard for discussing concepts related to citizenship, cultural identity, cultural interaction, and racism.

Note that the article contains reference to a racially motivated attack on a Chinese New Zealander and includes quotes such as “Go home!” that some students may have personally experienced. Take a moment to set some expectations with all students so discussions will be conducted with sensitivity.

A PDF of the text is available at [www.schooljournal.tki.org.nz](http://www.schooljournal.tki.org.nz)

### Texts related by theme

“Alvin and Me” SJ L3 May 2017 | “Bok Choy” SJSL L3 Jan 2015 and SJ L3 May 2015 | “Family Photographs” SJ L4 Oct 2015 | “Rise Up: The Story of the Dawn Raids” SJ L4 Nov 2018 | “Something Alive” SJ L4 June 2018

## Text characteristics Opportunities for strengthening students’ reading behaviours



in the area for as long as possible.

Within three years, more than two thousand Chinese miners were working in New Zealand – “new gold mountain” as they called it. Many came from villages in southern China, where there was poverty and war. They hoped to find gold, become wealthy, and return home to provide a better life for their families.

sentences that vary in length, including long complex sentences that contain a lot of information, requiring students to find main ideas and supporting details as they integrate important ideas and build their understanding

### Hidden

By the 1980s, the Chinese had a new **stereotype**: model citizens. Most were choosing to hide their cultural background. Behaving like Pākehā New Zealanders was a way to avoid racial abuse. For the children, this often meant refusing to speak their own language, which led to a loss of culture and identity. Chinese parents also changed. In the past, most wanted their children to take over the family business and become shopkeepers or market gardeners like themselves. Now, they encouraged their children to go to university and become doctors, accountants, and teachers. These kinds of jobs helped the Chinese to become more **integrated**.

words and phrases with multiple meanings, requiring students to know and use effective word-solving strategies to retain their focus on meaning

### A new image

People’s attitudes began to change in the late 1930s, especially after Japan invaded southern China in 1937. This war in China became tied up with the Second World War, and Japan became New Zealand’s enemy, too. As the Japanese set their sights on the Pacific, people here realised it was the fierce fighting by the Chinese that had been holding the Japanese back. The Chinese were no longer considered yellow peril. They were now our brave allies.

The war helped in other ways. With so many Chinese men here worrying about their families back home, sympathetic community leaders asked our government to help. Between 1939 and 1941, almost five hundred wives and children – along with Chinese from New Zealand who were trapped in China by the fighting – arrived here as war refugees. Being reunited with their families meant a better life for the men. They could

elements that require interpretation, such as complex plots, sophisticated themes, and abstract ideas, requiring students to make inferences and synthesise information

came to Auckland and Wellington to establish fruit and vegetable shops, grocery shops, restaurants, and laundries as well as market gardens.

Many Pākehā continued to have a negative attitude towards Chinese migrants. They wanted a white New Zealand, and people formed anti-Chinese societies with names like the Anti-Asiatic League and the White Race League, to put pressure on the government. In 1896, the poll tax was increased to £100, and two years later, when the **old-age pension** was introduced, Chinese New Zealanders weren’t included.

Over the following decade, the discrimination continued. In 1907, Chinese arriving in New Zealand had to pass an English language test, reading a hundred words picked by a customs officer. In 1908, they were no longer allowed to become **naturalised** as New Zealand citizens, and that same year, all Chinese temporarily leaving the country were required to have a re-entry permit, which was thumbprinted so their

academic and content-specific vocabulary, requiring students to integrate and use prior knowledge to gain specific information



Go to The Learning Progression Frameworks – Reading: “Making sense of text: vocabulary knowledge” and “Making sense of text: using knowledge of text structure and features” to find detailed illustrations showing you how students develop expertise and make progress in these aspects.

## VOCABULARY

## Possible supporting strategies

- Possibly unfamiliar words and phrases, including “campaign”, “abandoned”, “overpopulation”, “depression”, “civil war”, “sentiment”, “inferior”, “opium”, “outspoken”, “market gardens”, “boiled in a copper”, “preserved ginger”, “sympathetic”, “reunited”, “abolished”, “economy”, “alarmed”, “attitudes”, “cultural diversity”, “ancestry”, “settlers”, “cultural difference”, “formally apologised”
- Names of places, including “Victoria”, “Otago”, “West Coast”, “Dunedin”, “Canton”, “Haining Street”, “Chinatown”
- Words associated with gold mining, including, “claims”, “gold rush”, “goldfields”
- Names of anti-Chinese societies, including “Anti-Asiatic League”, “White Race League”
- Terms associated with racism, including “discriminated against”, “stereotype”, “racial abuse”, “racist”, “prejudice”, “yellow peril”, “racial treatment”
- Concepts related to citizenship and nationalism, including “refugees”, “model citizens”, “alien”, “poll tax”, “pension”, “naturalised”, “allies”, “integrated”, “immigration”, “migrants”, “community leaders”, “New Zealand citizens”
- Indicators of time, including “late nineteenth century”, “by the early 1870s”, “following decade”, “For almost a century between 1880 and 1960”, “two years later”
- Idioms and collations, such as “to seek their fortune”, “provide ... for their families”, “concerned citizens”, “fierce fighting”, “set their sights”, “negative attention”
- Identify words or phrases that may be unfamiliar, especially words related to citizenship and nationalism. Remind the students of strategies for working out unfamiliar vocabulary, such as looking at the context and thinking about the surrounding information, finding root words, using knowledge of word patterns and prefixes or suffixes, and making connections to prior knowledge.
- Remind the students to use the glossary at the bottom of the page.
- Prompt them to use their knowledge of prefixes to unpack the meaning of words such as “rework” or “anti-Chinese attitudes”.
- Explain that words can have more than one meaning, for example, the word alien is often used to refer to beings from outer space, but, in the context of Chinese migration, it means being from a foreign country. (The labelling of Chinese as “alien” at a time when, apart from Māori, most people in New Zealand were from other countries is an indicator of the cultural dominance of Pākehā by this stage in New Zealand’s history.)
- Provide a graphic organiser for each subject-specific word that’s critical to understanding the article, for example, “racism”, “discrimination”, “citizenship”, which the students will complete for each word. The graphic organiser should have a space for writing the word, as well as spaces for a definition, three examples of what the word is, three examples of what the word isn’t, and a visual representation of the word. You could also include spaces for questions the students have and for adding a hint about how they will remember the word.
- Before and after reading, discuss the words and expressions that have colloquial, figurative, or connotative meanings. Make sure the students understand these words and how they can change in different contexts. English language learners may benefit from exploring and comparing examples of similar words in their first language.
- *The English Language Learning Progressions: Introduction*, pages 39–46, has useful information about learning vocabulary.
- See also *ESOL Online, Vocabulary*, for examples of other strategies to support students with vocabulary.

## SPECIFIC KNOWLEDGE REQUIRED

- Some knowledge of Chinese history and culture
- Some knowledge of gold rushes in the 1800s, both here and in Australia
- Some knowledge of push-and-pull factors that lead to migration
- Some understanding of the rights and responsibilities of citizenship, for example, the right to vote and the purpose of a pension
- Some understanding of racism, discrimination, and prejudice in Aotearoa New Zealand, both historically and today
- Some knowledge of the ways that people can influence politicians
- Some understanding of the significance of a public apology from the government for past wrongs

## Possible supporting strategies

- Before, during, and after reading, support the students to make connections between ideas in the text and their prior knowledge of Chinese culture, for example, important festivals, foods, and other traditions.
- Build up the students' prior knowledge of the discrimination faced by Chinese New Zealanders in the 1800s and early 1900s using stories and poems such as "Bok Choy" (SJ L3 May 2015) and "Family Photographs" (SJ L4 Oct 2018). Students could research the impact of the poll tax and the ways it was used to target Chinese migrants. Useful sources include [nzhistory.net.nz](http://nzhistory.net.nz) and [teara.govt.nz](http://teara.govt.nz)
- Discuss why people migrate to other countries, and encourage students to share their own experiences of migration or family stories related to this theme.
- Discuss rights and responsibilities associated with citizenship and the ways that these have changed over time. For example, although women were given the right to vote in 1893, Chinese New Zealanders were not allowed to become citizens and therefore weren't able to vote in elections until 1952. In a similar vein, prior to the First World War, people arriving in or leaving New Zealand didn't need a passport, so the act of requiring Chinese migrants to pass a language test and taking a copy of their thumbprint was discriminatory. Students who have recently become New Zealand citizens or have gained New Zealand residency could share what this meant to them and their family.
- Discuss concepts such as stereotypes, prejudice (attitudes), and discrimination (actions), making a distinction between personal prejudice and structural discrimination. The following resources provide useful guidance on how to discuss issues such as racism in the classroom:
  - [Teaching Controversial Issues \(Oxfam\)](#)
  - [Tackling Controversial Issues in the Citizenship Classroom.](#)
- Make connections with other examples of discrimination in Aotearoa, for example, the way Pacific people were targeted during the dawn raids. For teachers wanting to extend their understanding of race relations in Aotearoa, the RNZ podcast [History of white supremacy](#) in New Zealand provides a useful overview and includes references to attitudes towards Chinese migrants.

## TEXT FEATURES AND STRUCTURE

- A non-fiction article with subheadings and text boxes
- Sections that flow chronologically, each with its own subheading
- Text boxes that provide information about push factors of migration and a case study of a racially motivated attack
- A large number of long sentences, balanced with shorter sentences
- The use of colons and dashes to elaborate on a main idea
- The use of figurative language such as metaphors and abstractions

## Possible supporting strategies

- Prompt the students to recall features of non-fiction texts.
- Scan the article with the students, prompting them to notice the features and to predict what kind of text it is and the kind of information it will contain.
- Have the students skim the text to get a sense of the changing timeframes. They will need to understand the signals of time and sequence, including the verb forms. Ask questions to check their understanding and provide support if necessary. You could co-construct a timeline of key events, discussing and explaining the signals as you do so. Create a chart of language signalling time and sequence.
- Discuss how words can have multiple meanings and introduce the idea of abstractions. An abstraction is a word that has a concrete meaning to express a more abstract concept. For example, a "new wave" has a different meaning to a wave on the beach – it implies a large number coming at one time. Abstraction is common in all languages but can pose challenges for English language learners.



## Possible curriculum contexts



The Literacy Learning Progressions: Meeting the Reading and Writing Demands of the Curriculum describe the literacy knowledge, skills, and attitudes that students need to draw on to meet the demands of the curriculum.

### ENGLISH (Reading)

Level 4 – Ideas: Show an increasing understanding of ideas within, across, and beyond texts.

### ENGLISH (Writing)

Level 4 – Ideas: Select, develop, and communicate ideas on a range of topics.

### SOCIAL STUDIES

Level 4 – Understand how people pass on and sustain culture and heritage for different reasons.

Level 4 – Understand how formal and informal groups make decisions that impact on communities.

Level 4 – Understand that events have causes and effects.

### Possible first reading purpose

- Identify the challenges faced by Chinese immigrants in Aotearoa New Zealand.

### Possible subsequent reading purposes

- Identify push-and-pull factors of Chinese migration to Aotearoa New Zealand
- Identify examples of cause and effect related to cultural interaction
- Compare the way Chinese immigrants were treated with the experiences of other immigrant groups in Aotearoa.

### Possible writing purposes

- Describe the migration experience of someone you know or describe your own experience as a migrant
- Write a personal response to the article, discussing ways that attitudes have changed and ways they have not changed
- Write a story involving an immigrant in Aotearoa (past or present).



The New Zealand Curriculum

# Instructional focus – Reading

**English** Level 4 – Ideas: Show an increasing understanding of ideas within, across, and beyond texts.

**Social Studies** Level 4 – Understand that events have causes and effects.



Go to The Learning Progression Frameworks – Reading: “Acquiring and using information and ideas in informational texts”, “Making sense of text: using knowledge of text structure and features”, “Making sense of text: reading critically”, and “Reading to organise ideas and information for learning” to find detailed illustrations showing how students develop expertise and make progress in these aspects.

## First reading

- Share the purpose for reading. Note that several readings of this text may be necessary to deal with the complexities of the content.
- Remind the students of strategies that are particularly useful on a first reading, such as rereading to look for clues, making connections with their prior knowledge, and/or reading on to see if the meaning becomes clearer.
- Initiate a discussion to find out how much the students know about Chinese migration to Aotearoa New Zealand, including some of the challenges these immigrants have faced over time. Use a KWL chart to record what they know and what they want to find out.
- Discuss the concepts of racism, prejudice, and discrimination, making a distinction between attitudes and actions.
- Direct students to skim the text to get a sense of its purpose and to find key ideas related to their reading purpose. Have them take notes of what the images and other features suggest about the topic and purpose of the text.
- Ask students to use sticky notes or highlight any parts that they don't understand and to note any questions they may have.
- Make a list of questions and use these during subsequent readings as the basis for locating information and clarifying understanding.

## If the students require more scaffolding

This story will be challenging for some because of the amount of prior knowledge required, the unfamiliar vocabulary, the need to understand and make connections between ideas, and the need to make inferences. You could work through each section with the students, using strategies such as filling in graphic organisers to record push-and-pull factors for Chinese migrants, challenges they faced, and ways they overcame these.

- Chunk the text into sections and share-read them. Pose guiding questions for each section, for example, *Why did people from China decide to come to New Zealand? How were Chinese immigrants treated differently from other immigrants? Why did Chinese immigrants hide their cultural identity?* Support students to locate information to answer the guiding questions, pausing where necessary to answer any questions or clarify vocabulary.
- Have the students highlight the adverbs of time and use them to create a timeline.
- Remind them to make connections within the text and to their own experiences, for example, recalling stories they have heard about the way immigrants are treated or their own experiences of being an immigrant.

**Subsequent readings** How you approach subsequent readings will depend on your reading purpose.

Where possible, have the students work in pairs to discuss the questions and prompts in this section.

### The teacher

Explain the difference between push factors and pull factors. (Push factors drive people away from their homes, for example, famine or wars. Pull factors draw people towards another country, for example, increased opportunities.)

Discuss strategies for locating information in texts, for example, skimming the text by reading the first and last sentences in a paragraph or looking for key words. Remind students that information can also be found in diagrams and captions.

- *What were the push-and-pull factors for Chinese migrants in the 1800s?*
- *Share your ideas about the push-and-pull factors that may have influenced the second wave of migration in the late 1980s.*

### The teacher

Discuss the difference between prejudice and discrimination and the ways racism can be expressed in societies, for example, at a personal level, in the media, and, in some countries, in laws.

Have the students identify different levels of racism in the story, for example:

- beliefs and actions of individuals
- beliefs and actions of groups
- beliefs and actions of the government.

Have them work in groups to find specific examples at each level.

Encourage the students to identify the interaction between levels, for example, ways that people influenced politicians and the impact of people's actions on communities.

### The students:

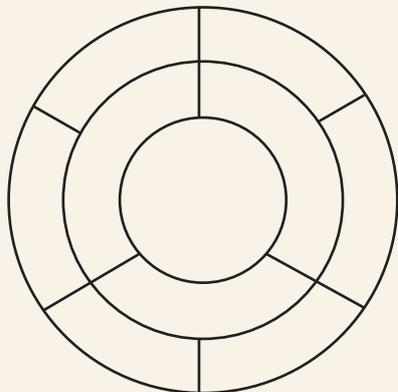
- use strategies to locate information in the text, for example, recognising the chronological structure of the text, using the subheadings, and identifying key words and phrases, such as “overpopulation, wars, corrupt local officials, and lawlessness”
- synthesise information to identify push-and-pull factors that contributed to Chinese migration in the 1800s
- make inferences about why people migrated to New Zealand from Asia in the 1980s. (Note that there is no information provided in the text about this, although the comment is made that migrants tended to be wealthy. The students' ideas about why people chose to migrate here may differ.)

### The students:

- identify various expressions of racism and organise them into individual, group, and political or societal categories
- find information in the text to discuss the ways that people organised themselves into groups in order to lobby the government
- make inferences about the impact discrimination had on Chinese communities.

## The teacher

Give the students a ripple-effect graphic organiser. Ask them to write an attitude, challenge, or event in the centre (for example, the belief that Chinese people were inferior) and then write down examples from the text of impacts or consequences of this. Further examples (from the text or inferred) can be added to the outer ring. A ripple-effect organiser can be used for positive and negative events, for example, students could discuss the impacts of the formal apology the government made in 2002.



## METACOGNITION

- *What do you do when you come across information you don't understand in a non-fiction text? How is this similar to or different from what you might do when reading fiction?*
- *How did your prior knowledge about migration help you during your reading?*
- *Why do texts about history often have connections with the present?*

## The students:

- evaluate and choose an attitude, challenge, or event that they feel was significant to the story of Chinese migration
- locate examples from the text that show the impact of this
- infer additional outcomes of the attitude, challenge, or event, based on their prior knowledge, their own experiences, or by extrapolating information they have read in the text
- compare their ideas with a partner's, adding additional impacts to the outer rings of their diagrams.

## GIVE FEEDBACK

- *You've done a really great job of finding examples across the text to identify pull factors for Chinese migration at different stages in New Zealand's history. It's good to see you extending your thinking by making hypotheses about what motivates people to move to New Zealand today.*



The Literacy Learning Progressions



Assessment Resource Banks

# Instructional focus – Writing

English Level 4 – Ideas: Select, develop, and communicate ideas on a range of topics.

Go to The Learning Progression Frameworks – Writing: “Creating texts to communicate current knowledge and understanding”, “Writing meaningful text: using knowledge of text structure and features”, and “Using writing to think and organise for learning” to find detailed illustrations showing you how students develop expertise and make progress in these aspects.

## Text excerpts from “Chinese New Zealanders”

Page 32

By the early 1870s, attitudes were changing, and anti-Chinese sentiment began to spread – on the goldfields, in the newspapers, and in parliament.

## Examples of text characteristics

### SEQUENCE OF EVENTS

*Historical articles show how events unfolded over time. Writers usually organise information in chronological order and use signal words to show the sequence of events.*

## Teacher (possible deliberate acts of teaching)

Have the students work in pairs to highlight words or phrases that show the sequence of events. If necessary, clarify that the “nineteenth century” means the 1800s rather than the 1900s.

Develop and display class lists of time-connective words and phrases (such as “within three years”, “during the nineteenth century”, “over the following decade”) that the students can refer to in their writing.

Encourage the students to use a range of time indicators in their own writing.

Page 33

Many Pākehā continued to have a negative attitude towards Chinese migrants. They wanted a white New Zealand, and people formed anti-Chinese societies with names like the Anti-Asiatic League and the White Race League to put pressure on the government. In 1896, the poll tax was increased to £100, and two years later, when the old-age pension was introduced, Chinese New Zealanders weren’t included.

### CAUSE-AND-EFFECT RELATIONSHIPS

*History texts often explore cause-and-effect relationships. A cause is something that produces an event or a situation. An effect is what results from that event or situation.*

Explain how an exploration of cause-and-effect relationships is a common feature of texts about history. Phrases that signal cause-and-effect relationships include:

- As a result of ...
- Because of ...
- Therefore ...
- \_\_\_\_\_ meant that ...
- This led to ...

Clarify that events often have multiple causes and multiple effects. Co-construct ways that students can organise their research as they identify causes and effects, for example, by using a graphic organiser. Students can use these as they conduct research into the migration story of a family member or someone in their community.

Page 34

Text box about Wellington’s Haining Street.

**Haining Street**  
“Kidnapped, boiled in a copper, and made into preserved ginger” – this is what some children were told would happen to them if they visited Haining Street in central Wellington. For almost a century, between 1880 and 1960, Haining and Frederick streets formed a small Chinatown for local Chinese. Because the area had places where men gambled and smoked opium, it received a lot of negative attention in the newspapers. In reality, it was a safe neighbourhood with all the usual things a community needs: places to stay, eat, meet, buy groceries, and celebrate festivals.  
In 1905, to protest against non-European migrants in New Zealand, a man shot and killed Joe Kum Yung in Haining Street. He said he wanted the country to be rid of the “yellow pest”.



**A stop on Haining Street, which once sold Chinese embroidery, antiques, and groceries**

### TEXT BOXES

*Text boxes are used to provide additional details, facts, or information related to the text. Writers use them to enrich the text with information that may not fit into the flow of the main article or to tell an aspect of a story with greater depth.*

If necessary, explain the function of text boxes. Discuss the content and purpose of the text box on page 34, which provides information about the Chinatown that existed in Wellington between 1880 and 1960. Support the students to make connections with the writer’s purpose for writing the article.

- *What additional information does this text box provide about the way Chinese and non-Chinese people interacted in Wellington between 1880 and 1960? Do you think this was typical of cultural interaction in other parts of the country?*
- *How does the information in the text box support the purpose of the article?*

Make comparisons with the ways sidebars are used on sites such as Te Ara, for example, the sidebar about Chinese names on [this web page](#).

While researching a topic, encourage students to look for examples that may have high interest for readers and to keep a record of these to use later in their writing.

### GIVE FEEDBACK

- *I like the way you chose to organise your migration story, beginning with the present and then going back in time. It’s a reminder that writers are in control of the chronology of their stories. I wonder whether you need to make it a bit clearer that the little girl is the same person as the grandmother at the start of the story – it took me a little while to figure that out.*

### METACOGNITION

- *How did you decide what information to use in a text box rather than in the body of the text? How does the information in your text box relate to your purpose for writing?*



The Literacy Learning Progressions