



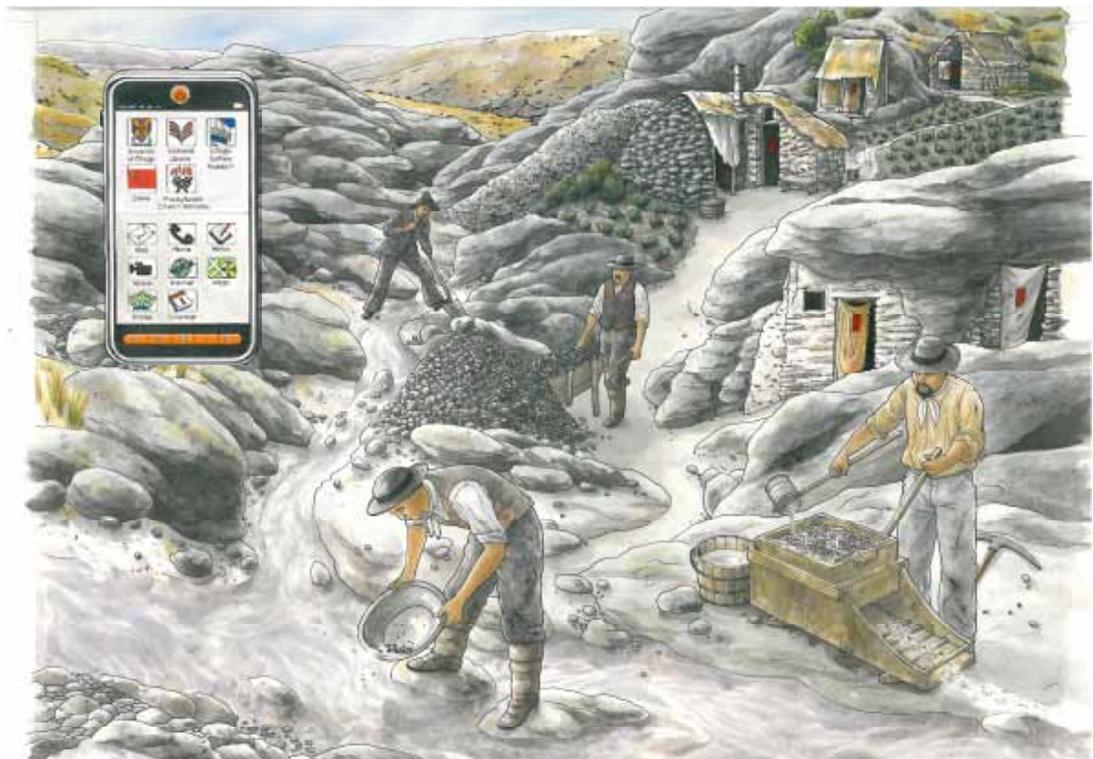
James Shum's Dilemma

Major Quest

Skilful Compare and Contrast

Scenario

In 1873 James Shum's family were trying to decide if he should join the men from his village and sail from Canton, China for the goldfields in Otago, New Zealand, in the hope of gaining a fortune. James was a 17 year old Chinese farmer. Using your knowledge of skilful compare and contrast what would you say to James's family? Should he come or should he stay?



Exploratory Environment

Teacher's Quest Guide No.15

Introduction

Students are looking to develop new insights and understandings around how exploration creates opportunities and challenges for people, places, and environments. The underlying question is, 'What challenges does James Shum face if he is to take advantage of the opportunities that his exploration of the Otago goldfields offers him?' The students will use skilful compare and contrast to examine life in 19th Century China with life on the gold fields of New Zealand and advise James.

Students are exploring their personal values base, as well as that of another person and culture in order to make a recommendation.

1 Authenticating the Learning

Initiate a whole class discussion to introduce the scenario and its problem making links to the achievement objective focus.

Brainstorm and mindmap their present knowledge. What do we already know about the problem? What do we already know about life in the 19th Century and the goldrush in Otago?

View the front loading DVDs and locate on a World map (Google Earth) China and the City of Canton (Guangzhou) and on a Map of New Zealand the towns of Lawrence, Arrowtown, Dunedin and the province of Otago.

2 Constructing Relevant Questions

As you discuss the scenario, begin the question formation and planning the research.

During an interactive discussion between the teacher and class these essential research questions need to be drawn out for investigation:

What is a dilemma?

What is skilful compare and contrast?

What is life like in 19th Century China?

What was life like on the Otago Goldfields in the 19th Century?

Which of these similarities and differences seem significant?

Introduce the thinking skill of compare and contrast. Coconstruct with your class the thinking steps for skilful compare and contrast.

3 Planning the Research

Discuss with your class and agree on a timetable with checkpoints. Also decide on the concluding performance and look closely at the assessment rubric.

4 Discovering Relevant Information

Begin the 'discovering relevant information' phase by modelling notetaking from some newspaper articles and video interviews using the graphic organiser.

5 Constructing Knowledge

Have your students reflect on the Thinking Map and the notes on their graphic organiser.

6 New Insights and Understandings

Have your students write up their argument to support their new insights and understandings.

PROBLEM-BASED LEARNING UNIT PLAN - SOCIAL STUDIES



Title: James Shum's Dilemma

Weeks: 5

Achievement Objective Focus - Understand how exploration creates opportunities and challenges for people, places, and environments.

Thinking Skills Focus - Skilful Compare and Contrast

Scenario

In 1873 James Shum's family were trying to decide if he should join the men from his village and sail from Canton, China for the goldfields in Otago, New Zealand, in the hope of gaining a fortune. James was a 17 year old Chinese farmer. Using your knowledge of skilful compare and contrast what would you say to James's family? Should he come or should he stay?

Learning Experiences	Learning Outcomes Students should be able to:	Organisational Notes
<p>1 Authenticating the Learning Introduce the scenario and its problem-making links to the focus achievement objective & key concepts.</p> <p>Awakening Prior Knowledge What do we already know about this problem?</p> <p><input checked="" type="checkbox"/> Brainstorming <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Mindmapping</p> <p>Strengthening Prior Knowledge</p> <p><input checked="" type="checkbox"/> Front Loading Activities - show parts of the front loading DVDs - Gold - Episode 1.</p>	<ul style="list-style-type: none"> • Explain the scenario. • Explain why it is important to solve the problem. • Relate their present understanding of the scenario and its problem. • Locate China and the City of Canton (Guangzhou) and the towns of Lawrence and Arrowtown, Otago. 	<ul style="list-style-type: none"> • Check data projector. • Book a computer pod. • Familiarise self with graphic organiser. • Familiarise self by watching some of the front loading DVDs. • Familiarise self with the websites: <p>http://tpo.tepapa.govt.nz/ViewTopicExhibitDetail.asp?TopicFileID=0x000a4c8f</p>
<p>2 Constructing Relevant Questions Clarifying the problem found in the scenario.</p>	<ul style="list-style-type: none"> • List the key questions they need to answer. • Explain the steps in skilful comparing and contrasting and the difference between skilful and unskilful thinking. 	<p>http://www.stevenyoung.co.nz/The-Chinese-in-New-Zealand/Whats-New/Chinese-goldseekers-in-Otago.html</p>
<p>3 Planning the Research Developing a plan of action.</p>	<ul style="list-style-type: none"> • Explain the plan of action. 	
<p>4 Discovering Relevant Information Locating and selecting.</p> <p><input type="checkbox"/> teleconference <input type="checkbox"/> fax exchange <input type="checkbox"/> e-mail exchange <input checked="" type="checkbox"/> bookmarked www sites <input type="checkbox"/> intranet site <input checked="" type="checkbox"/> school library books <input checked="" type="checkbox"/> National Library books <input type="checkbox"/> magazines <input checked="" type="checkbox"/> DVDs, videos <input checked="" type="checkbox"/> Internet search <input type="checkbox"/> articles, magazines <input checked="" type="checkbox"/> school journals <input type="checkbox"/> visitor <input type="checkbox"/> EOTC experience <input type="checkbox"/> pictures, posters <input type="checkbox"/> interviews, surveys <input type="checkbox"/> found objects <input type="checkbox"/> software, CD ROMs <input checked="" type="checkbox"/> thinking tools <input type="checkbox"/> demonstration <input checked="" type="checkbox"/> Quest iPad app.</p> <p><input checked="" type="checkbox"/> Teacher directed activities – use attached graphic organiser.</p>	<ul style="list-style-type: none"> • Compare and contrast aspects of lifestyle and culture between 19th Century China and 19th Century gold fields of New Zealand. 	<p style="text-align: center;">Assessment Task/s</p>
<p>5 Constructing the Knowledge Forming and applying.</p> <p><input type="checkbox"/> Teacher directed activities</p>	<ul style="list-style-type: none"> • Decide from the significant similarities and differences whether to recommend immigration. • Justify, with reasons, their decision. 	<ul style="list-style-type: none"> • Assess the areas chosen on basis of relevancy to the dilemma (see Rubric in Teacher's Guide). • Assess quality of reasoning for areas chosen (see Rubric in Teacher's Guide).
<p>6 New Insights and Understandings Presenting and evaluating.</p>	<ul style="list-style-type: none"> • Present the solution to scenario. • Explain how their solution supports their new insights, understandings and how it relates to the scenario. 	

Unit Evaluation Implications for next unit

**ASSESSMENT TASK – SOCIAL STUDIES – YEAR 7 AND YEAR 8
CULTURE AND HERITAGE – JAMES SHUM’S DILEMMA**



Key Achievement Objective: Understand how exploration creates opportunities and challenges for people, places, and environments.

The scenario is: In 1873 James Shum’s family were trying to decide if he should join the men from his village and sail from Canton, China for the goldfields in Otago, New Zealand, in the hope of gaining a fortune. James was a 17 year old Chinese farmer. Using your knowledge of skilful compare and contrast what would you say to James’s family? Should he come or should he stay?

ASSESSMENT	BELOW EXPECTATIONS	WITHIN EXPECTATIONS	ABOVE EXPECTATIONS	Effort A B C
Your argument shows:	<p>Provided only 1 or no significant similarities/differences.</p> <p>The explanations of the significant similarities/differences are not particularly clear and the evidence is thin.</p>	<p>Provided 2 – 3 significant similarities/differences.</p> <p>The explanations of the significant similarities/differences are generally clear and backed by evidence.</p>	<p>Provided 4 or more significant similarities/differences.</p> <p>The explanations of the significant similarities/differences are clear, detailed and backed by evidence.</p>	
Student Evaluation				
Teacher Evaluation				
Your new insights and understandings show:	<p>You only explained what kind of thinking you did but not how you did it.</p> <p>You wrote about your new information but did not explain how this Quest extended your thinking around the opportunities and challenges the Chinese faced.</p>	<p>You explained what kind of thinking you did and how you did it.</p> <p>You explained how this Quest extended your thinking, how your thinking went in new directions around the opportunities and challenges the Chinese faced.</p>	<p>You extended this by saying why this way of thinking helped you, including how you would do it next time.</p> <p>You also explained how this quest challenged your thinking, the questions you still have about the opportunities and challenges the Chinese faced.</p>	
Student Evaluation				
Teacher Evaluation				

TEACHER FEEDBACK - MEDALS AND MISSIONS

Discuss with your class why skilful comparing and contrasting is needed.

'Comparing and contrasting is helpful to gain a deeper understanding of the things compared in order to make well-considered decisions or to clear up confusion.'

'We compare and contrast for a variety of purposes. Many everyday decisions, like shopping or choosing a route to work, involve comparing and contrasting. A manufacturer might compare and contrast his firm with more successful firms to get ideas about improving productivity.'

'We compare and contrast with varying degrees of thoroughness. Sometimes we attend only to surface characteristics, like how things look, when other factors are more relevant.'

'Our goal in comparing and contrasting is to gain insight and understanding.'

Robert J. Swartz and Sandra Parks

Common Defaults in the way we Compare and Contrast

1. We identify only a few similarities and differences.
2. We identify only superficial similarities and differences.
3. We make rough and imprecise judgments of similarity and difference.
4. We don't draw out the implications of the similarities and differences we have identified.

Develop with your class the thinking steps for skilful comparing and contrasting.

Skilful Compare and Contrast

1. How are they similar?
2. How are they different?
3. What similarities and differences seem significant?
4. What conclusions can you make from the significant similarities and differences?

For more detail see Chapter 4 - Comparing and Contrasting in 'Infusing the Teaching of Critical and Creative Thinking into Content Instruction - A Lesson Design Handbook for the Elementary Grades' Robert J. Swartz and Sandra Parks, The Critical Thinking Co. ISBN 0-89455-481-6

COMPARE AND CONTRAST



HOW ALIKE?





HOW DIFFERENT?



WITH REGARD TO





SIGNIFICANT SIMILARITIES AND DIFFERENCES:



CONCLUSION OR INTERPRETATION:

Integrating Skilful Comparing and Contrasting into an Argument

Use the template below to help your students decide what to write in their argument. Their argument must be clear to the reader and include researched evidence to back up their position. The template is based on Whiteheads (2003) model in Writing Frameworks: Book B. Revised edition.

Skilful Compare and Contrast

1. How are they similar?
2. How are they different?
3. What similarities and differences seem significant?
4. What conclusions can you make from the significant similarities and differences?

Before writing have you gone through the 'Skilful Compare and Contrast Thinking Map'?

Title

- Give your argument a title.

Introduction Paragraph

- Describe the context of the argument. This is where you make a link to the scenario.
- Tell your reader why you are making this argument.
- Write a sentence that says what you are arguing for or against. This is where you are stating your position. You could use ideas from the 'Significant Similarities and Differences' to write this.
- Sentence starters could include:
 'I would suggest James Shum should ...'

COMPARE AND CONTRAST

HOW ALIKE?

HOW DIFFERENT?

WITH REGARD TO

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	↔	
	↔	
	↔	
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SIGNIFICANT SIMILARITIES AND DIFFERENCES

CONCLUSION OR INTERPRETATION

Body Paragraphs 1,2, 3, 4 & 5*

- These paragraphs should say why you believe this. You should use the ideas from the 'Compare and Contrast' organiser. Make sure you explain why you think the evidence supports your position.
- Sentence starters could be:
 'First I believe this because...'
 'Evidence I have to support this came from...'
 'The second reason is...'
 'Another reason I believe that is...'
 'The final reason is...'
- Describe the evidence which backs your position up for each reason.

(Extension) Counter Argument Paragraph

- Describe an opposing view and say what is interesting or worth considering about this view. But then say why it is a poor argument and then return to your position. You could use the ideas from the similarities and/or differences you found.
- Sentence starters could be:
 'Some people might say that...however, the problem with this is...'

Conclusion

- Here you will write a brief summary of your position and the reasons you gave for choosing staying in China or coming to New Zealand.
- Sentence starters could be:
 'For these reasons I believe that...'

* To achieve an 'Above Expectations' you will be aiming to write 4 or more 'body' paragraphs.

Now add your:

New Insights and Understandings.

- Use the Ladder of Metacognition to comment on your ability to use skilful compare and contrast thinking.
- What have you learnt about the opportunities and challenges the Chinese faced.

Additional Scaffolding Suggestions

- Use a data projector to introduce the exploratory environment of 'James Shum's Dilemma.'
- Many students will have little knowledge of the gold rush to Otago and the West Coast let alone the Chinese arrival and life in 19th Century China. You will need to use some of our video resources to set the scene in place and time.
- Use Google Earth to locate Guangzhou (Canton) and Otago, Dunedin etc.
- Book an iPad pod as this Quest suits research in cooperative groups of two with access to their own iPad.
- We tried where possible to use primary source material as this often needs interpreting thereby encouraging higher order thinking. Teacher guidance is necessary.
- Reference material sometimes contradicts each other. Be prepared to use the 'teachable moment' when students come across such contradictions.
- A vocabulary list is vital for this and all Quests as many words will be new to our students. They must know these words before beginning their research. Canton, Cantonese, Guangzhou, Guangdong, John, Mongolian, Celestials, New Gold Mountain, Otago.

Most of the Chinese miners came from the Guangdong province of southern China. Most lived in villages around the City of Canton now named Guangzhou.

You will need to discuss the words 'John,' 'Mongolian,' and 'Celestials,' used to describe the Chinese in the 19th Century as our students will come across these in primary source material and may not realise they are talking about the Chinese. In the 19th Century there was no such thing as being politically correct and many racist comments were made particularly about the Chinese. China was seen as a strange, backward place that was poor and had little or no influence on the World scene and its people were treated as rather unimportant and looked down upon by many.

New Gold Mountain was the name the Chinese miners gave New Zealand.

- You will need to explain the monetary system in 19th Century New Zealand as our students need to be aware of the huge financial incentive to be a gold miner in Otago and could get rather confused by how it all worked.

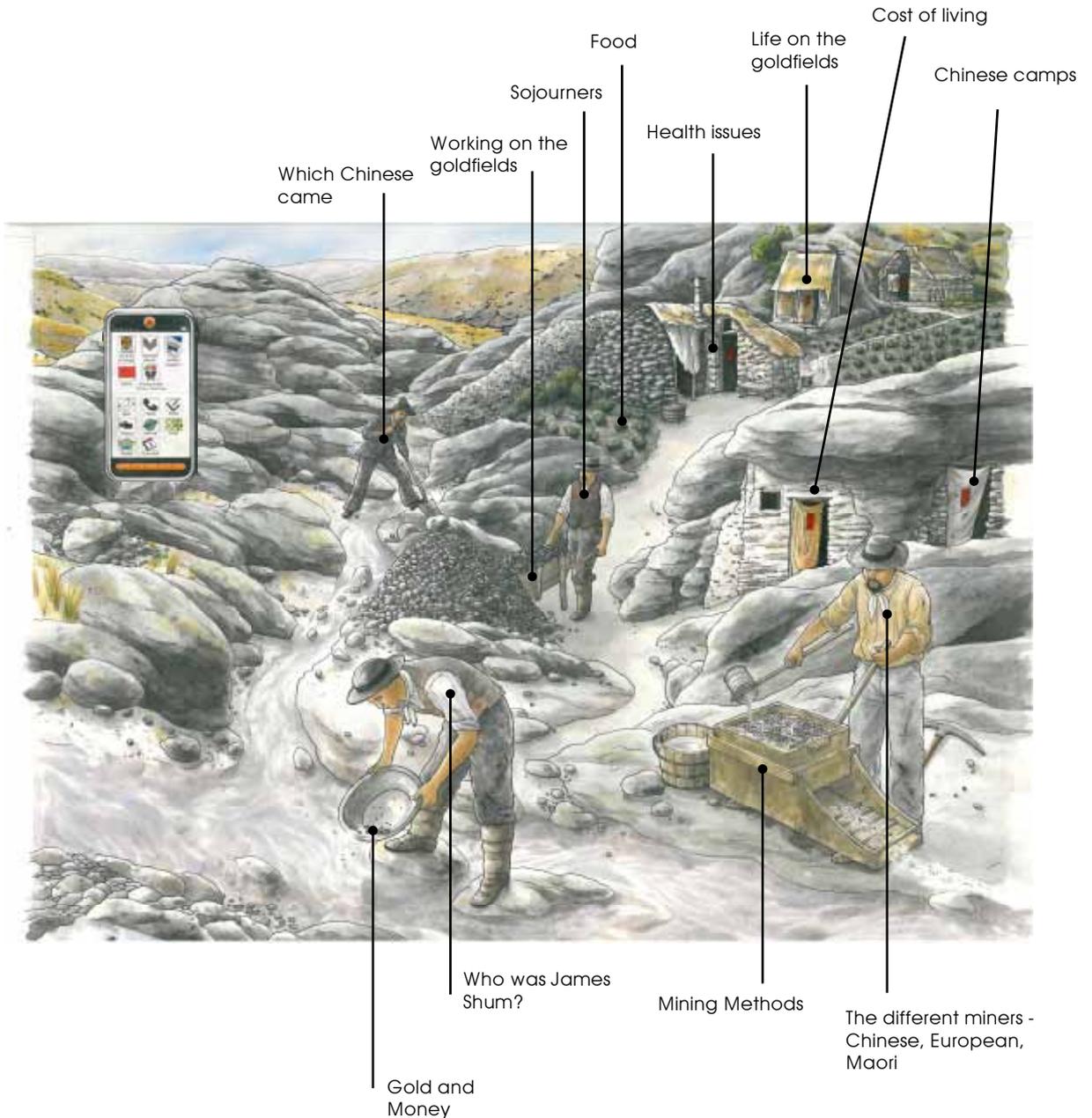
New Zealand didn't get its own coins until 1933. Before the first Europeans arrived in New Zealand, Maori did not use currency. Items of value were traded by barter (swapped). When Europeans first settled here, Maori and Europeans traded in this way, until coins started to appear around the 1830s. European colonists brought with them a variety of coins - mostly British, but some French, Dutch and other currencies as well and started using them to buy things. In 1840, William Hobson, New Zealand's first Governor, proclaimed that British laws should apply to New Zealand and British coins became the coins we used until 1933. Even when we had our own notes and coins we still used the British system of pounds, shillings and pence until 1967 when we changed to dollars and cents. Students will need to know the pounds sign £ and that 12 pennies made a shilling and 20 shillings made a pound.

There was a huge difference between the amount a peasant in China could earn and the amount of money the miners were making on the goldfields; four to five shillings a week compared with one to two pounds for the miners. In 1871 a labourer in Guangdong earned the equivalent of about NZ\$12-£14 a year, and a

skilled person about NZ£40 a year. The cost of living in Guangdong then was between 15s (near starvation) and £9 annually for a single male. But the problem in chaotic China was to get regular employment, especially in the countryside. In 1871, in Otago, the average Chinese goldseeker could earn up to £60 or £77 a year and live on £21 to £25, thus leaving some £39 to £52 annually. Should he work for a European, which some did in 1871, he got at least £1 a week and could still save half.

Chinese coins were not worth anything here in New Zealand so could not be used in shops. In their settlements the Chinese miners used coins from their homeland as gambling tokens in the game of Fantan and may have used them in the Chinese owned shops. Chinese coins are sometimes still found in the old Chinese gold mining areas of Otago.

Exploratory Environment





Chinese playing Fan Tan.



Chinese food jar, circa 1860 - 1900
Otago goldfields.



Fan Tan gambling tokens.



English coin with Chinese chop marks.



Taiping Rebellion Coins
Chinese coins made of iron instead of copper.



Pigtails and Pirates
A 'story book for boys' published in 1908.



Village of Shek Ma 2009 building paid for by New Zealand gold.