

# Images of Asia

**Teacher Guide**

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Curriculum  
CORPORATION



Asia Education  
Foundation

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# Introduction



Knowledge and understanding of other countries is an important part of the social science curriculum in all States and Territories. The *Images of Asia* series focuses on eight countries of Asia from four different thematic perspectives. The cards are designed to provide an alternative way of exploring aspects of the countries of Asia by drawing on visual representations of the themes. In this way, the cards support small-group, shared investigation and provide stimulus for higher order thinking and discussion.

Photographs have been selected to represent the range and diversity of experience in the eight countries. They are not intended to be comprehensive in their coverage, but rather to encourage students to investigate further. The selections are intended to highlight both the similarities and differences between individual countries.

## Format of the cards and teacher guide

*Images of Asia* comprises four sets of eight picture cards organised around the following themes:

- environment
- beliefs
- symbols, patterns and designs
- innovations.

Each card in the set illustrates elements of the themes for each of eight countries of Asia: China, India, Indonesia, Japan, Korea, the Philippines, Thailand and Vietnam. An illustrated map on the reverse side of each card will help students develop their understanding of the country and the theme.

This teacher guide is designed to assist teachers in exploring the themes and concepts introduced in the cards. The teacher guide provides the following:

- an introduction to the series
- advice on using the maps
- background to the themes
- commentary on the photos
- questions and activities designed to stimulate further classroom discussion
- blackline masters (BLMs), which include outline maps for each country.

## Using the cards in the classroom

The cards are designed to support a variety of classroom activities and are intended to encourage students to explore ideas and make comparisons between countries. The size and presentation of the cards and the maps make them ideal for small-group use, although they could also be used to stimulate a whole-class discussion.

This guide provides suggestions for teachers to explore the cards with students. The approach is not prescriptive, but aims to highlight issues and concepts shared across the suite of materials. Each photo is supported by a commentary explaining the

background and reasons for selection; however, many other ideas can be drawn from the selection. Students should be encouraged to develop other groupings and classifications and to make further comparisons and extrapolations.

## Curriculum framework

The sets of cards aim to:

- introduce upper primary students to aspects of life in the countries of Asia
- provide opportunities for students to examine and extend their knowledge of the countries of Asia using visual information sources
- provide opportunities to address the five curriculum emphases across all learning areas as described in *Studies of Asia: A Statement for Australian Schools (2nd edition)*, Curriculum Corporation and The University of Melbourne, 2000:
  - 1 Developing concepts of Asia
  - 2 Challenging stereotypes
  - 3 Contemporary issues
  - 4 World contributions by the peoples of Asia
  - 5 Likely implications of closer Asia–Australia relationships.

## Using the maps

The maps on each card provide a geographical basis with which to consolidate information introduced in the pictures. The following suggestions provide a guideline.

- Determine how much students already know about maps by asking some general questions about maps and mapping. Ask: ‘Why do people make and use maps? What types of maps have you used before? Why did you use them?’
- Using a world map or globe, invite students to locate each of the countries and describe them geographically in relation to each other and Australia. Identify and discuss major global features including continents, oceans and seas, the equator, the northern and southern hemispheres, and climatic zones and their markers, including the Tropics of Capricorn and Cancer.
- Display the collection of maps and discuss their features:
  - direction (north and other cardinal points)
  - key or legend
  - signs and symbols
  - title and labels
  - illustrations.
- In groups, or as an introductory activity, examine individual countries and invite students to identify the major geographical features illustrated, including major towns and cities, mountains, rivers and neighbouring countries. Ask: ‘What are the highest and lowest areas in the country? Why might the capital city be located where it is? What natural features make it a good location? What effect would high or low rainfall have on the crops and vegetation in that area?’
- Invite students to describe the physical appearance of the countries using the maps as a guide. Encourage them to match the visual information shown in the photos to the information in the map; for example, terraced rice fields matched with hilly areas.
- Encourage students to make comparisons between maps; for example, comparing coastlines, locations and the shapes of countries.
- Invite students to suggest reasons for the ebb and flow of ideas and technologies between the countries of Asia or to explain similar developments that occurred in

geographically similar countries. For example, Korea, China and Japan's proximity to one another supports the notion that these countries, and their cultures, heavily influenced each other's history, arts and beliefs.

- Use the illustrations on the maps as the basis for making further comparisons between countries. For example, use the illustrations in conjunction with the photos to identify where different religions are represented. Similarly, invite students to reflect on cultural boundaries as opposed to political or geographical boundaries.
- The illustrations in the maps also provide an opportunity to create alternative groupings of photos based on architecture, music, textiles, and other cultural and historical connections.
- Use the country map BLMs to encourage students to create their own maps of the area they are studying, and to add further locations and details as they research them.

## References

The following is a list of useful and readily available resources on the countries featured. The list is not exhaustive.

### Books

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The following series of books are currently in print and suitable for an upper primary audience.

- **Focus on Asia series**  
Watts Publishing Australia and New Zealand, Alexandria, NSW, 2002.  
This series provides an informative and concise introduction to Asia and includes information on all eight countries of Asia. The text features a number of web links which were active at the time of writing and suitable for a primary audience.
- **Countries of the World series**  
Times Media Private, Singapore, 2000.  
This series features a broad introduction to each country listed and in-depth studies of key subjects. Full-colour photographs provide a useful supplement to the cards. Note that the books are published in the USA and use American English spelling conventions.
- **Looking at Asia series**  
Macmillan Education, South Melbourne, 1999.  
This teacher resource book provides simple fact sheets as BLMs on the following countries: Indonesia, the Philippines, Thailand and Vietnam. Useful as a supplementary text for students.
- **The Lands, Peoples and Culture series**  
Crabtree Publishing, New York, 2001.  
This series provides separate texts on each subject which allows students to delve a little deeper into the subjects introduced on the cards. To date, titles are published on Japan, China, India, Vietnam and the Philippines.
- **Access Asia series**  
Curriculum Corporation, Melbourne.
  - *Access Asia: primary teaching and learning units*, 1996.  
A guide for teachers containing a wide range of ideas and content.
  - *Snapshots Big Books*, 1998.  
A series of big books supported by a teacher guide which follow journeys around China, Japan, Korea, Indonesia and Vietnam. Forthcoming additions to this series will include India, Malaysia and the Philippines.
  - *Exploring Korea and Inside King Sejong's Gate*, 1999.  
A student textbook and teacher guide which provide units of work on Korea.

## **Travel guides**

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Travel guides provide a wealth of information on countries and are generally easily obtained from travel agents and libraries. As they are designed for adults, teacher review is essential. The guides most useful for primary audiences are:

- **Lonely Planet Guides, Lonely Planet, Melbourne**  
New editions of the guides are regularly produced and, as they are published in Australia, the grammar and measurements are appropriate for Australian students. Note: The Lonely Planet website **[www.lonelyplanet.com](http://www.lonelyplanet.com)** also contains a vast array of travel and country information.
- **DK Eyewitness Guides, Dorling Kindersley, London**  
These guides are extremely useful with their detailed full-colour drawings of locations throughout the countries. The maps will provide an excellent supplement to the *Images of Asia* series.

# Environment



Pictures selected for this theme investigate the variety of natural and built landscapes, agricultural practices, conservation and the use of natural resources.

## Introducing the theme

Ask students to identify and describe their local environment. As a class, develop a list of key features that describe the environment. Discuss the difference between natural and built aspects of the local environment. Create a concept map to describe the effect the environment has on humans (how we live, what we can produce, natural hazards) and the effect humans have on the environment. Consider the local climate and encourage students to reflect on changes to the climate, perhaps recalling comments they may have heard older community members make.

Invite students to compare their local environment with other environments they may have encountered. Ask them to name other places in the world that might share the same climatic or environmental features. Encourage students to give reasons for any differences and similarities between the climates and environments of the places they nominate. Lead the discussion onto climate zones and major physical features such as deserts or mountain areas. Consider the effects of changes to an environment and the ways in which humans can reduce their impact on the environment generally. As a class, develop a bank of articles drawn from newspapers relating to events in Australia and the eight countries of Asia in the sets of cards, and revisit them when using the cards.

## Photo commentary

### China

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#### **Picture 1: Workers in a rice field, Guilin**

Traditionally, farmers have cultivated rice in irrigated fields along the fertile valleys of China's major rivers. Rice is farmed during the wet season and takes about three to five months to grow. During this time the paddies need to be weeded and fertilised. Once the rice is mature, the water is drained off, and the rice harvest is dried before threshing and winnowing to extract the grains.

#### **Picture 2: Bicycle riders, Chengdu**

Industrial growth in Chinese cities has resulted in significant pollution problems – approximately 60 cities have unacceptably high levels of pollution. China has now legislated significant controls to protect the environment and wildlife. In China, approximately 40 per cent of people use bicycles to commute in the cities, which helps reduce car exhaust emissions.

### **Picture 3: City skyline, Shanghai**

Shanghai is China's largest city. Situated at the mouth of the Yangtze River, it has a population of over 16 million people. Shanghai is China's manufacturing, trade and banking capital. Its growth in recent years is reflected in its rapid expansion into the rich agricultural land surrounding the city. To keep pace with this growth, enormous development of infrastructure such as roadways and satellite centres is necessary.

### **Picture 4: Dam project, Sichuan Province**

The Three Gorges Dam project is the largest project of its kind ever undertaken. When complete, the dam will provide hydro-electricity, water storage, flood control and improved access to inland ports such as Chongqing. Critics say that the massive construction will cost more than it earns, will result in massive resettlement, flood archaeological sites and cause irreparable damage to a delicate environment.

## **India**

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### **Picture 5: Thar Desert, Rajasthan**

The Thar or Great Indian Desert extends over much of north-west India and into Pakistan. The area is largely sand dune, rock and scrub vegetation with an average rainfall of less than 250 mm. Recently, irrigation schemes have reclaimed areas for agriculture along its northern and western fringes.

### **Picture 6: Monsoon flood, West Bengal**

India, like many equatorial countries, relies on the monsoons to provide regular rain. In summer the winds bring heavy rain from the oceans in the south, and in winter the winds change direction and bring lighter rains to eastern India. The monsoons arrive with little warning, resulting in frequent flooding and often loss of life. Rain deluges are common, and settled areas are often unable to cope with the amount of rainfall.

### **Picture 7: Tea pickers, Darjeeling**

India is one of the world's largest producers of tea. The majority of tea is produced on plantations which employ large numbers of unskilled labourers. Many varieties of tea are produced in India, with variations in climate and geography affecting the style and quality of the tea produced. Major tea growing areas include Kerala and the Nilgiri hills in southern India, and Darjeeling and Assam in northern India. Tea growing requires a predominantly moist and warm climate, with cool intervening periods.

### **Picture 8: Woman on rickshaw, Delhi**

Traditional forms of transport, such as the pictured cycle rickshaw, still operate in the old part of Delhi, but are slowly giving way to less environmentally clean, petrol-driven forms of transport. As a result, the amount of pollutants in the air has increased dramatically, particularly in cities such as Delhi. The Indian government has implemented a range of measures to reduce the levels of pollution, which have become a major problem for people living in cities. Migration from rural to urban areas has led to an increase in the numbers of people in, and therefore the pressures on, major cities.

## Indonesia

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### **Picture 9: Oil drilling, Sumatra**

Sumatra is extremely rich in natural resources such as oil, natural gas and timber. Oilfields in the Sumatra region provide almost three-quarters of the oil and natural gas produced by Indonesia.

### **Picture 10: Rafting, Matan River, Kalimantan**

The island of Borneo is the third largest in the world, and is home to vast areas of rainforest wilderness and a unique blend of rare and endangered plants and animals. The Indonesian province of Kalimantan occupies most of the island, which it shares with the Malaysian states of Sarawak and Sabah, as well as the Sultanate of Brunei. Kalimantan is crisscrossed by a number of large rivers and these are used as the main form of transport by the indigenous people.

### **Picture 11: Rice terraces, Bali**

Arable land is limited on islands such as Bali. To grow food, farmers have built terraces into the hillsides.

### **Picture 12: Eruption, Krakatau Volcano**

Indonesia has more active volcanoes than any other country on Earth. Over thousands of years Krakatau Volcano formed a series of islands that were blown apart in its biggest eruption in 1883. From that time a new island, Anak Krakatau (Child of Krakatau), has been slowly forming from the regular small eruptions of the still active volcano.

## Japan

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### **Picture 13: Seaweed harvest, Hokkaido**

The cool, clean seas surrounding Japan provide ideal growing conditions for seaweed or *nori*. This traditional food has been cultivated by generations of small growers, who set nets to harvest the product before laying it out to dry. *Nori* is used in a variety of Japanese foods, including sushi.

### **Picture 14: Kanto District, Honshu**

Most of Japan's population lives in cities. The spread of cities and the demand for more accommodation, office and industrial areas has provided a number of challenges to city planners. The largest lowland area in Japan is the Kanto Plain. This region, which houses almost half the population of Japan, encompasses seven prefectures and two of Japan's biggest cities, Tokyo and Yokohama.

### **Picture 15: 1995 earthquake, Kobe**

Japan lies on the intersection of four tectonic plates and as a result is regarded as a geologically active zone. The islands of Japan were formed by the action of the plates meeting and pushing upwards, and this movement continues today. A massive earthquake struck Kobe in 1995, causing US\$200 billion damage and claiming 5,470 lives.

### **Picture 16: Snow monkeys in hot springs, Shiga Highlands, Honshu**

Japanese macaques or snow monkeys are indigenous to Japan. They are found in Honshu, Shikoku and Kyushu. However, their numbers in the wild are diminishing due to the increased destruction of their natural environment. They are intelligent animals that have adapted to sharing their environment with humans, particularly in farming

and tourist areas. In the harsh Japanese winters, the macaques make use of the naturally formed hot springs that result from Japan's geothermal activity.

## Korea

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### **Picture 17: Hyopchae Lava Tunnel, Cheju-do**

The Island of Cheju-do in Korea's south is the site of South Korea's tallest mountain, an extinct volcano called Halla San. It is also the site of the world's longest lava-tube cave. The network of lava-tube caves was formed when the surface lava cooled and hardened, leaving the subterranean molten lava to continue flowing in underground rivers. As the flows receded, the underground tubes remained.

### **Picture 18: Ginseng harvest**

Korea is regarded as the ginseng capital of the world. Many people in Korea and around the world consider ginseng to be the 'elixir of life' and use it to treat a variety of ailments. Ginseng cultivation can take from four to six years to yield a mature plant. The roots of the ginseng are washed, peeled, steamed and dried. Price is determined by the size and quality of the root.

### **Picture 19: Road tunnels, Seoul**

Seoul is South Korea's largest city. Korea's rapid industrialisation since the Korean War (1950–3) has resulted in continuing migration from rural areas into its major cities, particularly Seoul. Seoul's hilly surrounds have created a number of problems for city planners to overcome.

### **Picture 20: Unloading the catch, Sogwipo Harbour**

Fish is one of the major food sources for Koreans and, as a result, South Korea has one of the largest fleets of fishing boats per capita in the world. Korean fishing boats fish in coastal waters as well as in deep-sea waters. South Korean and Japanese fishing boats have extensively fished the area of sea between their two countries, resulting in significant depletion of fish reserves in that area during the 1980s and 1990s. In 1994, the United Nations Convention on the Law of the Sea set exclusive fishing zones for both nations. This, combined with fishing quotas, has lessened the environmental impact of their activities.

## Philippines

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### **Picture 21: Typhoon Imbudo, 2003**

Tropical cyclones that occur in the western Pacific Ocean are known as 'typhoons'. Typhoons are a result of convection activity, which takes place during periods of relative calm over warm oceans, usually in excess of 26°C, and in areas 5–10° north and south of the equator. They are characterised by circular winds which revolve around a warm, low barometric pressure core, or 'eye'. Typhoons generate winds in excess of 120 kilometres per hour, as well as heavy seas, and carry 'storm surge' (large amounts of sea water), which can have a devastating effect when they collide with land. The accompanying precipitation causes flooding and landslides. In July 2003, Typhoon Imbudo struck the Philippine Islands of Luzon and Mindanao, causing damage amounting to millions of dollars (US), displacing thousands of people, and claiming many lives. Recorded wind speeds were greater than 200 kilometres per hour.

**Picture 22: Pasig River, Manila**

The Pasig River is the major source of water and a transport route for the city of Manila. The river links Laguna de Bay, one of the largest freshwater lakes in the world, with Manila Bay. This link provides migration routes for fish, thus supporting the fishing industry, and water for irrigating farmland. The growth of industry and the settlement of more than 10,000 squatters along the banks of the Pasig have resulted in the river becoming a dumping ground for industrial and household waste and serious pollution. In the 1990s the Filipino government, working with international environmental and commercial agencies, as well as national and local organisations, began a number of campaigns to clean up the Pasig.

**Picture 23: Miniloc Island, Bacuit Archipelago, Palawan**

Palawan, in the south-west of the Philippines, is regarded as one of the world's environmental treasures. The islands, particularly in the north, consist of spectacular limestone outcrops covered in rainforest and surrounded by coral reefs. Parts of the island group have been deemed World Heritage sites for their outstanding ecologies, and the island group has been declared a UNESCO biosphere reserve.

**Picture 24: Tarsier, Bohol Province**

One of the more famous indigenous animals of the Philippines is the tarsier, a small monkey that lives on the islands of Bohol, Leyte, Samar and Mindanao. Tarsiers inhabit secondary lowland and coastal forests, such as those found on Bohol, an island also popularly known for the 'Chocolate Hills'. Tarsiers live on small animals and insects. (A secondary forest is a natural forest where growth has resulted from a major natural or human disturbance such as fire, insect attack or logging.)

**Thailand****Picture 25: Logging teak, Mae Hong Son**

Elephants have played a significant role in Thai custom and lifestyle for centuries. Elephants provided an efficient method for transporting teak from natural forests, and this serviced a burgeoning export market. The threat of widespread deforestation, however, led to logging being banned in Thailand in 1989, and it is now illegal to sell timber that was logged in that country.

**Picture 26: Ang Thong Marine National Park, Ko Samui**

Thailand has 50 national parks throughout the country. Each park features excellent examples of Thai flora and fauna representing the various geographic zones. Ang Thong is one of Thailand's marine national parks, and it includes coral reefs and islands.

**Picture 27: Fishing, Chiang Mai**

In north-western Thailand, villagers have developed a method of growing rice and farming fish in the same area. Fingerlings are released into flooded fields during the rice-growing season. The fish clean the fields of weeds, provide fertiliser for the crop and do not feed on the rice plants. The fish also provide a food source for the farmer before the rice harvest.

**Picture 28: Housing, Bangkok**

Rapid economic growth in Thailand has led to increased urbanisation. Space for urban housing in cities such as Bangkok is at a premium, and many residents build and live in houses along the city's river and *klongs*, or canals. While these waterways provide an important means of transport, they are also heavily polluted and prone to flooding during periods of high rainfall.

## Vietnam

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### **Picture 29: Fire, Hoang Lien Mountains, near Sa Pa**

In the remote and rugged hillsides of northern Vietnam, people continue to employ traditional farming practices. Most commonly used is slash and burn agriculture. Trees are cut down then burned to make a clearing for crops. Traditionally, crops might only be cultivated for a short time in an area before it is returned to its natural state. However, as the demand for crops increases, farmers are increasingly replanting cleared plots.

### **Picture 30: Salt pans, Duc Pho**

A hot, dry climate and access to low-lying areas near the sea provide ideal locations for salt farms. Fields are flooded with sea water, and the salt left after the water has evaporated is collected and sold.

### **Picture 31: Fields in Mekong Delta, Vung Tau**

The Mekong Delta covers an area of 60,000 square kilometres and is where the river breaks into many tributaries on its way to the sea. The area sustains a variety of crops, most notably rice. In recent years, the Mekong has broken its banks in a series of devastating floods. Plans to dam the Mekong and divert the water for electricity production and upland irrigation pose significant threats to the ecosystem by reducing water flow and increasing salination from the South China Sea.

### **Picture 32: Phung Hiep River, Mekong Delta**

In areas such as the Mekong Delta, arable land is a precious commodity. To maximise the use of land and to protect the inhabitants from the seasonal flooding that occurs, traditional housing is built on bamboo stilts alongside canals. This innovation protects the people who live in the area. They use the river as a convenient and reliable transportation system.

## Exploring the theme

### **Environment: Natural**

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- Look for evidence in the photographs that suggests the climate of areas within the different countries. List the physical clues, such as lush green vegetation of the hills in China and the arid Thar Desert in India. Collect rainfall and temperature data from website sources and map the range of environments represented in the eight countries. Pictures 1, 5, 6, 21, 23 and 26 could assist with this activity.
- Investigate which countries show evidence of a monsoon. How does the monsoon affect people's way of life? For example, the monsoon brings more than just rain for crops, it also relates to many customs. Refer to Pictures 6 and 31 for examples of a monsoonal weather pattern. (The 'Beliefs' set in this series also features ceremonies that celebrate spring and summer rains.)
- Introduce students to the phrase 'Rim of Fire' and explain that this is used to identify the series of volcanoes that circle the Pacific Ocean. Invite them to research active volcanoes in Indonesia and other countries of Asia. Ask: 'Which of the countries are most affected?' Volcanoes are not the only natural phenomena related to this area. Develop a list of the other events and features that result from geological movement, for example, thermal springs and earthquakes. Discuss how living in an active geothermal area might affect people's way of life. Investigate the precautions and regulations put in place after major natural events, such as the Kobe earthquake and volcanic eruptions, to reduce the impact on the people and the land. Not all effects of geothermal

activity are regarded as negative. Investigate how some places such as the hot springs in Japan or the lava tubes in Korea are used. Pictures 12, 15, 16 and 17 feature examples of geothermal and tectonic activity.

- As human development extends into natural habitats, many native animal and plant species are under threat of extinction. Investigate the native species regarded as endangered in countries of Asia, and identify the factors that influence this status. Using the maps and photographs as stimuli to discussion, encourage students to consider ways to protect native habitats. Discuss possible futures for animals such as the tarsier (Philippines) or the orang-utan (Indonesia). Use the Internet to investigate local and global campaigns to save native species, and discuss reasons for their success and/or failure. Pictures 10, 16, 23, 24 and 26 provide useful stimuli for discussion.

## Environment: Built

- Urban sprawl is a major issue in many rapidly developing industrial cities of Asia. Cities are often located in areas of flat and arable land that support primary industry. Use the maps to locate the major settlements in each country and invite students to speculate why development occurred in these areas. Discuss the effect that the growth of industry might have on agriculture. Use the pictures to stimulate discussion about the type of development that is occurring. Ask: 'How would city planners need to control growth such as this?' Compare the growth in Shanghai with that of other major cities represented – the Japanese cities on the Kanto Plain, Seoul, Manila and Bangkok. Ask: 'What problems do they share and what solutions have they found? Using the clues in the pictures, what evidence of space management can you see? How do green zones such as parks contribute to a healthy city environment?' In small groups, invite students to investigate other ways town planners can manage the spread of growth and still provide facilities for residents. Discuss how tunnelling or raised transport systems meet the needs of city development. Ask: 'Do they seem to be effective?' Discuss the ways in which different places have solved traffic issues, for example in places such as Bangkok and Hong Kong. Explore a variety of possible futures for the cities. Consider the impact of attempts to force industry to treat waste, community education campaigns and population relocation initiatives. Pictures 3, 14, 19 and 28 provide some ideas.
- Many settlements in the cities of Asia have formed around major waterways. Ask: 'What factors would contribute to their development? Why would people choose to live in houses on the waterways? What risks do they face?' Compare different forms of traditional housing in various locations such as Chiang Mai with canal development in Bangkok. Ask: 'What materials are similar and different?' Discuss the advantages and disadvantages of using canals and rivers as transportation in places that have high rainfall. Investigate other countries of Asia where waterways are central to human existence, as illustrated in Pictures 22, 27, 28 and 32.

## Agriculture

- Review the photo selections and maps, and identify primary industries such as agriculture, mining or fishing. Develop a list of primary industries in each country and extend the lists through research.
- Describe the location and climate for tea as opposed to rice growing. Ask: 'Why would tea be grown in hilly areas rather than on flat plains, such as those of central India?' Investigate the conditions required to grow tea. Consider the impact of the growth of tea plantations on the natural environment as tea is a broadacre crop. Compare farming on a plantation with that of small farms. Ask: 'What are the advantages and disadvantages for the workers in these situations?' Compare the fields on the terraces of Bali with those in China and Thailand. Ask: 'How would they be irrigated? What problems might this cause for the farmers?' See Photos 1, 7, 11, 27 and 31 for some examples.

- Discuss the links between food production and the need for clean environmental practices. For example, *nori* grows in protected shallows around the coastline and draws its nutrients from the sea. Discuss the delicate balance between a clean sea environment and the production of food for human consumption. Pose a scenario such as a building development which alters the flow of waters to an area, and brainstorm possible effects on production of food such as *nori*. Compare this with a different industry such as the fishing industry of Korea. Consider the impact a reduction in fishing will have on consumers. Investigate the United Nations Convention on the Law of the Sea and discuss how this protects the interests of a nation. Why are quotas necessary? What do they set out to achieve? What measures need to be put in place to protect the fishing industry, for example, subsidies, licences, etc? Pictures 13, 20 and 27 provide some examples.
- Ask: 'How would water quality affect the livelihood of farmers and fishing communities? What threats do increased flooding pose for rice farmers?' Investigate the development of the Mekong and discuss the positive and negative effects it might have on the people of the delta. Invite students to test their ideas by modelling a scenario. Pictures 13, 27 and 31 provide some examples.

## Development

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- Invite students to consider the effects of humans on the environment. Using the photographs, ask students to identify how and where humans have changed the landscape, and then to determine the possible effects (both positive and negative) on the environment, people and the economy. For example, consider logging in Kalimantan and the resulting flow-on effects, or the effects of spreading development along the Pasig River in the Philippines. Record responses on the board, or using BLM 1, under the three main headings of environment, people and economy, taking care to ensure that both the costs and benefits in each category are listed.
- Encourage students to research and consider the issues arising from the discussion on the effects of humans on the environment, and to debate them in a class forum. Review Pictures 4, 7, 9, 10, 14, 22, 25 and 29 to stimulate this discussion.
- Rapid urban growth can result in the development of new problems for an area. Ask: 'What evidence is provided in the photos that pollution may be a problem in some urban areas?' Make a list of the activities that contribute to the levels of pollutants in a city. In a second column, suggest some actions that would reduce the level of pollution. Talk about the environmental impact of high density housing in such areas – consider issues such as the provision of utilities, including electricity, water supply and waste disposal. Develop a list of requirements for safe and healthy housing. See Pictures 2, 8, 22 and 28.
- Investigate the effects of the export of natural resources on the environment. Develop a PMI (Plus, Minus and Interesting) chart to record findings on the activities illustrated in the photographs, such as oil drilling and the export of native timbers. Consider issues such as employment versus environmental impact. Have small groups research issues such as logging, natural resource depletion and sustainable development in Australia and the countries of Asia. Discuss the questions: 'Is enough being done to protect the environment? What responsibilities do nations have in protecting the environment?' See Pictures 9, 10 and 25 for stimuli for class discussion.

## Environmental protection

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- Using the maps and the photographs, have students identify a national park or protected area for each of the eight countries. Ask students to research a protected area and describe its significance in terms of the ecosystems being

protected. Also, ask students to outline the kind of human activity allowed in the protected areas.

- Have students identify the various interest groups or stakeholders – for example, farmers, environmental organisations, developers, loggers, tourist operators, indigenous people and governments – who may have an interest in the status afforded to an area and the rules that apply. In groups or in a role-play have them prepare an argument to justify a claim by one or more of these stakeholders. Ask: ‘What uses are compatible with the environmental values of the site? How can they be regulated?’ It is important for students to recognise that protected areas differ in status, and that not all land uses are excluded.
- Eco-tourism is a major source of revenue for many countries. Using the photographs, ask students to list the features of a protected area that would attract tourists interested in eco-tourism? As a class, develop a definition of eco-tourism that encompasses the ideals of environmental protection and economic sustainability. Invite groups to select a location, drawing ideas from the photos and maps, in order to develop an eco-tourism brochure advertising a protected area.
- At a global level, governments and international bodies such as UNESCO nominate sites for protective status. For example, Palawan in the Philippines has been awarded UNESCO’s biosphere reserve status. Investigate the role and effect of heritage protection at a global level. Develop a class list of such awards and what they seek to protect. Use the maps as well as the photographs to identify possible sites. Pictures 17, 23 and 26 provide locations that relate to these issues.

# Beliefs



## Background for teachers

In this theme students are introduced to the diversity of religions and philosophies that exist in the countries of Asia. Each country has unique combinations of faiths, religious practices and beliefs. The beliefs most commonly practised include:

- **Animism:** Many indigenous religions are founded on animist beliefs. Animists believe that all natural phenomena, such as trees, mountains and specific places, have a spirit, and that individual entities hold influence over these things on Earth. Respecting and paying homage to these spirits are characteristics of animism.
- **Buddhism:** There are several forms of Buddhism, each stemming from the original teachings of the Buddha Gautama, in India, about 2500 years ago. Beliefs and practices vary widely between sects. Fundamental to Buddhism is the belief in reincarnation and spiritual enlightenment. Buddhists aim to achieve Nirvana, a state of supreme enlightenment, through good deeds and meditation.
- **Cao Dai:** The Cao Dai religion began in Vietnam in the 1920s and combines elements of Buddhist, Confucian, Daoist, Christian and Islamic beliefs. Cao Dai devotees believe in one god, and aim to become one with God, or to transcend the cycle of reincarnation, through good deeds, purity and devotion to their faith.
- **Christianity:** Based upon the teachings of Jesus Christ, Christianity made its way to the countries of Asia through the work of European and American missionaries, and is practised in many ways. Christians believe in spiritual salvation through faith in God and following Christ as revealed in the Bible.
- **Confucianism:** Confucianism is a philosophy, or code for ethical behaviour, more than a religion, and was founded on the writings of the Chinese philosopher Confucius (551–479 BC). Followers of Confucius believe that by establishing order through ritual, and valuing the order of family and society, one can live a harmonious life. Confucius advocated the importance of five key relationships to underpin social stability: that of ruler and subject, father and son, elder brother and younger brother, husband and wife, and friend with friend.
- **Hinduism:** Hinduism is the major religion of India. Hindus believe that all living beings are part of the same universal spirit, Brahman, and reincarnation is central to the religion. Living life according to *dharma* (perceived duty or moral conduct), is thought to allow followers of this religion to achieve *moksa* (a spiritual state that has eclipsed the cycle of rebirth). Hindus believe that Brahman is manifested in many forms and they worship a variety of gods and goddesses. Beliefs and practices vary widely between Hindu communities, both within India and abroad.
- **Islam:** Islam is a monotheistic faith, and its followers are called Muslims. The basis of Islam is submission to the will of God or Allah. For Muslims, the word of God is articulated through the divine revelations to the prophet Muhammad, which are recorded in the holy book, the Koran.

- **Jainism:** Jainism was established in India between the seventh and fifth centuries BC, and it holds many religious principles in common with Hinduism and Buddhism. Jains believe that through the complete purity of the soul, accomplished through conquering one's inner desires and spiritual weaknesses, one can transcend the cycle of reincarnation and achieve an enlightened status. Devotees of Jainism hold all living things sacred and pursue a strict ascetic life.
- **Shintoism:** Shintoism is indigenous to Japan and has its origins in animism, ancestor worship, sun worship and Buddhism. Meaning 'the way of the gods', Shintoism is built on the belief that divine beings, known as *kami*, inhabit elements of the natural world such as waterfalls, rocks and plants. Shinto teaching emphasises simplicity, harmony and the worship of *kami*, and concentrates its focus on life in the present world, as opposed to the 'hereafter'.
- **Sikhism:** The Sikh religion has its roots in Northern India and is based on the teachings of Guru Nanak, who was born in 1469. It contains the influence of both the Hindu and Islamic traditions. The word 'Sikh' means disciple. Sikhs believe in one god and have faith that through moral behaviour they can leave the cycle of reincarnation and become one with God.
- **Shamanism:** Shamanism is an ancient religion built upon the belief that spirits interact with and affect people's lives. Followers use shamans (priests or priestesses) to contact the spirit world through rituals consisting of drumming and dance.
- **Taoism:** Drawn from ancient Chinese beliefs, Taoism is focused on unity and harmony between all things. Taoism is based on the text, *Tao-te ching*, which is generally attributed to Lao-Tse, a Chinese philosopher and contemporary of Confucius, although many today believe that the text was the work of several writers. The philosophy or *Tao* means the 'way' or 'path'; to follow the *Tao* is to follow the way of nature, which Taoists believe is divided into two halves: yin (the dark, female and passive side of nature) and yang (the bright, male and active side). Practitioners believe that personal and social harmony can be achieved by living in accordance with the *Tao*.

## Introducing the theme

Have students explore their attitudes to a specific event, situation or individual act that requires a values-based decision. Examples could include respect for authority, injustice and the recognition of difference. Pose a problem that may challenge their view of an issue; for example, in some societies it is held that boys and girls should not learn together. Lead a discussion on how that belief might affect them and their school friends, and then how they might accommodate these beliefs. Encourage them to consider their reactions and attitudes, and how these are related to their personal belief systems.

There are many possible sources of beliefs and values, and religion is one such source. Using the list of definitions, assist students to understand that religions can provide the basis for personal belief systems as they extend to their followers a coherent set of values and codes for personal behaviour.

## Photo commentary

### China

#### Picture 1: Dragon dance, Wutai Shan Mountains, Shanxi Province

For the Chinese, the dragon is held in high regard as the embodiment of power, dignity, luck, strength and success. The dragon dance is an important part of New Year festivities, the Chinese believing that the dragon will confer good luck on those it

visits. Dragons vary in length and elaboration depending upon the resources of their creators. The dance is performed with several members who move to the beat of drums, cymbals and gongs. The dragon is enticed to follow the leader, who carries the Pearl of Wisdom. It is considered good luck for the dragon to accept money (usually a gift of money in a small red packet or envelope) and food.

### **Picture 2: Temple of Confucius, Qufu**

Qufu is both the birthplace and place of death of Confucius. The temple complex has become a centre of pilgrimage and study. Each temple in the complex bears quotations from the *Analects* and is built in a line facing south in the manner of the imperial palaces. Aligning buildings to the cardinal points of the compass was considered most auspicious. This belief is one of the underpinnings of the geomantic placement practice of *Feng Shui*.

### **Picture 3: Reclining Buddha, Dazu**

Of the many forms of Buddhism, the form that is most popular in China is known as Ch'an, which developed through the teachings of Bodhidharma, an Indian prince who travelled to China in AD 475. Ch'an Buddhism teaches that through meditation people could achieve the level of Buddhas (called *Bodhisattvas*) and remain on Earth to help others. The reclining or sleeping Buddha represents the ultimate step in the Buddha's transcendence to Nirvana. Religious cave artworks such as this are found in central and northern China, and were often sponsored by the imperial court as atonement for misdeeds.

### **Picture 4: Image of Chairman Mao in a parade, Beijing**

Chairman Mao Zedong was the leader of the Chinese Communist revolution and the People's Republic of China. Celebration of the 'Great Helmsman' endures beyond his death. For some Chinese he has become a folk legend, endowed with greatness or *weida*, and is worshipped as a demi-god. Popular imagery features him communicating with the workers while carrying the 'Little Red Book', his manifesto for Communism, and these images worked to establish him as central to people's lives. The use of red and yellow in the marchers' clothing, cards and decorations recall traditional Chinese symbols of power and good fortune, further establishing Mao's place as a leader with divine support.

## **India**

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### **Picture 5: Ghats at Varanasi**

For Hindus, the Ganges River represents the source of their religion. According to Hindu legend, the river once flowed directly from heaven, and many Hindus make the pilgrimage to the river at least once in their lifetime. Varanasi is one of the holiest sites for Hindu pilgrims, and large numbers of pilgrims visit the *ghats* (or steps) each year to bathe in the river and cleanse themselves from the effects of negative *karma* – that which determines one's status and rewards in the cycle of reincarnation – or to cremate and scatter the remains of dead relatives in the holy waters.

### **Picture 6: Sikh pilgrim at the Golden Temple, Amritsar**

The holiest shrine for Sikhs is the Har Mandir, or Golden Temple, near the city of Amritsar in the state of Punjab. Sikh pilgrims visit the site for worship and meditation. For adult Sikhs, identity is represented by five items of dress: *kesh* (uncut hair to indicate devotion to God and his will); *kacch* (special knee-length pants to represent moral strength); *kirpan* (a short ceremonial sword or hairpin to illustrate a willingness to protect the weak from oppression); *kangha* (a hair comb, a symbol of cleanliness and purity); and a *kara* (a steel bangle worn on the right arm to represent the unbroken circle of unity).

**Picture 7: Jains, Rajasthan**

In order to achieve a favourable rebirth and ultimate transcendence from the cycle of life and death, devout Jains eschew all worldly connections and pursue a life of meditation. A belief in non-violence and vegetarianism leads some to cover their mouths, to avoid harming the smallest forms of life.

**Picture 8: Reciting the Koran, Hyderabad**

Islam first came to India with Arab traders during the seventh century, and it enjoyed a period of pre-eminence during the empire of the Mughals between the sixteenth and eighteenth centuries. After Hinduism, Islam is the second largest religion in India, with over 100 million adherents, or approximately 12 per cent of India's population. Reciting the Koran is an important part of a Muslim's faith, and while Islam is a world religion with believers in many countries, the Koran is written and recited in its original language, Arabic. Here, Indian Muslim boys are learning to recite the many verses of the Koran.

**Indonesia****Picture 9: Muslim worshippers, Banda Aceh**

Mosques fulfil a central role in the lives of Muslims, who are called to prayer five times each day. Although the design and size of mosques vary considerably, each contains a niche to mark the direction of the sacred city of Mecca, a minaret or tower, and a fountain, pool or facility to conduct the ritual cleansing of the face, mouth, nose, hands and feet prior to prayer.

**Picture 10: Borobudur, Java**

Borobudur is the world's largest Buddhist monument and is a site of religious and world heritage value. Believed to have been built in the eighth and ninth centuries AD, it is a gigantic Buddhist stupa, more accurately described as a 'temple mountain'. The walls of Borobudur are carved with decorative stone relief panels, and its *mandala* design illustrates the teachings of Buddhism, with the various levels of the complex representing the ascent from the everyday world to the heights of Nirvana. The site was partly buried under layers of volcanic ash and vegetation until it was rediscovered in 1814. The long restoration process began in the late 1800s. Today the site attracts both Buddhist pilgrims and tourists.

**Picture 11: Odalan Festival, Bali**

Most festivals in Indonesia have religious significance. The tiny island of Bali has the highest percentage of Hindu worshippers in Indonesia. On Bali, each temple celebrates Odalan or the temple's birthday. In this festival, Balinese Hindus renew the life force that they believe connects all living things by taking the temple gods to the sea for ritual cleansing and presenting elaborate offerings of food.

**Picture 12: Cliff tombs and ancestral figures, Sulawesi**

The Toraja people of South Sulawesi have maintained many of their traditional beliefs despite the spread of Christianity in the region. Those who still follow the traditional religion believe that in order for the dead to travel successfully to the afterworld, the correct rituals must be followed. Where the family can afford it, a tomb which contains the person's possessions is constructed. Family tombs, in which coffins are placed, are created in caves and cliffs. To mark the grave, life-size models of the dead, called *tau-tau*, are placed at the mouth of the cave. Family members place offerings in the open hands of the *tau-tau* when visiting the site.

## Japan

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### **Picture 13: Ryoan Temple Garden, Kyoto**

Buddhism has several different forms. The most popular form practised in Japan is called Zen Buddhism. It stresses a strict form of meditation called *zazen*, which involves clearing the mind of all distractions. Zen gardens represent the discipline and simplicity inherent in the religion.

### **Picture 14: Torii, Futamigaura**

Shinto worshipers believe that gods and goddesses reside in natural objects such as rocks and water. Objects that are powerful or outstanding may be identified as *kami*. Shinto shrines feature *torii*, or gateways, that mark their entrance and the division between the shrine and the outside world. At Futamigaura Beach, two rocks in close proximity are 'wedded' by a sacred rope and symbolise the parent gods of Japan, Izanami and Izanagi.

### **Picture 15: Royzen Kannon, Kyoto**

Mahayana Buddhism is another form of Buddhism practised in Japan. This form of Buddhism focuses on compassion, and believes that when people have achieved enlightenment, some choose to remain on Earth to help others on the path to Nirvana. Those who fulfil this role are called *Bodhisattvas*. In Japan, the *Bodhisattva* of mercy and compassion is named *Kannon* and has assumed a feminine appearance. There are many images of the Bodhisattva Kannon in Buddhist temples and sacred places. Often associated with childbirth, the Ryozen Kannon is dedicated to unknown soldiers who died in World War II. The temple houses more than two million memorial tablets, representing both Japanese and Allied soldiers who died on Japanese territory.

### **Picture 16: New Year celebrations, Heian Shrine, Kyoto**

New Year or Omisoka is the biggest celebration in Japan. At midnight on New Year's Eve, temple bells are tolled 108 times to rid worshippers of sins committed in the previous year. Early the next morning people go to Shinto temples for *hatsumode*, praying for health and prosperity. Many people select fortunes on written strips of paper. Fortunes are tied to a tree or string in the temple grounds to assure good luck.

## Korea

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### **Picture 17: Lantern Festival, Seoul**

One of the biggest celebrations for Korean Buddhists is the Coming of the Buddha or the Buddha's birthday. For several days prior to the festival, temples are decorated with hundreds of lanterns. Each lantern is labelled with a name, representing a prayer for that person. Coloured lanterns are for people still living and white lanterns for people who have died. The highlight of the festival is a lantern parade, which all spectators are encouraged to join.

### **Picture 18: Shaman rite, Cheju-do**

The followers of Korea's ancient Shaman religion believe that spirits control all the forces of nature. These spirits, including the spirits of the dead, inhabit all natural features such as water, rocks and the sky. They believe that humans can communicate with and influence spirits through a shaman or *mudang*, who performs special ceremonies called *kuts*. *Kuts* traditionally involve music and dance, and some may last several hours or even days. The shamans pictured are summoning the Dragon King Sea God for its healing powers.

**Picture 19: Sokchonje Festival, Seoul**

The principles of Confucianism are celebrated in the twice-annual Sokchonje rites observed at Sungkyunkwan University in Seoul. Social order, learning and ancestor worship are symbolised in the traditional court dances by massed groups of officials dressed in ancient court regalia.

**Picture 20: Christian church, Seoul**

Korean scholars learnt of the existence of Catholicism in China in the latter half of the eighteenth century and decided to investigate and study that religion. Protestantism arrived with missionaries from Japan, and then the United States, in the late nineteenth century. It experienced a period of rapid growth after the Korean War (1950–3), a phenomenon which many associate with the level of economic and social change in Korea. Today, almost half of Korea's population (49 per cent) profess to be Christian, with Protestantism the biggest denomination. The picture is of a Protestant service in the crowded Youido Full Gospel Church, Seoul.

## Philippines

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**Picture 21: Manila Cathedral, Manila**

The Spanish brought Christianity to the Philippines in the sixteenth century. Even though Islam had made some inroads on the archipelago since its introduction in the fourteenth century, today Catholicism is the main religion of the Philippines, with its adherents comprising over 80 per cent of the population. For Filipino Catholics, faith permeates all aspects of life, and churches, homes, businesses and vehicles are lavishly decorated with religious iconography.

**Picture 22: T'boli funeral, Mindanao**

In some of the more remote islands, traditional beliefs remain despite the influence of Christian missionaries. Many people believe that spirits of ancestors and other natural elements inhabit the world. The spirits may be good or bad. In these communities, rituals such as funerals are important both to free the person's soul from its earthly links and to protect the village from any evil spirits who may take up residence in the house, which is abandoned by the dead person's family.

**Picture 23: Ati-Atihan Festival, Kalibo**

The Ati-Atihan Festival combines three celebrations into one boisterous fiesta. The original celebration commemorated the arrival and acceptance by the indigenous people, the Atis, of the Datus or Malays who fled Borneo and settled in the area. Today, the festival also celebrates the feast of the Christian patron saint, Santo Niño, and harvest thanksgiving.

**Picture 24: Moriones Festival, Boac**

The major festival on the Philippines Christian calendar is Holy Week, which is the week prior to Easter Sunday. Fiestas are held throughout the Philippines, with one of the most dramatic being the Moriones Festival on the island of Marinduque. Islanders re-enact the crucifixion of Jesus Christ and celebrate the role of Longinus, a Roman Centurion or *morion*, and his eventual martyrdom.

## Thailand

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### **Picture 25: Wat Doi Suthep, Ban Bon Doi Suthep, Chiang Mai**

A *wat* or monastery complex is the centre for Buddhist teaching and worship, and exists in most Thai communities. Worship is a matter of personal need, and worshippers make offerings usually of jasmine flowers or incense. People (apart from monks) approach images of the Buddha on their knees to avoid being higher than the image, and pray by holding their hands together while kneeling or seated with their feet to one side.

### **Picture 26: Spirit house, Ko Chang**

Every Thai house and public building has a spirit house connected with it. It is believed that each dwelling will have spirits associated with the land upon which it is built. The spirit house is provided so that the spirits will have a desirable place to live and not wish to inhabit the more recently erected building. The spirit house is decorated with figurines representing the lord of the house, family and servants. Spirit houses must be built outside any shadows cast by the house, and reflect the size and grandeur of the building they represent.

### **Picture 27: Ordination of monks, Ban Pang Mu**

In Thai society, every male is expected at some time to become a monk. For most this occurs before the age of 20, and lasts for about three months, during which they live under very strict codes of behaviour. Poi Sang Long is a ceremony used by the Yai people, which celebrates the ordination of Prince Rahula, the Buddha's son, who became a monk at a very young age. Boys between 7 and 14 are dressed as princes when ordained as novices to become Buddhist monks, a source of pride for their families.

### **Picture 28: Songkran Festival, Bangkok**

Thai New Year or Songkran is celebrated in April throughout the country. Statues of the Buddha are paraded through the streets, and the statues and people alike are 'bathed' in water, symbolically purifying them for the coming year.

## Vietnam

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### **Picture 29: Cao Dai temple, Tay Ninh**

Cao Dai temples represent the combination of faiths that underpin that religion through use of symbol, colour and architecture. Cao Daists worship a fraternal God, Universal Mother and a number of Divine Beings who include Jesus Christ and Confucius. Central to their belief is the Divine Eye, the symbol of the God, as envisioned by a disciple, Ngo Van Chieu. The eye symbolises the heart from which comes the spirit of God, as identified by the rays of light.

### **Picture 30: Tet preparations, Ha Noi**

Tet Nguyen Dan or Festival of the First Day is the Vietnamese celebration of the new lunar year. Preparations for Tet begin well in advance of the day as families clear themselves of duties and encumbrances of the old year. Debts are paid, houses cleaned, new clothing purchased and offerings made to ancestors. Houses are decorated with peach blossoms or cumquat trees to protect the house from bad luck and encourage good luck. At midnight on New Year's Eve the celebrations begin with dragon dances, firecrackers and drums to welcome in the New Year.

**Picture 31: Thein Mu Pagoda, Hue**

The Thein Mu Pagoda is one of the most famous in Vietnam. Built in the 1800s, it is a symbol of Buddhist teaching, as it illustrates the link between earthly existence and Heaven. The pagoda is still part of an active Buddhist monastery.

**Picture 32: Celebration of Our Lady of La Vang (Catholic festival), near Hue**

Vietnam has the largest concentration of Christians in Asia outside the Philippines. French, Spanish and Portuguese missionaries introduced Catholicism, and today many Vietnamese traditions reflect those European influences. The Festival at La Vang celebrates the appearance, or apparition, of the Virgin Mary, an event that is believed to have occurred in 1798, at a time when Catholics in Vietnam were being persecuted for their beliefs.

## Exploring the theme

Develop a class chart (BLM 2) to map information relating to the different religions. Complete the chart as a whole class, or invite small groups to research different beliefs or topics. Regularly return to the chart and review the information. Use it to assist students to make comparisons between religious practices.

### How beliefs have spread

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- Using the photographs, make a list of the main religions practised in the eight selected countries of Asia. Using the maps, plot where the different religions flourish. Encourage students to explain how the religions may have spread, and discuss why local interpretations have developed, for example, different forms of Buddhism, the spread of Christianity by missionaries. This activity could be extended by asking students to make a timeline that shows when each of the religions appears in the different countries.

### Philosophy

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- Many religions recall events and legends that illustrate their beliefs. Identify photographs that are linked to stories, such as the re-enactment of the crucifixion or the gods symbolised by the wedded rocks at Futamigaura in Japan, and investigate the stories behind them.
- Discuss the link between the philosophical tenets of a religion/ideology and the lifestyle of its practitioners; for example, the uniformity of the Communists in the anniversary celebrations, the clothing and practices of Sikhs and Jains, the simplicity of the Zen gardens, the burial traditions of the Toraja.
- Study the collection of pictures and create a list of religious values connected with the different religions. Ask: 'What values are shared?' Encourage students to put forward reasons why different religions may share the same values.

The following Pictures will assist with the activities listed above: 2, 4, 6, 7, 8, 9, 12, 13, 14, 19, 20, 22, 27, 29 and 31.

## Practice

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- Spiritual cleansing is a key element in the practice of some religions. Using the photographs, identify some religious purification practices and symbols. Ask: 'Do other religions have cleansing ceremonies and practices?' Examples may include a Christian Baptism and feet washing at Easter. Ask: 'What does cleansing represent?'
- Identify the items of dress that signify a devout believer. Ask: 'Why would people choose to adopt a certain dress? What do the dress codes say about the believer?' Note: Types of dress can make distinctions between followers of different religions, but they also depict order and rank within the same religion.
- Meditation is a significant part of many religions in the countries of Asia. What are some of the main features of meditation? Using the photos as a stimulus, identify religions in which meditation is practised. Ask: 'Why is meditation more important in some religions than in others? Praying is a form of reflection, but it is not meditation. Why do some religions use prayer rather than meditation? What do religions that use prayer have in common? What values, beliefs and rituals do religions that use meditation share?'
- Discuss how belief in the spirit world shapes the practices of some of the religions pictured in the set; for example, the spirit houses of Thailand or the T'boli funeral practices of the Philippines.

The following Pictures will assist with the activities listed above: 5, 6, 7, 8, 9, 12, 13, 18, 20, 22, 25, 26, 27, 28 and 29.

## Celebrations

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- Compare the celebrations illustrated in the photographs; for example, the Vietnamese celebration of Tet and the dragon dance in China during the New Year festivities. Ask: 'What features do they share? How are they different? What events are celebrated and why?' In groups, allow students to conduct a 'Hot Potato' activity to list as many traditions, symbols or beliefs connected to the celebrations as possible. Classify the celebrations into groups, such as seasonal celebrations, celebrations of an event and so on. Investigate a range of New Year celebrations, using the Internet and other resources to extend the list.
- Ask: 'What activities are associated with the different celebrations pictured, such as dance, procession and so on? Is special dress required? Are the activities sombre or celebratory?' Discuss the symbols or practices attached to each celebration; for example, why are peach blossoms used for Tet?
- Some celebrations are tied to good fortune and are often represented in horoscopes. Find out what your sign is using the Chinese horoscope and the year of your birth. Compare the organisation of this system with the Western zodiac. Ask: 'What year is it according to the Chinese horoscope? When does your birth sign next appear in the Chinese horoscope cycle?' Investigate other systems for forecasting the future.

Pictures 1, 4, 16, 17, 19, 23, 24, 27, 28, 29, 30 and 32 provide useful stimuli for discussion on the activities above.

## Religious monuments

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- Have students identify the holy places in the photographs on the cards. Ask: 'How are holy places distinct from other buildings or sites? What gives them that distinction?'
- Develop a class list of holy places in the world that commemorate a spiritual leader, such as Qufu and Borobudur. Outline why they are important and any festivals or celebrations linked to them. Ask: 'Why have some places been located

where they are?’ Develop a list in two groups: natural features, such as the Ganges, and historical reasons, such as a birthplace or the site of the introduction of a religion.

- Identify ways that religious belief shaped the architecture of places of worship. For example, consider the main principles of Confucianism (refer to the background notes). Ask: ‘In what ways does the temple complex at Qufu support those beliefs?’ Identify the architectural features particular to each religion as shown in the photographs.

Pictures 2, 3, 9, 10, 11, 13, 14, 15, 21, 25, 29 and 31 provide assistance with the activities listed above.



# Symbols, patterns and designs

This theme uses the diversity of the arts in the eight selected countries of Asia in its examination of contemporary and traditional representations of culture, belief and society.

## Introducing the theme

Divide the class into groups of four to six and invite them to clip pictures from newspapers and magazines, and/or draw images that represent aspects of their culture. Encourage them to categorise the images into groups and devise labels for each group. Ask each group of students to share ideas and compare the images selected. Consider what images were chosen and what aspects of society they represent. Focus the discussion on the ways that people convey their culture to the world. Ask: 'What things do others see that describe our culture and way of life?' Consider whether popular images such as advertisements, logos and songs are accurate representations of a culture. Ask: 'What about traditional arts such as Indigenous arts? How do they convey understandings of Indigenous culture?'

\*For brief definitions of the religions referred to in this theme, please see the Beliefs section of this guide.

## Photo commentary

### China

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#### **Picture 1: Red dyed eggs, Anshun, Guizhou**

In Chinese culture the birth of a child is recognised in a special celebration a month after the event. At this celebration the name of the child is announced and gifts are provided. Red dyed eggs are traditional gifts that symbolise new birth and good luck. The round shape is a symbol of a harmonious and happy life, and the red dye a sign of happiness and celebration.

#### **Picture 2: Taoist robes**

The vestments of Taoist priests, called *daopao*, are decorated with auspicious symbols dating from the religion's inception. Common symbols include the tiger and dragon (symbolising the physical and spiritual sides of the world – the yin and yang elements), cranes with sprigs of bamboo in their beaks, the eight trigrams (images symbolising the sun and moon), and the *taiji* or yin and yang symbols.

### **Picture 3: Throne Room, Hall of Preserving Harmony, Imperial Palace, Beijing**

The Forbidden City contains a number of throne rooms designed for specific roles and events. The Hall of Preserving Harmony was built in 1420. This is where the Emperor changed for ceremonial events and where the civil service examinations were held. The throne is in the middle of the hall and illustrates the Emperor's role as 'Son of Heaven'. The throne sits atop a platform representing the Earth (on which sits the Emperor as ruler of the Earth), with the canopy overhead representing heaven and the ground representing humankind. The throne is decorated with dragons and other animals of religious significance. The stairs are yellow, the symbol of the sun, a colour only used by the Emperor.

### **Picture 4: Kitchen God**

The Kitchen God is an important feature of the domestic life of a Chinese home. An image of the Kitchen God is prominently displayed in the kitchen, often over the stove, and is replaced with a new image at New Year. The Kitchen God records the deeds of the family during the year, and this record is used in his New Year's report to the Jade Emperor in Heaven. Just before the Kitchen God's ascent every year, his lips are sweetened, usually with honey, so that he will only tell of the family's good deeds when he meets the Jade Emperor.

## **India**

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### **Picture 5: Kolams, Tamil Nadu**

The *kolam* is a traditional form of art practised in various parts of India, where the women and girls of a household draw a *kolam* on the threshold of a house each morning at sunrise as a symbol of welcome and, to some, a form of protection from evil spirits. *Kolams* are made from rice flour (either coloured or white), and are created using a continuous line so that evil spirits cannot enter through any unbroken lines. The designs are highly symbolic and use a variety of traditional geometric patterns and images. The patterns vary from simple designs made by circling an array of dots, to complex designs created for festivals by several women working together.

### **Picture 6: Sari, Varanasi, Uttar Pradesh**

The Indian sari is one of the oldest forms of traditional costume still in existence. It remains the most widely worn form of women's clothing in India, with almost 75 per cent of the population choosing to wear the sari as daily dress. Styles, colours, textiles and decoration of saris vary significantly from region to region. As in many cultures, wedding dresses convey special meaning, and in North Indian Hindu wedding ceremonies the bride wears a red silk sari decorated with gold embroidery and gold jewellery. Red is a colour symbolic of life, motherhood and good luck. In the highly symbolic ceremony, the bride and groom are connected by a white scarf or tie to symbolise the purity of the union, before walking around a fire seven times to seal their seven wedding vows.

### **Picture 7: Wall mural, Udaipur**

One of the most important centres for painting during the Mughal period flourished in the northern desert areas of Rajasthan (1600s and 1700s). Here rulers built enormous, lavish palaces, which they decorated with paintings drawn from the great Muslim epics and aspects of court life. The palaces of the desert city of Udaipur provide a variety of artwork typical of the period. The painting in the photograph illustrates the court on a hunting expedition.

### **Picture 8: Bollywood posters**

Mumbai (formerly known as Bombay), the centre of the Hindi-language film industry, is also known as Bollywood in recognition of the vast number of films produced there each year. In a tradition that owes much to the epic nature of traditional Hindu literature, Bollywood films are distinguished by their blend of action, violence, melodrama, music, dance, romance and strict moral code. Stories are designed around a formula centred upon the romantic couple, and often include an archetypal villain.

## **Indonesia**

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### **Picture 9: Wayang kulit puppets**

Puppetry is the most prolific form of traditional storytelling in Java and Bali. Stories are commonly developed from Hindu epic dramas such as the *Mahabharata* and *Ramayana*. The plays feature heroes and gods defeating villains and demons in highly dramatic stories. *Wayang kulit* puppets are shadow puppets made from buffalo leather. *Wayang kulit* is the traditional form of puppetry from Bali and Java. The leaf-shaped outline is the *kayon* or tree of life, an important symbol for Hindus, and is used to end scenes.

### **Picture 10: Batik cloth, Yogyakarta, Java**

Batik refers to textiles produced by applying wax or rice paste to cotton fabric before dyeing. Batik production centres on Java, and each district has its own distinctive patterns and designs. Motifs include flowers, birds, insects and fish, as well as a range of geometric designs which are used to identify different groups or to distinguish those of royal birth. While the origins of batik are unclear, its development as an art form grew from the royal courts, where women practised *batik tulis* or batik writing as a form of meditation. Modern influences, such as tourism, have resulted in designs that incorporate images of rural life and the environment, such as coral reefs and rainforests.

### **Picture 11: Garuda**

The Garuda symbolises protection in Hindu mythology. The Garuda is generally portrayed as part-man and part-eagle, and often depicted with a golden body symbolising the sun. The Garuda is used as a symbol of Indonesia, and appears on the nation's flag and its national airline.

### **Picture 12: Wayang golek puppets**

*Wayang golek* is the traditional form of puppetry from Sunda. The puppets are rod or marionettes, and are carved from acacia, painted, and dressed in traditional costume. Unlike *wayang kulit* theatre, the puppeteer sits behind a low table and is visible to the audience. Both forms of puppetry are accompanied by a *gamelan* orchestra, and tell traditional tales or tales of village life and politics.

## **Japan**

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### **Picture 13: Kimono**

Kimono is the Japanese word for 'the thing worn' and is the traditional dress of Japan. It is worn by men, women and children and adheres to a single basic design, although length and adornment can vary considerably. Kimono style, fabric, colour, pattern and motif vary depending upon the age, gender, marital status, season and occasion. Kimono decoration or pattern falls into five categories: the natural world (such as seasons, plants, birds, clouds and rivers); objects (for example, fans, bridges or buildings), literary imagery (images drawn from mythology, poetry and song); religion (most often Confucianism or Buddhism); and finally

geometric patterns drawn from nature (such as stylised mountains or lightning bolts). Colour indicates the wearer's age and status, and links to the motifs selected. The kimono shown is a spring design illustrated with the colour yellow, the colour for sun and new growth, and the cherry blossoms, a Japanese symbol of spring. In modern Japan, kimonos are often worn for special events such as visits to shrines, weddings or ceremonies.

#### **Picture 14: Beckoning Cat, Nagano**

The Beckoning Cat, or *Maneki Neko*, is a popular symbol of good fortune and success, particularly in business. Cat statues are traditionally found in shop and restaurant windows. There are a variety of tales about the origin of the statues, most featuring a beckoning cat that rescues a person in trouble and brings reward to its owner (symbolised by the coins on the cat's collar). Generally it is regarded that the higher the paw, the greater the luck it brings.

#### **Picture 15: Children's Peace Memorial, Hiroshima**

Japanese legend holds that folding 1,000 paper cranes will please the gods and the person will be granted a wish. Sasaki Sadako-san was exposed to radiation as a result of the atomic bombing of Hiroshima in 1945, and, consequently, suffered from acute leukaemia at the age of 12. After being told of the legend, and despite her illness, Sadako folded over 642 paper cranes before dying. Her friends completed the remaining cranes on her behalf. Her story and the paper crane have become international symbols for peace. The statue of Sadako holding a paper crane was unveiled in Hiroshima Peace Park in 1958. It is inscribed: *This is our cry, This is our prayer, Peace in the world*. Each year on Peace Day (August 6), people from all over the world send cranes as symbols of peace.

#### **Picture 16: Manga**

*Manga* is the generic name for Japanese comic art (*anime* refers to the animated version), which developed from traditional caricature art. Modern *Manga* is attributed to Tezuka Osamu, who created a comic series in the 1950s called *Atom Boy*, which later developed into the animated series *Astro Boy*. *Manga* is characterised by characters with stereotypical or stylised features such as large eyes, flowing hair and exaggerated clothing styles. *Manga* characters are often ordinary people who are endowed with special powers, or have friends or companions with special powers. Characters often have particular hopes or goals that they must work to achieve. Both good and evil characters have complex and flawed personalities that they have to overcome. Storylines are complex, reflecting belief in hard work, sacrifice and loyalty. They have one of three conclusions: the hero wins, the hero dies (often after winning) or the hero wins a partial victory (usually at a personal cost).

## **Korea**

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#### **Picture 17: Hahoe masks**

Most traditional Korean dances fall into two groups: folk dances and royal court dances. The Hahoe Mask Dance drama is a traditional story-based dance that has been performed for more than eight centuries in villages across Korea. The drama was originally performed every ten years, as part of a shamanistic ceremony that aimed to induce good luck. The drama is a combination of folk ritual and entertainment, telling stories that satirise the social system by using a range of allegorical characters – including an aristocrat, a scholar, a monk, a servant/fool, a widow and a butcher – each representing a social class. The stories are told in several acts and are accompanied by a traditional Korean folk orchestra.

### **Picture 18: Fan Dance**

The Fan Dance or *Buchae* is a folk dance originating from the Korean shaman tradition. The dance is performed by women in costumes that are replicas of the ceremonial dresses of ancient Korean nobility. The dance involves a variety of complex movements with the fan, an item used in shamanistic ceremonies. Dancers create shapes that represent elements of life, for example, pairs of dancers may create a butterfly, or, as illustrated, several dancers may create a circle. The key elements of the dance are disciplined breathing, rhythms, movements and steps.

### **Picture 19: Spirit posts, 'folk village'**

Spirit posts were traditionally positioned at the entrance of Korean villages to protect them from evil spirits. The posts are regularly replaced each New Year in a shaman ceremony. Posts are either male or female, with male posts referring to the spirits of the heavens and female posts to the spirits of the Earth. In some villages a carved wooden pole is erected that has a carved bird at the top to transport wishes to the gods (see pole in background of the photograph). Pebbles and rocks placed on or around the posts symbolise wishes granted throughout the life of the post.

### **Picture 20: Changing of the Palace Guards, Toksugung Palace, Seoul**

In the Chosun period, Toksugung Palace was the main residence of the King, and was an area that was protected from ordinary people by the Restriction Guards. The guards had three main ceremonial activities: the opening and closing of the main palace gate, patrolling the palace grounds, and guarding the palace. As palace guards, these soldiers held a very high rank, and the ceremony had to reflect the formality and strict procedures appropriate for the role. Today, these roles have been combined into a single symbolic ceremony enacted daily at the palace. The ceremonial dress, unchanged since the Chosun period, comprises a sword, a leather whip, a quiver containing a bow and arrows, a knife, a flag (carried by the gatekeeper), a small drum (to convey signals during marching), a large drum and a trumpet (to signal the various stages in the ceremony).

## **Philippines**

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### **Picture 21: Yakan cloth, Basilan**

The Yakan are the settlers of Basilan, in the Southern Philippines, and are renowned as weavers of intricately patterned textiles using simple backstrap looms. Traditionally the fabrics were used mostly for clothing; however, contact with the outside world has seen them diversify production to meet export needs. The Yakan use a variety of motifs on their textiles which have been derived from nature, such as leaves and fish. Some patterns are reserved for particular use; for example, a sawtooth design called a *pussak labbung* is used on baskets and swords, while a symmetrical design called a *bunga* is reserved for trunks and table runners. The design pictured is called a *kabban buddi* and is used for cushions, pillows, mats and hats.

### **Picture 22: Magellan's Cross, Cebu City**

Magellan's Cross is the oldest Christian relic in the Philippines and is housed in a shrine that commemorates the site of the first Catholic mass held on the island in 1521 (as depicted in the mural). The hollow cross encases the original cross which was brought to the island by Magellan – a Portuguese explorer – and is an important symbol for Filipino Christians.

### **Picture 23: Igorot carvings, Banaue, Luzon**

The Igorot are the indigenous people of Banaue. The Igorot use ceremonial sculptures called *bul-ul* to invoke the protection of the gods. The most common *bul-ul* is the Igorot rice god, whose protection of the stored rice harvest saves the village from starvation. The statues are generally created as pairs (male and female) and are shown in a variety of seated and standing poses. Symbols of wealth and happiness, the statues are carved from nara wood and are bathed in pig's blood to endow them with greater powers.

### **Picture 24: Basket weaving, Maguindanao**

Basket weaving is common throughout the Philippines. The Blaen people use thin strips of bamboo to weave baskets for various uses. The baskets pictured are made from black and common bamboo, and are strong and durable enough to store rice and other crops. In other areas, rattan, hemp and abaca rope (taken from a tree similar to a banana tree) are used.

## **Thailand**

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### **Picture 25: Ikat fabrics**

Thais have produced silk textiles for centuries. Silk is highly regarded and often reserved for special ceremonies. Silk and cotton are woven using a variety of techniques, one of which is *ikat*, the technique for using different coloured thread for the warp and the weft, which produces a fabric with a particular sheen. Fabrics can be plain, or woven into intricate designs and embellished with embroidery. Designs and patterns in *mutmee* fabrics are traditionally geometric or related to animals and plants. In villages, a weaver's skill can define their place in society.

### **Picture 26: Murals, Grand Palace, Bangkok**

Murals were intended to provide a pictorial lesson in the beliefs and practices of Buddhism. Found on temple walls, the stories acted as teaching aids for monks, and provided an entertaining and understandable way to learn about the religion. Not all murals provided instruction in religion. In some murals depictions of everyday life, history, myths and legends provided additional moral guidance. One of the most popular stories illustrated is the *Ramakien*. The story is a Thai retelling of an Indian tale and tells of the epic battle between a mythical king and the demon Tothsakan. Scenes of the *Ramakien* are not painted on ceremonial parts of temples, such as ordination halls, as the story is not Buddhist in origin.

### **Picture 27: Pottery, Ban Chiang**

Excavations near the northern Thai town of Ban Chiang have revealed one of the most important archaeological sites in South-East Asia. Evidence uncovered indicates that farmers settled there in approximately 4000 BC and developed agricultural and metallurgical skills well before other parts of Asia. Excavation of burial mounds produced a range of artefacts including pottery, as represented by the red and cream pots with intricate hand-drawn patterns. Other artefacts uncovered included bronze and iron tools and ornaments, stone and glass beads, and ceramic rollers used to print fabrics.

### **Picture 28: Wat Po (Chetuphon), Bangkok**

Wat Po is the oldest and largest Buddhist temple in Bangkok, and is typical of Thai temple architecture. Temple architecture has developed a distinctive and ornate style of its own. Roofs are high and gabled with roofing tiles in colours such as red and green. Spires are often gilded, and glass mosaics adorn pillars and pediments. While materials vary between regions, most temples make use of wood, plaster and stone. Temples are lavishly decorated with a profusion of wood carving, stucco,

lacquer, gold leaf and ornate inlays. The area of the *wat* comprises several buildings designed to promote meditation and learning. Significant buildings are identified by the *cho fa* or 'sky tassel' at the end of each gable, which represents the mythological Garuda. The complex is also likely to contain several *stupa* or *chedi* spires constructed over sacred relics.

## Vietnam

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### **Picture 29: Temple of Literature, Ha Noi**

Built in 1070 in honour of Confucius, the Temple of Literature in Ha Noi was part of Vietnam's first university. The temple is made up of buildings divided by successive courtyards to provide areas for study, meditation, teaching and examination. Students from all walks of life attended the university, and those that excelled are listed on 82 plaques placed on the backs of stone tortoises throughout the temple. The tortoise is an auspicious symbol for the Vietnamese, representing both Heaven and Earth. The tortoise was believed to live 1,000 years, and its symbolic use implied that the laureates listed would be remembered for that length of time.

### **Picture 30: Cham Tower, My Son**

The Cham temple complex at My Son, near Da Nang, comprises more than 70 towers and temples built in different styles and over a number of centuries. The complex was the religious centre for the Cham Dynasty. Each ruler erected buildings, mostly dedicated to Hindu deities with which they identified. Although the style of the temples varies, they all share the same architectural symbolism. The towers are made up of three distinct and important parts: a solid base representing the human world; a tower representing the world of the spirits; and a top built in the shape of a man making offerings of trees, animals or birds to represent the link between the spirit world and the world of humans.

### **Picture 31: Dragons on boat's prow, Hue**

The dragon is a symbol of power and nobility for the Vietnamese. The dragon was adopted from prehistoric times by a series of emperors as a symbol of their rule, and it is a common motif in architecture and painting. As a symbol of protection, the dragon motif also remains a popular figurehead on boats.

### **Picture 32: Hmong people, Sa Pa**

The Hmong peoples live in the highlands of north and central Vietnam. They are known for their embroidery and weaving as well as folk literature, songs and dance. The Hmong groups, which are known variously as Black, White, Red, Green and Flowered, are distinguished by their distinctive ethnic costumes. Clothing variations, such as patterns, colour of hats, aprons and skirts, indicate the wearer's tribal association. The women pictured are Flowered Hmong, identified by their distinctive plaid headdresses.

## Developing the theme

### Visual representations of culture

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- Using a variety of coloured paper sheets or cards, display the colours red, white and blue and ask students to talk about the meaning that the three colours have for them. Encourage them to think about how the three colours have been used in different cultures, for example on flags or as colours for sporting teams. Discuss why these colours may originally have been selected, as well as their

symbolic use, for example their use in nature (such as red as the colour of blood or life, the colour of danger). Brainstorm meanings and uses for different colours.

- Different colours have special meanings to different cultures. For example, for Europeans, black is a colour traditionally used to represent death. However, in many countries of Asia, white is often used as a symbol of mourning. Examine the use of colour in the photographs and identify their associations. Compare the colours used and identify similarities and differences.
- Discuss why particular colours have been reserved for particular use; for example, yellow was considered a 'royal' colour in some countries of Asia. Invite students to suggest reasons for particular colour choices by drawing on the colours used in the photos. Use the Internet to investigate colours of significance for different cultures. Identify colours that are used as symbols of royalty or power, colours representing good fortune and colours of mourning.

Pictures 1, 3, 6, 11 and 13 will support the activities listed above.

- Create a list of the animals (both real and mythical) and the ideals they symbolise. The coats-of-arms of various countries could make for fruitful consideration. Ask: 'Which countries use similar animals as symbols?' Discuss the role of religion in developing common symbols.
- In many countries of Asia, mythical beasts feature prominently in the visual arts and cultural belief systems. Often the creatures are composites of real animals, created to highlight desirable or fearsome elements. Compare the creatures depicted in the photographs, and ask students to identify features drawn from other animals including the deer (horns), fish (scales), tiger (feet), cat (whiskers), lion (teeth), horse/ox (ears), snake (body) and vulture/eagle (claws). Discuss why these animals were chosen and what characteristics were being venerated.

The following Pictures provide points of departure for these activities: 2, 4, 9, 11, 14, 15, 26, 29 and 31.

## Symbols of belief

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- Have students use the photographs to create a list of symbols and designs used as part of religious practice. Investigate why particular symbols are used and the beliefs they support. Pictures 4, 5, 11, 19, 22, 23, 26 and 30 provide some examples of religious symbolism and design.
- Compare representations of religious characters or gods in the different cultures. Invite students to put forward ideas about why some are benevolent (such as the Kitchen God) and some are fierce (such as the Thai temple demons). Encourage students to research and identify religious characterisations in different countries of Asia and how they are used. Invite students to categorise them into offensive characters (such as temple demons) and protective characters (such as the Kitchen God). Consider why there are variations in the ways a religious figure is represented; for example, the variations in the representation of the Buddha in different countries. Pictures 4, 11, 19, 23, 26 and 31 provide stimuli for discussion.
- Some art is practised by men or women; for example, the *kolams* of Southern India are only drawn by women. Discuss why this artwork might be considered to be 'women's work'. Investigate other examples of art that are gender specific. Pictures 5, 18 and 32 provide some examples of art by women.
- Expressions of belief can also be transmitted through architecture. Identify some examples of religious architecture and compare different designs used in the buildings. Encourage students to identify the symbolic elements used in them. Many of the buildings are extremely lavish and costly to create. Invite students to suggest reasons people would invest in permanent displays of faith in such extravagant ways. Ask students to compare the designs to those of local monuments and prominent buildings. Pictures 3, 15, 22, 28, 29 and 30 provide some starting points for this activity.

## Pattern and design

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- Invite students to describe the different designs used in the photographs. Consider the colour choices, shapes and lines of some of the craft depicted in the cards. Ask: 'Is the design determined by the method used – for example, the warp and weft of weaving – or is it a deliberate choice by the artisan?' Sort the designs into categories according to the type of design, for example, symmetrical and asymmetrical designs. Pictures 10, 13, 21, 24, 25, 27 and 32 provide some useful examples.
- Compare the formation and design of the patterns used in the photographs. Discuss how different patterns were created. Invite groups to create their own patterns either by using line (as in Ban Chiang pottery), tessellated shapes (such as the patterns on the Yakan cloth) or grid-based formations (such as the *kolams*, which are made by drawing a continuous line to connect the dots). Use the Internet to investigate these and other designs. Pictures 5, 21 and 27 provide some examples.
- Compare different designs and talk about what might have inspired them. Ask: 'Are they from nature, such as the batik designs, or technology-based, such as the woven fabrics?' Discuss how design might be used to provide meaning (such as the unbroken lines in the *kolams*). Use the photos on the cards and additional research to investigate how designs and patterns can serve as symbols. See Pictures 2, 5, 10, 13, 21 and 25 for some ideas.
- Costume is used to denote different groups; for example, the Hmong peoples of Vietnam. Create a list of the costumes depicted in the photos, and add details including the gender of the wearer, the role of the costume (eg military uniform, everyday dress) and so on. Encourage students to investigate costumes from other countries of Asia and add to the list. Discuss the reasons people adopt particular costumes in the different cultures, considering issues such as social rank, role, occasion and so on. Pictures 2, 13, 20 and 32 provide some examples for discussion.

## Storytelling

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- Invite students to identify depictions of different styles of storytelling in the photographs. Discuss the roles of storytelling in different cultures. Ask: 'Who is the story intended for? What are its purposes?' Consider why storytelling would be an effective means of transmitting knowledge. Why would it be important to use symbolic representations rather than realistic portrayals; for example, using puppets or masks instead of lifelike and recognisable figures? The portrayals often have two purposes: religious teaching and political satire (of authority). Invite students to find modern performance (include television and film) that also fulfils these purposes. Pictures 7, 8, 9, 11, 12, 16, 17, 22 and 26 provide points of departure for this activity.
- Bollywood and *Manga* are both relatively modern forms of storytelling in India and Japan respectively. Ask students to suggest reasons for the growth of these forms of storytelling and reasons locally produced movies and cartoons are so popular. *Manga* has become a very popular style of storytelling worldwide. Invite students to recall and compare *Manga* storylines and visual features. Using the picture clues, ask students to suggest generic features of these types of stories, for example, heroes and/or heroines, action or science fiction. Invite groups of students to create a simple narrative outline for the stories featured in the pictures. Compare the modern forms of storytelling through the moving image with the traditional static artworks, considering aspects such as character representations (including physical styles). Discuss the advantages and disadvantages of both. Pictures 7, 8, 11, 16, 22 and 26 provide examples of modern and traditional forms of storytelling.

# Innovations



This theme focuses on the contributions by peoples of the countries of Asia to economic, technological, scientific and cultural innovation. The theme includes inventions, discoveries and adaptations in response to technical, geographical and cultural needs.

## Introducing the theme

Select a variety of writing implements that illustrate different levels of development over time. If possible, collect or find pictures of a stonemason carving letters, a quill and ink, pencils (plain lead, coloured, and a propelling or wind-up pencil), a fountain pen and a variety of other pens, a propelling crayon and plain crayon, and a plastic pencil finger grip as commonly used in early years classrooms.

Display the materials and invite students to arrange them in order of development. Ask: 'Why was this item invented? Why do you think the objects were developed in this order?' Ask students to identify which items they would regard as *inventions* and which they would regard as *innovations* and how they reached their conclusions. Discuss how an invention is different to an innovation. Develop a list of reasons why items are invented or improved upon. Reasons might include increasing productivity, improving an item's use, or fulfilling a need.

## Photo commentary

### China

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#### Picture 1: Early compass

The magnetic compass was invented in China in approximately 210 BC. Early compasses comprised a spoon-shaped lodestone (with a handle that always points north) on a board, to indicate the positions of the cardinal points and important constellations. (Lodestones are naturally occurring pieces of iron-oxide that align themselves on a north-south axis.) Although compasses were originally designed for religious purposes (they were used to align new buildings so that they faced north, in order to harmonise with nature and bring good luck), it wasn't long before they were being used as navigational devices. Chinese explorer Zheng He used refined versions of the compass on his voyages of discovery in the early 1400s.

#### Picture 2: Acupuncture, West China University Hospital, Chengdu

The earliest records describing acupuncture are found in a text called the *Yellow Emperor's Classic of Internal Medicine*, which attributed the practice to the Huang Di, the Yellow Emperor, a legendary ruler from mid-2000 BC. However, it is more likely that the practice evolved over thousands of years. The basis of acupuncture is the belief that the body is divided into 12 channels that link key parts of the anatomy and assist to move *qi*, or life force, around the body. If a person is unwell, their *qi* is

unable to move freely. By applying special needles to certain points on the body, equilibrium is once again achieved.

**Picture 3: Solar kettles, Lhasa, Xizang Zizhiqu Autonomous Region**

The delivery of cheap and ecologically sustainable power to the vast regions of Western China is a tremendous challenge. Solar energy is an obvious solution in an area with long hours of uninterrupted sunlight. However, many of the 800 million rural people are very poor, and solar batteries and devices are quite expensive. A Chinese government research centre has developed a solar cooker that is cheap to produce, portable and effective. The cooker is made from a metal stand with a parabolic reflective mirror that covers approximately two square metres. The cooker requires 20 minutes of sunshine to boil a 1-litre container of water.

**Picture 4: Canal lock, Yangtze River**

At approximately the same time as the invention of the compass, Chinese engineers developed the canal lock. Two great rivers, the Yellow and the Yangtze, dominate China, and while they provided seasonal access to the interior of the country, a navigable waterway to link north and south China was required. Canals are easily constructed in areas that are flat, so the challenge to the engineers was to develop a device that could effectively move water up and down hills. The invention, the canal lock, did just this. Sequences of gates could be opened and closed, and water pumped in or out to raise and lower boats from one level of a canal to another. Today, this invention is still in use on some of the world's major rivers.

## India

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**Picture 5: Jantar Mantar Observatory, Jaipur**

Inspired by the great astronomical discoveries occurring in the Western world during the 1700s, Rajah Jai Singh II commissioned the construction of a series of five Jantar Mantar observatories in different locations in India. Most astronomers at the time used portable instruments made of brass that resulted in inaccurate readings. Jai Singh's solution was to build a series of fixed oversized instruments (viewing platforms) that would enable observations to be made from exactly the same point. Each construction had a special purpose, such as measuring the position of stars or calculating eclipses. The constructions remain accurate even by modern standards, as demonstrated by the giant sundial at Jaipur, which is accurate to four seconds. Of the five observatories, the Jaipur Observatory is the largest and most intact.

**Picture 6: Mughal chess set, circa 1800, Rajasthan**

Many well-known sports and games were first developed in India, for example, polo, card games, snakes and ladders and some martial arts. From India, travellers and merchants transported the games, which were adapted for use in other countries. Chess is one such game. Developed around the seventh century AD, it was called *chataranga*, a Sanskrit word meaning the four arms of the Indian army: elephants, cavalry, chariots and infantry, from which come the four types of pieces in that game. From India, the game spread to Korea, Japan and Persia, and eventually found its way to Europe.

**Picture 7: Wind farm, Udhagamandalam, Tamil Nadu**

India has very small reserves of fossil fuels and relies heavily on importing fuel to supply the growing demand for energy. India's solution is to harness renewable energy sources such as wind power. The Indian government has invested heavily in the development of commercial wind farms, which generate more than five billion

units of electricity into the national grid. Wind resource assessments are under way to identify new sites for wind farms across India, to extend the existing developments in 13 states to other states.

### **Picture 8: Indian Space Program, Sriharikota Space Centre, Andhra Pradesh**

The Indian Space Program was formally launched in 1972, with the establishment of the Space Commission and the Department of Space. The Indian Space Program comprises the Satellite Program (sending communication and sensing satellites into space and managing their operation) and the Launcher Program (designing, developing and using launching vehicles). Space technology has enhanced India's telecommunication capabilities, as well as provided meteorological data and natural disaster warnings for the entire South Asia region.

## **Indonesia**

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### **Picture 9: Volcanic dykes, Yogyakarta**

Indonesia currently has 130 active volcanoes. Of those, Merapi is the most active, erupting approximately every five and a half years. Like many of the volcanoes in Indonesia, Merapi is situated in the midst of human settlement and presents a constant threat to life. Apart from eruptions that produce volcanic ash and lava, lahars (mud flows) are one of the most dangerous hazards related to volcanoes. Lahars occur where loose, unconsolidated volcanic ash, sand, gravel and stones mix with water to create a mud-like flow. Lahars are usually triggered by heavy rainfall. These massive flows of mud can completely cover an area, destroying farming and crushing built structures. Huge networks of dams and canals (called dykes) attempt to capture the flow and redirect it away from settlement; however, these are not always effective. Sensors implanted in the dyke walls are designed to provide warning to evacuate the areas. The Indonesian government funds research stations in areas like Merapi to monitor and improve early warning signals.

### **Picture 10: Rattan furniture, Solo**

Forestry is an important source of income. Activities include forest management, logging, milling and manufacturing of forest-related products such as paper and furniture. In 1985, the Indonesian government placed a ban on the export of raw products such as logs and raw and semi-finished rattan products in an effort to stimulate secondary industries such as furniture-making. This action has led to the development of a small cottage industry, particularly in rattan and furniture-making, establishing Indonesia as one of the world's largest exporters of furniture and rattan products. In a bid to limit the exploitation of small manufacturers and to maintain the quality of the product, the Indonesian government has recently introduced export licensing for foreign trade.

### **Picture 11: Schooners, Lembar, Lombok**

As an archipelago, Indonesia has a strong tradition in shipbuilding and seafaring. Today, as in the past, a strong local shipbuilding industry exists in Indonesia, manufacturing an enormous range of indigenous-based designs. In the southern island groups, two main types of craft are manufactured: the *pinisiq* or schooner and the smaller *lambo* or cutter-style ship. Both designs reflect a mix of influences, betraying the historical intervention of other cultures over time. Most evident is the influence of the Europeans. The Portuguese, and later Dutch traders, established ports in the East Indies, as Indonesia was known in the early 1700s, and used indigenous craftspeople to build ships for trade and protection. As a result, traditional designs and techniques have been adapted to include the best features of the European designs, including the square stern design (allowing for increased

capacity), sail, mast and rigging, and central rubber controls. Innovation continues today, as motorisation reduces the extent of sail required.

### **Picture 12: Aircraft manufacturing**

In a country of more than 13,000 islands, air travel provides the most convenient and effective form of transportation. Other geographical features, such as mountainous and rugged terrain, dictate that planes must be adaptable to a range of conditions. The Indonesian aircraft industry produces a range of fixed-wing aircraft and helicopters, as well as providing maintenance and support for external groups. In response to the challenges of air transport in Indonesia, the Indonesian aircraft industry, in the mid-1990s, produced a locally designed wide-body aircraft called the N-250, which was specifically designed with short landing and take-off ability without compromising capacity.

## **Japan**

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### **Picture 13: Robotics**

Robots were first invented in America in the late 1960s, and since that time inventors have been developing and refining robots that can perform a range of repetitive and sometimes dangerous tasks. Because of their engineering excellence Japanese industries led the way in industrial robotics during the 1980s, particularly in automotive and other manufacturing industries. Advances in digital technology are resulting in the development of robots that can function independently and complete complex tasks. Research and development are key elements in the Japanese robotics industry, which is the largest in the world.

### **Picture 14: Tatami mats, Himeji**

In Japan, the *tatami* mat has been used as a standardised unit of measurement (or module) for building since medieval times. The *tatami* refers to the rectangular floor mat traditionally used in Japanese houses, which measures approximately 190 x 95 cm, with slight variations occurring between regions. The number of *tatami* required for a room determines the spaces between beams and columns in a building, and has resulted in standardisation of other elements such as sliding doors and screens. Put simply, a Japanese house could be universally designed and built using the same units, a principle that underpins architecture and manufacturing today.

### **Picture 15: Nineteenth century artist's representation of Murasaki Shibuku, author of *Tale of Genji***

The Heian period (AD 794–1185) was a period of cultural development in Japan and was marked by a proliferation of religion, art, poetry, architecture and literature. During this period, Murasaki Shibuku, a lady-in-waiting at court, wrote the first example of the novel, *The Tale of Genji*. Prior to this time literature was confined to poetry, and Murasaki's fictional tale of Genji, a member of the court and his wives and mistresses, provides a view of court life at the time. Parallel work in Western literature did not occur for several centuries.

### **Picture 16: Video cassette recorder**

The invention of the video cassette recorder triggered a long running rivalry to improve that technology. Sony, a Japanese company, first developed the Betamax, a recorder and player for home use, in 1975. They promoted it as a device for recording television programs. However, another benefit was that for the first time consumers could also play pre-recorded tapes. Soon after, the Japanese Victor Company (JVC) improved the existing system and developed a rival system, VHS, which was cheaper and able to record and play longer tapes. By licensing other companies to produce VHS machines, manufacturers were able to improve further

the VHS system and extend its capabilities. Soon VHS eclipsed Betamax to become one of the most popular forms of home technology in the world.

## Korea

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### **Picture 17: Ondol heating, Yandong Folk Village, Kyongsangbuk-do**

*Ondol*, or under-floor heating, is an old invention that is in wide use in modern Korean homes. Traditional homes were built on top of clay or stone floors that were connected to a large oven. During winter, logs were burnt in the oven, and the hot air generated was vented through flues to heat the floor. People would then sit or sleep on the floor to benefit from the heat. Today, houses have concrete floors which seal out any dangerous gases and hot water is piped through the floor to heat it.

### **Picture 18: Haein-sa Library, Taegu**

The Haein-sa Library is the repository for the *Tripitaka Koreana*, a collection of more than 81,000 hand-carved woodblocks, making it one of the oldest and most complete compilations of Buddhist scripture in the world. Dating from the 1200s, the carvings took almost 16 years to complete and are excellently preserved. To ensure their preservation in the harsh Korean climate, each woodblock was first soaked and then boiled in salted water before being dried and placed in the purpose-built storage library. The library is, even by today's standards, a marvel of design innovation. Set into the side of a mountain, the library buildings are protected from the cold, wet winds of the north. Built of granite, the buildings have curved wide roofs to attract ventilation through two rows of open-grilled windows on the front and back walls. The windows are of different sizes and heights to allow dry, fresh air to enter through the front wall and circulate through rows of woodblock stands before being drawn out of the back windows. The different-sized windows ensure that moist air does not enter the building. The floors and roofs are covered with clay to protect the library from sudden temperature changes, and a sub-floor of charcoal and lime is designed to soak up any excess moisture. So effective is the system that a recent attempt to install modern air-conditioning was abandoned after several woodblocks became mildewed. Both the woodblocks and the building have been afforded World Heritage listing.

### **Picture 19: Motor vehicle industry, Ulsan**

Following the devastation of the Korean War, South Korea staged a remarkable economic recovery to achieve a very high standard of living. A key feature of the economy is the development of *chaebol*, huge government-sponsored family-run businesses. Due to government protection against overseas competition and relatively low wage rates, these businesses were able to establish themselves on the world market by producing low-cost, high-quality products. Despite recent lower levels of government protection and rapid increases in workers wage rates, *chaebol* such as Hyundai, Samsung and Daewoo now account for more than a third of South Korea's exports.

### **Picture 20: Turtle warship, Seoul**

In 1592, Korea was invaded by Japan. The Japanese, armed with superior firepower, easily overran the Korean naval force. However, one invention turned the outcome of the invasion around. The *Geobukseon* or Turtle warship was the invention of Korea's most famous naval war hero, Admiral Yi Sun-shin. An iron-clad wooden dome was added to an existing boat design. This wooden dome was, in turn, covered with hundreds of sharp swords. When rammed, the ship was difficult and dangerous to board, and effectively protected the crew and the cannons, just as a turtle's shell protects its body. To add to the threat, the boats also featured a figurehead of a large dragon (a symbol of power). So effective was the design that the Japanese lost more than 500 ships to the Turtle warship.

## Philippines

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### **Picture 21: Lipa houseboat, Tungkalang, Tawitawi Island, Sulu**

The Badjoa people of the Sulu Archipelago, it is believed, took to living on the seas to escape more dominant land-based peoples. Traditionally they lived entirely on *lipas*, dugout canoes, which housed entire families, who shared food, labour and resources. Although small, the *lipa* is an excellent example of purpose-designed engineering – the hull is fitted with a platform made of slats, designed to create a stable area for spearing fish, under which is a storage area. The central section is covered with a removable roof to permit the easy loading and unloading of goods. The prow of the boat is designed to cut through the waves, making the *lipa* a stable yet mobile vessel. Today, many Badjoa live in stilted villages throughout the islands, but still rely on their boats for fishing.

### **Picture 22: Jeepney, Cebu City**

The Jeepney is an example of innovative recycling. Developed from surplus US army jeeps left behind after World War II, the jeeps were originally designed to carry two people and supplies in the back. By extending the body and replacing the seating, Filipinos created a vehicle that could carry eight to ten passengers. The colourful and creative decoration is a further cultural expression, ensuring that no two Jeepneys are the same. Although the original Jeepneys are rare, custom-made Jeepneys are now being manufactured in the Philippines, providing a unique and distinctly Filipino mode of transport.

### **Picture 23: Rice terraces, Banaue, Luzon**

Located on the island of Luzon, the rice terraces of Banaue, widely recognised as a marvel of civil engineering, date back more than 3,000 years. Built by the Ifugao people, the terraces are built upon a base of rock and stone said to equal the quantity of stone used to build the pyramids of Egypt. From this foundation, layers of terraces were created so that each received appropriate amounts of sunlight for the rice crops. Although irrigation systems have been developed, the terraces have remained effective due to constant maintenance by the community. Today illegal logging in the area threatens the terraces with erosion and collapse. Furthermore, young, educated Ifugao are increasingly attracted to life in urban areas, weakening the Ifugao's capacity to maintain the terraces into the future.

### **Picture 24: Microelectronics factory, Santa Rosa**

The Filipino economy is largely reliant upon agriculture and fishing, two sectors which employ approximately 40 per cent of the workforce. Manufacturing is focused largely around Manila. With government support, it has diversified from the more traditional exports of clothing, food and wood products to include the production of microelectronics, computer hardware and finished electrical products.

## Thailand

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### **Picture 25: Long boats, Chao Praya River, Bangkok**

Waterways provide a major source of transportation in Thailand. Cities such as Bangkok have their origins in the waterway structure that links them to the inland and provides access to other countries. Different forms of water transportation have been developed and adapted over the centuries to meet the needs of local inhabitants. One such example is the 'long-tailed' boat. Based upon traditional oar-driven designs, the modern long-tailed boat developed after experiments with standard outboard engines failed. Long-tailed boats use an on-board car

engine with an extended drive shaft that places the propeller a distance from the boat, enabling the driver to manoeuvre around reeds and other obstructions while creating minimal wash for the low-level canoes commonly used in Thailand. Another advantage of the engine is that the parts are manufactured locally and are therefore easy to obtain.

### **Picture 26: Rubber tapping, Phuket**

Thailand has become the world's largest natural rubber producer and exporter. Most production is concentrated in the south of the country, where small plantations remain in the hands of local producers. Unlike other agricultural industries, rubber is harvested using traditional methods, sustaining generations of workers. The natural rubber industry in Thailand is currently facing reform as the price for natural rubber on the world market declines and competition from other countries of Asia increases. The Thai government is attempting to reduce the impact on rubber growers by developing a domestic rubber manufacturing industry, particularly for the automotive tyre industry, with major tyre manufacturers establishing plants in Thailand. Farmers are being offered training and business incentives to improve production quality, and the government is actively working to develop new industries in areas such as rubber glove, balloon and automotive part production.

### **Picture 27: Sky train, Bangkok**

Traffic congestion is a common by-product of city growth, and is a problem that plagues most major cities in the world. In Bangkok, however, traffic problems are legendary, largely because of its geographic situation. The city centre is built around a network of canals or *klongs*, which support a significant domestic population. During business hours this population multiplies enormously, resulting in traffic jams that can extend for hours. A number of solutions have been proposed over time, including traffic exclusion zones, tidal traffic systems (systems that increase traffic flow by increasing the numbers of ingoing or outgoing lanes to accommodate the greatest traffic flow), and perhaps most significantly the development of a mass transit system. The sky train was developed privately and provides rapid transit into the city centre; but while it has contributed positively to the traffic situation, it still faces high operating costs and a fare structure that is prohibitive for a significant percentage of the population.

### **Picture 28: Orchids, Chiang Mai**

Thailand is the world's largest exporter of tropical orchids. The industry was established on one species of orchid that enjoyed enormous popularity in the international cut flower market in the 1970s. Thailand has remained a world leader in this industry by developing new varieties of orchid through advanced research, growing techniques, a skilled workforce and efficient handling and export procedures.

## **Vietnam**

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### **Picture 29: Adapted vehicle, Ha Noi**

In many countries local adaptation to existing design technology has provided a flexible and cost effective way to meet individual needs. Adapted vehicles are often constructed from locally produced parts and result in vehicles that are cheap to repair and maintain. In Vietnam, vehicles used during the Vietnam War (1960–70s) have been converted into farm and urban vehicles.

### **Picture 30: Fish farm, Chau Doc**

Fish and prawn farming has become a viable alternative to rice farming in the delta areas of the Mekong in Vietnam. The Mekong waters are rich with nutrients, providing low set-up costs for the mostly family run small-scale farms. Fish farms are constructed of wire netting cages and are attached to the base of a floating house. Dual use of the space reduces the cost to the family and increases the returns in profit in a country where fish is one of the main sources of protein. So successful is this form of farming that export of Vietnamese catfish is burgeoning around the world. However, this form of farming is dependent upon the health of the waters that support it. For farmers on the Mekong, increasing pollution from human sewerage overflow and chemical run-off from farms (fertilisers and pesticides) threaten the fish and prawn farming markets.

### **Picture 31: Water puppets, Ha Noi**

Puppetry has a strong tradition in many countries of Asia as a medium for transmitting stories of religious and cultural significance. The Vietnamese water puppet theatre is an innovation on traditional forms of puppetry common in countries such as Indonesia. Drawing on the same themes of storytelling, water puppets plays are performed using a tank of water. Puppeteers, hidden behind curtains, manipulate the puppets in a way similar to marionettes, using the water to hide the devices that operate the puppets.

### **Picture 32: Ceramics, Ha Noi**

Recent archaeological findings indicate that Vietnam has a long history in the production of ceramics and pottery. This tradition continues today through a flourishing local and export industry. Drawing on influences from China and local innovations in glazing and decoration, Vietnamese ceramics have a wide diversity of styles. Vietnamese ceramics manufacturers have diversified their industry to include the production of household ceramics tiles and sanitary ware, such as basins and toilets, which are sold on the world market.

## **Exploring the theme**

Discuss the adage 'Necessity is the mother of invention'. Divide the class into groups and invite them to discuss how that saying might be applied to the inventions and innovations contained in the photographs.

### **Invention**

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- Form students into groups and invite them to investigate each invention and provide a profile of the invention. Details should include the date invented, the inventor (if available), the reason for the invention (the problem it solved), the impact of the invention at the time, the long-term impact of the invention (any innovations that have resulted from these inventions). Have students map the inventions on a timeline, and add details of any further or related inventions that they discover.
- Compare the inventions listed and the purposes for which they were designed. Ask: 'How many of the inventions have remained untouched in terms of design and use?' Invite students to select the invention from the list they regard as having the greatest impact on modern life. Have them outline the reason for their selection and use the information to persuade others in a whole-class exercise.
- Investigate the historical contexts of the inventions and identify some of the factors that encourage periods of technological development such as support from innovative rulers, strong economies or periods of political stability.

- Not all inventions are developed for economic or scientific purposes. Consider why a game such as chess would have been developed. Ask: 'What skills would have been taught through this game?' Consider other games that provide practice in skills that are useful in everyday life. Review the photographs and invite students to identify inventions that provide cultural or social value to a community, for example, the development of the novel in Ancient Japan.

The following Pictures will assist with the activities listed above: 1, 2, 4, 5, 6, 15, 16, 17, 20, 21 and 31.

## Economic solutions

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- Discuss the importance of transportation systems for communication and economic development. Examine the maps of each of the countries and encourage students to suggest challenges to effective transport that may face each country. Review the listed photos and invite students to consider how these solutions address particular transportation challenges. Ask: 'How might each contribute to the wealth of the country and solve the transport problems of other localities?' Pictures 4, 11, 12 and 25 provide some examples of transportation solutions.
- Brainstorm ideas about electricity and its use in our daily lives. Discuss alternative forms of energy. Develop a PMI list (Plus, Minus and Interesting ideas) for alternative energy resources. Consider the economic, environmental and social impacts of different kinds of energy generation. Ask: 'What impact would alternative energy have on people's everyday lives? What conditions are suitable for these forms of power? Why might countries seek alternative forms of energy?' Use climate information and the maps to suggest countries of Asia that could use different forms of electrical generation, or other forms of energy. Pictures 3 and 7 illustrate some forms of energy generation in countries of Asia.
- Countries attempt to develop businesses or industries to improve the economic and social lives of their societies. Many countries actively encourage investment and technological transfers from multinational companies by creating special export zones, but also try to protect local, specialised industries from economic competition from other countries. Have students identify products and industries that may be exclusive to a certain country. Also, have them identify industries that may have benefited from technologies transferred from other countries. Ask: 'What benefits and risks do countries face in developing small, specialised business such as microelectronics, a car industry or horticultural specialisations?' For example, Indonesia enforces strict licensing agreements on exports of rattan and teak products. Investigate the costs and benefits of multinational companies operating in any particular country. Consider some of the ways the countries of Asia have been able to benefit from multinational companies, while also protecting workers rights, the environment and local industry. The following Pictures provide starting points for this activity: 8, 10, 12, 13, 19, 22, 24, 28, 30 and 32.

## Innovations

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- Countries of Asia face a variety of environmental challenges, some natural and others the result of human impact. Use the Internet to develop a list of environmental challenges that countries of Asia confront, for example, dealing with water resources in China and India, and earthquakes in Japan. Investigate some of the solutions that different areas have developed and assess their relative effectiveness. Pictures 4, 9, 18, 21, 23 and 27 provide some examples that support this activity.
- Contact with other cultures as a result of colonisation, war or trade has resulted in the adoption of technology and resources to meet local needs. Some innovations that began as local adaptations have become so successful that they have spawned

their own industries. Investigate local industries and/or products that demonstrate local innovation. Discuss which of the examples could be considered a success and why. Pictures 11, 22, 25 and 29 provide some examples.

- Divide students into groups and invite them to find examples of engineering or design in the cards that are also illustrated in modern design, such as the concept of a standardised modular building and the tatami measures used in traditional Japanese buildings. Provide students with picture resources illustrating architecture and design from around the world, and encourage them to draw comparisons between styles and consider the factors that lead to their use, such as low temperatures and the need for heating in houses. Pictures 14, 17, 18, 21 and 27 provide some examples to stimulate discussion.

## BLM 1 Cause and effect chart

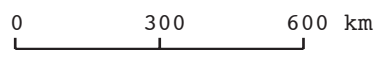
|                    |               |                |  |
|--------------------|---------------|----------------|--|
| <b>Benefit</b>     |               |                |  |
| <b>Cost</b>        |               |                |  |
| <b>Environment</b> | <b>People</b> | <b>Economy</b> |  |



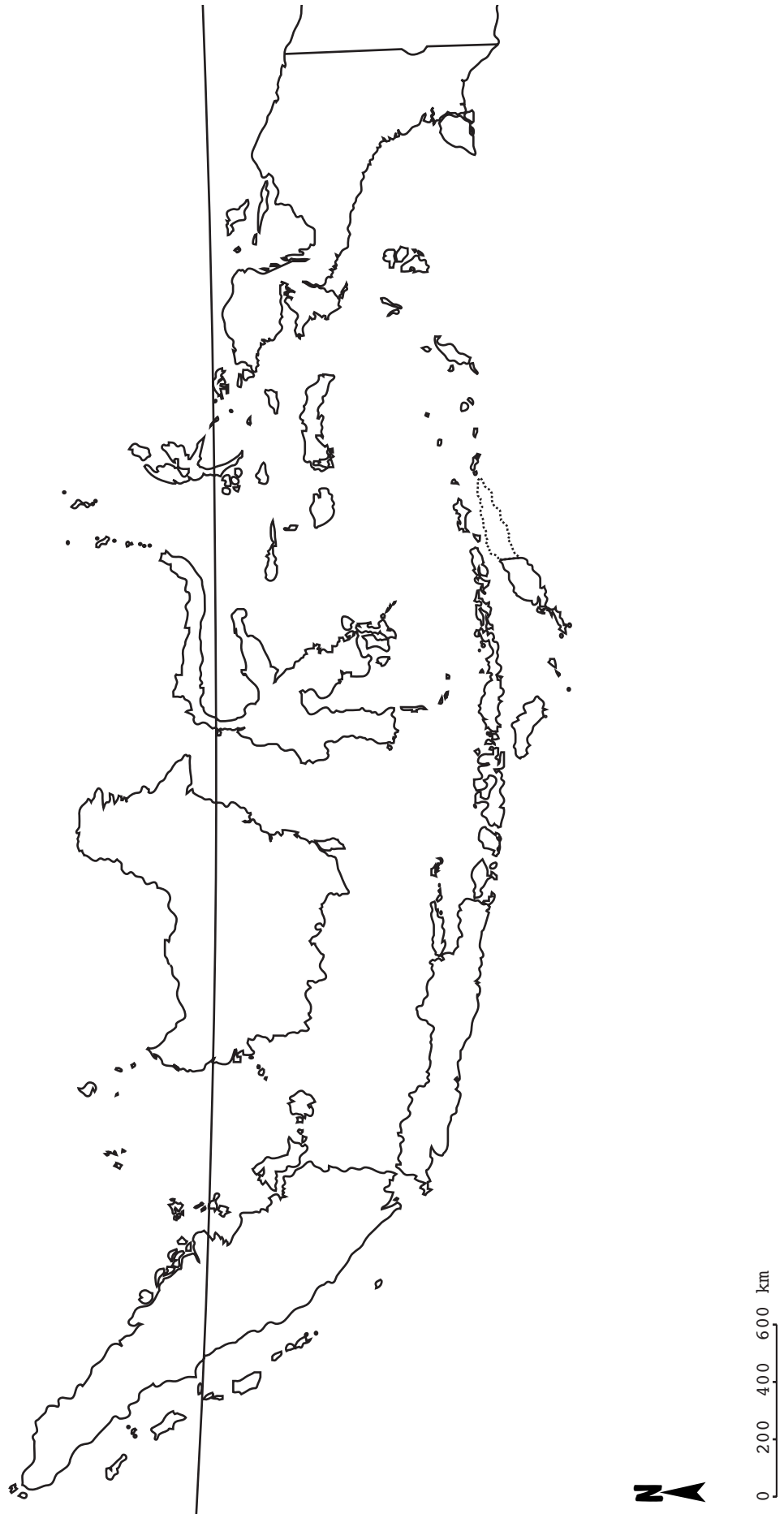
# BLM 3 China



# BLM 4 India



# BLM 5 Indonesia



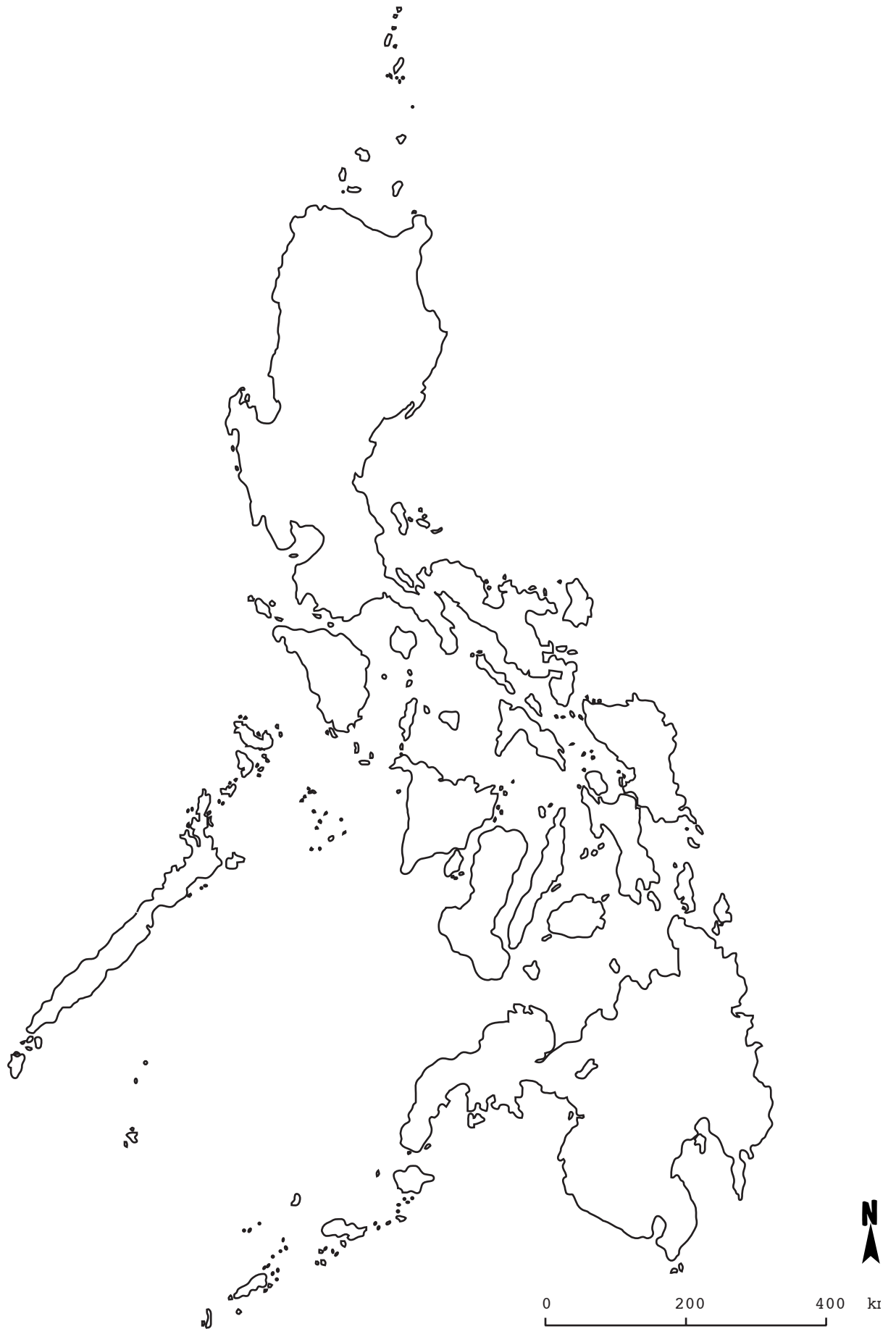
## BLM 6 Japan



# BLM 7 Korea



## BLM 8 Philippines



## BLM 9 Thailand



# BLM 10 Vietnam

