

# Choie Sew Hoy: Otago Pioneer

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

## Overview

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

Choie Sew Hoy came to New Zealand from China in 1869, after working in the goldfields of California and Australia. He became a successful merchant and entrepreneur in Otago and was prominent in public life. He was also a well-known leader and benefactor for the Otago Chinese community. In 2019, 250 of his descendants came together in Dunedin for a family reunion to celebrate 150 years since their forebear arrived in New Zealand.

Choie Sew Hoy is one of many early immigrants who made an important contribution to New Zealand society. Sew Hoy's story explores the idea that people from a variety of countries came to make Aotearoa home and whether their experiences were positive or negative depended on how the migrants were treated..

This item:

- has strong links to Aotearoa New Zealand's histories
- provides opportunities for exploring the inquiry practice of interpreting past decisions and actions

- provides opportunities for exploring the idea of success and what it took for Choie Sew Hoy to achieve success as a businessperson, as a member of the community, and as the patriarch of a family
- provides an opportunity for students to explore the history and experiences of Chinese goldminers who came to Aotearoa in the nineteenth century, including the risks they took and the racism they often endured
- has central themes of immigration, identity, citizenship, culture, heritage, entrepreneurship, leadership, and family
- provides opportunities for students to explore the information contained in historical images
- provides a springboard for cross-curricular study, including technology, the social sciences, and English.

A PDF of the text and an audio file as an MP3 are available at [www.schooljournal.tki.org.nz](http://www.schooljournal.tki.org.nz)

### Texts related by theme

“Bok Choy”, “Bright Fine Gold”, and “Following Gold” (all SJ L3 May 2015) | “Chinese New Zealanders” SJ L4 Nov 2019 | “Leaves” SJ L4 May 2020 | Bok Choy SJSJ L3 2015


## Text characteristics

Opportunities for strengthening students' reading behaviours

**What made Choie Sew Hoy a success?**

People said that Sew Hoy was “sharp as a razor” because he was quick to see opportunities to make his business successful. For example:

- He bought scrap metal and old horseshoes, which he **exported** to China for recycling.
- In China, bone was used for carving ornaments and pieces for games, so Sew Hoy bought beef bones to sell in China.
- Hakeke (wood ear fungus) grows in the New Zealand bush. The same kind of fungus was a popular food in China. Sew Hoy said people to collect and dry



Choie Sew Hoy's gold dredge

What else do we know about Choie Sew Hoy?

Some words and phrases that are ambiguous or unfamiliar to the students, the meaning of which is supported by the context or clarified by photographs, illustrations, diagrams, and/or written explanations

He and his wife had four children.

A few years later, when gold was discovered in Australia, Sew Hoy sailed to Melbourne – but he had learnt something from his time in California. He had seen that the people who sold things made more money than most of the miners, so he became a merchant.

Some places where information and ideas are implicit and where students need to make inferences based on information that is easy to find because it is nearby in the text and there is little or no competing information


**Racism towards Chinese people in New Zealand**

Many of the first Chinese who came to New Zealand experienced racism. Some people set up anti-Chinese groups, and newspapers published anti-Chinese cartoons and stories. Some local councils even voted not to use Chinese workers, and the government passed a law to limit the number of Chinese coming into the country.

Some abstract ideas that are clearly supported by concrete examples in the text or easily linked to the students' prior knowledge

People said that Sew Hoy was “sharp as a razor” because he was quick to see opportunities to make his business successful. For example:

- He bought scrap metal and old horseshoes, which he **exported** to China for recycling.
- In China, bone was used for carving



[Other] visual language features (subheadings and bullet points) that support the ideas and information

## Text and language challenges

Some of the suggestions for possible supporting strategies may be more useful before reading, but they can be used at any time in response to students' needs.



Go to the [Learning Progression Frameworks – Reading](#): “Making sense of text: vocabulary knowledge”, “Making sense of text: using knowledge of text structure and features”, “Making sense of text: using a processing system”, and “Acquiring and using information and ideas in informational texts” to find detailed illustrations showing how students develop expertise and make progress in those aspects.

### SPECIFIC KNOWLEDGE REQUIRED

- Some understanding of what happens in a gold rush
- Knowledge that gold is a valuable metal that is found in rock and extracted by mining
- Some awareness that using machinery to find gold means you can find more gold more quickly and make more money
- Some understanding that business people can make money buying goods from one country and selling them at a higher price in another country
- Some awareness that in the nineteenth century, many people travelled to other countries to take part in gold rushes
- Some awareness that travel in the nineteenth century was very difficult and expensive
- Some awareness that in the nineteenth century, parts of China were very poor, so people left to try to improve their lives
- Some awareness that Chinese people who came to New Zealand often encountered racism
- Developing understandings about important social science concepts, such as identity and citizenship.

### Possible supporting strategies

- Tell the students that they are going to read an article about a Chinese man who came to New Zealand in the nineteenth century and became a very successful businessman and community leader. The article is written by one of his descendants and her husband.
- Have the students skim the text to identify the places where Choie Sew Hoy lived. Have them find these places on a map. Discuss what travelling would be like at the time (expensive, lengthy, uncomfortable, and arduous) and the commitment it must have taken to travel so far.
- Prompt the students to discuss why people migrate to other countries and to share their own experiences or family stories about migration.
- Encourage the students to share what they know about goldmining in New Zealand in general and the experiences of Chinese goldminers in particular. Provide photos of goldmining to activate their prior knowledge. Some students may have experience of panning for gold in historical tourist sites. The students could create their own mind map using pictures and words to show what they see when they visualise goldmining, for example, prospecting pans, dredges, a sluice, water, gravel, rivers, dirt, and so on. They could share their ideas to create a class mind map.
- Clarify, if necessary, that gold is a precious metal, and that part of its value comes from the fact that there is a limited amount and it is difficult to extract.
- Support the students to understand how Sew Hoy made money through exporting and importing goods by drawing a flow chart that shows the two-way flow between New Zealand and China. Have the students label the chart with the goods that he exported from New Zealand and those he imported from China. Explain that a businessperson makes a profit by selling goods for more than they bought them for. *If you buy a beef bone for \$1 and sell it to me for \$1.10, you will have made ten cents profit. If I buy ten beef bones from you, how much will you have made?*
- Have the students read some of the related texts listed on page 1 of these TSM (or read them aloud to the students). These offer background information on the experiences of Chinese miners in New Zealand.
- Explore some of the resources available on Te Ara:
  - [Gold and gold mining](#) explains the importance of this industry in nineteenth-century New Zealand and includes information about Māori and Chinese miners and methods of mining.
  - [Chinese](#) summarises the history of Chinese immigration to New Zealand.
  - [Choie Sew Hoy](#) is a biography.
- The article's writers have been interviewed on Radio New Zealand (RNZ) about their book: [Merchant, Miner, Mandarin: The life and times of the remarkable Choie Sew Hoy](#). Choie Sew Hoy's story was also told in the RNZ story [The remarkable legacy of Choie Sew Hoy](#). After reading the text, the students could record questions they would like to ask about Sew Hoy, then listen to one of these items to see if they are answered.
- You can find a brief explanation of the cartoon [Still they come](#) on the National Library website.
- For further information on Chinese names, see [Asia for Educators](#) and the text box in the Te Ara item [Chinese](#).
- For ideas and examples on developing conceptual understandings in social sciences, including belonging and participation and identity and citizenship, see [Building conceptual understandings](#).

## VOCABULARY

- Topic-related terms, including “merchant”, “gold rush”, “claims”, “exported”, “miners”, “goldfields”, “business owners”, “goods”, “machinery”, “gold dredge”, “immigrant”
- Names of people: “Choie Sew Hoy”, “Sew Ding”, “Sew Hong”, “Sew Kung”, “Eliza Prescott”
- Names of places: “Guangdong province”, “China”, “United States”, “California”, “Australia”, “Melbourne”, “Otago”, “Dunedin”, “Canton”
- Collocations, including “community leader”, “local councils”, “treated fairly”, “scrap metal”, “community groups”
- Other possibly challenging words and phrases, including “rural”, “province”, “wharves”, “experienced”, “racism”, “anti-Chinese”, “limit”, “reporters”, “agreements”, “Government”, “horseshoes”, “ornaments”, “beef bones”, “hakeke”, “fungus”, “hired”, “wealthy”, “mixed well”, “descendants”, “villa”, “verandah”, “traditional”, “generational name”, “sharp as a razor”.

## Possible supporting strategies

- Remind the students of strategies that are particularly useful for working out unfamiliar vocabulary, such as using word knowledge, rereading to look for clues, making connections with their prior knowledge, and reading on to see if the meaning becomes clearer.
- Direct the students to the glossary on page 9.
- Tell the students there are a lot of names in this text. Remind them that names of particular people or places are called proper nouns and begin with a capital letter.
- In pairs, the students could complete “cloze tasks” that require them to reuse key words while simultaneously reinforcing the content. Pairs of students could make cloze tasks for each other. An interesting alternative to this is a [Banana dictation](#) where the students do the task orally.
- Explain that the phrase “sharp as a razor” is meant figuratively to emphasise that Sew Hoy was very intelligent. Have the students think, pair, and share other examples of how this phrase could be used in a sentence. *What other phrases can be used to say that someone is very smart? Do you know of similar phrases in your home language?*
- For each topic-related word or phrase, the students could complete a graphic organiser that has spaces for the word, a definition, three synonyms, three antonyms, and a visual representation of the word. (See the TSM for “Don’t Forget to Vote”, SJ L2 Nov 2020, for an example that you can adapt).
- *The English Language Learning Progressions: Introduction*, pages 39–46, has useful information about learning vocabulary.
- See also [ESOL Online, Vocabulary](#), for examples of other strategies to support students with vocabulary.

## TEXT STRUCTURE AND FEATURES

- A biography, broken into four main sections with subheadings
- Subheadings as questions, indicating what information the reader is likely to find in each section
- Two text boxes, one on racism and one about Choie Sew Hoy’s name
- Visual images, beginning with one from the present day and followed by a series of historical images
- Visual symbols in the cartoon (the stereotypical pigtailed Chinese, the poll tax used as a vaulting pole, and the wall for New Zealand’s border)
- A present-day introduction, followed by the chronological retelling of Choie Sew Hoy’s story and a conclusion that repeats the main ideas in the introduction
- Bullet points to show some of the ways Choie Sew Hoy made money through business
- Adverbs of time and place that frame the chronological retelling of Sew Hoy’s story, including “A few years later”, “In 1861”, “By 1869”, “When new miners arrived on ships”.

## Possible supporting strategies

- Scan the article with the students, prompting them to notice the features that will help to identify what kind of text it is and predict the kind of information it will contain. *What do you notice about the subheadings? How might they help you to read this text? Why do you think there are photographs and a cartoon?*
- Have the students skim the text to get a sense of the changing time frames from the present to the past. Have them locate the adverbs of time and place on pages 4 and 6 and discuss how these specific facts provide a solid framework for us to follow Choie Sew Hoy’s story.
- As they read, prompt the students to make connections within the text and to their own experiences. *Have you attended a family reunion like the one in the photo? What happened? Why do people have family reunions? Have you seen photos of your ancestors or whakairo on your marae? What feelings do you get when you see them?*



## Possible curriculum contexts



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

### ENGLISH (Reading)

- Level 2 – Processes and strategies: Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.
- Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts.
- Level 2 – Structure: Show some understanding of text structures.

### ENGLISH (Writing)

- Level 2 – Processes and strategies: Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.
- Level 2 – Ideas: Select, form, and express ideas on a range of topics.
- Level 2 – Structure: Organise texts, using a range of structures.

### TECHNOLOGY (Nature of Technology)

- Level 2 – Characteristics of technology: Understand that technology both reflects and changes society and the environment and increases people's capability.

### SOCIAL SCIENCES

- Level 2 – Understand that people have social, cultural, and economic roles, rights, and responsibilities.
- Level 2 – Understand how people make choices to meet their needs and wants.
- Level 2 – Understand how people make significant contributions to New Zealand's society.

### Aotearoa New Zealand's histories

Big idea: The course of Aotearoa New Zealand's history has been shaped by the exercise and effect of power

National context: Whakapapa me te whanaungatanga

Years: 4–6

What are the origin and settlement stories of particular groups who have moved to Aotearoa New Zealand? Why were some treated differently from others? Why did Chinese goldminers come to Otago? How did Choie Sew Hoy become a successful businessman and a community leader?

The key ideas in "Choie Sew Hoy: Otago Pioneer" are:

- that people from a variety of countries came to make Aotearoa home and whether their experiences were positive or negative depended on how the migrants were treated..

Throughout your work with this text, consider these connections and bring them into the teaching and learning in ways that work for your rohe and your learners. Some examples of ways to do this are given in these support materials.

### Aotearoa New Zealand's histories – inquiry practice

- Interpreting past decisions and actions.

### Possible first reading purpose

- Find out how an immigrant to New Zealand made an important contribution to New Zealand society in the early part of last century.

### Possible subsequent reading purposes

- Identify why Choie Sew Hoy was said to be "sharp as a razor"
- Identify the text structures and features that support the reader.

### Possible writing purposes

- Write a paragraph to explain what they learnt from the photos in this text
- Write a letter to one of the descendants of Sew Hoy describing how he helped other Chinese immigrants and the people of Dunedin.



## Instructional focus – Reading

**English** Level 2 – Processes and strategies: Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas; Ideas: Show some understanding of ideas within, across, and beyond texts; Structure: Show some understanding of text structures.

**Technology (Nature of Technology)** Level 2 – Characteristics of technology: Understand that technology both reflects and changes society and the environment and increases people’s capability.

**Social Sciences** Level 2 – Understand that people have social, cultural, and economic roles, rights, and responsibilities; Understand how people make choices to meet their needs and wants; Understand how people make significant contributions to New Zealand’s society.



Go to the [Learning Progression Frameworks – Reading](#) to find detailed illustrations showing how students develop expertise and make progress in the aspects featured in the following section of this TSM. These aspects have been selected as the main focus for this TSM, but other aspects could also be relevant to the text.


### First reading

- Activate the students’ prior knowledge by asking what they already know about or have heard about goldmining in Aotearoa in the nineteenth century and the experiences of Chinese immigrants. See “Specific Knowledge Required: Possible supporting strategies” for ideas.
- Ask the students what the relationship might be between the people in the photo on page 2 and the man on page 3.
- Read the title and the introductory paragraph together and encourage the students to make predictions about the answer to the question, “How did he do it?” Record the students’ suggestions.
- Have the students skim the text to predict the information they expect to find under each subheading. Prompt them to look for additional clues in the photographs. Have them record their predictions so they can check them as they read.
- After the reading, discuss whether the students’ predictions were correct and what evidence they found to support the idea that Sew Hoy was “sharp as a razor”.

### Possible supporting strategies

#### (LPF – Making sense of text: using a processing system)

#### If the students require more scaffolding

- Remind them of strategies that are particularly useful on a first reading, such as asking questions, making predictions, reading on, rereading, and making connections with their prior knowledge.
- Have the students listen to the audio version as they read to help with comprehension, fluency, and unfamiliar vocabulary.
- Discuss the difference between the text boxes and the running text. Consider leaving out the text boxes until the second reading.
-  Create a shared Google Doc to record the students’ predictions and what they found when reading. Conduct a shared reading of the first section and model how to complete the chart. Have the students continue reading, working in pairs to check their predictions and complete the chart.

Subheading	Our predictions	What we found
Who was Choie Sew Hoy?		
Why did Choie Sew Hoy come to New Zealand?		
Racism towards Chinese people in New Zealand		
A sign in two languages		
Why should we remember Choie Sew Hoy?		

- Have the students highlight the adverbs of time and place and use them to create a timeline. They could do this on paper or they could use an online interactive tool.

## Subsequent readings

How you approach subsequent readings will depend on your reading purpose. Where possible, have the students work in pairs to discuss the questions and prompts in this section.

### **Choie Sew Hoy's contribution**

#### **The teacher**

Discuss the structure of the article, drawing out the way the introduction contains important information about Sew Hoy that is supported by evidence in the body of the text and repeated and reinforced in the conclusion.

- *What information was the same in the introduction and the conclusion?*
- *What information did you find in the rest of the text?*
- *What do the writers want us to know about Choie Sew Hoy?*

Revisit the students' initial suggestions about how Choie Sew Hoy became successful. Have the students unpack the ways he was successful (as a business leader, innovator, and community leader), then ask them to find evidence that supports the idea that he was successful (for example, his wealth showed his success as a businessperson). Finally, have them discuss and select three qualities of Sew Hoy that allowed him to make such a positive contribution to society. The students could use a graphic organiser like the one below. Support them towards making their own response to the writers' questions "What made Choie Sew Hoy a success?" and "Why should we remember Choie Sew Hoy?"

<b>Ways in which Choie Sew Hoy was successful</b>	<b>Business leader</b>	<b>Community leader</b>	<b>Innovator</b>
What Choie Sew Hoy did to achieve success			
Three words to describe why Choie Sew Hoy achieved so much			

### **(LPF – Making sense of text: using knowledge of text structure and features)**

#### **The students:**

- revisit the structure of the text and discuss how the headings and images help the reader to understand the text
- think critically about success and different ways of measuring success
- evaluate the actions Choie Sew Hoy took to challenge unfair treatment of Chinese immigrants
- make inferences about how Choie Sew Hoy became successful in a range of areas of his life.

## Text structure and features

### The teacher

Focus the students' attention on the photograph on page 2. Explain that historians get a lot of information from visual images, such as paintings, photographs, cartoons, and videos. Use the worksheet at the end of this TSM to take them through the following four-stage analytical process:

1. View the image.
2. Look closely at each part – what can you see?
3. Try to make sense of the image – what does the image show you?
4. Describe the information you get from the image – what can you learn from it?

Have the students work in pairs or small groups to repeat this activity with one of the other photos. Prompt them to link their ideas about the photographs with the adjacent text.

Have the students report to the whole group on what they find and discuss what the images added to the students' understanding of the written text. Model how to make connections across the text to create a picture of how Choie Sew Hoy maintained his Chinese identity while also operating successfully in a community that was dominated by Europeans. For example: *I can see that both portraits of Sew Hoy are carefully staged, so it makes me wonder what he wanted the two photos to say to the world. In the first, he is wearing clothes that Pākehā businessmen wore at that time, so I think he wanted people to know he was a successful businessperson who could fit easily into the Pākehā world. The second photo shows him wearing traditional Chinese clothing. I think this shows that he was very proud of his Chinese heritage and wanted people to know he was also a proud Chinese man, and he could move easily between the two cultures.*

Follow the four-part analytical process to examine the cartoon on page 5.

- How are the people drawn? Why do you think they were drawn this way?
- What does the cartoonist want us to think?
- Who might have agreed with the cartoon's message when it was first published? Who might have disagreed with the cartoon's message?
- What questions do you have after looking at this cartoon?

Display the National Library entry on the cartoon and use the additional information in the description to find answers to the students' questions.

Connect the discussion to the students' lived experiences and what is happening in Aotearoa New Zealand today.

- What do we know about the treatment of Chinese people and immigrants from other places in Aotearoa New Zealand today?
- How can we make sure new people to our school or class feel welcome?

## (LPF – Making sense of text: using knowledge of text structure and features: Making sense of text: reading critically)

### The students:

- with support, use the four-stage process to find important information from the photographs and the cartoon
- ask and answer questions about the cartoon, noting that some questions may not be answered
- think critically and make inferences about the cartoonist's message
- with support, think critically about how Chinese people and immigrants are treated today
- discuss how they can welcome and include new people to their school community.

### METACOGNITION

- We spent a lot of time looking closely at the photographs and cartoon. How did this help you to understand what they were saying or showing you? Can you think of other times when it might help you in your reading and learning?
- If we could bring Choie Sew Hoy into our classroom, what question would you most like to ask him?

### GIVE FEEDBACK

- It's good that you've found evidence in the article to support your conclusion that Choie Sew Hoy was successful in many areas of his life. Backing up your conclusions with evidence is a really good skill for reading and understanding non-fiction.
- The questions you asked about the cartoon show me that you're thinking critically about how people use cartoons to get their message across. Asking questions is a good way to focus your reading and thinking as you make sense of the images in non-fiction texts.



The Literacy Learning Progressions

Assessment Resource Banks

## Instructional focus – Writing

**English** Processes and strategies: Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas; Ideas: Select, form, and express ideas on a range of topics; Structure: Organise texts, using a range of structures.

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Go to the [Learning Progression Frameworks – Writing](#) to find detailed illustrations showing how students develop expertise and make progress in those aspects featured in the following section of this TSM. These aspects have been selected as the main focus for this TSM, but other aspects could also be relevant to the text.

### Text excerpts from “Choie Sew Hoy: Otago Pioneer”

### Examples of text characteristics

### Teacher (possible deliberate acts of teaching)

Page 8

A sign in two languages

This was the sign on Choie Sew Hoy’s store. In traditional Chinese, it says Choie Sew Hoy. Choie was his family name or surname, Sew was his generational name (his brothers were named Sew Ding, Sew Hong, and Sew Kung), and Hoy is his personal name.

#### EXPLANATION

*Historians use information and sources to understand the past. Historical writing often consists of explanations of what has been learnt from this study. Explanations may tell us what something is, what it is used for, why it is important, or how it works. The writing needs to be clear and objective, and it may include detailed and technical language.*

#### (LPF – Using writing to think and organise for learning; Creating texts to communicate current knowledge and understanding)

Have the students select one of the historical images and write a paragraph explaining what it shows. For example, they might select the image of the gold dredge and write an explanation of its purpose and how it works. This is likely to require further inquiry, using the related texts listed on page 1 of this TSM or one of the resources suggested on page 2. In their inquiry, the students may find a related historical image to add to their explanations.

Support the students by:

- having them complete this task in pairs
- using the text box on page 8 as a model
- prompting them to draw on their earlier analyses of the historical images for content
- modelling how they can use the four-stage analytical procedure to offer each other feedback.

Have the students mount their images and explanations into a display to share what they have learnt. Discuss any questions or issues that arose from the inquiry and from reading each other’s explanations.

Page 2

These people are celebrating 150 years since their ancestor, Choie Sew Hoy, arrived in New Zealand.

#### CREATIVE WRITING IN HISTORY

*Not all historical writing is non-fiction – historical writing can also be fictional. In such writing, known facts provide structure and integrity, but the imagination helps us make connections between past events and achievements and our own lives. Successful creative writing requires, and helps create, a sense of empathy.*

#### (LPF – Using writing to think and organise for learning; Creating texts to communicate current knowledge and understanding)

Have the students write a letter as one of the descendants of Choie Sew Hoy who is attending the family reunion. They are writing to another family member who didn’t attend, telling them about what they learnt and why they should come to the next reunion.

Prompt the students to make personal connections:

- *Have you attended a large family gathering, maybe a reunion or a function at your marae? What was it like? How did it feel?*
- *Why do you think these people attended the reunion? What do you think they learnt? What might they be feeling about their famous ancestor?*

The students may need a model for how to structure a letter. Note that this is a letter to a family member, so the style can be informal. However, we should always think about the reader before writing.

Prompt them to:

- discuss what they want to say with a partner
- make notes to guide their writing
- organise the letter in paragraphs.

Discuss what this experience adds to their thinking about how people in the past can still have an impact on us today.



## Text excerpts from “Choie Sew Hoy: Otago Pioneer”

Page 5

Choie Sew Hoy often talked to reporters and wrote letters to newspapers asking for Chinese to be treated fairly. In 1881, when the government made every Chinese person entering New Zealand pay a tax of £10 (about \$1,770 today), Sew Hoy spoke out. He said this tax broke agreements Britain had signed with China to give people free entry to New Zealand. (At that time, New Zealand was part of the British Empire.) He always spoke reasonably, using facts to back up what he said.

## Examples of text characteristics

### PERSUASIVE WRITING

*Persuasive writing is used to convince someone to take a particular point of view or carry out a certain action. It requires a sense of purpose and an awareness of the audience and what drives them. The writer must include facts and appeal to the reader's values and emotions.*


## Teacher (possible deliberate acts of teaching)

**(LPF – Writing meaningful text: using knowledge of text structure and features; Creating texts to influence others; Creating texts to communicate current knowledge and understanding)**

Tell the students to imagine themselves as Choie Sew Hoy writing a letter to the paper, asking for fair treatment. To prepare for this activity, it would be helpful to inquire further into the poll tax and its impact. You could support the students to read the [Te Ara entry](#) on the topic. The students could transfer key facts they learn onto a graphic organiser. You could use a [hot-seating](#) activity to help the students use what they know about Choie Sew Hoy and this issue to put themselves in his position.

Model the features of persuasive writing and provide the students with a planning template. This should remind them of the need to:

- start with a clear statement of position
- support their position with at least three pieces of evidence
- write a conclusion that restates their perspective and summarises the main points.

**DIGITAL TOOLS**  The template could be a Google Doc, allowing peers to give written feedback.

Some English language learners might benefit if you model the letter-writing process before they start writing their own.

Remind the students that Choie Sew Hoy is balancing between being a businessperson, caring for his family, and looking after his community. He is a Chinese man finding success in a world dominated by Pākehā.

- *What might Choie Sew Hoy say to his audience, who will be mostly Pākehā, to persuade them that the the poll tax is unfair?*

### GIVE FEEDBACK

- *You've said that gold dredges helped miners access gold that they couldn't get to by hand, but I don't think there are enough details for your reader to get that from your explanation. What extra details could you add?*
- *You've used some good points about Sew Hoy in your letter to the descendants. Now think about how you can write a conclusion to your letter by summing up the main points. Remember to keep it short.*

### METACOGNITION

- *As you wrote your explanation, what questions came to your mind? How might you find information to answer them? What sources would you need to use?*
- *How did your partner's feedback help you to improve your writing?*
- *We used the hot-seating activity to help you imagine yourself in Choie Sew Hoy's position. How successful was it? How did that experience affect the way you wrote your letter?*



## ANALYSE A HISTORICAL IMAGE

View the image	Observe its parts	Try to make sense of it
Scan the image	Do you see: People? Objects? Both? (circle one)	Who do you think made the image (who took the photo)?
What sort of image is this? (For example, a photograph, map, cartoon, poster)	What are the people doing in the image?	Where and when do you think the image was made (when was the photo taken)?
Is the image black and white or colour? B&W / Colour (circle one)	Are there words?	What can you see that helps to prove where and when it was made?
Is there a caption? Yes/No (circle one)	Are there symbols?	Why do you think this image was made (why was it taken)? Use what you know about our history at this time.
If so, what does the caption tell you?	Write two words that describe the image.	Is there a written explanation nearby? If so, what does the explanation tell you?

### **Describe the information you can get from the image.**

What does the image tell you that the written explanation doesn't?

What other documents or historical evidence might help us to understand this image and the topic?