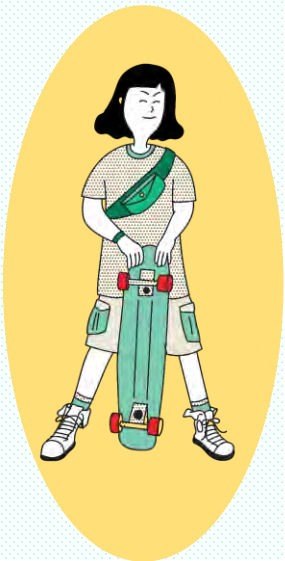
新加坡华族文化中心 SCCC

Resources

A Guide for Secondary School Educators

The Educator's Guide

Created in conjunction with the exhibition,
SINGAPO人: Discovering Chinese Singaporean Culture



Discovering Chinese Singaporean Culture

This exhibition examines how the Chinese community in Singapore developed its own distinctive culture. Here, visitors discover and rediscover what it means to be a Chinese Singaporean. The aim is to develop a stronger sense of the Chinese Singaporean identity amongst youths. This will help foster a greater sense of belonging while giving them an understanding of how we are similar to or different from other Chinese communities.

This exhibition presents Chinese Singaporean culture through daily life in Singapore – through the things we see, hear, do and eat every day. Therefore, the experience is highly interactive where visitors can touch various stations, play games, listen to stories and have a dialogue with the gallery.

Through this exhibition, we will explore ideas of:
Chinese heritage
Cultural interactions
Public policies

The exhibition content extends classroom learning and teaching, by complementing History, Social Studies and Character & Citizenship Education subjects taught in secondary schools. It is also self-guided, where students can learn and explore independently.

One of the main interactive features of the exhibition is the use of wristband tags. Students can tap their wristband tags to answer questions scattered throughout the space, trigger videos and play games. At the end of the visit, students can print out their own personalised report card which summarises their exhibition journey along with prompts for further cultural exploration beyond the exhibition. This report card serves as a starting point for them to reflect about their identity in relation to everyday life.

You can request for the wristband tags when you book a visit for your class at education@singaporeccc.org.sg. These tags can be returned to the exhibition or brought home at the end of the visit as a souvenir. To continue their learning, students are encouraged to also check out the exhibition teaser zone at Level 7.

SINGAPO
新加坡华人
DISCOVERING CHINESE SINGAPOREAN CULTURE
探 索 本 土 华 族 文 化

This exhibition opens from 1 March 2020 onwards at the Singapore Chinese Cultural Centre (1 Straits Boulevard, Singapore 018906) and is free for the public.
Our gallery is open daily from 10am – 8pm, except Mondays, when we open from 2pm – 8pm.

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EXHIBITION OBJECTIVES

- To discuss the identity of the Chinese Singaporean
- To present the distinctiveness of Chinese Singaporean culture

EXHIBITION LOCATIONS

- Five zones in the Gallery at Level 2
- One teaser zone in the area outside the Multi-Purpose Hall at Level 7

HOW TO USE THIS GUIDE

This Guide is written according to each zone as:

- Pre-visit questions, activities and resources for use in class
- Questions for use during the visit
- Post-visit questions, activities and resources for use to extend the learning back in class

Students will learn about Chinese Singaporean culture through festivals, food, language, art and design. You can work through the sequential order of the zones to follow the exhibition narrative or focus on one zone as a stand-alone teaching and learning resource.

ESSENTIAL QUESTIONS

One big takeaway from this exhibition is the complexity of identity and how it is influenced by one's heritage, cultural interactions and public policies.

Essential questions include:

- What makes up Chinese Singaporean culture? What has shaped Chinese Singaporean culture?
- How has the identity of a Chinese Singaporean changed since the time of our forefathers, and how will it evolve in the future?

Links between the exhibition and teaching subjects

	History	Social Studies	Character & Citizenship Education	Page No.
ZONE 1: **WHAT MAKES US, "US"?** Examine the factors which have shaped Chinese Singaporean culture.	●	●	●	9
ZONE 2: **BEYOND GENERATIONS** Explore cultural values shared by Chinese communities. Learn about festivals commonly celebrated across Chinese communities as well as Chinese festivals popular in Singapore but less seen in China today.			●	24
ZONE 3: **WHEN CULTURES MEET?** Discover the cultural interactions that made Chinese Singaporean food and everyday language distinctive.	●	●	●	38
ZONE 4: **MADE IN SINGAPORE** Learn about the people who pushed cultural boundaries with uniquely Chinese Singaporean works.		●		57
ZONE 5: **MAKING OUR MARK** Discover the cultural impact and global influence of Chinese Singaporeans.		●	●	66

Detailed Listing of Relevance to Curriculum

HISTORY

Secondary 1 Express & Normal Academic

Singapore: The Making of a Nation-State, 1300 – 1975 (2014)

Chapter	Unit	Page	Exhibition Idea	Exhibition Zone
2: What Can Historical Evidence Tell Us About Singapore's Connections with the World up to the 19th Century?	4: Rise of Temasek in the 14th Century (4.2: Role of Temasek as an Entrepot)	Pg. 59	Singapore's national identity as an independent city-state and economic position as a cosmopolitan port city	1
3: Why Did People Come to Colonial Singapore Before World War Two?	1: Who were the People that Came to Singapore in the 19th and Early 20th Centuries?	Pg. 103	Singapore's geographical location in Southeast Asia and as part of the Malay Archipelago	1
			Early influx of Chinese migrants primarily from South China	1
	3: Reasons for Coming to Singapore	Pg. 110 – pg. 135	British's colonial legacies	1
	3: Reasons for Coming to Singapore (3.2: Pull Factors)	Pg. 123	Singapore's national identity as an independent city-state and economic position as a cosmopolitan port city	1
	3: Reasons for Coming to Singapore (Better Job Prospects)	Pg. 128	Ethnic and cultural diversity	1
4: How was Life Different for the Various People in Colonial Singapore Before World War Two?	Source 2	Pg. 137	Language	3
	1: The Singapore River (Boat Quay)	Pg. 145	Singapore's national identity as an independent city-state and economic position as a cosmopolitan port city	1
	3: Chinese Kampung (Chinatown) 4: Serangoon 5: Kampung Gelam (Glam) 6: Geylang Serai 7: Katong	Pg. 161 – pg. 193	Interaction between different ethnicities and dialect groups	3

Detailed Listing of Relevance to Curriculum

SOCIAL STUDIES

Secondary 1A Normal Technical

Living in a Multicultural Society (2014, 2017)

Chapter	Unit	Page	Exhibition Idea	Exhibition Zone
1: My Identity and Culture	1.1: Identity 1.2: Culture	Pg. 4 – pg. 29	Identity	5
2: Appreciating Cultural Diversity in Singapore	2.1: Benefits of Cultural Diversity in Singapore	Pg. 40	Food	3
2: Appreciating Cultural Diversity in Singapore	2.2: Challenges of Living in a Multiracial Society	Pg. 50 – pg. 65	Multi-racial and multi-cultural environment	4
3: Sharing Common Spaces in Our Neighbourhood 4: Sharing Common Experiences	3.1: Sharing Common Spaces in Our Neighbourhood 4.1: Sharing Common Experiences	Pg. 68 – pg. 125	Role of the government	4
4: Sharing Common Experiences	4.1: Sharing Common Experiences	Pg. 40	Interaction between different ethnicities and dialect groups	3

Secondary 1B Normal Technical

All About Social Studies: Responding to Migration (2014, 2017)

Chapter	Unit	Page	Exhibition Idea	Exhibition Zone
1: Why Do People Migrate?	1.2: Reasons for Migration	Pg. 19	British's colonial legacies	1

Secondary 2A Normal Technical

Resolving Conflict and Building Peace (2015, 2017)

Chapter	Unit	Page	Exhibition Idea	Exhibition Zone
4: How Does Singapore Build Peace with Other Countries through Diplomacy and Deterrence	4.1: Diplomacy (Anthony Chen)	Pg. 99	International recognition	5

Detailed Listing of Relevance to Curriculum

SOCIAL STUDIES

Upper Secondary Express & Normal Academic (2016)

Chapter	Unit	Page	Exhibition Idea	Exhibition Zone
1: What Does it Mean for Me to Be a Citizen of My Country	1: Different Attributes Shaping Citizenship (1.2: Citizenship Shaped by Identity and Participation)	Pg. 19	Singapore's national identity as an independent city-state and economic position as a cosmopolitan port city	1
4: What is Diversity?	1: Identity and Diversity	Pg. 104 – 133	Role of the government	4
4: What is Diversity?	1: Identity and Diversity (1.1: Nationality)	Pg. 110	Singapore's national identity as an independent city-state and economic position as a cosmopolitan port city	2
4: What is Diversity?	1: Identity and Diversity (1.3: Religion)	Pg. 118	Ethnic and cultural diversity	1
5: Why Is There Greater Diversity in Singapore Now?	2: Economic Opportunities	Pg. 139	Singapore's national identity as an independent city-state and economic position as a cosmopolitan port city	1
6: What Are the Experiences and Effects of Living in a Diverse Society?	1: Interactions in a Diverse Society	Pg. 159	Singapore's national identity as an independent city-state and economic position as a cosmopolitan port city	1
6: What Are the Experiences of Living in a Diverse Society?	2. Exchanges and Appreciation in a Diverse Society (Willin Low)	Pg. 164	International recognition	5
7: How Can We Respond in a Diverse Society?	1.2: Integration	Pg. 206 – 218	Role of the government	4
8. What Does it Mean to Live in a Globalised World?	1. Globalisation	Pg. 252 – 261	International recognition	5

Detailed Listing of Relevance to Curriculum

CHARACTER & CITIZENSHIP EDUCATION

Secondary 1 (2014)

Chapter	Unit	Page	Idea	Exhibition Zone
Family Our Foundation	Loving My Family	Pg. 38 – 39	Valued cherished by the Chinese	2
U and I in Community	Celebration of Festivals	Pg. 50 – 51	Festivals celebrated in Singapore but less commonly observed in China	2

Secondary 3 (2014)

Chapter	Unit	Page	Idea	Exhibition Zone
U and I in Community	Embracing Diversity	Pg. 48 – 50	Singapore's national identity as an independent city-state and economic position as a cosmopolitan port city Interaction between different ethnicities and dialect groups	1 3
This Is Home, Truly	United We Stand, Divided We Fall & Tapestry – Together As One	Pg. 52 – 55	Identity	5

Secondary 4 (2014)

Chapter	Unit	Page	Idea	Exhibition Zone
This Is Home, Truly	Riding the Waves of Challenges	Pg. 50 – 51	Identity	5

Detailed Listing of Relevance to Curriculum

CHARACTER & CITIZENSHIP EDUCATION

Primary 1 好品德好公民 (2014)

Chapter	Unit	Page	Idea	Exhibition Zone
五：我们一起来关怀	三：我在你左右（孔融让梨）(Kong Rong giving the pear)	Pg. 115	Values cherished by the Chinese	2

Primary 2 (2014)

Chapter	Unit	Page	Exhibition Idea	Exhibition Zone
4: Our Vibrant Island	4: Yummy! Yummy! (The Origins of Fish Head Curry)	Pg. 90	Food	3

CHINESE LANGUAGE

Primary 1B 欢乐伙伴 (2015)

Chapter	Page	Idea	Exhibition Zone
Chapter 17 我们一起来庆祝 (Let's Celebrate)	Pg. 62	Festivals celebrated by Chinese communities	2

Primary 2A 欢乐伙伴 (2016)

Chapter	Page	Idea	Exhibition Zone
Chapter 2 新年到了 (Chinese New Year is Here)	Pg. 12	Festivals celebrated by Chinese communities	2

Subjects Involved in Each Zone

	Zone 1	Zone 2	Zone 3	Zone 4	Zone 5
Pre-visit	• History • Social Studies • CCE* • English language	• CCE* • English language	• History • Social Studies • CCE* • Art	• Social Studies • Art	• Social Studies • CCE*
During your visit	• History • Social Studies	• CCE* • Art	• Social Studies • language	• language	• Social Studies
Post-visit	• History • Social Studies • English language	• CCE* • Art	• Social Studies • language • Art	• Art • language	• CCE* • language

<u>TEASER STATION</u>

During your visit

Subjects: CCE*

*** CCE: Character & Citizenship Education**

ZONE 1:
What Makes Us, "Us"?

VENUE
Gallery at Level 2

ABOUT THE ZONE
This zone introduces the complexity of culture, before examining the factors which have shaped Chinese Singaporean culture.

ENDURING UNDERSTANDING
Chinese Singaporean culture is made of Chinese heritage, cultural interactions and public policies.

Factors which have shaped Chinese Singaporean culture	Elaboration	Inquiry Questions
1. Singapore's geographical location in Southeast Asia	Our tropical climate, natural resources, and indigenous community influenced our daily life from our architecture and the clothes we wore to the food we ate and the language we used.	• How does being in Southeast Asia affect the way people in Singapore lived? • What happened during the early 1600s which made Malay the lingua franca of major ports throughout the archipelago?
2. British colonial legacies	British colonial policies were driven by economic gains. Although the British had a demand for migrant workers, there was little interest in their welfare. This led the migrants to form their own self-help communities.	• What were some pull factors introduced by the British which made Singapore a very attractive destination for traders and workers?
3. Early influx of Chinese migrants	Most early Chinese migrants were mainly from South China. Many worked as labourers in industries and agriculture. Other Chinese migrants came from across Southeast Asia where they had settled long ago. They were mainly maritime traders and regarded as more adaptable and entrepreneurial than inland-bound northern Chinese.	• What push factors drove the Chinese to migrate to Singapore?
4. Ethnic and cultural diversity	Compared to other Chinese communities, Singapore has a relatively large percentage of non-Chinese. This has led to greater interaction amongst the different ethnicities.	• Other than the Chinese, which other ethnic groups also came to Singapore? • What were the push and pull factors? • How did it influence the cultural interactions within Singapore?
5. Singapore as an independent city-state, and a cosmopolitan port city	National policies played a large part to unify the diverse population of Singapore and promote the independent city-state as a global trade hub.	• What were Singapore's key needs after independence?

PRE-VISIT

SUBJECTS

History, Social Studies, Character & Citizenship Education and English language

OBJECTIVES

1. Introduce reasons for migration before Singapore's independence.
2. Introduce Singapore's situation after independence.
3. Discuss the differences between the terms "Singaporean Chinese" and "Chinese Singaporean".

DISCUSS

1

Pre-independence

Introduce Singapore's situation before 1965.

This British documentary by Huntley Film Archives on Singapore in the 1930s or 1940s, highlights Singapore as a British port and colony. (https://www.youtube.com/watch?v=TmXtnYf9eLo).

"Singapore – Crossroads of the East 1938" by The Travel Film Archive shows scenes of Singapore as a British colony, showcasing migrant culture, people's livelihood and places of worship. (https://www.youtube.com/watch?v=FvvhY6DtfZs).

After watching the videos, ask students to discuss what were some of the push and pull factors for migration.

Some suggested questions:

- How were people in Singapore dressed in the past? What did you notice about their hairstyles? Where do you think they came from?
- How do the landscapes back then compare to Singapore now? What could be some reasons for this change?
- What were some global reasons which further drew migrants to Singapore?

PRE-VISIT

2

Post-independence

Next, introduce Singapore's situation after independence.

This video shows former Singapore Prime Minister, Mr Lee Kuan Yew, at a press conference right after the separation declaration in 1965. (https://www.youtube.com/watch?v=DjWe2l6Zzg4).

Read up about the "Big Ideas" which will help Singapore succeed, as expressed by Dr Kishore Mahbubani, Distinguished Fellow at the Asia Research Institute, National University of Singapore. (https://www.straitstimes.com/opinion/kishore-mahbubanis-big-ideas).

In particular, look for Big Idea No. 3, "Three stories to strengthen the Singapore spirit". (https://www.straitstimes.com/opinion/three-stories-to-strengthen-the-singapore-spirit).

Get students to discuss Singapore's likelihood of survival after independence, from economic, social and national standpoints.

Some suggested questions:

- What were some points Mr Lee Kuan Yew made in his speech in favour of a merger with Malaysia? Do you agree with these points? Why?
- Mr Lee Kuan Yew further elaborated on his principles for national unity. What were they?
- What were the three narratives expressed by Dr Kishore Mahbubani? Do you agree with these ideas? Explain why.

3

"Singaporean Chinese" versus "Chinese Singaporean"

Now that students have been introduced to the reasons for migration, and Singapore's situation after independence, get students to discuss the difference between the terms "Singaporean Chinese" and "Chinese Singaporean".

In using the term "Singaporean Chinese", the root word is Chinese. So, one identifies as being Chinese before being Singaporean. In "Chinese Singaporean", one identifies as a Singaporean first, before being Chinese. This exhibition will present how the Chinese in Singapore have evolved to become Chinese Singaporean.

PRE-VISIT

4

Exhibition logo

Mention that the class will be visiting an exhibition about the distinctiveness of Chinese Singaporeans.

Get students to discuss the concept behind the exhibition logo.

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Our exhibition aims to examine the identity of Chinese Singaporeans. Hence, for the exhibition title in English, the curators decided to give it a bilingual spin by replacing “rean” in “Singapo**rean**” with the Chinese character for person (人) as it is pronounced “ren” in Mandarin.

DURING YOUR VISIT

SUBJECTS

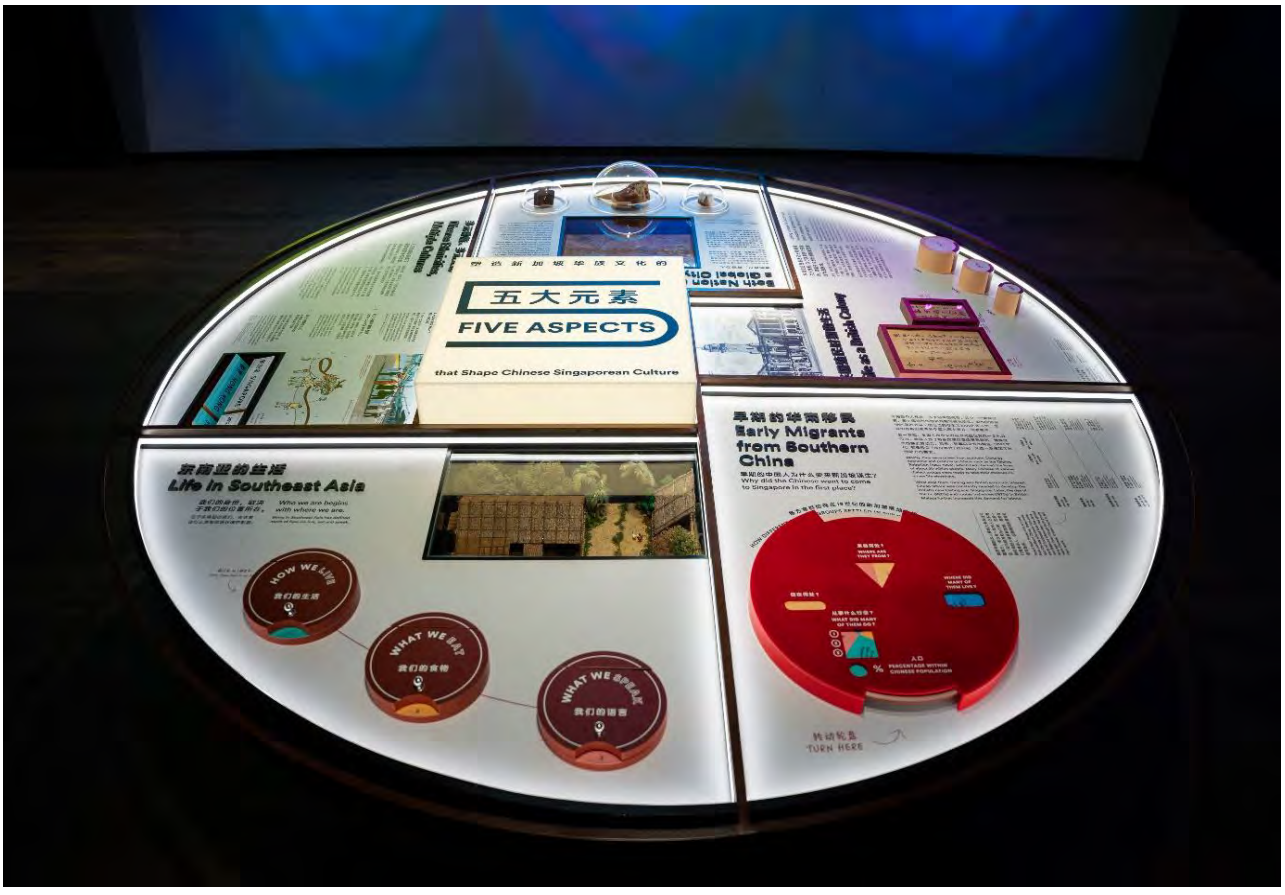
History and Social Studies

OBJECTIVES

1. Explore links between Singapore’s specific context and its impact on Chinese Singaporean culture.
2. There are five contexts outlined in this exhibition:
    1. Singapore’s geographical location in Southeast Asia
    2. British colonial legacies
    3. Early influx of Chinese migrants
    4. Ethnic and cultural diversity
    5. Singapore as an independent city-state, and a cosmopolitan port city

EXPLORE

These contexts are illustrated on a large circular table in the centre of this zone.



Use the **Point – Evidence – Explain – Link (PEEL) approach**. Get students to *point*, find the *evidence* and *explain* Singapore’s specific contexts by viewing the displays in the exhibition. Make *links* between these contexts and their impact on Chinese Singaporean culture.

DURING YOUR VISIT

1 Singapore's geographical location in Southeast Asia

Being located in Southeast Asia has affected Singaporeans in many areas such as clothing, eating preferences, housing and spoken language.

In groups, get students to identify these features – climate, natural resources and indigenous people and discuss how it affects Singaporeans.

Mention that the Malay language, native to the Malay Peninsula, has had wide cultural importance. In the early 1600s, the Malay language was the lingua franca in major ports throughout the archipelago. It later became the basis for the national languages of Malaysia, Brunei and Indonesia.

Discuss why the Malay language is the National Language of Singapore.

How did all these factors impact the Chinese migrants in Singapore?

2 British colonial legacies

Singapore developed into a free port with a diverse migrant society largely due to the British's colonial policies.

In groups, get the students to recall the reasons for migration as discussed prior to this visit and have them point at the parts of the display that illustrate these points. Get students to identify which are push factors and which are pull factors for migration.

Explain that the British developed Singapore as a free port for economic gains. Goods were imported, processed and then re-exported from Singapore leading to a high demand for cheap labour. This demand, along with economic and political problems in China, such as overpopulation and the Taiping Rebellion (1850-1864), drove Chinese migrants to Singapore.

With their interest mostly on the economy, the British left the locals to manage their own affairs. As a result, clan associations and self-help organisations were set up by the locals to support their own communities.

Get students to discuss the impact of various British policies on the early Chinese community in Singapore.

DURING YOUR VISIT

3 Early influx of Chinese migrants

A majority of Singapore's early Chinese migrants came from the Fujian and Guangdong provinces in south China. People of these coastal cities had a long tradition of maritime trade and were known to be adaptable and entrepreneurial. The Southern Chinese made up the majority of Chinese who had migrated overseas. For instance, they formed a large part of the Chinese population in America in the 1950s.

Discuss some similarities between these Chinese coastal cities and Singapore, in terms of trade and livelihood.

The early Chinese migrants arrived in Singapore in two main ways.

Most of these migrants were poor single men who came to Singapore to work as manual labourers. Alone in a foreign land, the local clan associations became an important source of social support. And it is in these associations that the Chinese migrants continued to uphold the values and practices they brought over from China during the 1800s to early 1900s.

Another group came to Singapore via port cities like Malacca, Penang, Semarang, Yangon and Manila. Originally from southern China as well, the families of these migrants settled in Southeast Asia from as early as the 1300s. Many of these migrants were merchants trading in a well-established network between China and Southeast Asia. Having been in the region for generations, they tended to adopt local Southeast Asian habits and customs. For example, the Peranakan Chinese is a community that resulted from the intermarriage between Chinese men and local women. They spoke Baba Malay, a hybrid language of Malay and Hokkien and some even became fluent in European languages allowing them to become effective middlemen between the Europeans and locals in Southeast Asia.

By the 1860s, the 55,000 Chinese migrants in Singapore constituted about 65% of the local population.

How do you think this affected interaction between different dialect groups and ethnicities?

DURING YOUR VISIT

4 Ethnic and cultural diversity

Mention to students that for a Chinese-majority city-state, Singapore has a relatively large proportion of non-Chinese. While the non-Chinese population usually make up less than 10% in other Chinese-majority communities, about 25%[1] of Singapore's population is non-Chinese, consisting of indigenous Malays, Tamils from southern India and other ethnic groups such as the Eurasians, Arabs, Javanese and Armenians.

Ask: How do you think Singapore's population composition influenced the interactions amongst different dialect groups and ethnicities?

Mention that Singapore was ranked as the country with the highest religious diversity out of 223 countries surveyed, according to a 2014 Pew Research Survey **(see Figure 1)**.

Probe further:

- Each ethnicity in Singapore is encouraged to maintain its own ethnic and cultural identities. What do you think unites Singaporeans?
- What are the strengths of diversity for an immigrant society like Singapore?
- What are some possible challenges?

[1] National Population and Talent Division, 2014

DURING YOUR VISIT

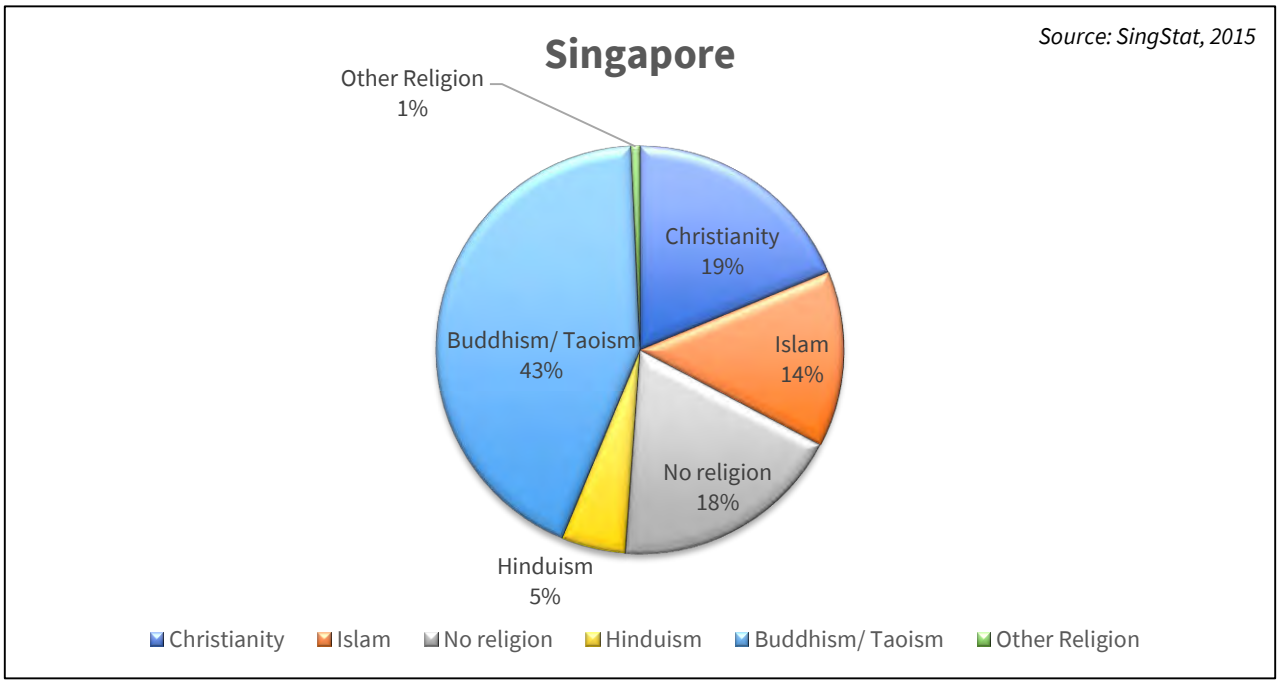


Figure 1: National Population and Talent Division, 2014

Notice that a large majority of people living in Singapore are Buddhists or Taoists.

5 Singapore as an independent city-state, and a cosmopolitan port city

Get students to view the display and analyse the approaches needed for Singapore to thrive.

To ensure Singapore's well-being, the government focused on economic survival and social harmony. Adopting multi-racialism and multi-culturalism – the government created a Singaporean identity which transcends ethnicities while allowing each ethnic group to maintain its own culture.

A key policy was the bilingual policy which promoted the study of English and a respective mother tongue language.

English was chosen as the working language as it is the language of international business, diplomacy and technology. As the working language, different ethnic groups would communicate and bond over English. Malay, Mandarin and Tamil on the other hand, were designated as the mother tongue languages of the Malay, Chinese and Indian communities, respectively. They serve to strengthen cultural values and instil a sense of ethnic belonging.

DURING YOUR VISIT

ADDITIONAL NOTES

Other key national policies were also introduced to encourage social integration. These include National Service where male citizens and Permanent Residents undertake mandatory conscription upon 18 years of age, and the Ethnic Integration Policy to ensure that there is a balanced mix of the various ethnic communities in Housing Development Board towns.

ACTIVITY

Get students to play a game of “Would You Rather?” located on either side of the walls in this zone.

Here, they use their wristband tags to choose between two options.

Get your students to stand in front of the wall with the neon sign boards to see a surprising effect on the wall. What do you think it means?

DURING YOUR VISIT

SUMMARY

There are three neon-lit phrases at the back of this zone which highlight the three driving forces shaping Chinese Singaporean culture. They are:

Chinese heritage

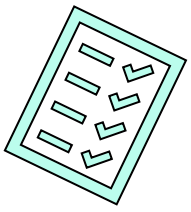
These are intangible traits brought by Chinese migrants to Singapore and they vary depending on the background of migrants.

Cultural interactions

This refers to the interaction between different Chinese dialect groups, and between different ethnic groups in Singapore. Human interaction is only part of the equation. Chinese migrants also interacted with the local environment, adapting their heritage in various ways. Such interaction and adaptation will continue to increase as technology connects us globally.

Public policies

Both the British colonial policies and the Singapore government’s national policies have played a significant role in shaping societal behaviour. And these policies will continue to evolve to adapt to changing needs.



POST VISIT

SUBJECTS

History, Social Studies, English language

OBJECTIVES

- Make connections between the contexts mentioned in the exhibition and how it has shaped Chinese Singaporean culture.
- Discuss other factors which could have shaped Chinese Singaporean culture.

Recall how the contexts mentioned in the exhibition have given rise to the three driving forces shaping Chinese Singaporean culture.

Emphasise that these driving forces are always interacting. How they interact depend on the context and the outcomes are often unpredictable. Mention also that these driving forces are not unique to Singapore.

ACTIVITY

- **Debate if there are only three driving forces shaping Chinese Singaporean culture.**

Based on the three driving forces mentioned in the exhibition, get students to debate if they agree or disagree with it.

In groups, brainstorm and list other driving forces which could have shaped Chinese Singaporean culture.

POST VISIT

ADDITIONAL RESOURCES

Migration 1

Infographic about migration by the National Library Board: http://www.nlb.gov.sg/sure/wp-content/uploads/2014/08/cheatsheet-6-Migration.pdf .

Singapore, a port city 2

a. Singapore is a small island with little natural resources and a small domestic market. However, it thrived as Singapore is a deep harbour located at the crossroads of maritime trade routes between China and India, making it a convenient hub for traders.

According to the Selden Map of China (https://www.bicentennial.sg/map/the-selden-map-of-china/), Singapore was on the main southern sailing route where the Fujian junks passed. From here, these junks could sail north up the Straits of Malacca, or head south for the Sumatran coast through the Sunda Strait or turn northeast to Borneo and its ports and continue to Manila. As a result, Singapore was exposed to many different cultures.

Get students to discuss how Singapore's development as a port city influenced its functions and shaped various communities, including the Chinese community.

b. Excerpt of a lunchtime keynote address by then 2nd Minister for Trade & Industry, George Yeo, who mentioned this during his 1998 speech on "Information Technology and Singapore's Future" (https://president.yale-nus.edu.sg/speeches-essays/speech/ips-nathan-lecture-series-lecture-iii-singapores-story-a-port-city-in-search-of-hinterlands/):

"In Singapore, you buy cheapest and sell dearest. We do not grow coffee in Singapore, yet we are a major supplier of coffee beans in the world. We produce no spices, but we are the centre of the Southeast Asian spice trade. We are also the biggest exporter of Swiss watches in the region. We have no oil, but we refine a lot of it, and we are the trading centre for oil and other related products. Singapore's trade is 2.5 times its GNP."

Continues on the next page!

Ask:

- What are some pros and cons of Singapore's development as a port city?
- Who first developed this idea?
- How was it crucial for economic success?
- What are some social implications?

c. In a lecture "Singapore's Story: A Port City in Search of Hinterlands" (https://president.yale-nus.edu.sg/speeches-essays/speech/ips-nathan-lecture-series-lecture-iii-singapores-story-a-port-city-in-search-of-hinterlands/) by Professor Tan Tai Yong, President of the Yale-NUS College and 6th S R Nathan Fellow for the Study of Singapore at the IPS-Nathan Lecture Series in 2019, he addressed the following questions:

1. What is a port city?
2. What are its essential characteristics?
3. How was Singapore's historical development and personality linked to and influenced by its functions as a port city?

d. What was the significance of Keppel and Sembawang shipyards in Singapore's maritime and shipping industry?

Read about "The Story of Two Shipyards: Keppel & Sembawang" at http://www.nlb.gov.sg/biblioasia/2019/08/30/the-story-of-two-shipyards-keppel-sembawang/.

These resources examine Singapore as a port city and can also be used as a pre-visit activity before visiting the Maritime Gallery, as part of your Secondary 3 or Secondary 4 Education and Career Guidance Learning Journey or Career's Day.

British immigration policy 3

What was the British immigration policy in Singapore? What was its purpose and impact? Watch the video "1933 – The Aliens Ordinance" by Singapore Bicentennial at https://www.youtube.com/watch?v=NEbaI4UYvAU to further this discussion.

POST VISIT

Singapore's integration policy

4

a. In Singapore, Singaporeans are united by certain national norms while maintaining their own ethnic and cultural identities.

- What is the difference between integration and assimilation?
- What is the government's approach towards foreigners and new immigrants?
- You can refer to "Integration in Singapore: A two-way street" as one of the sources for discussion https://www.population.sg/articles/integration-in-singapore-a-twoway-street.
- Which approach does the Singapore government adopt?
- What are some strengths and challenges in such an approach?
- What kind of attitude must we adopt to maintain social harmony?
- How is acceptance different from tolerance?

b. Read about the government's multi-racial and multi-cultural approaches at https://www.straitstimes.com/singapore/singaporeans-have-evolved-a-distinctive-identity-pm in The Straits Times article "Singaporeans have evolved a distinctive identity: PM Lee Hsien Loong", published on 20 May 2017.

- What are some distinctive characteristics of Singaporeans mentioned?
- Do you agree or disagree? Why?
- What is the aim of the Singapore Chinese Cultural Centre as mentioned in this article?
- How would you contribute to Singapore's multi-cultural society?

On to Zone 2!

ZONE 2:
Beyond Generations

VENUE
Gallery at Level 2

ABOUT THE ZONE
The previous zone introduced the factors which have shaped Chinese Singaporean culture. These gave rise to three driving forces – Chinese heritage, cultural interactions and public policies.

This zone puts the focus on Chinese heritage by introducing some of the cultural values and how they are transmitted through festivals celebrated by Chinese communities around the world – Chinese New Year, Qingming Festival and Mid-Autumn Festival.

Next, the zone highlights some festivals which are commonly celebrated in Singapore yet are less popular in other Chinese communities – Zhongyuan Festival, Nine Emperor Gods Festival and Tua Pek Kong Worship.

ENDURING UNDERSTANDING
Chinese Singaporeans share common cultural values with Chinese communities around the world.

Exhibition Idea	Inquiry Questions
1. Chinese culture and values	• What is Chinese culture? What is its core? • What values do the Chinese cherish? • What key values were transmitted by early Chinese migrants? • What formed the basis of the key values the Chinese cherished?
2. Common Chinese festivals	• What are some festivals celebrated by most Chinese communities today?
3. Distinctively Singaporean Chinese festivals	• What are some Chinese festivals in Singapore but less commonly seen in China today? • Why are they less commonly celebrated in China?

PRE-VISIT

SUBJECTS

Character & Citizenship Education and English language

OBJECTIVES

- Understand the role of the family in transmitting culture.

DISCUSS

Read this poem "Listening to Mukesh" from "Stiletto Scars" (2007) by local poet Pooja Nansi, who was born in the early 1980s:

Driving to your block,
I slide in my father's cassette
of old Hindi songs and
I am humming in twilight
to the legendary
playback singer's baritone
releasing those sounds in that
language that makes me feel like I am
home. In the back of my throat,
I can taste my grandmother's
translucent thin chappatis
that as children we would
hold up
to the light,
the dough so evenly rolled out
by her hands that not
one lump would show.
I never appreciated them till her hands
shook so much,
she could no longer grip
the rolling pin.

I hear the children from the slum
that emerged behind my grandparents small
two-storey apartment block.
They are swearing
in that deliciously punctuated rhythm
only the born-and-bred tongue
can dance to.

I am home for a while.
I can smell dust and kerosene
in the air and hear
high-pitched devotions to the gods
blending without objection
into the stone thud bass
of the latest film song.

PRE-VISIT

Jamming my brakes at a traffic light,
I realise home is supposed to be these
dustless streets and the smells
are alien culinary concoctions,
like pigs' knuckles and chicken anatomy,
that my migrant tastebuds
cannot migrate towards.
I have taught my tongue
to like the garlic sting
of Hainanese chili paste
and form some Hokkien curse words.

It even enjoys the harsh bite of it,
but it is not
a taste, a language
that makes my heart sing
like these notes on my
car stereo.
Jaoon kaha batayen dil,
Duniya badi hain sangdil
Chandini Aiyen Ghar Jalane
Sujhe Na Koyi Manzil.

Tell me where I should go
in a world filled with indifference.
The moonlight filters into my house,
but I do not belong,
neither can I think of a destination.

Get students to reflect on the role of the family by analysing the poem (http://www.poetry.sg/pooja-nansi-listening-to-mukesh).

- What did the narrator recall as she was driving?
- How did the narrator feel about her grandmother?
- How was her relationship with her grandmother then and now? How can you tell?
- What were some things which helped the narrator to recall home?
- What can you infer about the narrator's economic status based on her description of the house?
- How did the narrator describe her surroundings? How did her idea of home change?
- What are the narrator's preferences in food and language now? How does the narrator feel about these changes?

The narrator's grandmother passed down her culture through the food they ate and by imparting the values of hard work and perseverance.

PRE-VISIT

ACTIVITY

- **General reflection of family culture and values**

What are some of your students' family values? You can also get students to reflect on how the school's values have influenced them.

Using the following prompts, get students to reflect on their family culture:

Tradition	Sayings and Motto	Spoken language	Eating habits	Hobbies
What are some family traditions you have? How do you usually spend time with your family? It can be through annual overseas trips, or celebration of certain milestones or festivals.	Are there any pet phrases which your family uses? These could include sayings to encourage kindness, politeness or cautiousness.	What language are you most comfortable using at home? Who do you converse with? What language do you use when talking to your grandparents?	What are your eating habits like at home? Who do you have meals with?	Does your family engage in any hobbies together? For example, playing sports or games, reading or watching movies?

Get students to list their family values and instil in them the idea that every family has different values. It is important to highlight that there are no right or wrong when it comes to family values.

- **Using the dining table to reflect on values the Chinese cherish.**

Get students to draw their dining tables at home and the dishes which are usually served.

Get students to think about

- The shape of their dining table
- The kind of food they eat and how they are presented
- The conversations that happen at the dining table

Next Page: 'Think Deeper'

PRE-VISIT

Think deeper:

- Using the **approach of compare and contrast**, get students to think why do they usually see round tables in Chinese restaurants, especially during Chinese reunion dinners? Emphasise that circular tables signify unity and dining together is an important event for the family to reunite.
- Get students to think about how food is presented in Chinese restaurants. Is it usually communal? Or plated individually? What are some differences in behaviour and etiquette for each presentation style? Why do you think there is more emphasis on communal dining in Chinese culture?
- What are some conversations that happen at the dining table at home? How does it differ from conversations at the Chinese reunion dinner where everyone sits at the round table?

SUMMARY

Emphasise that culture is transmitted in the family through everyday aspects like eating habits or the languages spoken at home.

Summarise that every family has their own culture which includes traditions, eating habits and spoken language. Just like how the poet's grandmother passed down her culture to her family, students would be able to observe some cultural values passed down by their grandparents.

ZONE 2:
Beyond
Generations

DURING YOUR VISIT

SUBJECTS

Character & Citizenship Education and Art

OBJECTIVES

- Understand that a common written language is at the core of Chinese culture.
- Realise that Chinese culture is also transmitted through values and festivals.
- Realise the impact of these values on Chinese Singaporeans today.

EXPLORE

This zone is designed with the doors and windows of Housing Development Board units to reflect the idea that culture can be passed down from one generation to the next within homes through families.

DURING YOUR VISIT

1 Chinese culture and values

Get your students to explore the displays in this area. The object in each display represents a key value the Chinese cherish and are commonly practised in Singapore today.

Key value	Object	Reason
Loyalty ***zhong*** **(忠)**	National Service uniform	A symbol of collective loyalty as Singaporean men above 18 years old are called to defend the nation.
Filial piety ***xiao*** **(孝)**	Mother's and Father's Day cards	These cards are how children show appreciation towards their parents and reflect filial piety, one of the most important values of the Chinese community.
Kindness ***ren*** **(仁)**	Priority seat signage	Often seen on public transportation, this sign is a reminder for people to give up their seats to those in need, emphasising the value of putting others before self.
Love ***ai*** **(爱)**	Traditional Chinese wedding basket	A symbol of the groom's love for his bride, the groom delivers gifts in baskets like this to the bride's family.
Considerate behaviour ***li*** **(礼)**	Singa the lion	A well-known mascot in the 1980s, Singa was introduced to promote courtesy among students.
Righteousness ***yi*** **(义)**	Books on Elizabeth Choy	Elizabeth Choy was a war-time heroine who refused to give up the names of prisoners-of-war she helped despite being tortured. This exemplifies a sense of justice and righteousness.
Integrity ***lian*** **(廉)**	Parking coupons	Before the use of digital payment methods, parking coupons relied on drivers' integrity to accurately pay for their fees in public car parks.
Sense of shame ***chi*** **(耻)**	Idea of a "paiseh piece"	This refers to the last piece of food on a shared dish that everyone is eyeing but is too embarrassed to take.
Thriftiness ***jian*** **(俭)**	Piggy banks	This is a common item in households predating the internet banking era where parents encouraged children to save their loose change.
Perseverance ***yi*** **(毅)**	Yip Pin Xiu's Polo T-shirt	A symbol of perseverance, Yip Pin Xiu, diagnosed with muscular dystrophy at two, overcame the odds to become a three-time Paralympic gold medallist.

DURING YOUR VISIT

1 Chinese culture and values

ACTIVITY

- **Confucianism, Taoism and Buddhism**

Many values the Chinese cherish are derived from three teachings which shaped Chinese culture: Confucianism, Taoism and Buddhism.

Confucianism is an ethical and philosophical system developed from the teachings of Confucius, an important Chinese philosopher. These teachings focus on respect for one's parents, elders and ancestors. He also emphasised that people "can never stop learning".

Taoism is derived from the teaching of Laozi who wrote *Dao De Jing*. He focuses on living a simple and balanced life in harmony with nature.

Buddhism is a religion founded by Siddhartha Gautama which teaches people to end suffering by eliminating greed, hatred and ignorance. Buddhists believe enlightenment is the way to be free from a cycle of endless reincarnation.

Such teachings influence key cultural values like harmony, benevolence and filial piety, which are reflected in key festivals observed by the Chinese.

Some quotes from Confucius:

- "Do not impose on others what you yourself do not desire."
- "Respect yourself and others will respect you."
- "To be able to practise five things everywhere under heaven constitutes perfect virtue. … Gravity, generosity of soul, sincerity, earnestness and kindness."

Which quote do you identify with and why? What are some values Confucianism teaches? Jot them down.

Get students to compare Confucius' teachings with their own list of family values which they had done in class. How is it similar or different?

DURING YOUR VISIT

2 Common Chinese festivals

Head over to the next area which highlights key festivals celebrated by most Chinese communities around the world.

Emphasise that families and clans are important communities that pass on cultural values through festivals. Some of the key festivals celebrated by Chinese around the world include Chinese New Year, Qingming Festival and Mid-Autumn Festival.

Probably the biggest festival for the Chinese, Chinese New Year is a celebration that marks the start of the lunar calendar and ends with the Lantern Festival or *Chap Goh Meh* on the 15th day. On the eve of Chinese New Year, families gather for reunion dinners which emphasises filial piety and love for the family.

Qingming Festival literally means “clear” and “bright” and it falls on the 15th day after the spring equinox. This is an important day for families to honour and pay respects to deceased ancestors and family members. This festival reinforces the value of filial piety and considerate behaviour.

DURING YOUR VISIT

2 Common Chinese festivals

Mid-Autumn Festival is celebrated on the 15th day of the eighth lunar month when the moon is at its brightest. It was originally an occasion to give thanks to the moon for a plentiful harvest as it was believed that the moon controlled the cold season. This festival now sees families reunite and share mooncakes while gazing at the moon, creating opportunities to promote filial piety and love.

ACTIVITY

- **What is the meaning behind some social practices associated with these three Chinese festivals?**

For example,

- Wearing red clothes as a symbol of good fortune during Chinese New Year while visiting relatives and friends.
- Married couples giving red packets to unmarried relatives for good luck.
- Offering roast duck, roast pork and roast chicken as food offerings during Qingming Festival because they are known as the “three treasures”.
- Gifting of pomelo during Mid-Autumn Festival as the Cantonese name for pomelo is *yau* which sounds like the Chinese word for “have”.

DURING YOUR VISIT

3 Distinctively Chinese Singaporean festivals

Head to the next corridor to see the video clips showcasing distinctively Chinese Singaporean festivals.

ACTIVITY

- **Get students to watch these clips and use their wristband tags to tap their answers to the questions behind them.**

By the end of the Qing dynasty, there was a wave to modernise China by breaking with old traditions like Confucianism and folk beliefs. Festivals with religious associations became less commonly practised, especially after the atheist Chinese Communist Party established the People's Republic of China in 1949.

Continues on the next page!

DURING YOUR VISIT

3 Distinctively Chinese Singaporean festivals

However, Chinese migrants in Singapore continued to practise their traditional beliefs as they were too far away to be influenced by China's reformation movements. The British's hands-off approach to governance also meant that Chinese migrants were free to pursue their own way of life. As a result, some festivals and folk beliefs are still observed in Singapore today but are less common in China. These include Zhongyuan Festival, Nine Emperor Gods Festival and Tua Pek Kong Worship.

Zhongyuan Festival falls on the 15th day of the seventh lunar month. In Singapore, it is observed throughout the entire month as it is believed the gates of hell are opened for the period and spirits are free to wander. Because of this belief, it is also popularly known as Hungry Ghost Festival. It is both a Buddhist and Taoist festival and serves as an annual reminder to pay respects to the deceased. Values like filial piety, love and considerate behaviour, are reinforced through its practices.

Nine Emperor Gods Festival is a Taoist festival held on the first nine days of the ninth lunar month. During this period, devotees take up a vegetarian diet, wear white and worship the Nine Emperor Gods for longevity and protection from bad luck.

Tua Pek Kong, a Taoist folk deity of prosperity, is widely worshipped by the Chinese across Southeast Asia. Although Tua Pek Kong's birthday is typically celebrated on the 15th day of the fourth lunar month, this occasion at the Fo Shan Ting Da Bo Gong Temple in Pulau Ubin, takes place on Vesak Day instead. It is said that this is because the temple is located on the island's Buddha Hill and Pulau Ubin's Tua Pek Kong wished to emulate Buddha.

SUMMARY

End the session by summarising that culture is passed down as values, in the family and through festivals.

Mention that some festivals are celebrated by Chinese communities around the world and some festivals are more commonly observed in Singapore today but no longer as common in China.

POST VISIT

SUBJECTS

Character & Citizenship Education and Art

OBJECTIVES

- Design a logo for your school's anniversary inspired by the values mentioned.
- Compare between Chinese festivals in Singapore and Chinese festivals in China.

Recall that cultural values are passed down in the family unit and through festivals. Some Chinese festivals are more commonly celebrated in Singapore than in China. This shows that culture is passed from one generation to the next only if the next generation finds it valuable and relevant.

ACTIVITY

Design a logo for your school's anniversary 1

Get students to recall the ten values mentioned in the exhibition.

Use the thinking routine of **CSI: colour – symbol – image** to get students to make notes of things they found interesting, important or insightful from the ten values displayed in the exhibition. Have them choose one value which resonated with them.

First, choose a colour which best represents its meaning. Prompt students with some questions – How does this value make you feel? Why did you choose this colour? For example, white to represent righteousness.

Next, choose a symbol which best represents its meaning. A symbol is a representation of an idea, concept or object. It can be something as simple, for example using a tick ✓ to represent righteousness.

Finally, choose an image which best represents its meaning. An image is a visual representation and is more detailed than a symbol. For example, an image of someone standing up against a bully can represent righteousness.

Continues on the next page!

POST VISIT

ACTIVITY

Get students to jot down their colour, symbol, image and share in a group. Students should think critically about why they chose this value and why they cherish it. These could be the basis for their guiding principles in life.

More information about Harvard Graduate School of Education's **Project Zero thinking routine** may be found at https://www.pz.harvard.edu/resources/colour-symbol-image?qt-social=1.

Task students to design a logo for your school's anniversary using the colours, symbols and images they have selected in groups. They can also add in the school's values and motto.

Compare between Chinese festivals in Singapore and Chinese festivals in China

2

We have seen some festivals celebrated by Chinese across the world – Chinese New Year, Qingming Festival and Mid-Autumn Festival, as well as some Chinese festivals which are less commonly celebrated in China – Zhongyuan Festival, Nine Emperor Gods Festival, Tua Pek Kong Worship.

Get students to identify how these festivals are celebrated differently in Singapore as compared to China:

- How some festivals are celebrated with different ethnicities in Singapore.
- How some festivals may have evolved due to multi-cultural and multi-racial influences.
- What other festivals have changed from their country of origin.

On to Zone 3!

ZONE 3: When Cultures Meet?

VENUE

Gallery at Level 2

ABOUT THE ZONE

This zone delves into how a distinctively Chinese Singaporean culture of food and language developed through the interactions between dialect and ethnic groups.

ENDURING UNDERSTANDING

Cultural interactions within dialect and ethnic groups changed the way early Chinese migrants spoke and modified the dishes they ate.

Exhibition Idea	Inquiry Questions
1. Interactions and adaptations	• What was interaction like between different dialect and ethnic groups in Singapore's early days? • What made interactions between different ethnicities and dialect groups possible? • What were some adaptations made? • How did spoken language and food change as a result of these interactions?
2. Language	• What were some adaptations made through combining and borrowing words from other languages?
3. Food	• What were some modifications made to traditional Chinese recipes?

PRE-VISIT

SUBJECTS

History, Social Studies, Character & Citizenship Education and Art

OBJECTIVES

- Understand the context which encouraged interaction between different ethnicities and dialect groups.
- Understand the impact of Singapore government's nation building efforts on language and food.

DISCUSS

How did various dialect and ethnic groups in Singapore interact before its independence?

1

Trade specialisation of different ethnicities

Show a photograph of the sculpture "The River Merchants" by local artist Aw Tee Hong. You can also view the sculpture at the Singapore River, in front of Maybank Tower along Battery Road. Read about this sculpture commissioned by the Singapore Tourism Board at https://www.publicarttrust.sg/Public-Art/The-River-Merchants.

Observe the dressing and facial expressions of the three figures at the back – one is seated and the other two are standing.

- What do you think are their ethnicities?
- What can they be discussing?
- Who are the people loading sacks onto the bullock cart?
- What does this show you about the types of trade favoured by different ethnicities?

PRE-VISIT

DISCUSS

2

A visual representation of ethnic segregation during the colonial period

Where did the various ethnicities live? What were their livelihoods?

Analyse these through murals by Yip Yew Chong who recreated scenes in Bras Basah, Kampung Glam and Little India (http://yipyc.com/wp-content/uploads/2019/06/IMG_0496.jpg) and Chinatown (http://yipyc.com/wp-content/uploads/2019/06/IMG_0499.jpg).

Notice the proximity of the Chinese temple, the Hindu temple and the mosque in the map of "YC's Chinatown's Murals 2019".

ACTIVITY

- **Segregation of residential communities by dialect groups and ethnicities during colonial era**

Get students to research about the allocation of zones for different dialect and ethnic groups in early Singapore and debate the pros and cons of such a system.

You can also allocate different roles such as urban planners, environmentalists, heritage conservators to different groups and explain the context of Singapore before independence and how basic needs were met.

Explain that despite the allocated zones, inter-mingling within the Chinese dialect groups and between ethnicities were common and sometimes resulted in marriages. For example, when early traders from Southern China married local women in port cities like Java and Malacca, they blended both Hokkien and Malay cultures, giving rise to a unique language and cuisine.

Find out more about Peranakan Chinese culture at The Intan (http://the-intan.com/), The Peranakan Gallery Singapore (https://www.theperanakan.com/the-gallery/) and at The Peranakan Museum (https://www.peranakanmuseum.org.sg/).

PRE-VISIT

ACTIVITY

- **Compare and contrast between British colonial and Singapore government's urban planning policies**

Ask students: Given Singapore's diversity, what are some ways to build common understanding and respect among different dialect and ethnic groups?

Mention that the Singapore government introduced the bilingual policy to promote a multi-racial and multi-cultural Singapore. The goal was to educate citizens to be proficient in English language as well as their mother tongue. English language was chosen as the official working language as it is ethnically neutral.

The Speak Mandarin Campaign, an initiative launched by then Prime Minister Lee Kuan Yew in 1979, is a campaign to improve communication among the various dialect groups through the common usage of Mandarin.

What is the impact of this campaign? Is the policy still relevant?

Read about what Prime Minister Lee Hsien Loong says in this Channel NewsAsia article: "Speak Mandarin Campaign has made 'significant' contributions, but Singapore losing bilingual edge: PM Lee" at https://www.channelnewsasia.com/news/singapore/speak-mandarin-campaign-bilingual-edge-lee-hsien-loong-12024398.

ADDITIONAL RESOURCES

1

Social interactions at the market

To aid this discussion, watch this video "Old Singapore market in 1961" by Dutch filmmaker Michael Rogge at https://www.youtube.com/watch?v=cymVNcpnXTY&list=PLEF0C03E544562464&index=7.

Observe the social interactions at the market and the types of trades happening.

PRE-VISIT

ADDITIONAL RESOURCES

2

Entertainment in the 1960s

What kept children entertained in the 1960s? Watch the video "Old Singapore backstreet 1961 boys gamble, parrot" at https://www.youtube.com/watch?v=C2IFa5fqLqo&list=PLEF0C03E544562464&index=6.

3

The five-foot way as a social space

Although the British government allocated areas for different dialect and ethnic groups, interaction between diverse communities happened all the time. The early Chinese dialect groups often interacted among themselves and with other communities such as the Malays, Indians, Arabs and Europeans in common meeting spaces such as the five-foot way.

- Read up about the five-foot way at "Five-foot-way traders" by Singapore Infopedia at http://eresources.nlb.gov.sg/infopedia/articles/SIP_105_2005-01-04.html.
- Refer to photographs from the National Archives of Singapore at http://www.nas.gov.sg/archivesonline/photographs/record-details/34025c86-1162-11e3-83d5-0050568939ad.
- View the photographs from the National Heritage Board's Roots.sg at https://roots.sg/Roots/learn/collections/listing/1251212.

PRE-VISIT

ADDITIONAL RESOURCES

4

Changes in landmarks over the years in Singapore

You can also watch a video titled "Roots.sg Presents: The Jackson Plan" to see how landmarks have changed or remained over the years through the lens of Asian Civilisations Museum Director, Kennie Ting, at https://www.youtube.com/watch?time_continue=15&v=hOCsTDie87E.

5

Interactions between different groups at the Singapore River

Show a photograph of another sculpture "A Great Emporium" by Malcom Koh (https://www.publicarttrust.sg/Public-Art/A-Great-Emporium) or view it at Empress Place. This sculpture situated in front of the Asian Civilisations Museum recreates a scene of merchants of different nationalities negotiating along the River.

6

A perspective about the impact of dialect group allocation

Read more about the impact of dialect group allocation by Chinatown Business Association at http://www.chinatown.sg/index.php?fx=soc-stories-page&sid=1.

DURING YOUR VISIT

SUBJECTS

Social Studies and language

OBJECTIVES

- Understand the impact of the interactions between dialect and ethnic groups on local language and food.
- Identify the Chinese Singaporean influence on local language and food.

EXPLORE

1 Interaction between different ethnic and dialect groups

Parts of this zone resembles a playground and another resembles a hawker centre. Familiar to youth, these contemporary spaces are places where social interactions between dialect groups and ethnicities occur.

Recall that one of the impacts of cultural interactions is mixed marriages. Mention that students will be exploring how cultural interaction also has an impact on language and food in Singapore.

2 Language

DURING YOUR VISIT

2 Language

Get students to flip the panels found on the stands in the centre of this zone and read the origins of each word.

Get students to guess which language formed a large part of spoken language in Singapore today. They might notice that there are more borrowed words from Hokkien compared to other Chinese dialects.

As there were relatively more Hokkiens in Singapore **(see Figure 2)**, it was commonly used by many communities in the early days. It was so commonly used that a 1979 article by *The Straits Times* reported of Malay passengers who spoke Hokkien to their Indian bus conductors.

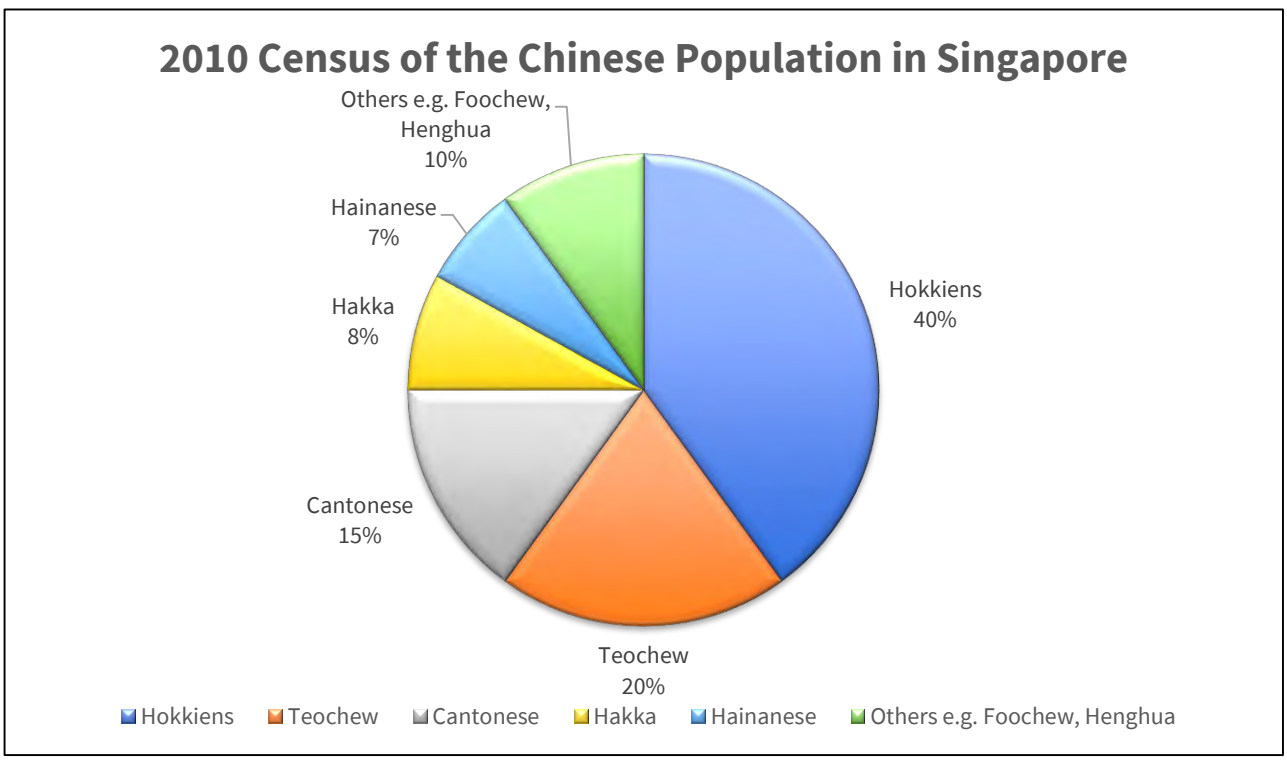


Figure 2

Explain that early migrants adapted to their new surroundings by combining and borrowing words from various languages. The dominant language depended on the context. In the early 19th century, Malay was the dominant language as it was a common language used in the region and Singapore had a Malay majority. Dictionaries were even published to help the Chinese in Singapore learn Malay. Over time, the influx of migrants from China led to a Chinese majority in Singapore. Within which, the Hokkiens formed the largest group and their language became commonly-used by many in the early years.

These are some of the borrowed, combined and created words you can find in the exhibition which resulted from cultural interactions in Singapore.

DURING YOUR VISIT

2.1 Borrowed words (when Malay and English borrowed Hokkien words)

Get students to identify the influence of Chinese dialects on Malay and English language.

For example, *kiasu* is a commonly used English term in Singapore today with Hokkien origins. It has even become an official word in the Oxford Dictionary and is defined as a "selfish attitude arising from a fear of missing out on something". It came from the Chinese word *pashu* which is pronounced *kiasu* in Hokkien. This term became a common expression when National Service was made compulsory in 1967.

Some Malay terms are also influenced by Hokkien. For example, *tahu* or bean curd, came from the Hokkien word *tauhu*.

2.2 Borrowed words (when Mandarin borrowed Cantonese words)

Some Mandarin words are also influenced by dialects.

For example, the Mandarin word *yin sheng* originated from its Cantonese counterpart *yumseng* which means "to drink to success".

2.3 Borrowed words (when Mandarin borrowed Malay and English words)

Some Mandarin terms are also influenced by Malay and English.

The Mandarin word *ba sha*, meaning "market", came from the Malay word *pasar* which probably originated from the Persian word *bazar*. That's not all, the Hokkiens also adopted this word as *pasat*. This Malay word *pasar* probably came from the Persian word *bazar*.

There are also Mandarin words which came from English origins like *ba xian* which is a transliteration of the English word "percent".

DURING YOUR VISIT

2.4 Borrowed words (when Hokkien borrowed Malay words)

Likewise, Chinese dialects were also influenced by the Malay language. For example, *loti* meaning bread in Hokkien, came from the Malay word *roti* which in turn originated from the Hindu word *roti* or Sanskrit word *rotika*.

2.5 Combined words (when Malay and Chinese dialects combine to form new words)

What combined words are commonly used today?

An example is the word *kopitiam* which usually refers to a traditional coffee shop. It is a combination of *kopi*, which means “coffee” in Malay and *tiam*, which means “shop” in Hokkien.

2.6 Created words (when Mandarin words are created in Singapore)

What are some Chinese terms used only in Singapore?

An example is *yi tong ka*, the Chinese translation of EZ-Link card. The phrase is made up of the Chinese words *yi* (ease), *tong* (to pass through) and *ka*, a transliteration of card.

DURING YOUR VISIT

3 Food

ACTIVITY

Head over to the interactive game table to put your student's reflexes and knowledge of coffee shop drinks to the test. This is a two-player game activated by tapping one's wristband tag. In this game, students take up the role of a beverage hawker and win by fulfilling drink orders accurately.

View the infographic on the wall to learn the ingredients of *kopitiam* coffee and tea order combinations. Get your students to guess the longest possible drink order. The answer is kopi-si-gao-siew-dai-bua-shio-da-pau, meaning extra strong coffee with evaporated milk, less sugar, lukewarm and to-go!

In the next area, you can get students to:

- Explore a digital timeline touchscreen and view a wall of 12 food dishes outside the mini theatre.
- Watch a five-minute projection in a mini theatre, which can sit up to 12 people.

To ensure a conducive learning environment, we strongly encourage placing students in two groups of ten students to take turns to view the mini theatre.

DURING YOUR VISIT

3 Food

- **Digital timeline table and food dishes**

Head over to the interactive digital timeline to explore the 100 events that impacted Chinese Singaporean culture. You can also find 10 key milestones from the timeline highlighted on the wall.

Through these events, students can:

- Understand the contributions of early Chinese migrants through clans, hospitals, temples, schools, writings, newspapers and institutions.
- Understand the needs driving government policies such as the Ethnic Integration Policy, the Bilingual Policy, the Speak Mandarin Campaign, hawker centres, the Special Assistance Plan and the Inter-racial and Religious Confidence Circle.
- Have a greater sense of global awareness.

DURING YOUR VISIT

3 Food

The 10 key milestones are highlighted here:

Idea	Description	Get students to find out:
Singapore as a stop along Chinese trade route	Singapore found its way on the map as early as 1349. Chinese trader Wang Dayuan recorded Singapore as Temasek in the earliest surviving eyewitness account of the region, *Description of the Barbarians of the Isles.*	• Who is Wang Dayuan? • What is the title of his account in Chinese?
Temples as communal spaces	Singapore's earliest known Chinese private school, Chongwen Ge, was founded by leaders from the Hokkien, Hakka and Teochew communities and housed within the temple Thian Hock Keng. Temples were more than just a place of worship. They were also home to festivals, weddings, funerals, and even housed clan associations and schools.	• What is the purpose of Chinese temples? • How did it evolve over the years?
Singapore's first major Chinese-language newspaper	Although *Lat Pau* was modelled after Chinese newspapers, it featured leading articles that were more commonly seen in Western presses.	• How long did *Lat Pau* last and what did it feature? **Find these answers in the timeline table:** • How many pages were in each print of this newspaper? • What were the origins of this name?
A bicultural pioneer	A multi-lingual Peranakan Chinese, Lim Boon Keng co-founded the Singapore Chinese Girls' School when female education was lacking. He also promoted Mandarin proficiency amongst English-educated Chinese.	• What were his contributions in social and educational reforms?
First Chinese-medium Institute of Higher Learning in Southeast Asia	Nanyang University was the first university to teach in Chinese in Southeast Asia. Before its opening, Chinese high school graduates had to further their studies in China. And when it became more difficult to go to China in the 1950s, the Chinese community came together to establish the university.	• Which institution occupies the former Nanyang University building today? **Find these answers in the timeline table:** • Why were there tighter immigration controls in the early 1950s? • What is Nanyang University known as today?
Singapore's first multi-lingual media	Television Singapura is our first television station. Launched on 15 February 1963, the local channel's multi-ethnic programming included news in English, Indian dance, Malay comic sketch and a variety show featuring English and Chinese songs.	• What were the featured programmes on TV?

Table continues on the next page!

DURING YOUR VISIT

3 Food

Singapore's official and national languages	English, Malay, Mandarin and Tamil are the four official languages of Singapore and Malay is designated the national language while English is designated the working language.	• Why was Malay made the national language and what is Singapore's official working language? • Why is this the working language?
Bilingual education	All students had to learn English and a mother tongue language from one of Singapore's three main ethnic groups.	• Why was bilingual education implemented?
Singapore's first hawker centre	Newton Food Centre was the first hawker centre built to tackle poor hygiene and traffic congestion caused by street hawking.	• Why were hawker centres built? • What is the social function of hawker centres?
First Chinese Singaporean winner of a prestigious award	Stefanie Sun was the first Chinese Singaporean to clinch the prestigious Taiwan Golden Melody Awards for Best New Artist in 2000.	• How many albums did Stefanie Sun sell?

ACTIVITY

Students can also look at the wall of dishes across this timeline table outside the mini theatre room.

DURING YOUR VISIT

3 Food

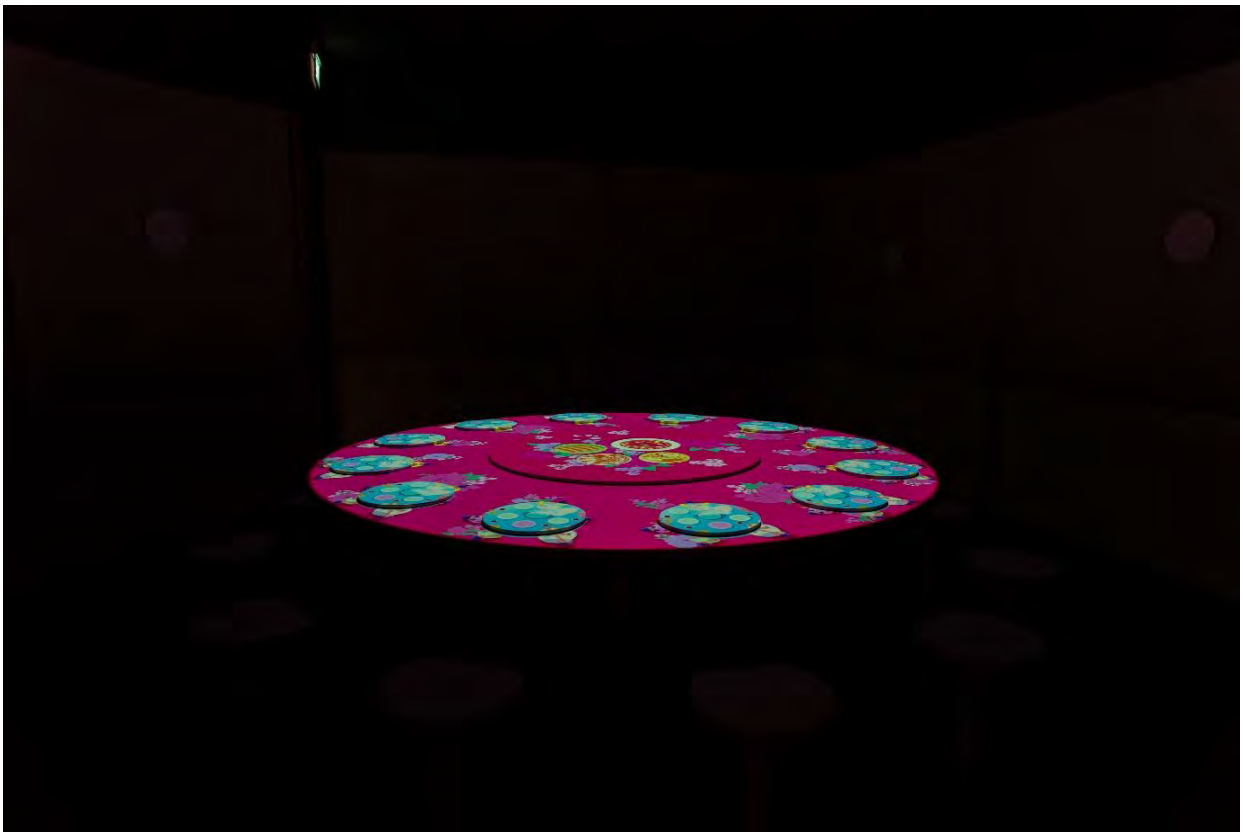
ACTIVITY

Learn more about the cultural interactions behind local favourites like Hainanese Chicken Rice, Bak Kut Teh, Yong Tau Fu, Kaya Toast and Nanyang Coffee, Chili Crab, Hokkien Mee, Laksa, Hainanese Curry Rice, Curry Puff, Rojak, Indian Mee Goreng and Popiah.

Point out that spices are more frequently used in hotter climates, possibly because food spoils more easily in humidity and chemical compounds in spices can kill such bacteria. These spices include chili, garlic, onion, cinnamon, cumin, cloves and lemon grass.

Vote for your favourite dish by tapping on it with your wristband tag.

- **Mini Theatre Food Projection**



DURING YOUR VISIT

3 Food

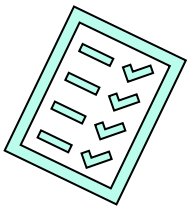
ACTIVITY

Now head over to the mini theatre and watch a projection of Singapore's well-loved dishes. Students will get to "enjoy" a meal of Hainanese Chicken Rice, Yong Tau Fu, Laksa, Kaya Toast and Chili Crab with up to 11 other fellow friends around the table.

Get students to note the various culinary sources – from the Malays, Cantonese, Hainanese and Hakkas – and observe the Southeast Asian influence such as the use of pandan leaves and lemongrass.

- What are the cooking methods used by different dialect and ethnic groups?
- How did the taste preferences of Chinese migrants change as they settled in Singapore?
- How did early Chinese migrants influence the cooking methods and ingredients of other ethnic cultures?

SUMMARY



Summarise that cultures are always in dialogue and constantly evolving. Culture is a way of life specific to a community and can be observed through language and food as seen from this zone.

Emphasise that culture must remain relevant to the next generation for it to be passed down.

POST VISIT

SUBJECTS

Social Studies, language and Art

OBJECTIVES

- Find out the influence of Chinese dialects on other regional languages.
- Understand how cultural interaction influenced the cuisine of various dialect groups.

ACTIVITY

These are some suggestions to continue discussions back in class.

Influence of Hokkien on other Southeast Asian languages 1

Get students to research the influence of Hokkien on other Southeast Asian languages. As many Southern Chinese migrants also settled down in other countries in Southeast Asia like Thailand, Cambodia and the Philippines, Hokkien too influenced the Thai, Khmer and Tagalog languages respectively.

Some examples of the influence of Hokkien on Tagalog:

Category	Tagalog	Chinese characters	Hokkien dialect	What it means in English
Food	Siyanse	煎匙	jiansi	Frying spoon
	Pechay	白菜	pekcai	Chinese cabbage
	Lumpia	润饼	junbia	Spring roll
	Batchoy	肉水	bakzui	Meat soup
Family	Ate	阿姐	a'chi	Elder sister
	Ditse	二姐	dichi	Second elder sister
	Sanko	三哥	sanke	Third elder brother
	Ingkong	阿公	angkong	Grandfather

POST VISIT

ACTIVITY

Mapping of family names 2

Get students to map their family names by dialect groups. You can follow-up on this by asking students to find out how their family names are represented in other Southeast Asian countries. Why is there such a difference?

The pronunciation of Chinese family names was originally tied to dialect groups. When Chinese migrants settled in Southeast Asia, many adapted their family names according to the local language and needs of their new homes. An example is the surname “Chen” which is usually spelt as “Chen” in China, “Chin” in Japan, “Trần” in Vietnam and “Sutanto” in Indonesia. How is it written in Singapore?

The adaptation of names happened twice in Singapore, once during the colonial period and again in the 1980s.

When Singapore was a British colony, Chinese family names had to be written in English which meant that the same Chinese character could be written in different ways depending on how it was pronounced in Hokkien, Teochew, Cantonese, Hainanese or Hakka. For example, “Chen” can be written in a wide variety of ways in Singapore as the Hokkiens and Hainanese usually use “Tan”, the Teochews use either “Tan” or “Tang”, the Cantonese use “Chan” and the Hakkas use “Chin”.

Then, as part of the national effort to promote Mandarin in the 1980s, Chinese Singaporeans were encouraged to register the names of their children in *hanyu pinyin* (Romanised Chinese).

Food specialities of different dialect groups 3

Research on the food specialities of different dialect groups.

You can also get students to conduct oral history interviews on the evolution of a hawker dish and re-create the food and utensils using craft materials such as jumping clay.

POST VISIT

ACTIVITY

Cultural diversity of Singapore through food and language 4

Pick a dish and a word (of borrowed, combined or created origin) shown in the exhibition to tell a story which showcases cultural diversity in Singapore.

Weave the origin of the selected dish and word into the story.

ADDITIONAL RESOURCES

The origins of various dialect groups in Singapore 1

Read more about "The Origins of The Hokkien, Teochew, Cantonese, And Other Chinese Dialect Groups in Singapore" from The Epoch Times Singapore Edition at https://epochtimes.today/the-origins-of-the-hokkien-teochew-cantonese-and-other-chinese-dialect-groups-in-singapore/.

Chinatown in the early days 2

What was Chinatown like in the early days? Read more about "Chinatown Singapore: History and dark secrets you probably don't know" by Honeycombers at https://thehoneycombers.com/singapore/facts-about-chinatown-singapore/.

Impact of public housing in the 1960s 3

What were marketplaces like in the 1960s? How did it change with the introduction of the Housing Development Board flats? View photographs by Dutch photographer, Theo A. Strijker, and his wife, Lies Strijker-Klaij, from "Rare old photos of S'pore capture 1960s life, including sale of exotic meats" at https://mothership.sg/2017/10/rare-old-photos-of-spore-capture-1960s-life-including-sale-of-exotic-meats/.

On to Zone 4!

VENUE

Gallery at Level 2

ABOUT THE ZONE

This zone deepens the exploration of the distinctive Chinese Singaporean culture through creative cultural works produced by individuals and groups in Singapore.

ENDURING UNDERSTANDING

A rich diversity in Singapore along with inclusive public policies shaped the creations of these Chinese Singaporeans.

Exhibition Idea	Inquiry Questions
1. Impact of Singapore's multi-racial and multi-cultural environment on the art and culture scene	• How did Singapore's multi-racial and multi-cultural environment influence the art and cultural scene in Singapore, from poetry, to theatre and film, to visual art and design?
2. Factors which shaped the creative scene	• What is the role of the government? • How did the government's policies for an open economy, multi-racialism and multi-culturalism shape the local creative scene?

PRE-VISIT

SUBJECTS

Social Studies and Art

OBJECTIVES

- Understand the impact of Singapore's multi-racial and multi-cultural environment.
- Value the importance of diversity and connectivity in Singapore.

DISCUSS

Mention that when early migrants settled in Singapore, they brought their cultures with them. The influx of a diverse migrant population soon gave rise to a multi-racial and multi-cultural society. This rich cultural diversity continues to flourish under government policies that promoted inclusivity and connectedness.

- To unite a diverse population, the government implemented policies to promote multi-racialism and multi-culturalism. Policies like the Ethnic Integration Policy in Housing Development Board flats and the adoption of four official languages gave different dialect and ethnic groups common ground.
- To survive as a global city, Singapore continues to be an open economy to welcome a constant flow of different ideas, people and goods. Policies that promote free trade, welcome foreign talent and capital, and encourage creativity and innovation helps Singapore to thrive.

1

Singapore's intangible cultural heritage

What is Singapore's culture? What makes it so distinctive? How is it different from, or similar to other countries' cultures? This can be discussed in terms of food, language, art & design, and social interactions at public spaces such as hawker centres.

- You can use the categories of "Intangible Cultural Heritage" listed by the National Heritage Board at https://roots.sg/ICH as a starting point for discussion.
- You can also read a summary from the article "Singapore's First Inventory for Intangible Cultural Heritage" by Alvin Tan, National Heritage Board's Deputy Chief Executive (Policy and Community) at https://www.ichcap.org/singapores-first-inventory-for-intangible-cultural-heritage/.

PRE-VISIT

DISCUSS

2

Singapore: an open economy

"Singapore's economy ranked world's most competitive", according to The Straits Times article published on 10 October 2019 (https://www.straitstimes.com/business/economy/singapore-economy-ranked-worlds-most-competitive). Singapore scored 84.8%, beating the United States to the top spot ranking of 141 economies.

- What were some reasons cited for Singapore's success as the most competitive economy?
- Why is there a need for Singapore to stay competitive?

Get students to think critically about the pros and cons of an open economy.

ACTIVITY

Describe Singapore's culture through food

- Get students to recall what they experienced in the previous zone and challenge them to use food to describe Singapore's culture.
- For example, "rojak", a multi-cultural dish meaning "mixture" in Malay reflects Singapore's cultural diversity.
- Chinese rojak combines local vegetables and fruits and Chinese ingredients such as *taupok* (tofu puff) and *youtiao* (fried crullers) along with Southeast Asian ingredients like *haekor* (shrimp sauce), *belacan* (fermented shrimp paste), tamarind, chili and peanuts.
- There is also Indian rojak, an invention of early Indian migrants. This dish is a self-service buffet of potatoes, eggs, tofu and prawns fried in batter and served with chili, raw onions, cucumber and chili sauce.
- More about rojak at https://roots.sg/Roots/learn/resources/ich/food-heritage/rojak.

PRE-VISIT

ACTIVITY

Continuous line drawing to emphasise the importance of diversity

- In groups, get students to list one word which describes Singapore's culture and associate this word with an image. It can be a food dish, or something related to a festival practice.
- Ask the students to share the reasons for their choices.
- Get them each to individually draw the image in a continuous line, without lifting their pencil off the paper.
- Now get them to combine their images by taking turns to draw.
- After the first person is finished with the line drawing, the next person must continue from the end point.
- Continue this process until everyone has drawn and the last person must connect the drawing back to the first person's start point.

With this creation, you can summarise that "we are greater than the sum of our parts", a quote formerly mentioned by Prime Minister Lee Hsien Loong at the 2015 National Day Message, reported by TODAY at https://www.todayonline.com/singapore/pm-lees-national-day-message-2015.

Summarise the lesson by emphasising the value of diversity and connectivity for Singapore.

DURING YOUR VISIT

SUBJECTS
language

OBJECTIVES
- Learn about the impact of Singapore's diverse landscape by looking at examples in poetry, theatre, film, visual art and design.

EXPLORE

This zone resembles window shop displays, to showcase the art and culture borne out of Singapore's diversity and connectedness.

Get students to explore the six sets of display, some of which are highlighted here:

Idea	Description
Renewing tradition	Design company's name "Scene Shang", literally "new" and "appreciation", is a play on the identical sounding Chinese word *xinshang* meaning appreciation. The brand brings a touch of Asian identity to modern furniture design, by using cultural elements like tropical rattan or Ming dynasty motifs.
Infusing local flavours	Poet Khoo Seok Wan was famous for his "bamboo branch verse" (*zhuzhici*), a traditional category of short poems used by classical scholars to depict local sights and sounds. Khoo's poems stood out as he fused Malay-terms in his Chinese poems to create a "Nanyang-flavour".

Table continues on the next page!

DURING YOUR VISIT

Deconstructing tradition	Chef Willin Low has always celebrated Singaporean flavours in new ways. He first coined the term "Mod Sin" meaning "Modern Singapore", to describe the cuisine served at his restaurant.
Mixing many languages	With his debut film, *Mee Pok Man* (1995), Eric Khoo led a revival of the local film industry in the 1990s. Khoo's films often feature working-class characters who speak in various languages commonly heard in daily life.
Bridging cultures	Chan Kim Boon who mastered Malay, English and Chinese is well-known for translating Chinese classics into Baba Malay. His most famous work, *Samkok*, is a translation of Luo Guanzhong's *Romance of the Three Kingdoms*.
Blending East and West	Cheong Soo Pieng was famous for combining styles and techniques from Western (easel) painting and Chinese (scroll) painting. In his ink paintings, Cheong introduced Western elements like Cubism (a style of breaking a subject down into geometric fragments). And for his oil paintings, he used the Western medium in ways that made them look like ink paintings.

ACTIVITY

1. Get students to look at Khoo Seok Wan's poem:

"马干马莫聚餐豪，马里马寅任乐陶。幸勿酒狂喧马己，何妨三马吃同槽。"

Point out that the Chinese character 马 is pronounced as "ma" and highlight the phrases which include this character. Mention that these phrases do not have any inherent meaning but are written to recreate the sound of Malay words.

Chinese characters	Chinese characters	Hanyu pinyin	Malay pronunciation	What it means in Chinese	What it means in English
马干	干	ma gan	makan	吃 (chi)	eat
马莫	莫	ma mo	mabok	醉酒 (zuijiu)	drunk
马里	里	ma li	mari	来 (lai)	come
马寅	寅	ma yan	ma'in	游戏 (youxi)	playing
马己	己	ma yi	maki	辱骂 (ruma)	abuse
三马	三	san ma	sama	一起 (yiqi)	together

2. Get students to decode the poem by inserting the English meanings:

___	____	gather at restaurant,	___	___	joyful.
马干	马莫	聚餐豪，	马里	马寅	任乐陶。

But	after getting drunk, scold	___	why don't [we]	___	eat from same pot.
幸勿	酒狂喧	马己，	何妨	三马	吃同槽。

SUMMARY

Singapore's embrace of diversity and connectivity made it fertile ground for a fusion of multiple languages and styles as seen in Singapore's cuisine, literature, music, theatre, film, visual art and design.

POST VISIT

SUBJECTS

Art and language

OBJECTIVES

- Create their own work by fusing diverse motifs, symbols and text.

ACTIVITY

Recall the artworks seen in the exhibition which combined different elements like Cheong Soo Pieng's painting which fused the styles and techniques from Western and Chinese painting.

Understanding cultural symbols and motifs 1

Now, take a look at Justin Lee's artworks "Goddess Series: Mobile Phone Kids" at https://roots.sg/Roots/learn/collections/listing/1248263 and "Goddess Series: MacDonald Kids" at https://roots.sg/Roots/learn/collections/listing/1247551.

Use the **"What Makes You Say That" approach** to get students to look closely at the artworks:

1. What is going on?
2. What do you see that makes you say that?

Get students to describe what they see and ask them to share their interpretations so that they can learn from each other's perspective.

- Give additional context about the artworks such as the cultural symbols of door gods. Chinese folk religions believe that these divine guardians of doors and gates can protect people from evil and invite good fortune.
- The Chinese word for happiness, *xi*, is repeated twice, meaning "double happiness" and is often seen during Chinese wedding day. Who is getting married? What are the children carrying and wearing? What is the god guarding?

Apart from the cultural symbols in these two artworks, get students to brainstorm more words and motifs related to Chinese Singaporeans. You can extend this discussion to include Malay and Indian Singaporean motifs.

POST VISIT

ACTIVITY

Introducing our distinctive Chinese Singaporean culture to foreigners 2

Imagine that a very popular Korean boy band is coming to Singapore and the students have to take them on a tour for a day.

- **Designing:** You can get students to design a banner they would use to welcome the boy band at the airport. In groups, get students to create their own designs by incorporating popular culture, traditional Chinese, Malay and Indian motifs. You can also get students to design EZ-link charms as a gift to help the boy band travel around Singapore easily.
- **Writing:** You can also get students to individually write a letter to introduce Singapore to this Korean boy band.
- **Speaking:** You can get students to think about what they would say to their favourite Korean boy band.
    - How would the students introduce them to Singapore?
    - How would it be different from their interaction with a Singaporean friend? Jot down thoughts, feelings and reactions.
    - Ask students: Would you interact differently? How and why? What skills would allow you to do it?
    - Get them to think about how Singaporeans are known to code-switch because of our multilingual landscape.
    - You can read a perspective of "Proud to be a code-switcher" by Yuen Sin on The Straits Times at https://www.straitstimes.com/opinion/proud-to-be-a-code-switcher.

POST VISIT

ADDITIONAL RESOURCES

- **Current multi-lingual productions**

What are some other examples of multi-lingual productions?

"128 Circle" (2019) is an example of a multi-lingual drama. It follows the lives of hawkers operating from a fictional food centre.

In the first episode (found at https://www.mewatch.sg/en/series/128-circle/ep1/839143) we see a moving exchange between a cleaning lady and a stall owner.

Watch the snippet from 22:10 to 23:59 and examine the characters and their values:

- What is the first question the stall owner asked the cleaning lady?
- What did the stall owner do next when the cleaning lady rejected his offer? Why do you think he did that?
- What did the stall owner give up? How do you think he felt?
- How do you think the cleaning lady felt?
- What kind of person is the stall owner? What values do you think he embodies?
- Notice that he is able to code-switch very easily. What is code-switching? Do you think it is useful to be able to code-switch in Singapore? Why?
- Do Singaporeans code-switch a lot? Why?

On to Zone 5!

ZONE 5:
Making Our Mark

VENUE

Gallery at Level 2

ABOUT THE ZONE

Despite being a small and young country, Singapore has developed a distinctive identity. This zone highlights the cultural impact and global influence of Chinese Singaporeans. As the concluding zone, this is also a space for students to reflect on how they would contribute to Singapore and its culture.

ENDURING UNDERSTANDING

Chinese Singaporean culture has an impact on the world. How it influences the world will continue to change as Singapore changes.

Exhibition Idea	Inquiry Questions
1. International recognition	• What is the global impact of Chinese Singaporean culture? How has it influenced the world? • What is Chinese Singaporean culture?
2. Identity	• What other factors influence identity?

PRE-VISIT

SUBJECTS

Social Studies and Character & Citizenship Education

OBJECTIVES

- Reflect on the values possessed by Chinese Singaporeans who have made an international impact.
- Appreciate how Chinese Singaporean culture has made an impact globally.

DISCUSS

Watch this TEDx Singapore Management University talk by Anthony Chen, director of award-winning film "Ilo Ilo" at https://www.youtube.com/watch?v=axEF2PTn700.

Get students to reflect on the knowledge, skills, values and attitudes which contribute to excellence, by asking:

- What are Anthony Chen's guiding principles in life? What is his advice for people?
- He shared about how he did not have enough money despite the success of his film. What were his thoughts then and what did he do in the end?
- Apart from the right attitude and values, what else do you think he possessed to become good at filmmaking?
- In your opinion, do you think he is a successful filmmaker?
- What do you think is most important for you to be very good at what you do? What are some of your guiding principles in life? Jot down your own ABCs.

PRE-VISIT

DISCUSS

Mention that "Ilo Ilo" is a film by local writer-director Anthony Chen which won the Camera d'Or at the 2013 Cannes Film Festival as well as the Best Feature Film and Best New Director at the 50th Taiwan Golden Horse Awards.

You can watch Anthony Chen's thank-you speech at https://www.youtube.com/watch?v=un6VlSxTSUo.

- Whom did he immediately acknowledge in his speech?

Watch this interview of Anthony Chen at Film Society of Lincoln Centre at https://www.youtube.com/watch?v=qwKGkhDcfeo.

- What was the director's source of inspiration?
- How did this arthouse film do locally?
- What do you think is the impact of Anthony Chen's win on Singapore?
- What do you think is the global impact of his win? How would you acknowledge someone who has made his or her mark on the international stage?

Emphasise that Anthony Chen made history by being the first Singaporean to win the Golden Horse Awards, putting Singapore's film industry on the world map. Mention to students that they would be viewing the actual award at the exhibition.

DURING YOUR VISIT

SUBJECTS

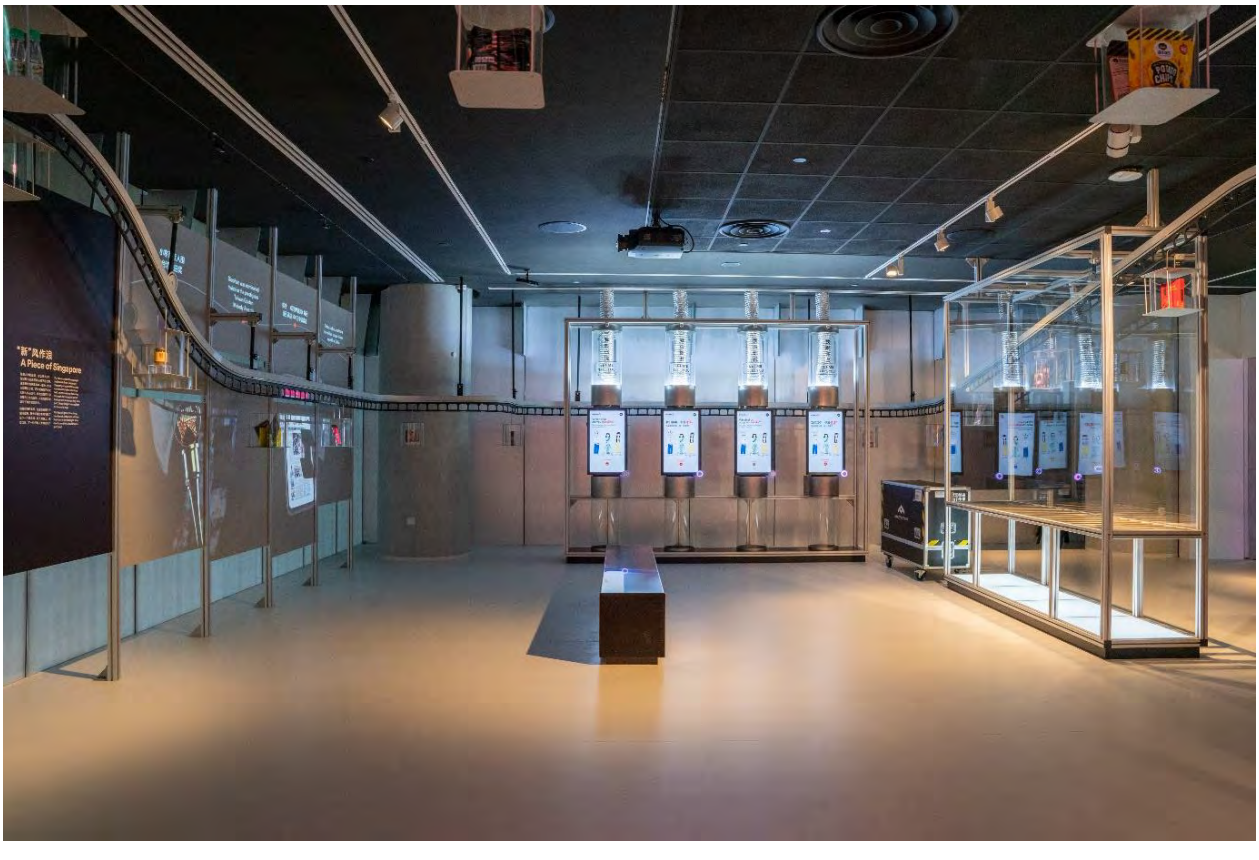
Social Studies

OBJECTIVES

- Learn about the contributions of the Chinese Singaporeans who have achieved international success through music, literature, film & media, food, daily products.
- Learn about people and brands which have put Chinese Singaporean culture on the world map.

EXPLORE

This zone looks to the future with its design. An overhead conveyor system highlights the global success of Chinese Singaporean exports with roving displays, and self-checkout counters allow students to generate their personal report.



DURING YOUR VISIT

EXPLORE

1 International recognition

Get students to explore the products and view the contributions of significant Chinese Singaporeans. Some displays are highlighted here:

Genre	Example
Popular music	JJ Lin is known for his pitch-perfect vocals and does not just sing in English and Mandarin, but in Cantonese and Hokkien too. He won Best Mandarin Male Singer at the Golden Melody Awards twice.
Literature	You Jin's best-selling collection of travel stories started "You Jin Fever" in China where she sold more than a million copies of her works.
Film & Media	Anthony Chen won the Best Feature Film and Best New Director for his first feature film *Ilo Ilo* at the prestigious 50th Golden Horse Awards.
Food	Loi Ah Koon founded Ya Kun Kaya Toast and gave the world a taste of traditional Hainanese kaya toast, Nanyang kopi and soft-boiled eggs. There are now over 70 outlets across Asia and Middle-East.
Daily products	Leong Yun Chee founded Axe Brand, a low-cost cure-all remedy which is now sold in more than 50 countries.

2 Identity

Get students to reflect on how they may contribute as individuals, as a community and as global citizens using the **Think-Pair-Share approach**:

1. After reading all the text in this zone, get students to reflect on the knowledge, skills and attitudes of the Chinese Singaporeans displayed in this exhibition.
    a. How have they contributed to Singapore's culture?
    b. How have they contributed to nation-building efforts?
    c. Get students to jot down their thoughts first as individual assignments.
2. Pair students together.
3. Get pairs to share their thoughts with each other.
4. Expand this sharing into a class discussion.

Mention that these individuals have achieved success and recognition as people could relate to their creations.

DURING YOUR VISIT

ACTIVITY

After students have experienced the entire exhibition, get them to print their personal result card at the checkout counter.

In small groups, get them to share their results.

- What are some similarities? What are some differences?

Get a few to share their results to the whole class.

You can collect all the results to continue discussion back in school.

SUMMARY

The early Chinese migrants who settled in Singapore brought with them their values and culture and contributed to the nation through their knowledge and skills. This openness to new ideas amidst Singapore's multi-racial and multi-cultural landscape, along with strong governance, created the rich cultural diversity we have today.

The Chinese Singaporean identity is a mix of Chinese heritage, cultural interactions and public policies.

POST VISIT

SUBJECTS

Character & Citizenship Education and language

OBJECTIVES

- Reflect on other factors which influence personal identity

DISCUSS

To be a Chinese Singaporean, one must be Chinese 1

What does it mean to be a Chinese Singaporean? Is it limited to being Chinese?

Get students to recall their findings from their report cards from the exhibition and share any surprising discoveries.

To be a Chinese Singaporean, one must have had cultural interactions 2

Chinese Singaporean identity is influenced greatly by cultural interactions. Certain Chinese festivals, language, food and art forms have evolved through cultural interactions to develop a distinctive Singaporean flavour.

To be a Chinese Singaporean, one must have been influenced by public policies 3

Public policies also shape the Chinese Singaporean identity in how we speak, our eating habits and creative output amongst others.

POST VISIT

ACTIVITY

Investigate personal family history 1

The family plays a big part in preserving heritage.

- Get students to investigate their personal family histories through interviews and research.
- You can get them to plot their family tree, conduct oral interviews and collect artefacts and any other documentation.
- You can also get students to trace the characters of their family names using the "Hundred Family Surnames" or *baijiaxing*, a classic Chinese book composed in the early Song dynasty. A version may be found at https://sites.rootsweb.com/~chinesesurname/hundred.html.
- To deepen the exploration, you can get students to find out which dialect group they are from, which generation of Singaporeans they are, and possibly which clan they might belong to.

Using Creative Questions to explore the complexities of identity 2

Get students to further explore the complexities of personal identity using the **Creative Questions approach**, a routine for generating and transforming questions:

1. Brainstorm a list of questions about identity. For example:
   a. What do I like to eat, do and say? How is it different from others? Why or why not?
   b. How are my food choices, actions and language tied to ethnic identity? How is it similar or different? Why?
   c. How will identity change in the age of connectivity?
   d. What words can I use to describe my identity?

Continues on the next page!

POST VISIT

ACTIVITY

2. Transform some of the questions into imagined scenarios. For example:
   a. How would it be like if …
   b. How would it be different if …
   c. Suppose …
   d. What would change if …
   e. How would it look differently if …
3. Choose one question to explore further by writing a story or essay, drawing a picture, creating a play or dialogue, or conducting an interview. For example, to think about the future of culture, you can get students to write a journal entry as their 50-years-old future-self.
4. Reflect if there are any new ideas about this theme.

Summarise that culture and identity are constantly evolving.

ADDITIONAL RESOURCES

Singapore in the age of disruptive technologies 1

It is even more difficult to define culture and identity in Singapore today in this age of disruptive technologies. You can read more about The Fourth Industrial Revolution at https://www.britannica.com/topic/The-Fourth-Industrial-Revolution-2119734.

Discuss the following complexities in defining identity with your students:

- According to the 2017 Singapore census, more than one in five marriages in Singapore were between people of different races. How can we negotiate inter-ethnic or trans-national identity?
- English has become Singapore's lingua franca. How would a limited use of mother tongue affect culture? Is Chinese language a large part of being a Chinese Singaporean?

POST VISIT

ADDITIONAL RESOURCES

Impact of Singapore's colonial history on Singaporeans 2

Read this commentary by Farish A. Noor, Associate Professor at Nanyang Technological University's S. Rajaratnam School of International Studies and the School of History, about "Being Singaporean and South-east Asian" at https://www.straitstimes.com/opinion/being-sporean-and-south-east-Asian.

How does Singapore's colonial history inform identity? What are his pointers for surviving in the near future?

Impact of the Chinese diaspora 3

Watch this video by Bloomberg "Overseas Chinese Make Their Mark" https://researchguides.smu.edu.sg/c.php?g=537931&p=3681564.

Successes of post-colonial Singapore 4

A perspective about the success of post-colonial Singapore by Dean Kishore Mahbubani during his visit in Timor-Leste. Read his lecture address at the Dili Convention Centre at https://www.mof.gov.tl/lecture-by-dean-kishore-mahbubani-at-the-dili-convention-centre/?lang=en.

On to the Teaser Station!

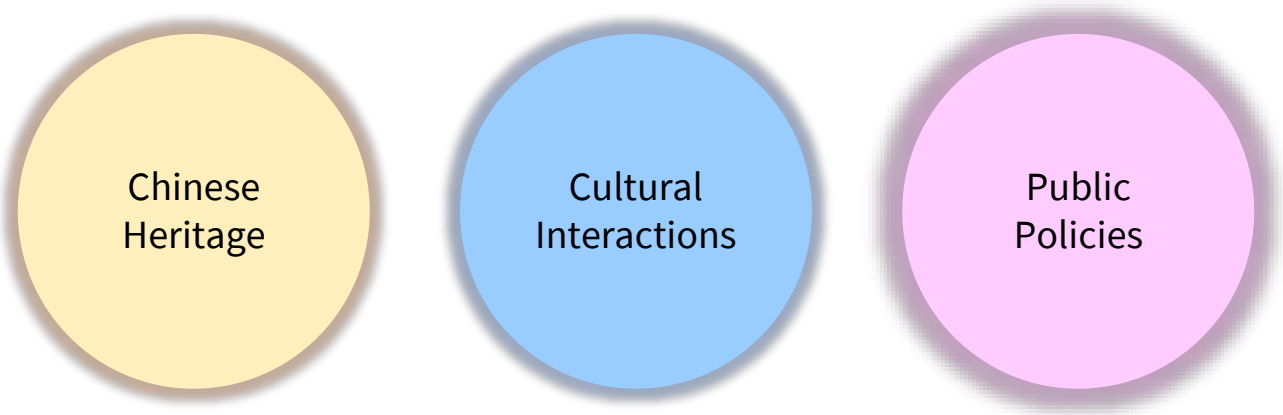
VENUE

Area outside the Multi-Purpose Hall at Level 7

ABOUT THE ZONE

This zone examines the Chinese Singaporean identity through Chinese New Year customs and practices and how it has developed a distinctively Singaporean flavour.

As Chinese New Year is a popular Chinese festival that many youths in Singapore would be familiar with, we chose this theme to illustrate the three driving forces of the Chinese Singaporean identity – Chinese heritage, cultural interactions and public policies.



Teaser Station

DURING YOUR VISIT

SUBJECTS

Character & Citizenship Education

OBJECTIVES

- Understand that culture can be expressed in many ways such as festivals, traditions and practices, religion, and food.
- Understand that Chinese Singaporean identity is a mix of Chinese heritage, cultural interactions and public policies.

DISCUSS

This zone examines the differences and similarities of how Chinese New Year is celebrated in Singapore as compared with other Chinese communities.

Chinese New Year, or spring festival, begins on the first day of the month of the lunar calendar and lasts for 15 days. This festival promotes familial unity and togetherness, and starts on the eve of the first day, when most families gather for an annual reunion dinner.

Get your students to identify the cultural symbolism and the values behind this festival, some of which are highlighted here:

Category	Description
Tradition and Practice	• The Chinese visit relatives and friends throughout these 15 days to welcome the new year and express their best wishes. • *Fu* (the Chinese character for "luck") posters are popular Chinese New Year decorations for homes. Some people prefer to place them upside down because "upside down" in Chinese sounds like "to arrive", meaning good fortune has arrived. *Chun* (the Chinese character for "spring") is another popular character for such displays. • Red, an auspicious colour for the Chinese, represents good luck and fortune. Married couples hand out red packets to single members of the family to express their well wishes. • Mandarin oranges are exchanged in pairs with loved ones during visits as "giving mandarin oranges" in Cantonese is pronounced *"songgam"* which also sounds like "giving gold". For an extra dose of fortune, large mandarin oranges are also called *daju* in Teochew which sounds like "lots of luck".
Religion	• It is believed that the ninth day of Chinese New Year is the birthday of the Jade Emperor and devotees make offerings on this day to give thanks for the past year's blessings. Many Hokkiens offer sugarcane stalks as it is believed that their ancestors in Fujian had hidden in sugarcane plantations when under attack and were delivered to safety by the Jade Emperor. • Traditionally a Hokkien Taoist custom, this practice has been adopted across various dialect groups in Singapore.

Teaser Station

DURING YOUR VISIT

DISCUSS

Food	• Bak Kwa, a savoury snack of minced pork, is believed to have originated from Fujian, China, where families preserved meat for special occasions like Chinese New Year. • Yusheng is a colourful raw fish salad eaten by many Singaporeans during Chinese New Year. It is adapted from a street dish found in coastal Guangdong, made simply with raw fish slices in peanut oil or dark soya sauce with other condiments. The elaborate version commonly eaten in Singapore today was said to have been created by four local Cantonese chefs in the 1960s. *Lo* means "tossing up" and *hei* means "to rise" in Cantonese. Follow the steps in the booth to mix the yusheng for good luck for the year ahead. • *Niangao* (New Year Cake) sounds like "rising higher every year". In Singapore, the recipe has been adapted by wrapping traditional ingredients of glutinous rice and brown sugar in coconut and banana leaves, and steaming it with pandan leaves. • Pineapple tarts, commonly consumed during Chinese New Year today, originated from Peranakan households who adopted Western baking techniques while adding a dollop of Nyonya-style pineapple jam. Pineapple is known as "ong lai" in Hokkien, which sounds like "prosperity arrives".
Performance	• Chingay was started in 1973 to compensate for the ban on firecrackers during Chinese New Year, a festive custom to ward off evil spirits. It has since evolved into an annual showcase with multi-ethnic performers from Singapore and around the world. • Lion dance is believed to bring good fortune and Singapore's version is adapted largely from the southern style of lion dance from Guangdong. According to legend, a creature named Nian spreads terror on the eve of Chinese New Year. As Nian was afraid of loud noises, the lion dance was created to raise a spirited ruckus and scare the mythical beast away. It has since evolved in Singapore to include a multi-ethnic mix of performers. • River Hongbao was first initiated to encourage Singaporeans to stay in Singapore rather than go overseas to celebrate Chinese New Year. It has since grown to become a tourist draw as well.

ACTIVITY

Get students to identify the homophones and allow for inventive re-creation of new words. Emphasise the evolution of some traditional Chinese New Year festivities and why they changed.

Get students to reflect if they agree that the Chinese Singaporean identity is developed when Chinese heritage, cultural interactions and public policies influence one another.

Conclude that culture can be expressed in many ways such as festivals, traditions and practices, religion, and food.

THE EDUCATOR'S GUIDE

This Guide is created by the Singapore Chinese Cultural Centre in conjunction with the permanent exhibition, *SINGAPO人: Discovering Chinese Singaporean Culture.*

This exhibition opens from 1 March 2020 and is free for the public. School groups who wish to visit the exhibition are required to make a pre-booking with the education team at education@singaporeccc.org.sg.

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We would like to extend our heartfelt gratitude to Nan Chiau High School for their inputs

Ms Siau Fong Fui (Principal)

Mrs Cheryl Loh (Head-of-Department, Character & Citizenship Education)

Mr Dalvey Neo (Head-of-Department, Student Management)

Ms Agnes Cheong (Subject Head, Character & Citizenship Education)

Mr Edwin Foo (Subject Head, History)

Writers

Low Sze Wee

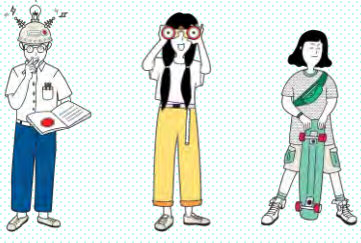
Shirley Khng Lee Shan

Designer

Jasmine Chow

Please direct all enquiries to:

Singapore Chinese Cultural Centre
1 Straits Boulevard
Singapore 018906
www.singaporeccc.org.sg



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