

## **LESSON #2: Leisure Time Activities (elementary grades)**

**Lesson Objective:** Students will be able to:

1. Understand the term "leisure time."
2. Name and describe two leisure time activities or games used by the Chinese.
3. Compare and contrast leisure time activities and games the students themselves play with those of the Chinese.

**Background:** The Chinese families in Lewiston enjoyed a number of games and activities during their leisure time. As a high school student, George Eng joined clubs and played sports. His sons, Bob and Bill Eng, recall that since their family restaurant, George's, was closed on Mondays, that day was reserved for family time. They fished for smallmouth bass together on the Clearwater River. A family friend had a rubber boat to take them out to their favorite "bass hole" on an island. The family also enjoyed visiting friends in Lewiston and other towns. This provided an opportunity to play with their friends' children. The adults played many different games, including dominoes, cards, and the Chinese game of mahjong. Both children and adults enjoyed celebrating holidays as well as each other's birthdays.

### **Procedure:**

Review the background material with the students.

Show Chapter Four (29:15 – 49:30) of the documentary *Good Neighbors: A History of Chinese People in Lewiston, Idaho (1860s - 1970s)*.

Write the word "leisure" on the board. Review the meaning of this word with the class. What does "leisure" mean to them. Write comments on the board.

### **Activities:**

1. In small groups the students will list what they and their families do during "leisure" time.
2. The students will list the activities and games they like to play and compare these to games and activities Chinese children enjoyed in the past. How do the games the Chinese played compare with games you play today?
3. Working in groups, the students will create their own game and teach it to a different group of students.
4. Have the students write a story, fiction or nonfiction, about someone playing a game that reflects their interests, something about their lives. Read this to the class.

### **Resources:**

Documentary video: *Good Neighbors: A History of Chinese People in Lewiston, Idaho (1860s - 1970s)*.

Archival photographs (included below)

Birthday party at the Majestic Cafe



### **LESSON #3: Chinese Containers (elementary - junior high grade levels)**

**Lesson Objectives:** Students will be able to:

1. Name and describe 3 types of Chinese containers for physical objects.
2. Understand the concept of "social containers" – organizations that "contain" groups of people.
3. Name and describe some social "containers" that Chinese people in Lewiston have belonged to (for example, families, clubs, churches, places of work, societies).
4. Name and describe 3 social "containers" the students themselves belong to.

**Background:** Containers are used to help organize, store, and transport objects in our lives. They come in different sizes and are made of different materials depending on what they will hold and what materials are available. The concept of containers can be extended to include physical structures (desks, classrooms, houses, etc.) and social "containers" or social groups (families, clubs, etc.).

**Procedure:** Discuss with the students what a container is and what it does; then ask students to make a list of different types of containers. Show the class photographs of containers or point out actual containers in the classroom, and containers from different countries. Discuss. Looking at groups as "containing" people, describe and make a list of several of these that the students or their families belong to. Show the class different photographs of social groups as containers. Discuss/list what social "container" groups the students belong to; then discuss/list the purpose of these various groups.

Show any chapter of the documentary *Good Neighbors: A History of Chinese People in Lewiston, Idaho (1860s - 1970s)*.

#### **Activity:**

1. Divided into small groups, students will choose (or the teacher will assign) a culture in another country. Then students will research that culture's bags/containers used in the past and the different materials used to make them. They will then draw these and as a group present an oral report.
2. Working in small groups, students will use the list of social containers from the class discussion, and construct a Venn diagram of these. They will observe and discuss where the groups intersect and where they do not.
3. Students will write a poem or draw a picture of a group that they belong to.

#### **Resources:**

Documentary video: *Good Neighbors: A History of Chinese People in Lewiston, Idaho (1860s - 1970s)*.

Archival photographs of social groups (included below)

Family portrait (left to right): George Eng, Bill Eng, Aunt Rosie Eng,  
Mei Eng holding Bob Eng, cousin Nina  
Lewiston, Idaho @1950



George Eng (in "L" sweater) with members of the  
Lewiston High School debate team  
Lewiston, Idaho @1933

