

Chinese Culture

A Unit Plan for Third Grade



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Educ. 327



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Introductory Sheet

****Third Grade Social Studies Learners**

At a third grade developmental level, students are feeling more confident in their skills, but still prefer to practice their new skills in small group or partner settings. This is great for social studies and this unit because so much can be learned from one another in the classroom. The age of ten is an important time physically, as the students are undergoing maturation and changes that may make them uncomfortable or angry at times. Another great characteristic for social studies instruction, students at this stage of development are starting to become interested in current events and news, as they are becoming more and more aware of how to use their social studies skills to make connections. This skill will prove very beneficial for this China unit.

****Rationale**

A unit studying other cultures can be very beneficial for third grade students. At this grade level, community is a main social studies focus. Helping students look into the aspects of another nation's culture will help them to better understand the community within it, and then compare it to their own American culture. It will also become clear to the students how China influences come through in our culture in so many ways. This unit will build several skills as well, such as creativity, teamwork and many essential literary skills. Students will gain knowledge of government, exotic cuisine, economy, physical environment and landforms, wildlife and families. Students will have fun dancing, singing, cooking and painting while learning about interesting aspects of Chinese culture. Students will be able to make connections between Chinese children and their own lives in Indiana. This unit will be used followed by two other culture studies, including Native American and African. The primary standard this unit will be based around is 3.3.9. This standard is for students to be able to, "identify factors that make a region unique including cultural diversity, industry, the arts and architecture", a core standard.

****Goals**

- Have fun experiencing activities that those living in Chinese society would.**
- Understand China's culture and some main differences between Chinese and American cultures.**
- Become better writers through creating short stories, narratives, and other short writing activities.**
- Learn to work together more effectively by completing projects and activities collaboratively.**
- Develop an appreciation for China's culture.**

- **Become more creative and outgoing by acting out skits, drama, songs and dances.**
- **Understand Chinese cuisine and practice cooking and eating it with chopsticks.**

****LEARNING OBJECTIVES****

- **After playing the review game of fun facts, students will be able to answer t/f questions on the quiz with 80% accuracy.**
- **After going over the big map as a class and reviewing, students will fill in important locations on their map worksheet, with at least 70% accuracy.**
- **After completing the lesson and lesson review, students will correctly answer the quiz questions about giant pandas in China with 80% accuracy.**
- **After reading the articles aloud, students in small groups will effectively explain their viewpoint on pandas in the wild, according to the rubric.**
- **After orally practicing basic Chinese math and symbols as a class, students will correctly complete a practice worksheet to 70% accuracy.**
- **After reviewing our basic Chinese math skills, students will be able to convert an English number addition or subtraction problem to Chinese symbols and solve, completing the test to 80% accuracy.**
- **After learning about Chinese folktales, students will write a one-page folktale of their own, based on the rubric.**
- **After completing vocabulary exercise working with synonyms, students will complete synonyms quiz to 90% accuracy.**
- **After reading through the Chinese New Year packet in groups, students will orally explain main points of Chinese culture and holiday celebration in class discussion.**
- **After listening to and discussing Chinese music, students will perform a basic Chinese New Year dance.**
- **After instruction, students will complete 3 artifacts of visual art from Chinese culture, including a paper lantern, a Chinese blossom and a dragon.**

- **After looking over step-by-step directions for using chopsticks as a class, students will successfully use their chopsticks to pick up two different sized marshmallows, as directions indicate.**
- **After class discussion of the history and present-day Chinese foods, students will help prepare a meal of pepper steak.**
- **After listening to a Chinese tale, students will tell their own story to the class using their story map, with enthusiasm and clear problem and solution.**
- **Watching the DVD, Students will sing Chinese sing along songs and dance along with the beat with enthusiasm.**

Standards

Social Studies:

3.3.3 The World in Spatial Terms: Identify the northern, southern, eastern, and western hemispheres; Cardinal and intermediate directions; and determine the direction and distance from one place to another. (Core)

Go over big map with the whole class. Discuss location of important landforms, cities, etc. Then ask students to come up and label as a review.

3.3.9 Human Systems: Identify factors that make a region unique including cultural diversity, industry, the arts and architecture. (Core)

Discussion and perspective presentations to learn about giant pandas, a great national peace symbol in China that sets the nation apart from others.

Leading the map game to help students understand the many unique physical features China possesses, which also brings in China fun facts that bring in many other aspects of Chinese culture.

Reading:

3.2.2 Analysis of Grade Level Appropriate Nonfiction and Informational Text: Ask questions and support answers by connecting prior knowledge with literal information from the text.

Whole class discussion of Chinese New Year based on things read in the packet, graphic organizer on the board.

3.7.10 Analysis and Evaluation of Oral and Media Communications: Compare ideas and points of view expressed in broadcast and print media or on the Internet.

Read “Panda Peril in China” article, which covers a controversial topic. Discuss perspectives and opinions in whole class setting, as well as in small group presentations of various view points.

3.3.2 Analysis of grade-level appropriate literary text: comprehend basic plots of classic fairy tales, myths, folktales, legends and fables from around the world (Core).

Read and discuss Chinese folktales, as well as other nation's folktales, and discuss characteristics and plot with a graphic organizer in a whole class setting.

3.2.5 Distinguish the main idea and supporting details in expository (informational) text. (Core)

Create graphic organizer on the board to ensure main idea is grasped after reading through the large New Year packet.

3.1.4 Vocabulary and Concept Development:

Determine the meanings of words using knowledge of synonyms (words with the same meaning) (Core).

Students will take part in group discussion and practice of finding definitions of vocabulary words by using synonyms, within the Chinese New Year packet.

Science:

3.4.3 Living Environment: Observe and describe how offspring are very much, but not exactly, like their parents and like one another.

Discuss during questioning and look over pictures of both pandas, comparing babies to adults.

3.4.5 Living Environment: Give examples of some kinds of organisms that have completely disappeared and explain how these organisms were similar to some organisms living today.

Guide small group presentations and discussion comparing reasoning for the extinction of some animals (giant pandas in China) due to poaching and expansion.

Mathematics:

3.1.1 Count, read and write whole numbers up to 1,000.

Practice as a whole class on white boards how to write Chinese numbers, and compare to our numbers.

3.2.1 Addition and Subtraction: Add and subtract whole numbers up to 1,000 with or without regrouping, using relevant properties of the number system.

Discuss as a class how to add and subtract China's numerals, and how they use base ten just as we do. Complete worksheet practice.

3.3.6 Manipulatives and Connections: Solve simple problems involving a functional relationship between two quantities.

Practice addition and subtraction after finding the relationship between Chinese numerals and our numerals. Create a small counting book using objects as representation for the numerals.

Writing (Applications):

3.5.2 Write descriptive pieces about people, places, things or experiences that:

- Develop a unified main idea.
- Use details to support main idea (Core).

Help students create a graphic organizer to organize writing before writing short narrative folktale.

3.5.4 Short Narratives: Use varied word choice to make writing interesting (Core).

Create list of fun words on the board with the help of student volunteers to encourage use of details in the writing of their folktale.

Fine Arts: Dance:

3.5 Students understand and demonstrate dance from diverse cultures and historical

periods.

Model the important Chinese New Year dance as students follow along, as well as discussing culture implications of the dance and celebration.

3.3.2 Discuss interpretations and reactions to a dance.

Whole class discussion of the New Years dance, point out important aspect of culture that appear.

Fine Arts: Music

3.1.3 Sing songs from a variety of cultures including those of the school and community, adding any movement considered intrinsic to authentic performance of the music.

Sing songs as a whole class, and perform dance movements to represent the appreciation for the culture.

Fine Arts: Visual Arts

3.1.2 Speculate on the function or purpose of a work of art and make connections to a culture.

Discuss in a whole class setting how the art created resembles real Chinese culture items, and how that is similar to our symbols in artwork.

3.6.2 Create artwork that communicates personal ideas and experiences.

Help the students make 3 artwork based artifacts of Chinese culture and add personal, creative touches to these Chinese artworks.

Fine Arts: Drama

3.8.2 Through physical actions, depict a human or animal character.

Act out creative dramatics activity to act out several Chinese items and characters.

3.4.2 Speculate on the meaning of a performance.

Class will discuss the meaning behind the Chinese drama and how it applies to the culture.

3.1.3 Examine the value of theater as a means of integrating history and culture.

Discuss the history and value of the Chinese drama the class is going to perform, and then review after the performance.

LISTENING AND SPEAKING: Skills, Strategies, and Applications

3.7.15 Follow three- and four-step oral directions

Students will use chopsticks appropriately, proving they can follow step-by-step directions.

Family and Consumer Science: Adult Roles and Responsibilities:

ARR.3.1 Demonstrate communication, leadership, and teamwork skills

Students will practice these three skills while working together to prepare a meal of Pepper Steak.

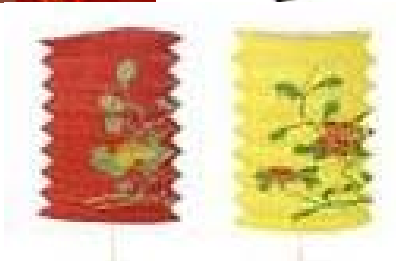
Dear Third Grade Parents: 😊

We are getting very excited for our upcoming social studies unit! Having already spent some time learning about our own culture and how culture in other nations can be the same in some ways and different in others, we are ready to look closely into one specific culture: China!! This unit will be a lot of fun, as we will be doing many fun activities to learn about China's history and present culture. We will be studying through many different academic subjects, including math, science, reading, writing, dance, cooking, social studies and many others. This 6 week long unit will be beneficial in many ways, as we will be able to understand another culture in our diverse nation as well as compare it our own country, culture and society.

I want to highlight a few of the activities we will be doing, just to give you an idea of how this unit will go. To begin the unit, we will cover some basic information about China, including the landscape, the way of life, math system, important wildlife and folktales. There will be several hands-on activities that the students will enjoy. As the unit progresses, students will have a chance to actually experience Chinese daily activities such as eating with chopsticks, reading a fortune cookie, dancing, singing and creating art such as paper lanterns and decorating beautiful Chinese blossom flowers. We will also be going on a fieldtrip to a Chinese restaurant to see firsthand many artifacts and how the cuisine is made.

The goal of this unit is that your sons and daughters will be able to appreciate that different nations have different cultures, and still they can effect and influence one another. Throughout this unit, we will be focusing on the differences we notice between our own culture and the Chinese culture we are learning about. We will have a lot of fun finding out all about Chinese society and apply it to our own classroom and lives. If you would like to come in and help out with our art projects or our cooking lesson, or any other lesson that would be greatly appreciated. Just call me at school! 😊

Thank you so much!
****Miss Koomler****



Trade Books Annotated Bibliography

Abraham, W. (2005). *Chinese for Dummies*. New York: John Wiley & Sons Inc.

This book, from the “Dummies” series, is a basic informational assistant. Looking at just the first chapter shows just how intense and tricky learning Chinese would be. However, there are several aspects of this book that can be helpful simply to see how Chinese letters are written and how they fit into the culture. This informational book can be fundamental to understanding the culture of this nation.

Bechstein, L. (1961). *The Rabbit Catcher and Other Fairy Tales*. New York: Macmillan.

A compilation of very old folktales and fairy tales, this book has many relevant examples of ancient writings in it. They teach morals, which is an important characteristic in folktales. The book contains basic illustrations and fun characters.

Dooley, N. (1991). *Everybody Cooks Rice*. Minnesota: Carolrhoda Books.

With very vivid illustrations, this story is a great representation of the different cultures in the world, and how they can all connect through one food item: rice! Recipes at the end of the book are good examples of foods that may have stemmed from Asian beginnings. Interesting characters make this story fun to read.

Handforth, T. (1938). *Mei Li*. New York: Doubleday.

An ancient Chinese narrative about a young girl named Mei Li, this story is a great example of a folktale. The book begins with a map of the girl’s neighborhood in China, which would be great for discussing culture. With traditional Chinese ideas and illustrations, this story would be a great addition to the unit.

Paterson, K. (1990). *The Tale of the Mandarin Ducks*. New York: Lodestar Books.

An Asian folktale written by an American author, this story is very well written. It is a mystery type tale, and teaches a moral, as all good folktales do! The characters are well developed and the illustrations are great.

Schroeder, H. (2003). *China ABCs: A Book About the People and Places of China*. New York: Picture Window Books.

This book is equipped with many appropriate illustrations and a fact about China and its people for each letter of the alphabet. This book could be used with many other activities as well, as it gives much foundational information about China. History, culture, food and monuments are all included in this fun non-fictional story.

Tolan, S. (1988). *Children of the World: China*. London: Gareth Stevens Inc.

A strictly informational, non-fiction book, this is older, but still very helpful. With real photographs, Chinese culture is very much the central focus. There is also a neat list

of activities to follow up the reading at the conclusion of the book, which I found very useful.

Wong, J. S. (2000). *This Next New Year*. Canada: Douglas & McIntyre Ltd.

A great book for a follow up to discussion of Chinese New Year, this story explains in detail how a young boy and his family prepare for the New Year celebration. Illustrations and poem form make this a great engaging story that is perfect to accompany the Chinese holiday lesson.

Yi, Hu Yong. (2007). *Good Morning China*. New York: Roaring Brook Press.

This is a very cute book with great illustrations. The story gives an account of a day in China, such as what you would see in public areas, parks and stores. There are no specific characters, but gives an example of many citizens and the types of things they like to do on a daily basis. This is a great introductory book to Chinese culture.

Yip, M. (2005). *Chinese Children's Favorite Stories*. Manhattan: Tuttle Publishing.

This is a collection of stories loved by children in China, written in English for American students to enjoy. This contains 13 stories, including some about characters such as scholars, musicians, and emperors. A great book to reinforce ideas about Chinese culture, students will love these stories that they can apply to their own life.

Field Trip and Guest Speaker Explanation

An appropriate field trip can only enhance a social studies unit, as it can give the students a chance to put a real life grasp the topic. Students love fieldtrips, which adds an element of excitement and heightened interest in the topic. I plan to take my students to a hometown Chinese restaurant that I used to go to frequently as a child, the China Palace. My mom and I are good friends with the owners and they will allow the students to come into the kitchen and see how a Chinese meal is made. They will also offer my students fortune cookies, almond cookies and an egg roll to try. The restaurant is also filled with Chinese décor, Chinese fish in tanks, artwork, a fountain and various other items that will help reinforce the unit.

This field trip, though time consuming, will be very beneficial for these third graders. In addition to getting out of the four walls of the classroom, this trip will allow the students to see firsthand real examples of artifacts from Chinese culture. This trip will be a direct follow up to the lesson on cooking, in which students themselves will attempt to make a Chinese dish. At the China Palace, the students can watch the real chefs prepare one! This trip will also support the social studies lesson, which teaches students basic information about Chinese culture and society. They will likely see many of the culture artifacts that we discuss in class up close at the restaurant.

In conclusion, a fieldtrip to this Chinese restaurant will only benefit the students, increasing their knowledge of Chinese culture and understanding of Chinese cooking. The employees at the restaurant will also serve as guest speakers, in a sense. Many of them coming from Asian nations of birth, they will be able to talk with the students about their nationality and the history of their culture. This trip effectively combines a genuine look at the Chinese culture we will be studying, as well as a meaningful guest speaker that the students can learn from.

Technology and Literature

Technology, in our modern educational system, can be very useful and beneficial to implement in lesson planning. In this Chinese unit plan, technology will be used in a few essential ways. This unit uses Youtube, an online community in which several people all over the world post various educational and entertainment videos that anyone can access, for many lessons. For the purposes of this Chinese unit, I will be using videos of step-by-step instruction, songs and dances. This type of technology proves to be very helpful in putting a visual with many pieces of knowledge for the visual learners in this third grade class. Technology is also present in other ways, as nearly every lesson in this unit utilizes online resources, such as informational websites or teacher website resources such as worksheet printouts.

Literature is an integral part of the lessons in this unit, as it should be in nearly every part of the elementary curriculum. For this unit, many types of literature will be used, including articles from professional journals, dramas written for elementary ages, ancient Chinese folktales preserved over the years, along with several children's books, such as "Everybody Cooks Rice" and "This Next New Year". The addition of a Scholastic magazine created for elementary will be a great help with the science lesson. Nearly every lesson in this unit is less effective without the foundational literature that supports it.

~Chinese Culture Pre-Test~

Name: _____

Date: _____

TRUE/FALSE QUESTIONS

Color the true boxes in GREEN and the false boxes RED.

China is the FOURTH largest country in the world.	Beijing is the capital of China.	The Chinese New Year is an 8 DAY celebration.
Giant Pandas are EXTINCT in China.	Chinese math uses the same numbers as ours does.	Morals and values are taught in Chinese folktales.
Chinese blossoms are used to decorate for the New Year.	The alligator is the symbol animal for the Chinese New Year.	Pepper Steak is a popular Chinese dish.

List three ways Chinese culture comes out in our culture...

- 1.
- 2.
- 3.

List 3 symbols or items that are very important to the Chinese.

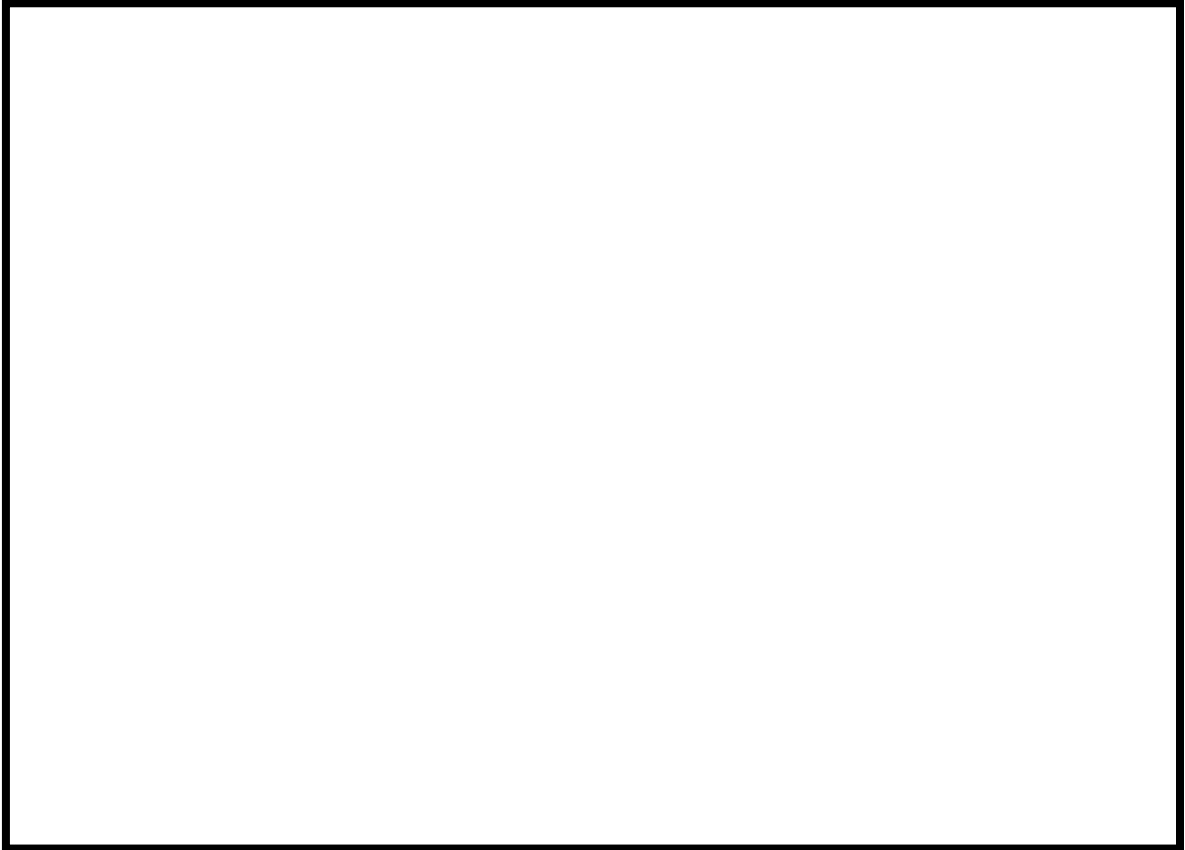
- 1.
- 2.
- 3.

What are the following items:

- chopsticks?

- Fortune cookies?

Make a picture of a Chinese family and their home:



~Chinese Culture POST-Test~

Name: _____

Date: _____

TRUE/FALSE QUESTIONS

Color the true boxes in **GREEN** and the false boxes **RED**. Correct false answers out to the side.

China is the THIRD largest country in the world.	Meatballs is a popular Chinese dish.	The Chinese New Year is a 6 DAY celebration.
The DUCK is the symbol animal for the Chinese New Year celebration.	Giant Pandas are ENDANGERED in China.	China's climate is primarily RAIN FOREST .
INSTRUCTIONS are taught in Chinese folktales.	Chinese math uses the SAME numbers as ours.	JIMTOWN is the capital of China.

Write a 5-7 sentence paragraph explaining ways that Chinese culture can be found in ours.

Write a 5-7 sentence paragraph listing 3 items/symbols that are important to the Chinese, and explain why!

Manchester College

Dept. of Education

Lesson Plan by: Paige Koomler

Lesson: China Map Skills (Social Studies)

Length: 40 Minutes

Grade Level Intended: Third Grade

Lesson #1

Academic Standards:

Social Studies:

3.3.3 The World in Spatial Terms: Identify the northern, southern, eastern, and western hemispheres; Cardinal and intermediate directions; and determine the direction and distance from one place to another. (Core)

3.3.9 Human Systems: Identify factors that make a region unique including cultural diversity, industry, the arts, and architecture. (Core)

Reading:

3.2.2 Analysis of Grade Level Appropriate Nonfiction and Informational Text: Ask questions and support answers by connecting prior knowledge with literal information from the text.

Performance Objectives:

- After playing the review game of fun facts, students will be able to answer t/f questions on the quiz with 80% accuracy.
- After going over the big map as a class and reviewing, students will fill in important locations on their map worksheet, with at least 70% accuracy.
- After reading the article aloud, students will acquire a basic knowledge of China that they can connect to their own lives, observed throughout the following discussion.

Assessment:

*Map worksheet Fill in blanks

*Fun Facts True/False Quiz Sheet

Advance Preparation by Teacher:

- True/False Quiz
- Worksheet with filled out map on it
- Get the article
- List of 15 fun facts prepared
- Big map of China, cards with main cities/landmarks, etc. to pin up (Map cards)
- Get items: Fortune Cookie, chop sticks, fan, take out box, Chinese money, poster, robe

Procedure:

Introduction/Motivation:

- Present all Chinese items to the class. Ask if they know what each is for. Pass around for students to look at. Leave the items each on a different child's desk.

Step-by-Step Plan:

1. Pass out article (basic background information on schooling in China) Gardner's Linguistic
<http://www.accessmylibrary.com/article-1G1-129629064/asian-kids-iq-lift.html>
Read as a class, discuss connections to American schools.
2. Pass out list of 12 fun facts to each student. Ask to take turns reading (volunteers). Get reactions.
 - a. Why do you think giant pandas are so important in China's culture? Bloom's Application
 - b. Do you think they have less literate adults than America? Bloom's Application
 - c. What fact surprised you? Bloom's Analysis
3. Bring out map with blanks. Pass out worksheet to students. Go over worksheet with them, pointing out important landmarks. Gardner's Spatial
4. Tell students to put away worksheet, split into four teams. Now play T/F game with fun facts to allow teams to win map cards. First team to raise hand answers. Correct: earns one card. Incorrect, new question. Discuss with class.
5. Now teams will take turns attempting to correctly place map cards in their spot on the map. Gardner's Bodily-Kinesthetic. Discuss. Points for correct answers. Team with most points wins!

Closure:

Collect China items one by one. The student returning the item tells you one fun fact they remember. Hand out true/false fun fact quiz.

Adaptations

Female student with learning disability in reading.

When starting with the article, highlight main headings and topic sentences to make clearer for this student.

Enrichment:

Male student with strength in map skills.

Ask to explore China and label extra geographical locations and report to class for additional knowledge.

Self-Reflection:

Was the game too complicated for this age?

Was the article appropriate?

China Fun Facts

- 1. China's capital, Beijing, was the host of the 2008 Olympic Games.
- 2. China is slightly smaller than the US in area.
- 3. China's landforms are mostly mountains, high plateaus, deserts in west; plains, deltas, and hills in east.
- 4. Mount Everest is the world's highest mountain.
- 5. Climate tropical in the south and subarctic in the north.
- 6. China has frequent typhoons (about five per year along the coasts), floods; tsunamis, earthquakes, droughts.
- 7. 4th largest country (after US, Russia, Canada).
- 8. Country with largest population on Earth: 1,338,612,968 people.
- 9. 91% adults literate. Compared to 99% in America.
- 10. Agriculture products: rice, wheat, potatoes, corn, peanuts, tea, millet, barley, apples, cotton, oilseed; pork; fish
- 11. The Chinese celebrate their New Year for 15 days, during a huge festival.
- 12. The silkworm, the source of silk and one of China's main exports, is actually a caterpillar whose cocoon is used to make silk.
- 13. Zodiac signs, which people in many countries read, originated in China.
- 14. China is home to giant pandas, large black and white bears that are on the verge of extinction. They are a symbol of peace to the Chinese.

- 15. Chinese are known for many important inventions, such as the abacus, kite, wheelbarrow, compass and fireworks.



Map Cards:

Beijing	Shenyang	Urumqi
Mount Everest	East China Sea	Mekong River
Yangtze River	Turpan Pendi Mtn.	Yellow Sea

Yellow River	Taiwan	Shanghai
South China Sea	Guangzhou	Brahmaputra River

True/False Quiz:

1. China has the world's tallest mountain. TRUE
2. China has 2 main rivers. FALSE (4)
3. Giant panda bears are the symbol of peace in Chinese culture. TRUE
4. Mongolia is on the southern border of China. FALSE (Northern)
5. The capital of China is Hong Kong. FALSE (Beijing)
6. The Chinese are responsible for inventing fireworks. TRUE
7. China has the highest population in the world. TRUE (1.4 billion)
8. The United States is twice as big in area as China. FALSE (only slightly larger)
9. China has approximately 5 typhoons per year along the coast. TRUE
10. Chinese celebrate their New Year in a 15 day long festival. TRUE
11. China contains almost no mountains. FALSE (many)
12. China has 2 very different climates: tropical and subarctic. TRUE

Manchester College Dept. of Education

Lesson Plan by: Paige Koomler

Lesson Title: China's Giant Panda (Science) **Length:** 1 hour

Grade Level Intended: Third Grade **Lesson #2**

Academic Standards:

Social Studies:

3.3.9 Human Systems: Identify factors that make a region unique including cultural diversity, industry, the arts, and architecture. (Core)

Science:

3.4.3 Living Environment: Observe and describe how offspring are very much, but not exactly, like their parents and like one another.

3.4.5 Living Environment: Give examples of some kinds of organisms that have completely disappeared and explain how these organisms were similar to some organisms living today.

Reading:

3.7.10 Analysis and Evaluation of Oral and Media Communications: Compare ideas and points of view expressed in broadcast and print media or on the Internet.

Performance Objectives:

- After reading the articles, students will complete the crossword puzzle containing giant panda information, to 70% accuracy
- After completing the lesson and lesson review, students will correctly answer the quiz questions about giant pandas in China with 80% accuracy.
- After reading the articles aloud, students in small groups will effectively explain their groups viewpoint on pandas, according to the rubric.

Assessment:

- * Giant panda crossword puzzle (see attached).
- * Rubric grading based on group presentations for perspective of giant pandas (see attached).
- * Quiz (see attached).

Advance Preparation by Teacher:

- Print off basic coloring page of pandas:
<http://www.enchantedlearning.com/subjects/mammals/panda/Color.shtml>
- Get “All About Pandas” article:
<http://www.enchantedlearning.com/subjects/mammals/panda>
- Get “Panda Peril in China” article:
http://www2.scholastic.com/browse/article.jsp?id=3749666&FullBreadCrumb=%3Ca+href%3D%22http%3A%2F%2Fwww2.scholastic.com%2Fbrowse%2Fsearch%2F%3Fquery%3Dgiant%2Bpandas%26Ntt%3Dgiant%2Bpandas%26Nr%3DAND%2528Collection_ID%253AAR%252CSource_Name%253AScholastic%2BNews%2BOnline%2529%26Ntk%3D%26Ntx%3Dmode%2Bmatchallpartial%26y%3D0%26N%3D0%26x%3D0%26_N%3Dfff%22+class%3D%22endecaAll%22%3EAll+Results%3C%2Fa%3E
- Create crossword puzzle with information discussed, using Microsoft Word spreadsheet (see attached). Also create rubric.
- Create quiz, with information from enchanted learning website.
- Get copies of Scholastic News article (I received from Mrs. Elwood, my cooperating teacher).

Procedure:

Introduction/Motivation:

First, discuss basic idea of lesson: Learning about giant pandas and their place in Chinese culture.

- Did you know that there are only about 1,000-1,500 giant pandas still living? This means they are endangered. They live in the mountains of China, and are the Chinese symbol of peace.
- We are going to learn a lot about pandas, including why they are so important to the Chinese culture.

Then pass out copies of the giant panda coloring page, including basic information about these animals at the bottom. Allow time for coloring (hang these up in the room later). Then read the “Panda Peril” article aloud to the class. Discuss what this means to China and the pandas.

Step-by-Step Plan:

1. Pass out “All About Pandas” article. Read as a class. Long article, so make sure to stop after each section to discuss connections to Chinese culture and to recap

what we're learning. Skip unimportant sections to save time.

(Gardner's Linguistic)

- a. What are some ways that panda babies are different from adult pandas?
Bloom's Analysis
- b. What are some characteristics of pandas you learned? Bloom's Knowledge

2. Pass out the scholastic news article: "Saving the Giant Panda" (Vol. 58 No. 4)
Instruct students to read silently. Then class discussion:

- a. What does it mean that giant pandas are endangered? Bloom's Knowledge
- b. What other animals in America are also endangered? Bloom's Knowledge
- c. Why do you think scientists brought these two pandas to this American
zoo? Bloom's Understanding
- d. Are giant pandas carnivores or herbivores? Bloom's Comprehension
- e. Why do you think giant pandas are so important in China's culture?
Bloom's Application
- f. What fact about pandas surprised you? Bloom's Analysis

3. Divide the class into 4 equal groups. Let them know that they will be
presenting a case to the rest of the class, explaining their opinion on giant panda
from one of these 4 viewpoints:

- Giant Panda (wants to live, eat, reproduce, etc.)
- Chinese citizen (wants to protect national peace symbol)
- Human panda predator (wants more fur!)
- Zookeeper (wants to protect all animals)

Give each group ten minutes to make a list of 3 main points regarding what they
think should be done with giant pandas. Make sure they understand that they must take
on the perspective of their assigned group. (Gardner's Interpersonal)

Bring the class together as a whole, allowing each group to come up and explain
their position, making sure to include all 3 main points they came up with. After each
group has explained, we will discuss as a class. Decide what we believe should be done
with giant pandas today to protect them. Why is this important to us? Assessment: takes
notes on rubric while listening to each group.

Closure:

Using teacher key for graphic organizer, make web on the board. Ask students for
ideas of something they learned about giant pandas in this lesson. Complete the web until
no more answers are provided. (Gardner's Spatial) Pass out giant panda crossword puzzle
as homework. Next class day: collect crossword then review and then hand out quiz to
assess.

Adaptations

Female student with learning disability in reading.

Put with a strong reader partner to read panda scholastic news article. Point out main points beforehand to this student.

Enrichment:

Male student with strength in oral speaking.

Ask to explain to the class what could happen to giant pandas if no action is taken.

Self-Reflection:

Was the crossword too complicated for this age?

Was the article appropriate?

Giant Panda Bears Quiz

Name: _____

1. What country do giant pandas come from? _____

2. What is the giant panda's favorite food? _____

3. Are giant pandas in danger of becoming extinct? _____

4. About how many pandas are there around the world?

_____ .

5. The giant panda's front paws have fingers plus a movable wrist bone. This wrist bone acts like an opposable _____ .

6. Does the giant panda have eyes with round or slit-like pupils?

_____ .

7. Does the giant panda hibernate during the winter?

_____ .

8. When giant pandas eat, do they usually stand up, sit, or lie down? _____.

9. The Chinese people call the panda "Da xiong mao." What does this mean in English? _____.

10. Why are giant pandas important to the Chinese culture and people? _____

Oral presentation rubric:

Skill: Poor: 1 Good: 2-3 Great: 4

Oral Speaking	Voice not clear and hard to understand	Fairly clear voice but not effective speech	Spoke clearly and effectively
3 Main Points	Student had one or no main points included	Had two main points included.	Had all three main points included very clearly.
Teamwork In Groups	Student did not participate equally with team members.	Student participated but did not seem interested in activity.	Student led team and worked very diligently with other students.
Main Idea Grasped	Student did not appear to understand the activity or the information discussed.	Student appeared to have a very basic understanding of topic.	Student clearly understood topic fully and elaborated on main idea.
Class Discussion Following	Did not participate at all	X	Participated

Total: _____ / 20 points

Manchester College Department of Education

Lesson Plan by: Paige Koomler

Lesson: Math with Chinese Numerals

Length: 50 minutes

Grade Level Intended: Third Grade

Lesson #3

Academic Standards:

Social Studies:

3.3.9 Human Systems: Identify factors that make a region unique including cultural diversity, industry, the arts, and architecture. (Core)

Mathematics:

3.1.1 Count, read and write whole numbers up to 1,000.

3.2.1 Addition and Subtraction: Add and subtract whole numbers up to 1,000 with or without regrouping, using relevant properties of the number system.

3.3.6 Manipulatives and Connections: Solve simple problems involving a functional relationship between two quantities.

Performance Objectives:

- After orally practicing basic Chinese math and symbols as a class, students will correctly complete a practice worksheet to 70% accuracy.
- After reviewing our basic Chinese math skills, students will be able to convert an English number addition or subtraction problem to Chinese symbols and solve, completing the test to 80% accuracy.

Assessment:

Chinese Numeral Math Test (see attached)

Chinese Number Practice worksheet (see attached)

Advance Preparation by Teacher:

Prepare Chinese number flash cards using the Chinese Number chart (attached pdf). Make them colorful and big so students can see from their seats, with Chinese

numeral on the front and corresponding number on the back. Create Chinese numeral Math test, as well as practice worksheet (see attached). Get large paper that can be folded to make 10-page number books. Look over this printout from Enchanted Learning Website: <http://www.enchantedlearning.com/school/China/numbers>. Also, read the information on this webpage, to understand how Chinese math works and how symbols form double digit numbers. <http://www.mandarintools.com/numbers.html>

Procedure:

Introduction/Motivation:

Begin by lining up Chinese numeral flashcards along the board. Ask students if they remember our last lesson that talked about an animal that is very important to the people of China: the giant panda. “This animal was a symbol of peace for the citizens, and meant a lot to them. Today, we are going to talk about something else that is important to Chinese people: Mathematics. Students in China learn math just as we do, and the two are related very closely. Today we are going to work on basic addition and subtraction using Chinese numerals!” Draw attention to the numbers posted on the board.

Step-by-Step Plan:

1. Ask students to get out their mini white boards and markers at their seats. To create a basic understanding of the Chinese numbers, go through each numeral, 1-10. On the board, take time to draw each number at a time and instruct students to practice on their mini board as well. (Gardner’s Visual-Spatial) Help them to make connections, such as the 6 looks like a stick figure, while 4 looks like a box. 10 is a plus sign and 1,2, and 3 are simply that number of horizontal dashes.
 - g. How do the Chinese make a 1? A 4? A 7? etc... Bloom’s Knowledge
 - h. What other ways can we remember a number? Do you see any other connections we can make? Bloom’s Comprehension
 - i. Which number do you think will be easiest to remember and why? Bloom’s Analysis
 - j. How do you think Chinese form double digit numbers? Bloom’s Application
2. To offer more practice of writing these new symbols, students are going to make a small number book.
 - a. Hand out large white paper sheets to each student. Instruct them to fold into 10 equal parts.
 - b. Then cut on folded lines, and stack pages into a book and teacher will come around to staple.
 - c. The first page in the book will have both Chinese numeral one and English number 1. Then the students will make one of something. Encourage students to draw items from Chinese culture that we have discussed in earlier lessons.
 - d. They will continue all the way through 10, practicing the Chinese number and

drawing that number of symbols. Encourage them to share their number books with the other students at their desk group. (Gardner's Interpersonal)

3. "Next, we will be talking about how double digits are created and how to use them to add and subtract." (Gardner's Logical-Mathematical)

a. Arrange the flash cards on the board to represent the number 12, by putting the 1 card, then the ten card, then the 2 card. Explain how this number is formed, based on our base ten system. Stress the fact that Chinese math is similar to ours because we each use a base-ten system, including ones, tens and hundreds. The 1 card followed by the 10 card shows that this is 1 set of 10, with 2 singles, equaling 12. Use a few other examples and then ask students to form these numbers on their white board:

- 38 - 59 -70 -94

b. Go through several examples of addition and subtraction using these Chinese double digit numbers. Then give practice problems on the board that students will complete on their boards. Talk about converting from English to Chinese and back. Practice this as well.

Closure:

Go through the numbers one last time. Pass out worksheets that students may work on in their groups. Discuss the meaning of this lesson. How will this math knowledge help in the future?

- A better understanding of base-ten system
- Symbolic representation in math
- Addition and subtraction practice with double digit numbers
- Compare another aspect of Chinese culture to our own

Next day: review worksheet and grade. Using worksheet as a study guide, review for test. Then, the following day give out the test for final assessment.

Adaptations

Female student with visual disability.

Place student at the front of the room, and make sure they can easily see the flashcards at the front of the room.

Enrichment:

Male student with strength in math.

Ask to explore China mathematics, and learn how to construct 3-digit numbers. When he conquers this, he can also attempt to add and subtract them.

Self-Reflection:

Did remembering the symbols seem to be too difficult? Or was some other aspect of the lesson too complicated for this age level?

Chinese Numerals Worksheet

Name: _____

Write Chinese numerals 1-10 here three times each:

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

Answer the following in English Numbers:

$一 + 三 =$ _____	$五 + 七 =$ _____	$二 + 九 =$ _____	$四 + 四 =$ _____
$\begin{array}{r} 九十二 \\ + 一十八 \\ \hline \end{array}$	$\begin{array}{r} 五十二 \\ + 四十五 \\ \hline \end{array}$	$\begin{array}{r} 三十九 \\ + 六十八 \\ \hline \end{array}$	$\begin{array}{r} 七十八 \\ + 一十四 \\ \hline \end{array}$

$三 - 二 =$ _____	$九 - 五 =$ _____	$六 - 一 =$ _____	$四 - 二 =$ _____
$七十八$ $- 一十四$ _____	$六十八$ $- 一十八$ _____	$七十八$ $- 二十四$ _____	$九十三$ $- 六十四$ _____

Chinese Numerals Test

Name: _____

Convert the following problems into Chinese numerals and then solve:

1. $3 + 8 =$

2. $28 + 94 =$

3. $47 + 74 =$

4. $9 - 2 =$

5. $67 - 54 =$

$$6. 85 - 39 =$$

Manchester College

Dept. of Education

Lesson Plan by: Paige Koomler

Lesson: Fortunes and Folktales (Writing)

Length: 50 Minutes

Grade Level Intended: Third Grade

Lesson #4

Academic Standards:

Writing (Applications):

3.5.2 Write descriptive pieces about people, places, things or experiences that:

- Develop a unified main idea.
- Use details to support main idea (Core).

3.5.4 Short Narratives: Use varied word choice to make writing interesting (Core).

Reading:

3.3.2 Analysis of grade-level appropriate literary text: comprehend basic plots of classic fairy tales, myths, folktales, legends and fables from around the world (Core).

Performance Objectives:

- After learning about Chinese folktales, students will write a one-page folktale of their own, based on the rubric.
- After discussing fortune cookies as a class, students will write 3 creative fortunes, each one to two sentences long.

Assessment:

*Folktale grading rubric (see attached).

*Teacher Observation of fortune writing, creativity and life application.

Advance Preparation by Teacher:

- Get fortune cookies for the class.
- Get folktale book: “The Rabbit Catcher and Other Fairy Tales of Ludwig Bechstein”

- Find article on fortune cookies
http://www.goodfortunecookies.com/html/fortune_cookie_history.html
- Prepare rubric for grading folktales.
- Make list of varied words to help students make writing interesting.
- Get Chinese Folktale. “The Lost Horse” by Ed Young. ISBN: 0-15-205023-8

Procedure:

Introduction/Motivation:

Mention the further discussion of culture continuing from the last lesson. Make sure that the students can't see the fortune cookies, and begin the lesson by reading a few fortunes, as you students listen. Ask what they think I'm reading. Fortunes! Pass out cookies and napkins, one to each student. Read the fortune cookie article http://www.goodfortunecookies.com/html/fortune_cookie_history.html while students listen. Stop randomly to ask questions to engage.

Why do you think people like to read their fortunes?

Who do you think writes the fortunes?

What part do fortune cookies have in Chinese culture?

Step-by-Step Plan:

1. Ask students to crack open their cookies. They can eat if they want to. Then have them get out a blank sheet of lined paper. They will glue their fortune on the top line. At their desk groupings, ask students to discuss and compare their fortunes. Are there similarities and differences within the fortunes?

(Gardner's Interpersonal)

2. Students will now have a chance to write their own fortunes. Have students come up with 3 fortunes, all different that can be easily read and understood. These should be written evenly spaced on the lined paper below the real fortune. Then have them cut off their bottom fortune and collect those, putting them into a basket. Then pass these out, one to each student, as another fortune for them to read.

3. Now we will discuss folktales, a major output from Chinese culture. Describe the genre. Other examples? Then, begin by discussing the goals of a folktale: a moral theme, main characters and setting. Then read two folktales: one from “The Rabbit Catcher and Other Fairy Tales of Ludwig Bechstein” and “The Lost Horse by Ed Young.

a) What is the main idea of these folktales? What is the moral lesson?

Bloom's Comprehension

b) What will you need in order to write a folktale?

Bloom's Analysis

c) Why do you think Chinese folktales from years ago are still read today?

Bloom's Application

4. Students are now going to write their own folktale. Ask students to first pre-write by listing the characters they want to include (2-3 characters), the setting they want to use, and the moral lesson they want to teach. They will need to show this to the teacher before beginning to write their folktale.
5. The writing focus of this lesson is using varied word choice. Ask students what this means. Give examples. This is important because it makes something engaging and fun to read. Write some words from the prepared list on the board. Ask students to list some words that may follow their ideas on their prewriting sheet. Then check for solid ideas, and let the student know they can begin. Folktales should be one page each, and include interesting words. (Gardner's Spatial)

Closure:

Ask for 3 volunteers to read their one page folktales aloud to the class. Class should be able to identify the moral lesson and the main characters within the story. Why do these stories make us want to follow a moral code? Also, point out signs of culture influence within these folktales. How are they different from the Chinese folktales read?

“As we have seen, fortunes and folktales are just 2 more ways our society is influenced by Chinese culture. Just as the endangered species of giant pandas and the other facts we have learned about Chinese society, folktales have had an impact on American children for many years, and it is important that we understand them and now we even know how to write one!” ☺ Next time you read a fortune cookie fortune, remember the Chinese culture that we discussed today.

Adaptations

Female student with a hearing disability.

Make sure this student is at the front of the room in order to hear the folktales read.

Male student with low independent writing skills.

Work through prewriting with this student very carefully. Help him lay out the events in his story, and get him started.

Enrichment:

Male student with strength in writing skills.

Ask student to write a longer folktale, including detailed events and 5 or more characters to expand learning.

Folktale Grading Rubric

Category	Fair (0-1)	Good (2-3)	Excellent (4)
Length	One page to one half page	Over a half page	Over one full page
Plot/Main Idea	Folktale contains no clear plot or main idea	Plot is clear, but no supporting details	Clear plot with details to support
Varied word choice	Folktale is very basic, using 0-2 interesting words	Folktale contains 3-4 interesting words	Folktale contains more than 4 interesting words
Moral Included	No moral included in the folktale	Moral very vague and hard to distinguish	Moral very clear and detailed
Evidence of Chinese culture knowledge	Folktale shows no signs of the student's understanding of Chinese culture	Questionable as to whether or not the student understand that importance of folktales in Chinese culture	Very clear that student wrote the folktale with Chinese culture in mind

Total : ____ / 20 points...

Manchester College

Dept. of Education

Lesson Plan by: Paige Koomler

Lesson: Chinese New Year (Reading)

Length: 1 Hour

Grade Level Intended: Third Grade

Lesson #5

Academic Standards:

Social Studies:

3.3.9 Human Systems: Identify factors that make a region unique including cultural diversity, industry, the arts, and architecture. (Core)

Reading:

3.2.5 Distinguish the main idea and supporting details in expository (informational) text. (Core)

3.1.4 Vocabulary and Concept Development:

Determine the meanings of words using **knowledge of synonyms (words with the same meaning)**, antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings). (Core)

Performance Objectives:

- After completing vocabulary exercise working with synonyms, students will complete synonyms quiz to 90% accuracy.
- After reading through the Chinese New Year packet in groups, students will orally explain main points of Chinese culture and holiday celebration in class discussion.

Assessment:

*Synonyms Quiz based on vocabulary words.

*Teacher observation assessment of oral main idea, based on

-clear and correct main ideas

-basic aspects of Chinese New Year

-Details included to indicate comprehension

Advance Preparation by Teacher:

- Prepare Synonyms Quiz.
- Create vocabulary list from packet.
- Get the story “This Next New Year” by Janet S. Wong.
- Get Chinese New Year reading packet using pieces from these webpages:
 - http://www.educ.uvic.ca/faculty/mroth/438/china/15-day_celebration.html
 - http://www.educ.uvic.ca/faculty/mroth/438/china/chinese_new_year.html
 - <http://www.educ.uvic.ca/faculty/mroth/438/china/decorations.html>
 - http://www.activityvillage.co.uk/coloring_pages.htm

Procedure:

Introduction/Motivation:

- “In our previous lessons we have explored different aspects of Chinese culture and how to compare this to our own culture. Today, we are going to learn about a holiday that is very important in Chinese society. First, let’s talk about some of our own holidays.” List several student-offered American holidays. Christmas, 4th of July, Thanksgiving, Valentine’s Day, New Years.
 - “What kinds of decorations do we use to celebrate?”
 - “What types of traditions do we have for any of these?”
 - “Do any of these holidays last 15 days?” The Chinese New Year does. Let’s learn more about it.”

Step-by-Step Plan:

1. Read the story “This Next New Year” to the whole class. Show pictures and ask for comments. Then pass out Chinese New Year packets to each student. Ask the students to choose one coloring page at the back of their packet, and color it. Then they will cut out their page, which will be a Chinese symbol. Symbols include fish, pond, flowers, ship and fan. Tell students that this symbol now represents their new groups for this unit. Have them sit with their new groups.
2. The rest of this lesson will involve group work with students in these new groups (Gardner’s Interpersonal). Duplicate the vocabulary list on the board, so that all students can see. Refer to the vocabulary list attached. Let students know that these vocabulary words can be found in the text of the packet.
3. Now, we are going to be discussing how to learn new vocabulary by using synonyms. Ask students what they think a synonym might be. Inform them that it is a word that can offer meaning of another word because it means the same. Start with a basic example. Write “fast” on the board. What does this word mean? When students answer with one word, point out that this is a synonym. For example, quick or speedy. Give a few more examples and allow students to offer synonyms.
4. Give students time to read though sections entitled “The 15-Day Celebration of

Chinese New Year” and “Chinese New Year Decorations” however they wish to in their groups. As they read, ask students to make note of the vocabulary words by underlining them. Also, make a list of main ideas from each passage on a blank sheet of paper. (Gardner’s Linguistic)

5. Now time for class discussion of the reading and the vocabulary.

What are some events that occur during the Chinese New Year Celebration?

Bloom’s Knowledge

How do the Chinese use flowers and plants to decorate for the New Year?

Bloom’s Comp.

Why do you think flowers have such a great symbolism in the culture?

Bloom’s Evaluation

What do you think would be the most fun part of the celebration?

Bloom’s Application

What American holiday does the Chinese New Year most remind you of?

Bloom’s Application

6. With vocabulary words on the board, go over them with the whole class. Read each aloud. For each word, ask a volunteer to read that word in its sentence in the passage. Then, assign 2 words to each group and ask them to work together to come up with 2 synonyms for these words. When they have done so, ask them to bring their results up and write them next to the vocabulary word on the board. Then go over all of them in a whole class setting.

Closure:

Today, we were able to learn about yet another aspect of Chinese culture: holiday celebrations. We can see that their way of celebrating can be directly compared to ours. We know now how the Chinese New Year is celebrated and how they decorate for it. We also learned some important vocabulary words and how to define them with synonyms. Remember that just like us, the Chinese have many ways to celebrate and symbolize their culture. ☺

Adaptations

Female student with learning disability in reading.

When starting with the packet, pay special attention to this student to make sure they are following along well with group discussion, provide clarification if needed. Alert group members of possible issue with reading.

Male student with behavior issues when working in groups.

Pay careful attention to the group this student is in. Make sure he is being attentive and cooperative. Have a talk prior to lesson explaining the importance of group work. If problems continue ask student to work independently.

Enrichment:

Male student with strength vocabulary development.

Ask student to search the packet for words he is unsure of the meaning. Then look these words up, finding synonyms and report to the class.

Self-Reflection:

Was this lesson interactive enough? How could I have made it more engaging or hands-on? Was the method of random group creation effective?

Vocabulary-Synonyms List!

1. abstain

refrain, withhold

2. wealth

rich, money

3. reunion

meeting, gathering

4. preparations

planning, arrangements

5. positive

good, optimistic, happy

6. symbolize

represent, stand for, signify

7. utility

value, usefulness, helpfulness

8. evoke

Suggest, think of, remind

Chinese New Year Vocabulary-Synonyms Quiz

Name: _____

List one synonym for each of these words from the Chinese New Year readings.

1. abstain _____

2. wealth _____

3. reunion _____

4. preparations _____

5. positive _____

6. symbolize _____

7. utility _____

8. evokes _____

Chinese New Year:

1. What are 3 foods that Chinese eat during their celebrations?

_____, _____, _____

2. How many days does the celebration last?

3. What are some ways they decorate for the New Year?

_____.

The 15-Day Celebration of Chinese New Year



The first day of the Lunar New Year is "the welcoming of the gods of the heavens and earth." Many people abstain from meat on the first day of the new year because it is believed that this will ensure long and happy lives for them.



On the second day, the Chinese pray to their ancestors as well as to all the gods. They are extra kind to dogs and feed them well as it is believed that the second day is the birthday of all dogs.

The third and fourth days are for the sons-in-laws to pay respect to their parents-in-law.

The fifth day is called Po Woo. On that day people stay home to welcome the God of Wealth. No one visits families and friends on the fifth day because it will bring both parties bad luck.

On the sixth to the 10th day, the Chinese visit their relatives and friends freely. They also visit the temples to pray for good



fortune and health.

The seventh day of the New Year is the day for farmers to display their produce. These farmers make a drink from seven types of vegetables to celebrate the occasion. The seventh day is also considered the birthday of human beings. Noodles are eaten to promote longevity and raw fish for success.

On the eighth day the Fujian people have another family reunion dinner, and at midnight they pray to Tian Gong, the God of Heaven.

The ninth day is to make offerings to the Jade Emperor.



The 10th through the 12th are days that friends and relatives should be invited for dinner. After so much rich food, on the 13th day you should have simple rice congee and mustard greens (choi sum) to cleanse the system.

The 14th day should be for preparations to celebrate the Lantern Festival which is to be held on the 15th night.



Chinese New Year starts with the New Moon on the first day of the new year and ends on the full moon 15 days later. The 15th day of the new year is called the Lantern Festival, which is celebrated at night with lantern displays and children carrying lanterns in a Chinese New Year starts with the New Moon on the first day of the new year and ends on the full moon 15 days later. The 15th day of the new year is called the Lantern Festival, which is celebrated at night with lantern displays and children carrying lanterns in a parade.

The Chinese calendar is based on a combination of lunar and solar movements. The lunar cycle is about 29.5 days. In order to "catch up" with the solar calendar the Chinese insert an extra month once every few years (seven years out of a 19-yearcycle). This is the same as adding an extra day on leap year. This is why, according to the solar calendar, the Chinese New Year falls on a different date each year.

New Year's Eve and New Year's Day are celebrated as a family affair, a time of reunion and thanksgiving. The celebration was traditionally highlighted with a religious

ceremony given in honor of Heaven and Earth, the gods of the household and the family ancestors.

The sacrifice to the ancestors, the most vital of all the rituals, united the living members with those who had passed away. Departed relatives are remembered with great respect because they were responsible for laying the foundations for the fortune and glory of the family.

The presence of the ancestors is acknowledged on New Year's Eve with a dinner arranged for them at the family banquet table. The spirits of the ancestors, together with the living, celebrate the onset of the New Year as one great community. The communal feast called "surrounding the stove" or weilu. It symbolizes family unity and honors the past and present generations.

Chinese New Year Decorations



Prior to New Year's Day, Chinese families decorate their living rooms with vases of pretty blossoms, platters of oranges and tangerines and a candy tray with eight varieties of dried sweet fruit. On walls and doors are poetic couplets, happy wishes written on red paper. These messages sound better than the typical fortune cookie messages. For instance, "May you enjoy continuous good health" and "May the Star

of Happiness, the Star of Wealth and the Star of Longevity shine on you" are especially positive couplets.

Plants and Flowers

Every traditional Chinese household should also have live blooming plants to symbolize rebirth and new growth. Flowers are believed to be symbolic of wealth and high positions in one's career. Lucky is the home with a plant that blooms on New Year's Day, for that foretells a year of prosperity. In more elaborate settings, plum blossoms just starting to bloom are arranged with bamboo and pine sprigs, the grouping symbolizing friends; the plum blossom also signifies reliability and perseverance; the bamboo is known for its compatibility, its utility and its flexible stems for furniture and other articles; the evergreen pine evokes longevity and steadiness. Other highly prized flowers are the pussy willow, azalea, peony and water lily or narcissus.

The Chinese firmly believe that without flowers, there would be no formation of any fruits. Therefore, it is of the utmost importance to have flowers and floral decorations.

They are the emblems of reawakening of nature. They are also intimately connected with superstition and with the wish for happiness during the ensuing year.



Oranges and Tangerines

Etiquette dictates that you must bring a bag of oranges and tangerines and enclose a lai see when visiting family or friends anytime during the two-week long Chinese New Year celebration. Tangerines with leaves intact assure that one's relationship with the other remains secure. For newlyweds, this represents the branching of the couple into a family with many children. Oranges and tangerines are symbols for abundant happiness.

Candy Tray

The candy tray arranged in either a circle or octagon is called "The Tray of Togetherness" and has a dazzling array of candy to start the New Year sweetly. After taking several pieces of candy from the tray, adults places a red envelope (lai see) on the center compartment of the tray. Each item represents some kind of good fortune.

- * Candied melon - growth and good health
- * Red melon seed - dyed red to symbolize joy, happiness, truth and sincerity
- * Lychee nut - strong family relationships
- * Cumquat - prosperity (gold)
- * Coconut - togetherness
- * Peanuts - long life
- * Longnan - many good sons

Manchester College

Dept. of Education

Lesson Plan by: Paige Koomler

Subject: Gross Motor

Lesson Title: Dancing for the Chinese New Year

Length: 40 minutes

Grade Level Intended: Third Grade

Lesson #6

Academic Standards: Fine Arts: Dance

3.5 Students understand and demonstrate dance from diverse cultures and historical periods.

3.3.2 Discuss interpretations and reactions to a dance.

Performance Objectives:

- After listening to and discussing Chinese music, students will perform a basic Chinese New Year dance.
- After stretching and dancing, students will explain in group discussion how dance reflects Chinese culture.

Advanced Teacher Preparation:

- Obtain a CD with Chinese music including both a calming song and an upbeat song.
<http://www.youtube.com/watch?v=4WUnWPpRslM>
<http://www.youtube.com/watch?v=-uGUUVLIANA&feature=related>
- Get the article on Chinese Dance/New Year
<http://www.123chinesenewyear.com/chinese-new-year-dragon-dance.html>

Assessment:

Teacher Observation based on: -effort -enthusiasm -respect

Step-By-Step:

“We’ve learned a lot about the Chinese New Year. Today we are going to learn about and perform the dance that the Chinese use to celebrate it!”

1. To begin, play the slow, calming song entitled “Bu Liao Quig (Love Without End)” followed by “Dream Pursuer”. Have students in a circle and lead them through basic calming stretches.
<http://www.youtube.com/watch?v=4MY9bHI9CSM&feature=related>
<http://www.youtube.com/watch?v=4ZiuXFzEyzQ>
2. Read the article entitled “Chinese New Year Dragon Dance” to the class. Ask these discussion questions...
Why is the dragon dance so important in Chinese culture?

What qualities of the dragon make this animal significant for the New Year?

How can you use this dance to express feelings of happiness about the New Year?

3. Play the upbeat Chinese New Year song, and follow along with the video to practice dance moves as the characters in the video are. Have students stand in a circle to practice the moves.

<http://www.youtube.com/watch?v=954mWpfKQIM>

<http://www.youtube.com/watch?v=-uGUUVLIANA&feature=related>

4. After the period of dancing has ended, bring it back together in a smaller circle. “As you have practiced, the Chinese like to show their pride for their country and holidays physically through dance. This is a new technique that we have learned, but it is related to the other ways that we have discovered the Chinese can celebrate. How’s this dragon dance related to American traditions of celebration?”

Manchester College - Dept. of Education

Lesson Plan by: Paige Koomler

Subject: Art

Lesson Title: Paper Lanterns, Blossoms and Dragons

Length: 1 hour

Grade Level Intended: Third Grade

Lesson #7

Academic Standards: Fine Arts: Visual Arts

3.1.2 Speculate on the function or purpose of a work of art and make connections to a culture.

3.6.2 Create artwork that communicates personal ideas and experiences.

Performance Objectives:

- After instruction, students will complete 3 artifacts of visual art from Chinese culture, including a paper lantern, a Chinese blossom and a dragon.

Advanced Teacher Preparation:

- Get art supplies: scissors, glue, construction paper, 40 wooden popsicle sticks, glitter, stickers, markers, crepe paper strips and foam shapes.
- Also get copies of handouts of dragon head, Chinese blossom, and paper lantern. As well as instructions to complete the projects. Instructions found at:

http://www.activityvillage.co.uk/chinese_lantern_craft_2.htm

http://www.activityvillage.co.uk/blossom_2.htm

http://www.activityvillage.co.uk/chinese_blossom_activity1.htm

<http://www.enchantedlylearning.com/crafts/chinesenewyear/lion>

Assessment:

Teacher observation based on: -completion -effort -creativity

Step-By-Step

“We have talked about and learned a lot about the Chinese New Year and the dances and decorations that they use to celebrate. What are some things that you remember about this holiday? Today we’re going to do some art and recreate some items that can be used during the Chinese New Year!”

1. Set up 3 stations in the room containing the following materials...
 - a.) paper lanterns: handout, scissors, and construction paper.
 - b.) dragons: handout, markers, popsicle sticks, scissors, colored paper and glue.
 - c.) Chinese blossoms: handout, glitter, foam shapes, glue, construction paper.
2. Take time to go through and explain as well as model how to complete each of the 3 projects to the entire class as a whole. Break the class into 3 equal groups.
3. Each session will last 15 minutes, and then groups will rotate to the next station. Students will hang on to their dragon craft for use in a future

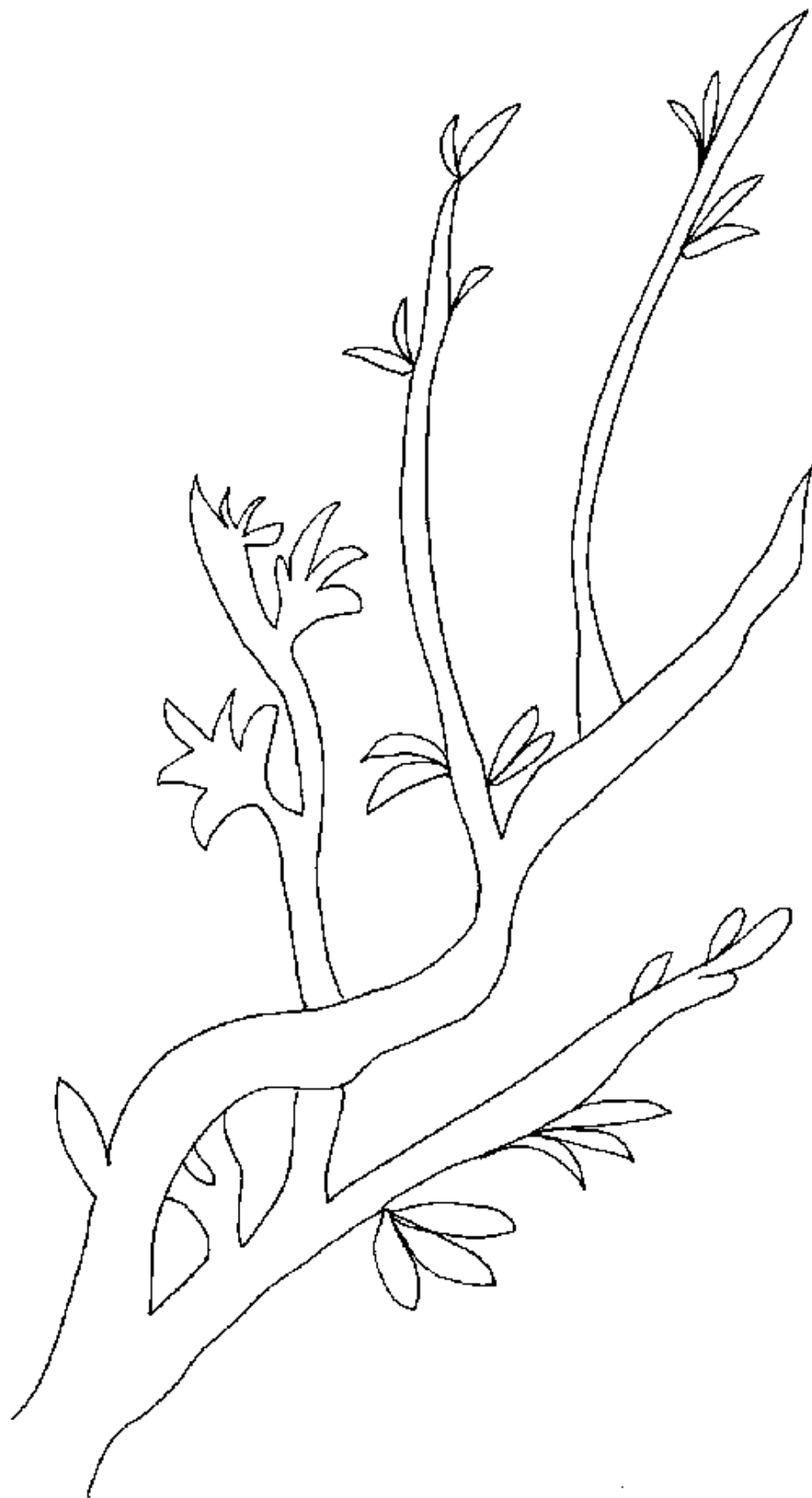
lesson (singing songs about Chinese holidays), but collect the paper lanterns and string up around the room for decoration, and the Chinese blossoms will be used to decorate a bulletin board.

4. Wrap-Up Discussion:

What types of events do you think the Chinese use these crafts to decorate for?

What aspects of Chinese culture that you have already learned about are evident in these Chinese artifacts?

What other types of art could we do to represent Chinese society?



Manchester College - Dept. of Education

Lesson Plan by: Paige Koomler

Subject: Drama

Lesson Title: Chinese Drama Roles

Length: 1 hour

Grade Level Intended: Third Grade

Lesson #8

Academic Standards: Fine Arts: Drama

- 3.8.2 Through physical actions, depict a human or animal character.
- 3.4.2 Speculate on the meaning of a performance.
- 3.1.3 Examine the value of theater as a means of integrating history and culture.

Performance Objectives:

- Students will perform a role in a Chinese drama, according to teacher observations.
- After watching classmates act out a vocabulary word, students will provide a fact about that topic to the whole class.

Advanced Teacher Preparation:

- Make vocabulary list to use for creative drama, and write out on 12 cards.
Chop sticks, fortune cookie, Chinese New Year, Mt. Everest, Chinese blossom, giant panda, dragon, mask, eggroll, fan, folktale and costume.
- Get the Chinese play from the internet. "Lucky Panda's Chinese New Year"
http://www.artdramascripts.com/chinese_new_year

Assessment:

Speech skills rubric which includes: -voice control -volume -clarity
-enthusiasm -creativity

Step-By-Step:

"We have read about Chinese culture in many ways. We have studied symbols that they use, the mathematics they learn, the fortunes and folktales they enjoy, and the dances and decorations that they use to celebrate their holidays. Today we are going to learn about Chinese culture through drama!"

1. Ask the students to partner up! Hand each partner group a vocabulary word card. Explain that the partner groups will be acting out their word for the whole class to guess. Explain that they should perform actions that might remind the students of the item, or relate it to.
2. The first couple chosen will act out their card without using words. Partner teams will raise their hands to guess what the card said, after the couple has finished acting out. If correct, each team member of the winning partnership must provide one fact they have learned about that word.
3. Next, bring the class together. Pass out copies of the play "Lucky Panda's Chinese New Year". Assign parts based on interest. In small groups, allow

time for students to read through their part and highlight their speaking parts.

4. Getting up in front of the class when in the scene, students will act out the entire play. Possibly students could perform for the kindergartener classes after several practices.

5. Class discussion:

What did the panda have to do to celebrate the New Year?

How did performing this play help you to better understand why and how the Chinese value their holiday celebration?

How did Lucky Panda's New Year adventure relate to the way that Chinese people celebrate their New Year?

Lesson Plan by: Paige Koomler

Subject: Fine Motor

Lesson Title: Eating with Chopsticks!

Length: 30 minutes

Grade Level Intended: Third Grade

Lesson #9

Academic Standards: LISTENING AND SPEAKING: Skills, Strategies, and Applications

3.7.15 Follow three- and four-step oral directions

Performance Objectives:

After looking over step-by-step directions for using chopsticks as a class, students will successfully use their chopsticks to pick up two different sized marshmallows, as directions indicate.

Advanced Teacher Preparation:

Get several small foam cubes, at least two square inches each, two for each student. Also get a pair of chopsticks for each child. Get a package of marshmallows, one with large marshmallows and one with small marshmallows.

Get Youtube.com video for additional instruction on how to use chopsticks:

<http://www.youtube.com/watch?v=JBCGaaQLBw&feature=related>

Get step-by-step directions for using chop sticks. (see below)

http://www.ehow.com/how_3261_chopsticks.html?ref=Track2&utm_source=ask

Assessment:

Teacher will observe individual students picking up marshmallows with their chopsticks, successfully. Grade will be based on participation, following directions and success in picking up objects.

Step-By-Step:

“We just finished acting out a Chinese drama, and we were able to see from a more firsthand perspective what life in China can be like! Today we are going to have another experience of something that the Chinese citizens do every day. We are going to follow step-by-step directions to learn to use chopsticks to pick up objects, as Chinese use to pick up and eat food items.”

1. Hand out a pair of chopsticks to each student. Ask them to open the package and hold the chopsticks. Explain that chopsticks have been used for years by Asian citizens to eat their meals, rather than using silverware as we Americans do. Tell students that chopsticks originated in China, but are used today in Japan, Korea, China and Vietnam.

2. Show the Youtube.com video instructing how to hold and use chopsticks. After the students have watched the video once without doing anything, pass out 2 small foam shapes to each student. Play the video once more, and ask students to follow along and try it all together!

3. Then bring up the step-by-step directions on the overhead. Read the steps aloud and ask students to practice picking up the shapes as they listen, following the directions. Then give the students about ten minutes to practice individually picking one shape at a time, and then attempting to pick up both shapes at one time.

4. As the ten minute period is happening, call students up in groups of 4 to the front table. With each group of 4 students, give each student a large marshmallow and ask them to pick up the object. Then they can eat it! When they have completed this, give them each one small marshmallow, which will be their assessment. They can try to pick up 2 or more small mallows at once if they want a challenge. Then these students will go back to their desks. Continue until the entire class has picked up the mallows.

5. To conclude, ask students:

What was the hardest part about using the chopsticks?

Was it harder to pick up one object or two objects? Foam shapes or marshmallows? Small mallows or large mallows? Why?

Why do you think Chinese eaters use chopsticks to eat rather than silverware?

Instructions:

from ehow.com website

Things You'll Need:

- Small shapes
- [Chopsticks](#)

1. Step



Hold one chopstick between your thumb and middle finger. Position the chopstick so that it lies at the base of your thumb (on the joint) and at the lower joint of the middle finger. This chopstick shouldn't touch the forefinger.

2. Step

Place the other chopstick between your thumb and forefinger. The side of the chopstick should rest against the tip of your thumb; the top of the chopstick should rest against the pad of your forefinger.

3. Step



Be sure the tips of the chopsticks are parallel.

4. Step



Keep the first chopstick stationary as you practice moving the second chopstick toward the stationary one.

5. Step

Use this technique to position the chopsticks around a piece of [food](#).

6. Step

Hold the food firmly as you lift it toward your mouth.

Manchester College - Dept. of Education

Lesson Plan by: Paige Koomler

Subject: Cooking

Lesson Title: Chinese Cuisine

Length: 1 hour

Grade Level Intended: Third Grade

Lesson #10

Academic Standards:

Family and Consumer Science: Adult Roles and Responsibilities:

ARR.3.1 Demonstrate communication, leadership, and teamwork skills

Performance Objectives:

- After class discussion of the history and present-day Chinese foods, students will help prepare a meal of pepper steak.

Advanced Teacher Preparation:

Get recipe for Chinese pepper steak and make copies for each group:

http://chinesefood.about.com/od/beef/r/pepper_steak.htm

Obtain cooking utensils and ingredients. Then slice the ingredients that need sliced prior to the lesson. Set up cooking stations.

Get Chinese cuisine timeline: <http://www.eatingchina.com/articles/timeline.htm>

Get teacher aids to help with cooking, if possible.

Get the story “Everybody Cooks Rice” by: Norah Dooley

Assessment:

Teacher observation of final meal by groups: based on presentation, following directions correct ingredients, team work and chopstick usage.

Step-By-Step:

“We just recently finished our lesson learning to use small wooden sticks called chopsticks to pick up things and eat! Today we will learn that this is a part of their culture that affects Chinese cuisine in history and even today! Today we will be cooking a Chinese dish called pepper steak. Eaten traditionally with rice and soy sauce, this dish is fairly simple and will allow us to taste a traditional Chinese meal and practice with our chopsticks!” Then read the story “Everybody Cooks Rice” by: Norah Dooley.

1. Begin by creating a Circle map of what the students know about Chinese foods already. Call on volunteers to come up to the board and write in an answer. Look for answers such as rice, uses chopsticks, chicken, beef, pork, eggrolls, etc.
2. Reproduce the Chinese cuisine timeline on the overhead. In a whole class discussion, point out important dates and have a student volunteer read each aloud. Point out section about using beef (steak) in dishes. Ask questions about this, such as why do the students think this was the decade this first occurred. Tell students that we will be making pepper steak today.
3. Teacher aids will be helpful with this activity. Divide students into 3 different groups. If school kitchen area is available for student use, that would be ideal, but

if not, set up 3 cooking stations in the classroom, with small griddles for cooking the steak, other tools and ingredients.

4. Hand out printouts of recipe to each group. Briefly go over both the recipe and basic safety procedures for using this type of equipment. Teacher help will be needed, so continue to walk around and provide assistance with steps of the process. As they are preparing the meal, make comments as needed to guide success of cooking this meal.

5. After the cooking is complete, students may eat the meal that their group made, using their chopsticks. Make note of the success of each student in using these skills they learned in the previous lesson.

6. Conclude with a discussion of the lesson.

How did the cooking go? Was your group successful in creating the

Chinese meal? What changes could you have made to improve?

What did you learn about Chinese culture in this experience? How is this meal different than a traditional American meal?

Chinese Food History Timeline

Chronology of Chinese Cuisine

BC	
1.5–0.5 million years ago	<ul style="list-style-type: none"> • <i>Homo erectus</i> living in China near Beijing, Lantian, Yuanmou and other sites.
0.5 million years ago	<ul style="list-style-type: none"> • Peking Man may have known cooking (roasting meat).
c. 80000 BC	<ul style="list-style-type: none"> • <i>Homo sapiens</i>, modern man, appears in China.
9000 BC	<ul style="list-style-type: none"> • Beginnings of agriculture.
8000 BC	<ul style="list-style-type: none"> • First rice grown (Yuchanyan, Hunan).
7000 BC	<ul style="list-style-type: none"> • Millet grown in north China. • Wine making in Jiahu, Henan – world's oldest (fermented from rice, honey and fruit).
6000 BC	<ul style="list-style-type: none"> • Domestication of pigs.
4000 BC	<ul style="list-style-type: none"> • Widespread cultivation of several plant & animal species.
3000 BC	<ul style="list-style-type: none"> • Agriculture common in easily cultivated areas; social stratification; large villages; moves towards civilisation.
3000–2000 BC	<ul style="list-style-type: none"> • Wheat and barley introduced from the Middle East.
c. 2700 BC	<ul style="list-style-type: none"> • Shen Nong, the "Divine Farmer," father of agriculture, medicine, and discoverer of tea.
2550 BC	<ul style="list-style-type: none"> • Yellow Emperor (legendary) reign begins.
2140 BC	<ul style="list-style-type: none"> • Yu the Great controls the great flood.
2100 BC	<ul style="list-style-type: none"> • Chinese Bronze Age begins. First written records from this period.
2000 BC	<ul style="list-style-type: none"> • Civilised society in North China & Manchuria. • Noodles (made from millet flour)
1500 BC	<ul style="list-style-type: none"> • Fish Farming: carp in ponds.
1200 BC	<ul style="list-style-type: none"> • Wooden chopsticks dug from graves from this era.
c. 1050–256 BC	<ul style="list-style-type: none"> • Soybean cultivation.
1100 BC	<ul style="list-style-type: none"> • Strong ale (e.g. rice wine).
600 BC	<ul style="list-style-type: none"> • The iron plough. • Row cultivation. • Intensive hoeing.

c. 551–c. 479	• Life of Confucius.
400 BC	• Cast iron.
400 & 300 BC	• Efficient horse harnesses.
200 BC	<ul style="list-style-type: none"> • The rotary winnowing fan. • The modern seed drill. • Steel production from cast iron. • Ice used for refrigeration.
140 BC	• Confucianism becomes state philosophy.
AD	
c. 68	• Buddhism arrives in China, though its influence is not widely felt until the Tang Dynasty (618–907).
25–220	• Soy milk and tofu processing.
250	• Tea drinking begins to spread throughout China.
300	<ul style="list-style-type: none"> • The fishing reel. • Porcelain. • Biological pest control. • Understanding of deficiency diseases.
500–600	• Ginger grown on ships. Ginger contains vitamin C, which guards against scurvy. (Whether Chinese understood this at the time or not, they gradually came to see a correlation between diet and shipboard health. The ships of Zheng He's voyages in the early 15th century had vegetable patches. Ginger is also effective against sea sickness).
605	• Grand Canal completed (linking the Yangtze with the Yellow River), allowing mass shipment of food from the south to the north.
618–907 (Tang Dynasty)	<ul style="list-style-type: none"> • Golden era of Chinese Buddhism. Vegetarianism and new attitudes to other creatures prevalent. • Tea drinking elevated to an art.
780	• Publication of Lu Yu's <i>Classic of Tea</i> , the first comprehensive handbook on tea. It described the cultivation, processing, and use of tea.
700	• Brandy and whisky.
960–1279	• Soy sauce becomes a common flavouring.
1194	• Flooding changes the course of Yellow River.
1234	• Mongol conquest of north China complete.
1271–95	• Marco Polo abroad (including 17 years in China).
1274	• Khubilai Khan completes Mongol conquest of China.

c. 1290	• Grand Canal rebuilt & extended to Beijing.
1405–1433	• The Ming voyages of Zheng He.
1500–	• Gradual introduction of New World food: sweet potatoes, maize, potatoes, peanuts, peppers, tomatoes etc.
1514	• Portuguese ships reach China.
1555	• Maize first mentioned in literature, after arriving sometime earlier in the century via the Philippines.
1610	• Tea arrives in Europe.
1850	• Chinese food arrives in America with the first Chinese gold prospectors.
1855	• Flooding changes course of Yellow River, emptying the northern section. River falls into disuse.
1958–60	• The Great Leap Forward, collectivisation of all agriculture into large communes – greatest famine in human history.
1966–76	• Cultural Revolution, many culinary traditions dispensed with.
1979	• Coca-Cola re-enters China market after a 30-year enforced absence.
1980	• Deng Xiao Ping's Open Door Policy.
1987	• American fast food arrives in China: KFC.
2002	• China joins WTO.

Obtained from Eating China website: <http://www.eatingchina.com/articles/timeline.htm>

Chinese Pepper Steak Recipe

Serves 4. This recipe for pepper steak is meant to provide a lot of gravy to pour over the rice. If you're not big on gravy, substitute 1 or 2 sliced tomatoes for the stewed tomatoes, and add them to the pan with the soy sauce and broth mixture.

[Main Chinese Recipes File](#)

Prep Time: 15 minutes

Cook Time: 1 hour

Ingredients:

- 1 1/4 - 1/2 pounds sirloin steak
- 1 cup sliced mushrooms
- 2 bell peppers
- 1 medium onion, chopped
- 1 garlic clove, smashed, peeled and chopped in half
- 1 14-ounce can baby corn
- 1/4 cup light soy sauce
- 3/4 cup beef broth
- 1 tablespoon cornstarch
- 1 1/2 tablespoons water
- 2 tablespoons oil or margarine for frying
- 2 teaspoons sugar
- 1 cup stewed tomatoes
- Salt and pepper to taste

Preparation:

Partially freeze the steak for 15 minutes (this makes it easier to cut). Cut the steak into thin strips.

Wipe the mushrooms with a damp cloth and cut into slices to make 1 cup. Remove the stems and seeds from the bell peppers, and cut into thin strips. Peel and chop the onion and garlic clove.

Drain the can of baby corn.

Combine the soy sauce with the beef broth. Set aside.

Combine the cornstarch with the water. Set aside.

In a large skillet or Dutch oven, heat 2 tablespoons oil or margarine on medium high heat. Brown the meat, turning over once.

Turn the heat down to medium. Push the meat to the side and add the onion and garlic to the frying pan. Add the mushrooms and the baby corn. Cook for 5 minutes.

Add the [soy sauce](#) and beef broth. Stir in the sugar. Bring to a boil, then reduce the heat, cover and simmer until the meat is tender (25 - 30 minutes).

Add the peppers and stewed tomatoes. Cover and cook for another 5 - 10 minutes. Bring to a boil, and stir in the cornstarch and water mixture. Cook, stirring constantly, for 4 - 5 minutes, until the food is thick and bubbling. Taste and add salt and pepper if desired. Serve over cooked rice.

Obtained from About.com website: http://chinesefood.about.com/od/beef/r/pepper_steak.htm

Manchester College - Dept. of Education

Lesson Plan by: Paige Koomler

Subject: Storytelling

Lesson Title: Chinese Narratives

Length: 1 hour

Grade Level Intended: Third Grade

Lesson #11

Academic Standards:

LISTENING AND SPEAKING: Skills, Strategies, and Applications:

3.7.12 Speaking Applications: Make brief narrative presentations that:

- provide a context for an event that is the subject of the presentation.
- provide insight into why the selected event should be of interest to the audience.
- **include well-chosen details to develop characters, setting, and plot that have a beginning, middle, and end (Core).**

Performance Objectives:

After listening to a Chinese tale, students will tell their own story to the class using their story map, with enthusiasm and clear problem and solution.

Advanced Teacher Preparation:

Get the Chinese tale entitled “We Are All One” (see below).

Prepare a handout with a blank story map for students to fill in.

Assessment:

Teacher assessment observation of storytelling based on: creativity, filled out story map, details and main idea clarity of problem and solution.

Step-By-Step:

“Over this unit, we have learned about many aspects of China’s culture. We have read a few Chinese stories and plays. Today we are going to learn about and practice the ancient art of storytelling. These stories typically depict a main character, a problem and an important value or moral this is taught. Let’s learn how to understand a Chinese folktale story and learn how to tell a story to our classmates.”

1. Give a quick introduction of a storytelling, including how it looks in a public setting and what it is used for. Ask students to help you list characteristics of a story, such as setting, main idea, characters, morals, lesson, etc. Write on the board.
2. Now the teacher will read an example of a Chinese tale to the class. The tale is titled, “We Are All One: A Chinese Dim Sum.” Ask students and then explain what Dim Sum means. Read the story to the class, with emotion to make it interesting. Stop when appropriate to ask comprehension questions to the class.
3. Make a story map on the board to cover this story. This map should include setting, characters, problem and solution, and value/moral taught. Ask for student responses to help you complete the map.

4. Next, the students will be making their own story map to cover the story they are going to make and tell to the class. Pass out the story map handout to each student. Ask students to think of a story, including characters, setting and problem/solution. They can use a current modern story or true narrative, or they can use more historical folktale type story, as long as it is creative.

5. After they have filled out their own personal story map, they will have about 5 minutes to add details that will help them in their story telling. Then one at a time the students will come up in front of the class and tell their story, with the help of their story map. Each story should be short, between 45 seconds and 75 seconds.

6. To conclude, ask...

What were some of the main morals that these stories taught?

What similarities did you notice between the stories told today and the Chinese tale we read?

What benefits do you think can be found in storytelling like the Chinese do?

“We Are All One” By: Laurence Yep

Long ago there was a rich man with a disease in his eyes. For many years, the pain was so great that he could not sleep at night. He saw every doctor he could, but none of them could help him.

“What good is all my money?” he groaned. Finally, he became so desperate that he sent criers through the city offering a reward to anyone who could cure him.

Now in that city lived an old candy peddler. He would walk around with his baskets of candy, but he was so kindhearted that he gave away as much as he sold, so he was always poor.

When the old peddler heard the announcement, he remembered something his mother had said. She had once told him about a magical herb that was good for the eyes. So he packed up his baskets and went back to the single tiny room in which his family lived.

When he told his plan to his wife, she scolded him, “If you go off on this crazy hunt, how are we supposed to eat?”

Usually the peddler gave in to his wife, but this time he was stubborn. “There are two baskets of candy,” he said. “I’ll be back before they’re gone.”

The next morning, as soon as the soldiers opened the gates, he was the first one to leave the city. He did not stop until he was deep inside the woods. As a boy, he had often wandered there. He had liked to pretend that the shadowy forest was a green sea and he was a fish slipping through the cool waters.

As he examined the ground, he noticed ants scurrying about. On their backs were larvae like white grains of rice. A rock had fallen into a stream, so the water now spilled into the ants’ nest.

“We’re all one,” the kindhearted peddler said. So he waded into the shallow stream and put the rock on the bank. Then, with a sharp stick, he dug a shallow ditch that sent the rest of the water back into the stream.

Without another thought about his good deed, he began to search through the forest. He looked everywhere; but as the day went on, he grew sleepy. “Ho-hum. I got up too early. I’ll take just a short nap,” he decided, and lay down in the shade of an old tree, where he fell right asleep.

In his dreams, the old peddler found himself standing in the middle of a great city. Tall buildings rose high overhead. He couldn’t see the sky even when he tilted back his head. An escort of soldiers marched up to him with a loud clatter of their black lacquer armor. “Our queen wishes to see you,” the captain said.

The frightened peddler could only obey and let the fierce soldiers lead him into a shining palace. There, a woman with a high crown sat upon a tall throne. Trembling, the old peddler fell to his knees and touched his forehead against the floor.

But the queen ordered him to stand. “Like the great Emperor Yü of long ago, you tamed the great flood. We are all one now. You have only to ask, and I or any of my people will come to your aid.”

The old peddler cleared his throat. “I am looking for a certain herb. It will cure any disease of the eyes.”

The queen shook her head regretfully. “I have never heard of that herb. But you will surely find it if you keep looking for it.”

And then the old peddler woke. Sitting up, he saw that in his wanderings he had come back to the ants’ nest. It was there he had taken his nap. His dream city had been the ants’ nest itself.

“This is a good omen,” he said to himself, and he began searching even harder. He was so determined to find the herb that he did not notice how time had passed. He was surprised when he saw how the light was fading. He looked all around then. There was no sight of his city—only strange hills. He realized then that he had searched so far he had gotten lost.

Night was coming fast and with it the cold.

He rubbed his arms and hunted for shelter. In the twilight, he thought he could see the green tiles of a roof.

He stumbled through the growing darkness until he reached a ruined temple. Weeds grew through cracks in the stones and most of the roof itself had fallen in. Still, the ruins would provide some protection.

As he started inside, he saw a centipede with bright orange skin and red tufts of fur along its back. Yellow dots covered its sides like a dozen tiny eyes. It was also rushing into the temple as fast as it could, but there was a bird swooping down toward it.

The old peddler waved his arms and shouted, scaring the bird away. Then he put down his palm in front of the insect. "We are all one, you and I." The many feet tickled his skin as the centipede climbed onto his hand.

Inside the temple, he gathered dried leaves and found old sticks of wood, and soon he had a fire going. The peddler even picked some fresh leaves for the centipede from a bush near the temple doorway. "I may have to go hungry, but you don't have to, friend."

Stretching out beside the fire, the old peddler pillowed his head on his arms. He was so tired that he soon fell asleep, but even in his sleep he dreamed he was still searching in the woods. Suddenly he thought he heard foot steps near his head. He woke instantly and looked about, but he saw only the brightly colored centipede.

"Was it you, friend?" The old peddler chuckled and, lying down, he closed his eyes again. "I must be getting nervous."

"We are one, you and I," a voice said faintly—as if from a long distance. "If you go south, you will find a pine tree with two trunks. By its roots, you will find a magic bead. A cousin of mine spat on it years ago. Dissolve that bead in wine and tell the rich man to drink it if he wants to heal his eyes."

The old peddler trembled when he heard the voice, because he realized that the centipede was magical. He wanted to run from the temple, but he couldn't even get up. It was as if he were glued to the floor.

But then the old peddler reasoned with himself: If the centipede had wanted to hurt me, it could have long ago. Instead, it seems to want to help me.

So the old peddler stayed where he was, but he did not dare open his eyes. When the first sunlight fell through the roof, he raised one eyelid cautiously. There was no sign of the centipede. He sat up and looked around, but the magical centipede was gone.

He followed the centipede's instructions when he left the temple. Traveling south, he kept a sharp eye out for the pine tree with two trunks. He walked until late in the afternoon, but all he saw was normal pine trees.

Wearily he sat down and sighed. Even if he found the pine tree, he couldn't be sure that he would find the bead. Someone else might even have discovered it a long time ago.

But something made him look a little longer. Just when he was thinking about turning back, he saw the odd tree. Somehow his tired legs managed to carry him over to the tree, and he got down on his knees. But the ground was covered with pine needles and his old eyes were too weak. The old peddler could have wept with frustration, and then he remembered the ants.

He began to call, "Ants, ants, we are all one."

Almost immediately, thousands of ants came boiling out of nowhere. Delighted, the old man held up his fingers. "I'm looking for a bead. It might be very tiny."

Then, careful not to crush any of his little helpers, the old man sat down to wait. In no time, the ants reappeared with a tiny bead. With trembling fingers, the old man took the bead from them and examined it. It was colored orange and looked as if it had yellow eyes on the sides.

There was nothing very special about the bead, but the old peddler treated it like a fine jewel. Putting the bead into his pouch, the old peddler bowed his head. "I thank you and I thank your queen," the old man said. After the ants disappeared among the pine needles, he made his way out of the woods.

The next day, he reached the house of the rich man. However, he was so poor and ragged that the gatekeeper only laughed at him. "How could an old beggar like you help my master?"

The old peddler tried to argue. "Beggars or rich men, we are all one."

But it so happened that the rich man was passing by the gates. He went over to the old peddler. "I said anyone could see me. But it'll mean a stick across your back if you're wasting my time."

The old peddler took out the pouch. "Dissolve this bead in some wine and drink it down." Then, turning the pouch upside down, he shook the tiny bead onto his palm and handed it to the rich man.

The rich man immediately called for a cup of wine. Dropping the bead into the wine, he waited a moment and then drank it down. Instantly the pain vanished. Shortly after that, his eyes healed.

The rich man was so happy and grateful that he doubled the reward. And the kindly old peddler and his family lived comfortably for the rest of their lives.

Obtained from: <http://www.nexuslearning.net/books/holt-eol2/Collection%204/We%20Are%20All%20One.htm>

Story Telling Story Map!

Name: _____

Story Title: _____

Characters~ <div style="border: 1px solid black; height: 70px; width: 220px;"></div>	+	Setting~ <div style="border: 1px solid black; height: 70px; width: 220px;"></div>	→
Problem: <div style="border: 1px solid black; height: 60px; width: 620px;"></div>			
+			
Solution: <div style="border: 1px solid black; height: 60px; width: 620px;"></div>			
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Value/Moral Taught: <div style="border: 1px solid black; height: 60px; width: 620px;"></div>			

Manchester College - Dept. of Education

Lesson Plan by: Paige Koomler

Subject: Music

Lesson Title: Chinese Sing Along

Length: 1 hour

Grade Level Intended: Third Grade

Lesson #12

Academic Standards: **Fine Arts: Music**

3.1.3 Sing songs from a variety of cultures including those of the school and community, adding any movement considered intrinsic to authentic performance of the music.

Performance Objectives:

- Watching the DVD, Students will sing Chinese sing along songs and dance along with the beat with enthusiasm.

Advanced Teacher Preparation:

Get the DVD/CD of “Sing Along Hits Chinese Karaoke” 2004.

Have the student’s artwork of the Chinese Dragons made from construction paper

Assessment:

Teacher Observation