



# Chinese New Year: An Explosion of Culture and Celebration

Denver Public Schools



In partnership with Metropolitan State College of Denver

THE ALMA PROJECT  
*A Cultural Curriculum Infusion Model*



# THE ALMA PROJECT

*A Cultural Curriculum Infusion Model*

## Chinese New Year

by Julia Shepherd and Cindy Kraybill

Grades 3–5

Implementation Time: 3–4 Weeks

Published 2004

Denver Public Schools, Denver, Colorado



The Alma Curriculum and Teacher Training Project  
Loyola A. Martinez, Project Director



## Unit Concepts

- Celebration
- Geography
- Symbolism
- Historical Notation
- Friendship
- Lifestyles
- Folktales
- Heroism

## What Will Students Learn?

### Standards Addressed in This Unit

#### Reading and Writing

- Students read and understand a variety of materials. (RW1)
- Students write and speak for a variety of purposes and audiences. (RW2)
- Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)
- Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)
- Students read and recognize literature as a record of human experience. (RW6)

#### History

- Students understand that societies are diverse and have changed over time. (H3)

#### Art

- Students relate the visual arts to various historical and cultural traditions. (ART4)

#### Mathematics

- Students develop number sense, understand and use appropriate math vocabulary, understand and use numbers and number relationship in problem-solving situations, and communicate the reasoning used in solving these problems. (Math1)



## Introduction

Students in the Denver Public Schools represent a large diversity of ethnic backgrounds. There are a number of students in the Denver Public Schools of Chinese descent who could greatly contribute to the information presented in this unit of study. However, all students benefit by learning about other cultures and countries.

## Implementation Guidelines

This interdisciplinary unit of study can be infused into Kindergarten through second grade curriculum and addresses two main content areas, literature and social studies. Excellent literature about China is required reading in each lesson and is leveled for students in the primary grades. Introduction of the literary selections can be done one-to-one with students or in groups. Some pre-teaching may be needed for introducing the use of globes and maps to students. Preliminary introduction on the concept of celebrations might prove valuable for students who may not be clear on the relevance of the subject matter.

Allow ample time for students to share their thinking orally or present their completed worksheets. Although the finished products are important, the process should be the main focus of each lesson.

Additional readings of China are invited to supplement the selections required for this unit of study. The required resources for the teaching of this unit are in alignment with the specific lessons, but enriching this study of China by including other reading about China is encouraged

## Resources

### Books

- *Story of the Chinese Zodiac*, translated by Monica Chang and Rick Charette
- *Happy New Year! Kung-hsi Fa-ts' ai!* by Demi
- *The Runaway Rice Cake*, by Ying Chang Compestine
- *A to Z China*, by Justine and Ron Fontes
- *Look What Came from China*, by Miles Harvey
- *The Magical Monkey King: Mischief in Heaven.*, by Ji-li Jiang
- *At the Beach.*, by Huy Voun Lee
- *Yeh-Shen: A Cinderella Story from China*, translated by Ai-Ling Louie
- *Grandfather Tang's Story: A Tale Told with Tangrams*, by Ann Tompert
- *Lon Po Po: A Red-Riding Hood Story from China*, translated by Ed Young

### Compact Disc

- *Masterpieces of Chinese Traditional Music*

### Videocassette

- *Families of China*



## Lesson Summaries

**Lesson 1—Let’s Put China on the Map!.....Page 19**

By reading *China*, by Henry Pluckrose, students will gain a general understanding of the third largest country in the world. The symbolism of the Chinese flag and maps of China and Asia will also be studied.

**Lesson 2—China—A Magic Kaleidoscope .....Page 27**

Students build on the information learned in lesson by studying several of China’s contribution to inventions, culture, and food throughout the world.

**Lesson 3—Will the Real Cinderella Please Try On the Shoe?.....Page 33**

Students compare the Western version of Cinderella to the Chinese version, *Yeh-Shen*.

**Lesson 4—Calligraphy—A Cast of Chinese Characters.....Page 40**

Students learn about Chinese calligraphy as they read *In the Snow*. Using a sumi board and a worksheet, they will draw several Chinese characters..

**Lesson 5—Tangrams Are Terrific.....Page 48**

Students read about a grandfather telling a story illustrated by tangrams, and then make their own.

**Lesson 6—Kung-Hsi Fa-Ts’Ai! .....Page 52**

This week-long lesson is a celebration of the Chinese New Year. Students read about the event; make lucky money envelopes and dragon puppets; eat noodles for good luck; and participate in the dragon dance.





## What Will Students Learn?

### Standards

- Students know how to use and construct maps and other geographical tools to locate and derive information about people, places, and environments. (G1)
- Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change. (G2)
- Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)
- Students read and understand a variety of materials. (R/W1)
- Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (R/W3)

### Benchmarks

- Know how to use maps and other geographic tools to acquire, process, and report information from a spatial perspective.
- Know the physical and human characteristics of places.
- Know the nature and spatial distribution of cultural patterns.
- Know the processes, patterns, and functions of human settlement.
- Use comprehension strategies, such as prior knowledge; previewing; predicting; inferring; comparing and contrasting; rereading and self-monitoring; summarizing; identifying the author's purpose; determining the main idea; and applying knowledge of foreshadowing, metaphor, simile, symbolism, and other identified figures of speech.
- Make connections between prior knowledge and what they need to know about a topic before reading about it.
- Adjust reading strategies for a variety of purposes, such as reading carefully, skimming and scanning, fitting materials into an organizational pattern, reading a variety of literature chronologically, and finding information to support particular ideas, textbooks, and technical articles.

### Objectives

- Students will locate Asia and the People's Republic of China on various world maps, Asian maps, and a globe .
- Students will be able to identify the flag of the People's Republic of China and articulate the symbolism and colors represented on the flag.
- Students will locate Beijing, Shanghai, Hong Kong, the Yellow River, Yangtze River, the Himalaya Mountains, and the Gobi Desert on a map of China.
- Students will learn about the area and population of China.



- Students will be able to name two crops that China grows.
- Students will be able to name two important sights of China.
- Students will be able to read the textbook on China and from it extrapolate five facts about China and write them in their China Journal.
- Students will learn fifteen new vocabulary words.

## **Specifics: Background on China**

China is the third largest country in the world, after Russia and Canada. It covers 3,696,100 square miles in area. There are over a billion people living in China today. That is almost one-fourth of the world's population!

Much of China is covered with deserts, plateaus, and mountains, making it difficult for people to farm the land and build homes in those regions. As a result, almost all of the people in China live in the eastern section of the country and in the areas drained by rivers. The two largest rivers in China are the Yangtze (the third longest river in the world) and the Huang He (Yellow) River. The two largest cities in China are Beijing (the capital) and Shanghai. The landmass of China ranges from the Himalayan Highlands in the west to the Pacific Ocean.

The Chinese flag is red with one large yellow star and four smaller yellow stars. In China, the colors red and gold are considered very lucky. The large yellow star stands for the People's Republic of China and the four smaller stars are for the workers, the military, the farmers, and the leaders. All the small stars help make up the larger star which stands for the republic.

## **What Will Be Done to Help Students Learn This?**

### **Instructional Strategies**

- Independent and guided reading
- Discussion
- Analyzing
- Comparing and contrasting
- Use expanded vocabulary to clearly express thoughts and share information

## **Preliminary Lesson Preparation**

- The book *A-Z China*, by Justine and Ron Fontes, will be needed from the kit.
- Hang a map of the world and have a globe on display
- Display the flag of China found in the kit.
- Duplicate copies of the attached map for use by the class.





- Either make in advance or have the students make journals out of large pieces of red construction paper and lined or unlined paper.
- Review the concept of symbolism with regard to flags and maps, emphasizing why maps are important to us. Review the continents of the world so that they can refamiliarize themselves with Asia.



## Activities:

### To the Teacher:

Introduce students to the continent of Asia and the country of China and review the meaning we can extract from maps. Focus on the Chinese New Year and why learning about this time is important. Tap into students' prior frame of reference and chart what students already know about China. Separate what is fact and what is subjective. Begin reading about China with a read-aloud strategy using the literary selection *China A-Z* by Justine and Ron Fontes, taking time to examine the illustrations and what students might predict about the story using the pictures. After reading the book, direct the students' attention to the concept of maps, globes and how maps and globes are useful to us. Point out the location of Asia on a map or globe and specifically the location of China. After students have located Asia and China, have students label Beijing, Shanghai, Hong Kong, the Yellow River, Yangtze River, the Himalayan Mountains, and the Gobi Desert. Using the flag of China included in the kit, discuss the symbolism in the Chinese flag and contrast it with the symbolism in the United States flag. Create a China Journal out of red construction paper and lined or unlined paper and write five facts that they learned today about China, underlining new vocabulary that they have learned.

### To the Student:

*In this lesson you will be re-aquainted with the continent of Asia and learn about the country of China! We will be studying China in preparation for a celebration of the Chinese New Year, a tradition that is different from our own New Year Celebration and full of interesting traditions. Everytime we study a new country and its traditions we are increasing our understanding of the world and the people who live in it. You may already know about China and/or have Chinese friends. We will start with your knowledge, verify what is true and what is false about what you already know, and learn new facts. We will be locating China on maps and globes and reading about China in the book China A-Z. You will learn how to locate some of the highest mountains and longest rivers in China, as well as important cities. You will also learn about the Chinese flag and how it is similar to and different from the United States flag. You will create a China journal and begin to note facts and vocabulary that you learn as you study this amazing country.*



## Vocabulary:

**China.** The largest Asian country and one of the largest and oldest countries in the world

**Asia.** One of the seven continents

**province.** A region or state of a country

**population.** The number of people living in a country

**ancient.** Very old

**civilization.** A group of people, their history and culture

**Beijing.** The capital of China

**Shanghai.** One of the largest cities in China

**Tianamen Square.** A large plaza in Beijing where there are many government buildings

**communism.** A system of government in which all property is shared

**revolution.** A change of government brought about by force

**Himalayas.** The world's tallest mountains, found in China

**Gobi Desert.** A very large desert found in China

**terraces.** Flat strips of land carved into a hillside and used for raising crops

**junks and sampans.** Chinese boats

## Resources and Materials

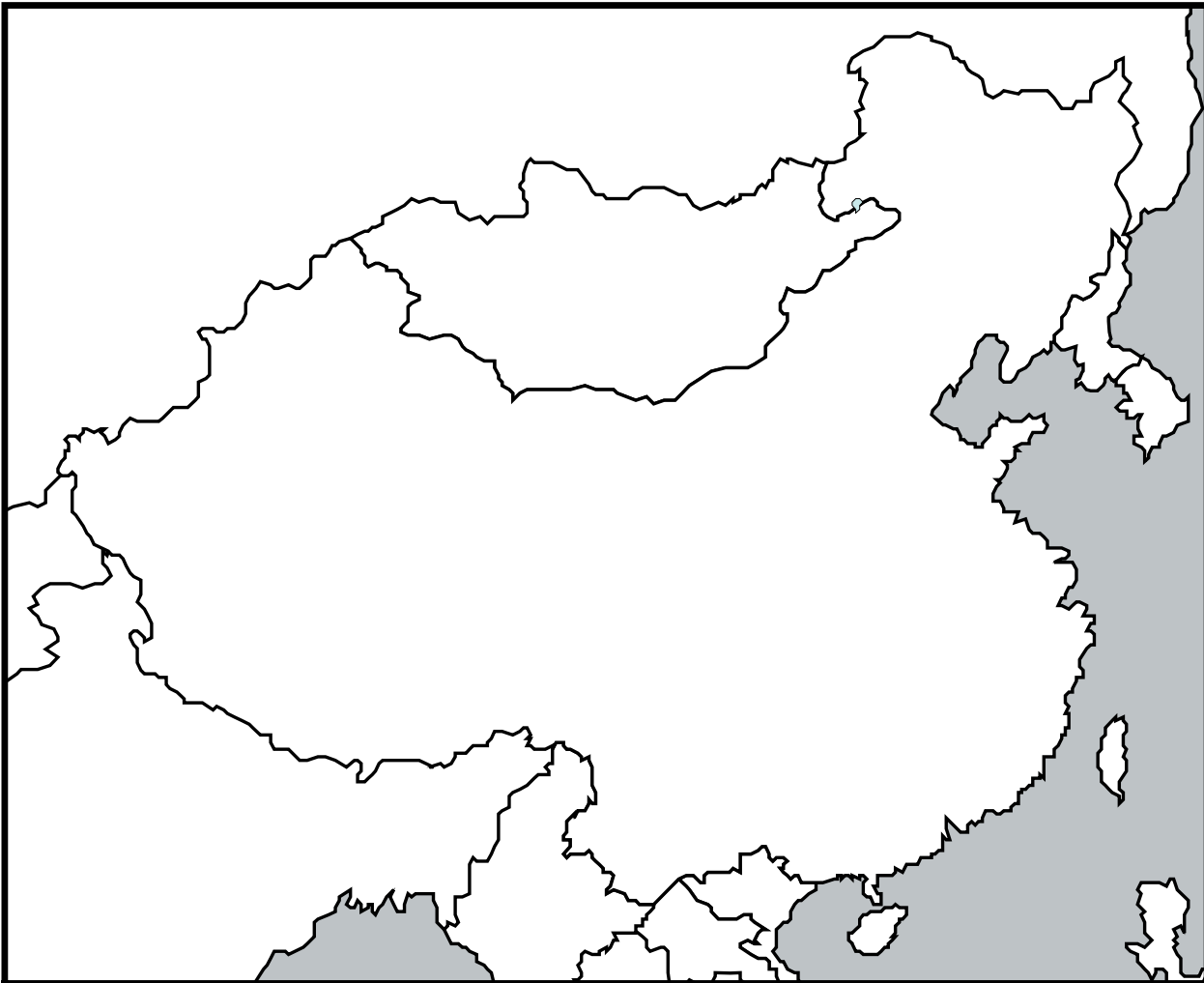
- *A to Z China* by Justine and Ron Fontes
- World map
- Globe
- Map of Asia to duplicate for children (p. 20)
- Colored pencils to label map
- Flag of China (included in kit)
- Worksheet (p. 21)



## China Map Worksheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Color and mark the map of China as directed by your teacher.





## Worksheet 2—China: Places and Facts to Know

Name \_\_\_\_\_ Date \_\_\_\_\_

**Match the correct name with the fact or definition.**

Beijing	One of the longest rivers in China
Himalayas	The largest city in China
Gobi	The government of China
Yangtze	The third largest country in the world
Shanghai	Grown in china to make a drink
One billion	Capital of China
Communism	Red with yellow stars
China	A large desert in China
Flag	The tallest mountains in the world
Tea	The population of China
The Great Wall	A large wall that can be seen from space



## Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Map Worksheet Scoring Rubric</b>	
Advanced	Locates all geographical areas
Proficient	Locates half of geographical areas
Partially Proficient	Locates China
Unsatisfactory	Locates no geographical areas

<b>China: Places and Facts to Know Scoring Rubric</b>	
Advanced	10–11 correct
Proficient	7–9 correct
Partially Proficient	5–6 correct
Unsatisfactory	4 or fewer correct

<b>China Journal Scoring Rubric</b>	
Advanced	4–5 facts given; all punctuation and spelling correct
Proficient	4–5 facts given; errors in punctuation and spelling
Partially Proficient	2 to 3 facts given
Unsatisfactory	0 to 1 fact given



## What Will Students Learn?

### Standards

#### Reading and Writing

- Students read and understand a variety of materials. (RW1)
- Students write and speak for a variety of purposes and audiences. (RW2)
- Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)
- Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

#### History

- Students understand that societies are diverse and have changed over time. (H3)

#### Science:

- Students know and understand interrelationships among science, technology, and human activity in the past, present, and future and how they can affect the world. (S5)

### Benchmarks

- Use information from their reading to increase vocabulary and language usage.
- Write and speak for a variety of purposes, such as telling, stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading.
- Recognize, understand, and use formal grammar in speaking and writing.
- Paraphrase, summarize, organize, evaluate, and synthesize information.
- Students will know how various societies have been affected by contacts and exchanges among diverse peoples.
- Students will identify the contributions of individuals and groups of individuals to science and technology.

### Objectives

- From watching the video and reading the book, students will be able to write in sufficient detail about school, meals, professions, and sports in China.
- Students will learn eighteen new vocabulary words.
- By using a Venn diagram students will be able to compare and contrast Chinese and American life as shown in the video.
- Students will be able to write with sufficient detail about Chinese culture, American culture, and why it is important to study them.
- From reading the book, *Look What Came From China*, students will be able to write about Chinese inventions and how their life would be different without them.



### Specifics

Humans settled in China about 350,000 years ago, and the beginnings of Chinese civilization have been traced back to the Yellow River region. As the population of China grew, many small farming settlements joined together. Gradually, these villages developed into towns and cities, where power was held by ruling families or dynasties. Through China's long history a culture rich in art, music, literature and technology developed. Many marvelous inventions were used in ancient China long before they appeared in the West.

This unit begins with a video that shows a day in the life of three children in a Chinese family. Through the video students will be exposed to different eating customs, schooling, professions, and sports. The books used in this unit further explore Chinese culture and inventions. The students will begin to understand how the culture of this immense, ancient culture has impacted their lives. The very same ice cream invented by the Chinese 4000 years ago we enjoy across the USA today!

### Instructional Strategies

- Shared readings
- Comprehension strategies
- Meaningful vocabulary instruction
- Summarizing
- Discussions
- Venn Diagram
- Analyzing
- Explicit instruction in small groups
- Inferring

### Preliminary Lesson Preparation

- Prepare video equipment and the 30-minute video *Families of China* (located in kit)
- Review Teacher's Guide accompanying the video.
- Get the book *A-Z China* by Justine and Ron Fontes from the kit.
- Get the book *Look What Came From China* by Miles Harvey from the kit.





## Activities:

### To the Teacher:

Begin the lesson by reviewing what was learned in the previous lesson on China and its geography. Then ask the students what they know already about everyday life in China. Introduce the video by challenging them students to contrast their lives with those of the children in this video. You may wish to stop the video after each character tells his story. In any case, after each segment or at the end, use a Venn diagram at the board to discuss similarities and differences between Chinese and American life. Pose the question, “The people shown in the rural village in the video are considered rich. Why do you think this is so?”

Introduce the vocabulary and spend time illustrating artifacts as appropriate that help students commit the words to memory. Introduce the books, *A-Z China* and *Look What Came From China*. Divide the class into 4–6 reading groups (depending on class size). Have half of the groups read pages 8–9, 11, 13, 16, 22–23, 24–25, 26–27, 28–29, and 34–35 in *A-Z China*, and the other half read the whole book *Look What Came From China*. Divide up reading assignments per group. Have each group read their assigned pages and report back to class. Depending on time constraints students can be encouraged to report back in creative ways (e.g., act out what they learned, draw pictures, write riddles, etc.). Each group will then report back. As a summary/assessment activity each student, will write three paragraphs about one of the following topics.

- What China contributed to the world
- Why I would like to (or not like to) live in China
- Why it is important that we study China

As enrichment they can also fill out the worksheet on inventions that challenges them to think of what life would be like without Chinese goods or inventions..

### To the Student:

***Have you ever wondered what it would be like iff one day you were whisked out of your current school and you began to live and go to school in China? Well, today you will find out as we travel to China via video and explore the lives of Chinese students. You will be challenged to think of ways their lives are alike and different from your. You will also be doing some reading and working in groups to further explore the culture (the way people live) and contributions of China. Get ready for a kaleidoscope of ideas!***



## Vocabulary

**civilization.** The way of life of people

**dynasty.** The name of a powerful family that ruled many years

**culture.** The language, art, music, and way of life of a people

**invention.** The design or creation of an idea

**technology.** Using science to produce useful thing

**silk.** A fine fabric made from the threads of a silkworm

**bamboo.** A kind of giant woody grass

**Buddhism.** One of the world's major religions taught in Asia

**character.** A graphic symbol used in writing or printing.

**chopsticks.** A pair of slender wooden, ivory, or plastic sticks used as eating utensils in Asian countries.

**Mandarin.** The most widely used language in China.

**ping-pong.** Also called table tennis. Two or four players use paddles to hit a ball over a net on a rectangular table.

**pickled vegetables.** Preserved or marinated in a salt or vinegar solution.

**socialism.** Ownership by the community rather than an individual, where all members of society share the work and the benefits.

**tai chi.** A series of slow, relaxed movements developed in China as a system of self-defense and an aid to meditation.

**wok.** A large rounded pot primarily used for frying foods.

**Yuan.** Official money of China

## Resources

- *China A-Z* by Justine and Ron Fontes
- *Families of China/Families of the World* Videos
- *Look What Came From China* by Miles Harvey





## Assessments

Students will write three paragraphs on China and its contributions, what they like about China, and why it is important to study this country. The paragraphs will be assessed with the following rubric.

<b>Rubric for Student Writing on China and Its Accomplishments</b>	
Advanced	Student is able to fully develop all three paragraphs with supporting details. They will be able to show an understanding of Chinese contributions to the world, be able to articulate some of the day to day life of the Chinese, and express the importance of understanding different cultures. They paragraphs will have good punctuation, grammar, spelling, and will include many vocabulary words.
Proficient	Student is able to complete three paragraphs with some supporting details. They will be able to articulate an invention, what they like about Chinese life, and may be able to express the importance of studying China in terms of factual instead of cross cultural terms. They paragraphs will have some punctuation, grammar, and spelling errors. They may include one or two vocabulary words.
Partially Proficient	Student does not fully develop all three paragraphs; has many errors in punctuation, grammar and spelling. Does not include vocabulary words.
Unsatisfactory	Unable to complete assignment.



## What Will Students Learn?

### Standards

#### Reading and Writing

- Students read and understand a variety of materials. (RW1)
- Students write and speak for a variety of purposes and audiences. (RW2)
- Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)
- Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)
- Students read and recognize literature as a record of human experience. (RW6)

### Benchmarks

- Use information from their reading to increase vocabulary and language usage.
- Write and speak for a variety of purposes, such as telling, stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading.
- Recognize, understand, and use formal grammar in speaking and writing.
- Identify the purpose, perspective and historical and cultural influence of an author.
- Read literature to investigate common issues and interests to self and others.
- Read classic and contemporary literature representing various cultural and ethnic traditions from throughout the world.

### Objectives

- Students will use reading and writing to define a problem, evaluate options and propose a solution.
- Students will learn and incorporate into their writing new vocabulary words.
- Students will compare and contrast Chinese folk tales—*Lo Po Po* and *Yeh Shen* with the Western folk tales *Cinderella* and *Red Riding Hood* through the use of a comparison grid.
- Students will be able to respond to characters and situations in literature.
- Students will retell a folktale with details of plot and heroes.

### Specifics: Chinese Literature Background

The tradition of Chinese literature is more than 3000 years old—making it one of the oldest literary heritages in the world. It began with poetry; other forms of literature then developed, including prose, short stories, novels, drama, and history. The main kinds of poetry were originally sung to music. Calligraphy is one of the ways that literature, especially poetry, was recorded. The making of Chinese paper dates back to the second century BC. This enabled stories to be recorded. Print with movable type was used in the 800s, further encouraging the spread of literature.



In this lesson, two folktales will be contrasted: the Chinese and Western versions of *Cinderella* and *Little Red Riding Hood*. This will give the students an opportunity to contrast a story that they have heard since pre-school with the subtle and not-so-subtle cultural differences introduced into the Chinese tales.

### **Instructional Strategies**

- Independent reading
- Introduce new words from text
- Compare and contrast different texts with a comparison grid
- Summarizing parts of stories
- Discuss and respond to specific questions
- Visualization and verbalization
- Cooperative learning groups

### **Preliminary Lesson Preparation**

#### **Books needed from the kit include:**

- *Lon Po Po: A Red Riding Hood Story from China* by Ed Young
- *Yeh-Shen: A Cinderella Story from China* by Ai-Ling Louie
- You may wish to check out copies of *Little Red Riding Hood* and *Cinderella* from the school or public library as references in this unit.
- *The Magical Monkey King: Mischief in Heaven* by Ji-Li Jiang



## Activities

### To the Teacher:

Begin the lesson by having students tell the stories of *Little Red Riding Hood* and *Cinderella* as they remember them. Point out the details that make the stories interesting and colorful. Challenge them to think of where these stories come from. Would they be surprised to know that there are Chinese Versions of the same stories? Show the students the books *Lo Po Po* and *Yeh Shen* and tell them that these are Chinese stories that may or may not be like *Little Red Riding Hood* or *Cinderella*. Divide the class in two and give one half *Lo Po Po* and the other half *Yeh Shen*. Ask them to read the books silently. Bring the class together and have one half of the class recount the story of *Lo Po Po* and the other half the story of *Yeh Shen*. Complete the comparison grid in pairs or small groups.

Have the students read *The Magical Monkey King: Mischief in Heaven* and answer the questions below. The Monkey King is probably China's favorite hero and most popular children's series

1. What American hero is your favorite? In which ways is he or she different from the Monkey King? In which ways is he or she the same?
2. What tricks, disguises, and super powers does the monkey king use to win out over his enemies?

### To the Students:

***Most of you have probably grown up knowing fairy tales like Cinderella and Little Red Riding Hood. You may have always assumed that they were American tales. Would you be surprised to know that there are Chinese versions of these two fairy tales? Today we are going to explore the similarities and differences between Chinese and American tales. You may be surprised to find out which Cinderella wears the glass slipper!***



## Vocabulary

**fairy tales.** Stories that showcase magical characters and objects.

**hemp.** A tall plant found in Asia whose fibers are used to make rope.

**gingko.** A tree native to China with fan-shaped leaves and fleshy yellowish fruit.

**disguise.** to change the appearance of someone or something.

**stepmother.** One's father's later wife.

**hero.** A person who is very brave and does great acts.





---

## Resources

- *Lon Po Po* by Ed Young
- *Yeh-Shen: A Cinderella Story from China* by Ai-Ling Louie
- *The Magical Monkey King: Mischief in Heaven* by Ji-Li Jiang
- *Red Riding Hood and Cinderella tales*
- *Beyond the Glass Slipper: Cinderella Stories from Around the World* is an Alma unit you may want to check out.



Name \_\_\_\_\_ Date \_\_\_\_\_

Comparison Grid: Choose at least two stories that you read to compare, At least one must be Chinese.

<b>Title of story →</b>			
Setting			
Characters			
Problem			
Events			
Solution/			
Ending			
Magic			
Illustrations			
Other idea			

# LESSON 3: WILL THE REAL CINDERELLA PLEASE TRY ON THE SHOE?

CHINESE NEW YEAR: AN EXPLOSION OF CULTURE AND CELEBRATION



Name \_\_\_\_\_ Score \_\_\_\_\_

<b>Rubric for Comparison Chart</b>	
Advanced	All boxes in the grid are filled in with at least one sentence
Proficient	Comparisons from two stories are listed
Partially Proficient	Information on stories not complete
Unsatisfactory	Activity not completed



## What Will Students Learn?

### Standards

- Students relate the visual arts to various historical and cultural traditions. (ART4)
- Students write and speak for a variety of purposes and audiences. (RW2)

### Benchmarks

- Research and create art inspired by historical and cultural ideas of diverse peoples.
- Use the most appropriate method, handwriting or word processing to produce a product that is legible.

### Objectives

- Students will learn about the history of Chinese calligraphy through reading a story.
- Students will be able to identify several Chinese characters from the book.
- Students will learn to paint/draw several Chinese characters with materials provided.

### Specifics: Chinese Language Background

Chinese is a language without an alphabet. Chinese calligraphy evolved from images of real things. Legend has it that calligraphy was originally influenced by bird prints in the sand and that these symbols evolved over time into the present day characters. Some characters symbolize more than one thing.

The Chinese value calligraphy as one of the highest forms of art and a person's character is judged by his/her handwriting. The basic tools of calligraphy are papers, ink, ink-stone (on which the ink is mixed) and brushes. These are referred to as the 4 treasures of the scholar's study. Words from nature are used to describe the brushstrokes. All over China, decorative calligraphy adorns walls and caves and homes. Although Chinese is an ancient language, new words and phrases are added to calligraphy all the time.

## What Will Be Done to Help Students Learn This?

### Instructional Strategies

- Pattern guides
- Demonstrating and modeling correct calligraphy writing
- Visualization

### Preliminary Lesson Preparation

- Prepare paper and paints and get water for sumi board. Hang any visuals that illustrate Chinese calligraphy, and provide samples for students.



## Activities

### To the Teacher:

The sumi board is an easy way to demonstrate calligraphy for the students. A brush dipped in water is used on the board to make characters. After a while the characters dry and more can be done. Study the book, *At the Beach* by Huy Voun Lee. In the back of the book there are the characters listed as well as pictures representing them to show the additional evolution of the language.

Read *At the Beach* together as a class. Use the sumi board to practice characters. Discuss the evolution of the various characters represented in the book. Then demonstrate them for the students. Students can also come up and try the characters one at a time on the board. Pass out paint and brushes and use practice sheets to try out some of the characters. Then, pass out the folded paper and have the students practice the characters in the front and the back of the book, placing one character in each square. After perfecting a few of the characters, students could place them on a piece of red paper to hang in the classroom.

### To the Students:

***Calligraphy is a very important part of Chinese life. How good your handwriting is reflects on you as a person. Does anyone ever judge your handwriting? Your teacher will demonstrate some simple characters on the “magic” sumi board. Then you will all read *At the Beach* together. Does making the calligraphy characters remind you of anything in your life?***



## Vocabulary

**calligraphy.** The art of beautiful writing done with brush and ink.

**characters.** Pictograph representing a word in the Chinese language.

**couplet.** Two lines of poetry that end with the same sound and rhyme.

**stroke.** What each part of the character is called.



## Resources and Materials

Sumi Board and brush

Clear container of water

11 x 18 white construction paper folded into 8 boxes

Watered down black washable paint for painting on paper

Paint brushes

Red construction paper (optional)

*At the Beach* by Huy Voun Lee



## Chinese Calligraphy Worksheet

Name \_\_\_\_\_ Date \_\_\_\_\_

English word	Person	Big	Sky
<p><b>How to make the Chinese word</b></p> <p>Start drawing where you see the number and stop at the end of the arrow.</p>			

**It's your turn to write in Chinese!**  
Write the Chinese word underneath the English word.

English word	Person	Big	Sky
Chinese word			

Do your Chinese words look like these?

English word	Person	Big	Sky
Chinese word			





**Chinese Calligraphy Worksheet, Page 2**

Name \_\_\_\_\_ Date \_\_\_\_\_

English word	Woman	Child	Good
<p><b>How to make the Chinese word</b></p> <p>Start drawing where you see the number and stop at the end of the arrow.</p>			

**It's your turn to write in Chinese!**

Write the Chinese word underneath the English word.

English word	Woman	Child	Good
Chinese word			

**Do your Chinese words look like these?**

English word	Woman	Child	Good
Chinese word			



## Tic Tac Toe Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_

Students must choose 3 activities in a row to complete the unit.

Draw the MOUNTAIN character..	Create a collage illustration with colored paper of a beach like the illustrations in <i>At the Beach</i> .	Check out a book from the library on Chinese art or calligraphy.
Find a Web site on Chinese Calligraphy.	Define Calligraphy.	Draw the SAND Character.
Write the word <i>person</i> in 5 different languages.	Draw the WATER Character.	Make a couplet for your classroom.



## Spring Couplets Activity

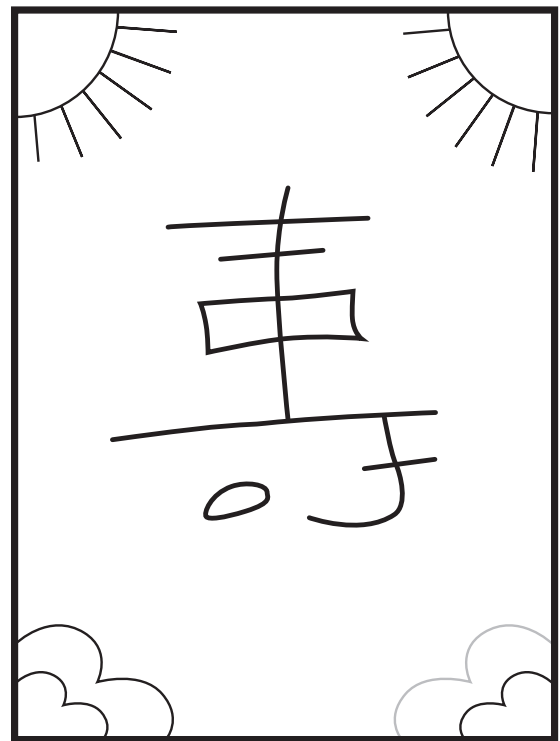
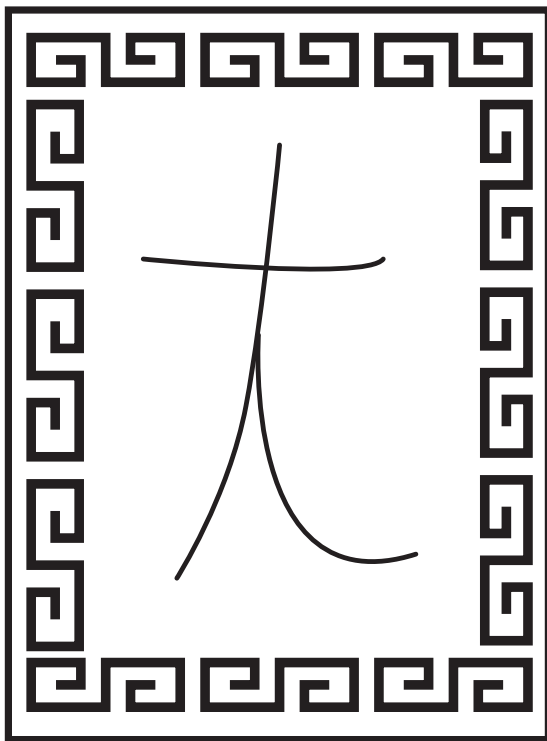
### Materials needed:

- 9x12 red construction paper
- Black sharpies
- Chinese calligraphy stamps

### Directions

1. Cut the paper in half horizontally
2. Write couplets (rhyming poems of two lines) as Chinese characters or in sharpie or on computer and cut and paste on to the red paper. Poems can also be written as sayings without the rhyming. Banners will be vertical so place the writings appropriately.
3. Decorate border of the couplets with Chinese designs, calligraphy, or birds and flowers.

Example: Wishing you a healthy year and hoping to keep you near.





## What Will Students Learn?

### Standards

- Students develop spatial sense and use geometric concepts, properties, and relationship in problem solving situations and communicate the reasoning used in solving these problems. (Math 4)
- Students read and understand a variety of materials. (R/W1)
- Students write and speak fro a variety of purposes. (R/W2)

### Benchmarks

- Recognize, draw, construct, describe and analyze geometric shapes in one, two, and three dimensions.
- Adjust reading strategies for a variety of purposes, such as reading carefully, skimming and scanning, fitting materials into an organizational pattern, reading a variety of literature chronologically, and finding information to support particular ideas, textbooks, and technical articles.
- Write and speak for a variey of purposes, such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading.

### Objectives

- Students will create their own set of tangrams.
- Students will be able to identify the shapes represented in the tangrams.
- Students will be able to solve tangram puzzles as presented in this lesson.
- Students will learn four new vocabulary words.
- Students will be able to read the tangram story, analyze the information given, and articulate from the story how to constuct each animal tangram.

### Specifics: Background on Tangrams

Tangrams are ancient Chinese puzzles that are still used today by adults as well as children. A tangram begins with a square, which is then cut into seven standard pieces. Each piece is called a tan. In creating a picture, all seven tans must be used; they must touch, but none may overlap.

In China tangrams are often referred to as “seven pieces of cleverness.” When tangrams are used in storytelling, the storyteller arranges the tans to show the shape of a character in the tale. As new characters or story elements are introduced, the puzzle pieces are rearranged to represent the new character or new element.” (Quoted from Grandfather Tang’s Story by Ann Tompert, Crown Publishers. 1990.)



## Instructional Strategies

- Group Discussion
- Reading Aloud
- Explicit instruction in small groups
- Meaningful vocabulary instruction
- Do basic geometric transformations in a plane and describe the relationships among transformed figures.

## Preliminary Lesson Preparation

- Read *Grandfather Tang's Story* by Ann Tompert.
- Tangrams Worksheet #4 (You may wish to photocopy the tangram sheet on colored paper to add some interest or variety to the tangrams.)

## Vocabulary

**tangrams.** Chinese puzzles made from geometric shapes

**tan.** one of the seven standard tangram pieces

**cattails.** A plant found in marshy places which is tall, brown, and cylindrical

**transform.** To change the appearance of form of something



## Activities

### To the Teacher:

Students will be introduced to the concept of tangrams and learn about their history in Chinese culture. Preteach the concept of geometric shapes by asking the students if they can name and draw at the board some basic shapes (triangles, squares, rectangles). Pique their interest in *Grandfather Tang’s Story* by asking if they know what a tangram is, or if they ever thought that the basic shapes they just described can tell stories. Read the story to them. Give each child the worksheet packet and instruct them to cut out the shapes on the front page. Children should be challenged to name the shapes as they cut them out. Demonstrate to the children how the combination of tangrams can make many different animal shapes. Ask the children to choose their favorite animal from the packet and match their tangram pieces to the puzzle. Then have them make the animal without the use of the template. Once the students become skilled at making the shapes in the packet, read the story, *Grandfather Tang’s Story* and stop after each section to give the students an opportunity to make their own illustrations to match those in the book. (You may wish to have students working in groups to help those who do not have mastery yet of making the puzzles). The last tangram in the story can be accomplished with three sets of tangrams, ie. three students working together. If time and motivation exists, challenge the students to make up their own stories with tangram illustrations.

### To the Students:

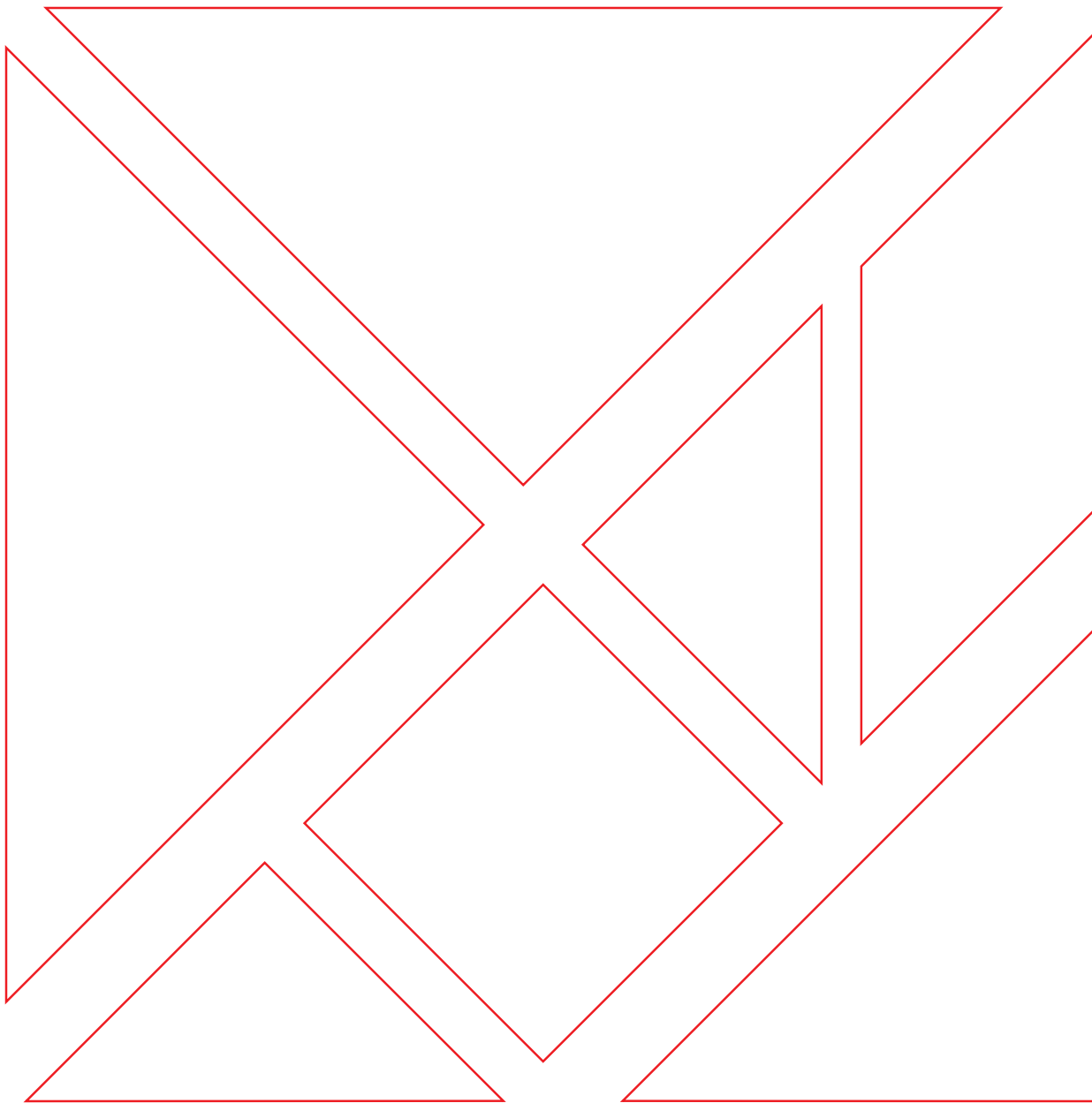
***Tangrams are ancient Chinese puzzles often used to tell stories. Today you will have an opportunity to make your own set of tangrams. Once you have your tangrams you can see how many puzzles you can solve with your own set. You will also hear a Chinese story and attempt to solve the story’s “mystery” by using your own set of tangrams. You may even wish to make up your own puzzles and write a story to go with your puzzles, just as the ancient Chinese did! We think that you’ll find that tangrams are terrific!***

## Resources and Materials

Worksheet #4

*Grandfather Tang’s Story*

<b>Tangram Assessment Rubric.</b>	
Advanced	Makes tangram figures and a story to go with them
Proficient	Makes all the animal tangram figures from the templates and create other shapes
Partially Proficient	Makes five tangram animals from the packet with their own tangrams
Unsatisfactory	Unable to match tangrams to shapes Unsatisfactory





**Note:** This lesson is the culmination of the study of China and has several activities meant to be spread out over a five-day celebration week.

## What Will Students Learn?

### Standards

#### Reading and Writing

- Students read and understand a variety of materials. (RW1)
- Students write and speak for a variety of purposes and audiences. (RW2)
- Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)
- Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

#### Music

- Students will relate music to various historic and cultural traditions. (M5)

#### Art

- Students relate the visual arts to various historical and cultural traditions. (ART4)

### Benchmarks

- Use information from their reading to increase vocabulary and language usage.
- Write and speak for a variety of purposes, such as telling, stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading.
- Recognize, understand, and use formal grammar in speaking and writing.
- Paraphrase, summarize, organize, evaluate, and synthesize information.
- Research and create art inspired by historical and cultural ideas of diverse peoples.
- Identify how elements of music are used in examples from various cultures.

### Objectives

- Students will be introduced to Chinese music and be able to identify the unique meters and melodies of Chinese music.
- Using elements of art and principles of design, students will be able to follow directions successfully to complete three art projects that express Chinese New Year themes.
- Students will be able to compare and contrast Chinese New Year with “American” New Year.
- Students will learn ten vocabulary words.
- Students will be able to write a story about their Chinese horoscope figures.
- Students will be able to list five Chinese traditions to help get rid of bad luck and bring in good luck..





## Specifics: Background on Chinese New Year

Chinese New Year has been celebrated for more than four thousand years. Dating from 2697 BC, it grew out of ancient celebrations marking the end of winter and the beginning of spring. The date of the celebration is determined by the Chinese lunar calendar. This system of measuring time is based upon the moon and its cycles. That is why Chinese New Year is also called the Lunar New Year and is celebrated as such in many Asian countries. The Chinese New Year celebration lasts for fifteen days. It begins with New Year's Eve on the second new moon after the winter solstice and ends with the Lantern Festival held at the full moon two weeks later.

An animal from the Chinese Zodiac designates each year. The Chinese Calendar counts years by groups of sixty. Each of these periods has cycles of twelve years with each determined by one of the five elements: wood, fire, air, water, or earth. Each year is named after an animal. In China individual birth dates are not as important as the year in which a person is born. Everyone, no matter which month they were born in, turns another year older on the seventh day of the New Year's celebration. In China, this is called People's Day or the Day of Man.

In preparation for the New Year families clean their houses from top to bottom. They sweep the dust and dirt out the door along with all the bad luck that has collected in the house. People buy new clothes or a new pair of shoes and pay all their debts for a fresh start. Many Chinese get a haircut. The Chinese word for hair sounds like the word for prosperity. People do not want to cut their prosperity, or their hair, just as the New Year is beginning so they cut their hair before the New Year. As much cooking as possible is done before the New Year. It is believed that if a person works on New Year's Day, he will have to work that much harder all through the coming year. Then on the New Year, knives are put away so that they won't accidentally "cut" a family's luck.

Many plants, flowers and fruits are bought for the New Year. For example, oranges represent money and wealth, and tangerines are symbols of good luck. (The Chinese word for *orange* sounds very much like the word for *gold*). The Chinese word for *lettuce* sounds like the word for *birth*, so lettuce represents the birth of the New Year. At the Chinese New Year celebration, noodles are slurped for a long life; if you can slurp a noodle whole, you will have a long life.

Calligraphers write poems on red paper (red signifies good luck) with sayings. These sayings, or couplets, are wishes for luck, health, and prosperity. People also buy red gift envelopes called lai see or hung bao and stuff them with money to give to children on the New Year.

The dragon dance (or sometimes called the lion dance) is an important tradition in China. The dragon, an animal from Chinese mythology, represents strength and brings good luck. During the Chinese New Year celebration, businesses invite the Dragon Dancers to pay a visit. They perform to the sound of drums. The dragon will pretend to gobble up lucky money envelopes and lettuce, all symbols of good luck and the birth of the New Year. Firecrackers are set off to scare away bad luck and evil spirits. People shout, "Kung Hsi Fa-Ts' ai" to wish health and prosperity.



### **Instructional Strategies**

- Shared, guided, or individual readings
- Comprehension strategies
- Meaningful vocabulary instruction
- Summarizing
- Discussions
- Response Log
- Visualization and verbalization
- Venn Diagram

### **Preliminary Lesson Preparation**

Teachers may wish to contact a Web site to find out the dates for Chinese New Year for the year they are celebrating and to find out what animal of the Chinese Horoscope is being honored that year.

Activities are broken into five days' worth of activities. The teacher may wish to review the entirety of this unit and decide which parts are appropriate for his/her class and time constraints.

Some activities include purchasing art supplies or food. Check carefully to see if it is feasible to obtain these items for each part of the unit.



## Activities

### To the Teacher:

As stated above, this lesson culminates the unit and is designed to be spread out over 5 days, with the actual Chinese New Year celebration being day 5. Each activity builds on previous background knowledge of China, emphasized in the previous lessons. You may wish to review the entire week in advance, decide which activities are appropriate for your class and situation, line up all the resources needed, and plan carefully before embarking on the lesson.

### *To the Students:*

*Now that you have learned about China, you will be celebrating the most important holiday in China, the Chinese New Year! During the week you will be preparing, as the Chinese do, to welcome all the good luck into the New Year. You will prepare special decorations for the New Year, learn a Chinese dance, and get ready for the big celebration. And on the day of the celebration you will sample some Chinese food, do a Lion Dance, and exchange Chinese New Year greetings. Be thinking about how this celebration differs from what you know about our New Year celebrations in the United States. But most of all try and see just how much good luck you can bring into your classroom!*

## Day One: Learn about the Chinese Zodiac

### To the Teacher

Introduce the unit by explaining how the Chinese New Year is based on the Lunar Calendar and that each year is represented by a character with certain traits. Take time to introduce the concepts of traits to students who may need a review, introduction or clarification on the concept of traits or characteristics.

Read *The Story of the Chinese Zodiac* by Monica Chang. Have students listen very carefully to the story listening for traits that each animal has. Discuss the story and the characteristics of each animal. Have students determine the year they were born and the corresponding zodiac character. Ask them if they think that they agree or disagree with the description of that character. Explain the process of making the Chinese Horoscope wheel.



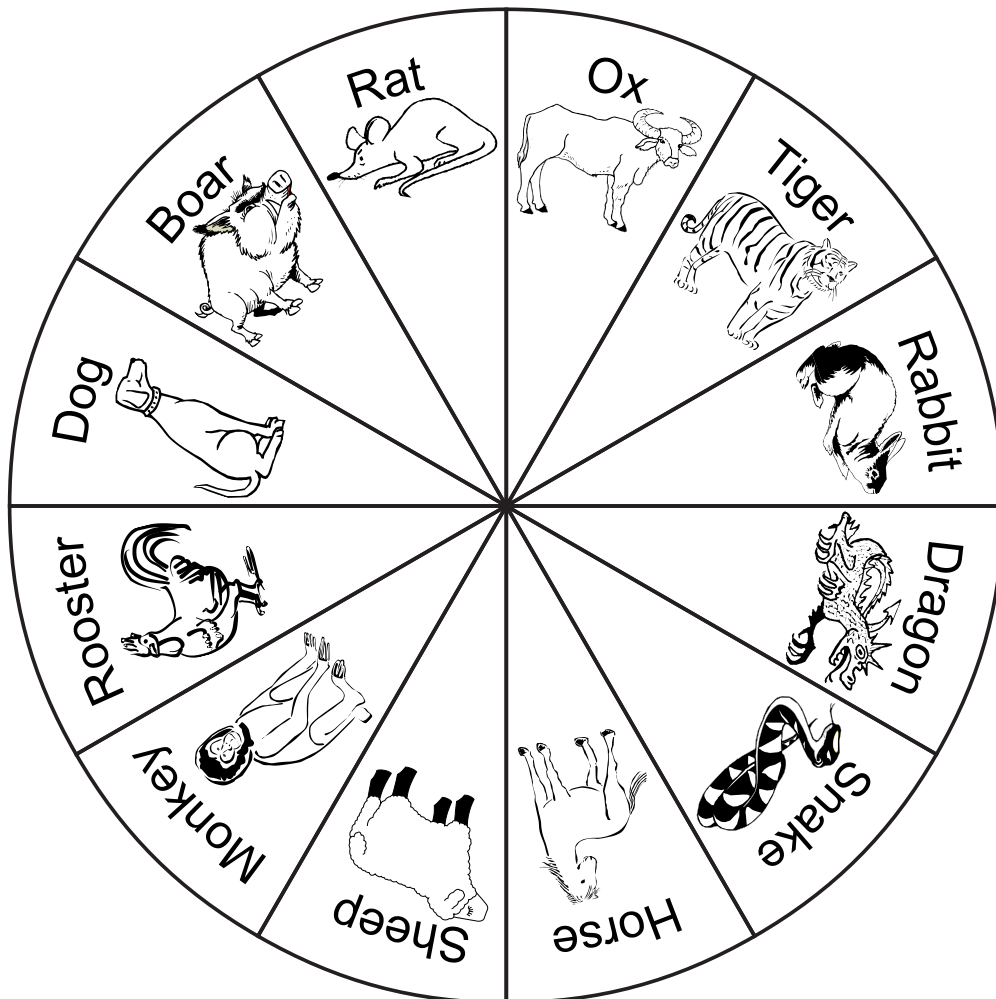
## Chinese Horoscope Wheel Worksheet

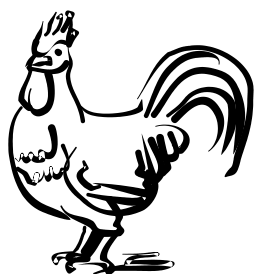
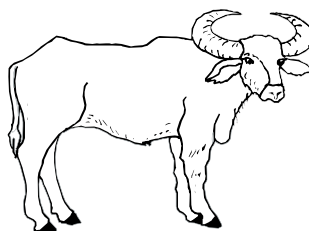
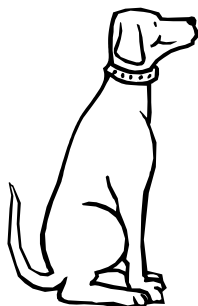
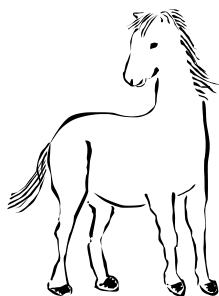
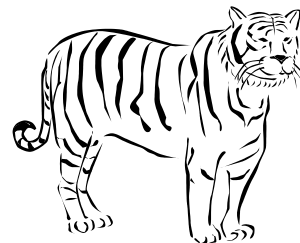
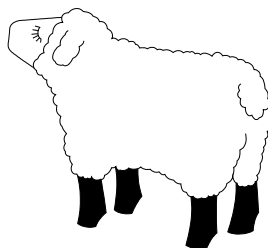
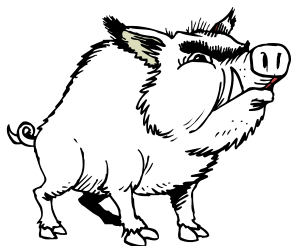
### Materials Needed

- 12x18 white construction paper
- Chinese zodiac placemats or pictures of animals on the following page
- Paper plate to trace around
- Ruler
- Colored pencils

### Directions

1. Trace around the plate onto the white paper and divide the circle into 12 equal sections.
2. Cut out the animals and place on the zodiac chart in the following order: rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog, boar. Label the animals and the







## Day Two: Preparing For Chinese New Year

To the Teacher:

Explain to the class that there are many activities that they need to engage in to get rid of the bad luck and welcome the good luck for the New Year. Ask them to imagine what some of those activities could be.

Read Happy New Year by Demi individually or as a class. After everyone has finished, start a discussion at the blackboard or a flip chart, listing what they need to do to insure that the bad luck is driven out and good luck is welcomed. The class may choose from the following list (if they have not already come up with one their own.)

- Sweep and dust the classroom
- Wear new or red clothes on Friday (or the day of the New Year Celebration)
- Make lucky money envelopes (instructions are below) to give out on celebration day.
- Make calligraphy couplets to decorate the room (instructions below)
- Make dragons to decorate the room (instructions below)
- Make lanterns to decorate the room (instructions below)
- Make a dragon/lion head for the dragon/lion dance (see instructions below)

## Day Three: Chinese New Year Dance Preparation

To the Teacher

The dragon/lion dance is an integral part of a Chinese New Year Celebration. You can choose to either make a dragon head (see instructions below) or use the one provided for in the kit, or both. If you decide to make a dragon head, now is the time to do it. If the dragon head that is already provided is to be used, then children can practice the dance for the Celebration day march around the school.

For the purposes of this exercise, students take turns wearing the head and leading the dance in rhythm to drums or other noisemakers pounding out a beat. (The beat usually goes like: Bum Bum Babum Bum Bummm, Bummm, repeat). Percussion instruments from the music department usually are great for this. Students can take turns being in the lion head and train or being part of the rhythm section.

Another traditional Chinese Dance is the ribbon dance. The ribbons can be made as an art project (see below). The CD in the kit, *Masterpieces of Chinese Music*, can be played and the children dance rhythmically to the music. The ribbons start folded up on the stick and are unfurled as the dance progresses. In place of teaching a formal ribbon dance routine, a more spontaneous movement to the music is encouraged.

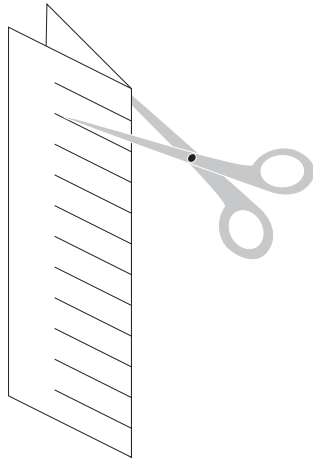
Extension: There are many dragon/lion dances performed around Denver during the Chinese New Year. The bibliography names a website which may be contacted for times and places of one martial arts troops performances. This would make a wonderful field trip. In addition, the martial arts groups that perform these dances can be contacted for a school assembly. (Please note that you would need to contact them well in advance of Chinese New Year, because they get booked early! Or ask them to perform at a time before of after the New Year when they are not so busy).



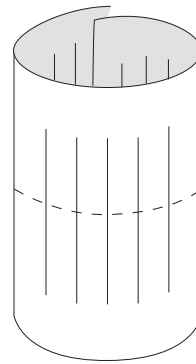
## Chinese Lantern Activity

### Materials needed

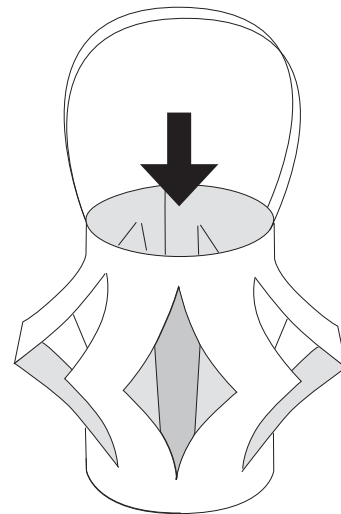
- Colored construction paper
- 12 x 18 Yellow construction paper cut in half lengthwise
- Green paper or stickers for eyes
- Scrap paper for horns etc.
- Glue



1. Fold the construction paper in half lengthwise and make evenly spaced cuts from the folded edge to within about an inch from the unfolded edge.  
NOTE: More cuts create a more intricate lantern. Experiment and decide what is appropriate for your students.



2. Form a cylinder with the paper. Overlap the ends of the paper the distance of one cut and glue or tape.



3. Push down on the lantern so that the cut strips flare out. Cut out and add a handle.



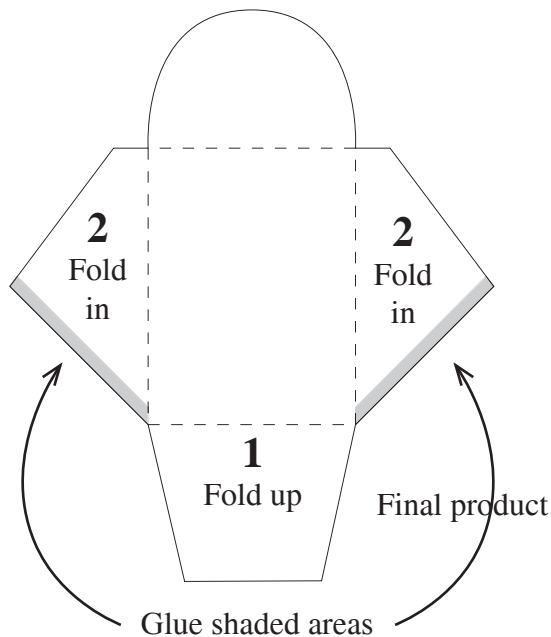
## Lucky Money Envelopes

Lucky money envelopes are given as gifts on special occasions like Chinese New Year. They are filled with money and given instead of a gift. They are sweeten a person's life and signify good luck. They are often decorated with Chinese characters and pictures drawn in gold.

### Materials needed:

- Red paper for copying pattern ( or use white and color with red markers when complete)
- Black and gold pens or crayons
- Gold stickers, black and gold pens or crayons
- Glue
- Scissors
- Pretend or real money

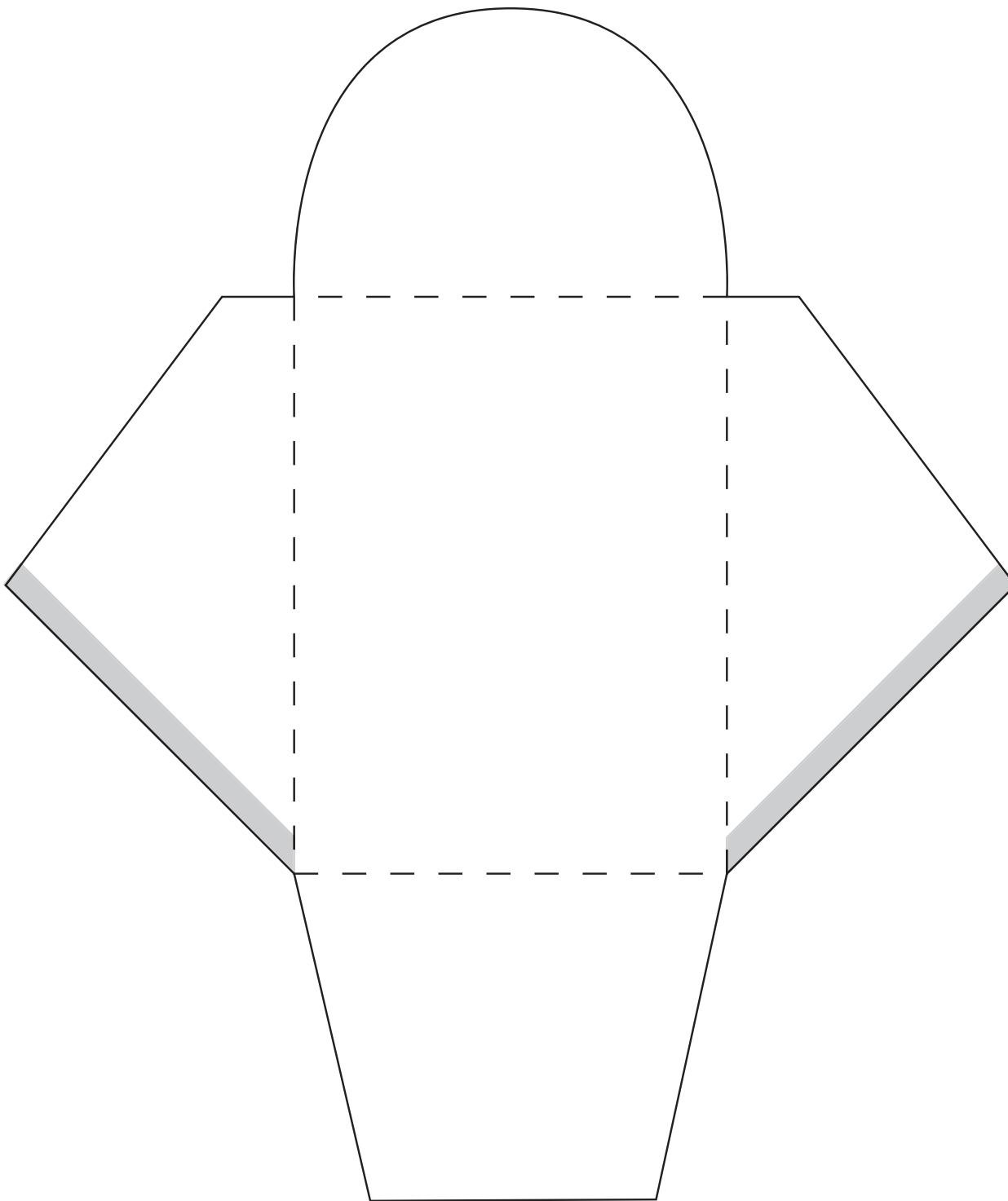
Copy the worksheet on the following page onto red paper if available. Cut and glue together. Decorate with black and gold Chinese calligraphy practiced in this unit.







## Lucky Money Envelope Worksheet

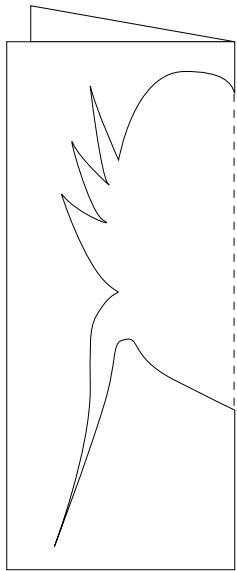




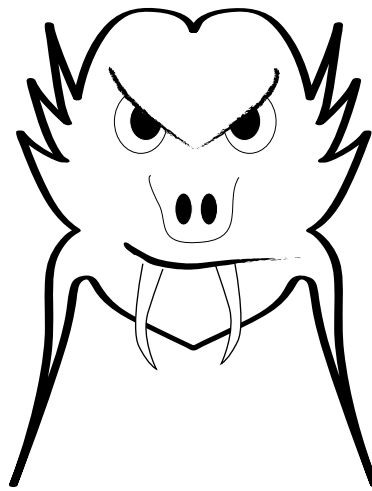
## Dragon Puppets Activity

### Materials needed:

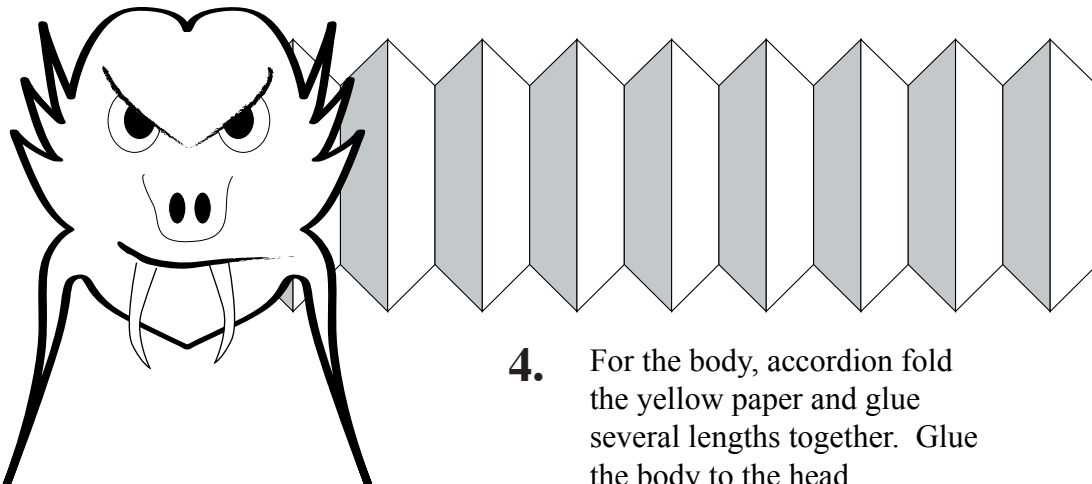
- Red paper squares (approximately 6x6)
- 12 x 18 Yellow construction paper cut in half lengthwise
- Green paper or stickers for eyes
- Scrap paper for horns etc.
- Glue



1. Fold red squares in half and draw half of dragon head along the fold.
2. Cut out the dragon head.



3. Unfold the head and decorate the face with scrap paper and green stickers.



4. For the body, accordion fold the yellow paper and glue several lengths together. Glue the body to the head.



## Day Four: Preparation of Food for the New Year

### To the Teacher:

Chinese New Year's Eve is the most important holiday for a Chinese family. Traditionally, all the members of a family gather together for a New Year's Eve feast. It is important to serve certain dishes. Noodles are served because they stand for long life. A chicken is served whole; it stands for family unity and togetherness. A whole fish is served, because YU, the Chinese word for *fish* sounds like the Chinese word for *more than enough*. Dumpling, rice and vegetables are served as well, but the last and most important dish is New Year's cake, or Nian-Gao. Eating Nian-Gao during the New Year's celebration brings safety and fortune to the entire family for the year." (From *The Runaway Rice Cake*).

Read *The Runaway Rice Cake* to the class. Ask if the book reminds them of any American stories that they know. As good fortune the class will now make a nian-gao. Using the recipe in back of the book, (duplicated on a worksheet here for student's use) either the instructor can make the cakes with the help of the students, or children can divide into groups of 4-5 and make several rice cakes themselves. After the cakes are made, make sure and cut them slightly in advance, so that you will not have to use a knife (and cut your good luck) on the day of the celebration.

Extension: Ying Compestine, the author of *The Runaway Rice Cake*, lives in Boulder and is available for a fee to speak to children's groups.



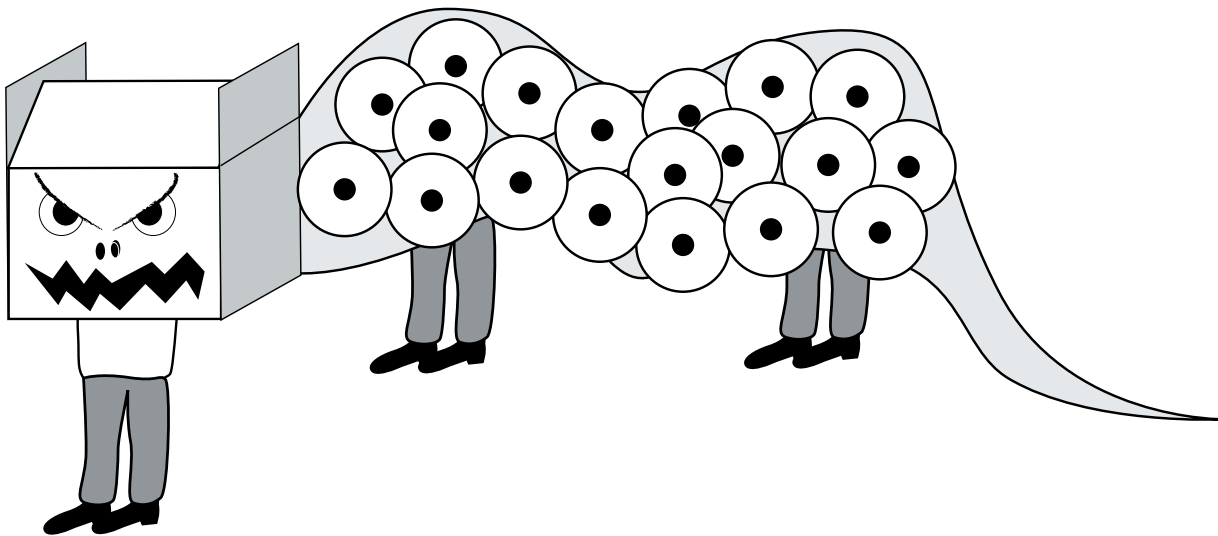
## Large Dragon puppet/Head (Child Size for Lion Dance) Activity

### Materials Needed

- Large cardboard box
- Paint
- Colored scrap paper all colors
- Colored paper streamers
- Old sheets or material strips
- Paper egg cartons
- Old CDs
- Fabric markers

### Directions

1. Make a dragon head from the box.
2. Open end will go over the head.
3. Cut out eyes and a large mouth for the child to breathe out of.
4. Cover box with paint, colored paper, cardboard scraps, streamers and any recyclables like egg cartons or old CD's for scales.
5. Create the body and tail from old fabric. Attach to the box.
6. Students will be holding up the fabric over their heads. Decorate fabric with fabric markers and glue or sew on old CDs for scales.





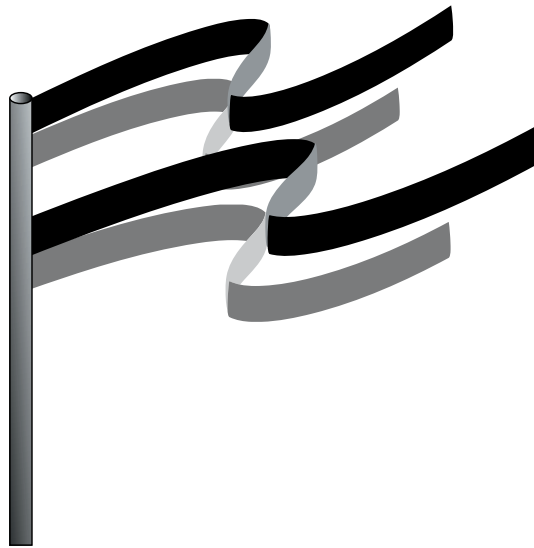
## Ribbon Streamers Art Activity

### Materials needed

- Wooden dowels, large craft sticks (tongue depressors), or paper towel rolls.
- Variety of ribbon or paper streamers or colored nylon banner tape (purchase at Hardware stores).
- Masking tape, colored if possible, available from art stores and catalogs.

### Directions

1. Cut lengths of ribbon, crepe paper, or banner tape to make the streamers,
2. Tape the streamers to a tube or dowel.
3. Wind streamers around the tube or dowel.
4. Carry the long ribbon streamer in the procession. Unwind and release when walking.





## Baked Nian-Gao

### Dry Ingredients:

1 pound glutinous rice flour (also called sweet rice flour)

1 and  $\frac{1}{4}$  cups sugar

1 tablespoon baking powder

$\frac{1}{2}$  cup raisins

$\frac{1}{2}$  cup nuts

### Wet Ingredients:

3 eggs

$\frac{3}{4}$  cup canola or vegetable oil

1  $\frac{1}{2}$  cups water

1. Preheat oven to 375 degrees F
2. Combine all the dry ingredients in a large mixing bowl. Mix thoroughly.
3. In a separate bowl, beat the eggs. Add other wet ingredients to the eggs and stir.
4. Pour the wet ingredients into the dry ingredients. Mix well.
5. Coat a 9-inch round cake pan with nonstick cooking spray. Pour in the batter.
6. Bake for 40 minutes. The nian -gao will rise when done. A knife poked into the center will come out clean.



## Steamed Nian-Gao

1 ½ cups glutinous rice flour

1 cup rice flour

1 cup sugar

¼ cup dried cherries

¼ cup raisins

¼ cup nuts

1 cup water

Non-stick cooking spray

1. Combine flours, sugar, cherries, raisins, and nuts in a large mixing bowl. Mix thoroughly. Add the water, and mix until smooth.
2. Coat a 9-inch round cake pan with nonstick cooking spray. Pour the batter into the pan.
3. Place the cake pan in a steamer over 4 cups boiling water. Steam for 20 minutes over medium high heat, or until the nian-gao becomes translucent.
4. Remove the cake by inverting the pan over a serving plate. Allow the cake to cool until it's warm to the touch. Cut into wedges and serve.



## **Day Five: Celebrate the New Year!**

### **To the teacher:**

By now the schoolroom should have been swept and dusted, and decorated in preparation for the New Year. To begin the day students can be instructed to greet each other with Kung Hsi Fa-Tsai (Good luck and prosperity).

Since so much of the Chinese New Year emphasizes good luck, the students can participate in writing in their writing journals what they think would constitute good luck for the coming year.

The two traditional activities highlighted for the celebration will be to do the dragon dance and eat nian-gao for safety and fortune.

### **Eating nian-gao:**

The nian-gao should have been made the day before. If in class cooking is not possible, you can buy nian-gao or dumplings at an Asian bakery. To make the occasion festive, placemats can be donated by a local Chinese restaurant (or purchased at the Asian market) with Chinese Horoscope characters on them. The use of these placemats helps to reinforce the previous lesson from day one.

### **The dragon dance**

It is recommended that a plan be put together for parading around the school in the dragon head with percussion instruments (as rehearsed) on the day of the celebration. Obviously this needs to be cleared in advance with the principal and/or other teachers since it tends to be a disruptive activity. The dance can also be done outside on the playground. Part of the dragon dance is the setting off of firecrackers! The firecrackers that we recommend are made by jumping on bubblewrap. A box of bubblewrap (with large bubbles, as recommended above), can easily accommodate 60-80 primary school jumpers. Since this makes a lot of noise, it is a recommended activity for outdoors or in a gym. The dragon dance and firecrackers will be sure to scare away all the bad luck!

Finally, the children can exchange the lucky money envelopes, which they made previously, with wishes of good luck.





---

## Vocabulary

**ancestors.** The people in a family who lived in earlier generations.

**Chinese calendar.** The lunar calendar.

**dragon.** A powerful mythical animal said to bring good luck.

**Kung hsi Fa-Ts' Ai.** The Chinese New Year greeting meaning may you have prosperity!

**Lai see.** Bright red envelopes with a message on the front, containing a gift of money and given to children during the Chinese New Year Celebration.

**lion/dragon dance.** A dance performed at Chinese New Year to bring good luck.

**lunar calendar.** A calendar that measures time by the movement of the moon.

**lunar new year.** Another name for Chinese New Year, determined according to a lunar Calendar.

**nian-gao.** A traditional New Year's cake

**prosperity.** Good fortune and success



## Resources and Materials

### Grocery List

Authors' note: You may wish to go to one of the Asian markets in Denver to buy supplies for the New Year. The area near Alameda and Federal Boulevard has many Asian markets, including Pacific Ocean, which is a huge grocery store. If you do all the lessons in the unit you will want to pick up:

Per rice cake: one pound glutinous rice flour, 1 ¼ c sugar, 1T baking powder, ½ c. raisins, ½ c. nuts, 3 eggs, ¾c canola or vegetable oil

Chinese Placemats can be purchased at the Asian market or donated by a restaurant

The Asian markets are also full of decorations, lucky money envelopes, couplets, greeting cards, and all of the traditional foods which you may wish to get to supplement the lessons.

Finally, a field trip to an Asian market can be a wonderful field trip. Most of the employees and clientele will be conversing in Asian languages plus the sights are quite unlike what most children are used to seeing in traditional “chain” supermarkets

Also, if bubblewrap is to be used as “firecrackers” it can be purchased from OfficeMax, Office Depot, or many of the mailing shops. Make sure to get the large bubble- bubble wrap, as the smaller bubbles don't pop loudly enough

Materials needed for art projects are listed on the worksheets.

### Books from the Kit

- *Happy New Year!* By Demi
- *The Story of the Chinese Zodiac* by Monica Chang
- *The Runaway Rice Cake* by Ying Chang Compestine

### Additional Items from the Kit

- Dragon Puppets
- Zodiac Characters
- Chinese calligraphy stamps
- CD: *Masterpieces of Chinese Music*



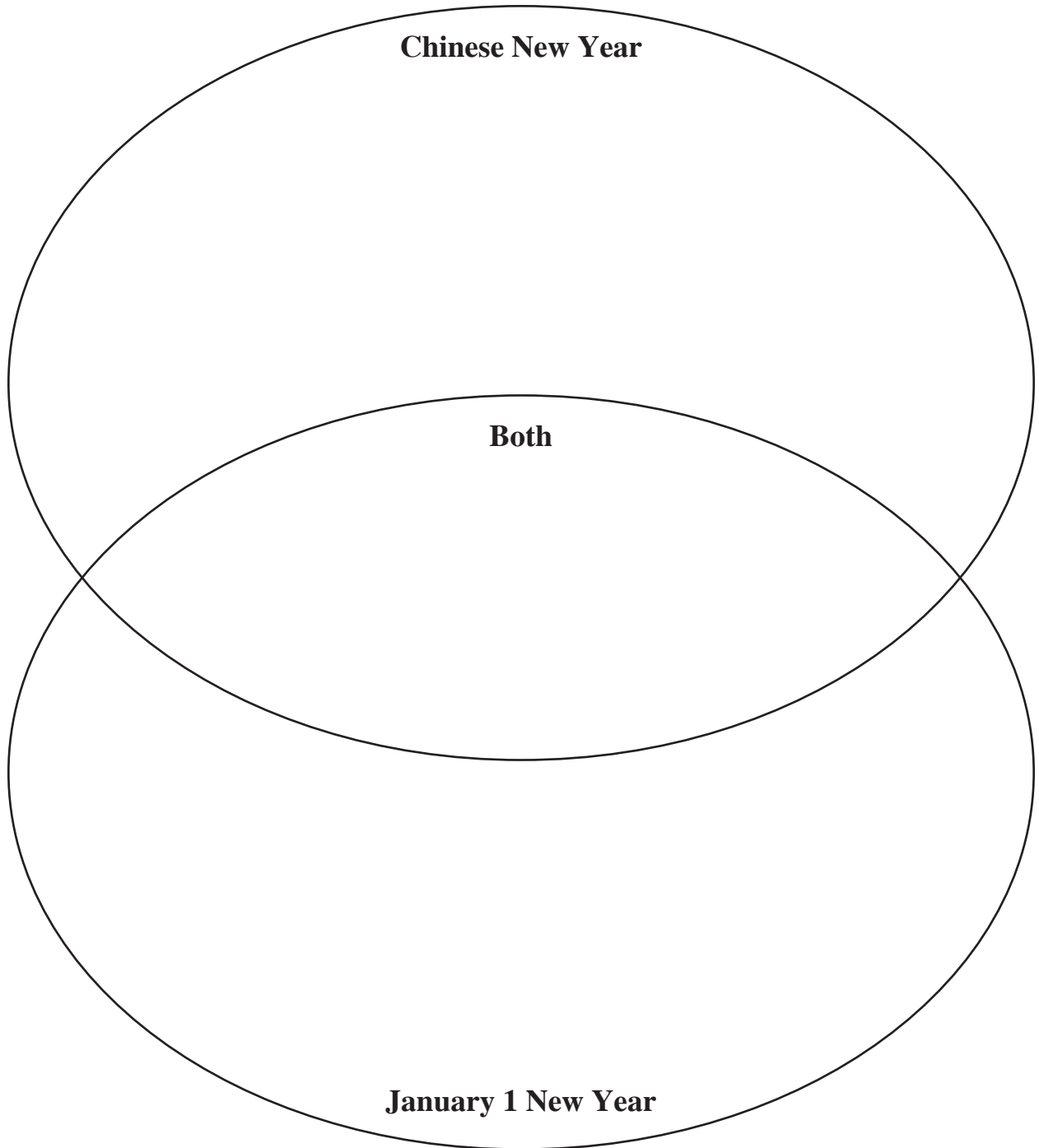
**Assessment A**

Score \_\_\_\_\_

**Venn Diagram Worksheet**

Name \_\_\_\_\_ Date \_\_\_\_\_

How are the Chinese New Year and the January 1 New Year alike and different.







<b>Rubric for Assessment A (Venn Diagram Worksheet)</b>	
Advanced	Ability to correctly identify at least 5 differences from each culture and 2 commonalities
Proficient	Ability to correctly identify 4 or less differences from each culture and 1 commonality
Partially Proficient	Ability to correctly identify differences from each culture but no commonalities
Unsatisfactory	Unable to complete a Venn diagram

<b>Rubric for Assessment B (My Chinese New Year Experience)</b>	
Advanced	fully developed poem or story with four or more references to the traditions of Chinese New Year.
Proficient	poem or story with only two traditions listed
Partially Proficient	poem or story with one tradition listed
Unsatisfactory	unable to complete assignment, no traditions related



## Julia Shepherd

Julia Miller Shepherd was born in Chicago and has been involved in arts education her whole career. Her early years were spent in museum education at the Art Institute of Chicago, The Denver Art Museum and the Smithsonian Institution in Washington, D.C. She wrote materials for exhibitions, created gallery materials for children and adults, and gave tours.

She began her own arts education business, World Art Explorers in the Denver area. The business organized an art school, ran the art programs at many local schools, created kids' programs for museums, and ran special events across the state.

Shepherd has taught art at Denver's Bromwell Elementary School, where the art program features an annual gallery walk in Cherry Creek North, a Valentine's sale for charity, and a schoolwide art calendar. Her classes involved looking at, as well as making art from all cultures. She was also the gifted education specialist for Bromwell, challenging her students in many areas. She managed a Destination Imagination team that went to the global finals. She was also the co-chair of the character education program, instituting a service learning program for the whole school.

In July 2004 Shepherd became the southeast area arts specialist for the Denver Public Schools, working with arts teachers in 38 schools. She was a regional finalist for the Barbie Arts Teacher of the year and this past year has qualified as a candidate for a Fulbright teacher exchange. She has a B.A. in art education from Dartmouth College and a master's in art history from the University of Denver. She is currently enrolled at the UCD Leadership Academy, working on her principal's license. She has two daughters who graduated from George Washington High School and are both students at Colgate University.



## Cindy Kraybill

Cindy Kraybill brings an eclectic background to the writing of this unit. She has been a sixth-grade teacher in Brighton, Colorado; a middle school media specialist in Northglenn, Colorado; and has taught marketing Regis University. In addition, she has had careers in marketing and consulting. Her consulting included cross-cultural training with a national consulting firm in Boulder, Colorado that specialized in preparing Americans for assignments in foreign countries.

Her educational credentials include an undergraduate degree in education from the University of Colorado and master's degrees in information science and marketing from the University of Denver. Kraybill has adopted children from China and Vietnam. She has traveled extensively, including to the countries of her adopted children, and lived for two and a half years in France. She was editor of the bimonthly newsletter, *Double Happy*, a newsletter for Families of Children from China. She also is co-coordinator of adult education for Colorado Heritage Camps: China Camp. Kraybill currently works for Denver Public Schools as the librarian at Bromwell Elementary. Beginning in her daughter, Kaitlyn's preschool, she has organized Chinese New Year celebrations at schools.



## Books

**Chang, Monica and Rick Charette, trans. *Story of the Chinese Zodiac*. Taipei, Taiwan: Yuan-Liou Publishing, 1994.**

This illustrated book tells the legend of how the animals were chosen to represent the Chinese zodiac.

**Demi, *Happy New Year! Kung-hsi Fa-ts' ai!* New York: Dragonfly Books, 1999.**

This illustrated book examines customs associated with the celebration of Chinese New Year, including information about the Chinese zodiac.

**Compestine, Ying Chang. *The Runaway Rice Cake*. New York: Simon & Schuster, 2001.**

This illustrated story tells how a Chinese family is rewarded for sharing their meagre supply of food with a hungry old woman during the New Year celebration.

**Fontes, Justine and Ron Fontes. *A to Z China*. New York: Children's Press, 2003.**

Students learn about Chinese culture, people, places, and customs in this extended alphabet book. Photos illustrate the words.

**Harvey, Miles. *Look What Came from China*. New York: Franklin Watts, 1998.**

Photos illustrate animals, inventions, and food from China.

**Jiang, Ji-li. *The Magical Monkey King: Mischief in Heaven*. Fremont, CA: Shen's Books, 2004.**

Monkey—with his god-like powers and mischievous ways—is a favorite, familiar character in Chinese folklore.

**Lee, Huy Voun. *At the Beach*. New York: Henry Hold, 1998.**

During a visit to the beach, young Xiao Ming learns to write several Chinese characters as his mother draws them in the sand. Illustrations show how the character represents an image from life.

**Louie, Ai-Ling, trans. *Yeh-Shen: A Cinderella Story from China*. New York: Puffin Books, 1999.**

A cinderella story from the T'ang dynasty (618–907 A.D.), *Yeh-Shen* is an illustrated version of the familiar fairy tale, complete with evil stepmother and stepsisters, royalty, and magic.

**Tompert, Ann. *Grandfather Tang's Story: A Tale Told with Tangrams*. New York: Dragonfly Books, 1997.**

Using tangrams to create shapes of animals that illustrate a story, Grandfather Tang tells his Granddaughter Soo a story about two magical foxes.

**Young, Ed., trans. *Lon Po Po: A Red-Riding Hood Story from China*. New York: PaperStar Books, 1996.**

In a story reminiscent of *Little Red Riding Hood*, three children outwit a wolf disguised as their grandmother.





---

## Compact Disc

**Pei-Hun, Xi, Conductor. *Masterpieces of Chinese Traditional Music. Chinese Instrumental Ensemble. Wind Records.***

## Videocassette

***Families of China. Families of the World Series, 30 min., Master Communications, 2001.***

This video contrasts the ways of life of rural and city people in China through the eyes of two children.