Kung-hsi
Fa-ts’ai!
A Chinese New Year
Celebration for Primary Grades

Denver Public Schools
In partnership with Metropolitan State College of Denver
Kung-hsi Fa-ts’ ai!
A Chinese New Year Celebration for Primary Grades

by Julia Shepherd and Cindy Kraybill

Kindergarten through Grade 2
Implementation Time: 3–4 Weeks

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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)
Unit Overview

Kung-hsi Fa-ts’ ai! A Chinese New Year Celebration for Primary Grades

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

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

Compact Disc

- Masterpieces of Chinese Traditional Music, by the Chinese Instrumental Ensemble, Xi Pei-Hun, Xi, Conductor

Videocassette

Families of China, by the Families of the World Series
Lesson Summaries

Lesson 1—Where in the World Is China? ................................................................. 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—Chinese Culture: The Many Faces of China........................................ Page 26
Students build on the information learned in lesson 1 by watching the video *Big Bird in China*. The book *Look What Came from China* explores Chinese inventions, animals, and food that are familiar throughout the world.

Lesson 3—Fun with Chinese Folk Tales ............................................................... Page 33
Reading two Chinese folk tales leads to students writing their own stories. Kite-making is offered as an extension to the story *The Emporer and the Kite*.

Lesson 4—Calligraphy: The Art of Chinese Writing ........................................... Page 42
Students learn about Chinese calligraphy as they read *In the Snow*. Using a sumi board and a worksheet, they will draw the characters for four Chinese words.

Lesson 5—Can You Count to Ten in Chinese? ..................................................... Page 47
*Count Your Way through China* is used to reinforce facts about the country while learning to count to ten in Chinese. Students also learn how to draw the characters 1–10 and identify numbers on an abacus.

Lesson 6—Wishing You a Prosperous New Year! .................................................. Page 62
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 that religious and philosophical ideas have been powerful forces throughout history. (H6)

• Reading comprehension—Students read and understand a variety of materials. (R1)

Benchmarks

• Know how to use maps and other geographic tools to acquire, process, and report information from a spatial perspective. (G1.1)

• In kindergarten all students will identify various cultural customs, traditions, and holidays. (e.g., food, clothing, art, flags). (H6.2)

• Use information from their reading to increase Vocabulary and language usage. (R1.5)

• 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. (R1.3)

Objectives

• Students will locate Asia and the People’s Republic of China on 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 behind the colors and stars on the flag.

• Students will be introduced to ten vocabulary words.

• Students will be able to articulate the relative population and size of China, that it is a very old culture, the name of its currency, that Beijing in the capital, and name at least one famous site from China (Tienamen Square, Great Wall, etc.).

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 which stands for the republic.

What Will Be Done to Help Students Learn This?

Instructional Strategies

- Read-alouds
- Use sentence structure and word order to predict meaning
- Actively process text during reading
- Answer explicit and implicit questions orally
- Identify continents, oceans, islands, and other geography using a globe or world map

Preliminary Lesson Preparation

- The book, *China*, by Henry Pluckrose, will be needed from the kit.
- Prepare a map of the world and a globe.
- Display the flag of China found in the kit.
- Duplicate copies of the attached map for use by the class.
- Gather red construction paper (8 1/2 x 11) and gold stars (large and small—either gummed stickers or ones the children have made from yellow construction paper).

Preteaching:

- Preteach the concept of symbolism as it relates to maps and flags. Use what they know already about the American flag and its symbolism. Review map symbols.
Activities

To the Teacher:

Introduce students to the continent of Asia and the information 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. (Use attached worksheet to record what they already know versus what they will learn). Begin reading about China through using a read-aloud strategy with pages 6–13 in China by Henry Pluckrose, taking time to examine the illustrations and what students predict about the story from the pictures. After reading the book, direct student’s attention to the concept of maps, globes and the location of China. After students have located Asia and China, have them label the blank map of Asia adding color to their maps. Using the flag of China provided in the kit explain the concept of symbols and what each symbol means. Have students construct their own flag of China using red construction paper and stars (either stickers or ones the students make from yellow construction paper.).

To the Student:

You are about to learn about one of the largest and oldest countries in the world: China! The Chinese celebrate a lunar new year, which means that it is based on the first full moon of the year instead of a calendar year, as we do in the United States. Chinese New Year is a big celebration. But before you learn about the new year, you need to know something about China. In this unit you will learn how to locate China on maps and a globe. And you will get to locate China on your own map. You will also learn about the flag of China, what the colors and stars on it mean, and you will get to make your own flag of China. You will also read about China and learn some new facts about this fascinating 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.

Yuan. The name of Chinese money.

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.
Lesson 1 — Where in the World Is China?

Kung-hsi Fa-ts’ai! A Chinese New Year Celebration for Primary Grades

Resources and Materials

*China*, by Henry Pluckrose*

World map

Globe

Map of Asia to duplicate for children (included in this teacher’s guide)*

Colored pencils

Red construction paper (8 1/2 x 11”) one sheet per child

Yellow stars (either gummed stickers, or cut out from yellow construction paper and glued)

Flag of China*

Worksheet (“What Do You Know about China?”)*

*Included in kit
## Assessment Rubric

Name_________________________________________ Date ________________

<table>
<thead>
<tr>
<th></th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can locate on a map:</td>
<td>Asia</td>
<td>Asia &amp; China</td>
<td>Asia, China, &amp; Beijing</td>
</tr>
<tr>
<td>I can make a flag</td>
<td>Make a flag</td>
<td>Make flag &amp; explain colors</td>
<td>Make flag &amp; explain all symbolism</td>
</tr>
<tr>
<td>I can list 3 facts about China</td>
<td>list 3 facts about China</td>
<td>list 5 facts about China</td>
<td>list 10 facts about China</td>
</tr>
<tr>
<td>I can locate on a globe:</td>
<td>Asia</td>
<td>Asia &amp; China</td>
<td>Asia, China, &amp; Beijing</td>
</tr>
<tr>
<td>I can explain why we’re studying</td>
<td>Why we’re studying</td>
<td>Why it’s important to study</td>
<td>Why it’s important to study China and other countries</td>
</tr>
<tr>
<td>China</td>
<td>China</td>
<td>China</td>
<td>countries</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
China Map Worksheet

Name_______________________________________ Date _______________

Color and mark the map of China as directed by your teacher.
What Do You Know about China?

Name_____________________________ Date ________________

List on this side of the worksheet what you and your class already know about China!

List on this side of the worksheet what you learned about China today that is NEW.
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. (RW1.5)

• 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. (RW2.1)

• Recognize, understand, and use formal grammar in speaking and writing. (RW3.1)

• Paraphrase, summarize, organize, evaluate, and synthesize information. (RW5.3)

• Students will know how various societies have been affected by contacts and exchanges among diverse peoples. (H3.1)

• Students will identify the contributions of individuals and groups of individuals to science and technology. (Science Benchmarks, un-numbered)

Objectives

• Students will learn about various aspects of China including modes of transportation, language, the Great Wall, the Monkey King and various forms of dress.

• Students will be able to articulate five similarities and differences between the American way of life and Chinese way of life as found in the reading materials.
Objectives (continued)

• From watching the video *Big Bird in China*, students will be able to articulate how friendships can break cultural barriers.

• Students will learn ten new Vocabulary words.

• From the book *Look What’s Made in China*, students will be able to name five inventions that are from China.

Specifics: Chinese Culture Background

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. The Great Wall is an engineering feat started by the first emperor of China and can be seen today from the moon! In spite of this very amazing history, China is still a developing country. Transportation is usually most efficient by bicycle or Chinese junk. Students are taught in very large, traditional classrooms.

This unit attempts to meet the challenge of summarizing a very rich cultural heritage into images easily grasped by primary grade students. It builds on lesson one’s objectives of learning where China is and presents images of China which relate to its history and culture. Through the use of the video *Big Bird in China*, we will travel to China and attempt to get a feel for the country and learn about many of the aspects of Chinese culture mentioned above. By referring to written materials, they will learn about some of the cultural and technological advances of the Chinese people.

Instructional Strategies

• (Depending on reading level) Shared, guided, or individual readings

• Comprehension strategies

• Meaningful Vocabulary instruction

• Summarizing

• Discussions

• Reading response notebook

• Comparison and contrast

• KWL chart

Preliminary Lesson Preparation

• Prepare video equipment and video, *Big Bird in China* (located in kit). The video is 75 minutes long.

• Get books, *China* by Henry Pluckrose and *Look What Came From China* by Miles Harvey from the kit.

• Make copies of the invention worksheet.
Activities:

Part One

To the Teacher:

Begin the lesson by asking students what they already know about China and chart their responses. Then, introduce the video they will be viewing by asking students to pay particular attention to the languages spoken, the modes of transportation, the Great Wall of China, the role of the monkey in the video, and the concept of friendship.

You may choose to break the viewing of the video into segments or stopping the video to emphasize various aspects of your main focus. Guide the discussion using any artifact you may have available to illustrate any component you want students to lock into long term memory.

Introduce the Vocabulary and spend time illustrating artifacts that help students experience those words like bamboo and silk.

Read to the students pages 16–21 and 24–29 in China by Henry (or have them read the pages to themselves if they are able). Have students contribute to the Reader Response Log on the following topics:

- What did you learn about the Chinese way of life?
- How is life in China different than in the United States?
- If you were a Chinese student what would your day be like?

Introduce the book, Look What Comes From China and talk about the meaning of invention. Ask the students to scan the book and see how many inventions that they can find that are from China. Give them the worksheet to do in groups or individually.

Post the students’ work and close the lesson by asking, “What did you learn today?”

Vocabulary

civilization. The way of life of people.

dynasty. A powerful family that ruled many years.

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

invention. A design or creation of an idea.

technology. Using science to produce useful thing.

phoenix. A person or thing of great beauty.

Great Wall. A wall over 3000 miles long that was built a long time ago to protect China from invaders.

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.
To the Students:

In the last lesson you learned about China and where it is located. In this lesson you will learn about China and its people. There may be many facts that you already know about China and some you will learn: what language the people speak, what they use for transportation, some famous places in China, and what the people are like. You will be watching a video, Big Bird in China, which follows the famous Sesame Street Character on a trip to China. Make sure to watch for ways that China and her people are like Americans and different from Americans. You will also be reading about China and learning about Chinese inventions. Inventions are special things that people have made which make our lives easier. You might be surprised to find out that some of these inventions came from China! Perhaps you can try and imagine what life would be like without them.

Resources:

*China* by Henry Pluckrose

*Big Bird in China* Random House Videos

*Look What Came From China* by Miles Harvey

Assessment

Students’ effort in their reading log will be assessed for content, writing ability, and use of new vocabulary.
Lesson 2—Chinese Culture: The Many Faces of China
Kung-hsi Fa-ts’ai! A Chinese New Year Celebration for Primary Grades

Reader Response Log

Name_______________________________________ Date _______________

1. What did you learn about Chinese way of life from the readings and video?

2. How is life in China different from life in the United States?

3. Imagine that you are a Chinese student. What would your day be like?
Chinese Invention Worksheet

Write the names beside the invention. Choose from these words.

Sunglasses  Dominoes  Noodles  Umbrella  Chopsticks
Wheelbarrow  Abacus  Kite  Kung Fu  Fans
Compass  Ice cream  Firecrackers  Porcelain

__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
## Rubric for the Reader Response Log

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>Answers completely the reader response log using proper grammar, punctuation, and spelling; incorporates new vocabulary.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Answers incompletely the worksheet questions; some grammar, punctuation, and spelling errors present.</td>
</tr>
<tr>
<td>Partially Proficient</td>
<td>Communicates some concepts of Chinese life and culture with several spelling, punctuation and grammatical errors.</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Unable to communicate ideas in a written exercise.</td>
</tr>
</tbody>
</table>
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. (RW1.5)
• 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. (RW2.1)
• Recognize, understand, and use formal grammar in speaking and writing (RW3.1)
• Identify the purpose and cultural influence of an author. (RW4.4)
• Read literature to investigate common issues and interests to self and others. (RW6.2)
• Read classic and contemporary literature representing various cultural and ethnic traditions from throughout the world. (RW6.6)

Objectives

• Students will master ten new vocabulary words.
• Students will read, respond to, and discuss fairy tales.
• Students will be able to make a text-to-text comparison of the two stories.
• Students will be able to compare and contrast between these Chinese stories and other folk tales that they are familiar with.
• Students will be able to retell their own stories of a young person “saving the day”.

Specifics: Background on Chinese Literature, Paper, and Print

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. Print with movable type was used in the 800s further encouraging the spread of literature.
For this unit, two Chinese folktales that have become popular in the United States are showcased. Both stories reflect the Chinese culture and are poetic in nature. *Tikki Tikki Tembo* is an ancient Chinese tale that has been told for centuries and was made into a book by the American author, Arlene Mosel. In China the older one is, the more he or she is respected. Confucius, a very important man in China taught that everyone in a family must behave properly towards one another. Every member of the family is clearly defined by his or her title in Chinese. Family members are not as clearly identified in the United States. For example, the word “brother” in English could mean either older or younger brother, and the title, “grandmother” could mean the mother of your father or mother. But in China there are specific words for older brother (GeGe) and younger brother (DeeDee) and Older Sister (Jieh Jieh) and Younger Sister (May May). In this story listen for how the older brother is shown respect.

Like *Tikki Tikki Tembo*, *The Emperor and the Kite* deals with propriety between youngest and eldest, and also perpetrates the Chinese idea that those who are small in stature can have great power.

**Instructional Strategies**

- Introduce new words during read aloud
- Compare and contrast stories read aloud
- Model appropriate sentence patterns
- Focus on one topic during discussions
- Text to text comparisons

**Preliminary Lesson Preparation**

Books needed from the kit include:

*Tikki Tikki Tembo* as retold by Arlene Mosel

*The Emperor and the Kite* by Jane Yolen
Activities

To the Teacher:

Pre-teach the lesson by reminding the students about folktales and some examples of folktales they may already be familiar with. Think about Walt Disney and the fairy tales they have brought to life in movies. Review other types of writing.

Introduce the book Tikki Tikki Tembo and explain the concept of Chinese names (See the section on specifics). This is a good read aloud. Invite the children to participate by saying the name along with you. After completing Tikki Tikki Tembo, read The Emperor and the Kite (depending on reading/grade level, either the students may read the book independently or work in small reading groups). Using the text-to-text method, ask students what in The Emperor and the Kite reminded them of Tikki Tikki Tembo or other stories they know. On the board list differences and similarities between the stories. In each story a small person is heroic.

Use the story map worksheet to help students create an idea for their own folk hero. Review the main components and encourage them to think of the attributes that make up heroes. Students are to use the vocabulary introduced in this lesson.

To the Students:

Folktales are special stories told over and over by a group of people. Perhaps you can think of some American folktales that you have heard, read, or even seen as cartoons or movies. They are part of our American tradition. In China there are stories that are retold over and over again to children. Today, you are going to learn about two of them, Tikki Tikki Tembo and The Emperor and the Kite. Both stories feature very small people who do heroic deeds. You might want to be thinking about what ways these stories are the same as and different from other stories you know. Also, think about what makes a hero. Get ready for two exciting, fun stories!

Vocabulary

fairy tales. Stories that showcase magical characters and objects.

Festival of the Eighth Moon. A Chinese festival celebrated in September.

honorable. Worthy of honor, to be treated with honor.

reverence. Showing respect for someone or something.

Confucius. A famous man who lived in China a long time ago. His ideas still influence the country.

emperor. A king of China.

monk. man who lives with other men who devote their lives to prayer and religion.

water chestnut. An Asian plant found in the water with a nutlike fruit.

green tea. Tea that is made from fresh leaves.

plotters. People who would carry out an evil or secret plan.

hero. A person who is very brave and does great acts.
Lesson 3—Fun with Chinese Folk Tales
Kung-hsi Fa-ts’ ai! A Chinese New Year Celebration for Primary Grades

Resources

Tikki Tikki Tembo as retold by Arlene Mosel

The Emperor and the Kite by Jane Yolen

On Solid Ground by Susan Taberski

Story map worksheet (on following page)
Story Map Worksheet

Name__________________________________________ Date________________________

Use this worksheet to create your own story about a hero.

Hero

Where?

Problem

Main Events: What Happens

How to Solve the Problem
China: Places and Facts to Know Worksheet

Name____________________________________  Date__________________________

Draw a line from the name to the correct 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
Chinese Folktales Assessment

Name______________________________________ Date__________________________

I read _____________________________________________ (choose one of the books)
written by __________________________________________________.

I learned

1. ________________________________________________________________
________________________________________________________________

2. ________________________________________________________________
________________________________________________________________

3. ________________________________________________________________
________________________________________________________________

This book reminded me of ____________________________________________
________________________________________________________________
________________________________________________________________

The best thing about this book was _________________________________________
________________________________________________________________
________________________________________________________________

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Extension Activity: Making Kites

Materials Needed

- large paper grocery bag
- Colored masking tape
- String scissors
- Nylon banner tape
- Pencil
- Hole punch
- Markers
- Calligraphy stamps

1. Cut the bottom off the grocery bag.

2. Fold the bag flat at the side creases and lay it on a table.

3. Draw a dot about one-third of the way down the front of the bag. It should be centered side-to-side. Draw lines from the dot to each corner.

4. Cut out and remove the top and bottom triangles from the FRONT SIDE OF THE BAG ONLY. Be careful not to cut the folded-in sides or the back.
5. Fold the remaining triangles out to the sides.

6. Turn the bag over and tape the triangles to the back of the bag as shown.

7. Stand the bag up. Fold out the triangles to the front and the rectangles to the back.

8. Reinforce the tip of each triangular wing with a length of tape. Punch a hole through the tape and attach string as shown. Be sure to make the string long enough to allow the kite to fly. Cut out a triangle-shaped vent hear the bottom of the kite.

9. Use markers, scrap paper, and calligraphy stamps to decorate the bag. Tails can be made from nylon banner tape or streamers.
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. (ART 4.1)

• Use the most appropriate method, handwriting or word processing to produce a product that is legible. (RW 2.7)

Objectives

• Students will learn the history of calligraphy and discuss a variety of different written languages

• Students will look at the strokes that make up Chinese calligraphy

• Students will be able to identify several Chinese characters.

• Students will be able to hold a paintbrush and to paint Chinese characters.

Specifics: Chinese Language Background

Chinese is a language without an alphabet. Chinese calligraphy evolved from pictures 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 four treasures of the scholar’s study. Words from nature are used to describe the brushstrokes. All over China decorative calligraphy adorns walls, 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

• Modeling and demonstrating calligraphy strokes

• Do a read-aloud of book and review of concepts presented

• Holding a calligraphy brush and demonstrating technique

• Painting with a brush filled with ink
Preliminary Lesson Preparation

- Prepare folded paper for each student; fold 11 x 18 heavy white paper into 8 boxes.
- Mix “inks” by watering down some black washable paint
- Gather small brushes
- Get clear cup of water for sumi board and practice techniques
- Sheets of red paper, construction or tissue
- Hang any visuals that illustrate Chinese calligraphy.
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 *In the Snow* 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 *In The Snow* together as a class. Discuss major concepts introduced together. Use the sumi board to practice characters. Then demonstrate them for the students. Students can also come up and try the characters one at a time on the board. After finishing the book together pass out the folded paper and prepared paint and have the students practice the characters presented in the front and the back of the book, placing one character in each square. After perfecting one character, students could place it 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 reflects on the person. Does anyone ever judge your handwriting? Your teacher will demonstrate some simple characters on the “magic” sumi board. Then you will all read In the Snow together. After reading the book and watching the making of Chinese characters, you will practice your own characters on white paper and then try some single characters on red paper.*
### Assessment

Name _____________________________________________________________ Date _____________

Draw the Chinese character for each English word below. Use the books and the examples shown in class.

<table>
<thead>
<tr>
<th>Tree</th>
<th>Rain</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sun</th>
<th>Moon</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Calligraphy is _________________________________________________.

---

**Lesson 4—Calligraphy: The Art of Chinese Writing**

**Kung-hsi Fa-ts’ai! A Chinese New Year Celebration for Primary Grades**
## Rubric for Chinese Character Assessment

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>Student can define calligraphy and paint two to three characters.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Student can define calligraphy and paint one character.</td>
</tr>
<tr>
<td>Partially proficient</td>
<td>Student can define calligraphy.</td>
</tr>
</tbody>
</table>
Lesson 5—Can You Count to Ten in Chinese?

Kung-hsi Fa-ts’ai! A Chinese New Year Celebration for Primary Grades

What Will the Students Learn?

Standards

• 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)

• Students read and understand a variety of materials. (R/W1)

Benchmarks

• Construct and interpret number meanings through real-world experiences and the use of hands-on materials and relate these meanings to mathematical symbols and numbers. (Math 1.1)

• 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. (R/W1.3)

Objectives

• Students will be able to count to ten in Chinese.

• Students will be able to draw the Chinese characters from one to ten.

• Students will be able to count from one to ten on the abacus.

• Students will be able to do a simple addition problem on the abacus.

Specifics: Background on Chinese Numbers

How exciting it is for children to learn to count to ten in another language and to learn a different way of writing numbers! This unit challenges students to broaden their thinking about mathematical concepts through different ways of expressing numbers. The use of an abacus introduces a new way of counting based on five. In a sense the abacus was one of the first computers—used before the birth of Christ (BC)! In addition, students will build on their previous knowledge of calligraphy to learn to write Chinese numbers.

Instructional Strategies

• Identify physical, pictorial, symbolic, and verbal representations of whole numbers 0-100.

• Discussion

• Reading Aloud

• Explicit instructions in small groups
Lesson 5—Can You Count to Ten in Chinese?

Kung-hsi Fa-ts’ai! A Chinese New Year Celebration for Primary Grades

Preliminary Lesson Preparation

- Display abacus found in the kit
- Photocopy worksheet on Chinese Numbers
- Prepare for Calligraphy: black paint, white paper, and paintbrushes
- Count Your Way Through China by Jim Haskins (available in kit)

Vocabulary

Abacus. An ancient tool used for doing math problems

Activities:

To the Teacher:

Begin the lesson by asking if anyone can count to 10 in a language other than English. Explain that we are going to learn to count to ten in Chinese. Read Count Your Way Through China aloud as a class, with emphasis on the numbers at the top of the pages. (Depending on the interest and readiness of the group, talk about the subject of each number). Have the children say each number. Use the guide at the back of the book to practice counting from one to ten. Review the calligraphy lesson emphasizing the strokes that are done to make Chinese characters. Explain that there are Chinese characters that represent numbers just as there are Arabic numbers. Hand out the worksheet Chinese numbers included in this teacher’s guide. First have the children trace the Chinese characters with their pencils. Then have them copy them in pencil. As an extension or part of the unit children can try writing the figures in calligraphy style with black paint and a paintbrush. Point out the arrows which show which direction to apply the brush.

Show the children the Chinese abacus and explain that this is how Chinese people counted (see the directions that come with the abacus to learn how to use it). Have different volunteers come to the front of the class to try and express certain numbers. Practice as a class expressing different numbers. See if you can say the number in Chinese, write it at the board in Chinese, and express it on the abacus!

To the Students:

It’s fun to learn to count to ten in other languages! Today we will not only learn how to say Chinese numbers from one to ten, but we will learn how to write the characters as well. If you enjoyed making the Chinese characters in the previous calligraphy unit, then you will find making Chinese numbers very easy. Think about how some of these characters may have started? Can you imagine someone writing a character in the sand when trying to explain to a shopkeeper how many oranges he wanted to buy?

You will also get to practice using one of the earliest “computers.” The Chinese have a very simple machine called an abacus which you will learn about, make, and use to solve addition problems. You can count on this being a fun lesson!
Resources

- *Count Your Way Through China* by Jim Haskins
- Abacus and directions for use*
- Abacus worksheets (included in this teacher’s guide)

*Included in kit
Chinese Number Worksheet

Write the Chinese numbers from 1 to 10. Follow the direction of the arrows.

<table>
<thead>
<tr>
<th>1 (yi)</th>
<th>2 (er)</th>
<th>3 (san)</th>
<th>4 (si)</th>
<th>5 (wu)</th>
</tr>
</thead>
<tbody>
<tr>
<td>一</td>
<td>二</td>
<td>三</td>
<td>四</td>
<td>五</td>
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</tbody>
</table>

Do your numbers look like the ones below?

<table>
<thead>
<tr>
<th>6 (liu)</th>
<th>7 (qi)</th>
<th>8 (ba)</th>
<th>9 (jiu)</th>
<th>10 (shi)</th>
</tr>
</thead>
<tbody>
<tr>
<td>六</td>
<td>七</td>
<td>八</td>
<td>九</td>
<td>十</td>
</tr>
</tbody>
</table>

Do your numbers look like the ones below?

| 六     | 七     | 八     | 九     | 十     |
Lesson 5—Can You Count to Ten in Chinese?
Kung-hsi Fa-ts’ai! A Chinese New Year Celebration for Primary Grades

Heaven Beads
Each heaven bead counts as 5.

Earth Beads
Each earth bead counts as 1.
Lesson 5—Can You Count to Ten in Chinese?

Kung-hsi Fa-ts’ ai! A Chinese New Year Celebration for Primary Grades

2

1+1
Lesson 5—Can You Count to Ten in Chinese?

Kung-hsi Fa-ts’ ai! A Chinese New Year Celebration for Primary Grades

1+1+1

3
Lesson 5—Can You Count to Ten in Chinese?
Kung-hsi Fa-ts’ai! A Chinese New Year Celebration for Primary Grades

1+1+1+1

4
Lesson 5—Can You Count to Ten in Chinese?

Kung-hsi Fa-ts’ ai! A Chinese New Year Celebration for Primary Grades

1+1+1+1+1

5
Lesson 5—Can You Count to Ten in Chinese?

Kung-hsi Fa-ts’ai! A Chinese New Year Celebration for Primary Grades

5+1
5 + 1 + 1

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<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

7
Lesson 5—Can You Count to Ten in Chinese?

Kung-hsi Fa-ts‘ ai! A Chinese New Year Celebration for Primary Grades

| 5 + 1 + 1 + 1 = 8 |

<table>
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<th>5</th>
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</tbody>
</table>

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Lesson 5—Can You Count to Ten in Chinese?
Kung-hsi Fa-ts’ ai! A Chinese New Year Celebration for Primary Grades

5+1+1+1+1

9
Lesson 5—Can You Count to Ten in Chinese?

Kung-hsi Fa-ts'ai! A Chinese New Year Celebration for Primary Grades

1 (in the ten’s column)

10
**Rubric for Chinese Numbers Assessment:**

<table>
<thead>
<tr>
<th>Number Range</th>
<th>Proficiency</th>
</tr>
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<tbody>
<tr>
<td>8-10 numbers</td>
<td>Advanced</td>
</tr>
<tr>
<td>5-8 numbers</td>
<td>Proficient</td>
</tr>
<tr>
<td>1-4 numbers</td>
<td>Partially Proficient</td>
</tr>
<tr>
<td>No numbers</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

Each student should be able to name in Chinese, draw the Chinese character and show on the abacus:
Lesson 6—Wishing You a Prosperous New Year!
Kung-hsi Fa-ts’ai: A Chinese New Year Celebration for Primary Grades

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. (RW1.5)
- 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. (RW2.1)
- Recognize, understand, and use formal grammar in speaking and writing. (RW3.1)
- Paraphrase, summarize, organize, evaluate, and synthesize information. (RW5.3)
- Research and create art inspired by historical and cultural ideas of diverse peoples. (ART4.1)
- Identify how elements of music are used in examples from various cultures. (MUSIC—not numbered)

Objectives
- Students will be introduced to Chinese music and be able to identify the unique meters and melodies of Chinese music.
- Students will apply elements of art and principles of design to follow directions successfully and complete two art projects which express Chinese New Year themes.
- Students will be able to compare and contrast Chinese New Year with the Western New Year.
- Students will learn thirteen vocabulary words.
- Students will be able to write a story about their Chinese horoscope figure.
- 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, a system of measuring time 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 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 he/she was 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. Much cooking 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 close to the sound of 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 gift envelopes called lai see or hung bao, These red envelopes are stuffed with money and given 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.
Lesson 6—Wishing You a Prosperous New Year!
Kung-hsi Fa-ts’ai! A Chinese New Year Celebration for Primary Grades

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 listed in the bibliography 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 for the unit. 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 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 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 dragon 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 to 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 (see above) and that each year is represented by a character with certain traits. Ask the students to listen very carefully to the story listening for traits that each animal has.

Read to the class The Story of the Chinese Zodiac by Monica Chang.

Discuss the story and the characteristics of each animal. Ask the children what year they were born and determine their zodiac character. Ask them if they think that the description of that character or year fits them.

Divide up into twelve groups. Give each group a zodiac figure from the kit. Each group should make up a story based on the traits of their character. This story can either be written by the group, or told in front of the class.

As an extension, the instructor can help each group write, revise, and compose their story on the computer and they can be made into a Chinese New Year Zodiac book.

Day Two: Preparing For Chinese New Year

To the Teacher:

Explain to the class that there are many Activities that they can 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.

Now read individually or as a class, The Chinese New Year by David F. Marks.

After reading the book, engage the class in 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. Use the following key to help lead the discussion.
Bad luck is driven out and good luck is welcomed...

- Sweep and dust the classroom.
- Wear new or red clothes on Friday (or the day of the New Year Celebration).
- Make lucky money envelopes to give out on celebration day (instructions follow).
- Make calligraphy couplets (using Chinese character stamps) to decorate the room (instructions follow).
- Make dragons to decorate the room (instructions follow).
- Make lanterns to decorate the room (instructions follow).
- Make a dragon/lion head for the dragon/lion dance (instructions follow).
Day Three: Chinese New Year Dance Preparation

To the Teacher:

Make the costume for the dragon dance today (instructions follow).

As they practice for the dance on day five, children can take turns wearing the head and leading the dance in rhythm to drums or other noisemakers pounding out a beat. (The beat usually goes 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 and being part of the rhythm section.

Another traditional Chinese dance is the ribbon dance. Just like the Chinese language, Chinese dance has its own unique vocabulary, semantics, and syntactic structure that enable a dancer to fully express his/her thoughts and feelings. The ribbon dance was created 3000 years ago by an emperor of the Tang Dynasty. He created the dance after a dream in which he envisioned a goddess dancing with long ribbons in a beautiful place above the aspects of nature: fire, water, and rainbow. Movements are included in the dance to express the natural occurrences of the three aspects. The ribbons for the dance 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 Web site 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 or after the New Year when they are not so busy).

Day Four: Preparation of Food for the New Year

To the Teacher:

For the primary grades, it is suggested that eating Chinese noodles on the day of the celebration be tried. The easy noodle recipe that follows is not conducive to making the night before. However, the students can be instructed on the story and use of chopsticks prior to the big day!

Introduce the lesson by explaining to the class that for Chinese New Year we will be eating noodles. Ask if anyone remembers why. (for long life). Ask if any of the students have ever eaten with chopsticks. Generate interest in learning about chopsticks by asking if they know where the word chopsticks comes from, if they know how to hold chopsticks, and what is the etiquette behind chopsticks.

Read to the students The Story of Chopsticks by Ying Chang Compestine.

Ask if anyone has heard the expression “chop chop” (meaning to hurry) and ask what relationship that has with the book. Ask the students to retell in their own words the story of how chopsticks came to be.
Lesson 6—Wishing You a Prosperous New Year!

Kung-hsi Fa-ts’ ai! A Chinese New Year Celebration for Primary Grades

Extension

Read about chopstick etiquette at the end of the book and demonstrate good and bad etiquette with a sample pair of chopsticks. Reminding them of the bad etiquette of rattling chopsticks, hand out a pair of chopsticks to each student. Then, at each table grouping, put a dozen or so miniature marshmallows in the middle so that each student can easily reach them with his/her chopsticks. If a student picks up a marshmallow while using the chopsticks correctly, he/she may keep it. Marshmallows may be eaten at the end of the activity or after school.

Extension

The author of The Story of Chopsticks, Ying Chang Compestine, lives in Boulder and is available to speak to groups for a fee. She does an excellent presentation to children on the writing of her book.

Day Five: Celebrate the New Year!

To the Teacher:

By now the schoolroom should have been swept, dusted, and decorated in preparation for the New Year. To begin the day, instruct students to greet each other with Kung-hsi Fa-Ts ai (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 noodles for long life.

Eating Noodles for Long Life

Noodles can be prepared the morning of the celebration from either traditional Chinese noodles in a chicken bouillon broth or by preparing Top Ramen noodles. To make the occasion festive, placemats with the Chinese zodiac characters on them can be purchased from an Asian market, or a Chinese restaurant may be willing to donate them. The use of these placemats helps to reinforce the previous lesson. Noodles can be served in individual bowls and students can use their new chopstick skills to eat the noodles. The goal is to eat the noodle with one slurp for long life! Students are reminded of the etiquette rules and try to avoid doing the things that would attract bad luck.

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.

During the dragon dance, firecrackers are traditionally set off. A safe classroom version of the noise can be provided by jumping on bubble wrap (the larger bubbles work best). A box of bubblewrap 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 they made previously and wish one another “Kung hsi Fa-Ts’ ai!”
Lesson 6—Wishing You a Prosperous New Year!
Kung-hsi Fa-ts’ ai! A Chinese New Year Celebration for Primary Grades

Vocabulary

ancestor. The people in a family who lived in earlier generations.

Chinese calendar. The lunar calendar

celebration. Ways of showing that a day or event is special, such as parades or parties.

Dragon. A powerful, mythological animal said to bring good luck.

dragon (or lion) dance. A dance performed at Chinese New Year to bring good luck.

horoscope. A description of a person’s future and character. This description often uses their birth date and the position of the stars.

Kung-hsi Fa-ts’ ai. The Chinese New Year greeting meaning, “May you have prosperity!”

kuai zi (pronounced KHWY-zzuh). Mandarin for quick sticks, or chopsticks

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.

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

prosperity. Good fortune and success

traditional. Describes very old ways of living that parents teach to their children

Resources

Grocery List

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:

• Chopsticks (bamboo ones in wrappers are very cheap or may be donated by a Chinese restaurant)
• Noodles (Chinese noodles and chicken bouillon, or “Top Ramen” noodles at any grocery)
• 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 you may wish to have to supplement the lessons.

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

If bubblewrap is to be used as firecrackers, it can be purchased from an office supply store or a mailing shop. Be sure to get the large bubble wrap; the smaller bubbles don’t pop loudly enough.
Art Supplies (Check Individual Worksheets)

*The Chinese New Year* by David F. Marks*

*The Story of Chopsticks* by Ying Chang Compestine*

*The Story of the Chinese Zodiac* by Monica Chang*

Additional Items from the Kit:

Chinese Character Stamps*

Dragon Puppet*

Zodiac Characters*

*Masterpieces of Chinese Music* CD

*Included in kit
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
Spring Couplets Activity

Materials needed:

- 9 x 12 red construction paper
- Black sharpies
- Chinese calligraphy stamps

Directions

1. Cut 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.
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.
Chinese Lantern Activity

Materials needed

- Colored construction paper
- Scissors
- Glue or tape

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.
Dragon Costume for the Dragon Dance Activity

Materials Needed

(Note: This is an opportunity to recycle many materials into art.)

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

Chinese New Year

Both

January 1 New Year
Assessment B

My Chinese New Year Experience

Name ___________________________ Date ________________

Write a story in the space below about your Chinese New Year. What did you learn? What did you like? What did you not like?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Draw a picture in the space below to accompany your story.
Rubric for Assessment A (Venn Diagram Worksheet)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>Correctly identifies at least 5 differences from each culture and 2 commonalities</td>
</tr>
<tr>
<td>Proficient</td>
<td>Correctly identifies 3–4 differences from each culture and 1 commonality</td>
</tr>
<tr>
<td>Partially Proficient</td>
<td>Correctly identifies 1–2 from each culture and 1 or no commonalities</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Unable to complete a Venn diagram</td>
</tr>
</tbody>
</table>

Rubric for Assessment B (My Chinese New Year Experience)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>Story answers all the questions and picture illustrates it; additional information provided</td>
</tr>
<tr>
<td>Proficient</td>
<td>Story answers all the questions and picture illustrates it</td>
</tr>
<tr>
<td>Partially Proficient</td>
<td>Only the picture included</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Unable to complete assignment</td>
</tr>
</tbody>
</table>
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.
Annotated Bibliography

Kung-hsi Fa-ts’ ai! A Chinese New Year Celebration for Primary Grades

Books

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

This illustrated book tells the story of how a young boy invents chopsticks.

Photos illustrate animals, inventions, and food from China.

Students study aspects of the history, geography, and culture of China as they learn the Chinese characters for the numbers 1–10.

Chinese calligraphy characters are shown in drawings in the snow. Illustrations show how the character represents an image from life.

Photos and text explore customs surrounding the celebration of Chinese New Year.

Photos and text introduct students to the history and culture of China.

A tiny girl and her kite come to the rescue of her emporer father

Arlene Mosel retells this ancient Chinese tale about a bout with a long name who falls down a well.

Compact Disc


Videocassette

Big Bird and Barkley the dog travel across China; visit with children; learn Chinese songs and words; and meet the legendary Monkey King.