

Chinese Culture

**2'nd Grade Standard Based Unit
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Unit Introduction:

This unit introduces children to Chinese culture through hands-on activities, such as oral learning of the language, writing Chinese characters, retelling Chinese folk tales and eating with chopsticks. A slide show is shown to introduce life in China to the class.

This unit can be completed in 10 hours.

Essential Question

What is important to learn about the Chinese culture that would be helpful to teach other students in our school?

Culminating Activity

Each second grader will have a second grade partner who has not studied China. The 2nd grader from the class learning about China will say 3 Chinese phrases to the visiting student, count to 10 in Chinese and write the corresponding characters, tell 3 similarities and 3 differences between our cultures, retell a Chinese folk tale and proverb, show 5 pictures of Chinese landmarks, tell details about them, and teach the visitor to use chopsticks while sharing a snack with them.

Vermont Standards: Vital Results

- 1.13c Students listen actively and respond to communications. This is evident when students respond through discussion, writing and using art forms.
- 1.3c Students read for meaning, demonstrating both initial understanding and personal response to what is read. This is evident when students make connections among various parts of a text.
- 1.5 Students understand and appropriately demonstrate competence in the writing process in terms of the following dimensions: organization and details.
- 1.9a In written narratives, students recount, in sequence, several parts of an experience or event.
- 2.2 Students use reasoning strategies, knowledge and common sense to solve complex problems related to all fields of knowledge.

Vermont Standards: Fields of Knowledge

- 5.19 Students speak and listen in a non-native language.
- 5.21a Students write simple messages that are clear to the reader in a non-native language.
- 6.13a Students understand the concept of culture in various locations world wide. This is evident when students identify the cultural groups in the world and describe by using characteristics of culture (food, housing, language, customs, beliefs, arts, literature).
 - c Describe how cultural traditions are passed down in families and communities and how traditions change over time (holiday festivals, world wide, oral histories, writing and other media).

Learning Opportunities:

Small and large group learning opportunities, individual tasks, media presentations and hands-on learning.

Rubric to Assess Products and Culminating Activity

Product/Task	Criteria	Novice	Apprentice	Experienced
Venn Diagram: Comparison of child's life in China with child's life in U.S. (6.13a)	Identify characteristics of the Chinese culture. Compare similarities and differences between culture of U.S. and China	Independently or with some assistance, is able to name one characteristic of a school-age child in China and tell one similarity and difference in their own lives.	Needs some assistance to name two or more of the characteristics of a school-age child in China and tell 2 or more similarities and differences in their lives	Independently names several characteristics of school-age child in China and tell 4 or more similarities and differences in their own lives.
Written Cards identifying and describing 5 historical Chinese landmarks. (1.13c, 1.5)	Listen actively Respond through writing.	Identifies 1 historical Chinese location from the pictures. Independently or with some assistance, writes one sentence with an important cultural fact about the historical place.	Identifies 3 historical Chinese locations from pictures . Writes one complete sentence about each historical location. Important cultural facts are included for some or all of the 3 historical places.	Identifies 5 historical Chinese locations from pictures. Writes one complete sentence that includes at least one important cultural fact about each historical place.
Speaking in Chinese: Greeting others(5.19a)	Use Chinese phrases when greeting people and to express thanks	Knows and pronounces 1 phrase correctly.	Knows and pronounces 2 out of 3 phrases correctly	Knows and pronounces all 3 Chinese phrases correctly.
Book of Chinese Number Characters (5.19, 5.21)	Read and write Chinese number characters. Draw pictures to represent each number character	With assistance, can name 1-4 of the Chinese number characters and can say a few numbers in correct sequence. May have difficulty writing the number characters neatly and with accuracy.	With some help, can name at least 5 of the Chinese number characters and can count from 1-10. May have difficulty writing the number characters neatly and with accuracy.	Identifies all 10 Chinese number characters and can count in Chinese from 1-10. Writes Chinese number characters neatly and fairly accurately.
Demonstration-how to hold and eat food using chopsticks (6.13a)	Recognizes people living in China use chopsticks as eating utensils. Knows how to hold and use chopsticks.	Needs a great deal of assistance when showing or explaining how to hold and use chopsticks correctly. Is able to eat 2-4 cheerios in 15 seconds .	Needs some assistance when showing or explaining how to hold and use chopsticks correctly. Is able to eat 5-9 cheerios in 15 seconds	Shows and explains the correct way to hold and use chopsticks. Can eat 10 cheerios in 15 seconds or less using chopsticks.

<p>Chinese Name File Card, Written retelling of story (5.19, 5.21, 1.9c)</p>	<p>Recount in sequence several parts of an experience or event, determine the problem and how it was resolved. Write and say their selected Chinese name. Understand the meaning of the selected Chinese name.</p>	<p>Needs assistance to retell part of the Chinese folktale . Is not able to sequence the story independently. Needs assistance to tell chosen name and explain its meaning.</p>	<p>Retells the Chinese folktale with some parts in correct sequence, with some details and includes information about the problem. Tells chosen name but is unable to write the Chinese character and/or state the name's meaning.</p>	<p>Retells the Chinese folktale in correct sequence, with sufficient details and clearly describes the problem and solution. Tells chosen name and is able to write the Chinese character and state the name's meaning accurately.</p>
<p>Written Short Story (2.2c, 1.5)</p>	<p>Justify and verify answers and solutions Use details in written products</p>	<p>Name strength of Chinese brother Adds 1 detail to explain or justify his/her answer.</p>	<p>Name strength of Chinese brother. 2 supporting details are used to explain or justify his/her answer.</p>	<p>Names strength of Chinese brother and can clearly explain how this strength was helpful to the culture At least 3 supporting details are used to explain or justify his/her answer</p>
<p>Tangram Animal with explanation (6.13c, 2.2)</p>	<p>Describe how cultural traditions are passed down Use information from reliable sources, including knowledge, observation, and trying things out.</p>	<p>With assistance, is able to make an animal from the story using tangrams. Is not able to recognize how stories are able to pass along knowledge and cultural traditions.</p>	<p>Makes one animal from the story using tangrams. Understands a little about how stories can be used to pass along knowledge and cultural traditions.</p>	<p>Makes one or more animal(s) from the story and one original animal. Explains how stories can be used pass along knowledge and cultural traditions.</p>
<p>Proverb Picture with written explanation (1.3c, 1.5)</p>	<p>Demonstrate organization in sentence structure and sequencing and make connections to what was read.(1.5, 1.3c)</p>	<p>Sentence(s) is fragmented or does not clearly express the lesson learned in the story. With help, can illustrate the Chinese proverb and label the proverb. Needs assistance to connect information from the story to the picture.</p>	<p>Writes one complete sentence that captures the main idea of the lesson learned in the story. Picture illustrates a Chinese proverb from information read in the story and the picture is labeled.</p>	<p>Writes several sentences that are correctly sequenced and include information about lesson(s) learned in the story. Correctly illustrates a Chinese proverb from information read in the story and labels the picture</p>

Lesson 1

Life of a School Age Child in China

Standard:

6.13 Students understand the concept of culture in various locations worldwide. This is evident when students identify the cultural groups in the world and describe by using characteristics of culture (food, language, housing, customs, beliefs, arts literature).

Objective: To learn about the life of a school-age child in China and find similarities and differences in your own school and home experiences.

Materials: Journey to China (SPICE) slides, slide projector, screen, Venn diagram paper, map of the world.

Teaching time: 1 hour

1. Introduce the study by showing a map of the world. Locate China. Talk about the size of this country compared to North America and the United States.
2. We are going to learn about a child that lives in China. Her name is Li Mingbao. As you watch and listen to Li Mingbao's story, be thinking about the similarities and differences in your home and school day.
3. Show slides from the Journey to China unit. Read the narrative that goes along with the unit.
4. Discussion: What did we find out about Li Mingbao? Where does she live? How old is she?
5. Hand out paper with a Venn diagram.
6. Individually, ask the students to use the Venn diagram to list the similarities and differences between their lives and the life of Li Mingbao in Beijing, China. Remind them to think about home and school.

Assessment activity: Discussion, Venn diagram listing similarities and differences. See Rubric.

Lesson 2

The Great Wall

Standard:

6.13c Students understand the concept of culture in various locations world wide. This is evident when students describe how cultural traditions are passed down in families and communities and how traditions change over time (holiday festivals, world wide, oral histories, writing and other media).

1.5 Students understand and appropriately demonstrate competence in the writing process.

1.13c Students listen actively and respond through discussion, writing and art forms.

Note: It is important to relate some historical and geographical locations in China to what American children can identify as tourist attractions in their own country.

Objective: Through discussion and a story, children will relate historical and geographical places in the USA to similar locations in China. They will be able to identify several Chinese historical locations.

Materials: Story The Seven Chinese Brothers by Margaret Mahy, pictures and books of American and Chinese Landmarks.

Teaching time: 1 hour

1. "When you think of being a tourist or visitor in the US what places do you think of that you would like to visit?"
Accept suggestions of class and write them down on board. Show pictures of 5-10 famous locations in the US. Identify and name them.
2. "Now let's think of visiting China. What places do you think you might want to see?" Accept names of places and put on board next to places in the US.
3. Show pictures of the Great Wall, the Forbidden City, a Pagoda, a Temple and a sacred mountain with a shrine on top. (Pictures of these historical sites can be found at <http://www.uvm.edu/~outreach>)
4. "Can you identify some of these places in China? What are they called and why do we think of places like these when we think of China?" Tell some information about each picture.
5. "I am going to read you a story about one of these places. The place is the Great Wall of China, and the book is called The Seven Chinese Brothers. It will help us to realize how special and unique this place in China is."
6. Read story.
7. "Let's look back at the pictures of some important Chinese places. Which one did we just hear a story about? What do we know about this place? What do you remember about the other pictures?"

Assessment activity: Individual identification of pictures of Chinese historical places including one written sentence, supplying at least one important cultural fact about each place. See Rubric.

Lesson 3

Chinese Phrases

Standard:

- 6.13a Students understand the concept of culture in various locations worldwide. This is evident when students identify the cultural groups in the world and describe by using characteristics of culture (food, housing, language, customs, beliefs, arts, literature)
- 5.19 Students speak and listen in a non-native language.

Objective: Learn to say hello and goodbye, and thank you in Chinese.

Materials: Tape recording of these 3 phrases, tape player. (Audio tape and language book is available for loan from UVM Asian Studies Outreach Program)

Teaching time: 1/2 hour

1. Greet the class with hello in Chinese. Explain that this is the way to say "hello" in China. Play the tape so they hear the proper pronunciation.
2. Greet them again and have them greet you back.
3. Ask several children to take turns leaving the room and reentering, and greeting the class with "hello" in Chinese and asking the class to respond in the same manner.
4. Now work on learning a new phrase, "goodbye", in Chinese. Play the tape several times so they hear and then practice the proper pronunciation.
5. Ask several students to enter and leave the room and have the class respond in Chinese.
6. Repeat this technique with the Chinese phrase for "thank you".

Assessment activity: Each child will be asked to read the three English words, hello, good-bye and thank you and say them in Chinese.

Lesson 4

Count From 1-10 in Chinese

Standards:

- 6.13a Students understand the concept of culture in various locations world wide. This is evident when students identify the cultural groups in the world and describe by using characteristics of culture (food, housing, language, customs, beliefs, arts, literature)
- 5.19 Students speak and listen in a non-native language.
- 5.21 Students write simple messages that are clear to the reader in a non-native language.

Objective: Learn to count from one to ten orally in Chinese and write the corresponding characters.

Materials: 10 objects, 1-10 written in Chinese characters, brush, ink, paper.
(Language book and audio tape is available for loan from UVM Asian Studies Outreach Program)

Teaching time: 1 hour

1. Use a tape recording to learn to count in Chinese from 1-10.
2. Repeat the numbers in order from 1-10.
3. Replay the tape recording to check for correct pronunciation.
4. Play a bingo game using Chinese numbers from 1-10. Fold a piece of paper so there are 10 boxes. Write the numbers in English on the paper, one in each box. A caller will say the numbers 1-10 in Chinese and the players will place markers on the numbers as they are named. The winner must say the numbers back in Chinese to demonstrate their learning. Practice this skill often.
5. Once the numbers are learned orally, each child can work on learning to write the corresponding character. Each will need ink, a brush and paper. Practice one number at a time, starting with one. Write the number and say its name.
6. When this is done with ease, go on to number two, saying the number name and then writing the character. Do all the numbers in this format.
7. Play a reverse bingo game where the numbers are named in Chinese and the child writes the Chinese characters.

Assessment activity: Each child makes a book using the Chinese number characters, and makes a corresponding picture that shows that many objects. Each child then reads the book out loud to a classmate, pronouncing the Chinese numbers in Chinese correctly.

Lesson 5

Using Chopsticks

Standard:

6.13a Students understand the concept of culture in various locations worldwide. This is evident when students identify the cultural groups in the world and describe by using characteristics of culture (food, housing, language, customs, beliefs, arts, literature)

Objective: To use chopsticks efficiently for eating.

Materials: chopsticks, paper plates, various kinds of foods; ie. marshmallows, Cheerios.

Teaching time: 1/2 hour

1. Show the class how to hold chopsticks properly.
2. First place one stick in the hand like a pencil. Then place the other in the crook of your thumb, resting the lower part against the ring finger.
3. Give each ten small marshmallows on a paper plate.
4. Using chopsticks, work the sticks in your hand to pick up the food.
Never touch your mouth with the chopsticks.
5. Practice several times a week using different foods.

Assessment activity: Each child will show and explain how to hold and use chopsticks properly to a peer. Then the student will demonstrate how to eat 15 Cheerios in 30 seconds or less.

Lesson 6

Little Red Riding Hood

Standards:

- 6.13c Students understand the concept of culture in various locations world wide. This is evident when students describe how cultural traditions are passed down in families and communities and how traditions change over time (holiday festivals, world wide, oral histories, writing and other media).
- 1.7c In written responses to literature, students show understanding of reading by supporting judgements about what has been read by drawing from evidence from the text

Objective: To compare an English and a Chinese version of a Red Riding Hood tale.

Materials: Lon Po Po by Ed Young, Little Red Riding Hood by Paul Galdone, Venn diagram paper, pencils. (LonPoPo is available for loan from UVM Asian Studies Outreach Program)

Teaching time: 1 hour

1. First read out loud the Little Red Riding Hood, English version of the story.
2. Discuss the story parts such as the setting, characters, problem, the events and the solution.
3. On the following day, ask the children to think about the story that was read aloud the day before. Think about the problem, the events, the characters, the solution.
4. Now read Lon Po Po out loud.
5. Give each child a piece of paper with a Venn diagram already drawn. Pencils.
6. Together label the circles, one with LRRH and the other with LPP. Have children independently list similarities and differences in the two stories in the corresponding circles. (This Venn diagram and the use of it are skills that have already been taught)

Informal assessment activity: Venn diagram from each child, showing similarities and differences. (no rubric or assessment tool for this lesson)

Lesson 7

Chinese Names

Standards:

- 6.13c Students understand the concept of culture in various locations world wide. This is evident when students describe how cultural traditions are passed down in families and communities and how traditions change over time (holiday festivals, world wide, oral histories, writing and other media).
- 5.19 Students speak and listen in a non-native language.
- 5.21a Students write a non-native language. This is evident when students write simple messages that are clear to the reader.
- 1.9a In written narratives, students organize and relate a series of events, fictional or actual in a coherent whole. This is evident when students recount in sequence several parts of an experience of event that are clearly related to the resolution of a problem.

Children will listen to a story about two young Chinese boys and then figure out a Chinese name for themselves.

Objective: Children will find out about Chinese names through the story, Tikki Tikki Tembo. Each will then choose a Chinese name for themselves and learn to write it in Chinese characters. They will also retell the story using a previously taught retelling format.

Materials: story Tikki, Tikki Tembo by Mosel, name pages, paper, brushes, ink, story retelling page.

Teaching time: 1 hour

1. Ask children to think about how many names they have and hold up that many fingers. Ask some to share their names as the others count them.
 2. Today we are going to hear a story about a little Chinese boy who had a very long name and how this caused a problem.
 3. Read Tikki, Tikki, Tembo.
 4. Review story in a group discussion. How did this little boy's long name cause a problem?
 5. Ask each child to retell this story to a partner and the partner will write down the retelling on paper.
- *Chinese children are given names that are part of a family tradition or recognize the time or place of birth. The characters also mean something.
In China the first name is the family name (last name) and the second name is the given name.
6. Hand out name pages and ask each child to select a name that they would like to be known as throughout this unit of study.
 7. Hand out paper, brushes and ink and ask each child to practice writing their new Chinese name. On a file card, have them write their names. These

can be colored and placed on their desks for the remainder of this study.

Assessment activity: Written retelling of the story, Chinese character chosen by each child and reproduced on file card with the explanation of its meaning. See Rubric

Lesson 8

The Seven Chinese Brothers

Standard:

- 2.2c Students use reasoning strategies, knowledge and common sense to solve complex problems related to all fields of knowledge. This is evident when students justify and verify answers and solutions
- 1.5 Students understand and appropriately demonstrate competence in the writing process.

Objective: Each child will use a chart to retell a story and then name a character and explain how that strength benefited the cultural tradition.

Materials: Chart from the retelling of the Seven Chinese Brothers, chart paper, paper, pencils.

Teaching time: 1 hour

1. Put up the chart that you made with the class to retell the story of The Seven Chinese Brothers.
2. As a group, use the chart to retell the story.
3. List the numbers 1-7 and as a class, fill in the special strength each brother had.
4. In a discussion, have the class determine how the special strengths of 2 of the brothers helped their people.
5. Ask each child to pick one of the other brothers that wasn't already discussed and write about how their special strength helped their people. Include at least 3 details in your explanation.

Assessment activity: Write about a strength that one of the Chinese brothers had and explain how this helped the Chinese culture. The explanation should include three details.

Lesson 9

Tangrams

Standards:

- 6.13c Students understand the concept of culture in various locations world wide. This is evident when students describe how cultural traditions are passed down in families and communities and how traditions change over time (holiday festivals, world wide, oral histories, writing and other media.
- 2.2a Students use reasoning strategies, knowledge and common sense to solve complex problems related to all fields of knowledge. This is evident when students use information from reliable sources, including knowledge, observation, and trying things out.

Objective: Children will be introduced to Tangrams and learn ways to manipulate the pieces to make the animals from the story of Grandfather Tang's Story.

Materials: book, Grandfather Tang's Story, tangrams for the class, paper, pencils, crayons.

Teaching time: 1 1/2 hours

1. Write the word, Tangram on the board. Tell class that this is the name of a Chinese puzzle with seven pieces.
2. Read the story slowly and have another adult make the different animals on the over head for the children to see. Do not show the pictures in the book.
3. Ask the children to predict what animal each story character will change into using the descriptions and clues in the book.
4. Finish the story and talk about the story within the story. How did it begin? How did it end? What happened next?
5. Hand out tangram sets to each child. Have them identify and name each piece.
6. Now together, retell the story, manipulating the tangram pieces to make each animal in the story.
7. Ask each child to choose their favorite animal and practice making it with the tangrams.
8. As a class, ask different children to come up and use the overhead to retell the story and make the different animals.

Assessment activity: Each child will trace each piece of the tangram and name the geometric shape. As the story is told, each child will use tangrams to make each animal. They will then make one animal from the story using tangrams, and trace it onto paper. Each child will create their own animal and trace it onto paper and explain how stories can pass down knowledge or information.

Lesson 10

Chinese Proverbs

Standard:

- 6.13c Students understand the concept of culture in various locations worldwide. This is evident when students describe how cultural traditions are passed down in families and communities and how traditions change over time (holiday festivals, world wide, oral histories, writing and other media).
- 1.5 Students draft, revise, edit and critique written products so that final drafts are appropriate in terms of the following dimensions: organization and details.
- 1.3 Students read for meaning, demonstrating both initial understanding and personal response to what is read.

Objective: To introduce children to proverbs and have them extract the meaning and the lesson from each accompanying story.

Materials: One copy of The Boy Who Cried Wolf. Copies of the proverb and story, Waiting by the Stump to Catch a Hare, for each child.

Teaching time: 1 hour

1. Ask class if they know what a proverb is. Read to them the story of The Boy Who Cried Wolf.
2. Have them retell the story. What lesson was learned by the boy? How did you know? Ask them to find proof in the story to back this up.
3. Tell children that proverbs are stories that help you remember the lesson or idea.
4. Now tell them that in China, many teaching stories were retold over and over to pass on the ideas or proverbs.
5. Read the proverb and accompanying story, Waiting by the Stump to Catch a Hare.
5. Lead a discussion about the story and list the main ideas of the story on the board.
6. Ask them to come up with the meaning of the story and the lesson learned. Write several sentences to explain the lesson that was learned.
7. Have each child draw a picture to show the lesson that is learned by the story. Ask them to print the proverb on the top of their paper.

Assessment activity: Drawing of the lesson learned from the story with the proverb printed at the top of the paper. Each child will write several sentences about the lesson learned in the story.

Lesson 11

Chinese Proverb

Standard:

- 6.13c Students understand the concept of culture in various locations world wide. This is evident when students describe how cultural traditions are passed down in families and communities and how traditions change over time (holiday festivals, world wide, oral histories, writing and other media)
- 1.5 Students draft, revise, edit and critique written products so that final drafts are appropriate in terms of the following dimensions: organization and details.
- 1.3 Students read for meaning, demonstrating both initial understanding and personal response to what is read.

Objective: Reinforce the idea of a proverb and the accompanying story to supply the lesson learned.

Materials: Copies of proverb and story, Marking the Boat to Find the Sword for each child.

Teaching time: 1/2 hour

1. Put the word proverb on the board. Ask children to think about what this word means. What 2 stories did you hear that demonstrated proverbs?
2. Hand out copies of the proverb and accompanying story, Marking the Boat to Find the Sword.
3. Ask each child to read the story and write at the bottom the lesson that was learned from the story.
4. Draw a picture to show the lesson learned and print the proverb at the top of the picture.

Assessment activity: Each student creates a picture of the lesson learned in the proverb with the proverb printed at the top of the paper and writes several sentences explaining the lesson learned.

Lesson 11

Culminating Assessment Activity

Standards: All Standards assessed for this unit and in this activity are listed on the rubric along with levels of performance for each standard.

Materials: All products students have created up to this point.

Invitations created by the students to give to another 2nd grade class

1 set of chopsticks for each student, one box of cheerios.

1. Students brainstorm what information they will need to include on the invitations they will be sending out to another 2nd grade class and then prepare the invitations.
2. Provide students with time to review their products and everything they have learned during this unit and practice time with a partner in the classroom
3. Provide student with a list of all the lessons they will be asked to teach their other 2nd grade partner and explain to them what the expectations are (use the rubric as a guide to explain performance levels)
4. On the day of the culminating assessment activity, enlist several adults to circulate around the room and help assess each student's performance level. By this point, student's should be well prepared on what they need to do and the role of the adults should be more of observer than instructor. If adults can not be located, ask for students to volunteer to be audio taped. This will help eliminate the need to reach all students. Explain to students the purpose for taping.
5. Make sure to give students feedback regarding how well they were able to teach another second grader about Chinese culture. Providing time for students to reflect on how to improve this type of assessment activity in the future is highly recommended.

Bibliography and Resources

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