

LESSON PLAN

Families of China Compare/Contrast to Families of the USA

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OVERVIEW

This lesson is part of a larger unit. It will use a wall map and a dvd by Masters of Communication entitled *Families of China* to introduce students to a people and culture that is different from their own. Students will be asked to analyze the video after watching and to identify similarities and differences between the two cultures. (see resources if Families of China dvd is not available to find other usable video resources)

CONNECTION TO THE CURRICULUM

Social studies and English/Language Arts, art, math,

TENNESSEE SOCIAL STUDIES STANDARDS

1.1.01a Recognize the culture is learned behavior that includes customs, beliefs, rules, life ways, language, food, and clothing.

1.1.01b Recognize people learn customs from their culture.

1.1.02 Discuss the cultures and human patterns of places and regions of the world.

1.1.01 Understand the diversity of human cultures.

1.3.01 Understand how to use maps, globes, and other geographic representations, tool, and technologies to acquire, process and report information from a spatial perspective.

GEORGRAPHY FOR LIFE STANDARDS

1. Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations.

Places have physical and human characteristics

A culture has distinctive characteristics.

The student will be able to identify and describe the characteristics of a culture, as exemplified by being able to...

- Identify and describe distinctive characteristics of their own cultural heritage (e.g., cuisine or agricultural products, traditional festivals or celebrations, vocabulary terms that locals would know and understand but outsiders might find confusing).
- Identify and describe the distinctive characteristics of current US cultures (e.g., spoken and written languages, social organizations, beliefs and customs, forms of architecture, educational systems).

ENDURING UNDERSTANDING

People from various **cultures** are both similar to and different from one another. To understand and develop an appreciation for the similarities and differences across **cultures**, the student will utilize the knowledge and skills set forth in the following indicators:

INDICATORS/OBJECTIVES

1. 1-4.2 Students will compare the daily lives of families in America and across the world, including the roles of family members; typical food, clothing, and shelter;

PRIOR LEARNING

1. Prior to this lesson the students should already have some idea of the culture and customs of the US. If that is not the case, the teacher may need to review this information with the students.
2. Students should have already become familiar with the continents and be able to locate America on a world map.
3. Students should also be familiar with a double bubble thinking map. They should know that it is used to compare and contrast and they should know where information is organized on a double bubble thinking map. If not, the teacher can review or assign students to groups or pairs for work on the small double bubble.

GRADE RANGE

K- 2 adaptable for higher grade levels

TIME

5 class periods (40 minutes)

MATERIALS NEEDED

1. Masters of Communication social studies video *Families of China*.
2. Double Bubble Thinking Map graphic organizers, 1 large for whole group, 1 small for independent work. (see attached)
3. chop sticks for students, ramen noodles or rice, craft materials, skewers, marbles, dragon print out, Chinese writing, Chinese and American flags printout, paper plates, bowls, marbles
4. Folder to keep items from the unit. (optional)
5. Passport (optional)
6. Continent coloring and labeling sheet
7. Flag sheet
8. Items with the “made in china” stamp on the packaging to begin discussions about another place in the world.
9. World map for each child.
10. Fu character flag

OBJECTIVES

1. The student will analyze a video of students from China and identify similarities and differences between himself and a child from China.
2. Students will locate China on a world map.
3. The student will share information learned from video and from class lectures with a buddy. The student will work in buddy or cooperative groups.

PROCEDURES

Day One

Introduction and Background.

In day one's introduction your students will find the "made in" label on the back of several products. They will identify the US and China on a world map. They will watch a video and complete a double bubble graphic organizer identifying some similarities and differences between the peoples of the two countries.

1. Prior to the lesson, place a world map (see attached) and an item on each child's desk making sure that some of the items have a made in China stamp and some do not. Ask the children if they know what the objects are and/or if they can tell you something about the items on their desk. As children are sharing, help if needed. It may be helpful for the teacher to highlight the "made in" labels for students to locate more easily. It may be helpful to have an example of labels on the board for students. If students do not notice that some of the items were made in China, prompt them or tell them to look at where the items were made.
2. Next, show students a world map. Ask if they can show you on the world map where their item was made. Ask them where their item is now. Ask if they have any ideas about how their item came to be in America. Have some discussion about this. Then tell the children to find America on the world map and color it blue. Have them find and color China red. You can help with this. Tell them that over the next few days we will be learning about China explaining that since we buy many things that are made in China it would be nice to know more about this country.
3. Next, ask students where they are from and help them find their country of origin on a wall map of the world. Allow students to talk of their own experiences or relatives who may live in a country outside the US. After identifying students' countries, show the students where the US is on the map again. There are many helpful discussion facts about each country at the following website.
<https://www.cia.gov/library/publications/the-world-factbook/geos/ch.html> as accessed on June 16, 2012.
4. After students have colored their world maps, tell them that children in China go to school just like they do. Tell them we are going to watch a video of children and families in China to see what they do that is like what we do in America and also to look for things that are different.
5. Watch video, stopping where appropriate, prompting, do we do that in America? And then continue the movie.
6. After the movie, draw a t chart on the board. Tell the students we will be brainstorming things that Chinese people do that are like American people and things that are not like American people. Walk students through the brainstorm activity. When done, tell them that they will each complete their own graphic organizer to share with a friend when they are done.
7. Give each child a graphic organizer and review. Put some things on the organizer together so that the students are reminded of how to complete. Tell them that they can use the t chart to help them complete their graphic organizer.
8. As each child finishes their double bubble chart, give them a "fu" flag to complete. Tell them that the "**fu**" *character* is one that many Chinese people believe is a symbol of good fortune. According to the authors of <http://www.orientaloutpost.com/shufa.php?q=good%20luck>, this character literally means good fortune, prosperity, blessed, happiness, and fulfillment.

9. When each child is done with graphic organizer, have them share with a shoulder buddy before reviewing with the class.

EVALUATION

The teacher may assess the completed “Double Bubble” thinking map or class participation (whole group discussion, buddy share).

LESSON EXTENSIONS

1. Students can learn to count in Chinese from 1-10, say hello and thank you and sing songs. Websites links are provided
2. Students can learn to use chop sticks and learn some Chinese games.
3. Students can learn to make some Chinese crafts.
4. Students can explore a variety of other countries via educational sites provided.

MATERIALS PROVIDED

1. Handout of continents
2. Fu flag
3. Double Bubble Thinking Map
4. Flag of China and USA

RESOURCES

Thinking maps

http://fdlrs.brevard.k12.fl.us/ThinkingMaps/BPSEexamples/DoubleBubbleMap_files/fullscreen.htm

<http://www.somers.k12.ny.us/intranet/skills/thinkmaps.html>

<http://janelongdinner.wikispaces.com/Thinking+Map+Templates>

Video clips

Families of the World China, Master Communications, 2005-2008

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

http://www.youtube.com/watch?v=N6hM_BPKtzc&feature=relmfu<http://www.youtube.com/watch?v=fYfH7rMYVA8&feature=fvwrel>

www.familiesoftheworld.com

Website Resources for Extension Activities

Books

Multicultural Fables and Fairy Tales, by Tara McCarthy, *Mei-Ling and the Dragon*

Music/culture

<http://www.kbears.com/china/links.html>
or <http://www.mamalisa.com/?p=11&t=ec&c=11> or
<http://www.nancymusic.com/Gunghayplay.htm>
<http://www.pebblego.com>

Flags

<http://www.coloring.ws/countries.htm>
<http://www.chinese-flag.org/>
<http://www.crwflags.com/fotw/flags/>
<https://www.cia.gov/library/publications/the-world-factbook/geos/ch.html>

Continents

<http://www.studyzone.org/testprep/ss5/b/comcontocintrol.cfm>
http://www.softschools.com/social_studies/continents/map.jsp
<http://www.freeworldmaps.net/continents/index.html>
<http://www.coloring.ws/countries.htm>

Counting in Chinese

http://www.youtube.com/watch?v=Htr_Ddgp-Ko
<http://www.youtube.com/watch?v=EDtWozaufs0&NR=1&feature=fvwp>
<http://www.youtube.com/watch?v=L5czsM3mKZ4>
<http://www.youtube.com/watch?feature=endscreen&v=XrctZU89L0E&NR=1>
<http://www.youtube.com/watch?v=dijFA3kqDaU>
<http://www.youtube.com/watch?v=dijFA3kqDaU>
<http://www.youtube.com/watch?v=cjFXVeaaqI&feature=fvwrel>
hello and thank you beginning Chinese lessons
<http://www.youtube.com/watch?v=jEHVLuhQ9aU>
<http://www.chinese-tools.com/learn/chinese/03-numerals.html>

Chinese Zodiac

Students can make Chinese Zodiac bookmarks by going to...
http://www.activityvillage.co.uk/chinese_zodiac_bookmarks.htm

Chinese recipes

Students can cook and taste Chinese recipes by going to
http://www.activityvillage.co.uk/chinese_new_year_colouring.htm
coloring pages and recipes for making rice and/or fortune cookies

Crafts

Dragon puppet craft

<http://www.craftjr.com/dragon-paper-craft/dragon-paper-craft/>

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

Chinese translations for English names

<http://chineseculture.about.com/od/thechineselanguage/a/Chinese-Name-And-English-Name.htm>

Chinese facts, scenes and historical places

<https://www.cia.gov/library/publications/the-world-factbook/geos/ch.html>

<http://www.cultural-china.com/chinaWH/html/en/20Scenery497.html>

Chinese translations for English names

<http://chineseculture.about.com/od/thechineselanguage/a/Chinese-Name-And-English-Name.htm>

Language

Hello, my name is..

<http://www.youtube.com/watch?v=fYfH7rMYVA8&feature=fvwrel>

Chinese New Year/Customs, Celebrations

<http://www.pebblego.com>

OBJECTIVES

Day Two

Students will make two flags, one Us flag and one China flag.

They will learn how to play a common Chinese game.

They will count from 1-10 in Chinese and learn to say hello and thank you in Chinese.

PROCEDURES

Day Two

Begin by giving students two flags. Ask them which one is the US flag. Ask them if they know how it should be colored. After discussing, tell them about the Us flag, give them a cutout of the flag and have them color according to directions (below). Glue flag to a skewer. Next give them a China flag and do the same. Teacher may cut the flags out prior to the lesson if time or cutting skills is an issue. Tell the students that the flag is a symbol of a country and has meaning. (see fact sheet attached). Students will color both flags appropriate colors. The flag of China is red with yellow stars. Cut out each flag leaving an edge to the left so that it can be glued to a skewer. A fact sheet is noted at the below websites. While students are coloring you may ask them if any of them or their parents are from other countries and find their native country's flag at the below sites to show them.

<http://www.crwflags.com/fotw/flags/> or <http://www.crwflags.com/fotw/flags/cbk.html> or <https://www.cia.gov/library/publications/the-world-factbook/geos/ch.html>

Flag facts

Flag facts as taken from <http://www.usa-flag-site.org/kids-resources.shtml>

Today's US flag consists of thirteen horizontal stripes, seven red alternating with 6 white. The stripes represent the original 13 colonies, the stars represent the 50 states of the Union. The colors of the flag are symbolic as well: Red symbolizes Hardiness and Valor, White symbolizes Purity and Innocence and Blue represents Vigilance, Perseverance and Justice.

Flag facts as taken from <http://www.chinese-flag.org/>

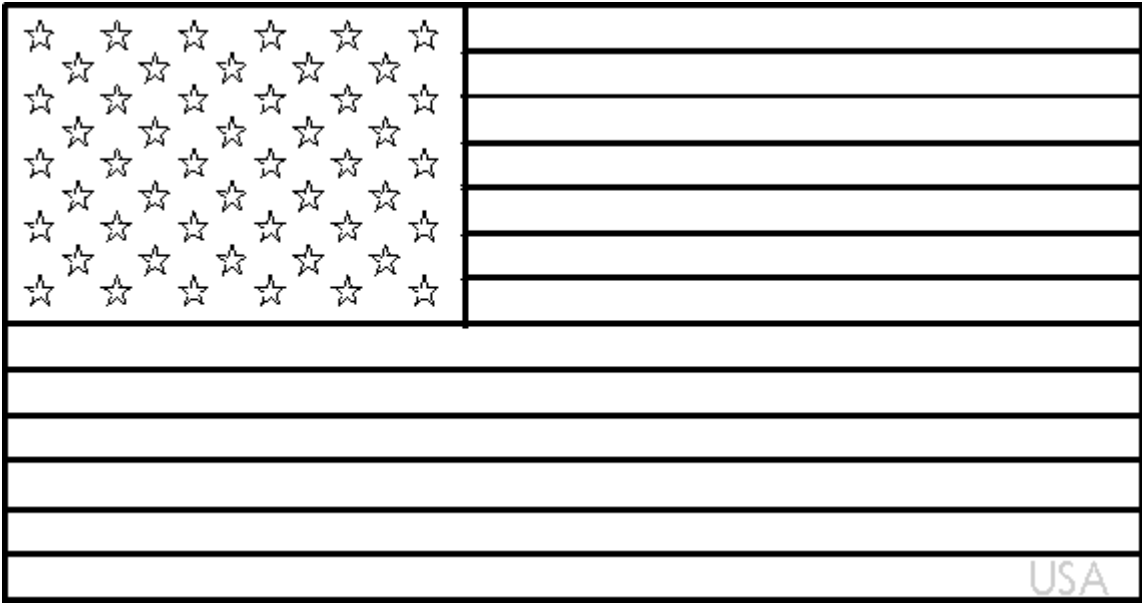
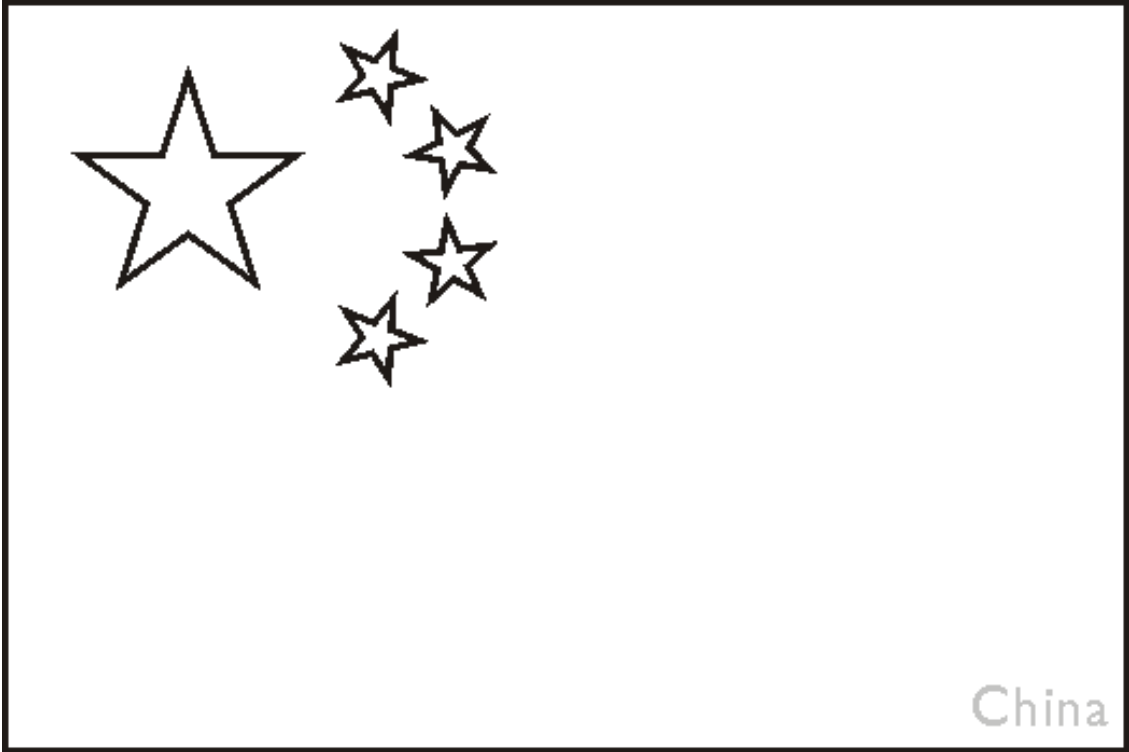
China's flag is red with a large yellow five-pointed star and four smaller yellow five-pointed stars (arranged in a vertical arc toward the middle of the flag) in the upper hoist-side corner; the color red represents revolution, while the stars symbolize the four social classes - the working class, the peasantry, the urban petty bourgeoisie, and the national bourgeoisie (capitalists) - united under the Communist Party of China

As students are coloring you can go to the following sites to play music for them on your computer or overhead. Have them listen to music from China.

<http://www.kbears.com/china/links.html>

or <http://www.mamalisa.com/?p=11&t=ec&c=11> or

<http://www.nancymusic.com/Gunghayplay.htm>



OBJECTIVES

1. Students will experience China so that they can share with other students.
2. Students will learn about some culturally significant practices in China.

PROCEDURE

Day Three - Experience China

Today will be an experiential event. Open the class with the story from *Multicultural Fables and Fairy Tales*, by Tara McCarthy, *Mei-Ling and the Dragon*. Discuss the story with the kids and the character of Mei-Ling and the other characters in the story... Who was brave, who was fearful, etc. After the story, tell the students we will have a party like Mei-Ling and like the parties you might go to in China. We will make a dragon friend like Mei-Ling had, we will eat rice with chopsticks like Mei-Ling would, we will drink tea, we will write in Chinese, speak in Chinese and we will play games that are played in China. We will also make a gift to give to a friend in honor of Mei-Ling. We will string 8 beads on a bracelet for our friend because in China the number 8 is a symbol of good fortune and we want our friend to have good fortune.

1. Teacher will review with the students how to count to 10 in Chinese. (see attached and you tube links and printout for pronunciation)
2. Teacher will give each child a set of their own chopsticks (directions on chopsticks packaging) to use to eat Ramen noodles cooked in class in a crock pot.
3. Students will learn how to play pick up chopsticks or pick up marbles using chopsticks
 - a. This marble game is simply moving marbles from one container to another using chopsticks. It can be done as a competition in two groups. Or the chopsticks game is played by simply dropping ten chopsticks on the ground and bouncing a ball in between pickups, much like American "Jacks".
4. Students can practice writing in Chinese (write zodiac words or students' names or use writing sheets provided – see links in resources) I enlarged the sheets so my students could practice the calligraphy of Chinese writing with paintbrushes but they can be left in normal size and copied with a marker. They can also be laminated first before the kids write on them so that they can be reused.
5. Have tea and ramen noodles or rice to eat (maybe fortune cookies as well)
 - a. Noodles can be cooked in class using a crock pot, rice can be cooked using a rice or vegetable steamer, tea can be brewed in a coffee maker (dandelion tea is a nice tea for students and can be purchased from any Chinese market) Fortune cookies can be bought in bulk at a Chinese market.
6. Using the dragon puppet at <http://www.craftjr.com/dragon-paper-craft/dragon-paper/craft/> the students will color the dragon then cut it out. I like to use a length of 18 inches of party streamer (red) and attach one head on both ends of the party streamer, then attach those to two skewers. The dragon is a significant symbol in China and many believe it is a symbol of the coming of good fortune and the chasing away of bad fortune.
7. Students will make the bracelet gift for a friend using pipe cleaners and 8 beads. Have them count out the beads using Chinese. They can make two bracelets, one for themselves and one for a friend. Gift giving is an important cultural tradition in China and is done regularly especially from a host to a visitor and vice versa.

Day Four

Prepare an event for another class. This will be the assessment piece.

Have students discuss the flag facts and some facts about the country.

Have them refer to their double bubble to share similarities and differences with other students.

Have them demonstrate that they know how to play the Chinese games and can teach another child to do the same.

Have them demonstrate that they can count to 10 in Chinese and say thank you and can teach another child to do the same.

Have them demonstrate that they can make a dragon and show others how to do so.

Have them explain why we will use 8 beads for our gifts. What is the importance of gift giving.

Have them share what the character “fu” means and if they can demonstrate how to explain to a buddy how to make a “fu” flag.

Have them demonstrate using chopsticks to eat.

Day Five

The students will be hosts to another class and will share information and games with a friend from another class. Teachers will facilitate.

Counting in Chinese

一	<i>yi</i> (like saying "e") – one 1
二	<i>er</i> (as in "how <i>are</i> you") – two 2
三	<i>san</i> (<i>San</i> Marino) – three 3
四	<i>si</i> (as in "do- <i>si</i> -do") – four 4
五	<i>wu</i> (like "would" without the ld) – five 5
六	<i>liu</i> (as in "in <i>lieu</i> of") – six 6
七	<i>chi</i> (like the first part of " <i>cheese</i> " without the se) – seven 7
八	<i>ba</i> (like the sound sheep make, " <i>ba</i> ") – eight 8
九	<i>jiu</i> (a bit like saying "geo") – nine 9
十	<i>shi</i> (like telling someone " <i>Shh</i> , quiet please.") – ten 10

Counting up to 99 in Chinese is a breeze. It's far easier than most latin-based languages and modelled after the idea of the beads in the abacus.

So, let us work on the teens. If you want to say 11. You essentially have one bead in the tens and one in the ones. So this translates to: *shi yi*

Twelve is: *shi er*

Thirteen is: *shi san*

Easy?

When you get to 20, you have two beads in the tens. So to say twenty you say: *er shi*

Twenty-one is: *er shi yi*

Twenty-two is: *er shi er*

And so on...

You can keep on doing this until you hit 99, which is *jiu shi jiu*.

When you hit 100, you can't say *shi shi*. Sounds quite funny. So there's another character for 100.

百	<i>bai</i> (sounds a bit like "to buy") -- hundred
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The symbol for 100 is the image of a sun rising (or clarity) topped by the one. So in some way, 100 is a clearing [of the tens] in which the counting then starts all over again.

So 101 is *bai yi*.

One hundred and twenty-one is *bai er shi yi*.

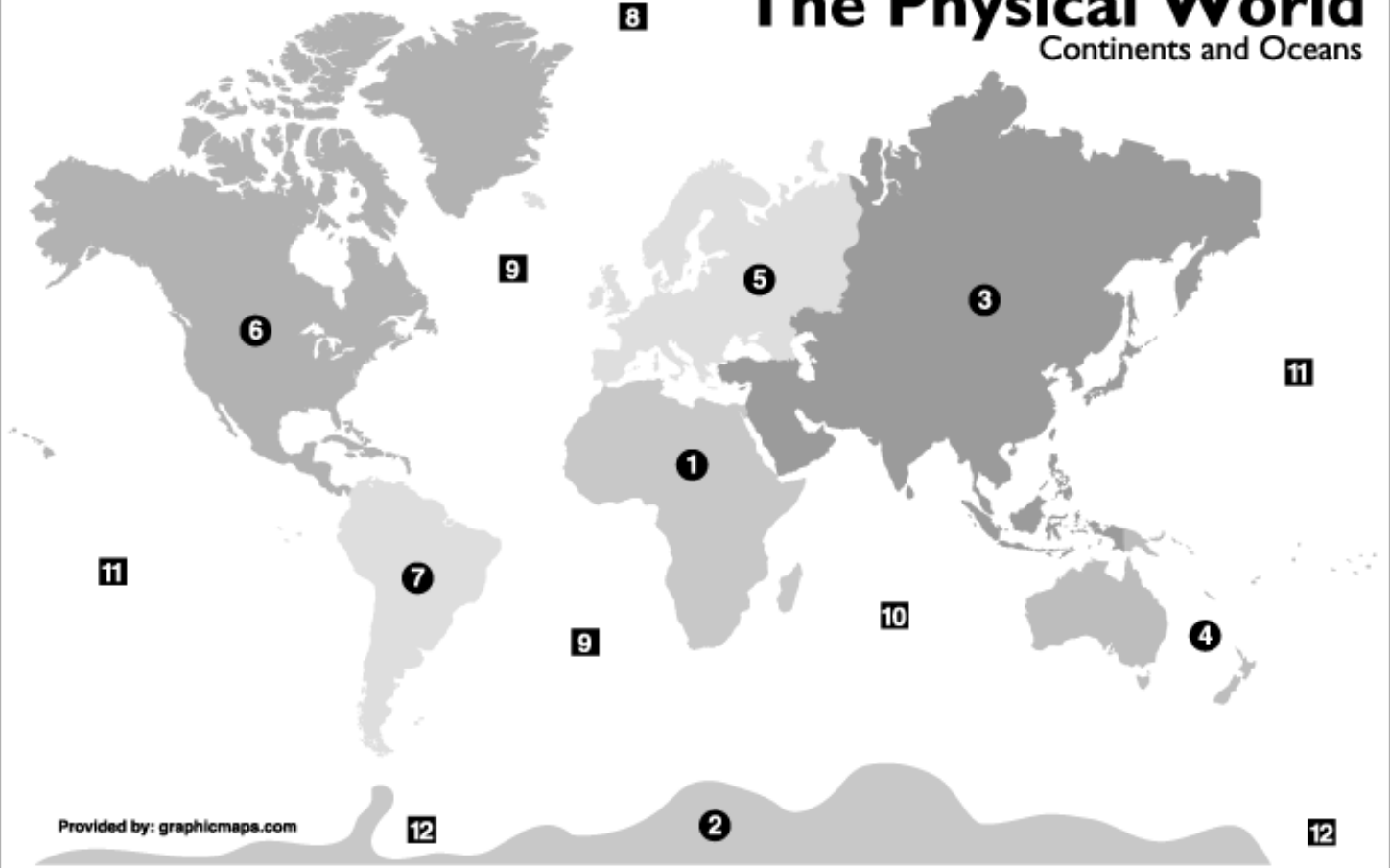
This can take you up to 999 until you get a new number character for one thousand!



Good Fortune symbol that kids can trace or paint over to make a Fu Flag to take home.

The Physical World

Continents and Oceans



Name the Continents

- | | | |
|---------|---------|---------|
| 1 _____ | 4 _____ | 6 _____ |
| 2 _____ | 5 _____ | 7 _____ |
| 3 _____ | | |

Name the Oceans

- | | |
|----------|----------|
| 8 _____ | 11 _____ |
| 9 _____ | 12 _____ |
| 10 _____ | |

Name the Continents (ANSWERS)

- | | | |
|--------------|---------------------|-----------------|
| 1 Africa | 4 Australia/Oceania | 6 North America |
| 2 Antarctica | 5 Europe | 7 South America |
| 3 Asia | | |

Name the Oceans (ANSWERS)

- | | | |
|------------|------------|-------------|
| 8 Arctic | 10 Indian | 12 Southern |
| 9 Atlantic | 11 Pacific | |