

A TOUR THROUGH CHINA

Grade Level or Special Area: 2nd Grade

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Length of Unit: Seven lessons, plus a Culminating Activity, completed in nine days (each lesson is approximately 50-60 minutes long)

I. ABSTRACT

In this unit students will be exposed to the important aspects of the most populated country in the world. The students will understand the culture of China and how it has developed and changed over time. The students will learn and understand about Chinese inventions, the geographical area around China, famous folk tales and stories from China, the life and teachings of Confucius, as well as the celebrations for Chinese New Year.

II. OVERVIEW

A. Concept Objectives

1. Students understand the impact of scientific and technological developments on individuals and societies. (Colorado Model Content Standard 4.1, History)
2. Students understand how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments. (CMCS 1, Geography)
3. Students understand how to write and speak for a variety of purposes and audiences. (CMCS 2, Reading and Writing)
4. Students recognize how to read and understand a variety of materials. (CMCS 1, Reading and Writing)

B. Content from the *Core Knowledge Sequence*

1. Second Grade History and Geography: World History and Geography (pages 47-48)
 - a. Early Civilizations: Asia
 - i. Geography of Asia
 - a) Locate: China
 - ii. China
 - a) Yellow (Huang He) and Yangtze (Chang Jiang) Rivers
 - b) Teachings of Confucius (for example, honor your ancestors)
 - c) Great Wall of China
 - d) Invention of paper
 - e) Importance of silk
 - f) Chinese New Year
2. Second Grade Language Arts
 - a. Reading and Writing (page 43)
 - i. Reading Comprehension and Response
 - a) Discuss similarities in characters and events across stories.
 - b. Fiction (page 45)
 - i. Stories
 - a) The Magic Paintbrush (a folk tale from China)

C. Skill Objectives

1. The students will become familiar with Chinese inventions.
2. The students will observe and participate in the making of paper.

3. The students will become familiar with the major landmarks in China as well as the general geography of the region
4. The students will become familiar with the folk tale *Liang and the Magic Paintbrush*.
5. The students will effectively explain the similarities and differences between two stories.
6. The students will become familiar with folk tales from other countries.
7. The students will learn about the famous Chinese thinker Confucius.
8. The students will become familiar with the sayings of Confucius.
9. The students will better understand the customs and traditions of the Chinese people.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, E.D. *What Your Second Grader Needs to Know*
 2. Noi, G.S. *China*
- B. For Students
 1. In Kindergarten, the students learned the seven continents including Asia.
 2. In first grade, the students reviewed the seven continents including Asia.

IV. RESOURCES

- A. *The Great Wall of China* by Leonard Everett Fisher (Lesson Three)
- B. *China* by Michael Dahl (Lesson Three)
- C. *Liang and the Magic Paintbrush* by Demi (Lesson Four)
- D. *Cinderella* by Charles Perrault (Lesson Five)
- E. *Yeh-Shen* by Ai-Ling Louie (Lesson Five)
- F. *The Value of Honesty: The Story of Confucius* by Spencer Johnson (Lesson Six)

V. LESSONS

Lesson One: Our Knowledge of China (one day, approximately 45 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students understand the impact of scientific and technological developments on individuals and societies.
 2. Lesson Content
 - a. China
 - i. Invention of paper
 - ii. Invention of silk
 3. Skill Objective(s)
 - a. The students will become familiar with Chinese inventions.
- B. *Materials*
 1. Appendix A – one per student
 2. Pencils
 3. Examples of porcelain and silk
 4. Appendix B – one copy per student
- C. *Key Vocabulary*
 1. Invention – an original creation
 2. Porcelain – a fine white clay used to make china
- D. *Procedures/Activities*
 1. Tell the children that today we will be starting a new History and Geography unit on China.

2. Ask the children “How many of you already know something about China?” Hopefully most of the children will raise their hands.
3. Tell them that you want to find out what they already know about China, and to do that, you will be passing out a pretest for the children to take.
4. Emphasize to the children that this is a pre-test and it will not be graded. You simply want to know what they already know so that you can teach the class some new things about China.
5. Hand out Appendix A. Choose students to read the questions aloud and give them enough time to complete each question before moving on.
6. Collect Appendix A when all the children have completed it.
7. Tell the children that there are many things that the Chinese invented. To figure out what these inventions are, we are going to play a game.
8. The rules of this game are as follows:
 - a. The teacher will give three clues for each invention. After giving each clue, the teacher will call upon one student to make a guess. If the guess is not correct, the teacher will give the next clue. This goes on until the correct invention is given by a student or the students cannot guess what the invention is.
9. The first invention is paper. Give the following clues:
 - a. It is something we use everyday at school.
 - b. The ancient Chinese made this invention by mashing up old rags, old rope and the bark of trees.
 - c. In China, this invention was valuable enough to be used as money.
10. The second invention is woodblock printing. Give the following clues:
 - a. Before this was invented, people had to write books by hand.
 - b. A large block of wood was used in this invention.
 - c. With this invention you could make many copies of a page.
11. The third invention is fireworks. Give the following clues:
 - a. These are used to celebrate a holiday here in the United States.
 - b. Gunpowder was used for this invention.
 - c. These can be very dangerous.
12. The fourth invention is porcelain. Give the following clues:
 - a. This invention is made of white clay.
 - b. The clay is formed and heated and becomes very strong.
 - c. After it is heated, artists paint beautiful designs on it.
13. Show the children an example of porcelain. Explain to the children that porcelain is fine white clay that is heating to make it very strong. It is then painted. Another name for porcelain in china (sometimes referred to as fine china).
14. The fifth invention is silk. Give the following clues:
 - a. This invention is made from an animal.
 - b. The animal eats the leaves off of mulberry trees and then will spin a cocoon around itself.
 - c. This is a cloth that is useful because it is cool in the summer and warm in the winter.
15. After telling the children that silk comes from a silkworm, discuss the steps that a silkworm goes through to spin one strand of silk.
 - a. Step one – The silkworm loves to eat the leaves of mulberry trees.
 - b. After about 45 days of eating, the silkworm begins to spin a cocoon around itself. This cocoon is a single piece of strong, shiny silk.

- c. Silk makers put the cocoon in steam or hot water to loosen the ends so that it can be spun together to make thicker pieces of thread. These thicker strands of thread are used to weave silk cloth.
 - 16. Tell the children that tomorrow they will be experiencing how to make paper.
 - 17. Hand out Appendix B to each student to take home.
- E. *Assessment/Evaluation*
 - 1. Appendix A – China Pre-Test is given as a pre-assessment to this unit. This will tell you what your children already know about China and if there are any parts of this unit you will not need to teach.

Lesson Two: Paper Making (one day, approximately 30 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students understand the impact of scientific and technological developments on individuals and societies.
 - 2. Lesson Content
 - a. China
 - i. Invention of paper
 - 3. Skill Objective(s)
 - a. The students will observe and participate in the making of paper.
- B. *Materials*
 - 1. Wood frame with screen
 - 2. Paper of all colors (less of black, brown, and purple)
 - 3. Blender
 - 4. Pitcher to hold water
 - 5. Two large, plastic tubs
 - 6. Towels
 - 7. Glitter (optional)
 - 8. Small torn up pieces of paper brought by the students
 - 9. *The Story of Paper* by Ying Chang Compestine
- C. *Key Vocabulary*

None
- D. *Procedures/Activities*
 - 1. Appendix B should have been sent home the previous day. The students should have come to school with torn up pieces of colorful paper.
 - 2. Tell the children that today we will be talking about an invention that was mentioned in yesterday's lesson. Give the students a chance to guess and tell them it is the invention of paper.
 - 3. Read aloud *The Story of Paper* by Ying Chang Compestine to the children. Be sure to read the historical section on paper as well. Lead a short discussion following the reading of this story by asking the children what they learned about papermaking.
 - 4. Explain that usually paper isn't made directly from paper, but that we will be making new, recycled paper.
 - 5. You can tell the children that they have a very important ingredient at their desks to make recycled paper. Ask them what that could be (torn up scraps of paper).
 - 6. Allow students to sit where they can see the blender and frame.
 - 7. Fill the blender about $\frac{1}{4}$ of the way full with water. Call on two to three students at a time to add their paper into the blender.
 - 8. As soon as the blender gets full, place the pulp into the plastic tub. Repeat this until all the students have added their paper.

9. Take the combined pulp and press in onto the wooden screen frame, over another tub, making sure to get out as much water as possible.
 10. Glitter can be sprinkled on at this time. The paper is then set to the side for three or four days so that it can dry and harden.
 11. The paper should be cut into rectangles (about the size of bookmarks) and will be used in the culminating activity.
- E. *Assessment/Evaluation*
1. Orally review with the children what Chinese inventions were discussed the previous day (paper, woodblock printing, fireworks, porcelain, silk).
 2. Choose a student to tell you the steps to making silk.
 - a. A silkworm eats and eats from the leaves of a mulberry tree.
 - b. After about 45 days of eating, the silkworm begins to spin a cocoon around itself. This cocoon is a single piece of strong, shiny silk.
 - c. Silk makers put the cocoon in steam or hot water to loosen the ends so that it can be spun together to make thicker pieces of thread. These thicker strands of thread are used to weave silk cloth.

Lesson Three: The Geography of China (one day, approximately 50-60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 2. Lesson Content
 - a. Geography of Asia
 - i. Locate: China
 - b. China
 - i. Yellow (Huang He) and Yangtze (Chang Jiang) Rivers
 - ii. Great Wall of China
 3. Skill Objective(s)
 - a. The students will become familiar with the major landmarks in China as well as the general geography of the region.
- B. *Materials*
1. *The Great Wall of China* by Leonard Everett Fisher
 2. Appendix C – one per student plus one overhead
 3. Pencils
 4. Crayons
 5. *China* by Michael Dahl
- C. *Key Vocabulary*
1. Mongols – fierce fighters from Mongolia
 2. Canal – an artificial waterway for irrigation or navigation
- D. *Procedures/Activities*
1. Tell the children that today they will be learning about important landmarks of China as well as the geography.
 2. Explain to the children that a very famous landmark that is over 2,000 years old still exists in China today.
 3. Read aloud the story *The Great Wall of China* by Leonard Everett Fisher.
 4. Hand out Appendix C. Tell the children to get out their pencils.
 5. Use page four in the book, *China* by Michael Dahl, to help you label the following places on the overhead of Appendix C as the children are labeling at their desks:

- a. Beijing
 - b. Hong Kong
 - c. Yellow (Huang) River
 - d. Yangtze (Chang Jiang) River
 - e. The Grand Canal (Explain to the children that the Grand Canal was a man-made river connecting the Yellow and Yangtze Rivers. It was made to more easily move people and products around China.)
 - f. The Great Wall
 - g. Yellow Sea
 - h. East China Sea
 - i. South China Sea
5. Tell the children that they can color the water (rivers and seas) blue and the land yellow (careful not to color over the labeling already done).
- E. *Assessment/Evaluation*
- 1. Part two at the bottom of Appendix C is used as the evaluation piece.
 - 2. Choose a child to read the directions at the bottom of the page. Ask the class if there are any questions.
 - 3. Choose one child to read question number one and another child to read question number two.
 - 4. Collect Appendix C.

Lesson Four: The Magic Paintbrush (two days, approximately 45-50 each day)

- A. *Daily Objectives*
- 1. Concept Objective(s)
 - a. Students understand how to write and speak for a variety of purposes and audiences.
 - 2. Lesson Content
 - a. Stories
 - i. The Magic Paintbrush (a folktale from China)
 - 3. Skill Objective(s)
 - a. The students will become familiar with the folk tale *Liang and the Magic Paintbrush*.
 - b. The students will effectively explain the similarities and differences between two stories.
- B. *Materials*
- 1. *Liang and the Magic Paintbrush* by Demi
 - 2. Writing paper
 - 3. Pencils
 - 4. Appendix D – one per student
 - 5. Appendix E – one for each piece of writing
- C. *Key Vocabulary*
- 1. Folk tale – a story orally passed down from generation to generation
- D. *Procedures/Activities*
- 1. Tell the students that today you will be sharing a folk tale from China with them. Ask for volunteers to remind the class what a folk tale is (a story orally passed down from generation to generation).
 - 2. Explain to the students that the folk tale you will be sharing comes from China.
 - 3. Read aloud *Liang and the Magic Paintbrush*.
 - 4. After reading the book discuss the following questions:
 - a. How did Liang do good for people with the magic paintbrush? (he painted furniture, tools, cookware, toys for the poor)

- b. This story is good versus evil. Who/What is the good and who/what is the evil? (Liang – good vs. Emperor – evil)
 - c. Did good or evil win out? (good)
 - d. What does it mean to be greedy?
 - e. Where did we see greediness in this story? (Emperor)
- E. *Assessment/Evaluation*
1. Explain to the children that they will be completing a writing assignment.
 2. The students will be rewriting this story so that it is a tale about themselves.
 3. They should put their name in the title in place of Liang.
 4. Hand out writing paper to the children.
 5. Explain to the children that they will be rewriting this story inserting themselves in place of the main character Liang. They should imagine that they have a magic paintbrush and they will be writing about what good they would do in the world with this magic paintbrush.
 6. Explain to the children that they may not complete this in one day. Tell them to work hard to get as much done as they can today and then they will have tomorrow to complete their writing.
 7. Once the children have completed their rough draft, they can edit their work. When their rough draft is edited you can hand out Appendix D, which will be the paper for the final copy.
 8. Collect all the final copies and use Appendix E as a rubric for grading the writing assignments.

Lesson Five: Yeh-Shen vs. Cinderella (one day, approximately 50-60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to write and speak for a variety of purposes and audiences.
 - b. Students recognize how to read and understand a variety of materials.
 2. Lesson Content
 - a. Reading Comprehension and Response
 - i. Discuss similarities in characters and events across stories.
 3. Skill Objective(s)
 - a. The students will become familiar with folk tales from other countries.
- B. *Materials*
1. *Yeh-Shen* retold by Ai-Ling Louie
 2. *Cinderella* by Charles Perrault
 3. Pencils
 4. Appendix F – one per student plus one overhead (optional)
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. At some point in the day before this lesson begins, read aloud *Cinderella* by Charles Perrault. Explain to the children that later in the day they will hear the Chinese version of Cinderella and they will be comparing the two stories.
 2. Remind the children that earlier in the day they heard the story *Cinderella*. Tell them that now they will hear the Chinese version *called Yeh-Shen*. Tell the children to listen carefully for similarities and differences in the stories.
 3. After reading Yeh-Shen, ask the children what they heard in that story that was the same as what they heard in Cinderella.

4. Ask the children what they heard in Yeh-Shen that was different than what they heard in Cinderella.
- E. *Assessment/Evaluation*
1. Hand out Appendix F. The teacher should either have an overhead copy of Appendix F or draw a large Venn diagram on the board to do this activity with the children.
 2. One side of the Venn diagram is what only happened to Cinderella. The other side is what only happened to Yeh-Shen. Where the circles overlap is what happened in both stories.
 - a. Only Cinderella – fairy godmother granted wishes, went to a ball, glass slippers, ran away when the clock struck midnight, married a prince
 - b. Only Yeh-Shen – fish bones granted wishes, went to a spring festival, slippers, ran away when her stepsister realized it was Yeh-Shen, married a king
 - c. Both – had stepmothers, pretty, lost a slipper, had chores
 3. Collect Appendix F.

Lesson Six: Confucius (one day, approximately 45-50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to write and speak for a variety of purposes and audiences.
 - b. Students recognize how to read and understand a variety of materials.
 2. Lesson Content
 - a. China
 - i. Teachings of Confucius (for example, honor your ancestors)
 3. Skill Objective(s)
 - a. The students will learn about the famous Chinese thinker Confucius.
 - b. The students will become familiar with a few of Confucius's sayings.
- B. *Materials*
1. *The Value of Honesty: The Story of Confucius* by Spencer Johnson
 2. Writing paper – one sheet per student
 3. Pencils
- C. *Key Vocabulary*
1. Virtue – moral excellence and righteousness; goodness
- D. *Procedures/Activities*
1. Explain to the children that this afternoon they will be learning about a famous Chinese thinker name Confucius. Tell them that you are going to read a story about Confucius to them.
 2. Tell the children that following the story you will be asking them why Confucius was so important and what he did for the Chinese people.
 3. Read aloud *The Value of Honesty*.
 4. After reading the story and discussing it hand out a piece of writing paper to each student.
 5. Tell the children that you will be writing a few of Confucius' sayings that the Chinese follow. Ask them to write each saying on their writing paper.
 6. The sayings are as follows:
 - a. "A word from the heart keeps one warm for three winters."
 - b. "What you do not want other to do to you, do not do to others."

- c. “When each person learns to be honest with himself, he will like himself. And when many people do this, the world will be a better place to live in.”
- d. “A quarter of one orange tastes as good as the whole orange.”
- e. “The cautious seldom error.”
- f. “When people know that you behave well, they, in turn, will behave well toward you.”

E. *Assessment/Evaluation*

- 1. Hand out Appendix G.
- 2. Tell the students that now they need to pick one saying that means something to them. They should write that saying down and tell why it means something to them. (Ex. “The cautious seldom error is important to me because.....”)
- 3. They may then add a picture that goes with their saying above their writing. They may then color it.
- 4. Collect Appendix G. Display if appropriate.

Lesson Seven: Chinese New Year (one day, approximately 45-50 minutes)

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. Students recognize how to read and understand a variety of materials.
- 2. Lesson Content
 - a. China
 - i. Chinese New Year
- 3. Skill Objective(s)
 - A. The students will better understand the customs and traditions of the Chinese people.

B. *Materials*

- 1. *Chinese New Year’s Dragon* by Rachel Sing
- 2. *The Runaway Rice Cake* by Ying Chang Compestine (for teacher reference)
- 3. Copy of Appendix J for each child
- 4. Pencils
- 5. Crayons
- 6. Scissors
- 7. Glue sticks
- 8. Red construction paper – one piece per child
- 9. Red string
- 10. Hole punch

C. *Key Vocabulary*

- 1. Lunar – pertaining to the moon
- 2. Tradition – a belief or custom handed down from generation to generation

D. *Procedures/Activities*

- 1. Tell the children that today they will be learning a little about a celebration in China.
- 2. Read aloud the story *Chinese New Year’s Dragon* to the children.
- 3. After reading the story ask the children what they learned about Chinese New Year. Some responses might be:
 - a. Everything is cleaned before the New Year so that bad luck will be gone.
 - b. Special decorations are used for Chinese New Year.
 - c. Chinese believe that you will cut short your luck if you cut the noodles you are eating.

- d. A red envelope containing money is a traditional gift for children at New Year.
 4. Tell the children that these things are considered traditions.
 5. Tell the children that each Chinese New Year is named after a different animal. There are twelve animals so after twelve years, the animal cycle begins all over again.
 6. Hand out Appendix J. Tell the children that they are going to make a Chinese New Year hat depicting the twelve animals/years.
 7. Tell the children to finish labeling the years in order from 2003 to 2014.
 8. When they have labeled the years they can label the animals. Choose children to guess what animal is depicted for each year. They are (in order): ram, monkey, rooster, dog, pig, rat, ox, tiger, rabbit, dragon, snake, and horse.
 9. Once they've completed labeling the animals, they may color them.
 10. Have the children cut out the hat and then lay it flat on a large sheet of red construction paper. They will glue their hat to this piece. Then have the children carefully cut about 1 to 1 ½ inches around the white circle with the animals to give it a red border.
 11. The children should then cut on the line labeled "cut". They can use a glue stick to glue the open triangle to the back of the hat. Allow time to dry.
 12. Punch two holes on the sides of the hat to tie the string into. This will help keep the hat on their heads.
- E. *Assessment/Evaluation*
1. Ask the children to tell you three things they have learned about Chinese New Year.
 2. Students will be completing the Unit Test on the next day, which will address Chinese New Year.

VI. CULMINATING ACTIVITY

- A. Hand out Appendix H to each child. Choose a child to read each question and give plenty of response time before moving on.
- B. Collect Appendix H.
- C. As a culminating activity, we take an afternoon to celebrate the Chinese New Year. This is usually in late January or early February. You will need at least three parent volunteers to run the three activities (Calligraphy Writing, Paper Lanterns, and Chinese Number Writing), along with a few parents to bring in the Chinese lunch items.
- D. The following activities take place at our Chinese New Year celebration.
 1. Chinese lunch – Contact four or five parents to bring in different Chinese dishes, paper plates, silverware, and juice. We eat lunch in the classroom and try different Chinese dishes. Be aware of any allergies your students have.
 2. Calligraphy writing – From Lesson Two you should have rectangles cut out of the recycled paper that was made. Go to the website <http://chineseculture.about.com/library/name> to get your children's names translated into Chinese characters. Using black tempera paint, the children can paint their Chinese names onto the bookmarks.
 3. Paper Lanterns – Each child should have a 12in. x 16 in. sheet of light colored tissue paper (white, yellow). The students can carefully decorate the tissue paper with slightly diluted watercolor designs. When the paint dries they will fan-fold the length of the tissue paper. Once it is folded one time, unfold it and lay it flat. Roll the paper and tape the ends together. Refold the tissue paper into a lantern shape. Tape a length of string from one side to the other for hanging.

4. Chinese Number Writing – You will need the book *Count Your Way Through China* by Jim Haskins. Hand out a sheet of white legal paper, a black Crayola marker, and a pencil to each child. Go through the book demonstrating how to write each number and allow the children to practice writing the Chinese number on their paper. They can use their pencils to write the Chinese pronunciation given in the book too.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: China Pre-Test
- B. Appendix B: Parent Letter
- C. Appendix C: Map of China
- D. Appendix D: Final Copy for Writing Assignment
- E. Appendix E: Rubric for Writing
- F. Appendix F: Cinderella vs. Yeh-Shen
- G. Appendix G: Confucius Saying
- H. Appendix H: China Unit Test
- I. Appendix I: China Unit Test – Key
- J. Appendix J: Chinese New Year Hat

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Appendix A

China Pre-Test



1. Confucius was a famous Chinese _____.
 - a. Farmer and rancher
 - b. Singer and actor
 - c. Thinker and teacher
 - d. store owner

 2. What important river is found in China?
 - a. Nile River
 - b. Mississippi River
 - c. Yellow River

 3. The Chinese honor their _____.
 - a. ancestors
 - b. pets
 - c. mummies

 4. Circle the Chinese inventions:
paper woodblock printing porcelain

silk fireworks

 5. What is the name of the structure that was built to keep the Mongols from destroying villages in China?
 - a. The Great Pyramid
 - b. The Great Wall of China
 - c. The Grand Canal of China

 6. The animal that is important in the Chinese New Year is the _____.
 - a. silkworm
 - b. dragon
 - c. dog

 7. China is on the continent of _____.
 - a. North America
 - b. Africa
 - c. Asia

 8. Where does silk come from? (Use complete sentences)
-
-

Appendix B



Dear Parents,

Tomorrow we will be discussing the Chinese invention of paper and we will be making recycled paper. For this activity, each student needs to bring a small Ziploc bag half-full of tiny, torn up scraps of colorful paper (not black or brown). This paper can be tissue paper, paper towels, construction paper, or copy paper. Thank you for your help with our project!



Dear Parents,

Tomorrow we will be discussing the Chinese invention of paper and we will be making recycled paper. For this activity, each student needs to bring a small Ziploc bag half-full of tiny, torn up scraps of colorful paper (not black or brown). This paper can be tissue paper, paper towels, construction paper, or copy paper. Thank you for your help with our project!

Appendix C

MAP OF CHINA



PART TWO

In complete sentences answer the following questions about the *Great Wall of China*.

1. Why was the *Great Wall of China* built? _____

2. What is one fact you learned about the *Great Wall of China*? _____

Appendix E

RUBRIC FOR WRITING

Advanced

- ___ Fully focused on prompt
- ___ Specific, lively details with elaboration
- ___ Inviting introduction, crafted body, and satisfying conclusion
- ___ Clear, coherent order with very effective transitions
- ___ Writing clearly grabs the reader's attention and shows heart and spirit
- ___ Striking vocabulary with active, precise verbs and figurative language
- ___ Variety of engaging, crafted, flowing sentences
- ___ Nearly error-free

Proficient

- ___ Mostly focused on the prompt
- ___ Ideas and details are clear, interesting, and purposeful
- ___ Intentional introduction, organized body, and purposeful conclusion
- ___ Good pacing and order with ordinary transitions
- ___ Writing engages and holds the reader's attention and shows commitment
- ___ General, familiar vocabulary and verbs with some attempts at varied usage
- ___ Variety of somewhat engaging sentence lengths and structures
- ___ Some errors, but they do not interfere with reading and meaning

Partially Proficient

- ___ Some focus on the prompt
- ___ Ideas and details are sketchy and thinly developed, with little elaboration
- ___ Begins, and /or ends abruptly while the purpose of the writing is not clear
- ___ Choppy, rambling writing, with ineffective or obvious transitions
- ___ Reader may lose interest because writer does not show sincere commitment
- ___ Uninteresting, vague, repetitious vocabulary that may be misused
- ___ Awkward sentence structures and/or too many simple constructions
- ___ Errors interfere with reading and meaning

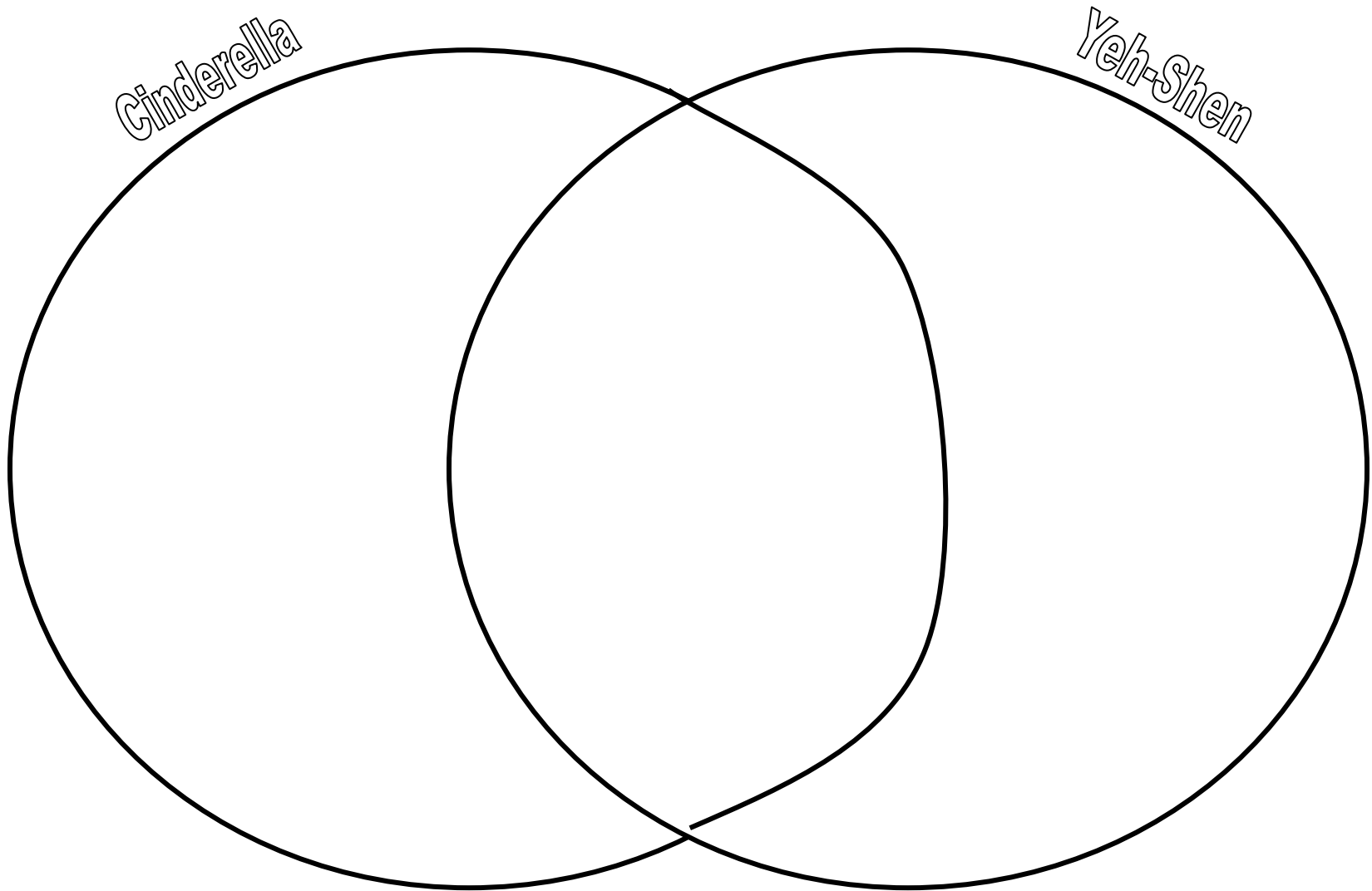
Unsatisfactory

- ___ Lacks focus on the prompt
- ___ Meaningless information with limited and unclear ideas
- ___ Weak or missing introduction and conclusion with confusing purpose
- ___ Awkward, distracting pacing with no transitions
- ___ Reader not engaged because the writer lacks connection to the audience
- ___ Vague, limited, incorrect vocabulary that is misused
- ___ Incomplete, incorrect sentence structures with no variety
- ___ Significant errors make reading difficult

Appendix F

NAME _____

Cinderella vs. Yeh-Shen



Appendix G

NAME _____

Appendix H

China Unit Test



Answer the following questions using complete sentences.

1. What structure was built to keep the Mongols out of China? (2 points)

2. What famous saying did you learn while studying about Confucius' life? (2 points)

Number the sentences in the order that they happen to show how silk is made. (4 points)

- _____ Silk makers put the cocoon in steam or hot water to loosen the ends.
_____ Three or four days is spent making a single thread.
_____ The silkworm eats and eats off of the mulberry trees.
_____ After about 45 days, the silkworm spins it's cocoon.

Circle the correct answer for each question. (1 point each)

1. What famous river is found in China?
a. Mississippi River
b. Amazon River
c. Yellow River
2. China is on the continent of _____.
a. North America
b. Asia
c. Africa
3. The capital of China is _____.
a. Nanning
b. Tokyo
c. Beijing
4. What connects the Yellow and Yangtze Rivers?
a. The Grand Canal
b. The China Canal
c. The First Canal
5. Circle the Chinese inventions. (3 points)
porcelain fireworks paper

silk woodblock printing

Appendix H, page 2

6. List three animals shown on a Chinese New Year calendar.

7. The Chinese honor their _____.

- a. ancestors
- b. pets
- c. mummies

8. Write a sentence telling me of a tradition taking place at Chinese New Year.

Appendix I

China Unit Test - Key



Answer the following questions using complete sentences.

1. What structure was built to keep the Mongols out of China? (2 points)

The Great Wall of China was built to keep the Mongols out of China.

2. What famous saying did you learn while studying about Confucius' life? (2 points)

Answers may vary – see Lesson Six.

Number the sentences in the order that they happen to show how silk is made. (4 points)

- 4 Silk makers put the cocoon in steam or hot water to loosen the ends.
3 Three or four days is spent making a single thread.
1 The silkworm eats and eats off of the mulberry trees.
2 After about 45 days, the silkworm spins it's cocoon.

Circle the correct answer for each question. (1 point each)

1. What famous river is found in China?

a. Mississippi River
b. Amazon River
c. Yellow River

2. China is on the continent of _____.

a. North America
b. Asia
c. Africa

3. The capital of China is _____.

a. Nanning
b. Tokyo
c. Beijing

4. What connects the Yellow and Yangtze Rivers?

a. The Grand Canal
b. The China Canal
c. The First Canal

5. Circle the Chinese inventions. (3 points)

porcelain fireworks paper
silk woodblock printing

Appendix I, page 2

6. List three animals shown on a Chinese New Year calendar.

Ram, monkey, rooster, dog, pig, rat, ox, tiger, rabbit, dragon, snake, or horse

7. The Chinese honor their _____.

- a. ancestors
- b. pets
- c. mummies

8. Write a sentence telling me of a tradition taking place at Chinese New Year.

Answers may vary but can include:

- 1. Everything is cleaned before the New Year so that bad luck will be gone.
- 2. Special decorations are used for Chinese New Year.
- 3. Chinese believe that you will cut short your luck if you cut the noodles you are eating.
- 4. A red envelope containing money is a traditional gift for children at New Year.

Appendix J

Chinese New Year Hat

The Chinese use 12 animal signs to represent the calendar years. Every 12 years the cycle begins again.

1. Finish labeling the years in order from 2003 to 2014.
2. Next, label the animal for each year.
3. Color the animals.
4. Cut out the circle and glue it onto red construction paper. Cut a larger circle out of the red construction paper approximately 1-1 ½ inches from the original circle. This will leave a red border around the hat.
5. Cut on the line labeled. Add glue to the blank pie piece and glue into a hat shape. Add string on either side to tie around neck.

