

Chinese New Year  
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# East Asian Studies

## Unit 2

### Chinese New Year

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## Pre-Assignment :

### Lesson E

“Get your suitcases and don’t forget your passport! We’re off to China.”

The students’ passports should be prepared along with their suitcases. If you do not have these please refer to the pre-assignment for the passports and suitcases (see attached). The passport will be stamped by the teacher upon the introduction of China. Students will use suitcases to hold passports, rubrics, worksheets and handouts. Students will locate and color in each country on their world map as they enter that lesson.

**Chinese New Year...say**  
**what?!**

**Lesson F**

## **GRADE LEVEL:**

10th-12<sup>th</sup> grade

## **STANDARDS:**

People in Societies: Analyze how issues may be viewed differently by various cultural groups.

## **OBJECTIVES:**

By the end of this lesson, the students will be able to describe and detail what goes on during the Chinese New year celebration.

## **MATERIALS:**

- [PowerPoint presentation](#)
- Projector
- Books on Chinese New Year Celebration and Chinese Culture

## **PREPARATIONS:**

Create PowerPoint Presentation and prepare for discussion.

## **INTRODUCTION:**

Teacher will ask students to raise their hands if they have heard of The Chinese New Year. They will then ask the students to write down what day they think the holiday falls on. Have students briefly discuss their ideas as a class they continue into the [PowerPoint](#) presentation.

## **PROCEDURES:**

1. Teacher completes the introduction
2. Begins [PowerPoint](#) presentation

3. When the PowerPoint ends allow students to ask questions and discuss what they just learned.
4. Once students have discussed their ideas have the class come together to brainstorm their ideas for hosting their own Chinese New Year celebration.
5. Students will then form committees and prepare to host their own Chinese New Year Celebration
  - Food (some sample recipes included)
  - Decorations
  - Events
  - Costumes
  - Music

### **CLOSURE:**

Conclude the lesson by asking the students if they see any similarities in the Chinese New Year traditions with holidays, traditions and superstitions they recognize or have heard of. Then tell the students that in their next assignment they will be creating a Chinese Dragon kite to carry in the end of unit parade.

### **ASSESSMENT:**

Anecdotal check sheets will be used to track student participation on the project and a quiz will be given for knowledge retention.

### **VISUAL AIDS:**

Power Point Presentation, books on China, The Chinese New Year and Chinese New Year crafts, Passports, Maps, examples of Chinese Dragon Kites, imagery, and teacher example

### **ADAPTATIONS:**

Differentiated Instruction:

Handouts of the PowerPoint presentation will be given to students who require additional visual aids, and the PowerPoint slides will contain written information that will also be read out loud. Form some students quiz questions may need to be read aloud and some may require a scribe.

## **QUIZ:**

Name: \_\_\_\_\_

1. How many days are in the Chinese New Year Celebration?
  
2. List and describe one superstition regarding Chinese New Year that we discussed.
  
3. What birthday does the 7<sup>th</sup> day represent?
  
4. In the Chinese New Year, New Years day is on the same day every year.
  - a. True
  - b. False
  
5. What are the common colors of Chinese New Year and what do the colors symbolize?
  
6. What is done on the 15<sup>th</sup> day?

It's a bird, it's a plane—  
it's a dragon!

## Chinese Dragon Kites

### Lesson G

"Everything was lost except for the ability  
to create."



# Chinese Dragon Kites

## **GRADE LEVEL:**

10th-12<sup>th</sup> grade – Art 1

## **STANDARDS:**

*Historical, Cultural, and Social Context*

Benchmark A: Explain how and why visual forms develop in the contexts (e.g., cultural, social, historical, and political) in which they were made.

Benchmark D: Select a culture and create an original work of art that demonstrates understanding of a historical, social, or political issue of the culture.

*Creative Expression and Communication*

Benchmark A: Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.

Benchmark B: Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques, and subject matter.

## **OBJECTIVES:**

By the end of this lesson, the students will create an original work of art that demonstrates their understanding of the culture within the Chinese New Year celebration.

## **MATERIALS:**

Pencils, Scissors, Tyvek, String, Permanent Markers, Colored Pencils, Streamers, Dowel Rods, Glue, Tape

## **PREPARATIONS:**

Create teacher example of a Dragon Kite, and obtain imagery that reflects Chinese art, Chinese New Year, dragons, and Dragon Kite.

## **INTRODUCTION:**

After the presentation on the Chinese New Year in their Social Studies classes the Art Teacher will ask students what they think of when they think of Chinese Art. Student's will be given a brief time to discuss then the teacher will introduce The Arts and crafts of the Chinese New Year in paying particular attention to Chinese folklore art—specifically the dragon and it's significance in the culture. Teacher will also discuss the importance and history of kites in Chinese culture.

## **PROCEDURES:**

1. Teacher hands out step by step instructions.
2. The teacher demonstrates how to create the forms for the kites while offering user friendly language to students. The teacher also demonstrates techniques for attaching the finished kite to dowel rods and how to add the streamers and string.
3. The teacher shows examples of Chinese Dragons and Kites. Teacher discusses the parts of a dragon and reminds students that they need to include all parts in their designs.
4. Students sketch dragons ideas on sketch paper, they will then determine which dragon design to transfer onto precut tyvek.
5. Students then add color and details to their dragons with permanent markers and colored pencils.
6. The students attach finished kites to two precut dowel rods with glue and tape.
7. Students add streamers to the bottom of their kites and tie string to precut holes in tyvek.

## **ASSESSMENT:**

Anecdotal check sheets will be used to track student participation on the project. At the conclusion of the project a culminating rubric (attached) will be used to evaluate the students' final projects.

## **VISUAL AIDS:**

Power Point Presentation, books on China, The Chinese New Year and Chinese New Year crafts, Passports, Maps, examples of Chinese Dragon Kites, imagery, and teacher example

## **ADAPTATIONS:**

Differentiated Instruction :

Provide written step by step instructions, demonstrate the steps, and offer assistance and extended time for the students that need to be accommodated.

## RUBRIC:

### Chinese Dragon Kite

Student \_\_\_\_\_

Category	4	3	2	1	Score
<b>Creativity</b>	Totally Original design, no element is an exact copy of designs seen in the source material.	Most of the Dragon Kite elements are unique, but 1 element may be copied from source material.	Some aspects of the Dragon Kite are unique, but several elements are copied from source materials or other students	The Dragon Kite is a copy of a mask seen in source material or one made by another student (80% or more of elements are copied).	
<b>Attractiveness/ Craftsmanship</b>	The Dragon Kite shows that the creator took great pride in his/ her work. The design and construction look carefully planned. The item is neat (free of unwanted bumps, drips, marks, and tears).	The Dragon Kite shows that the creator took pride in his/ her work. The design and construction look planned. The item has a few flaws (unwanted bumps, drips, marks, tears), but these do not detract from overall look.	The design and construction were planned. The item has several flaws (unwanted bumps, drips, marks, tears), but these do not detract from overall look.	The Dragon Kite looks thrown together at the last minute. It appears that little design or planning was done. Craftsmanship is poor.	
<b>Details</b>	Dragon Kite details are all easily viewed and identifiable from across the	Most Dragon Kite details are easily viewed and identifiable from across the classroom.	Most Dragon Kite details are easily identified when the Dragon Kite is seen close-up	Many Dragon Kite details are too small or are not clear.	

	classroom.				
<b>Knowledge About Culture/ Story</b>	The student can answer 3 questions correctly about how the Dragon Kite relates to the culture or story being studied.	The student can answer 2 questions correctly about how the Dragon Kite relates to the culture or story being studied.	The student can answer 1 question correctly about how the Dragon Kite relates to the culture or story being studied.	The student does not understand how the Dragon Kite relates to the culture or story being studied.	
<b>Time &amp; Effort</b>	Class time was used wisely. Much time and effort went into the planning and design of the mask. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put more time and effort at home	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.	

# Post Assessment:

## Lesson H

Party like its 1999!!!

Students will conclude the lesson by hosting their own Chinese New Year. The celebration will contain all aspects of the culture including, food, costumes, a parade, decorations, and music. Students will be responsible for creating awareness of the Chinese New Year through posters and fliers that will be posted throughout the school building. Faculty will be invited through a special invitation specifically created by one of our Chinese New Year committees.

**RUBRIC:**

Party like its 1999  
(poster)

CATEGORY	4	3	2	1
<b>Use of Class Time</b>	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
<b>Graphics -Clarity</b>	Graphics are all in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.	Many graphics are not clear or are too small.
<b>Graphics - Originality</b>	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
<b>Graphics - Relevance</b>	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
<b>Labels</b>	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.

<b>Required Elements</b>	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
<b>Knowledge Gained</b>	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
<b>Content - Accuracy</b>	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
<b>Title</b>	Title can be read from 6 ft. away and is quite creative.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.
<b>Mechanics</b>	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
<b>Total Points:</b>				



## Conclusion:

Student's passports need to be stamped pending lesson completion so they can exit the country. Remind students that they will need their passports and suitcases for the next unit.

## **RECIPES**

### **Jiaozi**

#### **Ingredients:**

- Jiaozi dough:
- 3 cups all-purpose flour
- up to 1 1/4 cups cold water
- 1/4 teaspoon salt
- Filling:
- 1 cup ground pork or beef
- 1 TB soy sauce
- 1 teaspoon salt
- 1 TB Chinese rice wine or dry sherry
- 1/4 teaspoon freshly ground white pepper, or to taste
- 3 TB sesame oil
- 1/2 green onion, finely minced
- 1 1/2 cups finely shredded Napa cabbage
- 4 tablespoons shredded bamboo shoots
- 2 slices fresh ginger, finely minced
- 1 clove garlic, peeled and finely minced

#### **Preparation:**

Stir the salt into the flour. Slowly stir in the cold water, adding as much as is necessary to form a smooth dough. Don't add more water than is necessary. Knead the dough into a smooth ball. Cover the dough and let it rest for at least 30 minutes.

While the dough is resting, prepare the filling ingredients. Add the soy sauce, salt, rice wine and white pepper to the meat, stirring in only one direction. Add the remaining ingredients, stirring in the same direction, and mix well.

To make the dumpling dough: knead the dough until it forms a smooth ball. Divide the dough into 60 pieces. Roll each piece out into a circle about 3-inches in diameter.

Place a small portion (about 1 level tablespoon) of the filling into the middle of each wrapper. Wet the edges of the dumpling with water. Fold the dough over the filling into a half moon shape and pinch the edges to seal. Continue with the remainder of the dumplings.

To cook, bring a large pot of water to a boil. Add half the dumplings, giving them a

gentle stir so they don't stick together. Bring the water to a boil, and add 1/2 cup of cold water. Cover and repeat. When the dumplings come to a boil for a third time, they are ready. Drain and remove. If desired, they can be pan-fried at this point.

\*\*\*Recipe found at:

<http://chinesefood.about.com/od/dimsumdumplings/r/jiaozi.htm>

## Yuanxiao Dumplings

### Ingredients:

- 4 1/2 cups (500 g) sticky rice flour
- 7oz. (200 g) butter
- 7 oz (200 g) black sesame powder
- 8 oz (250 g) sugar
- 1 tsp wine
- Water, as needed\*

### Preparation:

Mix the butter with sesame powder, sugar, and wine. (You need to heat the mixture a little bit). Make into small balls, using approximately 1 level teaspoon each and rolling into small balls with your hands.

Place the glutinous rice flour in a large mixing bowl. Add the water, a small amount at a time, working and shaping the dough until it has a texture similar to playdough - not too soft but smooth and easy to manipulate. (Note: Glutinous rice flour can be a bit tricky to work with - at first it looks too dry and the next thing you know the dough is sticking to your hands because you've added too much water. If that happens, add a bit more glutinous rice flour. On the other hand, if the dough is too dry, add more water, a small amount at a time).

Pinch off a piece of dough approximately the size of a golf ball. Roll the dough into a ball. Use your thumb to make a deep indentation in the dough, place a sesame ball into the hole and close it up. It is important to make sure the sesame ball is completely covered with the dough. Continue with the remainder of the dough.

Cook the dumplings in boiled water. Make sure to keep stirring in one direction while cooking. When they float on the water, continue to boil for about one minute using less heat.

\*The amount of water needed can vary quite a bit depending on the humidity level where you live and the age of the flour. This recipe is reprinted with permission of Jun Shan, former About.com Guide to Chinese Culture. The recipe directions have been revised by Rhonda Parkinson.

\*\*\*Recipe found at:

<http://chinesefood.about.com/od/chinesenewyear/r/yuanxiao.htm>

## **RESOURCES:**

Merrill, Yvonne Y. Hands-On Asia. Salt Lake City, Utah: Kits Publishing, 1999.

Temko, Florence. Traditional Crafts from China. Minneapolis, Minnesota: Lerner Publications Company, 2001.

<http://chinesefood.about.com/od/dimsumdumplings/r/jiaozi.htm>

<http://chinesefood.about.com/od/chinesenewyear/r/yuanxiao.htm>