

Loretta Gray
Social Studies/English Language Arts
Grades 6, 7, 8

Section 5: Celebrating Chinese New Year

Purpose: Students study geography and culture of China to become aware that they live in one world, but their festivals and holidays differ.

Students will be able to:

- Identify and locate Asia on a world map/globe
- Identify and locate China on a world map/globe
- Identify and locate the great Wall of China on a world map/globe
- Identify, locate, color, label Asia, China and the Great Wall of China on a map of China
- Discuss how the Chinese New Year's celebrations compare with New Year's or other holiday activities within their cultures
- Construct lapbook with pictures and facts

Duration: Two 40 minute class periods (Two-day focus)

Materials:

World Map or Globe (teacher)
Map of China (students)
Chinese New Year PowerPoint
T-Chart graphic organizer (attached)
Colored pencils
Manila file folder
Glue
Scissors
Lapbook printables
Computer w/Internet access

Essential Questions:

- What continent is China located on?
- Where is China?
- Where is the Great Wall of China? Why was it built?
- What is Chinese New Year all about?
- When does it begin?
- How is it celebrated?
- How is Chinese New Year different/similar from New Year's Day celebrations in the US?

Day 1

Introduce students to China by having them to identify and locate China on a world map and/or globe. Tell students they will be learning about China and where it is. Begin the activity by asking, "What continent is China located on?" "Where is China located?" Have students describe where China is located and list their ideas on the chalkboard. Display the world map and/or globe. Ask for volunteers to find China on the map/globe. Provide hints as needed. Ask,

“Where is the Great Wall of China? Have students to point out the location for the Great Wall of China and track its borderline with their fingers. Explain that the Great Wall of China was built to protect the borders and used during wars. Have students return to their seats. Discuss location descriptions from the chalkboard and clear up misconceptions.

Distribute maps of East Asia and colored pencils. Have students locate Asia and trace the outline shape of Asia using a colored pencil. Tell students to write (label) Asia on the correct location. Have students locate China and trace the outline shape of China in a different color pencil. Tell students to write (label) China on the correct location for China. Ask students to use another color to trace the outline of the Great Wall of China. Tell students to write (label) the Great Wall of China along its borders. Have students work as partners to present maps to the class.

Assessment:

How well students work as partners, identify the continent of Asia, country of China, and Great Wall of China on a map, and explain why the Great Wall was built.

Closure:

Collect maps and tell students to begin thinking about what holidays are celebrated in China.

Day 2

Review maps and location for Asia and China, the Great Wall of China and why it was built. Explain to students that they will be learning about a holiday celebrated in China called Chinese New Year. Ask students: What is Chinese New Year all about? When does it begin? How is it celebrated? Ask students to brainstorm ways they think Chinese New Year is celebrated and list them on the board.

Have students to view the Chinese New Year PowerPoint. After viewing, discuss ideas from the board and clear up misconceptions. Read *Lion Dancer: Ernie Wan's Chinese New Year* by Madeline Slovenz-Low and Kate Waters (1991). Discuss ways the Chinese New Year is celebrated, festivals, and the symbols that represent the celebration.

Ask students, “How is Chinese New Year different/similar from New Year’s Day celebrations in the US?” Distribute T-Chart graphic organizers and have students to list holidays they celebrate on the T-Chart. In small groups, have students to discuss how the Chinese New Year’s celebrations compare with New Year's and other holiday activities within their cultures. Have them to list ways on the T-Chart to show how Chinese New Year is different/similar from New Year’s Day celebrations in the US. Ask students to explain their answers.

Tell students they will make a lapbook on the location of China and Chinese New Year. Distribute manila folders, colored pencils, scissors, and glue and lapbook printables. Have students to create a mini book with drawings, writings and pictures and symbols (e.g., China flag, animals on Chinese Zodiac Chart), etc.

Assessment:

Have student s to present lapbooks on China and Chinese New Year to the class.

Extended Activity:

Have students to visit the National Geographic website to find their birth year. Explain that Chinese tradition says a different animal represents each New Year. Which is yours? According to the Chinese calendar, the year you were born may determine your personality. Every year is represented by an animal, and legend has it that people born under that animal have certain personality traits. Find your birth year and that year's animal, and see what some people believe it says about you. Do the same for your friends, parents, relatives, and teachers.

Section 6: Resources

www.ucis.pitt.edu/cipitt/class/powerpoint/ChineseNewYear.ppt

Lion Dancer: Ernie Wan's Chinese New Year by Madeline Slovenz-Low and Kate Waters (1991).

<http://www.homeschool-resource-guide.com/lapbooks.html>

Instructions on how to make a Lapbook.

http://www.homeschoolshare.com/country_china.php

China Location Lapbook resource.

<http://www.homeschoolhelperonline.com/lapbooks/china.shtm>

Lapbook resource provides questions, pictures, and pockets for writing information about China and Chinese New Year.

<http://kids.nationalgeographic.com/kids/stories/peopleplaces/chinese-horoscopes/>

Chinese Horoscopes: This activity from National Geographic allows students to find their birth year animals and their related characteristics.

Related Resources:

<http://library.thinkquest.org/04oct/01913/>

This ThinkQuest resource provides kid-friendly information on the background and traditions of Chinese New Year. It includes information on activities leading up to and immediately following the New Year's Day.

<http://www.chinapage.com/newyear.html>

This site offers information about current and past Chinese New Year's, as well as information about the Chinese zodiac, how the dates for the holiday are determined, and more.

<http://pbskids.org/sagwa/games/countdown/index.html>

Countdown to the New Year: This PBS Kids site that offers interactive puzzles and activities to help students learn about the traditions of the Chinese New Year.

Name _____

Date _____

T-Chart

