

Chinese New Year  
Grades 9-12

Lesson Summary: Through literature, research, and inquiry, students will understand the cultural value of customs and rituals thought to bring good fortune to the Chinese people.

Estimated Duration: Lessons are estimated to take 1-2 class periods. An additional 1-2 class periods will be needed for research. An hour and half block will be needed for the culminating activity.

Standards Addressed: Globalization: Globalization has shaped new cultural, economic, and political ideas and entities. Global Connections: Advances in communications technology have profound effects on the ability of governments, interests groups, individuals and the media to share information across national and cultural borders. Historical Thinking: The use of primary and secondary sources of information includes and examination of the credibility of each source.

Pre-Assessment: Students will make a journal entry of a KWL chart regarding the celebration of the Chinese New Year.

Scoring Guidelines: Completion of the journal will count as a student grade. All answers will be compiled into a class list to ensure that we hit on the points students want to know. They will complete the “L” column as part of the post-assessment.

Post- Assessment: The party will the final assessment

Scoring Guidelines: Groups will be assessed on their planning and execution of the party.

Instructional Procedures:

- 1) Together, the class will read *Chinese New Year's Dragon* by Rachel Sing. Following the reading students will be asked to list the aspects of preparations, traditions, and legends surrounding the celebration of the Chinese New Year. Lists with each heading will be posted around the room and students will add to the list as they move throughout the room. We will discuss these lists
- 2) A class discussion format will take place talking about how Americans celebrate their new year and why the date of the new year is different. A lunar calendar will be used to show the differences in the year. Students will write in their journals what they have learned as a means to check for understanding.
- 3) Planning teams will be created for each of the three categories: Preparations, traditions, and legends. Each team will research their topic area in depth and decide what would be necessary to create their portion of a traditional Chinese New Year.
- 4) A Chinese New Year celebration will be held for the K-6 programs in the ED inclusion unit

Teacher Implementation Plan  
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(partner classes).

Differentiated Instructional Support: Students will be in mixed ability level groups so they will have support throughout the process.

Extension: Lessons on the Chinese zodiac will follow, with the team teacher.

Homework Options and Home Connections: Students will interview their families about the traditions they have in their families for celebrating the American new year. Students will be encouraged to find pictures and share with the class.

Interdisciplinary Connections: Students will be creating Chinese dragons in art class, with Mrs. A.

Materials and Resources:

*For Teacher*: *Chinese New Year's Dragon* by Rachel Sing, Lunar calendar, Gregorian calendar,

*For Students*: *Journal*, party preparations (list will be created by the students but will include: snacks, decorations, beverages, and entertainment)

Key Vocabulary: zodiac, lunar, Gregorian

Technology Connections: Internet research for party ideas and plans

Research Connections: Internet research for party ideas and plans

Attachments: None