

Susan Mendenhall

Melrose Elementary

Purpose:

To expose children to different cultures and to contrast and compare those cultures to their own. To celebrate differences in culture as well as to better understand the dynamics of the similarities that make us one people. To learn an appreciation of people different from us. I believe that knowledge is power. Books offer us a way to bridge the gap from ignorance to tolerance and acceptance. I also believe that young children are the most honest and accepting members of our society. They can teach us all so much when it comes to looking beyond and looking within. I really believe we are taught to be racist and prejudice. If we begin to teach small children about various cultures and an appreciation of their uniqueness, perhaps we will begin to build a better world. I pledge to apply ideas and ideals learned from the Asian classes to do my part to help build a more tolerant population one child at a time.

Target Group:

The group that I will be doing this project with is my second grade gifted group of eight children who are reading at a much higher level. We will complete the book in 10 chapters with supporting activities. We will meet daily for three weeks for thirty minutes each session.

February seems the prime time to do the project due to Chinese New Year. When we finish the book and activities, we will do a "book report" on chart paper to share with the whole class and do the paper puppet activity with all children in the class.

Part of my job description is to create and share units created with colleagues across the district. This unit will be offered to 12 second grade teachers and the four consulting teachers on my team in Wooster City Schools.

Our school has a culture fair in the spring and I would like to display our book, map, book report and some of the puppets and other articles there.

Day of the Dragon King

by Mary Pope Osborn

Background:

This is a book in a series written for third grade level readers called Magic Treehouse books. They all begin with the same premise and have the same two main characters.

The premise is that two siblings, Jack and Annie, find a magic treehouse in the woods near their home. They always find a magic book with a bookmark and a note in it. They are to travel to a specific place and bring back an item for proof. They travel through time without leaving the treehouse. While they are gone, no time passes in their real world. Sometimes the author, Mary Pope Osborne, writes a nonfiction companion book to read with the fiction. This makes an awesome teaching tool. This particular book has no nonfiction companion as of now, though it does contain many researched facts that are written in bold print within the fictional story.

Essential questions

- Where is China?
- What is the Chinese New Year?
- How is it celebrated in China?
- What is the Chinese Zodiac?
- How is it different from ours?
- What animal year is the new Chinese year?
- What year were you born in the Chinese calendar?
- Why did the emperor want to burn books?
- What is the Chinese legend that Jack and Annie must find?
- How do the Chinese people write their characters?
- What is the Great Wall?
- How do the Chinese make silk?
- When did the Dragon King rule in China?
- What significance does the dragon have?

Day 1

Using the Prologue, I will introduce the premise of the Magic Treehouse books and the characters Jack and Annie. We will find China on a world map and discuss the continent it is on and the ocean near it. We would discuss any ideas they may have about China and the Chinese people and add them to the Venn along with ideas about US people to contrast and compare. Each day we will

have a vocabulary word to look up tg before reading. The vocabulary word for today is "ancient". Read chapter one tg and discuss as we go about bamboo books and Chinese writing characters.

Day 2

Using wooden slats and artist brushes and ink, we will practice some Chinese characters. We will contrast and compare writing on the Venn. "Emperor" is our vocabulary word for today. Discuss the emperor who called himself "Dragon King" and the symbolism of dragons in Chinese culture...bravery and power. They will draw and color their own version of a dragon to display.

Day 3

Share our dragons pictures and display them.

Discuss tg the Chinese New Year and the animal Zodiac symbols. Find the symbol for the year each of them were born. Discuss the characteristics of those animals. Compare to our New Year's celebration... Add to the Venn diagram. Show pictures of Chinese people and dress and discuss.

Day 4

Vocabulary word for today is 'silk' and 'silkworm'. After looking up the definition, show pictures of a silkworm and discuss that silk was a very important part of Chinese trade and industry. Share silk fabric. Read chapter 3 and discuss. .

Day 5

Vocabulary word for today is "oxcart"...they will look this word up on their own and discuss its meaning. This chapter discusses the Great Wall. We will look at pictures of the wall and discuss its purpose to set the anticipatory hook for reading today. Read ch 4 tg and discuss.

Day 6

"Scholar" is our vocabulary word today...discuss...

Read ch 5 tg.

Discuss about the power of books and writing and why it was a threat to the Dragon King and why he would demand that they be burned! Discuss our library and the importance of books to us. What would we do if our books were in danger of being destroyed?

Day 7

"Ancestors" is our vocabulary word today...discuss..

Chapter 6 is entitled "The Dragon King". Discussion of market shops, Imperial Burial Grounds, and Chinese architecture. Show pictures of

homes and buildings of China and of the Imperial Burial Grounds and of the Dragon King. Read ch 6 tg and discuss...

Day 8

"Tomb" is our vocabulary word to look up and discuss today. Relate back to the Imperial Burial grounds from yesterday. Read and discuss ch 7, The Burning of the Books... Anything to add to our Venn diagram?

Day 9

"Endlessly" is our vocabulary word for today. We are reading ch 8, The Tomb...Discuss how we honor our presidents when they die. Read and discuss chapter tg.. This chapter contains some awesome facts that we will want to look up on the laptops tomorrow.

Day 10

We have the laptops in the library and we will "Google" China, silkworm, Dragon King, mulberry trees, the Great Wall and the Imperial Burial Grounds. They will each have a word to Google and we will trade and read about what each has found.

Day 11

We will look up the word "gong" and discuss before reading chapter 9, The Silk Path. Jack and Annie escape the Chinese village before the gate is drawn and return home in the treehouse. We will go over the Venn diagram and discuss what we have learned thus far...Discuss fact vs opinion...

Day 12

"Legend" is the vocabulary word of the day... Discuss the legends that we have found within this book...The cowherd and the silk weaver, the great wall is really a sleeping dragon, and the Chinese characters are derived from the tracks of birds and animals... Finish ch 10 and discuss the facts page at the end of the book.

Day 13

Write a book report from the book, Venn diagram and our research that we did on chart paper to share with the class. Practice reading the report.

Day 14

Share report and dragon pictures with the second grade class.

Teach class to make paper puppets....

Teach class to make paper puppets using the website below.

www.enchantedlearning.com

This is a website that you may subscribe to for \$25/year. It is a wonderful resource for elementary teachers! It has a website for the country(China) and then links to Great Wall, New Year, Zodiac, etc. You may browse before paying.

Materials, Websites, Books

World map

Wooden slats

Black ink

Artist brushes

Lined chart paper

Construction paper

Glue

markers

www.enchantedlearning.com

www.thingsasian.com

www.travelistic.com/place/popular

www.acornnaturalists.com/store/silkworms.aspx

Day of the Dragon King by Mary Pope Osborne (paperback, Random House)

The Lands, People, and Cultures series by Crabtree Publishing Co.

China the people

China the land

China the culture

Dictionaries

Second grade language arts/ss

Standards:

PA-Increase sight word vocabulary, orally read passages fluently with appropriate expression

AV-Successfully use a beginner's dictionary and glossary

RP- Establish a purpose for reading, Answer literal, inferential, and evaluative questions to demonstrate comprehension

RA/Informational Text- Ask and answer questions about the text(who,what,when,where,why,how)

RA/Literary Text-Describe characters,setting, and theme and retell the plot

WP-Develop a main idea for writing

Research-Know how to search for information from a variety of sources, report findings to others

Communications-Use active listening strategies, Deliver presentations that are either informational, descriptive, or dramatic

People in Societies- Describe the cultural practices and products of people on different continents

Geography-Name and locate the continents and oceans in photos, maps, and 3D models

Skills and methods-Distinguish between fact and fiction