

China Teacher Implementation Plan

Susan Stroh, Visual Arts Teacher
Linda Glave, Family and Consumer Science
Prairie Heights Middle School

1. This unit will be taught on an Interdisciplinary approach combining Visual Arts with the Family and Consumer Science class to our middle school students. This class will be combined in Activities 1, 2, 5, 6, and 7. Activities 3 and 4 will be taught by individual subject. Each subject area will need five class periods to complete all activities. This activity will be specific to the January term and will be the final activity for the second grading period to coincide with the Chinese New Year.

We have selected an optional enrichment activity to include students, parents, teachers, and guests of the community in an after school outing to an area Chinese restaurant. This opportunity will provide our students the opportunity to learn more about China, its customs, and its foods. Our Chinese guests can provide insights into their heritage, customs, and belief structures.

A public display will be created showing the artwork, recipes, menus, and photos of the activity. This will expose the student body, parents, community, and the guests of our school to the educational opportunities of our interdisciplinary unit.

2. In Visual Arts and Family and Consumer Sciences, it is not enough to teach only the craft and the skills. This seminar has given to us the opportunity to explore the historical significance of a new and diverse culture. In not only looking at the historical significance of China, we look to perceive the future of China and how this may impact upon our future.

In addition to the lessons on culture, history, and economic issues, their influence on the family structure in China and the customs of its people were extremely interesting concerning family relationships and child development. The seminar again was very informative on history, the influence of the family in China and the customs of its people. This seminar has inspired us to do a yearlong Eastern Asian exploration with our students. This shows the students the relevancy of information across the curriculum and helps them see how history, the teaching about cultures other than our own can be taught outside the Social Studies/History classroom.

3. This unit allows the prospect to increase production skills and to understand cultural significance. The interdisciplinary approach gives a broader spectrum to the subject area. Students are given the opportunity to learn on their own and through the efforts of others. The holiday allows students to compare and contrast similar but different celebrations. It was also chosen because it follows well in the

academic calendar; it is good to have reason to celebrate with students at the end of a grading period.

All of the lessons developed from the Eastern Asian History seminar, directly relate to our standards in both relationships and the leadership development areas on appreciating diversity and multiculturalism. The "Chinese New Year" lesson will teach the customs, ethnic foods served, symbolism and role of the people. This lesson will directly show the correlation between our New Year's celebration and that of the Chinese people. Students will be exposed to the foods, their preparation and serving through actual hands on labs. Students will be immersed in the celebration through art, decorations, calendar systems, customs, foods, and activities specific to the celebration.

4. *Gung Hay Fat Choy/the Chinese New Year* requires five class periods in each subject area at 45 minutes each.
5. Resources: listed on page 7 of the TIP.

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Linda Glave, Family and Consumer Science
Susan Stroh, Visual Art

Gung Hay Fat Choy/The Chinese New Year

(Best Wishes and Congratulations, Have a Prosperous and Good Year)

Purpose:

Family and Consumer Science and Visual Art Students will have an interdisciplinary exploration into the Chinese New Year through a team teaching project.

Essential Questions:

1. What are the similarities and differences in the New Year Celebrations of the United States and the Chinese New Year?
2. What is the Zodiac calendar?
3. What is included in a traditional New Years Feast?
4. What is the role of the dragon in mythology?
5. What is the role of the Lantern festival?

Rationale:

Students engage in comparing and contrasting New Year Celebrations. Through this learning process, students will become aware of the Chinese New Year and Chinese culture. They will be able to understand and draw conclusions about the similarities and differences in the traditions of others. The goal of the lesson will be to cultivate an attitude of respect and tradition of other cultures while students engage in cooperative learning activities.

Materials:

Visual Arts:

Zodiac Chart

Chinese Horoscope Symbols

Pencils

Colored Kraft roll paper

Colored construction paper

Red and orange tissue paper

Scissors

Paint Brushes

Temper paint

Oil pastels

Plastic google eyes

Glue

Bamboo skewers

Styrofoam bases

Paper punch

Yarn or colored cord

Materials (continued):

Family and Consumer Science:

Recipes
Groceries and supplies
Food supply list for detailed grocery list
Kitchen equipment
Chopsticks
Red Envelopes
Red construction paper
Markers
Word Puzzles
Internet access and an LCD
Four wipe off boards and markers

Activities:

Activity 1: *Introduction and Team Teaching Activity for the interdisciplinary unit:*

Pre-Assessment: **Four-Corner Activity.** Encourage students to brainstorm ideas for “cleaning out the old and bringing in the new”. Students will be divided into groups with white boards into the four corners of the room and will compare and contrast their ideas. Discussion will continue to compare and contrast US traditions with those in China.

Activity 2: *Interdisciplinary teaching: The Chinese Zodiac*

Directions:

1. Students will receive the Chinese Zodiac handout.
2. Discussion will focus on the Chinese Lunar Calendar vs. the Western linear concept.
3. Chinese folklore with animal signs will be contrasted with Western horoscope signs, (i.e., Pisces, Aries, etc.).
4. The Chinese legend of the twelve animals will be read.
5. Students will learn that the Chinese calendar is divided into cycles, represented by animals.
6. Students will learn the traits of the animals represented and learn their unique sign within the Chinese zodiac

Activity 3: *Family and Consumer Science Students:* Students will begin the preparation of a traditional New Year feast.

Directions:

1. Students of the F.A.C.S. classes will explore some of the food sites and recipes for the celebration and discuss the cultural reasons for food and its part in the celebration.
2. A word search will be given as a review of terms, foods, and customs.

3. Invitations to the V.A. class and its members of the school staff will be created using red paper. The invitation will be placed in a red envelope and decorated in the zodiac symbols.
4. The class is divided into four kitchen groups. Each group will make part of the meal for the celebration with the V.A. class.
5. Each kitchen will prepare pork or a chicken dumpling dish and almond cookie recipe.
6. Calculation of the recipe amounts must be complete to provide enough to feed themselves and their guests. Students must double-check all fractions and amounts of ingredients.
7. Students will then complete their preparation of their food.
8. Dumplings, rice, cookies and tea will be prepared.
9. The V.A. students will be invited to the foods lab to take part in the celebration.
10. Decorations from the V.A. class will enhance the table setting.
11. All students will be given chopsticks and instruction on how to use them. They will be encouraged to use them to eat their foods.

Activity 4: *Visual Arts 3-Dimensional Paper Sculpture/Chinese Dragon*

Students will explore the Chinese dragon, its relationship to good fortune, and its relationship to Chinese culture. Students will create a traditional dragon with the sum of many parts: the head of a camel, magic eyes, fins, horns, pointed beard, tusks, a snake's neck, fish scales, and the belly of a clam, eagles' claws, and the paws of a tiger.

Directions:

1. Use colored Kraft paper for the body of the dragon.
2. Fold the paper in half lengthwise.
3. Fold in half again lengthwise to make a crease and of open the last fold.
4. Cut on a diagonal from the open bottom to the corner edge to top of mid-fold crease.
5. Select tempera paint to contrast the paper body.
6. Paint symmetrical designs.
7. Use two 12x18 inch paper and fold in half to draw dragon head on fold.
8. Cut shape out on fold.
9. Cut out open mouth shape and color with oil pastels
10. Draw half of the tail shape on folded 9x12 inch construction paper.
11. Cut on the fold and then decorate with textural design.
12. Draw half a leg shape on 4 pieces of 6x9 inch construction paper that is folded in half.
13. Cut on fold and open legs to decorate with oil pastels
14. Make the body into a tube by overlapping side edges of the Kraft paper.
15. The body should be wider at the head and narrower at the tail.
16. Use construction paper to add details such as horns and scales.
17. Attach head, tails, and legs with glue.
18. Complete the dragon with many details.
19. Add the plastic google eyes and fill the dragon with energy.

20. Mount the dragon on bamboo skewers and use as table decorations for festival with FACS students.

Activity 5: *Interdisciplinary Activity: Lantern festival activity:* The end of the Chinese New Year is marked with a Lantern Festival. Students will work in teams to create a Chinese lantern for each of the 12 animals in the lunar calendar. Students will learn how to make a few Chinese characters that symbolize the Chinese Horoscope Symbols.

Directions:

1. Paint a Chinese animal figure on half a large rectangular sheet of white drawing paper.
2. Using your Zodiac handout, paint your Chinese character on the second half of the white paper using black paint.
3. After drying, fold the painting in half lengthwise.
4. On the folded edge, cut evenly spaced slits in the painting with scissors, leaving at least two inches to form a border of the paper.
5. Unfold your painting and glue to create a cylinder.
6. Spread the slits at the fold to create a lantern effect.
7. Glue a two-inch border of contrasting construction paper around the top and bottom of the lantern.
8. Use a paper punch and colored yarn to hang your lantern.

Activity 6: *Interdisciplinary Activity: The class celebration of the Chinese New Year!*

Directions:

1. Students will cooperatively engage in decorating and preparing for the Chinese New Year Celebration.
2. Students will decorate the room using the Chinese Dragons and the Lanterns.
3. Students will prepare and serve their foods for the Celebration.

Activity 7: Enrichment activity for students, teachers, and guests of the community.

1. Students will be invited to participate in an optional after school outing to a Chinese restaurant.
2. Students will be given the opportunity to learn more about China and its customs and foods.
3. Guests will share their Chinese heritage with students.

Assessment:

Pre-Assessment: Students will do a four corner learning strategy and brainstorm on what facts they know about China.

Post-Assessment: Students will demonstrate what they learned in the celebration of the Chinese New Year with table decorations and food preparation.

Visual Arts students will be assessed individually on the creation of the Chinese dragon and its symbolism in body parts and construction.

VA and FACS students must also demonstrate the construction of the lantern and knowledge of the Zodiac calendar.

Walk-A-Bout Survey

Grade Adaptation:

This interdisciplinary unit was written for middle school students, but is adaptable to high school students. In high school, the art projects could be of a greater difficulty in construction and design techniques.

Resources:

Visual arts:

Chinese Animal Zodiac <http://www.c-c-c.org/chineseculture/zodiac/zodiac.html>

Chinese Horoscope Symbols: <http://www.all-about-feng-shui.co.uk/symbols/chinese-horoscope-symbols.html>

http://edsitement.neh.gov/view_lesson_plan.asp?id=344

Chinese New Years puppets: <http://www.princetonol.com/groups/iad/Files/dragon.htm>

Lessons adapted from the book: *Culture Smart*, by Susan Rodriguez ©1999 by Prentice Hall ISBN 0-13-145863-9

Family and Consumer Science:

<http://www.afk.com>

<http://www.afk.com/resources/mooncakerecipe.tpl?cart=11182460995897722>

<http://www.afk.com/resources/goodluckdumplings.tpl?cart=11182460995897722>

http://jas.familyfun.go.com/Family/cookbook.app?page=ShowRecipe&recipeID=15561&shelfSrc=http://familyfun.go.com/Resources/Cookbook/RecipeSearch/Recipe_Search.gif

<http://www.newton.mec.edu/Angier/DimSum/Word%20Search%20Lesson.html>

Indiana State Standards

Visual Arts

- 6.1.3 Identify icons in contemporary works and analyze how icons reflect the culture.
- 6.7.2 Demonstrate the ability to utilize personal interests, current events, media or techniques as sources for expanding their artwork.
- 6.7.3 Discriminate and select from a variety of symbols, subject matter, and ideas to clearly communicate ideas.
- 6.8.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates their ideas.
- 6.8.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middle ground, foreground, placement, perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical,

- asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others.
- 6.9.1 Utilize the visual characteristics and expressive features of a given medium to enhance meaning in their work.
 - 6.9.2 Demonstrate appropriate use of different media, techniques, and processes to communicate themes and ideas in their work including:
 - 6.10.1 Demonstrate evidence of reflection, thoughtfulness, and care in selecting ideas and completing work.
 - 6.10.2 Identify and apply criteria for assessment in their work, in peer critiques, and in self-assessment.
 - 6.10.3 Demonstrate respect for their work and the work of others.
 - 6.13.2 Create an integrated art product or performance and analyze how integration of disciplines enhances learning.

Family and Consumer Sciences:

- M-NW-3.1 Laboratory/kitchen safety and sanitation.
- M-NW-3.2 Cooking terms, measurements and abbreviations.
- M-NW-3.3 Reading and using recipes.
- M-NW-3.3 Teamwork in the foods lab.
- M-R-1.5 Diversity and Multiculturalism.
- M-R-1.2 Appreciating diversity.
- M-R-2.2 Behavior, etiquette, and personal appearance for the occasion.

Addendum 1:

Name: _____

Related Arts Period: _____

Walk A-bout Survey:

Purpose: to have fun exploring; to meet people in the room and learn interesting facts about them, and the Chinese New Year.

Things I remember about this Unit.	Name:	Name:	Name:
“Tell Me more about this....”	Name:	Name:	Name:
“So what’s this got to do with me..... or how will I use this in my life....”	Name:	Name:	Name:

Addendum 2: Family and Consumer Science

Lab Grading Sheet

Student Names: _____

Category	Excellent	Good	Fair	Poor	Not done
Prepared: hands, apron, hair					
Supply table prepared					
Supplies in an orderly manner					
Student conduct					
Follows steps of recipe					
Correct measuring equipment used					
Product looks like it should					
Finished product appearance					
Texture					
Flavor					
Dish washing					
Proper sanitation					
Equipment in correct place					
Counter clean					
Stove clean					
Floor clean					
Sink clean and dry					
Canisters/cabinets clean					
Student effort					
Finished on time					
Total Score:					

Addendum 3:

Name:

Visual Arts Student Rubric

Criteria/ Points	Beginning 1	Developing 2	Accomplished 3	Excellent 4	Score
Working Together: Four Corner Activity	Partners do not try to get along and do not share responsibilities.	Partners have some problems working together; one partner does most of the work.	Partners get along well and share the work.	Partners show respect for one another, get along well together on all aspects of the project.	
Written Assignment: Walk A-bout Survey	Worksheets not completed.	Little effort put into written work.	All written work completed.	Written work shows much thought.	
3-D Dragon Sculpture	Dragon incomplete not finished.	Dragon is incomplete, weak structural design.	Dragon has 9 distinct animal parts and demonstrates good construction.	Dragon has 9 distinct animal parts, good construction, with design and textural elements.	
Chinese Lantern	Lantern incomplete	Lantern is of fair design; construction is weak.	Lantern is complete with zodiac and animal design	Lantern is complete. Excellent artisanship and design.	
Elements of Art	Student fails to complete project.	Student completes project, but evidence of art elements is missing.	Student demonstrates some knowledge of art elements in projects.	Student demonstrates superior knowledge of art elements in projects.	
Working Together Classroom Festival Decoration	Partners do not try to get along and do not share responsibilities.	Partners have some problems working together; one partner does most of the work.	Partners get along well and share the work.	Partners show respect for one another, get along well together on all aspects of the project.	
Chinese New Year Celebration	No attempt by student to participate in Chinese New Year Celebration.	Student participates. Has difficulty following traditions.	Student participates and shows respect for others. Follows rules of FACS classroom.	Student actively participates and demonstrates respect for tradition.	