

Faces and Places of China

Curriculum Unit Outline

As a school librarian I am responsible for inspiring students to become lifelong learners. To promote this inspiration I have developed this research-based *Faces and Places of China* project including the step-by-step implementation guidelines. The goal of my project is to encourage cultural awareness, appreciation and respect through the discovery of cross-cultural connections. This will be accomplished by utilizing information literacy research skills. The end products will be oral presentations and visual displays of students' discoveries. It is designed to educate elementary-age students as well as community members about the cultures and customs of China by utilizing the information and resources gained through my travel experiences made possible by the Fulbright-Hays Seminars Abroad Project.

My project will be implemented during the daily enrichment program that I conduct for students in grades four and five. I instruct groups of 15-20 students thirty minutes each day for a period of six weeks through an enrichment rotation schedule. The focus of instruction is on cross-cultural awareness through the use of communication and information literacy skills. I integrate social studies concepts of geography, history and civics into the daily lessons. For example, a Mexican folktale unit I have developed has provided a deeper understanding of the Mexican culture in my students. Many of the students in the Sunnyside School District have ties to Mexico and it is a natural cross-cultural springboard. Knowing that students will be living and working in the 21st century global society now taking shape, I realize that they also need to be cognizant of cultures and customs in more distant parts of the world.

Grade Level: fourth and fifth grade students

Focus Question: What are some connections and contrasts between cultural aspects of the United States and China?

Guiding Questions:

What and where is China?

What are some aspects of the Chinese culture?

How are the cultural aspects you have identified in China similar to or different from comparable cultural aspects practiced in the United States?

EALRs	Objectives
Geography 1, 3 Information Literacy 1	Locate China on a map and identify significant demographic and landform features.
History 1 Information Literacy 1, 2	Learn about important cultural aspects practiced in China.
Civics 1, 2, 3 Information Literacy 1, 2, 3	Compare, connect and contrast the cultural aspects practiced by people of China and the U.S.A.

Time Frame:

30 minutes daily for 3 weeks.

Assessments:

Students will be able to identify China on a map, as well as locate the major cities and landforms.

Students will present their findings of an aspect of the Chinese culture. In small groups they will design and present a visual display illustrating some connections and contrasts between the identified cultural aspects of China with a comparable American cultural aspect. A rubric will be used to score the presentation.

Students will have a greater understanding and appreciation of the lives and culture of people in China. A *'Know-Want to Know-What I Learned'* chart will be utilized as the assessment tool. A double-bubble graphic organizer completed by the students will highlight connections and contrasts between China and the United States.

Week 1: What and where is China?

Introduce China on a world map and globe. Discuss similarities and differences between China and USA (i.e.: size, population, major cities, types of government, landforms, etc.). Begin a '*Know-Want to Know-What We Learned*' (K-W-L) chart to document the information that the students already know about China and would like to learn about China. Focus on the guiding questions for the unit.

Present DVD photo-essay documenting sights, sounds and music of China that I experienced during the Fulbright-Hays Seminar. Set up a visual display of artifacts. Share and discuss seminar highlights. Add to the K-W-L Chart.

Students work on small group (3-4 students) maps to identify China and locate the major cities, landforms, and famous landmarks.

Share Asian literature (See bibliography). Conduct literature-related discussions and activities highlighting the cultural aspects of China. Again, add to the K-W-L Chart.

Week 2: What are some aspects of the Chinese culture? Research project (in groups of three-four students)

Choose an aspect of Chinese culture; i.e. language, food, music, arts and crafts, traditional celebrations and religious practices, historical landmark, folktales and education. Using both print and non-print resources, research how and why the aspect is practiced or used in the country. Do people in the U.S.A., have a comparable aspect in our culture? If so, what is it? What are some connections and contrasts between the two aspects?

Design a visual display; i.e. map, cookbook, travel brochure, newsletter, descriptive book or poster highlighting the connections and contrasts you learned through your research. Be prepared to share your findings with your classmates.

Week 3: How are the cultural aspects you have identified in China similar and/or different to cultural aspects practiced in the United States?

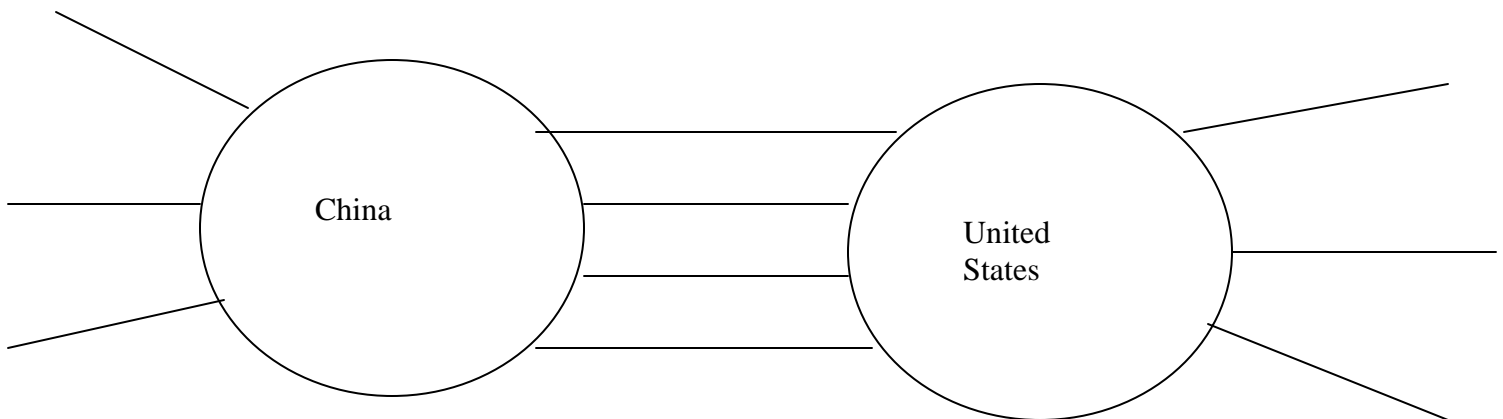
Through the sharing of student research presentations, discussions, books and online sites, guest speakers, and sensory perceptions compare, connect and contrast cultural aspects of the countries. Use a ‘double-bubble’ graphic organizer for contrast and comparison statements.

Return to the K-W-L chart. Share and add to the learned portion.

‘What I Know-Want to Know-What I Learned’ Chart

What We Know About China	What We Want to Know About China	What We Learned About China

‘Double Bubble’ Graphic Organizer



Basic Rubric for Student Assessment of a Presentation
(100 possible points)

Component	Unsatisfactory	Basic	Exemplary
Participation and Contribution 30 points	This individual provided minimal or no contributions to the group project.	This individual worked with his/her team and made several contributions to the group project.	This individual constantly worked to ensure that the team collaborated as a cohesive and effective unit and made many contributions to the group project.
Visual / Oral Presentation 35 points	The visual/oral presentation did not engage the audience and did not contain original components.	The visual/oral presentation engaged the interest of the audience and contained original components.	The visual/oral presentation was highly engaging to the audience and was presented with a high degree of originality.
Written Composition 35 points	The written composition was not well researched. The content was not accurate. The organization was confusing and difficult to follow.	The written composition was researched using more than one source. The content was accurate. The organization showed thoughtfulness and was adequate.	The written composition was researched using multiple sources. The content was accurate and in-depth. It was well organized with a flowing, logical format.

Bibliography:

Around the World Board Game, 2005. Around the World.
<http://www.aroundtheworldgames.com>

Chen, Huoping, 2003. *Fun With Chinese Festivals*. Singapore: Times Editions

Cole, Joanna, 2005. *Ms. Frizzle's Adventures: Imperial China*. New York: Scholastic Inc.

Copsey, Susan E., 1995. *Children Just Like Me*. New York: DK Publishing

Demi, 2007. *The Legend of Lao Tzu and the TaoTeChing*. New York: Margaret K. McElderry

Faces: People, Places and Cultures, Vol. 23, #9. May 2007: Cobblestone Publication

Gavin, Jamila, 1997. *Our Favorite Stories*. New York: DK Publishing

Harvey, Miles, 1998. *Look What Came from China*. Danbury, CT: Watts Publishers

Jackson, Ellen B., 2003. *It's Back to School We Go*. Brookfield, Conn: Millbrook Press.

Stephani Hutchinson
Outlook, WA

Kalman, Bobbie, 2001. *China: the Culture*. New York: Crabtree Press

Kindersley, Anabel, 1997. *Celebrations!*. New York: DK Publishers

Monkey King Chinese. 2006. Beijing: Beijing Language and Culture University Press

Tan Huay Peng, 1998. *What's in a Chinese Character*. New World Press

Viesti, Joe and Diane Hall, 1996. *Celebrate in Southeast Asia*. New York: Lothrop, Lee and Shepard Books.

Yip, Mingmei. *Chinese Children's Favorite Stories*. Tokyo: Tuttle Publishing

Online Research Sites:

<http://afe.easia.columbia.edu>

<http://www.aroundtheworldgames.com> *Around the World* Board Game

<http://asia.si.edu/education/default.htm> Art and cultural artifacts from museums

<http://countries.mrdonn.org/china.html> Excellent resource for elementary activities

<http://en.beijing2008.cn/funpage> Beijing Olympics 2008 Official Website

<http://pioneerinchina.blogspot.com/> This is the journal I kept during my time in China

<http://worldatlas.com/webimage/countrys/asia/cn.htm>

<http://www.apples4theteacher.com>

<http://www.askasia.org>

<http://www.cathyspagnoli.com/index.htm> Asian Literature Folktales

http://hua.umf.maine.edu/Chinese/maps/chinese_map.html Online introduction to Chinese language

<http://www.infoplease.com/atlas/country/china.html>

<http://www.k12.wa.us/CurriculumInstruct/default.aspx>

<http://www.mywonderfulworld.org> Geography website for parents, students and educators, sponsored by the National Geographic Society

Project Scope and Sequence Flow Chart

