

CURRICULUM

THEME --- The Spring Festival



Virginia STARTALK Chinese Academy

2008-5-30

CURRICULUM

THEME --- The Spring Festival

Target Proficiency Level: Novice-Low to Novice-Mid

Number of Hours: 12+8

Designed by: Zhijuan Zhang, Helen Small and Zhongqing Sa

Brief Description of Program

Students will research issues related to how and why the Spring Festival is special among all Chinese festivals and how the importance of the concept of family is demonstrated by the Spring Festival through three-mode communication activities in the following contexts:

- Traditions associated with the festival
- Dates and days of the festival
- Animal year (animals)
- Comparisons with American festivals and traditions
- Shopping and tradition of getting gifts of money (counting, money)
- Festive foods and their symbolic meanings
- Family relationships; importance of family
- Greetings when paying someone a visit during Chinese New Year
- Origins and legends of Chinese festivals

Enduring Understandings

Students will understand the following:

- Culture is tangible and intangible.
- Festivals are diverse but increasingly shared among different peoples.
- Prosperity, family reunion and happiness comprise the true spirit of festivals.
- Customs to celebrate traditional festivals can be changed according to modern development.

Essential Questions

- 1 To what extent or in what ways
 - Is the concept of family important within Chinese society (vs. American individualism)?
 - Are generational roles defined?
 - Are traditions specific to different ethnic groups or geographical areas
- 2 In what ways are Western festivals celebrated in China, and Chinese festivals in America?

Standards/Goals

Major Standards: 1.1, 1.2, 1.3, 2.1, 2.2

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics in Chinese.
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in Chinese.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese-speaking world.
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese-speaking world.

Supporting Standards: 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the Chinese language.
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.
- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.
- Standard 5.1: Students use the Chinese language both within and beyond the school setting.
- Standard 5.2: Students show evidence of becoming life-long learners by using the Chinese language for personal enjoyment and enrichment.

Knowledge

- Basic facts about the Spring festival (lunar calendar, firecrackers, family reunion and cleaning the house, couplets, etc)
- Animals (Chinese Zodiac)
- Shopping (new clothes, money, gifts, colors)
- Travel (modes of transportation, directions, geography, weather)
- Social activities (meeting friends) (going out/restaurants)
- Lion dancing, various local operas, traditional arts (Chinese ethnic folk dances, traditional crosstalk, and Chinese acrobatics, etc.)
- CCTV program
- Food (rice balls, dumplings, rice cakes, fish and bean curd, hot pot)
- Family members/friends
- School/teachers (visit teachers in home, vacation)
- Riddles and lanterns

Key Vocabulary

see the vocabulary included in the Global Village Olympics theme and International Market theme

- Introduction
- Animals
- Numbers (shopping, money)
- Clothing/colors
- Transportation
- Food
- Weather
- Friends/family members

Skills

- Present basic facts about the Spring festival
- Ask/answer simple questions about the festival
- Locate regions of China
- Identify and pronounce names of some major ethnic groups in China and locate them
- Tell names of Chinese various traditional forms of theatre, including major local operas such as the Peking Opera and the Huangmei Opera
- Tell the zodiac signs/animals of this year and of the years one's family members and best friends were born
- Tell about likes/dislikes with foods, activities
- Order food from restaurants
- Entertain friends in a culturally appropriate way
- Tell time
- Tell morning/daily routines
- Identify, pronounce, and produce basic characters for familiar vocabulary
- Express agreement and excitement
- Use basic adjectives to describe what one sees and feels

Connections to Other Disciplines

Geography, history, performing arts, mathematics, art and music.

Technology Integration

PowerPoint presentations, videos and Internet research on the Spring Festival and related topics

Assessments

Performance tasks

- labeling maps in Chinese
- Role-playing a visit to a Chinese family during Chinese New Year(family members)
- Making dumplings: a competition to see which team can make dumplings fastest and most delicious

- Making a poster to introduce the Spring Festival
- A pretend CCTV show
- Simple presentation on:
 - a) Origins and legends of the Spring Festival
 - b) Introducing the Chinese Zodiac
 - c) Festive foods and the symbolic meanings
 - d) Customs to celebrate the Spring Festival
 - e) Chinese Operas

<http://www.youtube.com/watch?v=C6N-kFiGyJ0&feature=related>
<http://french.10thnpc.org.cn/english/features/Festivals/78322.htm>
<http://www.chinavoc.com/festivals/spring/springfestival.htm>
 Beijing Opera: <http://www.youtube.com/watch?v=Ue82lAyg3Ao>
 Huang Mei Opera: <http://www.youtube.com/watch?v=M-SLttqMnV4>
<http://www.youtube.com/watch?v=MZVhy7D9oR4>
<http://www.youtube.com/watch?v=EfpHCSUsX4Q&feature=related>

Quizzes, Tests, Prompts, Work Samples

- Vocabulary quizzes
- Listening comprehension
- Chinese Lunar New Year greeting card
- Scaffold Performance Based Assessments (PBA) graded with rubrics
- Poster on 2009 Chinese CCTV program

Unprompted Evidence (observations, dialogues)

- Classroom participation
- Teacher observation
- Student homework
- Performance in interviews, presentations, and games such as charades, word splash, and Jeopardy

Can-Do Statements from *LinguaFolio*

- Understand and answer simple questions and give simple responses;
- Identify people's names;
- Exchange simple descriptions of what people look like;
- Use and say numbers in simple situations;
- Express what I like and do not like;
- Name activities and times in my daily schedule;
- Locate places on maps;
- Understand and make lists in Chinese; and
- Understand the purpose of simple everyday materials

Suggested Resources

- Map of the world in Chinese
- Map of China
- Map of the U.S.
- Pictures of the Spring Festival
- Pictures of the Lantern Festival
- Video of the Spring Festival Gala of CCTV
- Web pages related to the Spring Festival

http://news.xinhuanet.com/overseas/2008-01/29/content_7513960_1.htm
http://vsearch.cctv.com/play.jsp?ref=CCTVCOM_20070214_1470728&kw=the+spring+festival&db=forcctv&projectId=
<http://www.chinaorbit.com/china-culture/chinese-zodiac.html>
http://www.cctv.com/video/cultureexpress/2008/02/cultureexpress_300_20080207_1.shtml
http://www.youtube.com/watch?v=rJI_UHnhCNM&feature=related

Differentiation of Instruction

- K-W-L chart (know-what want to know-what is learned) or a cloze-procedure to pre-analyze a student's Chinese level to determine whether it is independent, instructional, or frustrational Classroom instruction and homework should aim at satisfying different needs with providing stimulating and challenging curriculum
- Treasure hunt—to let students of different levels explore with guidance and be prepared for a new lesson
- Multiple approaches to content, process, and product for learners with different learning styles
- Flexible ability grouping based on various criteria
- Interactive teaching involving students' varying background knowledge and experience

Instructional Strategies

- Scaffolding
- Warming-up: using some questions to activate prior knowledge about festivals
- Brain storming vocabulary and information related to the Spring festival
- Interaction through questions, dialogues, and classroom discussions
- Pair work and group work
- Visual material such as artifacts, video, and audio such as music to assist understanding
- Role-playing
- Graphic organizers or Venn diagrams to compare Western festivals that are celebrated in China and Chinese festivals that are celebrated in America
- Games and competitions at the instructional or review stage
- Hands-on activities
- Comparison and contrast between Western festivals that are celebrated in China and Chinese festivals that are celebrated in America

Prior knowledge

- Prior knowledge about festivals
- Prior knowledge about China and its people
- Prior knowledge about Chinese culture
- Prior knowledge about the Chinese Spring Festival

Relevant WebPages

- http://news.xinhuanet.com/overseas/2008-01/29/content_7513960_1.htm
- http://vsearch.cctv.com/play.jsp?ref=CCTVCOM_20070214_1470728&kw=the+spring+festival&db=forcctv&projectId=
- <http://www.chinaorbit.com/china-culture/chinese-zodiac.html>
- http://www.cctv.com/video/cultureexpress/2008/02/cultureexpress_300_20080207_1.shtml

Sub-theme/unit

Activities that support the subtheme/unit

Activities for Essential Question 1

– To what extent or in what ways is the Spring Festival special and important?

- Use customs and origin of the Spring Festival to demonstrate.
<http://www.chinavoc.com/festivals/spring/springfestival.htm>
- Celebrate Chinese Spring Festival in a culturally appropriate way

Activities for Essential Question 2

– What does "the reunion of the family" mean for the Chinese?

- New Year's Eve is the day for family reunions. A ceremonious family banquet is held, generally in the evening, for all family members. If there are those who have difficulty returning home, the family nevertheless lays them a place at the table, thus symbolizing a complete family reunion.
- <http://www.chinavoc.com/festivals/spring/motif.htm>
- List foods, shapes, colors and other things stressing the value of family in Chinese culture
- Design a family reunion picture with all family members being seated in a culturally appropriate order
- Design an activity table to visit all your family for the period between the Spring Festival Eve and the 15th of the lunar new year—the Lantern Festival
- Create a pretend journal account of what you spent around the Spring Festival including red pocket money for children
- Watch CCTV movie "Guo Nian"

Activities for Essential Question 3

– How does modern development change the way people celebrate the Spring Festival?

- Group debate on the advantages and disadvantages of more red pocket money for children.
- Interview native speakers about the changes
 - a) The introduction of the CCTV program
 - b) The incorporation of new year greetings by phone and by Internet
 - c) More and more eating out and traveling during the Spring Festival break

Activities for Essential Question 4

– What are the similarities and differences in the way people celebrate the Spring Festival and Christmas?

- Make a Venn diagram to compare the Chinese Spring Festival with Christmas
- Write a passage to explain the reasons for the similarities and differences
- Interview one of your classmates about his or her favorite festival or holiday

A Culminating Event

A Spring Festival held at Virginia Startalk Chinese Academy

- Preparation for the event
 - a) Students volunteer to perform in the simulated CCTV show and select a host to help organize, prepare, and rehearse
 - b) With each suite as one family, students prepare for couplets, and clean and decorate their rooms

- On the eve of the spring festival
 - a) Simulate CCTV program
 - b) Students eat sunflower seeds, various nuts, candy, and fruits when watching

- On the day of the traditional Spring Festival
 - a) Students get up, dress up, and wait for guests with candy and fruit
 - b) Students send New Year greetings (“Bai Nian”) by coming to the door of each room. After hearing the knocking at the door, the hosts welcome the guests in a culturally appropriate way
 - c) During the evening, students and faculty make dumplings, rice cakes, and sesame balls together

- The continuity of the Spring Festival ---Lantern Festival
 - a) On the day of the Lantern Festival (15th of Chinese Lunar new year), Each “family” prepares a lantern with riddles
 - b) Students and staff dress up and dance (Yangge)