



## Virginia STARTALK Chinese Academy Student Program Curriculum



**Theme: The Spring Festival**

**Target Proficiency Level: Novice-Low to Novice-Mid**

**Number of Hours: 30**

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### **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 festival

### **What 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 the traditional festivals can be changed according to the modern development.

### **What Essential Questions Will Guide this Program and Focus Teaching/Learning?**

- To what extent or in what ways

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

**Standards/Goals:**

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

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

**Content:**

**Knowledge:**

- Basic facts about 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, Cross talks, and Chinese acrobatics, etc.)
- CCTV program
- Food (rice ball, dumplings, rice cake, fish and bean curd, hot pot)
- Family members/friends
- School/teachers (visit teachers in home, vacation)
- Riddles and lanterns

**Key Vocabulary:**

- 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 big ethnic groups in China and locate them
- tell names of Chinese quintessence, including cross-talks, big local operas such as Peking Opera and Huangmei Opera
- tell the zodiac 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 appropriately way
- tell time,
- tell morning/daily routines,
- be able to identify, pronounce, and produce basic characters for familiar vocabulary
- express agreement and excitement
- Be able to use basic adjectives to describe what one sees and feels

**Connections to Other Disciplines:** geography, history, performing arts, mathematics, art and music.

**Technology Integration:** Power point presentations, videos and internet research on the Spring Festival and related topics.

**Assessments:**

**Performance tasks**

- Map labeling in Chinese
- Create a menu for the dinner of Chinese New Year's Eve
- Read and order from a Chinese menu (field trip)
- Role play a visit to a Chinese family during Chinese New Year(family members)
- Dumpling making: a competition to see which team can make dumplings fast and 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://french.10thnpc.org.cn/english/features/Festivals/78322.htm>

<http://www.chinavoc.com/festivals/spring/springfestival.htm>

**Quizzes, Tests, Prompts, Work Samples**

- Vocabulary quizzes
- Listening comprehension

- Chinese Lunar New Year Greeting Card
- Scaffold PBAs graded with rubrics
- Poster on 2009 Chinese CCTV program

### **Unprompted Evidence (observations, dialogues)**

- Classroom participation
- Teacher observation
- Student homework
- Performance in charade game, word splash game, Jeopardy game, interviews, and presentations.

### **Can Do Statements from Linguafolio**

I can

- 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.

### **Required Resources:**

- A map of the world in Chinese, A map of China, and a map of
- Pictures of the Spring Festival and the Lantern Festival
- Video of the Spring Festival Gala of CCTV

Wed sites of the Spring Festival:

- [http://news.xinhuanet.com/overseas/2008-01/29/content\\_7513960\\_1.htm](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://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.cctv.com/video/cultureexpress/2008/02/cultureexpress_300_20080207_1.shtml)
- [http://www.youtube.com/watch?v=rJI\\_UHnhCNM&feature=related](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 to explore with guidance and be prepared
- Multiple approaches to content, process, and product for learners with different learning styles
- Flexible ability grouping based on various criteria and talents.
- Interactive teaching involving students' different background knowledge and experience

**Instructional Strategies:**

- scaffolding
- Warm-up: Using some questions to activate prior knowledge about festivals
- Brain storm vocabulary and information related to the Spring festival
- Student teacher 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-play
- Graph organizer or Venn diagram to compare Western festivals that are celebrated in China, and Chinese festivals that are celebrated in America
- Games and competitions at instructional or review stage
- Hands on activities
- Write about Western festivals that are celebrated in China, and Chinese festivals that are celebrated in America

**What do they already know that will help them learn new information?**

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

**Links to relevant web sites:**

[http://news.xinhuanet.com/overseas/2008-01/29/content\\_7513960\\_1.htm](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://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.cctv.com/video/cultureexpress/2008/02/cultureexpress_300_20080207_1.shtml)

**Sub-theme/unit:**

**Lessons 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 food, shape, color and other things representing Chinese culture valuing “family reunion”
- 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 15<sup>th</sup> of the lunar new year—the Lantern Festival
- Create a pretend journal account of what you spent around spring festival including red pocket money for Children
- Watch CCTV movie “Guo Nian”

Activities for Essential Question 3 – How modern development change people’s way to celebrate the Spring Festival?

- Group debate on the advantages and disadvantages of more red pocket money for Children.
- Interview native speakers about the changes
  - 1) The introduction of CCTV program
  - 2) The incorporation of new year greetings by phone and by internet
  - 3) More and more eating out and traveling during spring festival break.

Activities for Essential Question 4 – What the similarities and differences in the way people celebrate the Spring Festival and Christmas?

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

A Culminating Event

A spring Festival held at Virginia Startalk Chinese Academy

1. Preparation for the event
  - Students volunteer to perform in the pretend CCTV show and select a host to help organize, prepare, and rehearse

- With each dormitory as one family, students prepare for couplet, and clean and decorate their dormitories..
2. On the eve of the spring festival
    - Pretend CCTV program
    - Students eat sun flower seeds, various nuts, candy, and fruits when watching
  3. On the traditional Spring Festival
    - Students get up, dress up, and wait for guests with candy and fruit
    - Students send New Year greetings (“Bai Nian”) by coming to the door of each dormitory. After hearing the knocking at the door, the hosts welcome the guests in a culturally appropriate way
    - On the night, students and faculty make dumplings, rice cakes, and sesame balls together
  4. The continuity of Spring Festival ---Lantern Festival
    - On the lantern Festival (15th of Chinese Lunar new year), “Each family” prepare a lantern with riddles
    - Students and staff dress up and dance (Chinese Yangge)