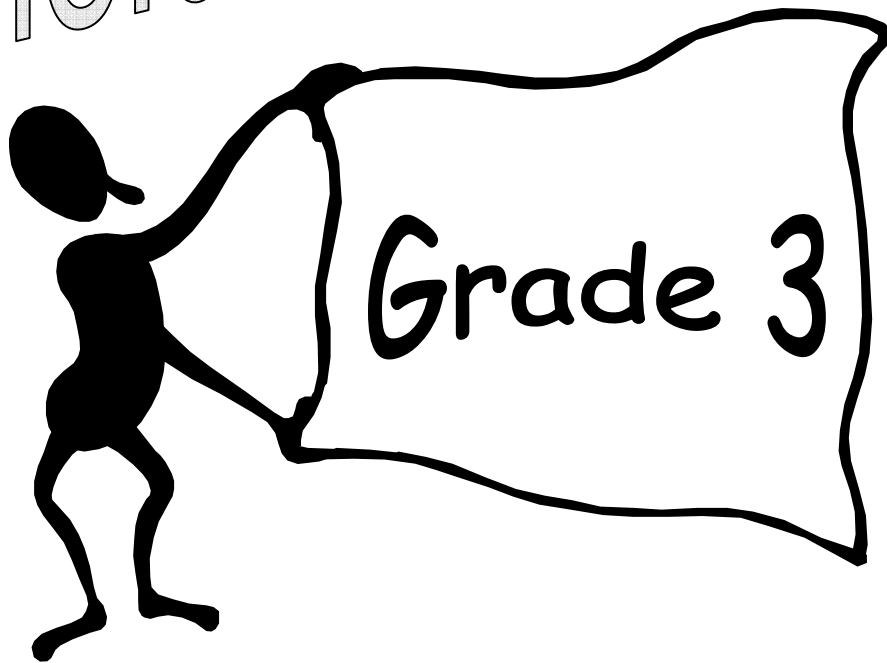


New York City Department of
Education

Department of Social Studies

Field-Test Edition



China Past and Present

*How Does the Past Influence the
Present?*

A Sample Unit of Study

Teachers contributing to this unit are:
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THE NEW YORK CITY DEPARTMENT OF EDUCATION

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Fall 2005

Dear Colleague:

We are proud to share this unit of study developed by New York City teachers. It contains tools for planning and adapting curriculum to meet the needs of your students. Since you know your students best, we encourage you to customize and extend these lessons, building on your students' strengths. Please consider it a working draft to be adapted to accommodate the needs and interests of your students. This and all our units of study have been designed with this in mind. It may also be used as a planning tool for grade-level meetings and professional development.

Clearly, many wonderful things are going on in social studies classrooms around the city, as evidenced by the units of study teachers have shared with us. We invite you to share your own units of study and project ideas with us so we may spread your ideas throughout the city.

The unit reflects the New York State Core Curriculum in Social Studies and makes use of the social studies core libraries offered to all K–8 classrooms in New York City. It also integrates the vast resources of this city, including museums, cultural institutions, and neighborhood walks.

The unit was created using the “backward planning” design process. Backward planning, inspired by the work of Grant Wiggins and Jay McTighe in their book *Understanding by Design*, begins with the desired end in mind. Lessons and activities are created to scaffold the learning for students in order to bring them to that end. Each unit of study is developed around an “essential question,” which serves as an organizing thread for the unit of study.

Looking at the New York State Core Curriculum in Social Studies, one might become overwhelmed by the tremendous volume of content. Using the principles of backward planning, we make decisions about what we will teach, how and to what extent we will teach it, and why. Once we begin to think carefully about what we expect the students to learn, think, and be able to do by the end of a specific unit of study, we can plan efficiently and strategically, and make sure that the appropriate learning experiences are provided.

The first step is to brainstorm around the topic. We have included a sample brainstorming web to illustrate this process. It is not expected that everything on the web be included in the final unit. It is merely a tool to help the curriculum writers think about possibilities.

The next step is to create an essential question, a question that asks students to think beyond the literal. It should be multi-faceted and lend itself to discussion and interpretation. Some examples are: “What does it mean to be free?” or “What is the role of government?”

Once the essential question is created, we develop a series of focusing or guiding questions. These questions are content-specific. They help frame the unit of study and later serve as guides for lessons and activity development. Focusing questions are related to the essential question.

Then we can develop goals, objectives, and outcomes for student learning. We ask ourselves what we want the students to know, understand, do, or create. We list or assemble appropriate, multi-dimensional, and varied resources including human resources (guest speakers, experts, artists, performers), books (all genres of quality literature related to the unit of study), magazines, articles, videos, DVDs, posters, artifacts, Internet and online resources, and primary documents. We also research possible field trips to cultural institutions, museums, and community organizations, as well as appropriate neighborhood walks related to the unit.

Finally, we design a variety of assessments to meet the needs of all learners. We choose an appropriate celebration or culminating activity to assess, validate, and honor student learning and products/projects. All the lessons and activities should be designed to scaffold the learning of content and skills to bring students to the final project.

We hope that you will use this unit of study as a starting point for your own planning. Where appropriate, connect with your colleagues (arts, science, math, and literacy teachers) to enrich and extend the unit. Please feel free to share suggestions, additions, or comments.

Sincerely,



Elise Abegg
Director of Social Studies

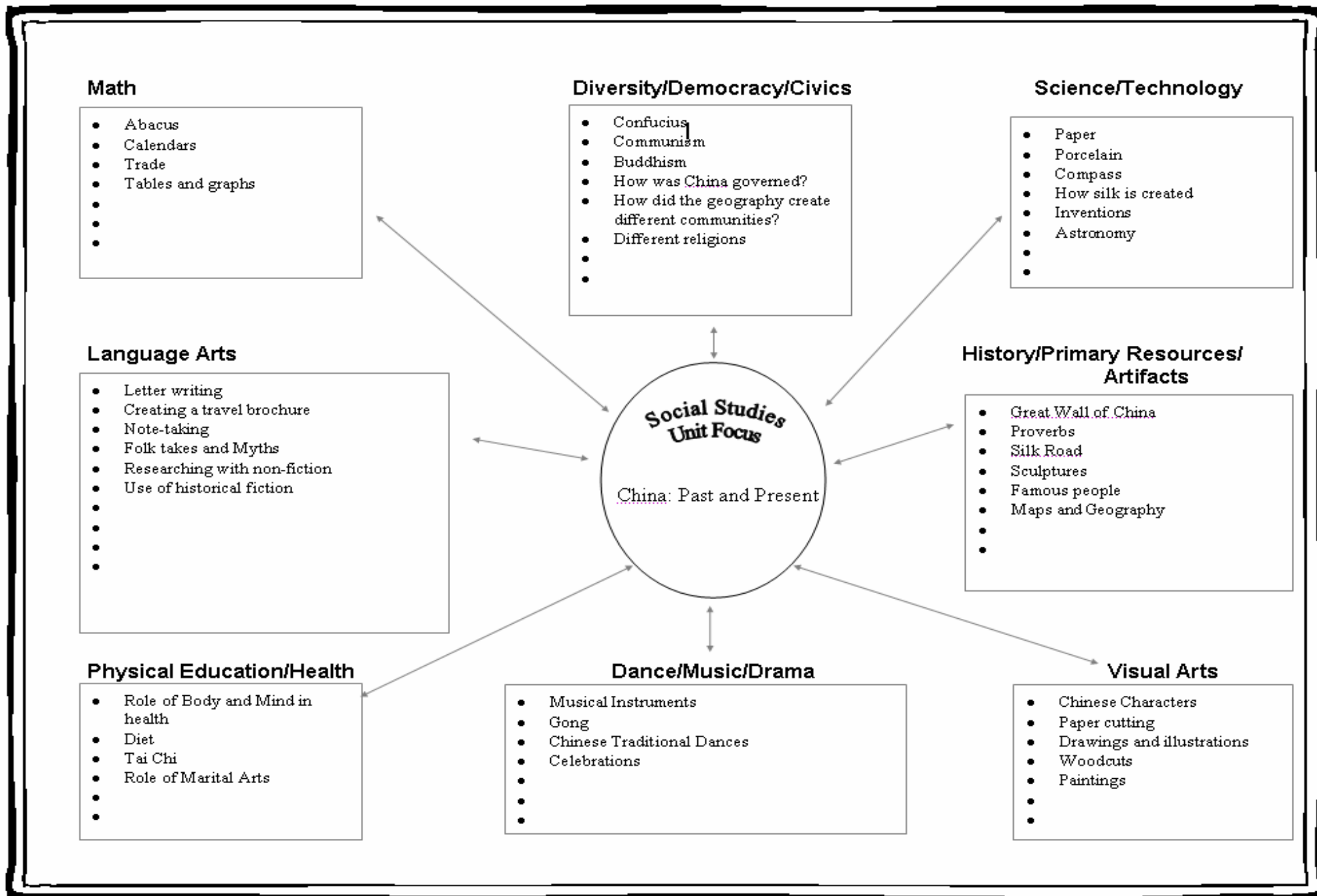
Dear Reader,

Welcome to the third grade unit of study on China: Then and Now. This unit has been designed for teachers by teachers. It can be used as part of a year-long, third grade, standards-based social studies curriculum. This unit of study is also aligned with the new third grade core social studies library. By studying China, third grade students can gain an understanding of how the past has influenced the present and how aspects of their own lives can be shaped by a culture that seems so remote from their own. In this unit of study the students will explore the question, **“How does the past influence the present?”**

Inside this packet you will find an overarching essential question, some focusing questions, a *“brainstorm of possibilities,”* as well as some suggested lessons and resources to support you as you bring this unit alive in your classroom. The lessons are designed so that each teacher can customize and enrich the teaching points to meet the needs and interests of his or her students. We have purposely provided a few SAMPLE lesson plans to help you along the way, since there are many ways to help students understand the content and concepts in social studies. In addition, you can find many approaches to using nonfiction in a project-based social studies curriculum. We hope that during your grade-level meetings and/or your extended professional development sessions, you will meet with other grade-level teachers to discuss the classroom collections and to create additional lessons, as you help build a culture of professional learning and collegiality in your schools.

In this unit, students will look at the cultural and geographical diversity of China. Students will also explore some of the technological inventions that made ancient China one of the most advanced civilizations of its time. Students will begin to investigate the connections between past and present and between the history of China and the world they live in today. Students will identify the most significant aspects of Chinese culture and why it is important for citizens of the world to be familiar with the history of China.

Students will be asked to produce a culminating project for the unit that incorporates the lessons and activities completed throughout this unit. The unit of study that follows contains suggestions for timing, lessons, activities, and a final project.



Essential Question

How does the past influence the present?



Focusing Questions

- How does the geography of an area affect the lifestyle of the people?
- What makes Chinese culture unique?
- How can artifacts teach us about history and the world today?
- How has ancient science and technology improved over time?
- What technological contributions from China do we use today?



Student Outcomes

Think about what you want students to know and be able to do by the end of this unit.

Content	Process	Skills
<ul style="list-style-type: none">• Geography and agriculture• Technological inventions• Culture including diet, art, entertainment, religion• Politics and economics.	<ul style="list-style-type: none">• Letter writing.• Inventing.• Map making.• Looking at artifacts.	<ul style="list-style-type: none">• Reading maps and keys.• Note-taking.• Understanding cause and effect.• Learning from visual texts and artifacts.• Reading and writing.

Possible student project: Students create a travel brochure for China. In the brochure, they use what they have learned about China's history, culture, and geography to guide travelers about what to see and do on a trip to China. The brochure includes a brief historical background of China, important places to visit, activities for travelers, and other information that a person traveling to this part of the world might want or need to know.

Culminating Project: Travel Brochures

Through their study of ancient and modern China, students work in groups to design travel brochures highlighting China's history, landscape, art, entertainment, food, culture, and landmarks. The purpose of the brochure is to persuade travelers to visit China and then to guide them during their visit to China.

This project follows several lessons on gathering information, note-taking, and writing. The sample lesson plans in this unit provide students with the background they need to complete this project. Therefore, all work from the lesson plans should be placed in a folder for each child so that he/she can refer to it while creating the travel brochure.

Materials:

1. Printed or drawn reference materials and pictures of various places and sights in China, such as the Great Wall, the city of Beijing, pandas, etc.
2. Various art materials: markers, crayons, paints, colored pencils.
3. Trade books about China.
4. Internet access.
5. Scissors, glue, markers.
6. Drawing paper, folded into a pamphlet.
7. Brochure samples from a travel agency.
8. Planning sheet/graphic organizer.
9. Computers.
10. Student work from previous lessons.

Procedure:

1. Share sample travel brochures with students. Discuss methods of advertising travel to places in the world.
2. Have students chart the categories of information included in the sample brochures as a preparatory activity to their own planning activity (The categories may include maps, important historic sites, weather, special events, historical facts, etc.).
3. In their brochures, students should include a brief history of China, a map, and at least five important sites a tourist would want to visit.
4. Students should also include any information helpful for the tourist.
5. Students may use the attached planning paper or a graphic organizer to outline and plan the items they want to highlight in their brochure.
6. Students fold white drawing paper (size depends on age group of students) into a pamphlet form.
7. Students transfer the writing they have done for each of the required categories onto their brochures. They can draw or glue pictures found from magazines, books, or the Internet.

Share:

A student from each group shares their brochure. The class discusses the reasons each brochure might encourage tourists to visit China.

Planning a Travel Brochure

Names of group members:

Historic Sites

1. _____
2. _____
3. _____
4. _____

Special Events

Geography Facts

Weather

Food

Additional Interesting Facts

Sample Lesson Plans

These lessons should scaffold the skills and content that students need to complete the culminating project. They are not necessarily designed to be completed in one day.

Lesson 1

Focus Question:

How do factors, such as the geography of an area, affect the lifestyle of the people who live there?

Objectives:

1. Students will learn how to look at maps and read books to find information.
2. Students will learn that China has many regions that practice different customs.
3. Students will learn that geography can shape the lives and customs of people.

Materials:

1. Books: *Postcards from China*; *Chinese Food and Recipes*; *China: The Culture*; *China: The Land*; and *Rand McNally Primary Atlas*.
2. Paper and pens.
3. 5" x 7" index cards.
4. Markers.

Procedure:

1. Select some of the minilessons from the following list that you feel will best help your students develop the skills and content necessary to complete this lesson's independent project as well as the culminating project.
2. Facilitate the minilessons. Some lessons can be completed in small groups while others can be done as a whole class.
3. Explain the task of the independent project that the students will begin working on. Let them know that the information they learn from this project will eventually be used in their culminating project as well.

Teacher's Note: If one or more students begin struggling while working independently, take the group aside to run through an additional minilesson.

Possible Mini-Lessons

1. **Vocabulary:** Create a word wall. Include the following terms: geography, region, continent, boundaries, body of water, urban, suburban, rural.
2. **Using Visual Texts:** Where is China? Use maps, atlas, and globe to locate. Explain that China is a country on the continent of Asia.
3. **Reading Maps and Map Keys:** Include political, topographical, population, climate, precipitation, agricultural maps.
4. **Perspective:** What is this map trying to show us? How is it doing this? Is it successful? If not, what would make it better? Have students jot down or make a web of things they notice on the maps.

5. **Gathering Information From Maps and Trade Books:** What is a fact? What is an inference? What are some inferences you can make by looking at maps? Look through one of the trade books to find a fact about a particular city in China. Locate that city on a map of China. Can you find a connection between the geography of the city and the fact you found? Where is the Great Wall of China? Find the information both in a book and on a map. Why was it built? Locate an area in China where this sort of structure would not be necessary and explain why.
6. **Understanding Cause and Effect:** What do people need to live? So, where would people live in China based on the information on the map? Why? How do you get the things you need? What land can be farmed? Where can you fish?
7. **Perspective:** Journal entry to explore what it might be like to live in China. Where do people live? What might they do for work? Discuss urban, suburban, town, and rural areas, as well as transportation and travel. What would it be like to live in different areas? What would be easy or difficult about living in different areas? How does geography influence lifestyle [food, populations, jobs, weather, etc.]?

Independent Project: **Creating a Postcard From China**

1. Each table of students should receive paper, pens, and books.
2. Tell students that they are going to create a postcard from a city in China, and they are going to write to a friend about their experience visiting that city.
3. Have students look through the books, select a city, locate it on a map of China, and locate interesting facts about that city (language, food, occupations, sites). Students record their findings and sketch a map of their city on a piece of paper. When done, students can create a draft of their postcard on a sheet of paper.
4. Tell students that their postcards should include a map of the city they choose, as well as a symbol, image, or representation of something they might expect to see or do if they visited that city.
5. The information and images in their postcards must be accurate and based on facts and images from the books they have been given.
6. Once students have completed a successful first draft, they may get the supplies to create their final draft (5x7 index card and markers).

Share:

Display postcards and allow students to look at them. Ask students to share the names of the cities they would like to visit in China based on the postcards created by their peers.

Note:

This mini-project helps students practice the research and visual presentation skills necessary for their travel brochures.

Lesson 2

Focus Question:

How can artifacts teach us about history and the world today?

Objectives:

1. Students will learn about the Great Wall of China and its impact on the people of China.
2. Students will learn the difference between natural and man-made boundaries.
3. Students will learn that the Great Wall is still a tourist attraction today.

Materials:

1. Chart paper.
2. Book: *The Great Wall of China*.
3. Paper folded into rectangular solids for “bricks.”
4. Markers or crayons.

Procedure:

1. Have students work in groups to find the definition for one of the following terms: emperor, kingdom, Mongols, uncivilized, invader, junk. They may use trade books, Internet, or dictionaries. Have students share their definitions with the rest of the class and place them on a word wall.
2. Ask students “*Why do we need fences and walls?*” Chart their responses.
3. Read *The Great Wall of China* to the whole group. Ask students to write down two facts as you read aloud.
4. Place students into small groups to create a list of the facts they recorded about the Great Wall during the read aloud.
5. Have each child complete an illustrated brick with one fact about the Great Wall clearly written. Display the bricks side by side on a wall in your classroom.

Share:

Students have a chance to look at the wall they constructed. Repeated facts can be noted as those deemed most important by the students.

Follow-Up:

1. If you want to challenge your students more deeply, use a Venn diagram to compare and contrast the Great Wall with the Berlin wall, the wall dividing Israel and Palestine, and other walls your students may be familiar with.
2. For an in-depth exploration of artifacts, plan a field trip to a museum to look at artifacts from China. Follow **Mini-Lessons for a Museum Field Trip**. (See page 18.)

Lesson 3

Focus Question:

What were some of China’s contributions to modern technology, and why are they still important to us today?

Objectives:

1. Students will learn that historically China was a very innovative nation.
2. Students will learn about the various ideas and technologies that were first invented in China.
3. Students will understand how the modern world we live in is influenced by Chinese invention.

Materials:

1. General art supplies: paper, pens, crayons and markers, clay, popsicle sticks, scissors, glue.
2. Books: *Civilizations Past to Present: China*; *China: The Culture*; *Look What Came From China*; and *Writing in Ancient China*.
3. Objects representing Chinese Inventions: a rubber stamp with ink, a compass, a piece of silk, a kite, an abacus, chopsticks.

Procedure:

1. Display the objects around the classroom. Have the students take a couple of minutes to tour the room and view the objects.
2. Once students are seated, ask them what they saw. Then ask them if they remember what country they have been studying. When someone answers “China,” ask the students if they can figure out a connection between all of the objects they just saw.
3. If students do not figure out that all of the items were invented in China, explain this fact to them. Then ask the children to share times they may have used some of the items displayed.
4. Have the students engage in one or both of the following mini-lessons:
 - Have students create journal entries to elaborate on the effects of certain Chinese inventions on their everyday life. They can also write about what life might be like without certain inventions. Even though we don’t use some of the same technology that may have been invented long ago, how has it influenced what we do use today?
 - The children will read through the classroom books on Chinese history and culture, and find important facts to record. Then they will write those facts in their own words. For example, they may discover when paper or porcelain or silk was invented. China’s many inventions span many dynasties and show a continuous development of technology, which made China a great nation. They may discover when the secret of silk production reached the outside world.

Independent Project: Students become inventors.

1. Students brainstorm ideas for inventions they believe would make their lives easier.

2. Students then have an opportunity to draw or model their invention, name it, and explain what it does and why people would want it.

Share:

Create an in-class “Museum of the Future” to display student inventions.

Follow-Up:

For an in-depth science connection to this lesson, follow the directions for **Raising Silkworms in Your Classroom**. (See page 17.)

Lesson 4

Focus Question:

What makes Chinese culture unique?

Objectives:

1. Students will identify several aspects of China's customs and traditions.
2. Students will compare the customs and traditions of China to their own.

Materials:

1. Fiction Books: *Lon Po Po (A Red-Riding Hood Story From China)* and *Little Red Riding Hood*, **or** *Yeh Shen (A Cinderella Story from China)* and *Cinderella*.
2. China trade books: *Chinese Foods and Recipes*; *China: The People*; *Look What Came From China*; *Civilizations Past to Present: China*; *China: The Culture*; and *A True Book China*.
3. Paper and pens, envelopes.

Procedure:

Complete Minilessons 1 and 2. When you are done, have the students complete the independent project.

Minilesson 1:

1. Ask your students if they have ever heard the story of *Cinderella* or *Little Red Riding Hood*. Have some volunteers from the class share their background knowledge of one of these stories.
2. Prepare to read either *Lon Po Po* or *Yeh Shen* to the students by explaining that they are about to hear a Chinese version of a story they already know.
3. Ask the students to think about the similarities and differences as they listen to the Chinese version of the story.
4. Read the story.
5. Have students share some of the aspects of the story that were either the same or different from the version they already knew.
6. Ask students if they are surprised that China has a version of a story they know. Have them justify their responses.

Minilesson 2:

1. Break the class up into several groups and tell them that each group will examine one aspect of Chinese culture and compare it to their own. (The different topics can be food, celebrations, writing, music, art, toys.)
2. Once students have been assigned a group, ask each group to brainstorm how the topic relates to their own lives. *For instance: What kind of foods do you eat? What types of celebrations do you have throughout the year?* Have them write down their responses in a chart such as the one that follows.

Topic: Food

My Culture	China

3. Provide each group with books or photocopied pages of books related to their topic.
4. Have students fill in the China column of the chart using the information provided.
5. Have each group share their customs as compared to those in China.

Extensions:

- Have students write a letter to a third grade student in China. They can share their own customs as well as their reactions to the similarities and differences of the customs of their Chinese counterparts. (Visit www.epals.com for pen pals around the world.)
- Have a cultural celebration of China in your classroom including some of the traditional foods and arts from China. Students can decorate the room with Chinese-style art. (See *Instructions for Chinese Paper Cutting, Painting A Landscape Scroll, and Writing Calligraphy*, page 20.)

Follow Up Lesson Plans

Raising Silkworms in Your Classroom

- **Background Information**
 - Silk was used to make clothing for nobles and royalty.
 - Red and yellow silk was reserved for the emperor and empress.
 - Silk cloth was invented in China in approximately 2500 BC. Its process was kept a secret for over 3,000 years. According to law, anyone caught smuggling out a silkworm egg or mulberry seed (food for the silkworms) would be executed.
 - Silk was so important to the Chinese economy that the trade route to the Middle East and Europe was known as the Silk Route or the Silk Road.
- Order your silkworm eggs and powdered mulberry food from www.mulberryfarms.com.
- You will need petri dishes when the eggs arrive. As the caterpillars grow, you can move them to larger plastic containers. Keep in mind that the eggs usually hatch within a few days after their arrival.
- This activity continues for about six to eight weeks. The children will see the entire life cycle: from egg to caterpillar to cocoon to moth, and back around to a new generation of eggs.
- While the eggs are in the petri dishes, the children can observe and draw pictures a couple of times a week. Label the petri dishes so that the children in each group can get the same group study.
- While observing, kids draw pictures and write sentences beginning with the phrase, “I see...” Include color, size, shape, and texture. Make comparisons.
- After observing, kids can make hypotheses beginning with the phrase, “I think...” Include predictions and write what students think the caterpillars are doing. For example: “I see the caterpillar is eating food. I think it is hungry. I see the caterpillar is moving in the direction of the food. I think it is hungry and is going to the food.”
- **Tips on raising the silkworms:**
 - Provide food. Be sure silkworms don’t dehydrate and dry up: the food must be moist to be eaten.
 - Keep the containers clean of frass (feces). The caterpillars produce frass continuously, and it must be removed.
 - Separate the caterpillars into larger containers as they increase in size. They molt five times before making cocoons. These molts are called “instars.”
 - After about 28 days the caterpillars will be ready to go into cocoons. There are different ways to assist them. You can put sticks or branches for them to build on, or cardboard egg cartons may work.
 - After about two weeks, the moths are ready to come out of the cocoons. Have a large container ready so the moths can find each other to mate and lay eggs. Allow children to observe this activity.
 - Silk cocoons that do not become moths can be soaked in hot water, and the silk can be removed and spun onto a chopstick. There is at least one half mile of silk per cocoon on one continuous thread. Several threads would be twisted for weaving into textiles.
 - Samples of silk can be brought in to show the children the wonderful fabric made by the caterpillars.
 - The Metropolitan Museum of Art and the Brooklyn Museum have beautiful examples of silk robes on display.

Minilessons for a Museum Field Trip

- Frame the students' thinking prior to a class trip to a museum to study Chinese art and artifacts. Provide students with a schema for looking at art and artifacts in a museum. Create a gallery of art and artifacts in the classroom to view in the manner of the trip before going to the museum.
- This cluster of lessons may be parallel to the way students learn to speak about the scientific behaviors of observing and hypothesizing. When observing, the scientist says, "I see" or "I noticed." When hypothesizing, the scientist says, "I think."
- Teach children to be both objective and subjective when looking at art and artifacts:
 - In objective thought, the students will notice what can be experienced through the five senses. Objective observation is also something all students can agree on. It is measurable and consistent.
 - In subjective observation, the responses are more varied and individualized. The responses can be emotional and based on opinion, although when interpreting symbolic meaning, there may be certain truths that an artist is trying to express in a piece of art.
- One way to go about preparing the children for a museum trip is to create a gallery in the classroom that mirrors the exhibit you intend to visit. Both the Brooklyn Museum of Art and the Metropolitan Museum of Art have excellent collections of art and artifacts from Ancient China. These collections include art and artifacts made out of ceramics, bronze, silk, lacquer, and jade as well as other objects like paintings and calligraphy.
- The gallery you create should include objects similar to those you may see. For example, if you are to visit an exhibit on Chinese landscape paintings, you may purchase inexpensive paintings in Chinatown, Manhattan, and hang them in your classroom. Then teach the children to notice and speak about the objective elements of the painting. Next have them speak about the subjective ideas and feelings they have.
- Acquiring some background on Chinese symbolism is useful. Teaching the students about symbolism in Chinese paintings may be a prerequisite. Mountains, evergreen trees, water, flowers, eagles, plants, etc. all have a symbolic meaning in paintings. A lesson on symbolism can support the children's subjective inquiry and discussion.
- Imagine a painting with three chickens beneath a blossoming tree. One chick is looking up at the tree. The blossoms are in a variety of stages: from closed to just opening to half-opened. The flowers are red, white, and black. There are some green and yellow washes of color. The above is an objective description. However, consider that the reason for a flower is to bear fruit, and consider that the chicks are young with the future and adulthood ahead of them, and then one may look at this composition as a poem or narrative of youth looking forward to a season of growth and a journey to maturity. One may remember that winter is behind and good times are upon us.
- If you are to look at pottery, clay tomb figures, and ritual tomb objects made of bronze, for example, like those at the Brooklyn Museum of Art and the Metropolitan Museum of Art, you might bring ceramic earthenware, stoneware, and porcelain items into your classroom to add to your "gallery." You could also bring in something made of bronze such as a bronze candleholder. Other objects round out the gallery such as Chinese signature chopsticks, ink, a paintbrush, a kite string holder, a horseshoe, and whatever else you think may enable the children to experience thinking objectively and subjectively in class in preparation for the museum visit.

- Objects in the classroom gallery can be displayed on tabletops with the children walking around observing in small groups. The children move throughout the gallery drawing and taking notes on the objects. The students can have a few sheets of white paper folded into a booklet for this purpose. To imitate the format of the museum, index cards with pertinent information can be recorded. For example, next to a piece of pottery there can be an index card, which might read: “Ceramic stoneware, 12 inches tall; 1984, USA; Brown and green glaze.” The classroom grouping might be the same arrangement you’ll group the students in while at the museum to promote a group rapport.
- A minilesson on how to sketch is a prerequisite and may be done as a demonstration for the whole class. As in class, the students will also sketch and draw the art and artifacts from the museum, and they will record the name of the piece, the dynasty, and date when it was made. Any other important facts can also be recorded.

Instructions for Chinese Paper Cutting

- The art of paper cutting began in China centuries ago. There are many types of paper cuts. Some of the most popular are window flowers. These are paper cuts that were originally pasted on windows. The paper cuts were shaped to fit the rectangular spaces of window panes. The artist wanted to make sure that the cuts were open enough not to block light from coming into the house. To prepare for the Spring Festival, window flowers are traditionally replaced annually. Paper cuts can be any subject in nature such as flowers, fish, birds, etc.
- **Materials:** hole punch; pair of scissors; paper clips; 8 ½” x 11” piece of white paper (for stencil), 8 ½” x 11” piece of wax-coated colored tissue paper (this is much sturdier than regular tissue paper) or regular tissue paper.
- **Directions:** Prepare a stencil of a subject in nature. You should make one with details in the center that can be cut out. This will make your paper cut more interesting. Place the stencil on top of an 8 ½” x 11” piece of tissue paper. Hold in place with paper clips. Cut around the stencil through the tissue paper. Use a hole-puncher to begin the hole in the center shapes of your paper cut. Mount the paper cut to a window and allow the sun to shine through.

Painting a Landscape Scroll

- The Chinese have traditionally painted landscapes of their country. This type of painting is called *shanshui*, or “mountain water.” This art form dates back more than 1,000 years. Shanshui usually included landscape scenery such as a river, mountains, trees, etc.
- **Materials:** drawing paper; white shelf paper (or rice paper); water color paints (or black *sumi* ink); small and large brushes (or bamboo brushes); two dowels or paper towel tubes; glue; one piece of yarn or ribbon about 20” long.
- **Directions:** Expose the students to examples of Chinese landscape paintings. They can be found in art books or, even better, bought quite inexpensively in Chinatown. Expose the students to examples of western landscape paintings as well. This will enable the students to see a contrast between the art forms. First, have the students plan out their landscape by sketching on drawing paper. Bamboo brushes and sumi ink can be a bit tricky, so have the students practice using a bamboo brush with water first. Model a few brush strokes using the paint or ink, to suggest a landscape feature. The students paint their own landscapes leaving a margin at the top and bottom of their paper. Once they are dry, they put glue on the underside of both margins and attach either the dowel or paper towel holder.

Writing Calligraphy

- Ask students what they think treasures are. Explain that the Chinese scholar was a part of the highest ranked social class and explain what their treasures are. The four treasures of a scholar are *ink, ink stone, pen brush, and paper*. Ask, “*What does this tell you about what Chinese values?*” Chinese calligraphy is an art form: each character is practiced thousands of times before it is put on paper. Calligraphy is usually included on landscape paintings.
 - Remember that Chinese calligraphy is written from the top of the page to the bottom. Practice paper should be folded in half (hot dog fold). Then fold in the other direction twice to make 8 practice boxes.

- Practice: Calligraphy is different from writing with a pen or pencil—you will move your wrist to draw the characters, not your fingers/hands. Try to make characters in one stroke, not lifting the brush. A good way to practice before using ink is to wet the brush with water and try to write with water only. In addition, desks should be covered with newspaper, students’ sleeves rolled up, and smocks used. The desk should have paper towels (for spills and blotting excess water from the brush), a small paper plate to rest the brush, and a small paper cup with ink.
- Using an ink stone and an ink stick: If you buy a Chinese calligraphy kit, you will have an ink stone and an ink stick. The stone looks like a small flat bowl. First, drop water into the well of the ink stone and begin rubbing the ink stick along the side of the stone. “Grind” the ink stick until your ink is as dark as you want it.

Social Studies Third Grade Core Library

Title	Copies
<i>Children Just Like Me</i>	1
<i>China</i>	2
<i>China: A True Book</i>	2
<i>China: The Culture</i>	2
<i>China: The Land</i>	2
<i>China: The People</i>	3
<i>Chinese Foods and Recipes</i>	2
<i>Civilizations Past to Present: China</i>	2
<i>The Empress and the Silkworm</i>	2
<i>Everybody Cooks Rice</i>	2
<i>Folktales from China</i>	2
<i>The Great Wall of China</i>	2
<i>Happy Birthday, Mr. Kang</i>	1
<i>Junior Atlas</i>	2
<i>Lion Dancer: Ernie Wan's Chinese New Year</i>	2
<i>Lon Po Po</i>	2
<i>Look What Came from China</i>	2
<i>Me on the Map</i>	2
<i>The Nystrom Map Champ Atlas</i>	4
<i>Postcards from China</i>	3
<i>Primary Atlas</i>	2
<i>Scholastic Atlas of the World</i>	2
<i>The World Turns Round and Round</i>	2
<i>Writing in Ancient China (Writing in the Ancient World)</i>	1
<i>Yeh Shen: A Cinderella Story from China</i>	1

Additional Resources on China

Title	Author	ISBN #
<i>Bamboo Valley: A Story of a Chinese Bamboo Forest</i>	Ann Nagda	1568994923
<i>C is for China</i>	Sungwan So	0382397851
<i>California Gold Rush</i>	Peter & Connie Roop	0439273153
<i>The Ch'i - Lin Purse</i>	Linda Fang	0329180444
<i>The Children of China: An Artist's Journey</i>	Song Nan Zhang	0887763634
<i>City Within a City: How Kids Live in New York's Chinatown</i>	Kathleen Krull	0525674373
<i>Civilizations Past to Present: China</i>	Kevin Supples	0792286987
<i>Clothing: You Are What You Wear</i>	Helen Whitty	0791065774
<i>The Cloud Makers</i>	James Rumford	0395765056
<i>Confucius: The Golden Rule</i>	Russell Freedman	043952010x
<i>Count Your Way Through China</i>	Jim Haskins	0876143028
<i>Countries of the World: China</i>	Michael Dahl	1560655666
<i>The Donkey and the Rock</i>	Demi	0805059598
<i>El Chino</i>	Allen Say	0395520231
<i>The Empty Pot</i>	Demi	0805049002
<i>Faces: The Magazine About People Vol. 12 # 5</i>		
<i>A Grain of Rice</i>	Helena Pittman	044041301x
<i>The Greatest Power</i>	Demi	0689845030
<i>I am a Chinese American</i>	Amy Lee	0823980928
<i>Kites: Magic Wishes That Fly Up to the Sky</i>	Demi	0517800497
<i>The Little Llama of Tibet</i>	Lois Raimondo	0590461672
<i>Magic Tree House Series # 14 Days of the Dragon King</i>	Mary Pope Osborne	0679890513
<i>The Man Who Tricked a Ghost</i>	Lawerence Yep	0816730318
<i>Market Days: From Market to Market Around the World</i>	Madhur Jaffrey	0816735042
<i>Ming Lo Moves the Mountain</i>	Arnold Lobel	059048110x
<i>The Panda: Wild About Bamboo</i>	Valerie Tracqui	0881067377

<i>Picture the Past: Life in San Francisco's Chinatown</i>	Sally Isaacs	1588106926
<i>A Primary Source Guide to China</i>	Greg Roza	0823965910
<i>The Rooster's Horns</i>	Ed Young	0529054469
<i>Ruby's Wish</i>	Shirin Yim	0811834905
<i>The Seventh Sister: A Chinese Legend</i>	Cindy Chang	0816734127
<i>Share the Sky</i>	Ting-xing Ye	1550375784
<i>Silk: Trade Across Time and Cultures</i>	Susan Marlow	0792247345
<i>Silkworms</i>	Sylvia Johnson	0822595575
<i>The Story of Kites</i>	Ying Compestine	0823417158
<i>The Story of Paper</i>	Ying Compestine	0823417050
<i>The Usborne Book of Peoples of the World</i>	Gillian Doherty	0439401275
<i>The Year of the Panda</i>	Miriam Schlein	0690048645
<i>We Came to North America: The Chinese</i>	Lorien Kite	0778702022
<i>Weighing the Elephant</i>	Ting-xing Ye	1550375261
PROFESSIONAL TEXTS		
<i>China Then and Now</i>	Patricia Kindle	086653458x
<i>India and China: Ancient Civilizations Series</i>	Diane Sylvester	0764701495
<i>Long is a Dragon: Chinese Writing for Children</i>	Peggy Goldstein	0590467344

Field Work

<p>China Institute in America 125 East 65 Street New York, NY 10021 212-744-8181</p>	<p>Staten Island Botanical Garden Inc. Chinese Scholar's Garden at Sailor's Snug Harbor 1000 Richmond Terrace, Building G Staten Island, NY 10301 718-273-8200 www.sibg.org</p>
<p>American Museum of Natural History Central Park West & 79th Street New York, NY 10024 212-769-5100</p>	<p>Asian Arts and Cultural Center 200 Park Avenue South New York, NY 212-358-9479</p>
<p>The Asia Society 725 Park Avenue New York, NY 10021 212-288-6400</p>	<p>The Brooklyn Museum of Art Eastern Parkway and Washington Avenue Brooklyn, NY 11238 718-638-5000</p>
<p>Chinese Information and Culture Center 1230 Avenue of the Americas New York, NY 212-373-1800</p>	<p>Chinese Chamber of Commerce 33 Bowery New York, NY 10002 212-226-2795</p>
<p>Museum of the Chinese in the Americas 70 Mulberry Street (at Bayard Street) New York, NY 10013 212-619-4785 info@moca-nyc.org</p>	<p>Metropolitan Museum of Art 5th Avenue and 82nd Street New York, NY 10028 212-535-7710</p>
<p>The Pearl River Mart 277 Canal Street (at Broadway) New York, NY 10013 212-431-4770</p>	<p>New York Chinese Cultural Center & Chinese Folk Dance Company 390 Broadway, 2nd floor (at Walker Street) New York, NY 10013 212-334-3764</p>
<p>Tung Ching Chinese Center for the Arts Penny.wang@nyjpw.org</p>	<p>Chinese-American Arts Council info@gallery456.org</p>
<p>The Chinatown History Museum</p>	<p>Pan-Asian Repertory Theater PanAsian@aol.com</p>
<p>Four Seas Players 4seas@asianweb.net</p>	<p>Chinese Dance Company of New York at the NY Chinese Cultural Center Nyccc390@aol.com</p>