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| **ELEMENT** | **DESCRIPTION** |
| **Author** | Gay Beck |
| **Lesson Name** | Chinese children and American children are both similar and different |
| **Content Areas** | Written Expression, Society and Culture |
| **Grade Levels** | Kindergarten |
| **Duration** | Unit has 6 lessons |
| **Lesson Theme and Topic** | My lesson topic will be very relevant to Kindergarten students as it compares American children to Chinese children. They will see pictures and learn about the culture of the Chinese and compare it to themselves. They will connect the broad global awareness that we are all the same and different in many ways. It is significant as it connects the reality of their lives and interests to a bigger world connection. They will connect the importance of learning about other cultures, as they will interact with students from other countries throughout their lives. |
| **Instructional Objective** | The student will recognize and describe orally and with pictures and limited text how Chinese children and American children are similar and different.  The student will also formulate opinions about some of the similarities and differences. They will illustrate and add text to show their opinion. |
| **Specific Global Competencies** | Embody local and global connections (viewing videos, seeing pictures, hearing other languages); Link student local experiences to world connections by seeing and learning about Chinese children and comparing this to themselves and their experiences. The children will be able to communicate more effectively with children from diverse backgrounds. |
| **Alignment to District or State Content Standards and Testing and Assessment** | Common Core Writing Standards  Write opinion pieces on topics or texts, supporting a  point of view with reasons and information.  a. Show the topic clearly.  b. Link their opinion and reasons using words and  pictures.  c. Provide a concluding sentence or illustration  related to the opinion presented.  Social Studies-Utah Core:  Standard 1  Students will recognize and describe how individuals and families are both similar and different.  Objective1  Identify how individuals are similar and different  A. Explain the elements of culture, including language, dress, food, shelter and stories. |
| **Instructional Strategies and Activities** | Pre-Unit   1. Students will participate in a discussion to determine what they know about the Chinese Culture including language, dress, food, shelter, stories and games. Ask them where China is located on the map. 2. Students will generate a list of questions to address. The teacher will post these questions to guide instruction.   Unit Activities   1. Show a world map pointing out China and U.S. Talk about how far away it is from U. S. Have students view the difference in written language in English and Chinese and hear oral language in Chinese and English. (Show children’s books with English and Chinese) Have a guest come who speaks Chinese or show video with the Chinese language being spoken. Introduce children to the concept that many languages are spoken all over the world. 2. Talk about Chinese and American games such as Chinese jump rope and American jump rope, hopscotch and rock, paper, scissors. Play or demonstrate some of the games. If possible show both kinds of hacky sacks. Learn how to play American and Chinese hacky sack (jian zi). 3. Present a lesson on how Chinese and American children dress in similar clothes and different clothes. Read a book such as 5 Chinese Brothers to show clothing styles. Have a Chinese child in your class bring a traditional outfit to show. 4. Teach a lesson on the differences in foods children eat in China and the U.S. Read a book such as “Everybody cooks rice” to show differences in food choices throughout the world. Have chopsticks and forks to show the difference in eating utensils- try eating with chopsticks. 5. Discuss homes in China and America. Show several pictures of each one. Make a list of similarities and differences in these shelters. 6. Talk about how both Chinese children and American children love books and Nursery Rhymes. Read Chinese and English Nursery Rhymes. Share some Chinese favorites and American favorites. Share some titles that both American and Chinese children love such as “No David” by David Shannon and “The Hungry Caterpillar” by Eric Carle. Show both versions if possible!   Writers workshop ideas to go along with each lesson-   1. If you could choose a second language to learn what would you choose   and why? Which language do you like better English or Chinese?   1. Write and draw the directions for playing a game (sequential writing).   Draw your favorite game to play. Write a sentence telling why it is  your favorite game.  3. Choose a Chinese or American outfit you would want to wear and draw  a picture of it.  4. Draw and label your favorite American foods. Draw and label some  foods that Chinese children might eat. Draw some Chinese foods you  might want to try.  5. Draw a picture of your family and your house. Draw a picture of a  Chinese family and their house. Write a sentence on how they are the  same. Turn and tell a partner how they are different.  6. Draw and write the title of one of your favorite books. Turn and tell a  a partner why it is your favorite book! |
| **Formative Assessment** | Now that you’ve seen and experienced U.S. and Chinese activities draw and write 2 things you have learned about Chinese children. Draw and write 1 thing the same about Chinese and American children. Draw and write 1 thing that is different about Chinese and American children. Turn and talk to a partner and tell them your favorite part of our Chinese unit. |
| **Differentiation** | Students with physical writing deficits as outlined in their IEP will be able to dictate to an adult. All levels of writing will be encouraged. Help will be given as needed in letter formation and sounds according to varying ability levels of the children. |
| **Resources** | 1. Everybody Cooks Rice Author: Norah Dooley 2. Five Chinese Brothers Author: Claire Huchet 3. The Hungry Caterpillar Author: Eric Carle 4. No David Author: David Shannon 5. Chinese and English Nursery Rhymes Author: Faye-Lynn Wu 6. [www.uen.org/core/socialstudies/](http://www.uen.org/core/socialstudies/) 7. World map showing China |
| **Reflections** | After visiting China, I am impressed by the similarities and differences between Americans and Chinese. I believe that people in the U.S. can learn many things from the Chinese culture. I am looking forward to sharing my knowledge and appreciation of the Chinese culture with my students. My hope is that my students will embrace learning about other cultures and gain an appreciation of them. Children will investigate the world beyond their immediate environments and recognize other perspectives after studying this unit. I believe this unit will contribute to global awareness for young children! |
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